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| I.B.2. -The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.  | Partially meets the standard | 1. Develop measureable Wing Action Plans used to implement the college goals and present to the PIEAC and Budget Committee (BC) in the spring 2013 semester for prioritization and funding. Evaluate Wing Action Plans once they have completed a full planning and budget cycle. 2. Utilize the Key Performance Indicators to assess EMP outcomes and determine a cycle for comparison of achievement results. Evaluate KPI’s effectiveness as assessment measures. (Same as I.B.3.) |  Vice President Instruction/ Student  Services & &Vice PresidentAdministrative Services Presidents PIEAC Committee Associate Dean Institutional  Research &  Planning |  Spring  2013  Spring 2013 |
| I.B.3. - The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. | Partially meetsthe standard | Utilize the Key Performance Indicators to assess EMP outcomes and determine a cycle for comparison of achievement results. Evaluate KPI’s effectiveness as assessment measures. (Same as I.B.2.) |  PIEAC Committee Associate Dean Institutional  Research &  Planning |  Spring 2013 |
| I.B.6. - The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. | Partially meetsthe standard | Evaluate and modify, if needed, the effectiveness of the revised Institutional Planning Framework, including the resource allocation processes.  |  PIEACCommittee |  Annually |
| II.A.2.f. - The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies. | The College meets the Standard but it seeks to improve so that it may reach the level of sustainability on the Commission’s Quality SLO Rubric. | In Spring 2013 evaluate the efficacy of Seaport3 SLO technical applications and related procedures to collect useful student achievement data and to effect improvements in student outcomes.  | SLO Coordinator |  Spring  2013 |
| II.B.3.e. - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.  | Partially meetsthe standard | Evaluate the effectiveness and fairness of placement exams and practices used with students in international programs. (Same as EBUS II.B.3.e.) | AssociateDeanInstitutional Research & Planning  |  Spring 2014 |
| II.C.1. - The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. | Meets the standard; but the college could do a better job of making student aware of services and learning resources available to them. | Coastline will develop strategies to increase student and faculty awareness and use of library and learning support resources and services to promote student success.  |  Librarian & Student Success Coordinator |  Spring 2013 |
| II.C.2. - The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. | Meets the standard; however, the college wants to improve. | Develop and assess Student Learning Outcomes and goals for the Information Commons as a Learning Support Center.  | Dean of InstructionCTE/GGC | Spring 2013 |
| EBUS II.A.2.e. - The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. | Partially meets the standard | Complete a program review in 2012.  |  Program Director EBUS | Fall 2012 |
| EBUS II.B.3.e. - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. | Partially meets the standard | Evaluate the effectiveness and fairness of placement exams and practices used with students in international programs. (Same as II.B.3.e.) | AssociateDeanInstitutional Research & Planning | Spring 2014 |
| III.A.1.b. - The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.  | Partially meets the standard | Work with the District to develop a plan to ensure that certificated evaluations are completed in a timely manner.  |  Vice President Instruction/ Student  Services+District | Spring2013 |
| III.C.1.c. - The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. | Meets the standard; however the college seeks to improve. | Assess and refine the planning and budgeting process in order to fund predictable financial obligations, such as instructional (e.g., computer labs) and non-instructional equipment replacement, including technology equipment (e.g., College network upgrades), that will predetermine the allocation of funds. | PIEACCommittee | Annually |
| IV.B.1.e - The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary. | Partially meets the standard | The District will complete the review of all existing Board policies by the end of Spring 2013. | Vice Chancellorof Educational Services & Technology  |   Spring  2013 |
| IV.B.1.g - The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws. | Partially meets the standard | The Board will model best practices of continuous improvement by completing its evaluation process, taking appropriate action in response to the evaluation summary.  | District | TBD |
| IV.B.1.j. - The governing board has the responsibility for selecting & evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting & evaluating the presidents of the colleges.  | Partially meets the standard | The College encourages the Board to continue to work on clarifying the delegation of authority through the development of an administrative procedure related to BP 2201 Board of Trustees’ Standards for Administration. | District | TBD |
| IV.B.3.g. - The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. | Partially meets the standard | The College recommends that the District Office develop and implement an administrative program review process for self-improvement of its services to the colleges. |  District |  TBD |