INSTITUTIONAL SELF EVALUATION

STANDARD IIIA

HUMAN RESOURCES

STANDARD IIIA1
The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.

STANDARD IIIA1: DESCRIPTIVE SUMMARY

Training will be provided to all personnel who by virtue of their positions are directly involved in the recruitment process to ensure this standard is maintained. Office heads in consultation with human resources office (HRO) assess the current skills and talents on board when developing job descriptions for new and vacant positions. Minimum qualifications are based on the field of work assignments and duties to perform. The college complies with Public Law No.7-79 to ensure "equal opportunity" and non-discrimination in the hiring process.

The college advertises vacancies on its website, and also: HigherEd.Jobs.com, Chronicle of Higher Education, and various subject-related sites such as Dave's ESL Café, at each college site, and mails vacancy announcements to various local personnel offices of relevant government and private agencies. A list of these advertising sites can be found in the human resources office [IIIA (1)]. When appropriate, announcements are forwarded to other Pacific island institutions, local newspapers and radio stations.

STANDARD IIIA1: SELF EVALUATION

The hiring guidelines provided in section VI of the personnel policies and procedures do assure that positions are filled with qualified personnel. Candidates with foreign credentials are offered jobs only if their credentials are equated by a recognized U.S. Department of Education evaluation agency certifying the equivalence in the required field of assignment. Years of relevant work experience are certified by the HRO or immediate supervisor from previous work locations. Screening committees are now equipped with guidelines for the tasks along with open dialog with the HRO and for guidance throughout the process. With the annual visits to state sites, recruitment polices are explained and training is given to those on site and administrative offices are in direct communication with HRO during the process.

However, the timing of advertisements and length of time it takes for sites to fill positions varies. Employees due to urgent personal reasons resign in the middle of the semester or at the beginning of a semester which makes it difficult to fill vacancies on time. Administrative offices or units sometimes delay hiring due to other factors such as lack of space, insufficient funds and poor planning. In these instances, current employees are delegated responsibilities of vacated positions until filled or short-term personnel are hired to carry out the responsibilities. The hiring of short-term personnel follows the procedures for hiring full-time.

STANDARD IIIA1: PLANNING AGENDA
- The Personnel Committee is developing a policy to address the disruptive resignations specifically for instructors. The human resources office in consultation with the campus directors and vice presidents will provide a revised recruitment plan with timelines to be used at all sites by fall 2010.

STANDARD IIIA1A
Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Instructional faculty plays a significant role in selection of new faculty. Degrees held by faculty and   administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institution are recognized only if equivalence has been established.

STANDARD IIIA1A: DESCRIPTIVE SUMMARY

Vacancy announcements contain specific criteria and qualifications for each position including the requirement for foreign credentials to be equated to meet U.S. standards. Development of job duties is initiated by the immediate superior in consultation with the human resources office [IIIA (1)]. Institutional goals, organizational chart, and mission are consulted in the development of job duties. Policy 002 in the personnel policies and procedures manual, which was revised in 2008, contains the job descriptions for teaching faculty and is also available online. Section VIII of the personnel policies and procedures contains the qualifications and compensation criteria while Appendices A and B contains the salary schedules.

Faculty members are involved in hiring faculty within their own divisions and sites. Generally, the division chair and at least four faculty members, professionally competent, make up the selection committee. The committee looks at qualifications including education and experience of candidates, stated accomplishments in the areas of work including management, teamwork, honesty, professional development, and institutional assessment and learning outcomes. For faculty essential criteria are knowledge and skills in developing student learning outcomes and assessment which are included in the vacancy announcement. The committee reviews the applications, interviews candidates, and makes recommendations to the college president.

The human resources office then ensures that the selected candidate is qualified by: verifying relevancy of degree held and sufficient teaching or work experience; reference checks; accreditation check on schools attended; and if a selected candidate holds a degree from a foreign institution, equation of their credentials by ACCRO or other U.S. DOE recognized agency is required[IIIA (1)].

