



North Harris College



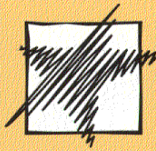
Kingwood College



Tomball College



Montgomery College



NORTH HARRIS MONTGOMERY
COMMUNITY COLLEGE DISTRICT

Compliance Audit 2001

Prepared for the Commission on Colleges
Southern Association of Colleges and Schools



INTRODUCTION

NHMCCD STATEMENT OF MISSION/PURPOSE

North Harris Montgomery Community College District (NHMCCD) is a publicly-supported, two-year, comprehensive community college system engaging diverse individuals, businesses, and the community in quality education opportunities for the successful development of knowledge, skills, and attitudes for a rapidly changing world.

Through its colleges and centers, NHMCCD develops learning communities for:

- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and support economic development.
- Academic courses in the arts and sciences to transfer to senior institutions.
- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the Board of Trustees and/or the laws of the State of Texas.

VALUE STATEMENTS

Learning Communities

We believe that the North Harris Montgomery Community Colleges are dynamic learning communities, distinguished by excellence in teaching, allowing citizens to develop to the full extent of their ability, to succeed in a competitive work environment, and to be effective lifelong learners.

Access with Quality

We believe that the North Harris Montgomery Community College District provides an enriching learning environment that meets the needs of its diverse communities through outreach, access, student support systems and a diverse faculty and staff.

Building Communities and Partnerships

We believe that the North Harris Montgomery Community Colleges are catalysts for promoting a seamless educational journey and for nurturing the intellectual and cultural life of the community.

Economic and Workforce Development

We believe that the North Harris Montgomery Community College District serves as the critical link for economic and workforce development to improve the prosperity of our region through partnerships with business, government, and community organizations.

Human Resources

We believe that the most important resources of the North Harris Montgomery Community College District are the individual faculty and staff members, who are entitled to a supportive collegial work environment which rewards excellence, provides opportunities for professional development, encourages meaningful involvement in the decision-making process, and provides excellent compensation.

Technology

We believe that students achieve their learning goals best as the North Harris Montgomery Community Colleges provide responsive and effective support services, learning resources, current technologies and information systems.

Information

We believe that the achievement of the mission and purpose of the North Harris Montgomery Community College District requires an effective system of communication to both internal and external constituencies.

Leadership

We believe that the North Harris Montgomery Community Colleges, building on a solid foundation of growth and service, are recognized leaders in the community college movement, making important contributions to the profession through partnerships, innovation, scholarship, creative services and integrated technologies.

Stewardship

We believe that the North Harris Montgomery Community College District is committed to rigorous stewardship of the resources entrusted to its care to assure maximum benefit for the community.

Evaluation

We believe that it is essential that the North Harris Montgomery Community Colleges – working separately for local effectiveness and working cooperatively as a single district for efficiency – must regularly assess the impact and outcomes of our efforts for continuous improvement.

**NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT
AT A GLANCE**

North Harris Montgomery Community College District is recognized as one of the finest community college districts in the country, offering a wide range of academic and occupational courses for recent high school graduates and community residents of all ages. Since 1973, when North Harris College opened its doors to just 613 students, the college district service area has grown to 1,400 square miles, four campuses, more than 26,000 credit students each semester, and an additional 14,000 Community Education students.

NHMCCD is the fifth-largest community college district in Texas. Experts say no other state community college with a large student base will equal its growth rate over the coming decade. One of the reasons for the college district's unrivaled growth is its

steadfast commitment to job training, state-of-the-art technological tools and educational excellence. But another reason for this phenomenal growth is that NHMCCD's service area is one of the fastest growing suburban areas in the United States. The population doubled from 1970 to 1990 and is expected to triple by the year 2000. The college district serves 5.5 percent of the entire state's community college students.

Today NHMCCD continues to build a stellar reputation for its innovative programs, nationally renowned faculty and student-centered learning environments. Students attend the district's colleges for diverse reasons:

- to obtain an associate's degree or certificate;
- to transfer to a university;
- to gain new job skills;
- to change careers;
- to attain personal development goals.

One of the most crucial educational needs of a community is to provide a trained workforce. It's a well-established cycle: Education generates a trained workforce, and a trained workforce fuels the economy. Experts say that a trained workforce is the critical factor in producing and maintaining a healthy economy.

It makes sense that the four NHMCCD colleges, The University Center, and numerous off-campus sites are accessible to students in all the college district's neighborhoods. The whole idea is to deliver quality education close to home – where students can easily find credit and Community Education courses, quality faculty, career training, flexible schedules, academic advising and financial aid.

By reaching further into the community through off-campus sites and through distance education methods, the college district has found that those with the greatest need for education and job training – the historically underserved – are much more likely to conquer their educational challenges when education is within reach – financially and geographically. The same is true for students who have a need to be close to job training and other educational opportunities because of family or work demands.

COLLEGES AT A GLANCE

North Harris College

North Harris College, nestled on more than 200 acres of piney woods, is the original college campus. It is also the largest NHMCCD campus. With more than 60 programs of study, including university-transfer and numerous technical education courses and programs, North Harris College is keenly focused on leading-edge technology in emerging technical job fields. Programs of note include computer information systems, health information technology, interpreter training technology, machining technology, Montessori infant and toddler training, associate degree nursing, multimedia, and pharmacy technology. The college also is north Houston's center for the arts, including a juried art gallery and comprehensive fine arts curriculum with a calendar full of free and low-cost theater, music, arts events, and exhibits.

To better serve residents in greater Greenspoint and south Aldine, North Harris College has opened two full-service satellite centers. North Harris College-Parkway Center is located near I-45 and Beltway 8 at 16416 Northchase Drive. North Harris College-Carver Center is located at 2330 S. Victory, in Acres Homes. Both centers offer day, evening and weekend classes in computers, English, speech, art appreciation, history, government, math, business and health, as well as many other university-transfer and job-preparatory courses. Student services in financial aid, admissions, library, career advisement and tutoring are available.

Kingwood College

Kingwood College is located on a beautifully landscaped 264-acre site. Besides offering traditional university-transfer courses, Kingwood College offers many stellar technical programs and continuing education options. Excellent faculty and facilities are provided for students entering fields of study in the sciences, computer technologies, social and behavioral sciences, fitness, humanities, fine arts, and performing arts. Kingwood College has the distinction of having two technical programs identified by the Texas Higher Education Coordinating Board as exemplary. They are computer graphic arts, and network administrator. Other programs of note include interior design, medical office specialist, desktop publishing, cosmetology, vocational nursing, respiratory care, and occupational therapy assistant. Under the umbrella of community education, Kingwood College offers a wide variety of workforce education programs, training through the Business and Industry Institute, and courses in leisure learning. The Humble Center at Deerbrook Mall is the college's satellite campus. Since its inception in 1994, The Humble Center has provided credit and continuing education courses to students residing in the Humble, Atascosita and Beltway areas.

Tomball College

Tomball College is a comprehensive community college conveniently located on SH 249 in Tomball Texas. Campus offerings include academic transfer, occupational programs, workforce training, and community education. The college's mission is "to provide accessible, quality, lifelong learning opportunities and to prepare learners to meet the challenges in a global and technological society."

In partnership with students, educational institutions, businesses and other community groups, the college creates a climate conducive to personal educational, civic, and cultural enrichment and renewal. Faculty members are the finest available and bring years of educational and professional experience to the classroom. The college boasts a low student-to-teacher ratio with an average of 15-20 students per class.

In addition to its highly regarded academic transfer program, Tomball College offers a number of occupational programs. The new engineering technology program allows students to earn an associate's degree and be prepared for employment in entry-level careers as computer electronics technicians, Cisco router technicians or network/telecommunications technicians. Programs of note include the veterinary technology program, which is one of only three such programs in the state. The human services department offers classes designed to train those who wish to become substance abuse or family counselors. The college also offers an occupational therapy assistant

program and a nursing program designed to educate and train registered nurses ending in licensure as a registered nurse. These lead to associate of applied science degrees. Other programs of note include accounting, agriculture, computer information technology, and management/marketing. A variety of distance-learning courses are also available.

The Willow Chase Center is Tomball College's outreach location in the Cy-Fair/Willowbrook area. The Willow Chase Center is conveniently located north of Willowbrook Mall just off the Tomball Parkway (Highway 249) at Grant Road. The Center hosts a wide range of transfer, college preparation, and technology classes as well as business and industry training.

Montgomery College

NHMCCD's newest campus, Montgomery College, is woven into 100 acres of virgin pine forest. It offers a state-of-the-art Extended Learning Center, which helps promote advanced, computerized learning for its growing student population. Programs of note include biotechnology, physical therapist assistant, nursing, human services, and business. Montgomery College takes advantage of its close proximity to The Woodlands' Research Forest, providing a critical link between numerous high-tech companies and the knowledge-based communities of Montgomery and North Harris Counties. The college's proximity to the newly built University Center makes it an ideal place to begin work towards a bachelor's or even, a master's degree. A 21,000-square-foot, 16-classroom store-front facility known as the Center for Business & Technology Training, located in Conroe, offers a wide array of business, computer, and manufacturing-oriented classes. The center is located in the Pine Hollow Shopping Center at I-45 North and North Loop 336.

The University Center

The University Center is a multi-university center which allows citizens to work toward degrees from any of six partner universities—Prairie View A&M University, Sam Houston State University, Texas A&M University, Texas Southern University, University of Houston and University of Houston-Downtown.

Near the Montgomery College campus, The University Center is available and convenient district wide. Through technological advances in telecommunications, classes are offered throughout the district, providing a "seamless" educational transition from community college student to university student to a bachelor's degree graduate and eventually to a master's degree graduate. In addition to delivering bachelor's and master's degrees through The University Center, the college district has a sustained commitment to provide a trained workforce in the community. In order to do this, NHMCCD is keeping up with expanding technology and job and career-training trends by creating new technical programs and constructing specialized facilities.

Distance Learning

Distance learning allows individual students to obtain college credit by participating in a variety of non-classroom oriented courses. Courses offered physically at a distance from the main colleges and centers of the district are part of the distance-learning program. The content and transferability of these courses are the same as the classroom-based courses. In a manner similar to classroom courses, instruction in these courses will

require students to read texts and to take exams; many courses require written papers. All such courses are offered under the guidance of a qualified instructor and many will require students to attend an orientation session at the beginning of the course. These courses are offered in a variety of formats: print-based courses, videocassette and telecourses, modem/Internet courses and interactive video courses. Colleges provide all courses required to obtain the AA degree in a distance-learning format. Students taking these courses have the same rights and responsibilities as they do in taking classroom-based courses.

Community Education

The North Harris Montgomery Community College District encourages individuals to engage in lifelong learning through participation in a variety of courses, programs, seminars, workshops, forums and activities. Community Education focuses on preparing community members for jobs as well as enabling them to perform their jobs better, to become more informed citizens, and to use their leisure time more effectively. Workforce Development Certificates are awarded for certain continuing education programs and courses.

The Continuing Education Unit (CEU):

NHMCCD awards Continuing Education Units (CEUs) for CEU credit activities. The Community Education programs are responsible for assuring that all courses for which CEUs are offered meet criteria established by the Southern Association of Colleges and Schools. The CEU is an internationally recognized unit of measurement for successful participation in a continuing education program. Successful completers of NHMCCD's CEU programs have a permanent transcript available on request. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. One unit is awarded for each 10 clock hours of successful instruction participation with decimal units given for fewer than 10 hours.

Economic And Workforce Development

Each college within the North Harris Montgomery Community College District offers specialized and customized training for businesses and industries. A wide variety of employee training is available ranging from basic skills to computer software and technology to leadership and organizational development. Business training representatives at each college work with businesses to develop programs and courses to help employees improve productivity and service. Flexibility in class scheduling allows courses to be offered at the business site, on campus, or at any other location suitable to meet client needs. Classes are led by experienced instructors who generate learning environments in which employees can succeed.

North Harris Montgomery Community College District is also actively involved in many community-based partnerships. These partnerships encompass three main areas of business, community and economic development.

Economic and Workforce Development activities serve as a partner to businesses in developing their labor force through Customized Contract Training; skills assessments; the Consortium for Supplier Training and Supplier Registry, which provides world class

total quality management training; and the Small Business Development Center which provides free counseling and affordable training for both start-up and existing small businesses.

In addition, the NHMCCD's Center for Business and Economic Development coordinates Economic Development activities for the North Houston Economic Development Alliance by providing a central contact point for the 11 area chambers of commerce and the North Houston Association. Other economic development partners are the Greater Houston Partnership and the Texas Department of Economic Development.

Overview of Compliance Audit

In August, 1998 the NHMCCD Executive Council named Glenda Smith, North Harris College Psychology Professor, to chair the compliance audit steering committee for the SACS Alternate Model Self Study. Olin Joynton, North Harris College Philosophy Professor, was named to chair the Strategic Topic steering committee. Dr. Joynton and Dr. Smith agreed to work closely together and became active members of both steering committees. Compliance audit steering committee members were selected for their expertise in areas related to the criteria and also to widely represent the four colleges and the diverse levels of responsibility and work assignments in the district. The steering committee met regularly to select subcommittees and make consensus judgments regarding compliance with the criteria. Dr. Linda Stegall, then Vice Chancellor for Education and Student Development, served on both steering committees, acting as advisor to the chairs and liaison to the Executive Council for the entire self-study. Dr. Stegall, currently President of Kingwood College, has served on and chaired many visiting teams for the Southern Association of Colleges and Schools Commission on Colleges.

While we are very proud of the enormous effort of all the subcommittees in conducting the compliance audit, there are some accomplishments that bear special mention. The compliance audit has led to the formation of new policies, the development of improved plans, and enhanced communication and cooperation throughout the college district. Descriptions of some of the accomplishments and subcommittee processes are detailed below.

Section 2 and Section 3.1-3.3 Chaired by Dr. Rose Austin

As the majority of the membership had not served on a prior Self Study Committee or a SACS Visiting Team, this sub-committee welcomed the opportunity to review the institution's mission and its institutional effectiveness process and plan. The subcommittee viewed the Self Study process as an opportunity to assess employees' level of participation in the planning process and the level of evaluation and improvement. Hence, the membership felt that this experience would serve as an excellent form of professional development.

The subcommittee began the Self Study process by reviewing all must statements and holding conferences with personnel responsible for compliance with each statement.

Documenting compliance of Section 2 (Institutional Purpose) presented little challenge as the institution periodically reviews its mission and purpose and includes input from its Board, community, employees, and students. All employees interviewed demonstrated knowledge of the institution's mission and most had participated first-hand in its review.

In the initial investigation of compliance with Section 3.1-3.3 (Institutional Effectiveness), the subcommittee discovered that most departments participated in the planning process; however, many had not aligned departmental goals with those of the institution or had not documented evaluation and improvement. These findings resulted

in “closing the loop” training sessions and a suggested planning template for use by unit supervisors. Most supervisors used the suggested guide or variation of the guide to document effectiveness.

As the institution has chosen a biennial planning cycle beginning in odd years, the subcommittee audited and collected documents supporting the 1997-99 and the 1999-2001 cycles. Though the 1999-2001 planning cycle does not end until August of 2001, the subcommittee collected effectiveness documentation representing the period from September 1999-January 2001. The subcommittee concluded that the institution was in compliance with all of the must statements in Section 2 and Section 3.1-3.3.

The subcommittee believes that the Self Study process provided professional development not only to its membership but also to unit supervisors responsible for monitoring on-going assessment, evaluation and continuous improvement.

Sections 4.1, 4.2.2, 4.2.3, 4.2.4 Chaired by Doug Boyd

The subcommittee began the Self Study process by spending several meetings analyzing the "must" statements and discussing documentation. Subcommittee members then interviewed associate deans--particularly about evaluations and syllabi--to establish whether NHMCCD was in compliance; the chair interviewed other employees as well. Following the interviews, in summer 1999 the chair prepared a preliminary report that indicated that although NHMCCD was in compliance with most of the "must" statements, some deficiencies in policy and procedure existed. The subcommittee spent the subsequent semesters touching base with associate deans and monitoring policy changes to determine that NHMCCD made the necessary changes. The subcommittee also began to collect documentation or to identify where documentation resided. In fall 2000, the subcommittee concluded that NHMCCD was in compliance with all of the "must" statements in its sections, and the chair revised the report.

Section 4.4 Chaired by Elizabeth Lunden

The subcommittee consisted of the District Director of Public Relations and Information, a journalism professor and a student services advisor (who has since left her position). The committee visited each college and reviewed individual college publications. It was determined that publications include electronic as well as printed documents including the web sites. The need for consistent style manuals and compliance guidelines across the District was recognized. The effort resulted in more consistent and accurate publications across the district stemming from the updating and development of guidelines at the District level, which were adapted at each college. Examples of the guidelines include the College District Style Guide; College District Web Publishing Guidelines; and the College District Equal Opportunity and Diversity Plan.

Section 4.5 Chaired by Elizabeth Lunden

Because criterion 4.5 page 38, line 1 states that the Distance Learning program must comply with all applicable Criteria, the audit of the program encompassed all of the Criteria and the Audit Steering Committee effectively became the audit subcommittee for Distance Learning. Each steering committee member identified criteria within their assigned sections that could be interpreted to apply to the Distance Learning program.

These Criteria were compiled into a document that was discussed in meetings with the Campus Coordinators for Distance Learning, The District Director for Distance Learning and the District Distance Learning Council. Appropriate documentation or lack thereof was noted. Because our Distance Learning program is in the evolutionary process of becoming a cohesive and comprehensive District effort, in many cases it was necessary to wait for the development of specific Distance Learning services, as well as appropriate documentation. A long term benefit of the audit process is evident in the planning processes that now exist; the focus on evaluation of the program at all levels; the simultaneous implementation of student services, course development, and faculty training. Also evident are the broad and varied efforts in communications about the Distance Learning program to both staff and students. The student is the immediate benefactor from the accelerated development of the comprehensive Distance Learning program.

Section 4.6 Chaired by Elizabeth Lunden

The subcommittee consisted of a college Dean of Community Education; a Corporation and CE Director; and a Director of Academic Support Center, formerly Director of CE (who has since retired). After reviewing the requirements of the Criteria, the committee visited each college and met with representatives of the Community Education and the Corporate Training departments. While it soon became apparent that compliance was widespread across the district, the effort resulted in an improvement in the overall maintenance and organization of the records and documents within each department, and reinforced the importance of developing and retaining accurate records and continuous evaluation of the programs. The effort also revealed some trends in the community education and corporate training fields which tend to diminish the distinction between credit and non-credit offerings, and increased the awareness of the need for continued vigilance directed toward maintaining academic standards.

Section 4.8 Chaired by Patricia Plunk

The Faculty Audit Subcommittee has had a very challenging assignment. Keeping track of faculty documentation and credentials is a formidable task in stable situations. Growth and change have exacerbated the problem at NHMCCD over the past ten years. There have been numerous changes in college leaderships including Presidents, Vice-presidents, and Associate Deans as well as four changes in leadership in the Human Resources department. Faculty credentials and documentation issues have not always received the required priority and attention. Initial investigation by the Faculty Audit Subcommittee revealed problems that needed to be addressed if the District is to meet SACS criteria requirements. The subcommittee has worked with both instructional administrators and the Human Resources department seeking resolution to the identified issues. The Faculty Audit Subcommittee sought to accomplish its goals while maintaining a problem-solving, non-adversarial relationship with all parties involved. The subcommittee's accomplishments include:

- Increased lines of communication between Human Resources and instructional administrators.
- Worked with Human Resources and Information Technology to automate faculty personnel file audit information. An electronic report from the Colleague database is

now available to all instructional administrators and can be accessed at any time to check credential and documentation information on any faculty member.

- Initiated and participated in meetings between HR representatives and college instructional administrators.
- Worked alongside HR staff in performing faculty file audits.
- Coordinated with Human Resources and Information Technology to obtain the SACS Faculty Roster Report in an electronic format.
- Periodically reported faculty file deficiencies to college instructional administrators.
- Initiated revision and updating of English Proficiency Form.
- Provided periodic reports of subcommittee's activities and findings to the Steering Committee, college instructional administrators, and Human Resources.
- Encouraged greater communication between colleges on faculty qualification issues when faculty member teaches at more than one location.
- Served as a resource for inquiries on faculty credentials and documentation issues.

Section 4.9 Chaired by Elizabeth Lunden

The subcommittee consisted of an Associate Dean for Program Development; a Vice President for Administrative Services; and a Center for Business and Economic Development Program Coordinator. The first business of the audit was to identify specific consortia and contractual agreements for the purpose of offering credit courses and programs. Several were identified and examined by the subcommittee and were generally found to be in compliance with the criteria. However one lasting result of this effort will be the implementation of a systematic process for the regular evaluation of all such consortia and contracts, both current as well as future. It was felt that while these agreements were being reviewed on an informal basis, the district will benefit from a routine documented review of each agreement from the District perspective. Another side benefit of this examination will be the establishment of consistent procedures across the District for participating in consortia such as the Virtual College of Texas.

Section 5.1 Chaired by Dr. Janice Peyton

The process used for examining Section 5.1 was designed to corroborate each must statement and identify areas of strength and weaknesses. In order to verify compliance each statement was considered both independently and in relation to the district's report as a whole. The following steps were taken to ensure that the impact of the findings of the Section 5.1 Subcommittee would strengthen the NHMCCD Library Program from the institutional perspective:

- The 5.1 Subcommittee met to review the audit process as it related to the library and to identify possible measures of effectiveness
- The 5.1 Subcommittee discussed each must statement as it related to the member's respective college
- Each committee member assumed responsibility for identifying local strengths and weaknesses and shared those weaknesses with peers.
- Both weaknesses and strengths were discussed and these characteristics were cross-referenced to ensure that a district perspective was maintained throughout the review process. The NHMCCD library is among the district's strongest

support services areas. The program is highly synchronized and yet allows ample room for each college library to support its campus culture.

In sharing information, the Section 5.1 Subcommittee discovered that each college might work more closely in developing some assessment measures. The 5.1 Subcommittee celebrated the strengths of peer libraries and combined efforts to minimize duplicated efforts. The long-lasting benefit is that by identifying strengths among the libraries, each college might increase dialogue and reduce the gap in “fact-finding” and seeking solutions to challenges that another college may have resolved.

Section 5.2 Chaired by Dr. Janice Peyton

A template was developed and sent electronically to Section 5.2 Subcommittee. The purposes of the template were to outline the areas of information needed and assess the effectiveness of NHMCCD’s instructional support facilities, learning centers and specialized services. Key personnel at each college had an opportunity to distribute the instrument and collect information before the subcommittee met. Since there were few must statements in section 5.2, this technique was an effective means of collecting feedback across the colleges. When the subcommittee met, each institution had an opportunity to share information about the audit. Subcommittee members worked independently and collectively to organize descriptive information. During the final meeting of the subcommittee each member expressed a comfortable level of satisfaction with the common threads of the findings, as well as with the unique characteristics maintained by each college’s instructional support unit.

The primary advantage of the system-wide assessment is that the staff of each college instructional support unit celebrated the strengths afforded by common standards, while minimizing random efforts.

Section 5.3 Chaired by Dr. Janice Peyton

A template was developed and sent electronically to the technology deans at each college. The information gleaned during this process varied. During the early stages of the audit there seemed to be little documentation of the policies and procedures for assessing the effectiveness of information technology resources and systems. While the technology staffs recognized that the technology was current and were able to respond to user needs almost spontaneously, the IT areas across the district seemed to lack codified procedures for assessing effectiveness of day to day operations and for producing strategic plans. In due time, however, it was discovered that most of the assessment tools were either in place and not recognized as tools or were easily created.

One contributing factor seemed to be the fluctuation in staff. More codification and local documentation appears to have minimized the gaps that seemed apparent during early stages of the audit. One positive consequence of the level of organization and documentation resulting from the audit is better lines of communication between the technology departments and the users.

Section 5.4 Chaired by Mary Mendoza

Through efforts of the compliance audit subcommittee, all student development areas are now regularly setting goals, collecting documentation to evaluate the goals set and revising goals as needed. As the compliance audit revealed an inconsistent pattern of evaluations following student development programs and services, functional areas adjusted their practices. Programs and services are now regularly evaluated. Evaluations are compiled, discussed in staff meetings and the results impact continued programs and services as well as influence goals set in the upcoming cycle. An awareness of access to programs and services by distance learning students has increased. Chief student development officers know their deficits in this area and are working to improve them. Student development personnel have produced official personnel documents where needed and there is greater awareness among managers to obtain documentation as part of the hiring process.

Section 6 Co-chaired by John Fishero and Steve Megregian

Membership of the Section 6 Subcommittee was selected to achieve a representative group of clerical staff, faculty and administrators, with members from each NHMCCD College and District Office, including those most knowledgeable in each area to be examined. The subcommittee was divided into four teams, each with its own team leader, to examine specifically assigned Section 6 criteria. The approach was to take a tough look at NHMCCD to identify shortcomings requiring correction as well as opportunities for improvement.

The result of months of meetings, interviews, surveys, examination of documents and records, and review of policies and procedures by Section 6 Subcommittee members has been a positive experience beneficial to NHMCCD. The committee recognizes overall gains in understanding and coordination of the many facets of NHMCCD administrative processes, within the complexities of a multi-college district. Furthermore, the Administrative Processes SACS audit produced changes in Board policy which brought purchasing policies into alignment with practices. In addition, there has been added definition to the District's policy on grants. The committee's audit was instrumental in the implementation of improved fixed asset accounting procedures and a comprehensive inventory and appraisal of NHMCCD's fixed assets. Finally, the audit resulted in improved safety plans and enhanced safety awareness throughout the District; and provided other, smaller improvements in communications and coordination among the NHMCCD colleges.

