

Standard 2: Governance, Resources, and Capacity



NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Criteria for Review (1)	Evidence (2)	Team Verification (3)
<p>2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Institutional governance policies and procedures <input checked="" type="checkbox"/> System governance policies and procedures <input type="checkbox"/> Multiple board governing policies and procedures (if applicable) <input checked="" type="checkbox"/> Board's calendar for reviewing institutional and board policies and procedures <input checked="" type="checkbox"/> Bylaws and Articles of Incorporation referencing governance structure 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: The panel found evidence that the college is in compliance with this standard in the the Board of Trustees Policy Handbook and the Montana Code. The panel recommends that the year seven team consider whether the college's policy review practice is systematic. The documentation provided (citation) provides little detail other than that Human Resources assists the Board with policy review, and the narrative in this report says that review is done "periodically."</p>		
<p>2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership organizational chart <input checked="" type="checkbox"/> Curriculum vitae of executive leadership 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: The panel found evidence that the college is in compliance with this standard in the leadership organizational chart, the executive leadership CVs, and the Board of Trustees Policy Handbook. The President has both an executive team and traditional cabinet, and the cabinet includes "representatives from the Administration, Faculty, Staff, and Student body" (2020-2021 Appendix to the Board of Trustees Handbook). The President's responsibilities are clearly defined in Board policy.</p>		
<p>2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an <i>ex officio</i> member of the governing board(s) but may not serve as its chair.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum vitae of President/CEO 	<ul style="list-style-type: none"> <input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: The president's CV indicates that he is completing a Doctorate in Community College Leadership and has a Master's degree in Higher Education Student Affairs. He held positions from director to vice president from 2011-2020 at the community college level, has successful fundraising experience and has worked in industry and government. He has 20 years of experience with Boards and in community involvement and has held four kinds of political office.</p>		

<p>2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.</p>	<p><input checked="" type="checkbox"/> Institutional governance policies & procedures (see 2.A.1)</p>	<p><input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The panel found evidence that the college is compliant with this standard in the publicly available Board Policy Handbook and documentation of the committee structure. Many committees, including the President's Cabinet, have student positions. Board of Trustees meetings are open to the public per Board policy 200.2 A.</p>		
<p>2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.</p>	<p><input checked="" type="checkbox"/> Academic freedom policies and procedures</p>	<p><input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The college provided evidence of compliance with this standard via a provision in the faculty master agreement, a separate academic freedom statement, board policy 300.4, and a separate statement of inclusion dated January, 2020.</p>		
<p>2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.</p>		<p><input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: In addition to the evidence noted in 2.B.1, the panel highlights the January, 2020 statement of inclusion. The statement appears to be a response to current events and the panel suggests that the year seven team inquire about the purpose of the document.</p>		
<p>2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.</p>	<p><input checked="" type="checkbox"/> Transfer of credit policies procedures</p>	<p><input type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The college demonstrates compliance with this standard in the material on transfer policy in the student handbook (pp. 13, 15, 51, 56), and information in the narrative and on p. 55 of the handbook on the Montana University System education transfer policy. The Montana system is designed to allow students to identify course equivalencies across the system and allow A.A. and A.S. students to determine how their degrees will transfer to four year institutions.</p>		

<p>2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.</p>	<p><input checked="" type="checkbox"/> Documentation of students' rights and responsibilities policies and procedures, which include:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic honesty <input checked="" type="checkbox"/> Appeals, grievances <input checked="" type="checkbox"/> Accommodations for persons with disabilities <p>(Student handbook or Catalog; links to webpages – please note specific pages or areas)</p>	<p><input checked="" type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Needs improvement</p> <p><input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The college provided evidence of compliance with this standard in the student handbook, board policy, policy specific to the nursing and Disabilities Support programs, and a document outlining the Montana University System / Miles Community College complaint process. Board Policy 500.4, Standard of Conduct, is a high level summary of conduct that covers general situations, residence halls, student athletes and nursing students. Student conduct expectations are described in detail on pp. 31-35, with procedures covered on pp. 35-40, including the <u>appeals process</u>. <u>This report is based on the 2019-2020 student handbook that was provided by the college</u></p>		
<p>2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.</p>	<p><input checked="" type="checkbox"/> Policies and procedures for recruiting, admitting, and placing students (If Catalog, please note specific pages.)</p> <p><input checked="" type="checkbox"/> Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures (If Catalog, please note specific pages.)</p>	<p><input checked="" type="checkbox"/> Compliant</p> <p><input type="checkbox"/> Needs improvement</p> <p><input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The college provides an equal opportunity statement on p. 4 of the student handbook and an "open door" admission policy at the bottom of the admissions web page. The admissions process is presented in seven steps on the website, including a section on documentation of previous academic work and placement tests. Academic standards and the grade appeal process are clearly presented on pp. 48-50. Admissions and placement are also covered in the college catalog.</p>		
<p>2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.</p>	<p><input type="checkbox"/> Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies</p>	<p><input type="checkbox"/> Compliant</p> <p><input checked="" type="checkbox"/> Needs improvement</p> <p><input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The year 6 narrative describes secure processes for paper records on campus and electronic records hosted by the University of Montana. The college provided a FERPA document in support of this standard but no separate evidence of the secure handling of records. Additional documentation supporting the processes described in the narrative should be provided to the year seven team.</p>		
<p>2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.</p>	<p><input checked="" type="checkbox"/> Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity</p>	<p><input type="checkbox"/> Compliant</p> <p><input checked="" type="checkbox"/> Needs improvement</p> <p><input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The college cites several methods it uses to communicate academic information to students and the public. Academic program information in the catalog includes the length and number of credits; the panel did not see information on average time to completion. The policies and procedures for review of published materials are unaddressed; the evidence cited is about ethical standards for the Board of Trustees.</p>		