STANDARD III A1A: SELF EVALUATION
The college meets this sub-standard by employing sections VI, VIII, and Policy 002 of the personnel policies and procedures manual in its hiring and selection process. The on-going revisions of current policies and development of others ensure the college continues to hire qualified personnel to provide quality services and programs. Other guiding factors include the establishment and implementation of the governance policy which assures communication and representation of all levels of employees in the governance structure, communication policy, and the policy on continuous improvement cycle; all support the college's drive to promote quality communication and improvement in all its programs and services.

PLANNING AGENDA IIIA1A: PLANNING AGENDA
- None

STANDARD IIIA1B
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.

STANDARD IIIA1B: DESCRIPTIVE SUMMARY

All full-time employees of the college are evaluated annually and at stated intervals for which guidelines are provided in section XIII.4 of the personnel policies and procedures manual. Section XV of the personnel policies and procedures manual provides a structure that supports timely evaluations through disciplinary actions for noncompliance (not what section XV says).

There are three evaluation tools used currently for the four classifications of employees: Appendix K for management, Appendix N for instructional faculty and Appendix J for classified and professional staff. The criteria in each evaluation tool are designed to measure effectiveness of individuals in each position and are linked to institutional effectiveness. Each evaluation is required to be completed collaboratively between the supervisor and supervisee. Likewise, objectives and plans for improvement are mapped out with timetables for accomplishments and monitoring... HRO provides annual reminders to supervisors through department heads while the evaluation tools themselves are available online and in the personnel policies and procedures given to individual employees. HRO provided training to supervisors on selected challenging polices dealing with supervisors' legal and administrative responsibilities to Chuuk site, national, Pohnpei and Kosrae sites during 2008-2009 academic year.

The job performance of the employee is evaluated annually; newly recruited staff are evaluated after six months and again at the end of the year. This determines the outcome of probation. The appropriate evaluation form is completed by the supervisor and discussed with the employee. Supervisors and supervisees are expected to come up with an improvement plan whenever an unsatisfactory rating is made. Based on the plan, a review may take place after six months or at the next regular annual review. Supervisors are evaluated on their ability to carry out this part of their responsibility efficiently by their own supervisors.

STANDARD IIIA1B: SELF EVALUATION

Section XIII.4 of the personnel policies and procedures manual plus the appendices listed above provide clear instructions on responsibilities of parties involved in the process. The guiding principles value the improvement of the individual as a facilitator of student learning in his capacity at the college.

The challenge remains in the area of meeting timelines for evaluations and closely monitoring the development plans to ensure they lead to improvement in job performance. Part-time employees including teaching faculty are not consistently evaluated. The lack of timely evaluations and monitoring of improvement plans is realized in certain units and sites while others are carried out well. The root of the challenge is the supervising personnel who sometimes

allow an immediate supervisor to fail in this regard but provide no immediate and direct response. This results in later processing of relevant personnel paperwork and necessary actions.

STANDARD IIIA1B: PLANNING AGENDA

- Human resources office will complete the first supervisors training by the end of 2009 after traveling to Yap and FMI. The college will ensure supervisors are properly dealt with through section XVIII Section XIV Termination, Section XV Employee Discipline and Protection, & XVI Grievance Procedures by tracking the employees who are evaluated late. The college will complete and implement the revised management tool; Appendix K by spring 2010 followed by more trainings.

STANDARD IIIA1C
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

STANDARD IIIA1C: DESCRIPTIVE SUMMARY

Appendix N the faculty evaluation tool contains student learning outcomes and teaching methods as criteria for assessment of the employee. An essential duty of the faculty is the development of student learning outcomes per course and assessment at the end of the semester for which results are used to drive necessary changes in the program or course materials[IIIA(5)][IIIA1b].

Tutors and counselors in their roles support the instructional affairs department meeting established student learning outcomes through the services program. Instructors refer students in challenging subjects to counselors who assign tutors to supplement classroom instruction; thus directly responding to academic needs. The presence of US federally funded programs such as the student support services program and peer counseling further advances the role of tutors as direct learning facilitators thus contributing to student and learning outcome success.