Compliance Audit Committees

Steering Committee

Dr. Glenda Smith, Chair	Psychology Professor, North Harris College
Dr. Glenn Ware	Criminal Justice Professor, North Harris College
John Fishero	Director of Business Services and Auxiliary Operations, North Harris College
Dr. Steve Megregian	Vice President, Administrative Services, North Harris College
Dr. Olin Joynton	Chair Strategic Topic Committee, Vice President for Educational Programs, Montgomery College
Dr. Janice Peyton	Director Library and Learning Resource Center, Montgomery College
Mary Mendoza	Assistant Dean, Student Development, Montgomery College
Dr. Mike Green	Associate Vice Chancellor for Research, District Office
Dr. Linda Stegall	President, Kingwood College and NHMCCD SACS Liason
Dr. Rose Austin	Dean of Institutional Effectiveness, Kingwood College
Patricia Plunk	Director of Business Services and Auxiliary Operations, Kingwood College
Elizabeth Lunden	Director Library and Learning Resource Center, Kingwood College
Doug Boyd	English Professor, Tomball College
Larry Rideaux	Dean of Enrollment Management, Tomball College

Compliance Audit Subcommittees

Section I: Principles and Philosophy of Accreditation

Dr. Glenda Smith

Dr. Mike Green

Section II: Institutional Purpose

Section III: Institutional Effectiveness

Dr. Rose Austin, Chair

Margaret Huron

Professor, CIS, North Harris College

Dr. Nockie Zizelman

Vice President for Educational Programs, North Harris College

Dr. Ike Williams

Director of Enrollment Management, Kingwood College

Emily Roscher

Coordinator, Research and Planning, North Harris College

Charles Gillis

Reference Librarian, Kingwood College

Rick Daigneault

Vice President for Administrative Services, Tomball College

Dr. Terry Sawma

Associate Dean, Social and Health Sciences, Tomball College

Dr. Earl Campa

Vice President for Student Development, Montgomery College

Section IV: Educational Programs

Doug Boyd, Chair Sections 4.1, 4.2.2, 4.2.3, 4.2.4

Carolyn Davis

Professor of Political Science, North Harris College

Bill Ferris

Professor of Automotive, North Harris College

Bill Geoghagen

Professor of Biotechnology, Montgomery College

Bonnie Longnion

Associate Vice Chancellor for Curriculum and Instruction, District

Pat Lyon

Associate Professor of CSCI, Tomball College

Kenny McCowen

Professor of Respiratory Therapy, Kingwood College

Karen Miner

Interim Director, Extended Learning Center, Montgomery College

Bill Powell

Professor of Math, Tomball College

Debra Parish

Professor of Psychology, Tomball College

Jim Skelton

Professor of English/Developmental Studies, Kingwood College

Elizabeth Lunden, Chair Sections 4.4, 4.5, 4.6, 4.9

Fritz Guthrie

District Director of Public Relations and Public Information

Joyce Boatright

Professor of Developmental Studies, North Harris College

Pam Dolezal

Dean of Community Education, North Harris College

Bonnie Dean

Director of Corporation and Community Education, Montgomery College

Dr. Christal Albrecht

Associate Dean, Program Development and Evaluation, Cy-Fair College

Nita Schiro

Workforce Assessment and Training Coordinator

Dr. Bob Williams

Vice President for Administrative Services, Cy-Fair College

Patricia Plunk, Chair Sections 4.8.1, 4.8.2.1, 4.8.2.4, 4.8.3

Kathryn Ruthven	Human Resources Analyst II, District Office
Bertha Parle	Foreign Language Professor, Montgomery College
David Benzel	Math Professor, North Harris College
Frances Kaough	Director of Compensation & Compliance, District Office
Larry Shirts	Political Science Professor, North Harris College
Ruth Hutyra	Human Resources Coordinator, Kingwood College
Connie Garrick	Secretary, Education and Student Development, Tomball College

Glenn Ware, Chair Sections 4.8.6, 4.8.7, 4.8.8, 4.8.9, 4.8.10

Elisabeth Krupa	Professor of Chemistry, North Harris College
Alan Hall	Professor of English, North Harris College
Sylvia Robb	Professor of Developmental Studies, Tomball College
Robert Jones	Associate Dean, Natural Sciences and Mathematics, Tomball College
Don James	Professor of Mathematics, Montgomery College
David Wickham	Professor of English, Montgomery College
Jean Whileyman	Professor of Chemistry, Kingwood College
Katherine Persson	Vice President for Educational Programs, Kingwood College

Section V: Educational Support Services

Dr. Janice Peyton, Chair Sections 5.1, 5.2, 5.3

Katherine Massey	North Harris College
Dawn Baxley	Library Assistant, North Harris College
Kevin Sumrall	Psychology Professor, Montgomery College
Debbie Cox	Reference Librarian, Montgomery College
Mary Ann Readell	Director Learning Resource Center, North Harris College
Anne Strommer	Automated Library Services, District Office
Cheryl Mansfield	Reference Librarian, Montgomery College
Elizabeth Lunden	Director Learning Resource Center, Kingwood College
Jim Berry	Dean of Technology, North Harris College
George Crossland	Dean Planning and Technology, Montgomery College
Ron Stauss	Vice Chancellor Information Systems, District Office
Barbara Ice	Director of Learning Lab, Kingwood College
Thomas Fitzpatrick	Art Professor, Montgomery College

Mary Ann Mendoza, Chair Sections 4.2.5, 5.4.1, 5.4.2, 5.4.3.1, 5.4.3.2, 5.4.3.3

Shannon Stephans	Enrollment Services Advisor, Tomball College
Suann Hereford	Assistant Dean, Kingwood College
Rhonda Cannon	Associate Dean Counseling and Special Services, North Harris College
Darla Miller	Vice President, North Harris College
Ed Albracht	Assistant Dean Retention and Outreach, Tomball College
Lynda Dodgen	Sociology Professor, North Harris College
Lisa Schultze	Learning Center Director, North Harris College
Terry Rich	Adjunct Professor, Tomball College

Raquel Henry	Psychology Professor, Kingwood College
Joe Kaough	Speech/Drama Professor, North Harris College
Sondra Whitlow	Academic Support Center Director, Kingwood College
Gayle Lopiccolo	Biology Professor, Montgomery College

Larry Rideaux, Chair Sections 4.7, 5.4.3.5, 5.4.3.6, 5.4.3.7

Yuhayna McCoy	District Director of Financial Aid
Linda Bilides	Assistant Dean, Montgomery College
Marge Shifferd	Financial Aid Advisor, Kingwood College
Thelma Bowie	Director of Vocational Nursing, Kingwood College
Judith Linton	Physical Therapy Professor, Montgomery College
Severo Balason	Associate Director of Admissions, North Harris College
Suzu Englert	Student Advisor Coordinator, Montgomery College

Section VI: Administrative Processes

Dr. John Fishero and Dr. Steve Megregian Co-chairs

Suzanne Acevedo	Director of Resource Development, District Office
Ronnie Darden	Internal Audit Coordinator, District Office
Pat Dawson	Purchasing Manager, District Office
Robb Dean	Executive Director Finance and Treasury, District Office
Kathy Fleming	Director of Business Affairs, District Office
Ray Laughter	Associate Vice Chancellor
Pat Pate	Vice President, Montgomery College
Karen Russom	Accounting Professor, North Harris College
Jim Taylor	Vice President for Administrative Services, Kingwood College
Gary Clark	Associate Dean, North Harris College
Sandra McMullan	General Counsel, District Office
Dulcie Muhammed	Division Assistant, North Harris College
Velma Trammel	Secretary, North Harris College
Glen Wood	Records Coordinator, District Office
Steve Wooten	Director of Facilities Planning and Operations, District Office
Brenda Hartman	Accounting Professor, Tomball College

Past Subcommittee Members

Omarie Kinman	Records Transcript Evaluator
John Rousseau	Professor of Biology
Kendra Woods	Associate Dean
Linda Gillis	Instructional Design
Vince Loffredo	Physical Education Faculty
Vickie Pine	Transcript Evaluator
Jane Legacy	Office Administration/CSCI
Roy Lazenby	President NHMCCD Foundation, District Office (retired)
Thelisa Nutt	Adjunct Professor of Psychology

Sondra Whitlow

Director of the Academic Support Center, Kingwood College
(retired)

Section 1.1 p. 5 Line 5

Principles and Philosophy of Accreditation

Specific Criterion

An institution **IS REQUIRED** to conduct a self-study at the interval specified by the Commission and, at the conclusion of the self-study, accept an honest and forthright peer assessment of institutional strengths and weaknesses.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD has conducted self-studies at the required intervals for the past 25 years. Previous institutional self-studies were conducted in 1972-73, 1978-79, and 1988-89. North Harris College was first accredited in December of 1973 and then was reaccredited five years later in 1978. The last accreditation visit occurred in 1989, resulting in a renewal of accreditation for another ten-year period. The district submitted a substantive change report as a result of the opening of Montgomery College in 1995. NHMCCD has responded appropriately to the recommendations and suggestions of each Southern Association of Colleges and Schools Visiting Committee as evidenced by the North Harris Montgomery Community College District Self-Study Reports and the District Responses to Visiting Team Reports. The district has consistently demonstrated acceptance of peer assessment and has made changes appropriate to the recommendations received.

Documentation

NHMCCD Self-Study Reports

District Responses to Visiting Team Reports

NHMCCD Substantive Change Report, "The Initiation of Off-Campus Programs, Branch Campuses, and other Distance Learning Activities," May 15, 1998

Section 1.1 p. 5 Line 8

Principles and Philosophy of Accreditation

Specific Criterion

The Commission **REQUIRES** that the self-study assess every aspect of the institution; involve personnel from all segments of the institution, including faculty, staff, students, administration and governing boards; and provide a comprehensive analysis of the institution, identifying strengths and weaknesses.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD has spent the past two years conducting an alternate self-study. For the purpose of compliance and criteria review, every aspect of the District's operations has been assessed, as evidenced by this report. Each department has reviewed and responded

to criteria pertinent to its own particular area. The Compliance Steering Committee, comprised of faculty, staff, and administrators, examined the responses, asked for clarification where needed, and sent the final report to the Executive Council (consisting of the Chancellor, Vice Chancellors, and College Presidents) who then acted upon the findings. The Executive Council issued final approval of the responses. Constituency of the four colleges, centers, and district office have been kept informed through newsletters, small group presentations, presentations at annual convocations, copies of reports and self-study manuals placed in the learning resource centers of each campus, and the district SACS website.

After the District's Strategic Topic Proposal to the Southern Association of Colleges and Schools was accepted during the fall of 1998, the Strategic Topic Steering Committee took responsibility for developing twelve goals, and budgeting for and overseeing the various projects. The steering committee met regularly to develop and implement "Systems for Enhancing Under-prepared Student Success."

Documentation

SACS Self-Study Committee Rosters
Book One: Compliance Audit Self-Study Report
Book Two: Strategic Topic Self-Study Report
Minutes from Committee Meetings
Newsletters
Self-study Manual
<http://dont4.nhmccd.edu/selfstudy/>

Section 1.1 p. 5 Line 14

Principles and Philosophy of Accreditation

Specific Criterion

In addition, the Commission **REQUIRES** an adequate institutional follow-up plan to address issues identified in the self-study.

Acceptable, No Recommendation

Current Status and Analysis

North Harris Montgomery Community College District entered into the self-study process in good faith with a firm commitment to make improvements where needed. It is the intent of the District to address the findings of the self-study in a follow-up plan and to use the plan to enhance its strengths and to correct deficiencies as soon as possible.

Documentation

Follow-up plan

Specific Criterion

An institution **MUST** be committed to participation in the activities and decisions of the Commission. This commitment includes a willingness to participate in the decision-making processes of the Commission and adherence to all policies and procedures, including those for reporting changes within the institution.

Acceptable, No Recommendation**Current Status and Analysis**

The District is fully committed to participating in the activities and decisions of the Commission on Colleges. NHMCCD is regularly represented at annual meetings of the Commission on Colleges and the Southern Association of Colleges and Schools. Information and decisions made by the Commission are shared with college personnel via the Executive Council. In a letter of affirmation, the Chancellor pledged his personal leadership and support for the self-study process. The Chancellor also serves as the vice chair of the Delegate Assembly of the Commission on Colleges and he regularly chairs visiting teams. The District's participation in the substantive change process for the opening of Montgomery College is an example of the commitment to complying with mandates issued by the Commission. In addition, there are a number of District employees who regularly chair or serve on SACS visiting teams.

Documentation

Chancellor's letter to the Commission on Colleges/Southern Association of Colleges and Schools, May 1, 1998

NHMCCD Substantive Change Report

SACS/COC Report of the Substantive Change Committee

Specific Criterion

An institution of higher education **IS COMMITTED** to the search for knowledge and its dissemination. Integrity in the pursuit of knowledge **IS EXPECTED** to govern the total environment of an institution.

Acceptable, No Recommendation**Current Status and Analysis**

As stated in its vision and mission statements, the District is committed to offering "quality education opportunities for the successful development of knowledge, skills, and attitudes for a rapidly changing world." Additionally, NHMCCD believes that learning is the essence of its purpose and that learning must be a continuous, lifelong commitment. Learning improves the community, is the underlying factor in the vision and mission of

Documentation

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Acceptable, No Recommendation

Current Status and Analysis

A letter of affirmation from the Chancellor of North Harris Montgomery Community College District expresses commitment to providing access to all parts of the District's operations during the accreditation process. The Visiting Committee will have access to accrediting agency reports and audit reports.

Documentation

Chancellor's letter to the Commission on Colleges/ Southern Association of Colleges and Schools

Accrediting Agency Reports

Audit Reports

Section 1.1 p. 6 Line 3

Principles and Philosophy of Accreditation

Specific Criterion

In the spirit of collegiality, institutions **ARE EXPECTED** to cooperate fully during all aspects of the process of evaluation: preparations for site visits, the site visit itself, and the follow up to the site visit.

Acceptable, No Recommendation

Current Status and Analysis

The District pledges to fully cooperate in the evaluation phase of the accreditation process, provide open access to all parts of its operations, and provide accurate information regarding the affairs of the institution.

Documentation

Chancellor's letters to the Commission on Colleges/Southern Association of Colleges and Schools

Section 1.1 p. 6 Line 7

Principles and Philosophy of Accreditation

Specific Criterion

Institutions **ARE ALSO EXPECTED** to provide the Commission or its representatives with information requested and to maintain an atmosphere of openness and cooperation during evaluations, enabling evaluators to perform their duties with maximum efficiency and effectiveness.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD pledges to fully cooperate in the evaluation phase of the accreditation process, provide open access to all parts of its operations, and provide accurate information concerning the institution's affairs.

Documentation

Chancellor's letter to the Commission on Colleges/Southern Association of Colleges and Schools, September 13, 1996

Chancellor's letter to SACS, September 30, 1998

Section 1.1 p. 6 Line 13**Principles and Philosophy of Accreditation**

Specific Criterion

Each participating institution **MUST** be in compliance with its program responsibilities under Title IV of the 1992 Higher Education Amendments. Failure to comply with Title IV responsibilities will be considered when an institution is reviewed for initial membership or continued accreditation. In reviewing an institution's compliance with these program responsibilities, the Commission will rely on documentation forwarded to it by the Secretary of Education.

Acceptable, No Recommendation**Current Status and Analysis**

The college has complied with its program responsibilities under Title IV of the Higher Education Amendments. The Title IV audit is conducted by the Auditor of Public Accounts every two years, and the results are reported to the federal government. Any significant findings are part of the annual audit reports.

Documentation

APA Audit Reports

Section 1.1 p. 6 Line 22**Principles and Philosophy of Accreditation**

Specific Criterion

Each institution seeking candidacy, membership or reaffirmation with the Commission on Colleges **MUST** document its compliance with the Conditions of Eligibility as outlined in Section 1.4.

Acceptable, No Recommendation**Current Status and Analysis**

North Harris Montgomery Community College District is in full compliance with the conditions of eligibility as expressed in Section 1.4 of this compliance study and as demonstrated and documented in the sections that follow.

Specific Criterion

An institution **MUST** refrain from making a substantive change, defined as a significant modification in the nature or scope of an institution or its programs, except in accordance with the Commission's "Substantive Change Policy for Accredited Institutions" and its attendant procedures.

Acceptable, No Recommendation**Current Status and Analysis**

North Harris Montgomery Community College District initiated a substantive change as a result of the opening of Montgomery College in 1995. A Visiting Committee evaluated the Montgomery College campus in 1998.

Documentation

NHMCCD Substantive Change Report, "The Initiation of Off-Campus Programs, Branch Campuses, and other Distance Learning Activities," May 15, 1998

SACS/COC Report of the Substantive Change Committee

NHMCCD Response to the Report of the Substantive Change Committee, October 16, 1998

Letter from SACS Regarding Progress Report to Commission of Criteria and Reports, January 4, 1999

Specific Criterion

All existing or planned activities **MUST** be reported according to the policies, procedures and guidelines of the Commission on Colleges and **MUST** be in compliance with the Criteria.

Acceptable, No Recommendation**Current Status and Analysis**

All existing or planned activities for North Harris Montgomery Community College District have been reported according to the policies, procedures, and guidelines of the Commission on Colleges and are in compliance with the Criteria.

Documentation

Annual Institutional Profiles

Specific Criterion

Each institution **MUST** have adequate procedures for addressing written student complaints.

Acceptable, No Recommendation**Current Status and Analysis**

The college has a student grievance policy that addresses both academic and non-academic grievances. The procedures are outlined in the NHMCCD Student Handbook and the NHMCCD 2000-2001 Catalog.

Documentation

NHMCCD Student Handbook: "Student Grievance Policy," pp. 8, 43, 54

NHMCCD 2000-2001 Catalog: pp. 8, 43, 54

NHMCCD Policies and Procedures Manual: 1-12, "Student Grievance Policy"

NHMCCD Brochure: "Grievance and Appeal Process: for Matters Relating to Student Conduct and Discipline"

Specific Criterion

A unit **IS REQUIRED** to apply for separate accreditation or to maintain separate membership, if in the judgment of the Commission, the unit exercises this level of autonomy.

Current Status and Analysis

Does Not Apply to North Harris Montgomery Community College District.

Specific Criterion

If an institution seeks separately accredited status for one of its units, it **MUST** notify the Executive Director of the Commission on Colleges of its intent and follow procedures established by the Commission.

Current Status and Analysis

North Harris Montgomery Community College District seeks reaffirmation of accreditation as a district and will not seek separate status for any unit.

Specific Criterion

Any institution seeking candidacy **MUST** document its compliance with each of the thirteen Conditions of Eligibility to be authorized initiation of a self-study, or to be awarded candidacy or candidacy renewal.

Current Status and Analysis

Does Not Apply to North Harris Montgomery Community College District.

Specific Criterion

In addition, the institution **MUST** provide evidence that it is capable of complying with all requirements of the Criteria and that it will be in compliance by the end of the period allowed for candidacy. They establish a threshold of development required of an institution seeking initial or continued accreditation by the Commission and reflect the Commission's basic expectations of candidate and member institutions

Current Status and Analysis

Does Not Apply to North Harris Montgomery Community College District.

Specific Criterion

The Conditions of Eligibility are basic qualifications that an institution of higher education **MUST** meet to be accredited by the Commission on Colleges.

Acceptable, No Recommendation

Current Status and Analysis

The District meets the Conditions of Eligibility as documented in the responses to the following statements.

Specific Criterion

Accredited institutions **MUST** also demonstrate compliance with the Criteria for Accreditation which holds institutions to appropriately higher standards of quality.

Acceptable, No Recommendation

Current Status and Analysis

The District demonstrates and documents compliance with the Criteria as evidenced by the responses in this report.

Section 1.4 p. 9 Line 22

Principles and Philosophy of Accreditation

Specific Criterion

Condition #1

In obtaining or maintaining accreditation with the Commission on Colleges, an institution **AGREES** to the following:

- a. That it will comply with the Criteria for Accreditation of the College Delegate Assembly consistent with the policies and procedures of the Commission on Colleges
- b. That the Commission on Colleges, at its discretion, may make known to any agency or member of the public requiring such information, the nature of any action, positive or negative, regarding the institution's status with the Commission
- c. That it will comply with Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation

Acceptable, No Recommendation

Current Status and Analysis

The District is committed to compliance with the Criteria for Accreditation and with the directives, requirements, decisions, and policies of the Commission on Colleges. The District agrees to make accurate and complete disclosure regarding its operations and recognizes the Commission's right to make known the District's status in regard to its compliance with the criterion statements to any agency or member of the public. In letters to the Commission on Colleges and to the chair of the visiting team, the Chancellor expressed the District's willingness to comply with requests issued by the Commission. The District will provide complete and accurate information that is required to carry out the Commission's evaluation and accrediting function.

Documentation

Chancellor's Letter to the Commission on Colleges/Southern Association of Colleges and Schools, September 13, 1996

Chancellor's letter to SACS, September 30, 1998

Condition #2**Specific Criterion**

The institution **MUST** have formal authority from an appropriate government agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees.

Acceptable, No Recommendation**Current Status and Analysis**

North Harris Montgomery Community College District has formal authority from the Texas Higher Education Coordinating Board (THECB) to confer associate degrees, certificates, and diplomas. The Coordinating Board sets the minimum standards and authorizes issuance by institutions of appropriate degrees, certificates, and diplomas to individuals who satisfactorily complete the course and program requirements.

Documentation

NHMCCD Policy Manual: Section EFB, “Programs of Instruction” or
<http://www.nhmccd.edu/DistrictOffice/Publications/policy/index.html>
<http://www.thecb.state.tx.us>

Condition #3**Specific Criterion**

The institution **MUST** have a governing board of at least five members, which has the authority and duty to ensure that the mission of the institution is implemented.

Acceptable, No Recommendation**Current Status and Analysis**

The North Harris Montgomery Community College District Board of Trustees is composed of nine citizens elected at large to serve overlapping terms of six years. All trustees are residents of the college district that is composed of the Aldine, Conroe, Cy-Fair, Humble, Klein, Magnolia, New Caney, Spring, Splendora, Tomball and Willis Independent School Districts.

The Board of Trustees establishes policy for the governance of the District and represents the will of the people as expressed in college district elections. Official Board action is taken only in meetings that comply with the Open Meetings Act. Each Board member is vested with the authority of a single vote. The affirmative vote of a majority of all Board members is required to transact business. Each action supported by the majority of Board members is binding on the whole Board. An individual member may act on behalf of the

Board only with the official authorization of the Board. Without such express authorization, no individual member may commit the Board on any issue.

Current members of the Board of Trustees are:

Larry Shryock, Chair	David Vogt, Assistant Secretary	Priscilla Kelly
Eugene Caldcleugh, Vice Chair	Randy Bates	Mary Matteson
Stephanie Marquard, Secretary	Elmer Beckendorf	David McIver

Documentation

NHMCCD Policy Manual:

NHMCCD Board Bylaws

NHMCCD Board Membership List

www.nhmccd.edu/districtoffice/publications/policy

Section 1.4 p. 10 Line 8 Principles and Philosophy of Accreditation

Condition #3

Specific Criterion

The governing board **IS** the legal body **RESPONSIBLE** for the institution.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Board is the legal body responsible for the institution. According to the Policy Manual, the Board:

1. is expected to preserve institutional independence and to defend its right to manage its own affairs through its chosen administrators and employees.
2. shall enhance the public image of the District under its governance.
3. shall interpret the community to the District and interpret the District to the community.
4. shall nurture the District under its governance to the end that it achieves its full potential within its role and mission.
5. shall insist on clarity of focus and mission of the District under its governance.

Documentation

NHMCCD Policy Manual Section BAA

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/index.html>

Section 1.4 p. 10 Line 9 Principles and Philosophy of Accreditation

Condition #3

Specific Criterion

Evidence **MUST** be provided that the board is an active policy-making body for the institution.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Board is an active policy-making body for the District. Its organization, responsibilities, and rules for conducting business are outlined in the NHMCCD Policy Manual. Minutes provide evidence that the Board is an active policy-making body.

Documentation

NHMCCD Policy Manual

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/index.html>

NHMCCD Board Minutes

Section 1.4	p. 10	Line 11	Principles and Philosophy of Accreditation
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Condition #3

Specific Criterion

The board **IS** ultimately **RESPONSIBLE** for ensuring that the financial resources of the institution are used to provide a sound educational program.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Board is responsible for assessing and collecting taxes, preparing and adopting a budget for the ensuing fiscal year and filing a copy of the annual operating budget and subsequent amendments. The Board must also have the accounts audited in accordance with the approved financial reporting system and submit the required annual reports to the Governor, Comptroller, State Treasurer, State Auditor, and Legislative Budget Board. In addition, the Board receives bequests and donations or other moneys or funds, establishes an endowment fund outside the state treasury, and selects a depository for District funds.

Documentation

NHMCCD Policy Manual: Section BAA

NHMCCD Internal Audit Reports

APA Audit Reports

Section 1.4	p. 10	Line 13	Principles and Philosophy of Accreditation
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Condition #3

Specific Criterion

The board **MUST** not be controlled by a minority of board members or by organizations or interests separate from the board.

Acceptable, No Recommendation

Current Status and Analysis

The North Harris Montgomery Community College District Board is not controlled by a minority of board members or by organizations or interests separate from these boards. Each Board member is vested with the authority of a single vote. The affirmative vote of a majority of all Board members is required to transact business. Each action supported by the majority of Board members is binding on the whole Board. An individual member may act on behalf of the Board only with the official authorization of the Board. Without such express authorization, no individual member may commit the Board on any issue.

Documentation

NHMCCD Policy Manual Section BBE

www.nhmccd.edu/districtoffice/publications/policy

Section 1.4	p. 10	Line 16	Principles and Philosophy of Accreditation
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Condition #3

Specific Criterion

The presiding officer of the board **MUST** have no contractual, employment, or personal or familial financial interest in the institution.

Acceptable, No Recommendation

Current Status and Analysis

The presiding officer of the NHMCCD Board has no contractual, employment, financial, personal or familial interest in the institution.

Documentation

NHMCCD Policy Manual

www.nhmccd.edu/districtoffice/publications/policy

Section 1.4	p. 10	Line 18	Principles and Philosophy of Accreditation
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Condition #3

Specific Criterion

The majority of other voting members of the board **MUST** have no contractual, employment, or personal or familial interest in the institution.

Acceptable, No Recommendation

Current Status and Analysis

The majority of members of the NHMCCD Board do not have contractual, employment, financial, personal, or familial interests in the institution.

Documentation

NHMCCD Policy Manual

www.nhmccd.edu/districtoffice/publications/policy

Section 1.4 p. 10 Line 22

Principles and Philosophy of Accreditation

Condition #3**Specific Criterion**

The bylaws of the board or other legal documents **MUST** ensure appropriate continuity in the board membership, usually by staggered terms of adequate length.

Acceptable, No Recommendation**Current Status and Analysis**

The bylaws of the State Board for Community Colleges and of the North Harris Montgomery Community College District Board provide for appropriate continuity in board membership through staggered six-year terms.

Documentation

NHMCCD Policy Manual Section BBB

www.nhmccd.edu/districtoffice/publications/policy

Section 1.4 p. 10 Line 25

Principles and Philosophy of Accreditation

Condition #3**Specific Criterion**

The bylaws or other legal documents **MUST** ensure the independence of the board.

Acceptable, No Recommendation**Current Status and Analysis**

The duties and powers of the NHMCCD Board are set forth in general terms in the Policy Manual.

Documentation

NHMCCD Policy Manual Section BAA

www.nhmccd.edu/districtoffice/publications/policy

Condition #3

Specific Criterion

Amendment of the bylaws **MUST** occur only by vote of the board after reasonable deliberation.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Board shall have the authority to provide policy direction for the District and adopt such rules, regulations, and bylaws as the Board deems advisable.

Documentation

NHMCCD Policy Manual Section BAA

www.nhmccd.edu/districtoffice/publications/policy

Condition #4

Specific Criterion

The institution **MUST** have a chief executive officer whose primary responsibility is to the institution.

Acceptable, No Recommendation

Current Status and Analysis

The chief executive officer of the District is appointed by the NHMCCD Board and holds the title of Chancellor. The Chancellor is responsible for the organization and operation of the District in accordance with the policies, procedures, and regulations of the District and the State of Texas Education Code. The Chancellor's primary responsibility is to the institution. He provides leadership and supervision for the total community college program including instructional programs, student services, financial operations of the college, campus development, research efforts, publishing of reports, and staff recruitment. The Chancellor serves as a representative of the District at local, state, and national events.

Documentation

NHMCCD Policy Manual Section BAA

www.nhmccd.edu/districtoffice/publications/policy

Condition #4

Specific Criterion

The chief executive officer **MUST** not be the presiding officer of the board.

Acceptable, No Recommendation

Current Status and Analysis

The Chancellor does not serve as the presiding officer of the North Harris Montgomery Community College District Board. The Board members elect officers, including the Chair.

Documentation

NHMCCD Policy Manual

Condition #5

Specific Criterion

The institution **MUST** be in operation and have students enrolled in degree programs at the time of the committee visit.

Acceptable, No Recommendation

Current Status and Analysis

The college has students enrolled in its degree and certificate programs.