<p>2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.</p>	<p><input checked="" type="checkbox"/> Policies/procedures for reviewing internal and external complaints and grievances</p>	<p><input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The college cites policies relevant to this standard in the Board Policy Handbook, Academic Catalog, Student Handbook, and a web based document on the complaint process, demonstrating compliance with this standard. The panel has no concerns and in fact appreciates the description of training provided in the year six narrative. That said, given the nature of these processes the panel suggests that the year seven team inquire about the quality and results when they are.</p>		
<p>2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.</p>	<p><input checked="" type="checkbox"/> Policies/procedures prohibiting conflict of interests among employees and board members</p>	<p><input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The college cites Board policy 100.5, "Conflict of Interest," and the panel saw no other evidence that led us to question whether the college is in compliance with the standard.</p>		
<p>2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.</p>	<p><input checked="" type="checkbox"/> Policies/procedures that articulate the oversight and management of financial resources <input checked="" type="checkbox"/> Latest external financial audit including management letter <input checked="" type="checkbox"/> Cash flow balance sheets <input checked="" type="checkbox"/> Audited financial statements <input checked="" type="checkbox"/> Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments <input checked="" type="checkbox"/> Significant contracts/grants <input type="checkbox"/> Endowment and giving reports <input checked="" type="checkbox"/> Investment revenue</p>	<p><input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The panel did not see information about endowments in the PRFR narrative, though it did note that there is information in the FRR. The panel notes that the financial information provided was not dated within the nine months the commission suggests for reporting.</p>		
<p>2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.</p>	<p><input type="checkbox"/> Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds</p>	<p><input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit</p>
<p>RATIONALE: The college has documented guidelines through the Planning, Budget, and Assessment (PBA) document, however the Evaluation Team did not find evidence of policies and procedures that ensure meaningful opportunities for stakeholders participation.</p>		

<p>2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Description of internal financial controls <input checked="" type="checkbox"/> Board approved financial policies, state financial policies, or system financial policies 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: The college provides evidence of compliance by means of Board and State policies, the audited financial statement and a description of business office staffing and structure intended to exercise internal controls.</p>		
<p>2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Human resource policies / procedures <input checked="" type="checkbox"/> Policies/procedures related to teaching, scholarship, service, and artistic creation <input checked="" type="checkbox"/> Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: The panel reviewed human resources policies in the Board Policy Handbook, policies and procedures related to teaching and faculty rights and responsibilities in the Handbook and the faculty master contract, and policies regarding faculty and staff working conditions, also in the Handbook. Evidence regarding evaluation and termination was provided, and the panel recommends that the year seven team inquire about retention and promotion policies and procedures.</p>		
<p>2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Employee professional development policies/procedures 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: The panel reviewed the professional development forms provided and the relevant Board policies and found the college to be in compliance with this standard. The panel appreciates the description provided in the year six narrative and suggests that the year seven team inquire about whether the resources and opportunities provided are appropriate for professional growth and development.</p>		
<p>2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation about engagement and responsibilities specified for faculty and staff, as appropriate <input checked="" type="checkbox"/> Personnel hiring policy/procedures <input checked="" type="checkbox"/> Academic organizational chart <input checked="" type="checkbox"/> Administrator/staff /faculty evaluation policies/procedures 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: The college provided the suggested evidence and the panel found it to be in compliance with this standard. Expectations regarding faculty engagement are clearly described in the master contract and Board policy. Evidence was not provided regarding staff engagement and Board policy does not seem to address it. The panel did note the college provides staff job descriptions and an orientation, and that the staff evaluation process addresses a number of competencies, as well as areas of strength and improvement, and professional development plans.</p>		
<p>2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listing of programs and services supporting student learning needs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE: The panel reviewed Board policy on evaluation, and the evaluation processes and documents provided by the college. Board policy 600.10 requires regular and systematic evaluation for all employees, and the panel recommends that the year seven team confirm that staff are evaluated annually, as described in the year six narrative, and that the faculty process is followed and is productive, and happens on the schedule described in the “process overview” document.		
2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.	<input checked="" type="checkbox"/> Listing of programs and services supporting student learning needs	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The college provides access to information about student services in several areas of the web site, including on the Learning Center page, the Tutoring page, under quick links on the campus menu, and on the student life page. The college has a thorough advising syllabus, intended to be used by students and advisors, which includes a student outcome on identifying learning resources. The college started a Guided Pathways implementation which was interrupted as the college pivoted due to covid (one outcome being a guide to accessing services from off campus). Work has continued on Guided Pathways and the college describes substantial progress in their year 6 narrative.		
2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.	<input checked="" type="checkbox"/> Catalog (and/or other publications) that provides information regarding: <input checked="" type="checkbox"/> Institutional mission <input checked="" type="checkbox"/> Admission requirements and procedures <input checked="" type="checkbox"/> Grading policy <input checked="" type="checkbox"/> Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion <input checked="" type="checkbox"/> Names, titles, degrees held, and conferring institutions for administrators and full-time faculty <input checked="" type="checkbox"/> Rules and regulations for conduct, rights, and responsibilities; <input checked="" type="checkbox"/> Tuition, fees, and other program costs <input type="checkbox"/> Refund policies and procedures for students who withdraw from enrollment <input checked="" type="checkbox"/> Opportunities and requirements for financial aid <input checked="" type="checkbox"/> The academic calendar (See 2.C.2) (Student handbook or Catalog; links to webpages – please note specific pages or areas)	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The college catalog is available online and as a downloadable pdf. Course descriptions are available separately on the website, as is the academic calendar. The panel saw only the 2019-2020 catalog and notes that the college is planning a new process that will allow updates throughout the year. Note: the panel did see information on refund policies.		
2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	<input checked="" type="checkbox"/> Samples of publications and other written materials that describe: <input type="checkbox"/> Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit

	<input type="checkbox"/> Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	
RATIONALE: Requirements for licensure in occupations are noted at a high level on the college's Degrees and Programs web page and in detail in the catalog. Policies and procedures regarding licensure and certification are discussed throughout the student handbook.		
2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.	<input checked="" type="checkbox"/> Published financial aid policies/procedures including information about categories of financial assistance (Student handbook or Catalog; links to webpages – please note specific pages or areas) <input checked="" type="checkbox"/> Information to students regarding repayment obligations <input type="checkbox"/> Policies / procedures for monitoring student loan programs	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The panel found sufficient evidence of published financial aid policies and information provided to students regarding repayment obligations. The panel did not see evidence of how student loan programs are monitored. The college refers to the loan section of the policies and procedures handbook, but the handbook did not appear to contain that information. This could be a miscommunication as a result of this pilot PRFR effort, or it could be a real lack of evidence.		
2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.		<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: Student repayment obligations are addressed on the Financial Aid - Loans webpage, and the default rate is published both on the college website and in Board minutes.		
2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.	<input checked="" type="checkbox"/> Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas) <input checked="" type="checkbox"/> Systematic evaluation of advising <input checked="" type="checkbox"/> Professional development policies / procedures for advisors	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The college provided a thorough description in the year six narrative of its current advising resources and transition to Guided Pathways. The Advising Task force is described as keeping faculty advisors of professional development opportunities, and the advising syllabus calls on advisors to "improve and grow as an advisor by attending recommended professional development, workshops, and trainings." The panel notes that the narrative says that there is a faculty update at the beginning of each Advising Day.		
2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.	<input checked="" type="checkbox"/> Policies/procedures for ensuring identity verification for students enrolling in distance education courses	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit

<p>RATIONALE: The panel did not see documented policies or procedures regarding identity verification, except for a process described in the year six narrative. That process includes the issuance of credentials with default passwords for the LMS and direction to students to change them immediately, a step which may or may not be effective. The panel finds that the college's effort on this standard needs improvement.</p>		
<p>2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Procedures for assessing adequacy of library collections <input type="checkbox"/> Library planning committee and procedures for planning and collection development <input checked="" type="checkbox"/> Library instruction plan; policies/procedures related to the use of library and information resources <ul style="list-style-type: none"> <input type="checkbox"/> Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: The panel reviewed the material provided in the narrative and in the library's collection development policy and commends the library's involvement in the TRAILS consortium. The policy for assessing the adequacy of the collection is clear and well supported with criteria for selection and deselection. The panel recommends that the year seven team inquire about how library planning happens and how faculty are involved in assuring that library resources support the learning process.</p>		
<p>2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.</p>	<ul style="list-style-type: none"> Facilities master plan, including <input checked="" type="checkbox"/> Equipment replacement policies/procedures <input checked="" type="checkbox"/> Procedures for assessing sufficiency of physical facilities <input checked="" type="checkbox"/> Policies and procedures for ensuring accessible, safe, and secure facilities <input checked="" type="checkbox"/> Policies/procedures for the use, storage, and disposal of hazardous waste <input checked="" type="checkbox"/> Technology master plan and planning processes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Needs improvement <input type="checkbox"/> Additional Onsite Evaluation Required within the EIE year seven visit
<p>RATIONALE: The panel reviewed the documents provided and found that all recommended policies and procedures are in place. All appear to be up to date except for the deferred maintenance schedule. The panel notes that college staff appear to express satisfaction with equipment, their physical workplace and safety.</p>		
<p>Concluding Comments: The panel found Miles Community College's PRFR report to be generally thorough and focused on the standards. Supporting documentation and links were helpful. The college has a clear commitment to participation in the PRFR process and is generally well positioned for a year seven visit.</p>		