Faculty are involved in student and program learning outcome assessments through the Curriculum Committee and ad hoc committees established to address particular issues. These discussions have resulted in the modifications of current programs and sequencing. The improved data collection has also provided meaningful information for decision making. The implementation of the governance policy assures participation of all stakeholders and especially instructors at sites.

STANDARD IIIA1C: SELF EVALUATION

The current faculty evaluation tool and accompaniment tools are meeting this sub-standard. This evaluation tool was implemented in July 2004 and continues to work effectively.

STANDARD IIIA1C: PLANNING AGENDA

- None

STANDARD IIIA1D
The institution upholds a written code of professional ethics for all its personnel.

STANDARD III A1D: DESCRIPTIVE SUMMARY

In June 2005, the college adopted the written code of professional ethics for all its personnel [IIIA (3)] located in the personnel policies and procedures manual. It is provided to all serving employees and during orientation of newly recruited staff. [IIIA (5) (a)]. Sections XV, XIV, and XVI of the personnel policies and procedures manual provide guidelines to address noncompliance with the code of professional ethics and assure employee protection.

STANDARD IIIA1D: SELF EVALUATION

Based on the policy, no complaints of unprofessional ethics have been reported nor dealt with since its implementation. In the development of functional responsibilities for positions at the college, professional ethics is included as an essential standard.

STANDARD IIIA1D: PLANNING AGENDA
- The college will have all functional responsibilities reflect the code of professional ethics.

STANDARD IIIA2
The institution maintains sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

STANDARD IIIA2: DESCRIPTIVE SUMMARY

The college has sufficient qualified full-time faculty carrying full-time loads. The college determines this factor through the guidelines employed under subsection IIIA1, the institutional key indicators, and the recently developed scorecard. These tools provide direction and data on which the college takes necessary actions. For faculty, vacant positions and increased enrollment resulted in employing qualified personnel from the local community or the college as part-time instructors. Additionally, qualified members of the legal body at the FSM government or the state governments are utilized as part-time instructors for the law certificate program [IIIA(1)(a)]. For professional and administrator positions, the college utilizes the same tools as above and when necessary utilizes part-time temporary personnel until positions are filled.

STANDARD IIIA2: SELF EVALUATION

The college assures the qualification and sufficiency of its faculty and administrators through the utilization of section VI of the personnel policies and procedures manual, the institutional key indicators, and the scorecard. Immediate program needs are addressed through the distribution of responsibilities of vacant positions to current personnel and temporary hires.

The remaining challenge is in timely filling of certain teaching and administrator positions. This is rooted in a number of factors including specialized fields required, the salary offered, timing of advertisements, and submission of required application documents to certify qualifications.

STANDARD IIIA2: PLANNING AGENDA

- The college will implement the revised recruitment plan, the proposed procedures for creating new positions and using part-time contracts. The college is scheduled to implement new salary schedules by 2012 resulting from the job audit being carried out at this time.

STANDARD IIIA3
The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

STANDARD IIIA3: DESCRIPTIVE SUMMARY

Personnel policy development is the responsibility of the personnel committee whose membership is renewed each academic year. The committee operates within its terms of reference and ultimately reports to the president. Personnel policies are available on the college's website and are provided to all employees upon recruitment and upon approval of new or revised sections.

From the committee, policy recommendations are shared and discussed within the college community, using email and meetings at the other sites, prior to transmittal to Cabinet for endorsement. Recommendations for policy development are received by administrators and other committees when a need is identified following the structure in the governance policy. HRO through its research and oversight of the personnel policies recommends policy needs to the Personnel Committee.

HRO representatives at each site provide orientation to newly recruited staff and a copy of the most current personnel policy manual. In coordination with the information technology division, revised and new policies are posted on the website following implementation. Training and information on polices are provided by HRO through organized meetings at each site.