Documentation

Student Information System Data
NHMCCD 2000-2001 Catalog

Condition #6

Specific Criterion

The institution **MUST** offer one or more degree programs based on at least two academic years at the associate level.

Acceptable, No Recommendation

Current Status and Analysis

North Harris Montgomery Community College District offers Associate of Arts degrees (AA), Associate of Science degrees (AS), Associate of Applied Science degrees (AAS), and certificates.

Documentation

NHMCCD 2000-2001 Catalog: "Program Information," pp. 57-149

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Section 1.4 p. 11 Line 26**Principles and Philosophy of Accreditation**

Condition #6**Specific Criterion**

The institution may make arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia. However, the institution itself **MUST** provide instruction for all coursework required for at least one degree program at each level at which it awards degrees.

Acceptable, No Recommendation**Current Status and Analysis**

The colleges provide instruction for all coursework offered in degree programs.

Documentation

NHMCCD Class Schedules

Section 1.4 p. 11 Line 31**Principles and Philosophy of Accreditation**

Condition #6**Specific Criterion**

Any alternative approach to meeting this requirement **MUST** be approved by the Commission on Colleges.

Acceptable, No Recommendation**Current Status and Analysis**

The colleges do not use contractual or consortial arrangements with other institutions or entities to provide course work for degree programs.

Condition #6**Specific Criterion**

In all cases, the institution **MUST** be able to demonstrate that it evaluates all aspects of its educational program.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD has a broad-based evaluation process that extends throughout the institution. Academic Services and Research coordinates and provides support for the evaluation of academic and administrative activities. Further information on the college's evaluation processes can be found in Section III of this report.

Documentation

Reports from District Office of Institutional Research and College Research Officials

Condition #6**Specific Criterion**

The institution's degree programs **MUST** be compatible with its stated purpose and based upon fields of study appropriate to higher education. Institutions may experiment in developing and defining new fields of study, but the Commission cannot evaluate for membership an institution that offers only programs which represent fields of study that are outside of the expertise of the Commission's accredited institutions.

Acceptable, No Recommendation**Current Status and Analysis**

The certificate and degree programs offered at North Harris Montgomery Community College District are consistent with the stated purpose of the district and are based upon fields of study appropriate to higher education.

Documentation

NHMCCD 2000-2001 Catalog "Programs of Instruction" pp. 57-149

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Condition #7**Specific Criterion**

The institution **MUST** have a clearly defined, published statement of purpose appropriate to an institution of higher education.

Acceptable, No Recommendation**Current Status and Analysis**

The District's statement of mission/purpose is published in the catalog and can be found on the District's homepage. The vision and mission/purpose and value statements are periodically reviewed and revised based upon input received from faculty, staff, students, and community representatives. The latest vision and mission statements were officially adopted in January 1998.

Documentation

NHMCCD Vision and Mission Statements

NHMCCD 2000-2001 Catalog, pp. 11-12

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Condition #8**Specific Criterion**

The institution **MUST** have an appropriate plan, as well as a functioning planning and evaluation process that identifies and integrates projected educational, physical and financial development, and incorporates procedures for program review and institutional improvement.

Acceptable, No Recommendation**Current Status and Analysis**

The District has a strategic plan, as well as an effective strategic planning process, which identifies and integrates projected educational, physical, and financial development initiatives. The strategic planning process is described in Section III of this report. In addition, the District has a comprehensive institutional effectiveness program, also described in Section III. This program provides procedures for evaluating and improving all aspects of the institution.

Documentation

Manual for Evaluating Administrative Units

Manual for Evaluating Academic Programs

Strategic Planning at North Harris Montgomery Community College District: History, Accomplishments and New Directions

Condition #9**Specific Criterion**

The institution **MUST** have published admission policies compatible with its stated purpose.

Acceptable, No Recommendation**Current Status and Analysis**

The college's "open door" admission policy is consistent with and supportive of the District's vision and mission statements. The admission policy can be found in the District's catalog and on the website.

Documentation

NHMCCD 2000-2001 Catalog: "College's Vision and Mission Statements," pp. 11-12; "Admissions," p. 17

Admissions Information Packet

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Condition #10**Specific Criterion**

All undergraduate degree programs of the institution **MUST** include a substantial component of general education courses at the collegiate level.

Acceptable, No Recommendation**Current Status and Analysis**

All associate degree programs include a substantial component of general education courses at the collegiate level as required by NHMCCD Policy and the Texas Higher Education Coordinating Board. This component consists of 42 semester credit hours referred to as core curriculum for AA and AAS degrees and 15 semester credit hours for AAS degrees.

Documentation

NHMCCD 2000-2001 Catalog: "Program Information," pp. 57 – 149

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

NHMCCD Policy Manual Section EFAA

www.nhmccd.edu/districtoffice/publications/policy

Condition #10**Specific Criterion**

For degree completion in associate programs, the component **MUST** constitute a minimum of 15 semester hours or equivalent quarter hours.

Acceptable, No Recommendation**Current Status and Analysis**

All associate degree programs include a substantial component of general education courses at the collegiate level as required by NHMCCD Policy and the Texas Higher Education Coordinating Board. This component consists of at least 15 semester credit hours.

Documentation

NHMCCD 2000-2001 Catalog: "Program Information," pp. 57 – 149

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

NHMCCD Policy Manual Section EFAA

www.nhmccd.edu/districtoffice/publications/policy

Condition #10**Specific Criterion**

The credit hours **MUST** be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

Acceptable, No Recommendation**Current Status and Analysis**

All degree programs include at least one course from humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

Documentation

NHMCCD 2000-2001 Catalog: "Program Information," pp. 57 – 149

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

NHMCCD Policy Manual Section EFAA

www.nhmccd.edu/districtoffice/publications/policy

Condition #10**Specific Criterion**

The courses **MUST** be designed to ensure breadth of knowledge and **MUST NOT** be narrowly focused on those skills, techniques and procedures peculiar to a particular occupation or profession.

Acceptable, No Recommendation**Current Status and Analysis**

The general education courses are both general in nature and broad in scope, offering to the student a perspective that extends beyond an intended occupation or profession. The Curriculum Committee review/approval process requires confirmation of attainment of this standard prior to approval.

Documentation

NHMCCD 2000-2001 Catalog: "Program Information," pp. 57 – 149

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

NHMCCD Policy Manual Section EFAA

www.nhmccd.edu/districtoffice/publications/policy

Course Syllabi

Condition #11**Specific Criterion**

The number of full-time faculty members **MUST** be adequate to provide effective teaching, advising, and scholarly or creative activity.

Acceptable, No Recommendation**Current Status and Analysis**

The number of full-time faculty members is adequate to provide effective teaching, advising, and scholarly or creative activity. The full-time faculty members teach the majority of student credit hours generated at the colleges. Faculty teaching workloads, which range from 15 to 24 contact hours per week, depending upon the discipline, are determined by the policies established by the District. All full-time faculty members are required to have regularly scheduled office hours.

Documentation

NHMCCD Policies and Procedures Manual Section DI

www.nhmccd.edu/districtoffice/publications/policy

Condition #11**Specific Criterion**

In each major in a degree program, there **MUST** be at least one full-time faculty member with responsibility for supervision and coordination of the major. In those degree programs for which the institution does not identify a major, this requirement **APPLIES** to a curricular area or concentration.

Acceptable, No Recommendation**Current Status and Analysis**

All degree programs at North Harris Montgomery Community College District currently have at least one full-time faculty member who has responsibility for supervision and coordination of the program.

Documentation

NHMCCD 2000-2001 Catalog: "District Personnel," pp. 254 - 271

Personnel Files

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Condition #12**Specific Criterion**

The institution **MUST** have sufficient learning resources or, through formal agreements or appropriate technology, ensure the provision of and ready access to adequate learning resources and services to support the courses, programs and degrees offered.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD libraries provide bibliographic access to all classified library and learning resource materials through the Dynix online public access catalog (OPAC). Each college has open stacks and patrons have physical access to resources on site. Library users have bibliographic access to all resources listed. Closed reserves, periodicals, various audio-visuals, microformats and electronic resources are accessible to library users. These resources and services are evaluated regularly and systematically to ensure that they adequately meet the needs of library users and support the programs and purpose of the institution.

As the district expands, course offerings are provided at centers away from the parent colleges. Library resources are available to all faculty members and enrolled students at the centers. Provisions are available for students to access materials from the campuses.

Automated Library Services, an NHMCCD technical services department, located at the district office, ensures that appropriate access and migration paths are maintained throughout the library program. One of the most recent upgrades, WebPAC, allows library users to access the online public access library catalog from outside the library. This feature has helped to ensure that faculty and enrolled students have access to library and learning resources wherever the programs or courses are located and however they are delivered.

Documentation

General information materials, including brochures, pathfinders, database holdings lists and reports

Library web sites:

<http://nhclibrary.nhmccd.edu/>

<http://www.nhmccd.edu/contracts/lrc/kc/>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/>

http://www.woodstock.edu/students/learn/library/learning_resource_center/welcome.html

Description of local Dynix functionality and capabilities:

<http://www.epixtech.com/product/dynix.htm>

Section 1.4 p. 12 Line 41**Principles and Philosophy of Accreditation**

Condition #13

Specific Criterion

The institution **MUST** have an adequate financial base to accomplish its purpose at an acceptable level of quality on a continuing basis.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD maintains sufficient financial resources to accomplish its purpose at an acceptable level. Funding sources include tuition and fees, local property taxes, state funds appropriated by the Legislature, vending/bookstore commissions, grants and contracts. The District has a total budget for the 2000-2001 fiscal year of \$81,742,173

Documentation

NHMCCD Budget

Section 1.4 p. 13 Line 2**Principles and Philosophy of Accreditation**

Condition #13

Specific Criterion

The institution **MUST** provide financial statements and related documents (as specified in Section 6.3.6) which accurately and appropriately represent the total operation of the institution.

Acceptable, No Recommendation

Current Status and Analysis

Financial statements, Auditor of Public Accounts reports, and internal audit reports, along with accounting/budget status reports accurately and appropriately represent college operations.

Documentation

Financial Statements

APA Audit Reports

Budget Statements

Status Reports

Section 1.4 p. 13 Line 6 Principles and Philosophy of Accreditation

Condition #13

Specific Criterion

An institution, whether a part of a system or not, which is seeking candidacy for membership, candidacy renewal, or initial membership **MUST** include in its application separate institutional audits and management letters for its three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of submission of the application.

Acceptable, No Recommendation

Current Status and Analysis

Does Not Apply to North Harris Montgomery Community College District.

Section 1.4 p. 13 Line 13 Principles and Philosophy of Accreditation

Condition #13

Specific Criterion

The institution **MUST** have available the audit and management letter for the most recent fiscal year ending immediately prior to any committee visit for candidacy, candidacy renewal, or initial membership.

Acceptable, No Recommendation

Current Status and Analysis

Does Not Apply to North Harris Montgomery Community College District.

Condition #13

Specific Criterion

These audits **MUST** be conducted by independent certified public accountants or an appropriate governmental auditing agency.

Current Status and Analysis

Does Not Apply to North Harris Montgomery Community College District.

Condition #13

Specific Criterion

An applicant or candidate institution **MUST** not show an annual or cumulative operating deficit at any time during the application process or at any time during candidacy.

Acceptable, No Recommendation

Current Status and Analysis

Does Not Apply to North Harris Montgomery Community College District.

Specific Criterion

An institution seeking initial membership (accreditation), in addition to fulfilling requirements outlined in *the Criteria*, **MUST** document its compliance with all Conditions of Eligibility and **HAVE BEEN** in operation—i.e., have without interruption, enrolled students in degree programs—through at least one complete degree program cycle and have graduated at least one class at the level of the highest degree offered prior to action by the Commission on Colleges.

Current Status and Analysis

Does Not Apply to North Harris Montgomery Community College District.

Specific Criterion

An institution **MUST** be accurate in reporting to the public its status and relationship with the Commission.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD is accurate in reporting to the public its status and relationship with the Commission on Colleges. The District catalog states, "North Harris Montgomery Community College District is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the associate of arts degree, the associate of science degree, the associate of applied science degree and certificates."

Documentation

NHMCCD 2000-2001 Catalog: "College Accreditation," p. 7

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Section 1.6	p. 13	Line 12	Principles and Philosophy of Accreditation
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Specific Criterion

In catalogs, brochures and advertisements a member institution **MUST** describe its relationship with the Commission on Colleges only according to the following statement:

(Name of Institution) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools--1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone Number (404) 679-4501 to award (name specific degree levels).

Acceptable, No Recommendation

Current Status and Analysis

In catalogs, brochures and advertisements, the college district uses the following statement: "North Harris Montgomery Community College District is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; phone 404-679-4501) to award the associate of arts degree, the associate of science degree, the associate of applied science degree and certificates."

Documentation

NHMCCD 2000-2001 Catalog: "College Accreditation," p. 7

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Section 1.6	p. 15	Line 9	Principles and Philosophy of Accreditation
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Specific Criterion

The logo or seal of the Southern Association of Colleges and Schools **MUST** not be used by the institution.

Acceptable, No Recommendation

Current Status and Analysis

The District does not use the logo or seal of the Southern Association of Colleges and Schools on any of its publications.

Documentation

NHMCCD 2000-2001 Catalog

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Brochures and other publications

Specific Criterion

An institution **MUST** have a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific educational role.

Acceptable, No Recommendation**Current Status and Analysis**

The institution has a clearly defined purpose and mission appropriate to collegiate education as well as to its own specific educational role.

Documentation

2000-2001 NHMCCD Catalog - p. 11 (<http://www.nhmccd.edu/>)

Electronic Policy Manual, Section. A-AD

(<http://www.nhmccd.edu/DistrictOffice/Publications/Policy/index.html>)

Specific Criterion

This statement **MUST** describe the institution and its characteristics and address the components of the institution and its operations.

Acceptable, No Recommendation**Current Status and Analysis**

The mission statement describes the institution and its characteristics and addresses the components of the institution and its operation.

Documentation

2000-2001 NHMCCD Catalog, p. 11(<http://www.nhmccd.edu/>)

Electronic Policy Manual, Section A-AD

(<http://www.nhmccd.edu/DistrictOffice/Publications/Policy/index.html>)

Specific Criterion

The official posture and practice of the institution **MUST** be consistent with its purpose statement.

Acceptable, No Recommendation

Current Status and Analysis

The official posture and practice of the institution is consistent with its purpose statement.

Documentation

2000-2001 NHMCCD Catalog, p. 11(<http://www.nhmccd.edu/>)

Electronic Policy Manual, Section A-AD

(<http://www.nhmccd.edu/DistrictOffice/Publications/Policy/index.html>)

Institutional Effectiveness Plan

Monthly Institutional Effectiveness reports

NHMCCD's Goals and Effectiveness Indicators

Section 2 p. 15 Line 8

Institutional Purpose

Specific Criterion

Appropriate publications **MUST** accurately cite the current statement of purpose.

Acceptable, No Recommendation

Current Status and Analysis

Appropriate publications accurately cite the current statement of purpose.

Documentation

2000-2001 NHMCCD Catalog - p. 11(<http://www.nhmccd.edu/>)

Electronic Policy Manual, Section A-AD

(<http://www.nhmccd.edu/DistrictOffice/Publications/Policy/index.html>)

Section 2 p. 15 Line 10

Institutional Purpose

Specific Criterion

The formulation of a statement of purpose represents a major educational decision. It should be developed through the efforts of the institution's faculty, administration and governing board. It **MUST** be approved by the governing board.

Acceptable, No Recommendation

Current Status and Analysis

The formulation of a statement of purpose was developed through the efforts of the institution's faculty, administration, and governing board. It was approved by the governing Board.

Documentation

Minutes from Visioning Retreat on Sept. 12, 1997

Minutes from follow-up EC meetings on Sept. 19, 22, Oct. 15, Nov. 17, 1997
Board Minutes, Nov. 26, 1997; Jan. 15, 1998
Summaries of Community Advisory Forums, Sept. 21, 2000

Section 2 p. 15 Line 14

Institutional Purpose

Specific Criterion

An institution **MUST** study periodically its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies.

Acceptable, No Recommendation

Current Status and Analysis

The institution periodically studies its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies.

Documentation

Minutes from Visioning Retreat on Sept. 12, 1997
Minutes from follow-up EC meetings on Sept. 19, 22, Oct. 15, Nov. 17, 1997
Board Minutes, Nov. 26, 1997; Jan. 15, 1998
Summaries of Community Advisory Forums, Sept. 21, 2000

Section 2 p. 15 Line 17

Institutional Purpose

Specific Criterion

The statement of purpose serves as the foundation for all institutional operations, programs and activities. Consequently, the institution **MUST** demonstrate that its planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill its stated purpose.

Acceptable, No Recommendation

Current Status and Analysis

The institution's planning and evaluation processes are adequate and appropriate to fulfill its stated purpose. These processes are explained in the NHMCCD Planning Document that outlines participation through functional units, planning groups, and committees.

Documentation

Institutional Effectiveness Plan
NHMCCD Goals and Effectiveness Indicators
Each College's Strategic Plan
Departmental planning documents

Specific Criterion

Educational activities of an institution include teaching, research, and public service. Planning and evaluation for educational activities (which should include teaching, research, and public service) **MUST** be systematic, broad-based, interrelated and appropriate to the institution.

Acceptable, No Recommendation**Current Status and Analysis**

Planning and evaluation of educational activities in the areas of teaching, public service and research are systematic, broad-based, interrelated, and appropriate to the institution. In addition to college-wide planning and evaluation of educational activities, the teaching component is evaluated by each associate dean or subject area coordinator on an annual or biennial basis as appropriate to the departmental plans and goals and includes all faculty within the division. Planning and evaluation of public service are conducted in the same manner by units responsible for service related activities: community, corporate, and economic development and public relations/external affairs.

With input from college and district units, the planning officer at each college conducts the planning and evaluation of institutional research.

Documentation

Institutional Effectiveness Plan
NHMCCD's Goals and Effectiveness Indicators
Each college's Strategic Plan
Departmental planning documents
College Surveys
Faculty Performance Assessment Plan

Specific Criterion

The institution **MUST** define its expected educational results and describe its methods for analyzing the results.

Acceptable, No Recommendation**Current Status and Analysis**

Expected educational results and methods for analyzing these results are cited in each course document that provides outcomes measures including SCANS outcomes for workforce education courses. In addition, expected educational results are included in the Core Competencies. Additional methods for analyzing the results are listed in departmental planning documents.

Documentation

Departmental planning documents

Course Descriptions and SCANS outcomes

<http://www.nhmccd.edu/districtoffice/easd/cs/faithe99/cspages/cslist.htm>

Core Competencies

Section 3.1 p. 18 Line 10**Institutional Effectiveness**

Specific Criterion

The institution **MUST** (1) establish a clearly defined purpose appropriate to collegiate education, (2) formulate educational goals consistent with the institution's purpose, (3) develop and implement procedures to evaluate the extent to which these educational goals are being achieved, (4) use the results of these evaluations to improve educational programs, services and operations

Acceptable, No Recommendation**Current Status and Analysis**

The institution has (1) established a clearly defined purpose appropriate to collegiate education, (2) formulated educational goals consistent with the institution's purpose, and (3) developed and implemented procedures to evaluate the extent to which these educational goals are being achieved, and (4) used the results of the evaluations to improve educational programs, services, and operations.

The purpose and goals are presented in the NHMCCD planning document, and the evaluation procedures and use of results are found in the departmental planning documents.

Documentation

2000-2001 NHMCCD Catalog, p. 11 (<http://www.nhmccd.edu>)

Electronic Policy Manual, Section A-AD

(<http://www.nhmccd.edu/DistrictOffice/Publications/Policy/index.html>)

Institutional Effectiveness Plan

NHMCCD's Goals and Effectiveness Indicators

Departmental planning documents

List of college accomplishments

Section 3.1 p. 18 Line 20**Institutional Effectiveness**

Specific Criterion

The institution **MUST** develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service.

Acceptable, No Recommendation

Current Status and Analysis

Guidelines and procedures to evaluate educational effectiveness of student learning are listed in each course syllabus that is distributed to students, associate deans, and to the library. Evaluation measures include surveys, tests, portfolios, performance evaluations, and observation.

Guidelines and procedures for evaluating effectiveness in research and service are listed in the department's planning documents.

Documentation

Course syllabi

Departmental planning documents

College surveys

Section 3.1 p. 18 Line 23**Institutional Effectiveness**

Specific Criterion

This evaluation **MUST** encompass educational goals at all academic levels and research and service functions of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

This evaluation encompasses educational goals at all academic levels and research and service functions.

Documentation

Departmental planning documents

Section 3.1 p. 19 Line 4**Institutional Effectiveness**

Specific Criterion

The institution **MUST** evaluate its success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Acceptable, No Recommendation**Current Status and Analysis**

The institution evaluates its success with respect to student achievement with results from course completion/retention rates, grade distribution reports, TASP results, state licensure results, and graduate and placement rates.

Documentation

Grade distribution and retention reports

Institutional Effectiveness reports

TASP reports

State licensure results

Graduate and placement rates

Texas Higher Education Coordinating Board Program Documentation

Section 3.2 p. 19 Line 11**Institutional Effectiveness**

Specific Criterion

In addition to providing evidence of planning and evaluation in its educational program, the institution **MUST** demonstrate planning and evaluation in its administrative and educational support services.

Acceptable, No Recommendation**Current Status and Analysis**

The institution demonstrates planning and evaluation in its administrative and educational support services.

Documentation

Departmental planning documents

College surveys

List of college accomplishments

Section 3.2 p. 19 Line 14**Institutional Effectiveness**

Specific Criterion

For each administrative and educational support service unit, the institution **MUST** (1) establish a clearly defined purpose which supports the institution's purpose and goals, (2) formulate goals which support the purpose of each unit, (3) develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit, (4) use the results of the evaluations to improve administrative and educational support services.

Acceptable, No Recommendation**Current Status and Analysis**

The institution has (1) established a clearly defined purpose appropriate to collegiate education, (2) formulated educational goals consistent with the institution's purpose, and (3) developed and implemented procedures to evaluate the extent to which these educational goals are being achieved, and (4) used the results of the evaluation to improve administrative and educational support services.

Documentation

2000-2001 NHMCCD Catalog, p. 11(<http://www.nhmccd.edu/>)

Institutional Effectiveness Plan

Electronic Policy Manual, Section A-AD

(<http://www.nhmccd.edu/DistrictOffice/Publications/Policy/index.html>)

NHMCCD's Goals and Effectiveness Indicators

Departmental planning documents

List of college accomplishments

Section 3.3 p. 20 Line 1**Institutional Effectiveness**

Specific Criterion

Institutional research **MUST** be an integral part of the institution's planning and evaluation process.

Acceptable, No Recommendation**Current Status and Analysis**

Institutional research is an integral part of the institution's planning and evaluation process at all colleges and the district office. Research is conducted and used throughout the year in planning and evaluating class scheduling, student success, marketing, budgeting, and support services. Research conducted by the District Office is for district-wide planning and for the development of a data warehouse for college use.

Kingwood College and Montgomery College publish Fact Books, and each college publishes semester research reports/analysis. All faculty and administrators have access to the Fact Book and reports for planning and evaluation.

Documentation

Fact Books

Institutional Effectiveness Newsletters

Research Reports

Institutional Research Assessment Surveys

Section 3.3 p. 20 Line 2**Institutional Effectiveness**

Specific Criterion

The institution **MUST** be effective in collecting and analyzing data and disseminating the results.

Acceptable, No Recommendation

Current Status and Analysis

The institution is effective in collecting and analyzing data and disseminating results. Data is collected and analyzed by the District research office, the colleges' institutional research offices, and by other departments across the colleges.

Documentation

FACT Books

Research evaluation instrument/results

Customized reports from IR offices

<http://dont4.nhmccd.edu/ir/reports/wfrpts1.asp>

Departmental research reports

Departmental planning documents

Section 3.3 p. 20 Line 4**Institutional Effectiveness**

Specific Criterion

An institution **MUST** regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.

Acceptable, No Recommendation**Current Status and Analysis:**

The District regularly evaluates the effectiveness of its institutional research process and uses its findings for the improvement of its process. Noted changes/improvements are listed on departmental plans/goals.

Documentation

Research evaluation instruments and findings

Departmental planning documents

Section 3.3 p. 20 Line 18**Institutional Effectiveness**

Specific Criterion

Institutions **MUST** assign administrative responsibility for conducting institutional research, allocate adequate resources, and allow access to relevant information.

Acceptable, No Recommendation**Current Status and Analysis**

The institution has assigned administrative responsibility for conducting research, allocated adequate resources, and allowed access to relevant information. Administrative responsibility is assigned at the district level as well as at each college.

Documentation

Job descriptions of persons assigned administrative responsibility:

- Assoc. Vice-Chancellor for Research and Planning (District)
 - District Research Analyst
 - Dean for Institutional Effectiveness – Kingwood College
 - Coordinator, Research and Planning – North Harris College
 - Assistant Dean for Research and Planning – Tomball College
 - Dean for Planning and Technology – Montgomery College
- Budget

Access to appropriate type of data/records

Specific Criterion

All aspects of the educational program **MUST** be clearly related to the purpose of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD's published statement of purpose and values is an integral part of the educational program. Admission, completion requirements, curriculum, instruction, and advising are all based on the institution's purpose. The way in which the educational program expresses the institution's purpose appears in the following criteria and in the strategic planning described in section 3.1 on institutional effectiveness.

Documentation

"Statement of Mission/Purpose" and "Value Statements" (General Information in 2000-2001 NHMCCD Catalog pp. 11-12)

<http://dont4.nhmccd.edu/catalog2000/GeneralInfo/GeneralInfo.htm>

Documents for Section 3.1

Specific Criterion

The institution **MUST** provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities.

Acceptable, No Recommendation**Current Status and Analysis**

This Criterion is addressed in the following sections:

4.8 Faculty

5.1 Library and Other Learning Resources

5.2 Instructional Support

5.3 Information Technology Resources and Systems

6.4 Physical Resources

Specific Criterion

The student enrollment and financial resources of an institution **MUST** be sufficient to support an effective educational program.

Acceptable, No Recommendation

Current Status and Analysis

This Criterion is addressed in 6.3.1.7.

Section 4.1 p. 22 Line 9

Educational Program

Specific Criterion

In addition, the institution **MUST** ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD meets this criterion in a number of ways such as through articulation agreements, teacher evaluations, collection of syllabi, grade distribution reports, and Clinical Affiliation Agreements. This criterion is addressed in the following sections:

4.2.3 p. 27 line 23

4.2.3 p. 27 line 28

4.2.3 p. 27 line 30

4.2.4 p. 27 line 36

4.2.4 p. 28 line 8

4.2.4 p. 28 line 38

4.5

Documentation

See the specific criteria.

Section 4.2.1 p. 22 Line 13

Educational Program

Specific Criterion

General admission policies **MUST** be established by the governing board on recommendation of the administration.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Board of Trustees uses recommendations from the Chancellor, Counsel on Education and Student Development, Executive Council, and the Student Services Council to establish and revise general admission policies.

Documentation

All Colleges – 2000-2001 NHMCCD Catalog, pp. 17-23

CESD Minutes

Board Minutes

Student Services Council Minutes

Section 4.2.1 p. 22 Line 15**Educational Program**

Specific Criterion

The board **IS RESPONSIBLE** for deciding the size and character of the student body. Implementation of specific admission policies, however, **IS THE RESPONSIBILITY** of the administration and faculty of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Board of Trustees uses recommendations from the Chancellor, Counsel on Education and Student Development, Executive Council, and the Student Services Council to establish and revise general admission policies.

