I – Mission, Planning & Goals Workgroup

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is completed

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Please use your knowledge gained as an active participant in PBC and through experiences in your own work area in the college, to provide an update to our accreditation Self Evaluation. Other sources of information include meeting minutes, program reviews, and progress reports from our various strategic plans.

1. What changes or improvements from previous practice have occurred this year?
2. Examples, case studies, evidence? Please describe the evidence and identify its location.

IIA – Instructional Services Workgroup

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Please use your knowledge gained as an active participant in PBC and through experiences in your own work area in the college, to provide an update to our accreditation Self Evaluation. Other sources of information include meeting minutes, program reviews, and progress reports from our various strategic plans.

1. What changes or improvements from previous practice have occurred this year?
2. Examples, case studies, evidence? Please describe the evidence and identify its location.

IIB/C - Student & Support Services Workgroup

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses the student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to student so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Please use your knowledge gained as an active participant in PBC and through experiences in your own work area in the college, to provide an update to our accreditation Self Evaluation. Other sources of information include meeting minutes, program reviews, and progress reports from our various strategic plans.

1. What changes or improvements from previous practice have occurred this year?
2. Examples, case studies, evidence? Please describe the evidence and identify its location.

IIIA – Human Resources Workgroup

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

The institution employs qualified personnel to support student learning programs and services whenever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Please use your knowledge gained as an active participant in PBC and through experiences in your own work area in the college, to provide an update to our accreditation Self Evaluation. Other sources of information include meeting minutes, program reviews, and progress reports from our various strategic plans.

1. What changes or improvements from previous practice have occurred this year?
2. Examples, case studies, evidence? Please describe the evidence and identify its location.

IIIB/C – Infrastructure Workgroup

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Please use your knowledge gained as an active participant in PBC and through experiences in your own work area in the college, to provide an update to our accreditation Self Evaluation. Other sources of information include meeting minutes, program reviews, and progress reports from our various strategic plans.

1. What changes or improvements from previous practice have occurred this year?
2. Examples, case studies, evidence? Please describe the evidence and identify its location.

IIID – Financial Resources Workgroup

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

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1. What changes or improvements from previous practice have occurred this year?
2. Examples, case studies, evidence? Please describe the evidence and identify its location.

IV - Governance and Process Workgroup

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges

Please use your knowledge gained as an active participant in PBC and through experiences in your own work area in the college, to provide an update to our accreditation Self Evaluation. Other sources of information include meeting minutes, program reviews, and progress reports from our various strategic plans.

1. What changes or improvements from previous practice have occurred this year?
2. Examples, case studies, evidence? Please describe the evidence and identify its location.