STANDARD IIIA3: SELF EVALUATION

The college through the human resources office and Personnel Committee assures the awareness of personnel and provides opportunities for participation and contribution to policy development. The structures provided in the governance and the communication policies ensure awareness and knowledge. Through research, consultation with other entities, and administration of current policies, the college continues to develop policies and procedures that are regularly reviewed and equitable. Through communications with administrators from state sites and site visits, the college becomes aware and responds with necessary training for inconsistencies of applications. Section XV of the personnel policies and procedures manual provides the structure to address negligence and deliberate deviation.

Though the policies and procedures are made clear, the supervising personnel sometimes fail to administer proper actions for corrective measures in a timely manner.

STANDARD IIIA3: PLANNING AGENDA

- The college will continue to document and utilize the information provided in the trip reports to the sites assessing current practices in this area and make necessary improvements. Enforce section XV of the personnel policies and procedures manual and monitor subsequent inconsistencies.

STANDARD IIIA3A
The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

STANDARD IIIA3A: DESCRIPTIVE SUMMARY

The college uses section VI of the personnel policies and procedures manual and abides by Public Law No 7-79 to ensure fairness in all employment procedures and activities [IIIA(3)] [IIIA (1)]. This is evidenced in the job descriptions provided in clearly stated requirements in advertisements and in the 14 diverse ethnic groups represented by the college personnel.

STANDARD IIIA3A: SELF EVALUATION

The college meets this substandard as evidenced by the 14 diverse ethnic groups represented in its personnel. Human resources office reports on this sub-standard quarterly. The college's ability in this regard is made possible by the wide employment announcement practices utilized, compliance with section VI of the personnel policies and procedures manual and Public Law No 7-79, as well as the job focused approach used in screening applications. Training will be provided to all personnel who by virtue of their positions are directly involved in the recruitment process to ensure this standard is maintained.

STANDARD IIIA3A: PLANNING AGENDA

- Training will be provided to all personnel who by virtue of their positions are directly involved in the recruitment process to ensure this standard is maintained.

STANDARD IIIA3B
The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

STANDARD IIIA3B: DESCRIPTIVE SUMMARY

The human resources office maintains individual personnel files of all employees in the HRO director's office, locked during off hours. Besides the employee, access to files is limited to HRO staff, the employee's supervisor, vice presidents and the president. When an employee wants access to his file, the request is lodged with the HRO director, and the file is reviewed in private. The college though has no defined policy on security and confidentiality of personnel records yet, recognizes the need to have one researched through the personnel committee.

STANDARD IIIA3B: SELF EVALUATION

The college assures the security and confidentiality of personnel records by its current practices and procedures described above. However, the lack of a written policy on record keeping is recognized and should further assure compliance with changes in the law.

STANDARD IIIA3B: PLANNING AGENDA
- The personnel committee will research and recommend a policy on personnel records by the end of academic year 2010.

STANDARD IIIA4
The institution demonstrates through policies and practices an appropriate understanding of and concern of issues of equity and diversity.

STANDARD IIIA4: DESCRIPTIVE SUMMARY

The college employs policies such as section VI and XVI and with practices that prescribe and assure equity and diversity issues at all the sites [IIIA1]. This is evidenced by establishment of governance policy, communication policy, and the policy on continuous improvement cycle that provides structure for involvement of personnel in decision making, quality communications and striving for institutional improvement. The ability of the college to maintain the 14 diverse ethnic groups in its personnel in such a small college further demonstrates its ability to meet this sub-standard.

STANDARD IIIA4: SELF EVALUATION

In employing the scorecard, institutional key indicators, and job focused approach to employment activities the college ensures that it meets this sub-standard. The recent polices such as governance policy, communication policy, and the policy on continuous improvement cycle further enhance the college's journey to understanding and demonstrating its diverse personnel and equity issues.

The college should improve its ability to consistently address the issues of equity and diversity in all areas to the point where all have the same understanding.

STANDARD IIIA4: PLANNING AGENDA
- Complete and implement the scorecard and continue to update the institutional key indicators to support policy development and decision making.