The Board provides policy and direction for the District and adopts such rules, regulation and bylaws as the Board deems advisable.

The Board establishes goals consistent with the District's role and mission as indicated in the General Information Section of the 2000-2001 Catalog, pp. 11-12.

Documentation

NHMCCD Policy Manual BAA Legal

CESD Minutes

Board Minutes

Student Services Council Minutes

Section 4.2.1 p. 22 Line 19**Educational Program**

Specific Criterion

The unit responsible for administering the policies **MUST** be clearly identified.

Acceptable, No Recommendation**Current Status and Analysis**

On each campus within the District, the Enrollment Services Office, Office of Admissions, and/or Student Development offices are clearly identified as the unit responsible for administering the admissions policies of each institution. This is indicated in the District Catalog as well as in the course schedule.

Documentation

All Colleges – 2000-2001 NHMCCD Catalog, pp. 17-23 and the spring 2001 schedule, pp. 8 & 13 (Admission Procedures & Advising)

Section 4.2.1 p. 22 Line 20**Educational Program**

Specific Criterion

In those institutions in which various subdivisions maintain separate admission requirements, there **MUST** be institution-wide coordination of all admission policies and procedures.

Acceptable, No Recommendation**Current Status and Analysis**

Institution-wide coordination and/or revisions of all subdivision admission policies begin and flow through several district-wide committees before being sent to the Texas Higher Education Coordinating Board (THECB). The District Advisory Committees, Curriculum Teams, Educational Program Council, Council on Education and Student Development, Executive Council, and the Curriculum & Instruction Office all assume responsibility in the coordination of all subdivision admission policies and procedures.

There are duplicate programs within the college district that have identical admission criteria, i.e. Nursing, that serve as proof that there is district wide coordination of admissions criteria.

Documentation

North Harris College – 2000-2001 NHMCCD Catalog, pp. 101-102 (Cosmetology), pp. 127-129 (Associate Degree Nursing).

Kingwood College – 2000-2001 NHMCCD Catalog, pp. 101-102 (Cosmetology), pp. 127-129 (Certificate Vocational Nursing), and p. 144 (Respiratory Care), pp. 133,134 (Occupational Therapy).

Tomball College – 2000-2001 NHMCCD Catalog, pp. 127-129 (Associate Degree Nursing), pp. 133,134 (Occupational Therapy), and pp. 145-146 (Veterinary Technology).

Montgomery College – 2000-2001 NHMCCD Catalog, p. 132 (Vocational Nursing Certificate), pp. 136-137 (Physical Therapy)

Section 4.2.1 p. 22 Line 24**Educational Program**

Specific Criterion

Admission policies **MUST** be consistent with the educational purposes of the institution.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD is a publicly supported, two-year, comprehensive community college system involving diverse individuals, businesses, and the community in quality education opportunities for the successful development of knowledge, skills, and attitudes for a rapidly changing world. All colleges are open admission institutions and therefore anyone who meets the admissions criteria outlined on page 18 of the 2000-01 Catalog is eligible to enroll.

Documentation

2000-2001 NHMCCD Catalog, pp. 8-15 (p. 11 Statement of Mission/Purpose)

2000-2001 NHMCCD Catalog, pp. 17-23

Section 4.2.1 p. 22 Line 25**Educational Program**

Specific Criterion

They **MUST** include qualitative and quantitative requirements that identify students who demonstrate reasonable potential for success at the institution.

Acceptable, No Recommendation**Current Status and Analysis**

The Texas Academic Skills Program (TASP) requires all students to take the TASP test or an approved alternative test if they entered college for the first time during or after the Fall 1989 semester. Evidence of such testing must be presented before a student will be permitted to enroll. The purpose of the testing is to determine whether a student has the academic skills to succeed in college courses. The tests assess skills in reading, writing, and mathematics. The payment of the TASP test fee is the responsibility of the student. However, TASP alternative tests are offered free of charge to those students who have not taken TASP. Montgomery College, Kingwood College, Tomball College, and North Harris College are designated test sites.

Documentation

2000-2001 NHMCCD Catalog, pp. 20-21

Section 4.2.1 p. 23 Line 2**Educational Program**

Specific Criterion

An institution admitting students with deficiencies in their preparation for collegiate study **MUST** offer appropriate developmental or remedial support to assist these students.

Acceptable, No Recommendation

Current Status and Analysis

The function of the developmental program is to involve students in building relevant skills necessary for success in college-level courses and programs. The program includes courses, lab assignments, tutorials, seminars, learning activities, and a referral system. Developmental courses are offered in Biology, English, English as a Second Language (ESL), Human Development, and Math. Developmental course numbers begin with a zero; the Course Description section of this catalog provides specific information about these courses.

Developmental courses appear on transcripts from NHMCCD but do not transfer to four-year institutions, nor do they apply to NHMCCD degrees or certificates.

Documentation

All Colleges –2000-2001 NHMCCD Catalog, p. 45 (The Developmental Program)
2000-2001 Fall Schedule, p. 12

Section 4.2.1 p. 23 Line 6**Educational Program**

Specific Criterion

Each institution **MUST** regularly evaluate its admissions policies.

Acceptable, No Recommendation**Current Status and Analysis**

The Council for Education and Student Development (CESD), made up of College Vice Presidents, meets on a regular basis to discuss, evaluate, and amend district-wide curriculum and student-related issues. The admission policies are reviewed yearly as part of the catalog review process. Recommended changes are presented to the Executive Council.

Documentation

2000-2001 NHMCCD Catalog, pp. 9,10
CESD Minutes

Section 4.2.1 p. 23 Line 7**Educational Program**

Specific Criterion

It **IS THE RESPONSIBILITY** of the institution to ensure that its recruiting activities and materials accurately and truthfully portray the institution.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD has established the Public Information Council (PIC), a district-wide committee comprised of the District Director of Public Information and representatives from each college Office of Public Information/External Affairs. One function of the council is to ensure that recruiting activities and materials accurately and truthfully portray the District.

Documentation

NHMCCD 2000-2001 Catalog

Recruiting materials and activities from District Colleges

PIC Minutes

Section 4.2.1 p. 23 Line 10

Educational Program

Specific Criterion

To be admitted to the degree programs, applicants **MUST** show evidence of high school graduation or other successful experiences which reasonably predict their ability to make satisfactory progress at the institution.

Acceptable, No Recommendation**Current Status and Analysis**

High School transcripts may be required for advising and verification of test scores showing TASP exemption. A high school transcript is useful to counselors and advisors in assisting students with appropriate course placement.

Students must make arrangements to take an assessment test, if needed, by contacting the counseling or advising office at any college. Test results are used for placement in certain courses and for advising purposes. TASP or TASP alternative test scores are used to predict student ability to make satisfactory progress at the institution.

Documentation

2000-2001 NHMCCD Catalog, pp. 17,18

Section 4.2.1 p. 23 Line 13

Educational Program

Specific Criterion

Each institution **MUST** assess and justify the appropriateness of experiences offered in lieu of a high school diploma.

Acceptable, No Recommendation**Current Status and Analysis**

Students must make arrangements to take an assessment test, if needed, by contacting the counseling or advising office at any college. Test results are used for placement in

certain courses and for advising purposes. TASP or TASP alternative test scores are used to predict student ability to make satisfactory progress at the institution.

Experiences presented in lieu of a high school diploma are also assessed according to criteria described in the District Catalog (pp. 41-42) under the heading; Award of Credit for Non-Traditional Experiences.

Documentation

2000-2001 NHMCCD Catalog, pp. 41-42, pp. 17-18

Section 4.2.1 p. 23 Line 16

Educational Program

Specific Criterion

Procedures established for implementation of institutional admission policies **MUST** be followed in the admission of all students.

Acceptable, No Recommendation

Current Status and Analysis

Admission Policies and Procedures are outlined in the NHMCCD Catalog for all colleges.

Documentation

2000-2001 NHMCCD Catalog, pp. 17-23

Section 4.2.1 p. 23 Line 18

Educational Program

Specific Criterion

The institution **MUST** provide evidence that it selects students whose interests and capabilities are consistent with the admission policies.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD is an open-door admission institution. This open-door policy is consistent with the district mission. Students may be admitted by high school transcripts, GED, transfer from another college, or by international student criteria. Provisions are also made for exceptional criteria and individual approval. Differences in student capabilities are addressed through developmental studies programs as well as Honors programs.

Documentation

2000-2001 NHMCCD Catalog, pp. 11, 17-23

Specific Criterion

An institution **MUST** clearly define and publish its policy on the admission of transfer students.

Acceptable, No Recommendation**Current Status and Analysis**

Admission procedures for transfer students are referenced under the procedures for admission into a college credit program. Official transcripts from all previous institutions attended should be transmitted before admission to college but must be submitted before subsequent registration will be permitted in any degree or certificate program.

Documentation

2000-2001 NHMCCD Catalog, p. 18 (Admission Procedures) & p. 33 (Transfer of Credit from other Institutions)

Specific Criterion

The policy **MUST** include the following: the requirement for official transcripts of credits earned from all institutions of higher education previously attended; qualitative and quantitative criteria determining the acceptability of transfer work; criteria regarding the award of advanced standing, whether by credit earned at another institution, by advanced placement examinations, or through experiential learning; and conditions governing admission in good standing, admission on probation, and provisional admission.

Acceptable, No Recommendation**Current Status and Analysis**

Admission procedures for transfer students are referenced under the procedures for admission into a college credit program. Official transcripts from all previous institutions attended should be transmitted before admission to college but must be submitted before subsequent registration will be permitted in any degree or certificate program.

Qualitative and quantitative criteria determining the acceptability of transfer work is referenced under “Transfer to other Institutions” #2 a-g on p. 34 of the 2000-2001 NHMCCD Catalog.

The statements on Advanced Standing, Credit By External Examination, and Credit By Internal Challenge Exams on pages 41-42 of the 2000-2001 NHMCCD Catalog outline procedures for award of credit through non-traditional means.

Students who do not maintain the minimum GPA and course completion standards outlined above will be placed on academic warning, academic probation, or academic suspension. These three academic status levels alert faculty and staff to problems in the students' academic performance, so that strategies for intervention and assistance can be employed.

Documentation

2000-2001 NHMCCD Catalog, p. 18, p. 34 #2 a-g, pp. 41-42, pp. 39-40 (Academic Accountability)

http://dont4.nhmccd.edu/catalog2000/Articulation/Univ_Transfer/Index.htm

Section 4.2.1 p. 23 Line 35

Educational Program

Specific Criterion

Institutions which award credit based on advanced placement or other examinations; training provided by non-collegiate institutions, such as armed forces and service schools; professional certification; or experiential learning **MUST** meet the following conditions governing the award of such credit;

- 1. The amount of credit awarded is clearly stated and is in accord with commonly accepted good practice in higher education.**
- 2. Credit is awarded only in areas offered within the current curriculum of the institution, and is appropriately related to the student's educational programs.**
- 3. Decisions regarding the awarding of credit and the determination of such credit are made by qualified faculty members at the institution, or according to procedures and standards approved by qualified faculty.**

Acceptable, No Recommendation

Current Status and Analysis

Currently, the NHMCCD has procedures in place to assess student-mastered competencies such as challenge exams (both external and internal), portfolios, military transcripts, and external evaluations. The Prior Learning Assessment provides a description of each and offers a process to use when evaluating the student's competencies.

Core competency Challenge Exams are developed and approved by NHMCCD Curriculum teams.

Documentation

NHMCCD Prior Learning Assessment (PLA) Manual August 2000

2000-2001 NHMCCD Catalog, pp. 41,42

Specific Criterion

In awarding credit for prior experiential learning the institution **MUST** (1) award credit only for documented learning which demonstrates achievement of all outcomes for specific courses in an approved degree program; (2) award credit only to matriculated students, identify such credit on the student's transcript for prior experiential learning and upon request from another institution, document how such learning was evaluated and the basis on which such credit was awarded; (3) ensure that credit for prior experiential learning does not duplicate credit already awarded or remaining courses planned for the student's academic program; (4) adopt, describe, and establish the validity of the evaluation process and criteria for awarding credit for prior experiential learning, (5) clearly describe and establish the validity of the evaluation process and criteria for awarding credit for prior experiential learning.

Acceptable, No Recommendation**Current Status and Analysis**

Currently, the NHMCCD has procedures in place to assess student-mastered competencies such as challenge exams (both external and internal), portfolios, military transcripts, and external evaluations. The Prior Learning Assessment provides a description of each and offers a process to use when evaluating the student's competencies.

Core competency Challenge Exams are developed and approved by NHMCCD Curriculum teams.

Documentation

Prior Learning Assessment (PLA) Manual

Power Point presentation handout prepared by Implementation Team II

Specific Criterion

The institution **MUST** inform transfer students of the amount of credit which will transfer, preferably prior to their enrollment, but at least prior to the end of the first academic term in which they are enrolled.

Acceptable, No Recommendation**Current Status and Analysis**

Official transcripts must be received before subsequent registration or before a student is admitted to any degree or certificate program. NHMCCD has a commitment to evaluate official transcripts or transfer work during a student's first semester of enrollment.

Students who are currently enrolled may complete a degree plan request in the admissions office.

Documentation

2000-2001 NHMCCD Catalog, p. 33 “Transfer of Credit from other institutions.”

2000-2001 NHMCCD Catalog, p. 34 “Degree Plans and Transfer Guides”

Section 4.2.1 p. 24 Line 34

Educational Program

Specific Criterion

Coursework transferred or accepted for credit toward an undergraduate degree **MUST** represent collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution’s own undergraduate degree programs.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD is part of a group of Texas colleges and universities that teach courses that are similar in nature designated by common numbers. The purpose of assigning a common number is to facilitate the transferability of these courses among participating institutions.

The Texas Common Course Numbering System is designed to help identify the courses needed when planning to transfer to another member institution after completion of course work at NHMCCD.

It is the responsibility of each student to check with the institution to which he or she expects to transfer as soon as this choice is made. It is also the student’s responsibility to be sure that courses are selected that will be acceptable for the chosen field of study at the four-year institution. A careful study of the current catalog from the chosen college or university will answer most questions.

In addition, transfer guides are available on the District website and through the student services offices on each campus.

Documentation

2000-2001 NHMCCD Catalog, pp. 34,35 “Transfer To Other Institutions and Common Course Numbering System.”

http://dont4.nhmccd.edu/catalog2000/Articulation/Univ_Transfer/Index.htm

Specific Criterion

There **MUST** be clearly defined policies regarding the academic dismissal, suspension and readmission of students.

Acceptable, No Recommendation**Current Status and Analysis**

A student currently on academic probation will be suspended if he or she fails to achieve a semester credit GPA of 2.0 or higher in the semester immediately following the probationary semester. Students who are on suspension must appeal before being allowed to register for classes at NHMCCD. A student who re-enters the college after having been suspended will be placed on academic probation. Academic suspension will be noted on the student's official transcript.

Documentation

2000-2001 NHMCCD Catalog, pp. 39,40 "Academic Accountability"

Specific Criterion

Readmission of students dismissed or suspended for academic reasons **MUST** be consistent with the academic policies of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

Policies throughout the district are consistent. In addition, an academic appeals committee is established for regular review and evaluation of procedures. The academic standards of NHMCCD are based on a philosophy of maximizing student progress toward successful course and program completion.

A student currently on academic probation will be suspended if he or she fails to achieve a semester credit GPA of 2.0 or higher in the semester immediately following the probationary semester. Students who are on suspension must appeal before being allowed to register for classes at NHMCCD. A student who re-enters the college after having been suspended will be placed on academic probation. Academic suspension will be noted on the student's official transcript.

Documentation

2000-2001 NHMCCD Catalog, pp. 39,40 "Academic Accountability"

Specific Criterion

In each degree program, there **MUST** be an appropriate sequence of courses leading to the degree.

Acceptable, No Recommendation**Current Status and Analysis**

For AA and AS degrees, NHMCCD students must complete core requirements, and the NHMCCD Catalog specifies prerequisites for courses in which a sequence is necessary. The NHMCCD Catalog also describes the sequence of courses for AAS degrees and certificates for advising purposes, but “(s)tudents are responsible for taking courses in the proper sequence and at the proper level as well as determining the applicability of a particular course to their educational objectives.” Counselors, advisors, and faculty members advise students about the appropriate sequence of courses to take, and faculty members regularly review the appropriateness of the sequence of courses.

Documentation

“Degrees and Certificates” (2000-2001 NHMCCD Catalog pp. 83-149)

“Description of Courses” (2000-2001 NHMCCD Catalog pp. 151-245)

“Graduation Requirements” (2000-2001 NHMCCD Catalog pp. 57-65)

Program brochures

Specific Criterion

An institution **MUST** publish the requirements for each degree it awards.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Catalog contains the general requirements for associate degrees and requirements for specific programs.

Documentation

“Graduation Requirements” (2000-2001 NHMCCD Catalog pp. 57-65)

Specific Criterion

The requirements **MUST** be appropriate to the degree offered and **MUST** specify the total credits, the number and distribution of general education credits, the number of credits to be earned in the major or area of concentration, the number of electives, standards for satisfactory progress, and other degree requirements.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD faculty members regularly review the graduation requirements to determine their appropriateness. The NHMCCD Catalog specifies the total credits, the number and distribution of general education credits, the number of credits to be earned in the degree programs and certificates, the number of electives, and other degree requirements. Standards for satisfactory progress are spelled out in course syllabi.

Documentation

“Graduation Requirements” (2000-2001 NHMCCD Catalog pp. 57-65)

“Degrees and Certificates” (2000-2001 NHMCCD Catalog pp. 83-149)

Core minutes

Course syllabi (division offices)

Section 4.2.2 p. 25 Line 21

Educational Program

Specific Criterion

Undergraduate degree programs **MUST** contain a basic core of general education courses.

Acceptable, No Recommendation

Current Status and Analysis

The AA and AS degrees require one or more courses in each of the following: composition, history, natural science, mathematics, government, oral communication, social/behavioral sciences, humanities, visual and performing arts, and kinesiology. The degree programs also require ITSC 1401 Introduction to Computers if course or competency challenge exams are not chosen and successfully completed. In addition, the AA degree requires a course in literature. The AAS degree requires courses in composition, math/natural sciences, social/behavioral sciences, and humanities/fine arts. Finally, students in all degree programs must complete a one-course multicultural requirement if one of their other courses does not meet the requirement.

Documentation

“Graduation Requirements” (2000-2001 NHMCCD Catalog pp. 57-65)

Core minutes

Section 4.2.2 p. 25 Line 22

Educational Program

Specific Criterion

A minimum of 15 semester hours for associate programs and a minimum of 30 semester hours for baccalaureate programs **ARE REQUIRED** for degree completion.

Acceptable, No Recommendation

Current Status and Analysis

The core component of general education courses for the AA and AS degrees is 42 semester hours, and the core component of general education courses for the AAS degree is 15 semester hours

Documentation

"Graduation Requirements" (2000-2001 NHMCCD Catalog pp. 61 and 65)

Core minutes

Section 4.2.2 p. 25 Line 25**Educational Program**

Specific Criterion

The core **MUST** include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

Acceptable, No Recommendation

Current Status and Analysis

The AA, AS, and AAS degrees require at least one course from each of these three areas.

Documentation

"Graduation Requirements" (2000-2001 NHMCCD Catalog pp. 61 and 65)

Core minutes

Section 4.2.2 p. 25 Line 29**Educational Program**

Specific Criterion

The institution **MUST** demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Catalog specifies that NHMCCD's graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers. The core curriculum covers each of these areas. In degree programs that do not require a specific course in each of those areas, the skills are embedded into the competencies of the required courses in the program. NHMCCD also offers a "graduation guarantee" that students who complete the requirements for the associate of arts degree or the associate of science degree will be able to perform at the senior college or university at a level equivalent to their transfer students or to the

college's native students. NHMCCD "also guarantees that graduates with the associate of applied science degree or a certificate will have acquired the job skills for entry level employment in the field of their award." If students do not have the required skills, NHMCCD will provide additional academic coursework and technical training tuition-free.

Documentation

"Graduation Requirements" (2000-2001 NHMCCD Catalog pp. 61 and 65)

"Degrees and Certificates" (2000-2001 NHMCCD Catalog pp. 83-149)

"Graduate Guarantee" (Graduation Requirements" section in 2000-2001 NHMCCD Catalog p. 64)

Course outcomes

Section 4.2.2 p. 25 Line 33

Educational Program

Specific Criterion

An institution **MUST** clearly define what is meant by a major or an area of concentration and **MUST** state the number of credits required for each.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Catalog defines each AAS degree and certificate and lists the courses and number of credits required for each. AA and AS degrees at NHMCCD are generalized degrees and do not list a specific major.

Documentation

"Degrees and Certificates" (2000-2001 NHMCCD Catalog pp. 83-149)

Section 4.2.2 p. 25 Line 35

Educational Program

Specific Criterion

An adequate number of hours with appropriate prerequisites **MUST** be required in courses above the elementary level.

Acceptable, No Recommendation

Current Status and Analysis

The AA and AS programs are designed primarily for students who desire to continue their education at a four-year college or university. The AA and AS programs "are essentially the basic first year and second year offerings appropriate for the first two years of many baccalaureate degree programs."

Documentation

“Graduation Requirements” (2000-2001 NHMCCD Catalog pp. 61 and 65)

Section 4.2.2 p. 25 Line 38**Educational Program****Specific Criterion**

For degree completion, at least 25 percent of semester credit hours, or the equivalent quarter hours, **MUST** be earned through instruction by the institution awarding the degree.

Acceptable, No Recommendation**Current Status and Analysis**

To earn an associate degree from NHMCCD, students must complete at least 18 hours from NHMCCD, which constitute at least 25 percent of the hours required for any associate degree. To earn a certificate from NHMCCD, students must complete at least 50 percent of course work at NHMCCD.

Documentation

“General Associate Degree Requirements” (“Graduation Requirements” 2000-2001 NHMCCD Catalog p. 59)

“Certificate Programs and General Requirements” (“Graduation Requirements” 2000-2001 NHMCCD Catalog p. 65)

Section 4.2.2 p. 26 Line 3**Educational Program****Specific Criterion**

All courses, other than those identified by the institution as developmental/remedial, offered by an institution for credit **MUST** be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or **MUST** be clearly identified on transcripts as not applicable to any of the institution’s own degree or certificate programs.

Acceptable, No Recommendation**Current Status and Analysis**

All courses at NHMCCD are acceptable as requirements or electives applicable to at least one of its own degree or certificate programs. NHMCCD cannot get a course approved by the Texas Higher Education Coordinating Board if it is not tied to a degree or certificate.

Documentation

THECB Guidelines for Instructional Programs in Workforce Education (District Office)

Specific Criterion

Curricula **MUST** be directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

When NHMCCD establishes new programs and develops and revises curricula, faculty members are mindful of the purpose and goals of the institution and the certificates and degrees awarded. Curriculum teams composed of faculty members from each discipline also consider the ability and preparation of students when they set prerequisites and placement scores for each course. To ensure that NHMCCD's financial and instructional resources support the curriculum, faculty members participate in the budget process by making budget requests or participating in budget committees.

Documentation

Curriculum Manual

Curriculum Team Minutes

Advisory committee minutes

Program Development Process and Plan Manual

NHMCCD budget process

Specific Criterion

The institution **MUST** have a clearly defined process by which the curriculum is established, reviewed and evaluated.

Acceptable, No Recommendation**Current Status and Analysis**

The process by which curriculum is established, reviewed, and evaluated is clearly defined in the Curriculum Review Process Manual.

Documentation

Curriculum Review Process Manual

<http://dont4.nhmccd.edu/catalog2000/Manuals/99CurrManual/manual99/index99.htm>

Specific Criterion

This process **MUST** recognize the various roles of the faculty, the administration and the governing board.

Acceptable, No Recommendation

Current Status and Analysis

The Curriculum Review Process Manual clearly recognizes the roles of the faculty, the administration, and the governing board.

Documentation

Curriculum Manual

<http://dont4.nhmccd.edu/catalog2000/Manuals/99CurrManual/manual99/index99.htm>

Specific Criterion

For each major in a degree program, the institution **MUST** assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD's system of curriculum teams places all teaching faculty in a discipline in charge of coordinating, developing, and reviewing the curriculum within degree programs.

Documentation

Curriculum Manual

<http://dont4.nhmccd.edu/catalog2000/Manuals/99CurrManual/manual99/index99.htm>

List of curriculum team facilitators and members

Faculty personnel files District Human Resources Office

Specific Criterion

At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, **MUST** have primary teaching assignment in the major.

Acceptable, No Recommendation

Current Status and Analysis

Within each curricular area that offers a degree, at least one full-time faculty member does have primary assignment.

Documentation

List of degree programs and faculty members

Section 4.2.3 p. 26 Line 29**Educational Program**

Specific Criterion

The governing board **MUST** be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.

Acceptable, No Recommendation**Current Status and Analysis**

The powers, duties, and responsibilities of the NHMCCD Board of Trustees in these areas are described in the NHMCCD Policy Manual and are reflected in the Board minutes.

Documentation

Policy manual

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/reqread.html>

District and college organization charts

Board minutes

Section 4.2.3 p. 26 Line 35**Educational Program**

Specific Criterion

The administration and faculty **MUST** be responsible for the development of academic programs recommended to the governing board. They **ARE ALSO RESPONSIBLE** for implementing and monitoring the general curriculum policy and the academic programs approved by the board.

Acceptable, No Recommendation**Current Status and Analysis**

The administration and faculty develop new programs and all new AAS programs are submitted and approved by the governing board before submittal to the THECB. The administration and faculty then implement and monitor the general curriculum policy through curriculum teams and advisory committees.

Documentation

Curriculum Manual

<http://dont4.nhmccd.edu/catalog2000/Manuals/99CurrManual/manual99/index99.htm>

Curriculum team minutes

Advisory committee minutes

Program Development Process and Plan Manual

Examples of programs submitted to the Board

Section 4.2.3 p. 27 Line 12**Educational Program**

Specific Criterion

Curricula intended to provide basic preparation for students who will subsequently transfer to another institution **MUST** be designed to consider the institutions to which these students transfer.

Acceptable, No Recommendation**Current Status and Analysis**

Through articulation agreements with four-year schools, academic courses are evaluated by the receiving schools.

Documentation

University course equivalency matrix

University transfer guides

The University Center agreements

Section 4.2.3 p. 27 Line 19**Educational Program**

Specific Criterion

“Inverted,” “two plus two” and similar programs **MUST** include an adequate amount of advanced coursework in the subject field.

Current Status and Analysis

Does Not Apply. NHMCCD does not offer advanced coursework.

Section 4.2.3 p. 27 Line 23**Educational Program**

Specific Criterion

Institutions which enter into programmatic partnerships with secondary schools which result in the award of college credit, such as technical and dual enrollment programs, **MUST** ensure that the credit awarded is at the collegiate level and is in compliance with the Criteria and with Section IV in particular.

Acceptable, No Recommendation

Current Status and Analysis

To ensure that such courses are at the collegiate level, NHMCCD takes a number of steps. One, the high school course must contain the NHMCCD college level course topics, learning outcomes, and competencies. Two, the instructors must have the necessary academic credentials. Three, to enroll in a concurrent credit course, students must pass all sections of the exit-level TAAS Test, and in English (reading and writing) and mathematics courses, students must achieve specified placement scores. Finally, concurrent credit instructors are evaluated during their first semester and periodically thereafter.

Documentation

Concurrent Credit agreements, list of courses, comparison chart of TEKS outcomes and NHMCCD course outcomes

Faculty personnel files District Human Resources Office

Course syllabi (division offices)

Articulation Manual

Section 4.2.3 p. 27 Line 28

Educational Program

Specific Criterion

Partnerships **MUST** be evaluated regularly by the participating institution of higher education.

Acceptable, No Recommendation

Current Status and Analysis

The district does a yearly review and revision of the university course transfer information and of the high school articulation agreements.

Documentation

Meeting agenda and forms

Section 4.2.3 p. 27 Line 30

Educational Program

Specific Criterion

The participating institution **MUST** assume full responsibility for the academic quality and integrity of partnerships as measured by the Criteria.

Acceptable, No Recommendation

Current Status and Analysis

See comments and documentation for criteria 4.2.3 p. 27 lines 23 and 28.

Documentation

Concurrent Credit agreements, list of courses, comparison chart of TEKS outcomes and NHMCCD course outcomes
Faculty personnel files (District Human Resources Office)
Course syllabi (division offices)
Articulation Manual

Section 4.2.4 p. 27 Line 33**Educational Program**

Specific Criterion

Instructional techniques and policies **MUST** be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course.

Acceptable, No Recommendation**Current Status and Analysis**

Ascertaining that instructional techniques and policies are in accord with the purpose of the institution and appropriate to the specific goals of an individual course is part of the curriculum review process.

Associate Deans monitor instructional techniques and review syllabi as part of the evaluation process to ensure that they are in accord with the purpose of the institution and are appropriate to the specific goals of an individual course.

Documentation

“Statement of Mission/Purpose” and “Value Statements” (“General Information” in 2000-2001 NHMCCD Catalog pp. 11-12)
“NHMCCD Core Values” and “NHMCCD Educational Skills and Competencies” (“Graduation Requirements” section in 2000-2001 NHMCCD Catalog pp. 57-59)
Course outcomes
Curriculum Review Process Manual
<http://dont4.nhmccd.edu/catalog2000/Manuals/99CurrManual/manual99/index99.htm>
Course syllabi (division offices)
NHMCCD Distance Learning Plan – April 3, 2000

Section 4.24 p. 27 Line 36**Educational Program**

Specific Criterion

Instruction **MUST** be evaluated regularly and the results used to ensure quality instruction.

Acceptable, No Recommendation

Current Status and Analysis

The policy of NHMCCD is for Associate Deans to evaluate new full-time faculty members on a one-year cycle and evaluate faculty with multi-year contracts on a two-year cycle. Also, the revision of the faculty assessment process proposes that part-time faculty be evaluated for two semesters and thereafter at least every three years. It also proposes that a universal electronic student evaluation be administered for every class every semester before “W” day. Within a week, supervisors then share with each faculty member a summary of the student evaluations, and the supervisor incorporates the information into each faculty member’s performance review.

Documentation

Faculty evaluations (District Office of Human Resources)
Student evaluations (division offices)

Section 4.2.4 p. 27 Line 38**Educational Program**

Specific Criterion

Students **MUST** be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.

Acceptable, No Recommendation**Current Status and Analysis**

Course syllabi provide students with the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed. These syllabi are collected and evaluated by Associate Deans or program coordinators.

Documentation

Course syllabi (division offices)

Section 4.2.4 p. 28 Line 2**Educational Program**

Specific Criterion

Methods of instruction **MUST** be appropriate to the goals of each course and the capabilities of the students.

Acceptable, No Recommendation**Current Status and Analysis**

Faculty use a variety of methods of instruction to achieve the goals of the course; these methods include monitoring the reading level of textbooks, lecturing, requiring group work, doing and requiring presentations, administering exams, doing experiments, etc.

Associate Deans monitor the appropriateness of methods of instruction as part of the faculty evaluation process.

Documentation

Course syllabi (division offices)
Faculty evaluations (District Human Resources Office)
NHMCCD Distance Learning Plan – April 3, 2000

Section 4.2.4 p. 28 Line 4

Educational Program

Specific Criterion

Experimentation with methods to improve instruction **MUST** be adequately supported and critically evaluated.

Acceptable, No Recommendation

Current Status and Analysis

Faculty members who wish to formally experiment with methods to improve instruction are supported by NHMCCD's mini-grant fund, in which an evaluation occurs in a final report. More informal means of experimentation with methods of instruction are supported by release time, stipends, training, expenditures on technology, professional memberships, and a budget that support professional development opportunities such as training and conferences. Evaluation of such methods is undertaken by faculty as a normal part of teaching and by Associate Deans during faculty evaluations.

Documentation

Mini-grant final report form
NHMCCD budget

Section 4.2.4 p. 28 Line 7

Educational Program

Specific Criterion

An institution **MUST** use a variety of means to evaluate student performance.

Acceptable, No Recommendation

Current Status and Analysis

Faculty members use a variety of methods to evaluate student performance, including exams, essays, student presentations, internships, labs, practica, quizzes, portfolios, and reports as well as licensure exams.

Documentation

Course syllabi (division offices)

Specific Criterion

The evaluation **MUST** reflect concern for quality and properly discern levels of student performance.

Acceptable, No Recommendation**Current Status and Analysis**

Faculty members demonstrate a concern for quality and discern levels of student performance by assigning a range of grades, which are described in their syllabi. Associate deans collect grade sheets, and grade distribution reports are available to them.

Documentation

Grade distribution reports (division offices)
Grade sheets (division offices)
Course Syllabi (division offices)

Specific Criterion

An institution **MUST** publish its grading policies, and its grading practices **MUST** be consistent with policy.

Acceptable, No Recommendation**Current Status and Analysis**

Grading policies are published in course syllabi and in the NHMCCD Catalog. Associate Deans hold faculty members accountable for grading that is consistent with policy. Students who feel that their grade is not appropriate may appeal their grade through a formal appeals process.

Documentation

Course syllabi (division offices)
“Grading Standards” (“Academic Policies, Procedures, and Services” section in 2000-2001 NHMCCD Catalog p. 38)
“Academic Appeals” (“Academic Policies, Procedures, and Services” section in 2000-2001 NHMCCD Catalog pp. 43-44)

Specific Criterion

The institution **MUST** evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students.

Acceptable, No Recommendation**Current Status and Analysis**

This criterion is addressed in section 3.1 p. 19 line 4 (institutional effectiveness).

Specific Criterion

Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, **MUST** be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD offers courses in a variety of concentrated or abbreviated time periods such as three weeks, five weeks, six weeks, eight weeks, nine weeks, and ten weeks. To ensure that students have opportunity for preparation, reflection and analysis concerning the subject matter, NHMCCD policy states, "The number of weeks for which the course is offered may not be less than the credit hour value of the course," and "[a] course may not be scheduled to meet more than eight hours per day." Also, faculty members consider students' needs when designing their syllabi.

Documentation

Course syllabi (division offices)

"Length of Course" and "Length of Day" ("Instructional Programs and Course" section in NHMCCD Policy Manual)

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/reqread.html>

Specific Criterion

The institution **MUST** demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.

Acceptable, No Recommendation

Current Status and Analysis

Students completing courses in non-traditional formats are required to attain equivalent levels of knowledge and competencies to those acquired in traditional formats. Usually, faculty who teach classes in non-traditional formats also teach in traditional formats, and their syllabi include the same requirements.

Documentation

Course syllabi (division offices)

Section 4.2.4 p. 28 Line 32

Educational Program

Specific Criterion

Effective instruction depends largely upon the maintenance of an environment conducive to study and learning. Therefore, an institution of higher education **MUST** provide for its students a learning environment in which scholarly and creative achievement is encouraged.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD creates a learning environment in which scholarly and creative achievement is encouraged in numerous ways. Below is just a partial list of organizations and events:

Student organizations	Honors program and seminars
Study abroad	Theater productions
Literary and journalistic magazines	Newspaper
Jazz Band	Chorus
Symphonic Band	Art shows and fairs
Interior Design Shows and Lectures	Cinco de Mayo Celebrations
Art galleries	Performance series
Writers series	Film series
Tutors	Supplemental instruction
Honor Societies	Forensics
Earth Fair	Dance Company Performances
Black History Month Events	Health Fairs
Asian New Year Celebrations	

Documentation

“Student Organizations” (“Student Development Policies and Procedures” section in 2000-2001 NHMCCD Catalog pp. 52-53)

Sample programs, brochures, pamphlets, literary magazines, newspaper, etc.

Specific Criterion

In certain professional, vocational and technical programs (for example, allied health programs), clinical and other affiliations with outside agencies may be necessary. In all such cases, learning experiences for which credit is awarded **MUST** be under the ultimate control and supervision of the educational institution.

Acceptable, No Recommendation**Current Status and Analysis**

In affiliation with outside agencies, NHMCCD maintains control and supervision over the learning experience through Clinical Affiliation Agreements.

Documentation

Clinical Affiliation Agreements (division offices)

Specific Criterion

The institution **MUST** demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD programs maintain an effective relationship between curricular content and current practices in the field of specialization in a number of ways. First, advisory committees consisting of faculty members and practioners meet annually to discuss the curriculum. Also, NHMCCD supports the professional development of faculty members so that they can remain current in their fields. Furthermore, many programs have external accrediting and licensing agencies that set standards for maintaining an up-to-date curriculum.

Documentation

Advisory committee minutes

Specific Criterion

An institution **MUST** demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers.

Acceptable, No Recommendation

Current Status and Analysis

The Texas Higher Education Coordinating Board (THECB) sets minimum tuition rates and NHMCCD tuition and fees are set by the NHMCCD Board of Trustees.

AA and AS degrees require a total of 61 credit hours. AAS degrees require 60-72 credit hours. A Level One certificate requires 15-42 credit hours. A Level Two certificate requires 43-59 credit hours. An Enhanced Skills certificate requires 6-15 credit hours.

NHMCCD uses the guidelines of the Texas Workforce Education Course Manual (WECM) Advisory Committee, which, in conjunction with the Guidelines for Instructional Programs in Workforce Education (GIPWE) and advice from a special committee of the Texas Association of College Technical Educators (TACTE), developed ranges for contact and credit hours and suitable combinations of lecture and lab hours to guide the creation of WECM courses by instructional specialists.

On-campus courses must meet for a certain number of hours set by the Texas legislature. (For example, a three-hour course must meet for a minimum of 48 fifty-minute sessions.) Each year, a calendar committee sets schedules to ensure that at least the minimum number of contact hours is met.

Documentation

“Financial Information” (2000-2001 NHMCCD Catalog pp. 27-31)
“Graduation Requirements” (2000-2001 NHMCCD Catalog pp. 60-65)
“Degrees and Certificates” (2000-2001 NHMCCD Catalog pp. 83-149)
THECB Guidelines for Instructional Programs in Workforce Education
NHMCCD academic calendar and schedule

Section 4.2.5 p. 29 Line 6

Educational Program

Specific Criterion

An institution **MUST** conduct a systematic, effective program of undergraduate academic advising.

Acceptable, No Recommendation

Current Status and Analysis

Each college has developed a system of advising which typically consists of a centralized advising/counseling center. During peak registration times professional staff are joined by part-time temporary advisors and faculty who assist with the advising process.

Documentation

College Advisement Plans
Survey results for registration and advising

Specific Criterion

An institution **MUST** ensure that the number of advisees assigned to faculty or professional staff is reasonable.

Acceptable, No Recommendation**Current Status and Analysis**

Academic advising is available primarily at a centralized advising/counseling center at each campus. A group of student development staff members are assigned to deal with all advisees. Students are not formally assigned to a specific advisor. During peak registration times, professional staff members, faculty, and part-time temporary advisors assist with the registration process.

Documentation

College Advisement Plans

Survey results for registration and advising

Specific Criterion

An effective orientation program **MUST** be made available to all full- and part-time undergraduate students.

Acceptable, No Recommendation**Current Status and Analysis**

Orientation programs include on-site presentations and electronic orientations typically contained on a CD-ROM. Electronic orientations typically are followed by a quiz of some type to ensure learning outcomes are achieved. New students usually attend an orientation as part of the testing process.

College adjustment classes are also offered in the academic schedule, but do not carry college credit.

Grant programs typically have a specialized orientation program for their students. In some cases this supplements new student orientations offered by the colleges.

Documentation

On-site orientation materials

Electronic orientations

<http://kcweb.nhmccd.edu/counseli/nsis.html>

Course syllabi for college adjustment classes

Orientation program summaries from the grant programs, “Career Start,” “Pathways,” and “We Can.”

Section 4.2.5 p. 29 Line 20

Educational Program

Specific Criterion

Orientation and advisement programs **MUST** be evaluated regularly and used to enhance assistance to students.

Acceptable, No Recommendation

Current Status and Analysis

Advising and orientation programs and services are evaluated at all locations. The “So How are We Doing” type comment card, which evaluates services, is used at all campus locations. Various evaluation forms are used to evaluate orientation programs.

Additionally, Gulf Coast Consortium surveys are distributed in collaboration with the colleges. These surveys measure students’ perceptions of many student development services, including orientation and advising.

Grant programs typically have a specialized orientation program for their students. Orientation program evaluations have been included in the overall orientation of the grant program upon student exit and following the seminars.

Documentation

Executive summaries of Gulf Coast Consortium surveys

Summaries of fall 2000, spring 2001 orientation evaluations

Summaries of fall 2000, spring 2001 advising service evaluations

(Complete history of orientation and advising service evaluations are available in campus counseling and advising offices.)

Exit interviews and program evaluations from the grant programs, “Career Start,” “Pathways,” and “We Can.”

Section 4.4 p. 37 Line 5

Educational Program

Specific Criterion

The content and design of publications produced and distributed by an institution **MUST** be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.

Acceptable, No Recommendation

Current Status and Analysis

The District Style Guide and the District Web Publishing Guidelines have been newly updated and lay the groundwork for publications that are accurate and consistent in describing the college and adhere to principles of good educational practice. Local campus guidelines also exist and are based on the District Guidelines. Web pages are being updated at the district office as well as each site. Questions concerning the EEOC statement have been addressed in the College District Equal Opportunity and Diversity Plan, and have been distributed accordingly.

Documentation

NHMCCD Style Guide

NHMCCD Web Publishing Guidelines

NHMCCD Equal Opportunity and Diversity Plan

Section 4.4 p. 37 Line 9

Educational Program

Specific Criterion

An institution **MUST** make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admissions criteria and policies, including the admission of transfer students' rules of conduct; academic calendar; degree completion requirements; full-time faculty and degrees held; costs and financial obligations; refund policies; and other items relative to attending the institution or withdrawing from it.

Acceptable, No Recommendation

Current Status and Analysis

All colleges and the district office publish official publications including the catalogs and schedules and web sites that contain the required information. They are made available through the mail to the District service area, are available at the colleges, and are distributed locally in the community.

Documentation

Catalog

Schedules - all sessions and all sites

CE Schedules

Official publications on the web site

Section 4.5 p. 37 Line 26

Educational Program

Specific Criterion

An institution **MUST** formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's stated purpose.

Acceptable, No Recommendation

Current status and analysis

Goals and outcomes are stated in the NHMCCD Distance Learning Program document, approved 4/3/2000 by the Executive Council.

Documentation

NHMCCD Distance Learning Plan - April 3, 2000

Section 4.5 p. 38 Line 1

Educational Program

Specific Criterion

Further, an institution **MUST** demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable Criteria.

Acceptable, No recommendations

Current status and analysis

The Distance Learning Annual Plan addresses the following:
Course Scheduling; Instructional Design; Instructional Services; Student Services, Faculty Training and Development; Research and Evaluation; Marketing and Technology. The effectiveness of this comprehensive program is demonstrated and evaluated through course evaluations and institutional research. The program meets its stated goals and complies with all applicable Criteria.

Documentation

NHMCCD Distance Learning Plan - April 3, 2000

Distance Learning Annual Plan 2000-2001

Minutes of the District Distance Learning Council

District and campus distance learning websites

Course evaluations and institutional research documents

Course syllabi

Section 4.6 p. 38 Line 16

Educational Program

Specific Criterion

Continuing education and outreach and service programs **MUST** be clearly related to the purpose of the institution.

Acceptable, No Recommendation

Current Status and Analysis

All four colleges comply with this criterion. Continuing education and outreach and service programs involve individuals, businesses and the community.

Documentation

Schedule(s)

THECB site review notebook

IACET compliance notebook

Section 4.6 p. 38 Line 18**Educational Program**

Specific Criterion

All continuing education programs, both credit and non-credit, **MUST** be evaluated regularly.

Acceptable, No Recommendation**Current Status and Analysis**

All four colleges demonstrate compliance with this criterion by evidence of required program evaluation.

Documentation

CE evaluation—course, instructor; CT evaluation—course, instructor

Evaluation process, summaries, database, reports, feedback to instructors

Evidence of action from evaluations, student calls/letters, advisory committees

THECB site review notebook

IACET compliance notebook

Section 4.6 p. 38 Line 20**Educational Program**

Specific Criterion

All continuing education and outreach and service programs offered for credit **MUST** comply with the requirements of the Criteria, and with Section IV in particular.

Acceptable, No Recommendation**Current Status and Analysis**

Montgomery College and North Harris College meet this Criterion. All courses offered for credit through CE comply with criteria for credit classes. Not applicable at Kingwood College and Tomball College.

Documentation

Agreement letters

Statement of cooperation with credit department

Specific Criterion

For outreach and service programs, an institution **MUST** provide the resources and services necessary to support the programs and **MUST** evaluate the programs regularly.

Acceptable, No Recommendation**Current Status and Analysis**

All four colleges demonstrate compliance by documenting provision of resources and services necessary to support programs.

Documentation

Listing/map of off-site locations

Agreements for off-site locations

Agreements for clinical sites

Site supervisor responsibilities

Staffing plan

Budget documentation—year-end report, financial statements, approved budget

Specific Criterion

An institution planning to initiate, through continuing education or outreach programs, a degree program **MUST** inform the Executive Director of the Commission on Colleges in advance of program implementation.

Current Status and Analysis

Does Not Apply to NHMCCD.

Specific Criterion

An institution **MUST** not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience.

Acceptable, No Recommendation**Current Status and Analysis**

All four colleges comply with this Criterion. Appropriate documentation shows that work taken through continuing education for which academic credit is awarded is equivalent to a designated credit experience.

Documentation

Prior Learning Assessment Manual - http://dont4/catalog2000/EPS_Homepg/Home.htm
Articulation agreement with competency checklists
SCANS Documentation

Section 4.6 p. 39 Line 6**Educational Program**

Specific Criterion

In such cases, the institution **MUST** document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, with course content and level of instruction, resulting in student competencies equivalent to those of students in the institution's own degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level.

Acceptable, No Recommendation**Current Status and Analysis**

All four colleges demonstrate compliance through documented evidence that credit awarded for continuing education coursework is relevant to the degree with the level of instruction equivalent to credit student competencies and the qualifications of faculty at the appropriate degree level.

Documentation

Prior Learning Assessment Manual - http://dont4/catalog2000/EPS_Homepg/Home.htm
Evaluation of learning outcomes and grade

Section 4.6 p. 39 Line 13**Educational Program**

Specific Criterion

All credit-bearing continuing education courses and activities **MUST** comply with the requirements of the Criteria.

Acceptable, No Recommendation**Current Status and Analysis**

Refer to Criterion 4.6; Page 38; Line 20.
Montgomery College and North Harris College meet this Criterion. Does not apply at Kingwood College and Tomball College.

Specific Criterion

The institution **MUST** have adequate student records for both credit and non-credit courses.

Acceptable, No Recommendation**Current Status and Analysis**

Student records are kept in Colleague and backed up. Student forms are kept on campus for two semesters then sent to the District Office for storage. Before July 1996, most documents retained under the law were stored at a location within the District Office. Storage space at the District location became severely limited when administrative demands for office space increased, forcing the District to seek an alternative storage solution.

Bids were solicited from numerous climate controlled and bonded storage companies in the vicinity and a vendor was selected. The boxes that were housed at the District location were inventoried and sent off for storage or destruction according to the approved retention schedule.

From this time forward, all documents listed on the NHMCCD Control Schedule (Appendix 8.1 of the Records Retention and Storage Manual created fall 1996) will be appropriately boxed and labeled before being forwarded to the vendor for retention and destruction according to procedures set forth in the manual.

Documentation

District Student Records Office

Specific Criterion

The institution **MUST** take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD has paper record storage facilities that are fire resistant. Microfiche records are stored in fireproof filing cabinets, but not within a vault. Due to the nature of microx (thermal heat imaged microfiche cards) there is some doubt that they would survive a fire.

The most essential element of our student records (the transcript) is maintained as an electronic document with back-up files that are stored off-site in a vaulted fireproof

environment as required. NHMCCD is currently beginning the process of imaging all paper and microfiche student records, moving them to a RAID storage system (electronic image storage cabinet), and eventually writing them out to optical disks. Once this process gets under way, we will be able to make copies of the disks and store them off-site as well.

Documentation

All Colleges – Records Retention and Storage Manual
NHMCCD Policy Manual

Section 4.7 p. 39 Line 31

Educational Program

Specific Criterion

The institution **MUST** have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records.

Acceptable, No Recommendation

Current Status and Analysis

For the purpose of this policy (FJ Legal – Student Records), the term “education records” means those records, files, documents and other materials that contain information directly related to a student and are maintained by an education agency or institution or by a person acting for such agency or institution.

Before July 1996, most documents retained under the law were stored at a location within the District Office. Storage space at the District location became severely limited when administrative demands for office space increased, forcing the District to seek an alternative storage solution.

Bids were solicited from numerous climate controlled and bonded storage companies in the vicinity and a vendor was selected. The boxes that were housed at the District location were inventoried and sent off for storage or destruction according to the approved retention schedule.

From this time forward, all documents listed on the NHMCCD Control Schedule (Appendix 8.1 of the Records Retention and Storage Manual created fall 1996) will be appropriately boxed and labeled before being forwarded to the vendor for retention and destruction according to procedures set forth in the manual.

Documentation

All Colleges – Records Retention and Storage Manual
NHMCCD Policy Manual
Web site - <http://www.nhmccd.edu/DistrictOffice/Publications/policy>
2000-2001 NHMCCD Catalog & spring schedule, pp. 33-35

Specific Criterion

It **MUST** establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD is in compliance concerning the confidentiality of its records as stated in the Catalog and the State Open Records Act.

Documentation

NHMCCD Catalog p. 32 (Release of Student Records Act)

State Open Records Act (Title 110A, Art. 6252-17A)

Web site: <http://www.nhmccd.edu/DistrictOffice/Publications/Policy>

Specific Criterion

An institution **MUST** provide evidence that it has employed faculty members qualified to accomplish its purpose.

Recommendation

The Self Study Committee recommends that the institution provide evidence that it has employed faculty members qualified to accomplish its purpose.

Current Status and Analysis

We believe the North Harris Montgomery Community College District (NHMCCD) faculty to be qualified according to SACS guidelines. However, at the time this report is being written, we are aware of a small number of faculty files lacking the documentation to prove the qualification. The Vice President of Educational Resources will either require the faculty member to submit the missing documentation, refrain from assigning the faculty member outside the qualified teaching field, or submit an exception statement to be placed in the faculty member's personnel file if appropriate. Until evidence demonstrates that all faculty are in compliance, this criterion will remain in recommendation status.

Documentation

Faculty Roster Report

Faculty Audit Report

Instructor Schedule Report

Faculty personnel files (District Human Resources Office)

Specific Criterion

An institution **MUST** show that it has an orderly process for recruiting and appointing its faculty.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD has an established, documented plan for faculty recruitment and appointment.

Documentation

NHMCCD Policy Manual sections DA through DC and section EJE

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/>

Human Resources Procedures Manual

www.nhmccd.edu/DistrictOffice/Publications/policy/

List of newspapers and publications in which NHMCCD advertises faculty positions

List of web sites on which NHMCCD faculty positions are posted

Samples of faculty position posting documents

List of colleges, universities, and organizations to which HR sends faculty postings

Examples of search committee ranking criteria

Specific Criterion

Recruitment and appointment procedures **MUST** be described in the faculty handbook or other published documents.

Acceptable, No Recommendation

Current Status and Analysis

Recruitment and appointment procedures are addressed in the NHMCCD Faculty Handbook. The faculty recruitment and appointment process is also published and documented in the Human Resources Procedures Manual and the Policy Manual.

Documentation

Faculty Handbook, page 29

Human Resources Procedures Manual

<http://www.nhmccd.edu/DistrictOffice/HumanResources/procman/>

NHMCCD Policy Manual sections DA through DC and section EJE

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/>

Specific Criterion

It is **EXPECTED** that an institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the institution is from a regionally accredited institution.

Acceptable, No Recommendation**Current Status and Analysis**

Associate Deans are responsible for verifying accreditation status of institutions from which faculty hired at NHMCCD colleges hold degrees. The most widely used source document for verifying accreditation status of institutions is the Directory of Higher Education published annually.

Documentation

Directory of Higher Education

Faculty Roster Report

Faculty personnel files

Specific Criterion

If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution **MUST** show evidence that the faculty member has appropriate academic preparation.

Recommendation

The Self Study Committee recommends that the institution show evidence that the faculty member has appropriate academic preparation. Associate Deans and Vice Presidents may ensure that all faculty hires will either have degrees from regionally accredited institutions or provide to NHMCCD an evaluation of foreign transcripts by an approved evaluation provider.

Current Status and Analysis

After a full audit of NHMCCD faculty personnel files, we find no evidence of faculty who claim qualification to teach based on degrees from non-regionally accredited U.S. institutions. NHMCCD does have faculty who hold degrees from institutions outside the US. Faculty members with degrees from institutions outside the US are required to provide a transcript evaluation by an approved evaluation provider. The evaluation must indicate course content and degree equivalency compared to degrees from U.S. colleges and universities.

At the time of the writing of this report, we are awaiting transcript evaluations from one or more faculty. This criterion will remain in recommendation status until the evaluations of all foreign transcripts are received and reviewed.

Documentation

Directory of Higher Education
Faculty Roster Report
Faculty personnel files

Section 4.8 p. 41 Line 1

Educational Program

Specific Criterion

Institutions **MUST** ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD has a process to document faculty language proficiency in the language in which assigned courses are taught. NHMCCD originally implemented documentation of language proficiency in the early 1990's in response to a Texas Higher Education Coordination Board requirement. The original format was a self-declaration form signed by the faculty member. The process has been revised and a new format is now in use. The current process utilizes a form that requires a signed statement from the Associate Dean that declares that the Associate Dean has personal evidence of the faculty member's ability to speak and write in the language in which he or she is teaching. Faculty hiring committees are also asked to assess language proficiency of candidates for faculty positions. English Proficiency Forms are filed in the faculty member's personnel file.

Documentation

English Proficiency Form
Faculty personnel files (District Human Resources Office)

Section 4.8.2 p. 41 Line 10

Educational Program

Specific Criterion

Both full-time and part-time faculty **MUST** meet the following criteria for academic and professional preparation.

Recommendation

The Self Study Committee recommends that the institution demonstrate that both full-time and part-time faculty meet the criterion. The recommendation status will remain until all Sections 4.8.2.1, p. 41, line 13 through 4.8.2.4, p. 46, line 11 are acceptable.

Current Status and Analysis

Sections 4.8.2.1, p. 41, line 13 through 4.8.2.4, p. 46, line 11 of this report address the academic and professional preparation of faculty. Information relating to faculty academic and professional preparation is covered in detail in those sections.