STANDARD IIIA4A
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

STANDARD IIIA4A: DESCRIPTIVE SUMMARY

Through sections VI, XVI, XII, XI , X and policy 004 of the personnel policies and procedures manual, the college maintains and provides programs and practices that support its 14 diverse ethnic groups by meeting their needs. First the college hires based on qualifications specified in vacancy announcements without regard to sex, religion, nationality, etc of the individual. Through policy 004 the college provides transportation, shipping allowance and housing for qualifying employees and their dependents. Group life and health insurance, where the college pays more than 50% of the premiums, are also offered. The college further assures professional development for employee and dependents by providing reduced tuition at any of its six sites. Through its retirement plan the college provides financial comfort by contributing up to 3% of salary into an individual's plan. This plan was revised recently to allow employees to borrow with less time waiting and even lower interest as compared to local banks.
Additionally, all employees are given protection and a venue to grieve against actions taken against them through section XV and XVI. Establishment of employee organizations through section XVII of which one is the staff senate, the college further demonstrates its ability to support its diverse personnel. Through the staff senate employees, especially those who are far away from home, are provided an opportunity to take part in social functions such as Christmas party.

STANDARD III 4A: SELF EVALUATION

The programs and practices described above are supportive of the college's aim to provide many opportunities and appropriate programs for its diverse personnel. The college will continue to monitor the health of its programs and tie them to its improvement plans to be carried out by relevant sections of the college.

STANDARD IIIA4A: PLANNING AGENDA
- None

STANDARD IIIA4B
The institution regularly assesses its record in employment equity and diversity consistent with its mission.

STANDARD IIIA4B: DESCRIPTIVE SUMMARY

The college meets this sub-standard through the employment of section VI of the personnel policies and procedures manual in all its hiring activities that assure personnel hired are qualified with appropriate education and experience to facilitate student learning centeredness at the college [IIIA (1)]. This is further demonstrated in the 14 diverse ethnic groups represented by the personnel. The college through the human resources office maintains and updates credentials of faculty, management, and professional staff that by the nature of their positions require degrees. Through section XI of the personnel policies and procedures manual and the terms of reference

for staff development committee, the college tracks personnel professional development and provides financial support when necessary.

STANDARD IIIA4B: SELF EVALUATION

The college in its decision making process in employment activities utilizes data on equity and diversity reported by human resources office quarterly. The scorecard further provides for continuous improvement in this area and will become a useful tool to assess accomplishments in this regard. The annual assessment plan for human resources office linking to budgeting is providing further assurance of meeting this sub-standard.
The college will continue to collect and assess data to aid decision making in all areas.

STANDARD IIIA4B: PLANNING AGENDA
- None

STANDARD IIIA4C
The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

STANDARD IIIA4C: DESCRIPTIVE SUMMARY

The college operates through its personnel policies and procedures manual specifically policy 005 code of ethics, policy 007 emeritus professor, section XV employee discipline and protection, and section XVI grievance procedures. An additional provision is found on pages 41 to 47 of the college catalog that specifically addresses students. The employment and presence of these policies and practices demonstrate the college's commitment to the highest integrity and fair treatment of staff and students alike. Policies and practices are constantly reviewed for further improvement [IIIA (3)].

STANDARD IIIA4C: SELF EVALUATION

The college cares for its personnel and students alike by providing the structures and policies above that assure their treatment is met with integrity and fairness.

Improvement is needed in the constant review of current policies and procedures to assure they continue to serve their purposes. Also noted is the need for better management of information to assure timely addressing of critical and emergency issues specifically pertaining to students.

STANDARD IIIA4C: PLANNING AGENDA
- The college will establish well-defined communication channels for students in all six sites by the end of year 2009. Through the participation of students in the nine standing committees, data will be collected and used to generate ideas for improvement.

STANDARD IIIA5
The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

STANDARD IIIA5: DESCRIPTIVE SUMMARY

Personnel at all sites are provided opportunities for professional growth through section XI of the personnel policies and procedures manual and through the established staff development committee at each site that coordinates, recommends funding requests and plans for staff development activities. These policies are consistent with the mission and performance needs.