Documentation

Faculty Roster Report

Faculty File Audit Report

Faculty personnel files (District Human Resources Office)

Section 4.8.2.1 p. 41 Line 13

Educational Program

Specific Criterion

In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics **MUST** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

Recommendation

The Self Study Committee recommends that all full-time and part-time faculty members teaching credit courses in humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics will have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. Any faculty teaching in Fall 2000 not meeting the requirements will not be assigned classes in subsequent semesters.

Current Status and Analysis

Associate Deans are responsible for verifying degrees of faculty who teach in their division and for counting graduate hours applicable to the teaching assignment. After the graduate hours have been counted, clerks in either the division office or the Human Resources Department input the data into the Colleague system database. The graduate hour count then becomes a part of the data pulled for the Faculty Roster Report. This report is used to verify degrees, major, and graduate hours applicable to the faculty member's teaching assignment.

We believe NHMCCD full-time and part-time faculty members teaching credit courses in humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics to be qualified according to the requirements of this criterion. However, at the time of the writing of this report, all degrees and graduate semester hours cannot be confirmed because official transcripts have not been received from a small number of faculty. We expect to receive the transcripts and verify degrees and graduate hour counts by March 1, 2001. This report will be updated with an addendum at that time. This criterion will remain in recommendation status until Associate Deans complete graduate hour counts and confirm all NHMCCD faculty teaching courses in humanities/fine arts,

social/behavioral sciences, and natural sciences/mathematics have completed 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. When all faculty members are in compliance with the graduate hour/degree/major requirement, the criterion status will be changed to acceptable.

Documentation

Faculty Roster Report

Faculty Audit Report

Faculty personnel files (District Human Resources Office)

Section 4.8.2.1 p. 41 Line 24

Educational Program

Specific Criterion

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. Such cases **MUST** be justified by the institution on an individual basis.

Acceptable, No Recommendation

Current Status and Analysis

Review of faculty files revealed a small number of faculty members teaching courses for which they are not qualified by academic preparation. The appropriate Vice Presidents and Associate Deans have provided justification statements for those with exceptional qualifications. Justification documentation has been placed in the individual faculty personnel files in the Human Resources Office.

Documentation

Faculty Roster Report

Faculty Audit Report

Faculty personnel files (District Human Resources Office)

Section 4.8.2.1 p. 41 Line 28

Educational Program

Specific Criterion

The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution **MUST** document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

Acceptable, No Recommendation

Current Status and Analysis

NHMCDD currently has three interdisciplinary courses.

PSYC 2326 and SOCI 2326 - Social Psychology
RELI 1304 and PHIL 1304 - Introduction to World Religions
RELI 2321 and PHIL 2321 – Philosophy of Religion
Faculty teaching the courses meet all required academic and professional criteria.

Documentation

Faculty Roster Report
Instructor Schedule Report
Faculty personnel files (District Human Resources Office)

Section 4.8.2.1 p. 41 Line 31

Educational Program

Specific Criterion

Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which substantial number of students transfer to senior institutions, **MUST** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree or hold the minimum of the master's degree with a major in the teaching discipline.

Acceptable, No Recommendation

Current Status and Analysis

Associate Deans are responsible for verifying degrees of faculty who teach in their division and counting graduate hours applicable to the teaching assignment. After the graduate hour count has been recorded, clerks in either the instructional division office or the Human Resources Department input the data into the Colleague system database. The degree information and graduate hour count then become a part of the data pulled for the Faculty Roster Report. This report is used to verify degrees, major, and graduate hours applicable to the faculty member's teaching assignment.

Documentation

Faculty Roster Report
Faculty Audit Report
Faculty personnel files (District Human Resources Office)

Section 4.8.2.1 p. 42 Line 4

Educational Program

Specific Criterion

Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, **MUST** possess appropriate academic preparation or academic preparation coupled with work experience.

Acceptable, No Recommendation

Current Status and Analysis

Associate Deans are responsible for verifying academic preparation and appropriate work experience which qualifies a faculty member to teach credit courses in professional, occupational and technical areas. Academic preparation is recorded in the Colleague database and printed on the Faculty Roster Report. Work experience is documented on the faculty member's application and/or resume that are in personnel files in the Human Resources department. Academic preparation or work experience has been verified for all faculty teaching in professional, occupational, and technical areas.

Documentation

Faculty Roster Report

Faculty Audit Report

Individual faculty personnel files (District Human Resources Office)

Section 4.8.2.1 p. 42 Line 10

Educational Program

Specific Criterion

The minimum academic degree for faculty teaching in professional, occupational and technical areas **MUST** be at the same level at which the faculty member is teaching.

Acceptable, No recommendation

Current Status and Analysis

NHMCDD has been diligent in requiring all faculty to hold the minimum of an associate's degree in the occupational and technical teaching areas. However, in Fall 2000 the Faculty Audit Subcommittee was aware of five instructors who did not have an associate's degree and were working under exception clauses allowed by criterion 4.8.2.1, p. 42, line 16. With the five instructors being justified as allowed in 4.8.2.1, p. 42, line 16, this criterion has been met.

Documentation

Faculty Roster Report

Faculty Audit Report

Faculty personnel files (District Human Resources Office)

Section 4.8.2.1 p. 42 Line 16

Educational Program

Specific Criterion

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for faculty members teaching both transfer and non-transfer courses in these areas. Such cases **MUST** be justified by the institution on an individual basis.

Acceptable, No Recommendation

Current Status and Analysis

Five NHMCCD faculty are teaching based on professional experience and demonstrated contributions to the teaching discipline in lieu of formal academic preparation. Each case has been justified on an individual basis, and justification documentation is on file in the individual faculty member's personnel file.

Documentation

Faculty Roster Report
Faculty Audit Report
Faculty personnel files
Payroll Manual
Faculty Handbook

Section 4.8.2.1 p. 42 Line 22

Educational Program

Specific Criterion

It **IS THE RESPONSIBILITY** of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.

Recommendation

The Self Study Committee recommends that the institution take responsibility for keeping on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.

Current Status and Analysis

NHMCCD policy and procedures clearly state the credential documentation each faculty member must provide. The faculty member is required to submit the documentation as a provision of employment. NHMCCD has designated the Human Resources Department at the District Office as the official repository of faculty credentials and documentation. The HR department has a defined process for receiving, filing, storing, and retrieving the documentation. The credential documentation process, as written, meets SACS criteria.

Employment and Compensation Guidelines state:

7.5.9: "The Vice President of Educational Resources, with the assistance of the Associate Deans, will be responsible for ensuring that all applicants for faculty positions provide sufficient documentation evidencing their credentials to teach in the District in accordance with all governing laws and regulations. This includes any evidence of

certification required by governing boards for certain occupational/technical areas such as nursing.”

College Vice Presidents of Educational Resources have communicated the importance of having all required documentation up-to-date in personnel files to all Associate Deans and faculty. There has been a concerted effort to get all credentials submitted to the Human Resources Department for inclusion in faculty files. However, at the time of the writing of this report, a small number of the faculty files are incomplete due to official transcript deficiencies.

The District’s Human Resources function is centralized and housed at the District Office with no presence on the individual college campuses. Within the past two years, each college has hired a Human Resources Coordinator who serves as a link between the Human Resources Department and the college. Some of the colleges are utilizing the Human Resource Coordinators as an additional resource in faculty documentation collection. The coordinators may now serve as another verification checkpoint to ensure all newly hired full-time faculty members have submitted the required credentials documentation.

In addition, the Human Resources Department, working in conjunction with Information Technology, has built a report that reflects the status of documentation in each faculty member’s file. The report titled *Faculty Audit Report* is available from a report menu in the Colleague system. Access to the report is available to each Vice President and Associate Dean across the District. The report gives an up-to-date picture of individual faculty files. Implementation of the report has enhanced communication between the Human Resources Department and college instructional offices. Instructional administrators can now pull the report at any time to find out the status of faculty credentials documentation at their college or in a specific division. Initially the report was built to assist tracking of file credentials and documentation for SACS auditing purposes, but the report will become a standard reporting tool for use by Vice Presidents and Associate Deans. Regular review and utilization of the report information will enable instructional administrators to instantly track and know the status of faculty file documentation on an as-needed basis.

This criterion will remain in recommendation status until the Faculty Audit Report and the Faculty Roster Reports confirm that all faculty members have complete documentation of academic preparation and other required credentials on file.

Documentation

NHMCCD Policy Manual

www.nhmccd.edu/DistrictOffice/Publications/policy/

HR Procedures Manual

<http://www.nhmccd.edu/DistrictOffice/HumanResources/procman>

HR Employment and Compensation Guidelines

Payroll Manual

Faculty Handbook

Faculty personnel files (District Human Resources Office)

Specific Criterion

In all cases, faculty members **MUST** have special competence in the fields in which they teach. It **IS THE RESPONSIBILITY** of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.

Acceptable, No recommendation**Current Status and Analysis**

College Vice Presidents of Educational Resources and Associate Deans are responsible for verifying faculty competence in the fields in which they teach. These instructional administrators collect the appropriate documentation of work experience, certifications or other qualifications from the faculty member and forward the documents to the Human Resources Department. Work experience is documented on applications and/or resumes on file in the individual faculty member's personnel file. Certifications, licenses, and other documentation required to prove special competence are also on file in the Human Resources department personnel files.

Documentation

NHMCCD Policy Manual

www.nhmccd.edu/DistrictOffice/Publications/policy/

HR Procedures Manual

<http://www.nhmccd.edu/DistrictOffice/HumanResources/procman>

HR Employment and Compensation Guidelines

Payroll Manual

Faculty Handbook

Faculty personnel files in Human Resources Office

Specific Criterion

Faculty members who teach basic computation and communication skills in non-degree occupational programs **MUST** have a baccalaureate degree and, ideally, should have work or other experience that helps them relate these skills to the occupational field.

Acceptable, No Recommendation**Current Status and Analysis**

College Vice Presidents of Educational Resources and Associate Deans are responsible for verifying the competence of faculty members who teach basic computation and communication skills in non-degree occupational programs. The instructional administrators collect the appropriate documentation of work experience, certifications or

other qualifications from the faculty member and forward the documents to the Human Resources Department.

Documentation

NHMCCD Policy Manual www.nhmccd.edu/DistrictOffice/Publications/policy/
Procedures Manual <http://www.nhmccd.edu/DistrictOffice/HumanResources/procman>
HR Employment and Compensation Guidelines
Payroll Manual
Faculty Handbook

Section 4.8.2.1 p. 43 Line 5

Educational Program

Specific Criterion

Faculty members who teach adult basic education courses below the collegiate level **MUST** have a baccalaureate degree, and also should have attributes or experiences that help them relate to the particular needs of the adults they teach.

Acceptable, No Recommendation

Current Status and Analysis

College Vice Presidents of Educational Resources and Associate Deans are responsible for verifying credentials and competence of faculty teaching adult basic education courses below the collegiate level. These instructional administrators collect the appropriate documentation of work experience, certifications or other qualifications from the faculty member and forward the documents to the Human Resources Department.

Documentation

NHMCCD Policy Manual
www.nhmccd.edu/DistrictOffice/Publications/policy
HR Procedures Manual
<http://www.nhmccd.edu/DistrictOffice/HumanResources/procman>
HR Employment and Compensation Guidelines

Section 4.8.2.1 p. 43 Line 10

Educational Program

Specific Criterion

Faculty members who teach in remedial programs **MUST** hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.

Acceptable, No Recommendation

Current Status and Analysis

College Vice Presidents of Educational Resources and Associate Deans are responsible for verifying credentials and competence of faculty teaching in remedial programs. These instructional administrators collect the appropriate documentation of work experience, certifications or other qualifications from the faculty member and forward the documents to the Human Resources Department.

Documentation

NHMCCD Policy Manual www.nhmccd.edu/DistrictOffice/Publications/policy
Procedures Manual <http://www.nhmccd.edu/DistrictOffice/HumanResources/procman>
HR Employment and Compensation Guidelines
Payroll Manual
Faculty Handbook

Section 4.8.2.4 p. 46 Line 11

Educational Program

Specific Criterion

Institutions offering courses for credit through distance learning activities and programs **MUST** meet all criteria related to faculty.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD has the same qualification and credentials requirements for distance learning faculty as for all other faculty. College Vice Presidents of Educational Resources and Associate Deans are responsible for verifying credentials and competence of faculty teaching distance learning. These instructional administrators collect the appropriate documentation of work experience, certifications or other qualifications from the faculty member and forward the documents to the Human Resources Department.

Documentation

NHMCCD Policy Manual
www.nhmccd.edu/DistrictOffice/Publications/policy
HR Procedures Manual
<http://www.nhmccd.edu/DistrictOffice/HumanResources/procman>
HR Employment and Compensation Guidelines
Payroll Manual
Faculty Handbook

Specific Criterion

Whether through direct contact or other appropriate means, institutions offering distance-learning programs **MUST** provide students with structured access to and interaction with full-time faculty members.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD meets the requirements of this criterion. Full-time faculty are available to students in distance learning classes via the Distance Learning Office phone number on the Distance Learning Website and departmental faculty phone numbers published in the credit schedule published each semester.

Documentation

Distance Learning website <http://www.nhmccd.edu/its/dl/>

Credit schedules

Course syllabi

Instructor Schedule reports

Specific Criterion

The number of full-time faculty members **MUST** be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.

Acceptable, No Recommendation**Current Status and Analysis**

Each NHMCCD department is responsible for maintaining an effective balance between full and part-time faculty. Full-time faculty is required to spend 35 hours on campus each week. A typical teaching load is 15-20 hours per week. The remaining hours are spent in class preparation, advising students, participating in organizational committee work, or professional development activities.

Full-time faculty is an integral part of the NHMCCD curriculum development process. Full-time faculty members serve on committees addressing policy review and revision, institutional planning, and governance. In fall 2000 NHMCCD employed 395 full-time faculty members who taught a total of 1,646 class sections. All full-time faculty members teach a full load of classes, and the majority periodically serve on college committees or councils addressing curriculum, policy, planning, and governance issues.

NHMCCD believes the number of full-time faculty to be adequate at this time. Full-time faculty staffing levels are reviewed annually in conjunction with the budget preparation process. NHMCCD remains diligent to ensure adequate full-time faculty staffing.

Documentation

Faculty Roster Report

Faculty Handbook

Committee and Council Membership Lists

Section 4.8.3 p. 46 Line 22

Educational Program

Specific Criterion

The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members **MUST** be properly limited.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD utilizes a large number of part-time faculty members. During Fall 2000 full-time faculty taught approximately 50% of all class sections. Part-time faculty taught the remaining 50%. These figures are for the entire NHMCCD district. Ratios vary for individual colleges, and ratios are not stable from one teaching department to another.

Part-time faculty ratios are highest in vocational technical areas, particularly in rapidly changing technology fields such as Computer Information Systems. Utilizing adjunct faculty who are full-time employees of industry leaders in the Houston area provides NHMCCD students access to critical information and skills that are in demand in today's job market.

Each College Vice President for Educational Resources and the Associate Deans who head up instructional divisions are responsible for reviewing full-time and part-time faculty ratios each semester. The goal is to maintain a ratio that provides NHMCCD students with adequate access to sections taught by full-time faculty. NHMCCD offers courses seven days a week for as many as 15 hours per day. As course offering schedules expand, a larger number of part-time faculty is being utilized to meet student demands for expanded hours of operation. The cost of staffing all hours with full-time faculty would be prohibitive. The employment of fully qualified part-time faculty provides our students access to courses in an extended format and keeps faculty salary expenses manageable.

Documentation

Faculty Roster Report

Instructor Schedule Reports

Specific Criterion

Part-time faculty members teaching courses for credit **MUST** meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.

Acceptable, No Recommendation**Current Status and Analysis**

Faculty qualification requirements are identical for both full-time and part-time faculty. Each part-time faculty member is required to submit qualification documentation for his/her individual personnel file.

Documentation

Faculty Roster Report

Faculty Audit Report

Part-time faculty personnel files (District Human Resources Office)

Specific Criterion

Each institution **MUST** establish and publish comprehensive policies concerning the employment of part-time faculty members.

Acceptable, No Recommendation**Current Status and Analysis**

Employment of part-time faculty is addressed in the NHMCCD Policy Manual, sections DDC and DNA. Employment guidelines specific to part-time faculty are printed on the Memorandum of Assignment form issued to each part-time instructor each semester. The hiring and employment of adjunct faculty is also addressed in the Human Resources Employment and Compensation Guidelines.

Documentation

NHMCCD Policy Manual

www.nhmccd.edu/DistrictOffice/Publications/policy

<http://www.nhmccd.edu/DistrictOffice/HumanResources/procman>

HR Employment and Compensation Guidelines

College Adjunct Handbooks

Memorandum of Assignment in individual part-time faculty personnel files

Specific Criterion

It **MUST** also provide for appropriate orientation, supervision and evaluation of all part-time faculty members.

Acceptable, No Recommendation**Current Status and Analysis**

Orientation sessions for adjunct faculty are the responsibility of the Vice President for Educational Resources at each college. Orientation sessions for part-time faculty are held at the beginning of each Fall and Spring semester. Supervision and evaluation of part-time faculty is the responsibility of the Associate Dean who heads up the division in which the part-time faculty member teaches. Some Associate Deans choose to utilize Program Coordinators to supervise and evaluate the part-time faculty. Part-time faculty evaluation policies and guidelines are in transition. New guidelines for part-time faculty evaluation are published in the Proposal and Model for Assessment and Feedback on Faculty Performance dated August 14, 2000. The new guidelines will become effective when the new Model for Assessment and Feedback on Faculty Performance is approved.

NHMCCD colleges publish and distribute to part-time faculty handbooks and handouts that address part-time faculty orientation, supervision, and evaluation policies and procedures. Materials are being collected to compile a district-wide adjunct faculty handbook. Expected publication is Spring 2001.

Documentation

NHMCCD Policy Manual Section DNA

www.nhmccd.edu/DistrictOffice/Publications/policy

College Adjunct Faculty Handbooks

Human Resources Employment and Compensation Guidelines

Specific Criterion

Procedures to ensure student access to part-time faculty members **MUST** be clearly stated and publicized.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD students have ready access to part-time faculty. Some part-time faculty set up times for student visits either before or after class. Many divisions have adjunct office space available in which the part-time instructors may meet with students. Part-time faculty who cannot arrange times for student visits must either make themselves available to students by e-mail or telephone. The college district makes email available to all faculty and students to enhance communication capabilities. Part-time faculty specifies on course syllabi the methods of access students may use to contact them.

Documentation

College Adjunct Faculty Handbooks

Adjunct Faculty course syllabi available in division offices

Section 4.8.5 p. 48 Line 1**Educational Program**

Specific Criterion

Salary increases **MUST** be based on clearly stated criteria.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCDD has followed the practice of annual percentage salary increases for the past nine years. The percentage rate of the increase along with any additional explanation of the criteria on which the increase is based is published in the Board Agenda and Board Minutes of the Board Meeting at which the salary increase is approved. The 2000-2001 salary increase was approved as part of the 2000-2001 budget at the August 22, 2000 Board Meeting.

Documentation

August 2000 Board Agenda and Board Meeting Minutes

Section 4.8.6 p. 48 Line 3**Educational Program**

Specific Criterion

Faculty and students **MUST** be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCDD Policy Manual (Section EJA) contains a statement on academic freedom.

Documentation

NHMCDD Policy Manual

Section 4.8.6 p. 48 Line 13**Educational Program**

Specific Criterion

An institution **MUST** adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publications.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Policy Manual (Section EJA) contains a statement covering Academic Freedom and Responsibilities, which is on the District WEB at (www.nhmccd.edu/Districtoffice/publications/policy/index.html). The NHMCCD Faculty Handbook contains a statement on Academic Freedom (p.19).

Documentation

NHMCCD Policy Manual
NHMCCD Faculty Handbook

Section 4.8.6 p. 48 Line 16**Educational Program**

Specific Criterion

Institutional policies **MUST** set forth the requirements for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Policy Manual contains a statement covering Employee Standards of Conduct: Ethical Standards (Section DHA). The NHMCCD Faculty Handbook (pp. 26-28) specifies the professional responsibilities of faculty members including personal relationships.

Documentation

NHMCCD Policy Manual
NHMCCD Faculty Handbook

Section 4.8.6 p. 48 Line 20**Educational Program**

Specific Criterion

Although tenure policy is not mandated, each institution **MUST** provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD Policy Manual addresses this requirement in Section DD. Copies of the actual contracts in personnel files can validate the practice of the college in issuing contracts.

Documentation

NHMCCD Policy Manual

Section 4.8.6 p. 48 Line 23

Educational Program

Specific Criterion

All policies regarding employment, as established by the governing board, **MUST** be published and distributed to the faculty.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Policy Manual is published on the WEB. The NHMCCD Faculty Handbook also contains many of the policies regarding employment of faculty.

Documentation

NHMCCD Policy Manual www.nhmccd.edu/districtoffice/publication/policy/index.html

NHMCCD Faculty Handbook

Section 4.8.6 p. 48 Line 30

Educational Program

Specific Criterion

If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, **MUST** be clearly set forth in the faculty handbook or other official publication.

Acceptable, No Recommendation**Current Status and Analysis**

Faculty rank is described in the NHMCCD Policy Manual (Section DIA) and in the Faculty Handbook (pp. 4-5). Procedures for termination of contractual employees are found in the NHMCCD Policy Manual (Section DMBA) and the NHMCCD Faculty Handbook (pp.24-26).

Documentation

NHMCCD Policy Manual

NHMCCD Faculty Handbook

Specific Criterion

Termination and non-renewal procedures **MUST** contain adequate safeguards for protection of academic freedom.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Policy Manual sections on Academic Freedom (Section EJA) and on Change in Status or Termination (Section DMBA) clearly address this criterion.

Documentation

NHMCCD Policy Manual

Specific Criterion

An institution **MUST** provide faculty members the opportunity to continue their professional development throughout their careers and **MUST** demonstrate that such development occurs.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Faculty Handbook (p. 8) and the NHMCCD Policy Manual (Section DK) contain policies addressing professional development. The NHMCCD Budget for fiscal year 2000-2001 has allocated \$1,106,204 for travel and professional development. Faculty Workload Worksheets in faculty personnel files demonstrate that faculty members are setting professional development goals. The Mini Grant Newsletter reports on the grants received by faculty members. Also, the Board Recap frequently reports on the professional development activities of faculty members. The Faculty Senate surveys conducted during the 1999-2000 school year reports a high level of satisfaction of faculty members with their opportunities for professional development (question 2).

Documentation

NHMCCD Policy Manual

NHMCCD Faculty Handbook

NHMCCD Budget

The Board Recap

Mini Grant Newsletter

Faculty Senate Surveys

Specific Criterion

The general tone and policies of an institution **MUST** make it clear that individual faculty members are to take the initiative in promoting their growth as teachers, scholars and especially in professional and occupational fields, practitioners.

Acceptable, No Recommendation**Current Status and Analysis**

The tone of the professional development policies found in the NHMCCD Policy Manual (Section DK) and the NHMCCD Faculty Handbook (p. 8) clearly shows compliance with this requirement.

Documentation

NHMCCD Policy Manual

NHMCCD Faculty Handbook

Specific Criterion

Primary responsibility for the quality of the educational program **MUST** reside with the faculty.

Acceptable, No Recommendation**Current Status and Analysis**

A review of the Curriculum Review Process Manual (Section V) provides evidence of compliance with this criterion.

Documentation

Curriculum Review Process Manual

<http://dont4.nhmccd.edu/catalog2000/Manuals/99CurrManual/manual99/index99.htm>

Specific Criterion

The extent of the participation and jurisdiction of the faculty in academic affairs **MUST** be clearly set forth and published.

Acceptable, No Recommendation**Current Status and Analysis**

A review of the Curriculum Review Process Manual (Section 5 p.33) clearly specifies the role and responsibilities of the faculty in the curriculum review process.

Documentation

Curriculum Review Process Manual

<http://dont4.nhmccd.edu/catalog2000/Manuals/99CurrManual/manual99/index99.htm>

Section 4.8.9 p. 49 Line 18**Educational Program**

Specific Criterion

An institution **MUST** provide a faculty of adequate size to support its purpose.

Acceptable, No Recommendation**Current Status and Analysis**

As of September 1, 2000, the NHMCCD Human Resource Department reported that our district had 395 full time faculty and 944 adjunct faculty. On September 25, 2000, the Associate Vice Chancellor for Research and Planning reported that the average class size for the district was approximately 18.

Documentation

Full-time/Part-time Faculty Report

Section 4.8.9 p. 49 Line 19**Educational Program**

Specific Criterion

It **MUST** have procedures for the equitable and reasonable assignment of faculty responsibilities-including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Board has approved the full-time Faculty Workload Guidelines that became effective fall 1999.

Documentation

Full-Time Faculty Workload Guidelines

Section 4.8.10 p. 49 Line 33**Educational Program**

Specific Criterion

An institution **MUST** conduct periodic evaluations of the performance of individual faculty members.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Policy Manual (Section DLA) mandates performance appraisals for all full-time and adjunct faculty. The frequency and procedures for faculty evaluations are specified in the Human Resources Procedures Manual (Section 6.1). A copy of faculty evaluations is placed in personnel files. The Human Resources Department is developing a procedure that uses the District software, Colleague, to report the dates that faculty are evaluated. While not perfected as of September 2000, this procedure will be helpful to provide notice on which full time and adjunct faculty members are due evaluation to those responsible for evaluating faculty.

Documentation

NHMCCD Policy Manual

NHMCCD Human Resources Procedures Manual

Section 4.8.10 p. 49 Line 35

Educational Program

Specific Criterion

The evaluation **MUST** include a statement of the criteria against which the performance of each member will be measured.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Human Resources Procedures Manual contains the Faculty Performance Profile: Part II, Job Performance Evaluation Instrument, which specifies the “Elements of Performance” for full-time faculty members. The Adjunct Faculty Evaluation Instrument contains the criteria for evaluating part-time faculty.

Documentation

NHMCCD Human Resources Procedures Manual

Part-Time Faculty Evaluation Instrument

Section 4.8.10 p. 50 Line 2

Educational Program

Specific Criterion

The criteria **MUST** be consistent with the purpose and goals of the institution and be made known to all concerned.

Acceptable, No Recommendation

Current Status and Analysis

The “Elements of Performance” are specified in the Faculty Performance Profile: Part II, which is found in the Human Resource Manual. The Human Resource Manual is on the WEB at www.nhmccd.edu/districtoffice/humanresources/procman/).

Documentation

NHMCCD Human Resource Manual

Section 4.8.10 p. 50 Line 4

Educational Program

Specific Criterion

The institution **MUST** demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.

Acceptable, No Recommendation

Current Status and Analysis

Multiple measures are used in the evaluation process of faculty including the Professional Development Plan, classroom observation, student evaluation and the Associate Dean’s preparation of the review instrument and interview with the faculty member. The conference of the instructor and the evaluator includes a review of such items as syllabi, tests, and course materials. Faculty members who are judged to need improvements are required to meet specific objectives, which are stated in a memorandum attached to the evaluation form. The evaluation procedures provide for faculty members to set goals for improvement and to assess if their goals are achieved.

Documentation

Faculty Evaluations in personnel files

Section 4.9 p. 50 Line 13

Educational Program

Specific Criterion

A member institution which enters into such consortial relationships or contractual agreements **MUST** have sufficient control of relationship/agreements so as to maintain compliance with the *Criteria* when offering educational programs through such arrangements.

Acceptable, No Recommendation

Current Status and Analysis

The Virtual College of Texas is the only consortium agreement entered into by NHMCCD at this time for the purpose of offering credit classes or programs. A “Virtual College of Texas (VCT) Memorandum of Understanding” (MOU) is signed by the Chancellor. The MOU outlines the requirements for participating in the Virtual College of Texas. The MOU states that the provider and host college agree to abide by the

requirements specified in the Virtual College of Texas Operations Manual that covers course evaluation, and verification of the credentials of the faculty. Participating colleges maintain control as they may choose the courses they will offer, either as a provider or a host.

NHMCCD occasionally contracts with private entities for the purpose of offering credit courses through the CE or CBED Departments. The courses that were reviewed by the audit team were developed in conjunction with the corresponding academic departments and are in compliance with the SACS Criteria. This is reflected in the language of the agreement, the faculty statement of qualification, and the statement of cooperation with the credit department.

Documentation

Memorandum of Understanding for the Virtual College of Texas <http://www.vct.org/>
Virtual College of Texas Operations Manual <http://www.vct.org/>
Workforce Training Contracts and supporting documents.

Section 4.9 p. 50 Line 18

Educational Program

Specific Criterion

All consortia and contracts **MUST** be evaluated regularly.

Recommendation

The Self-Study Committee recommends that the College District initiate and document a procedure and schedule for regular review and evaluation of all contractual and consortial agreements entered into by the District, including those established for the purpose of offering credit courses or programs and other educational services and programs.

Current Status and Analysis

There is no documentation of regular review and evaluation of all contracts and consortia entered into by the College District.

The following specific consortial agreements and contracts were reviewed for a provision for regular evaluation of the agreement within the document itself:

“An Agreement for Shared Library Automation Resources Between North Harris Montgomery Community College District and Montgomery County”

The Shared Library Automation agreement is in compliance. Language in the contractual agreement indicates the frequency with which the contract is reviewed. Original contract was established in 1993, for review in 1998. Second contract was signed in 1998 for review in three years, and a year-to-year basis thereafter.

SBDC Contracts; TechForce 2000 Contracts; Workforce Training Contracts

The SBDC Contract is renewed annually and is subject to evaluation at that time.

Workforce Training contracts are prepared by the College District on a case by case basis and are subject to review at the time of preparation. TechForce 2000 agreement is reviewed as each contract is renewed.

Virtual College of Texas Operations Manual and Memorandum of Understanding
The Virtual College of Texas (VCT) Memorandum of Understanding (MOU) between the College District and the Virtual College of Texas states that when a college signs the MOU, that college agrees to abide by the requirements specified in the Virtual College of Texas Operations Manual. The MOU is signed only once, in the course of participation, and there is no requirement either in the VCT documentation or in College District documentation that this consortial relationship be evaluated regularly.

Documentation

“An Agreement for Shared Library Automation Resources Between North Harris Montgomery Community College District and Montgomery County”

Virtual College of Operations Texas Manual

SBDC Contracts

TechForce 2000 Contracts

Workforce Training Contracts

Section 4.9 p. 50 Line 20

Educational Program

Specific Criterion

If an institution plans to participate in consortial relationships or enter into contractual agreements for educational programs, it **MUST** follow reporting policies and procedures related to substantive change.

Acceptable, No recommendations

Current status and analysis

Does Not Apply. NHMCCD has no consortial relationships or contractual agreements for the purpose of offering educational programs.

Section 4.9.1 p. 50 Line 27

Educational Program

Specific Criterion

A member institution seeking to participate in a consortium degree or certificate program **MUST** enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level.

Current status and analysis:

Does Not Apply. NHMCCD is not currently participating in consortium degree or certificate programs.

Specific Criterion

Exceptions **MUST** be approved by the Commission in advance of the formation of or participation in the consortium.

Current status and analysis:

Does Not Apply. NHMCCD does not currently participate in consortium degree or certificate programs, there are no exceptions to Criteria 4.9.1, Page 50, Line 26.

Specific Criterion

The member institution **MUST** maintain the quality of all courses/programs offered through the consortium.

Acceptable, No Recommendations**Current Status and Analysis**

The College District participates in the Virtual College of Texas Consortium for the purpose of hosting and providing credit courses. All institutions participating in the Virtual College of Texas are accredited by the Southern Association of Colleges and Schools, thereby assuring the quality of courses and programs. In addition, the Southern Association will separately accredit the Virtual College of Texas.

Suggestion

The Self-Study Committee suggests that a quality program at the local level be assured through the establishment of consistent and systematic College District procedures for participation in the Virtual College of Texas (VCT). The VCT has established generic procedures in their Operations Manual to enable host and provider colleges to maintain a quality program. While NHMCCD may be following many of these procedures, systematic and consistent procedures at the District level have not been established.

Documentation

Virtual College of Texas Operations Manual <http://www.vct.org/>

Council for Education and Student Development Minutes -

<http://dont4.nhmccd.edu/easd/cesd/index.htm>

Memo from VCT regarding Host College access to Faculty Credential Files (Aug. 15, 2000) - see District Director for Distance Learning

Specific Criterion

Educational courses/programs offered through a consortial relationship **MUST** be related to the teaching purpose of the institution and comply with the *Criteria*.

Acceptable, No Recommendations**Current Status and Analysis**

The College District offers educational credit courses through a consortial relationship with the Virtual College of Texas.

The educational courses offered through the VCT are related to the teaching purpose of NHMCCD and comply with the SACS Criteria, as they provide instruction in academic or technical course areas. All courses offered through the VCT are courses either offered through the Texas Academic Course Guide Manual (ACGM) or through the Workforce Education Course Manual (WECM), or are approved College District courses.

Documentation

NHMCCD Mission Statement (NHMCCD Catalog page 9-10)

Virtual College of Texas Operations Manual <http://www.vct.org/>

General Academic Course Guide Manual (AGGM) Workforce Education Course Manual (WECM)

Specific Criterion

Educational services and programs offered through a contractual agreement with another institution or organization **MUST** support the purpose of the institution.

Acceptable, No Recommendations**Current Status and Analysis**

The College District enters into contractual agreements for educational services through the following contracts or memoranda of understanding.

“An Agreement for Shared Library Automation Resources between North Harris Montgomery Community College District and Montgomery County”

SBDC Contracts

TechForce 2000 Contracts

All contractual agreements with other institutions for the purpose of offering educational programs and services support the purpose of the college district.

Documentation

NHMCCD Statement of Mission and Purpose included in NHMCCD Planning Process

“An Agreement for Shared Library Automation Resources Between North Harris
Montgomery Community College District and Montgomery County”
SBDC Contracts
TechForce 2000 Contracts

Section 4.9.2 p. 51 Line 8

Educational Program

Specific Criterion

The member institution **MUST** maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the *Criteria*.

Acceptable, No Recommendations

Current Status and Analysis

The courses that were reviewed by the audit team were developed in conjunction with the corresponding academic departments and are in compliance with the SACS Criteria. This is reflected in the language of the agreement, the faculty statement of qualification, and the statement of cooperation with the credit department.

Documentation

Refer to Criteria 4.6; Page 38, Line 20

Section 4.9.2 p. 51 Line 14

Educational Program

Specific Criterion

If an institution enters into a teach-out agreement with another institution, it **MUST** submit the agreement to the Commission for approval. (See Commission policy “Teach-Out Agreements”)

Current Status and Analysis

Does Not Apply. NHMCCD does not currently have any teach-out agreements with other institutions.

Specific Criterion

Because adequate library and other resources and services **ARE ESSENTIAL** to teaching and learning, each institution **MUST** ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD library program provides bibliographic access to all classified materials through the Dynix online public access catalog (OPAC). Each college has open stacks, and patrons have physical access to resources on site. Library users have bibliographic access to all resources listed in the Dynix online public access catalog OPAC. Available resources include circulating material, closed reserves, periodicals, various audio-visual materials, micro formats and electronic resources, including more than 10,000 electronic books are available through NetLibrary. These resources and services are evaluated regularly and systematically to ensure that they adequately meet the needs of the users and are supporting the programs and purpose of the institution.

As the colleges expand, course offerings are provided at centers away from the parent colleges. Library resources are available to all faculty members and enrolled students at the centers. Provisions are available through the NHMCCD courier service for students to access materials from the campuses.

Automated Library Services, located at the district offices, supports the campus libraries and ensures that appropriate access and migration paths are maintained throughout the library program. One of the most recent upgrades, WebPAC, allows library users to access the online public access library catalog from outside the library. This upgrade allows enrolled students, faculty and staff to search for books from their homes or from their offices. This feature has helped to ensure that faculty and enrolled students have access to library and learning resources wherever the programs or courses are located and however they are delivered. Upgrades occur in a timely manner; the latest is scheduled for Spring 2001 and will move the OPAC from a text-based interface via Dynix to a graphical interface via Horizon.

Documentation

General Information Materials from district holdings and from each library site

Library Web pages

<http://nhclibrary.nhmccd.edu/>

<http://www.nhmccd.edu/contracts/lrc/kc/>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/>

http://www.woodstock.edu/students/learn/library/learning_resource_center/welcome.html

Description of Dynix functionality and capabilities:

<http://www.epixtech.com/product/dynix.htm>

Specific Criterion

Each institution **MUST** develop a purpose statement for its library and other learning resources.

Acceptable, No Recommendation**Current Status and Analysis**

There is a district mission statement for the library/learning resources program. Each college uses the mission statement as a guideline for operations. However, each library exercises the freedom to tailor services and collections to fit the local curriculum.

Documentation

NHMCCD LRC Mission Statement
College library mission/purpose statements

Specific Criterion

The library and other learning resources **MUST** be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD libraries evaluate operations regularly and systematically to ensure that the libraries are meeting the needs of the users and are supporting the programs and purpose of the institution. Each college uses college-specific instruments and techniques to systematically evaluate its operations.

Documentation

Faculty and student surveys

Specific Criterion

Learning resources and services **MUST** be adequate to support the needs and users. The size of collections and the amount of money spent on resources and services do not ensure adequacy.

Acceptable, No Recommendation

Current Status and Analysis

Priorities for the collections and services are set based on local college initiatives and priorities. Each college library participates in the budgeting process and monitors resources and services to ensure that the resources and services are adequate and that they meet the needs of their users.

Documentation

NHMCCD LRC Mission Statement

Copy of Library Budgets

Description of allocation models for each library

Section 5.1.1 p. 54 Line 18

Educational Support Services

Specific Criterion

Of more importance are the quality, relevance, accessibility, availability and delivery of resources and services, and their actual use by students, regardless of location. These considerations **MUST** be taken into account in evaluating the effectiveness of library and learning resource support.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Collection Development Guidelines provide directions for ensuring quality and relevance of resources. Bibliographic access and availability are ensured through the Dynix online public access catalog (OPAC). Students are able to view bibliographic records of books and other materials via the Dynix online public access catalog (OPAC) and determine if the desired resources are available within the system. Eligible patrons may locate and place holds on circulating resources anywhere in the system. Electronic access to citations, abstracts, and full text resources is available at all of the colleges and centers. Various printed lists are also available throughout the district. Materials requested from another location are available to the borrower within 2-3 days. Availability and delivery of resources and services are also ensured through a district delivery courier. Actual use of resources and services by students is primarily recorded electronically through Dynix. However, library staff systematically collects some data manually. These data are collected and assessed regularly and systematically and are taken into account in evaluating the effectiveness of library and learning resource support.

Documentation

Feedback from users of library resources and services

Dynix generated statistics on actual use of resources and services

Specific Criterion

Priorities for acquiring materials and establishing services **MUST** be determined with the needs of the users in mind.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Collection Development Guidelines provide specifications for selection of resources. Each College has a mission/purpose statement that reflects the initiatives and priorities for acquiring materials and establishing services with the needs of the users in mind.

Documentation

NHMCCD LRC Mission Statement

Mission/purpose statements for each college

Collection Development Guidelines

Specific Criterion

Each institution **MUST** ensure that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD libraries ensure that faculty and students have access to a broad range of learning resources to support the purposes and programs of the institution, including the provision of adequate resources and services that support distance-learning activities. The primary access tool is the OPAC. The OPAC is accessible via Pac for Windows (onsite) or Harmony (from outside the library). A significant range of learning resources supports the purpose and programs at both primary and distance learning sites. The OPAC is accessible via the Web for students, faculty and staff who want to search for books from home or office, including a broad range of databases that are currently accessible from home by password. Remote Patron Authentication (RPA) verifies directly against the patron file, verifying that the patron meets library defined criteria. Based on information contained in the patron's record at the time of the online resource request, RPA qualifies the patron and determines which online resources the patron is eligible to access. The authenticated patron chooses from a list of approved resources, passing approved credentials on to the online database provider simply by clicking on the desired resource. Descriptions and instructions for accessing the resources are available on each library's Web page. Usage statistics on the major tools are collected electronically.

Documentation

General Information Materials from district holdings and from each library site

<http://nhclibrary.nhmccd.edu/index.html>

<http://www.nhmccd.edu/contracts/lrc/kc/>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/>

http://www.woodstock.edu/students/learn/library/learning_resource_center/welcome.html

<http://www.epixtech.com/product/dynix.htm>

Locally collected statistics

Section 5.1.1 p. 54 Line 29**Educational Support Services**

Specific Criterion

Basic library services **MUST** include an orientation program designed to teach new users how to access bibliographic information and other learning resources.

Acceptable, No Recommendation**Current Status and Analysis**

Each college has active orientation programs designed to teach new users how to access bibliographic information and other learning resources.

Documentation

Statistics on bibliographic instruction

Brochures, pathfinders, electronic bookmarks, general information materials

Section 5.1.1 p. 55 Line 4**Educational Support Services**

Specific Criterion

Libraries and learning resource centers **MUST** provide students with opportunities to learn how to access information in different formats so they can continue life-long learning.

Acceptable, No Recommendation**Current Status and Analysis**

Each library provides students with opportunities to learn how to access information in different formats so they can continue life-long learning. Some of the formats include traditional print, a variety of electronic formats, including citations only, abstracts and full-text periodicals, newspapers, and electronic books, microformats, closed reserves and audio visuals.

Documentation

Statistics from Electronic Database usage or other relevant data

Various Recall Statements from Dynix that reflect usage of online database

Brochures, pathfinders, electronic bookmarks, general information materials

Specific Criterion

Libraries **MUST** work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD libraries work cooperatively with faculty and other information providers in assisting students to use materials effectively. The colleges either have advisory committees or other systematic means of communicating directly with faculty and other information providers.

Kingwood, North Harris and Tomball Colleges have commissions that serve as advisory boards to the library staff. Montgomery College does not have an advisory board but each librarian is assigned to a number of faculty as a liaison.

Having faculty status affords the librarians direct contact with college faculty senates. The librarians attend the faculty senate meetings and communicate freely with the faculty. Each college conducts inservice activities, and the librarians work cooperatively with faculty members and other information providers in preparing to facilitate students' use of resource materials.

Documentation

Advisory Board membership Lists
Advisory Board Minutes

Specific Criterion

Adequate hours **MUST** be maintained to ensure accessibility to users.

Acceptable, No Recommendation**Current Status and Analysis**

Each college maintains adequate hours to ensure accessibility to users.

Documentation

Listing of hours of operation. Hours of operation are listed on Library Web pages:
<http://nhclibrary.nhmccd.edu/library/hoursphone.html>
<http://www.nhmccd.edu/contracts/lrc/kc/kc-lrc-general-info.html>
http://www.woodstock.edu/students/learn/library/learning_resource_center/location.html
<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/hours.htm>

Evaluation tools that indicate library hours are among services regularly and systematically assessed

Specific Criterion

Library collections **MUST** be cataloged and organized in an orderly, easily accessible arrangement following national bibliographic standards and conventions.

Acceptable, No Recommendation

Current Status and Analysis

The AACR2 is utilized for cataloging and the Library of Congress Classification System is utilized for classifying library materials. Additionally, the North Harris College library serves as a selective government depository receiving approximately twenty-five percent of the items available to depository libraries. A collection of selected Texas documents is available in microfiche and paper. Most of the documents appear in the online catalog by subject or title. A Government Documents web page is linked to North Harris College's library web page. The college libraries exercise a great deal of freedom in locally organizing materials. Each college may designate special collection codes, based on local initiatives and priorities.

The Technical Services Department, a part of Automated Library Services, is centrally located at the District Offices. This department electronically completes the orders initiated in the acquisitions module at the campuses, receives the materials from the jobbers, distributors or publishers, reconciles records, catalogs, classifies, processes and distributes all materials requested through the Dynix acquisition system or other mutually agreed upon distributors. When the materials reach the campus, they are "shelf-ready."

Another major function of Automated Library Services is interlibrary loans. While interlibrary loans can be initiated at any district location, Automated Library Services processes all interlibrary loan requests. The requests are centrally processed by Automated Library Services utilizing the OCLC database.

Centralized processing ensures that the library collections are cataloged and organized in an orderly, easily accessible arrangement following national bibliographic standards and conventions.

Documentation

Electronic access to materials via OPAC
Recall Statements by Classification

Specific Criterion

Students and faculty **MUST** be provided convenient, effective access to library resources needed in their programs.

Acceptable, No Recommendation**Current Status and Analysis**

Students and faculty at all sites are provided convenient, effective access to library resources needed in their programs. Instructions for accessing the materials are available online. Librarians are always available during hours of operation. Surveys, and various feedback instruments indicate a high level of customer satisfaction with the convenience and ease of access to library resources needed for programs. Access to databases is also available in networked laboratories and faculty offices throughout the institution.

Documentation

General Information Materials from district holdings and from each library sites

<http://nhclibrary.nhmccd.edu/>

<http://www.nhmccd.edu/contracts/lrc/kc/>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/>

http://www.woodstock.edu/students/learn/library/learning_resource_center/welcome.html

Description of local Dynix functionality and capabilities:

<http://www.epixtech.com/product/dynix.htm>

Recall statements or appropriate explanations of access and convenience of resources and services

Feedback from students and faculty that indicates convenient and easy access to library resources

Specific Criterion

Convenient, effective access to electronic bibliographic databases, whether on-site or remote, **MUST** be provided when necessary to support the academic programs.

Acceptable, No Recommendation**Current Status and Analysis**

Students enrolled in academic programs have access to electronic databases on campus in the libraries and / or in the computer labs. They also may access a variety of electronic databases at the campus centers.

Home access of the electronic library catalog is currently available through Harmony, the web-based access to the NHMCCD OPAC for students, faculty and staff who want to search for books from home or their offices.

Documentation

District Database List – Subject and Locations

<http://www.tuc.edu/lrc/dledabc.htm>

Database Web page at each NHMCCD College:

<http://nhclibrary.nhmccd.edu/periodicals/database.html>

<http://www.nhmccd.edu/contracts/lrc/kc/db-subj.html>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/databases.htm>

http://www.woodstock.edu/students/learn/library/learning_resource_center/online_databases.htm

Database Lists – Montgomery County Public Libraries

Distance Learning Plan: NHMCCD Libraries – September 2000

Section 5.1.2 p. 55 Line 29

Educational Support Services

Specific Criterion

Libraries and other learning resource centers **MUST** have adequate facilities to house, service and make library collections easily available; modern equipment in good condition for using print and non-print materials; provision for interlibrary loan services designed to ensure delivery of materials; and an efficient and appropriate circulation system.

Acceptable, No Recommendation

Current Status and Analysis

Libraries and other learning resource centers at the four colleges have adequate facilities to house, service and make library collections easily available; modern equipment in good condition for use and non-print materials; provision for interlibrary loan services designed to ensure delivery of materials; and an efficient and appropriate circulation system making library collections easily accessible.

Documentation

Library mission/purpose statement for college

Description of facilities and services at the respective centers

Section 5.1.3 p. 56 Line 1

Educational Support Services

Specific Criterion

Institutions **MUST** provide access to essential references and specialized program resources for each instructional location.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD libraries provide access to essential references and specialized program resources at each instructional location. The OPAC is available at all sites. Access to electronic databases is also available. Subject and assignment guides are created to assist students in identifying specialized materials. Services at the campus centers include appropriate subject and assignment guides in print and/or electronic format, print copies of special resources, lists of specialized materials available at campus libraries such as subject guides to periodicals, electronic access to the OPAC, through Harmony, courier service to deliver needed materials, internet access to electronic databases containing full text materials, and access to library Web pages.

Documentation

Web Guides Assignment and Subject Guides for Programs

District Database List – Subject and Locations

<http://www.tuc.edu/lrc/dledabc.htm>

Database Web page at each NHMCCD College:

<http://nhclibrary.nhmccd.edu/periodicals/database.html>

<http://www.nhmccd.edu/contracts/lrc/kc/db-subj.html>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/databases.htm>

http://www.woodstock.edu/students/learn/library/learning_resource_center/online_databases.htm

Section 5.1.3 p. 56 Line 3

Educational Support Services

Specific Criterion

Access to the library collection **MUST** be sufficient to support the educational, research and public service programs of the institution.

Acceptable, No Recommendation

Current Status and Analysis

The college libraries provide sufficient access to library collections. All centers have access to the OPAC and web access to electronic databases. Library users may place holds on circulating materials within the system. The NHMCCD courier delivers materials between colleges on a daily basis.

Documentation

Various Dynix recall reports

General Information Materials from district holdings and from each library site

Library Web pages <http://nhclibrary.nhmccd.edu/index.html>

<http://www.nhmccd.edu/contracts/lrc/kc/>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/>

http://www.woodstock.edu/students/learn/library/learning_resource_center/welcome.html

<http://www.epixtech.com/product/dynix.htm>

Inter-library and inter-college loan services

Specific Criterion

The collection of print and non-print materials **MUST** be well organized.

Acceptable, No Recommendation**Current Status and Analysis**

Print and non-print materials are well organized at the four colleges. AACR2 rules are utilized for cataloging and the Library of Congress Classification System is utilized for classifying library materials. Additionally, the North Harris College library serves as a selective government depository, receiving approximately twenty-five percent of the items available to depository libraries. The government documents are cataloged under the SUDOC system. A collection of selected Texas documents is available in microfiche and paper. Most of the documents appear in the OPAC by subject or title. A Government Documents web page is linked to North Harris College's library web page.

The college libraries exercise a great deal of freedom in locally organizing materials. Each college may designate special collection codes, based on local initiatives and priorities.

Documentation

Description of current materials and services

Dynix overview

<http://www.epixtech.com/product/dynix.htm>

College Library Web pages

<http://nhclibrary.nhmccd.edu/>

<http://www.nhmccd.edu/contracts/lrc/kc/>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/>

http://www.woodstock.edu/students/learn/library/learning_resource_center/welcome.html

North Harris College's Government Documents Web page

<http://nhclibrary.nhmccd.edu/govinfo/index.html>

Specific Criterion

Librarians, teaching faculty and researchers **MUST** share in the development of collections, and the institution **MUST** establish policies defining their involvement.

Acceptable, No Recommendation**Current Status and Analysis**

There is a district mission statement for the library/learning resources program. Each college uses the mission statement as a guideline for operations. The NHMCCD Collection Development Guidelines provide guidance on involving faculty. Each college

develops local procedures for involving faculty in collection development. Operational procedures for ensuring faculty participation in collection development vary among the colleges. Each college develops techniques that ensure that librarians, teaching faculty and researchers share in the development of collections.

Documentation

NHMCCD LRC Mission Statement

NHMCCD Collection Development Guidelines

Documentation of faculty involvement in collection development procedures at each college

Section 5.1.3 p. 56 Line 13

Educational Support Services

Specific Criterion

Each library or learning resource center **MUST** have a policy governing resource material selection and elimination, and should have a procedure providing for the preservation, replacement or removal of deteriorating materials in the collection.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Collection Development Guidelines are used to govern the selection and elimination of materials, and as a guideline for the preservation, replacement or removal of deteriorating materials in the collection.

Documentation

NHMCCD LRC Collection Development Guidelines

Section 5.1.4 p. 56 Line 27

Educational Support Services

Specific Criterion

The institution **MUST** provide evidence that it is incorporating technological advances into its library and other learning resource operations.

Acceptable, No Recommendation

Current Status and Analysis

The library incorporates technology into its library operations. The OPAC is stable. Ensuring that upgrades are current is a recognized strength that helps to ensure that the OPAC is an effective research tool. Electronic resources, including more than 10,000 electronic books, are available through NetLibrary. Thousands of full-text periodicals in more than 50 electronic databases are available to students and faculty. These resources and services are evaluated regularly and systematically to ensure that in incorporating technological advances into library and other learning resource operations the technology

adequately meets the needs of library users and supports the programs and purpose of the institution.

Documentation

Dynix overview

<http://www.epixtech.com/product/dynix.htm>

College Library Web pages

<http://nhclibrary.nhmccd.edu/>

<http://www.nhmccd.edu/contracts/lrc/kc/>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/>

http://www.woodstock.edu/students/learn/library/learning_resource_center/welcome.html

Section 5.1.5 p. 56 Line 33

Educational Support Services

Specific Criterion

Cooperative agreements with other libraries and agencies should be considered to enhance the resources and services available to an institution's students and faculty members. However, these agreements **MUST** not be used by institutions to avoid responsibility for providing adequate and readily accessible library resources and services.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Libraries maintain local, statewide, and national cooperative agreements for the purpose of enhancing resources and services available to their constituents. Formal arrangements exist between Amigos, a nonprofit library resource-sharing network and NHMCCD.

North Harris College has an agreement with the Government Printing Office to serve as a Federal Depository Library. The Government Printing Office evaluates this agreement every five years. North Harris College, in turn, has an agreement with Tomball College Library and Automated Library Services to serve as selective depositories for certain government documents. These agreements are reviewed every five years.

NHMCCD's relationship with Amigos has been critical to the libraries' ability to provide rapid access to electronic resources. Amigos' negotiations with electronic database vendors and aggregators have provided an economy of scale in price negotiations that would not have been possible at the local levels.

The services provided by Texshare and TEXpress were also augmented by the district's relationship with Amigos. TexShare is a cooperative program designed to broaden the range of materials and services that participating libraries can provide.

The Texpress courier service provides five day-a-week pickup and delivery service to participating libraries, with deliveries around Texas in two days. The Texas State Library & Archives Commission's "Courier Statistics by Use Year 2000" reflects courier utilization for the 2000 fiscal year:

This level of utilization is one indicator of cooperation and resource sharing among state libraries, including NHMCCD. The reciprocal arrangements with Texshare, Texpress, Amigos and other agencies enhance services and resources for the district's library users, and are not used to avoid the responsibility of providing adequate and readily accessible resources and services.

An agreement called "An Agreement for Shared Automation Resources Between North Harris Montgomery Community College district and Montgomery County" is in compliance. Language in the contractual agreement indicates the frequency with which the contract is reviewed. The original contract was established in 1993, and was reviewed in 1998. The second contract was signed in 1998 and is due for review in 2001. From that point, the agreement will be reviewed on a year-to-year basis. Library users are afforded many benefits through this agreement.