Supervisor recommended professional activities are linked to individual and departmental needs, and annual institutional priorities. The human resources office and site administrative offices report on these initiatives quarterly and maintain relevant documentation for decision making. Budgeting for the staff development program is linked to results of needs assessments through the same committee. In the year 2008 alone, seven employees completed master's degrees through the program with three more in 2009. This reduced the number of employees without required master's degrees in their fields of assignment.

STANDARD IIIA5: SELF EVALUATION

The college has been successful ensuring required degrees are earned and requested professional and financial needs are met and supported through the staff development program. However, the development of improvement plans in some areas is not consistent with learning needs and the lack of assessment plans in place still proves challenging.

STANDARD IIIA5: PLANNING AGENDA
- Supervisors when recommending staff development requests from the committee must ensure that leaning needs are clearly articulated and meet with plans.

STANDARD IIIA5A
The institution plans professional development activities to meet the needs of its personnel.

STANDARD IIIA5A: DESCRIPTIVE SUMMARY

Section XI of the personnel policies and procedures manual ensures that one annual professional development day is organized, with mandatory attendance; likewise, a number of conferences and training workshops for employees are financed through the staff development program. Professional development programs are designed based on needs and institutional priorities. Individual employees may receive funding support from this program.

STANDARD IIIA5A: SELF EVALUATION

Employees with their immediate supervisors utilize the established policies described above to support their professional development plan and through participation in the college-planned development activities. In these activities, professional workshops and training targeting

institutional activities are undertaken by the college with recognized professional trainers from outside organizations invited as presenters. Through these efforts and those recommended and funded by individual divisions, employees are meeting their job requirements and needs.

STANDARD IIIA5A: PLANNING AGENDA
- No planning agenda

STANDARD IIIA5B
With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

STANDARD IIIA5B: DESCRIPTIVE SUMMARY

The staff development program established in section XI of the personnel policies and procedures manual provides monetary support for required degree programs; licensing and certification programs; planned individual enhancement programs and group designed programs that target specific job functions. The college evaluates the group activities through participant surveys at the end of each activity which the committee reviews for improvement. The committee also evaluates its annual activities and accomplishments against its established priorities to determine necessary changes or areas for improvement. Supervisors evaluate improvement of personnel who attained degrees supported by the program and provide feedback on the employee evaluation completed each year and filed in the personnel files.
The committee considers all forms of feedback from formal to information from the community and uses institutional priorities and goals to plan its annual programs and make necessary changes. The results are used in planning and budgeting for the following year.

STANDARD IIIA5B: SELF EVALUATION

Evaluation of staff development program activities implemented under section XI of the personnel policies and procedures manual and operated through the established committee terms of reference are systematically evaluated and feedback is used to develop the following year's activities. Supervisors' assessment of employees who completed degrees results in recommendations for extended employment, step increments or delegation of responsibilities consistent with their professional accomplishments.

The remaining challenge is in consistency of the evaluation process at all six sites. However this issue can be addressed through close coordination with HRO and the specific site with an on-going professional development assessment cycle.

STANDARD IIIA5B: PLANNING AGENDA
- No planning agenda

STANDARD IIIA6
Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

STANDARD IIIA6: DESCRIPTIVE SUMMARY

Human resources needs are identified by the established institutional key indicators, student enrollment, programs and services offered at each site. In assessment of services and work load assignments per unit and site against the number of personnel with required skills on board, recommendations for new positions are articulated in the budget process.
The college through section XIII of the personnel policies and procedures manual assures a structure that provides for systematic assessment of current personnel resulting in actionable and reasonable improvement plans or disciplinary actions. In planning the fiscal year 2011 budget, the college incorporated its mission, institutional goals and WASC recommendations into the planning process. The improved data collection through the student information system enabled this improved process for human resources planning.

STANDARD IIIA6: SELF EVALUATION

Much has improved in the way of budget, planning and human resources allocation this year as evidenced in activities of the Planning and Resources Committee responsible for making polices and establishing guidelines the college follows to achieve its mission. The college is to link personnel planning to resources allocation and annual priorities through consistent application of the scorecard and consistent update of institutional key indicators

STANDARD IIIA6: PLANNING AGENDA
- No Planning Agenda