Documentation

Amigos-related agreements

<http://www.amigos.org/interlibraryloan/sharing.html>

<http://www.amigos.org/interlibraryloan/loan.html>

<http://www.amigos.org/interlibraryloan/f9167.html#AMIGOSlistsign>

Texshare-related agreements

<http://www.texshare.edu/>

<http://www.texshare.edu/programs/courier/index.html>

<http://www.texshare.edu/memberinfo/statistics/courier/courierpart2000.html>

Collection Development Policy – District

Collection Development Policy – MCPL

Usage Statistics for library collection

Overview of library collection

Specialized in-house lists such as periodicals, databases, non-print

Depository Library Agreement

Tomball Hospital agreement

Selective Housing Agreement with Tomball College Library and Automated Library Services

Evaluation Letter from the U. S. Government Printing Office

Section 5.1.5 p. 56 Line 36

Educational Support Services

Specific Criterion

Cooperative agreements **MUST** be formalized and regularly evaluated.

Cross Reference to Contracts: Section 4.9 p. 52 Line 18

Acceptable, No Recommendation

Current Status and Analysis

All agreements are formal and have been signed by appropriate college officials. The Tomball College Library's relationship with Tomball Hospital is a cooperative arrangement but not a formal agreement. All consortial relationships undergo continuous review through regular meetings of steering committees, advisory groups, working groups, and other representative bodies. However, this process is not formal.

"An Agreement for Shared Library Automation Resources Between North Harris Montgomery Community College District and Montgomery County" is in compliance. Language in the contractual agreement indicates the frequency with which the contract is reviewed. The original contract was established in 1993 and was reviewed in 1998. The second contract was signed in 1998 and is due for review in 2001. From that point, the agreement will be reviewed on a year-to-year basis.

Cooperative/ consortia agreements:

"An Agreement for Shared Library Automation Resources Between North Harris Montgomery Community College District and Montgomery County" is in compliance.

The TexShare Interlibrary Loan agreement was evaluated and revised in 1998.

The TexShare Reciprocal Borrowing agreement was reviewed, but not revised, in 1999 by the advisory committee.

TexShare Program became available to community colleges in 1997, and agreements were evaluated by the District prior to signing.

Suggestion

The Self-Study Committee suggests that the District representatives for each library consortium review the various agreements to ensure that they provide for regular evaluation.

Documentation

"An Agreement for Shared Library Automation Resources Between North Harris Montgomery Community College District and Montgomery County"

Cross reference to Contracts: Section 4.9 p 50 Line 18.

Section 5.1.6 p. 57 Line 1**Educational Support Services**

Specific Criterion

Libraries and other learning resources **MUST** be adequately staffed by professionals who have graduate degrees in library science or in related fields such as learning resources or information technology.

Acceptable, No Recommendation

Current Status and Analysis

Graduate transcripts reflect that all librarians have graduate degrees in library science or in related fields. Transcripts for all librarians are on file in Human Resources.

NHMCCD libraries, as part of the educational support components of the colleges, participate in college budgeting processes. Staffing needs are evaluated systematically. Staffing is tied to institutional and campus-specific initiatives. When staffing needs are identified, requests are made to appropriate hiring authorities, and library staff participate in the hiring process at the college level.

Staffing issues that may have an impact on the effectiveness and efficiency of the institution's library program may be discussed during the monthly Library Executive Committee (LIBEX) meetings. LIBEX is a committee comprised of the library directors, the Director of Automated Library Services and the Vice Chancellor for Telecommunications and Information Systems. This group meets monthly. During one of the fall 2000 meetings, the effectiveness and the degree to which Automated Library Services was/will be able to respond efficiently to the needs of four (soon to be five college libraries) were discussed. The Vice Chancellor for Telecommunications and Information Systems, to whom the area of Automated Library Services reports, took the committee's recommendations and suggestions under advisement and will consider the committee's input in decisions that globally relate to improving library services.

Suggestion

The Self-Study Committee suggests that in light of the rate at which library services have increased, the institution continue to assess the effectiveness of staffing levels in order to be able to participate in the planning and budgeting processes as appropriate.

Documentation

Transcripts for all part-time and full-time librarians

Staffing Plans

ACRL Standards for Community, Junior, and Technical College Learning Resources Programs

<http://www.ala.org/acrl/guides/jrcoll.html#three>

Reference Desk Schedules

Librarian Job descriptions

Librarian workload analysis

Budget Requests for staff from libraries and Automated Library Services

Section 5.1.6 p. 57 Line 4

Educational Support Services

Specific Criterion

In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution **MUST** justify the exception on an individual basis.

Acceptable, No Recommendation

Current Status and Analysis

None of the district libraries employ librarians without MLS degrees.

Documentation

Transcripts of full and part-time librarians

Section 5.1.6 p. 57 Line 14

Educational Support Services

Specific Criterion

The number of library Support staff **MUST** be adequate.

Acceptable, No Recommendation

Current Status and Analysis

The libraries employ support staff to ensure that services and resources are readily available. Staffing concerns are identified and addressed at the college level. Staffing needs are evaluated systematically. Staffing concerns are tied to institutional and campus-specific initiatives. When staffing needs are identified, requests are made to appropriate hiring authorities, and library staff participates in the hiring process at the college level.

Staffing issues that may have an impact on the effectiveness and efficiency of the institution's library program may be discussed during the monthly Library Executive Committee (LIBEX) meetings. LIBEX is a committee comprised of the library directors, the Director of Automated Library Services and the Vice Chancellor for Telecommunications and Information Systems. This group meets monthly.

During one of the fall 2000 meetings, the effectiveness and the degree to which Automated Library Services was/will be able to respond efficiently to the needs of four (soon to be five college libraries) were discussed. The Vice Chancellor for Telecommunications and Information Systems, to whom the area of Automated Library Services reports, took the LIBEX Committee's recommendations and suggestions under advisement and will consider the committee's input in decisions that globally relate to improving library services.

Documentation

ACRL Standards for Community, Junior, and Technical College Learning Resources Programs

<http://www.ala.org/acrl/guides/jrcoll.html#three>

Budget Requests for additional staffing and follow-up

Student and Faculty feedback requesting additional services

Support Staff work schedules

List of Support staff personnel with job titles

Support job descriptions
Library organization chart
Local statistics and reports

Section 5.1.6 p. 57 Line 18

Educational Support Services

Specific Criterion

Institutional policies concerning faculty status, salary and contractual security for library personnel **MUST** be clearly defined and made known to all personnel at the time of employment.

Acceptable, No Recommendation

Current Status and Analysis

Librarians in the North Harris Montgomery Community College District have a twelve-month contract and faculty status. As faculty, they are members of the faculty senate, and can take advantage of faculty benefits such as negotiated workloads, stipends, release time opportunities, and sabbatical leave. Librarians are awarded contracts annually for the first three years of employment. After that, a multi-year contract is awarded based on satisfactory performance evaluations. Like classroom faculty, librarians are evaluated annually for the first three years following a standard district-wide evaluation process. Librarian salaries are based on experience and their education credentials.

The librarian job description and salary structure for 12-month faculty can be found on the District's Human Resources Web page. Salaries are posted on position announcements for librarians.

Documentation

NHMCCD Policy Manual

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/pintro.html#toc>

Human Resources Web page

<http://www.nhmccd.edu/DistrictOffice/HumanResources/procman/>

Section 5.1.7 p. 57 Line 23

Educational Support Services

Specific Criterion

For distance learning activities, institution **MUST** ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs and degrees offered.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD libraries provide adequate resources and services to support distance-learning activities. These are provided at each instructional location, including campuses and centers. The NHMCCD courier service delivers needed materials to students and instructors at the campuses and centers. In addition, access to the OPAC and to electronic databases containing full text materials and NHMCCD library Web page provide easy access to library resources. Library Web pages provide subject and assignment guides, and instructional materials. Electronic access to the online catalog and to selected databases is available to all students

Reciprocal borrowing privileges are afforded distance-learning students.
E-mail reference is available from the library web pages. Home access is also available.

Documentation

General Information Materials from district holdings and from each library site

<http://nhclibrary.nhmccd.edu/>

<http://www.nhmccd.edu/contracts/lrc/kc/>

<http://www.wtc.nhmccd.edu/bluebonnet/education/lrc/>

http://www.woodstock.edu/students/learn/library/learning_resource_center/welcome.html

Description of local Dynix functionality and capabilities:

<http://www.epixtech.com/product/dynix.htm>

Section 5.1.7 p. 57 Line 27

Educational Support Services

Specific Criterion

The institution **MUST** own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements. Such agreements should include the use of books and other materials.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD libraries own appropriate resources; utilize technology to provide access to electronic information; and provide access to materials through formal agreements. Resources or access to resources are provided in the following ways: The instructional locations offer on-site bibliographic access materials. Off campus locations are provided lists of materials available at campus libraries; and courier service delivers needed materials. Remote access to the OPAC is available through Harmony. Remote access to full text electronic databases is also available.

NHMCCD libraries are designed for student use from all instructional and remote locations. The library Web pages provide subject and assignment guides; remote access to databases, instructional materials; access to library catalogs in area libraries; lists of resources located at area libraries and access to the library catalog NHMCCD and the Montgomery County Public Libraries.

The TexShare and Montgomery County Agreements provide for reciprocal borrowing and interlibrary loan. Texpress courier service is available at all colleges. Onsite database usage is available. A reciprocal agreement exists with the Montgomery County Library System. A common OPAC affords access to library materials to both community borrowers and college students.

Documentation

General Information Materials from district holdings and from each library site

<http://nhclibrary.nhmccd.edu/>

<http://www.nhmccd.edu/contracts/lrc/kc/>

<http://www.wmtc.nhmccd.edu/bluebonnet/education/lrc/>

http://www.woodstock.edu/students/learn/library/learning_resource_center/welcome.html

Description of local Dynix functionality and capabilities:

<http://www.epixtech.com/product/dynix.htm>

Section 5.1.7 p. 57 Line 31

Educational Support Services

Specific Criterion

The institution **MUST** assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.

Acceptable, No Recommendation

Current Status and Analysis

Each NHMCCD library has assigned responsibilities for providing library/learning resources and services and for ensuring continued access to them at each site.

Documentation

Library directors or designee(s)

Section 5.1.7 p. 57 Line 36

Educational Support Services

Specific Criterion

When formal agreements are established for the provision of library resources and services, they **MUST** ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs—in the field of study and at the degree level offered.

Acceptable, No Recommendation

Current Status and Analysis

The TexShare agreements and the agreement with Montgomery County provide for reciprocal borrowing, and interlibrary loan that are facilitated by courier service. Access is available to library resources pertinent to the programs offered by the institution and

include provision for services and resources that support the institution's specific programs—in the field of study and at the degree level offered.

On site access to databases is available at all college locations either on-site or through the District Web sites. The Montgomery County Shared Automation System Consortium facilitates effective access to resources that support the institution's specific programs. Students, faculty and staff have access to resources that support the specific programs of the institution. Access to resources from Texshare libraries is especially useful in supporting specific programs—in the field of study and at the degree level offered.

Documentation

<http://www.amigos.org/interlibraryloan/sharing.html>

<http://www.amigos.org/interlibraryloan/loan.html>

<http://www.amigos.org/interlibraryloan/f9167.html#AMIGOSlistsign>

Texshare-related agreements

<http://www.texshare.edu/>

<http://www.texshare.edu/programs/courier/index.html>

<http://www.texshare.edu/memberinfo/statistics/courier/courierpart2000.html>

Collection Development Policy – District

Collection Development Policy – MCPL

Usage Statistics for library collection

Overview of library collection

Specialized in-house lists such as periodicals, databases, non-print

Depository Library Agreement

Tomball Hospital agreement

Section 5.2 p. 58 Line 3

Educational Support Services

Specific Criterion

To support its curriculum, each institution **MUST** provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual [AV] and duplicating services, and learning skills center) that are organized and administrated so as to provide easy access to faculty and student users.

Acceptable, No Recommendation

Current Status and Analysis

The institution provides a variety of facilities and instructional support services that are organized and administered so as to provide easy access to faculty and student users and specifically to extend learning beyond the classroom. Comprehensive services and facilities are planned and designed to facilitate student success. The variety of facilities and instructional support services include learning support centers at each college. These centers may provide classroom presentations, customized brochures, individualized tutoring in reading, writing, math, science, foreign languages, ESL and other disciplines, group study or support sessions, learning communities, training in research skills, Internet

access, electronic support software, educational support equipment such as photocopiers, micro-format readers, television monitors, various compact players, duplicating equipment and facilities, computer workstations and printers, as well as specialized laboratories that support specific disciplines. Materials supporting both direct course outcomes and generalized study skills and success seminars are also available. Much of the support and tracking are available electronically.

An array of services is available for faculty. Services include special topics support, in-class workshops, personalized tutoring, customized handouts, and English software programs to support instruction.

Specific attention has been given to creating comprehensive systems for communicating, coordinating, and improving support services that facilitate successful experiences of under-prepared students.

Documentation

Educational Support Services strategic plans

Section 5.2 p. 58 Line 9

Educational Support Services

Specific Criterion

They (facilities and instructional support services) **MUST** be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning.

Acceptable, No Recommendation

Current Status and Analysis

Current facilities are adequate.

Documentation

Strategic Planning documents for each college and survey feedback

Section 5.3 p. 58 Line 15

Educational Support Services

Specific Criterion

An institution **MUST** provide evidence that it is incorporating technological advances into its operations.

Acceptable, No recommendations

Current Status and Analysis

NHMCDD uses and supports technology at all planning, organizing and operational levels. Technological advances are infused into educational programs, educational support services and administrative processes. Computer hardware and software are

maintained both on routine / preventative and on an as needed basis. Each college chooses its preventative maintenance programs, respectively. Each college has an organized system for responding to operational maintenance needs. Faculty and staff have access to computers, printers and appropriate software.

Educational programs are supported with technology in a number of ways. Faculty have desktop access to class rosters, student schedules, transcripts, and have the ability to determine quantitative criteria for students' standings, award of advanced standing or need for intervention. Some faculty use technology to take advantage of new and emerging teaching techniques. These techniques include online courses, placing syllabi on the web, electronically tracking student progress, using multiple content-specific software packages, using wireless networks, utilizing laptops in various classes, maintaining chat rooms and e-mail with focused group and content "communities".

Educational support services are supported district wide and at the college level. One of the major educational support conveniences is stable library service. There is a full-service library at each college, providing information access and assistance, an online public access catalog (OPAC) and a variety of electronic resources that are Internet reliant. The libraries are hubs of educational support services throughout the district. NHMCCD supports a common collection of more than 150,000 print and more than 10,000 electronic books, thousands of electronic journals, government documents and many duplicated and unique electronic databases. The availability of technological advances affords each library the ability to support and enhance local programs and courses. District libraries purchase electronic access to databases when appropriate to take advantage of price breaks.

The North Harris Montgomery Automated Library Consortium combines the libraries of NHMCCD with the county libraries of Montgomery County to provide automated library services for the two parent organizations, which share the budget. NHMCCD provides the physical facilities for the hardware and the staff to support the software and the network that connects the six county and four college libraries to a union catalog, which serves all 10 libraries. The library program is effectively supported by technology that is infused in administrative processes throughout the district. One of the most serviceable examples of the use of technology in administrative processes is the prominent presence of the district web page. This page is maintained in the office of Telecommunications and Information Systems and serves as a starting point for district information. As a key resource, the NHMCCD web page outlines the current policies and procedures manual delineating the following:

- Section A - Basic District Foundations
- Section B - Local Governance
- Section C - Business and Support Services
- Section D - Personnel
- Section E - Instruction
- Section F - Students
- Section G - Community and Governmental Relations local governance, personnel

The availability of technology also significantly helps set the stage for internal and external communication.

Documentation

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/reqread.html>

<http://www.nhmccd.edu/DistrictOffice/Records/>

<HTTP://DONT4.NHMCCD.EDU/IR/DEFAULT.ASP>

<http://www.nhmccd.edu/contracts/lrc/als/>

Description of Dynix functionality and capabilities:

<http://www.epixtech.com/product/dynix.htm>

Section 5.3 p. 58 Line 18**Educational Support Services**

Specific Criterion

Information technology resources **MUST** support the planning function and the educational program component of the institution at appropriate levels.

Acceptable, No Recommendation

Current Status and Analysis

The district, through each college and district office, estimates the income and expenditures for the fiscal year of the institution. Through the automated budget module of the Datatel Colleague system, the appropriate detail is developed. Personnel annual salaries are detailed in the system as well as by line item object. These are examples of incorporating technological advances into administrative operations at the district level. Each college, using Datatel Colleague as the primary aggregator of institutional data, plans, develops, monitors and maintains appropriate fiscal controls. College level decisions are based on definitive data captured through Colleague or collected and managed for use in continuous improvement initiatives at the college level. Interim budget statements are made available on a consistent basis. Technology affords cost center managers access to time-sensitive and decision-sensitive data. All components of the district participate in planning cycles and use technological advances in these cycles.

Documentation

College technology plans

Section 5.3 p. 58 Line 27**Educational Support Services**

Specific Criterion

Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there **MUST** be a reasonable infusion of information technology into the curricula so that students exit with fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.

Acceptable, No recommendations

Current Status and Analysis

The institution infuses information technology into the curricula so that students exit with fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.

Other evidence of the incorporation of technological advances in educational support services includes library services as demonstrated through an effective orientation program, the availability of appropriate access to electronic databases, and e-mail accounts for all students and faculty in the NHMCCD community. Students use technology to write, edit and conduct research in classes across the curriculum. Subject-specific software and hardware are heavily used in all instructional areas. There is evidence that technology is infused throughout the institution.

Documentation

Planning/Technology /Strategic reports

Course syllabi

Description of administrative software functionality

Description of support services and resources

Section 5.3 p. 59 Line 3

Educational Support Services

Specific Criterion

Institutions **MUST** provide the means by which students may acquire basic competencies in the use of computers and related information technology resources.

Acceptable, No Recommendation

Current Status and Analysis

Comprehensive course outlines and clear definitions of how technological advances are infused into courses, along with expected competencies in the use of computers and related technology resources are documented at all locations.

See also Current Status and Analysis in Section 5.3 p.58 Line 15.

Documentation

Course syllabi

Course descriptions

Library Web pages at each college

Specific Criterion

There **MUST** be provisions for ongoing training of faculty and staff members so they may make skillful use of appropriate application software. These requirements apply to all programs, wherever located or delivered.

Acceptable, No Recommendation**Current Status and Analysis**

Evidence of ongoing training of faculty members is documented at each location. North Harris College's Faculty Staff Center; Tomball's Teaching and Learning Center; Montgomery College's Center for Teaching Excellence; Kingwood College's Teaching and Learning Center provide ongoing training of faculty and staff members to ensure that the faculty make skillful use of appropriate application software.

Documentation

Staff development materials at each college

<http://www.mc.nhmccd.edu/employees/index1.html>

Specific Criterion

Policies for the allocation and use of information technology resources **MUST** be clearly stated and consistent with the institution's purpose and goals.

Acceptable, No Recommendation**Current Status and Analysis**

Each college uses the mission statement as a guideline for operations. Local budget allocations are determined by college initiatives. College budgets follow guidelines outlined in NHMCCD Annual Operating Budget.

Documentation

Budget Models

Explanation of allocation model

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/pintro.html#toc>

Specific Criterion

These policies **MUST** be evaluated regularly to ensure the academic and administrative needs are adequately addressed.

Acceptable, No Recommendation

Current Status and Analysis

Each college uses the mission statement as a guideline for operations. Each college, using Datatel Colleague and other tools, tailors allocation models to monitor and assess the effectiveness of allocations, and expenditures. Each college evaluates policies and procedures to ensure that the academic and administrative needs are adequately addressed. The colleges are represented at the district level by the deans of technology. Guidelines and policies are monitored on an ongoing basis.

Documentation

Description of allocation procedures

Policies that govern allocation of information technology resources

NHMCCD Web page “Web Applications, Forms and Feedback”

Section 5.3 p. 59 Line 18**Educational Support Services**

Specific Criterion

Appropriate security measures **MUST** be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.

Acceptable, No Recommendation

Current Status and Analysis

Academic Systems and Administrative Systems:

Datatel's Colleague software is controlled by user login ID and password. These passwords expire every 90 days and must be changed. The system will not allow a user to reuse a password in 12 months timeframe. To gain access to Colleague, users must declare their desire to their supervisor, and submit a request to IT via Email. A copy of the request is sent to the user's supervisor for approval. If the supervisor gives approval, IT grants the privilege. A list of users and their specific access is provided to Internal Audit on an annual basis or more frequently if requested. Internal Audit will review access with a specific department head if it is determined that dual controls or proper controls are not present.

Network access and E-mail

To gain a network login or an E-mail login, a user must be an employee or student. Each user must request access through an Internet form and if their specific information (SSN and Birth date) matches Colleague, then a password is granted. This procedure does not allow access to Colleague, as it requires a separate security as discussed above.

Documentation

<http://owa.nhmccd.edu/exchange/logon.asp>

Secured online and print policies and procedures

Specific Criterion

To ensure effectiveness, the institution **MUST** develop goals for the student services program consistent with student needs and with the purpose of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

Each student development division has written goals and objectives for their areas. Additionally, grant programs have proposals and quarterly reports that outline goals for the program and progress toward those goals.

Documentation

Goal statements for the student development divisions

Grant proposal and quarterly reports for “Career Start,” “Pathways,” and “We Can”

Grants

Specific Criterion

Appropriate student development services **MUST** be provided for distance learning programs as well as on-campus programs.

Recommendation

The Self-Study Committee recommends that information about student development programs and services consistently appear on college web sites and that information be made available to students currently enrolled in distance learning formats.

Current Status and Analysis

Information about student development functions, i.e. admissions, registration, student organizations, testing, etc. are listed on the web sites of the colleges. Information includes directory information for student development staff members, hours of operation for student development offices, services and programs offered, commonly asked questions, and procedures for registering or filing for financial aid. However, the existence of this information varies from college web site to college web site. All the colleges have been or are currently in the process of updating their web sites.

As a result of the compliance audit and committee work, new student orientation materials are available to students in electronic format. A subcommittee of the Distance Learning Committee has been addressing the issue of making student development services available to distance learning students. An evaluation of student development services available in on-line or other distance formats has been conducted and subcommittee members are working to establish access to more services.

Telephone and on-line registration is available to returning students. The academic schedule books, which are widely distributed, feature instructions for use.

Documentation

Student Development web sites:

<http://kcweb.nhmccd.edu/admissns/support.htm>,

<http://kcweb.nhmccd.edu/admissns/registra/starting.htm>,

<http://wwwmc.nhmccd.edu/students/mcindex.html>

<http://wwwnhc.nhmccd.edu/students/start.html>,

<http://wwwtc.nhmccd.edu/default.asp?Type=2&ID=28>,

<http://wwwtc.nhmccd.edu/default.asp?Type=2&ID=1>,

Electronic orientations- <http://kcweb.nhmccd.edu/counseli/nsis.html>

Academic schedule books

NHMCCD on-line catalog-

<http://www.nhmccd.edu/templates/index.cfm?theme=pros&top=offer&id=02001>

Section 5.4.1 p. 60 Line 1

Educational Support Services

Specific Criterion

The institution **MUST** clearly designate an administrative unit responsible for planning and implementing student development services.

Acceptable, No Recommendation

Current Status and Analysis

Each college has a clearly designated student development functional unit that is advertised through brochures, flyers and web pages. Although the make-up of each unit varies from college to college, each has a senior level administrator leading the division with responsibilities for functional areas, delegated to various staff members.

Documentation

Organizational charts for student development

Student handbooks

<http://wwwkc.nhmccd.edu/admissns/handbook.htm>,

<http://wwwnhc.nhmccd.edu/students/start/handbook.html>

Web pages referring to student development services and staff:

<http://wwwmc.nhmccd.edu/students/start/counsel.html>,

<http://wwwtc.nhmccd.edu/default.asp?Type=2&ID=28>,

<http://wwwtc.nhmccd.edu/default.asp?Type=2&ID=1>,

<http://kcweb.nhmccd.edu/admissns/support.htm>,

<http://kcweb.nhmccd.edu/admissns/registra/starting.htm>,

<http://wwwnhc.nhmccd.edu/students/nhcindex.html>

Specific Criterion

Appropriate policies and procedures for student development programs and services **MUST** be established.

Acceptable, No Recommendation**Current Status and Analysis**

The 2000-2001 NHMCCD Catalog outlines types of services and procedures to access in pages 15-26 and pages 47-55. Additionally, the NHMCCD policy manual addresses policies developed regarding student programs in section F. Each college has brochures, student handbooks, and web pages that further describe policies and procedures for programs and services in student development divisions.

Documentation

NHMCCD Catalogs

<http://dont4.nhmccd.edu/catalog2000/GeneralInfo/GenInfo.htm>

NHMCCD policy manual

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/>

Web pages listing student development services and programs-

<http://wwwmc.nhmccd.edu/students/start/counsel.html>,

<http://wwwtc.nhmccd.edu/default.asp?Type=2&ID=28>,

<http://wwwtc.nhmccd.edu/default.asp?Type=2&ID=1>,

<http://kcweb.nhmccd.edu/admissns/support.htm>,

<http://kcweb.nhmccd.edu/admissns/registra/starting.htm>,

<http://wwwnhc.nhmccd.edu/students/nhcindex.html>

2000-2001 student handbooks

<http://wwwkc.nhmccd.edu/admissns/handbook.htm>,

<http://wwwnhc.nhmccd.edu/students/start/handbook.html>

Student development brochures

Specific Criterion

These services **MUST** be staffed by individuals who have academic preparation and experience consistent with their assignments.

Acceptable, No Recommendation**Current Status and Analysis**

Personnel files at District Human Resources contain original documents verifying the academic credentials and work experiences that qualify student development staff members for their positions.

Documentation

Personnel files (District Human Resources Office)

Administrative Staff Roster

Web link to position descriptions:

<http://www.nhmccd.edu/DistrictOffice/HumanResources/classfy2.htm>

Section 5.4.1 p. 60 Line 13**Educational Support Services**

Specific Criterion

Exceptional cases **MUST** be justified by the institution on an individual basis.

Acceptable, No Recommendation**Current Status and Analysis**

Letters of justification are in personnel files of student development staff who do not meet minimum qualifications for their position.

Documentation

Personnel files-District Human Resources office

Administrative Staff Roster

Web link to position descriptions:

<http://www.nhmccd.edu/DistrictOffice/HumanResources/classfy2.htm>

Section 5.4.1 p. 60 Line 14**Educational Support Services**

Specific Criterion

Student development services and programs **MUST** be evaluated regularly.

Acceptable, No Recommendation**Current Status and Analysis**

Evaluations of student development services and programs are conducted regularly at all the colleges. Evaluations of services most often take the form of a card, "So how are we doing?" and are set out for students to use in the functional area offices. Forms used to evaluate student development enrichment and student success programs are much more varied as they are developed by the different offices offering the programs.

Additionally, the Gulf Coast Consortium of Community Colleges conducts an annual survey of student satisfaction in conjunction with the colleges. One of the many things it is designed to measure is student services and programs.

Grants provide for evaluation of their overall program in exit interviews or evaluations. Evaluations typically follow support programs either through the exit interviews or through an evaluation immediately following the program.

Documentation

Executive Summaries of the Gulf Coast Consortium survey, “Student Perceptions of College Services”

Fall 2000 and spring 2001 orientation and student success program evaluation forms- Fall 2000 and spring 2001 summaries of orientation and success program evaluations

Fall 2000 and spring 2001 student services evaluation forms

Fall 2000 and spring 2001 summaries of service evaluations

(Complete history of evaluation tallies are housed in campus counseling and advising offices.)

Evaluations and exit interview results for grant programs, “Career Start,” “Pathways,” and “We Can”

Section 5.4.2 p. 60 Line 16**Educational Support Services**

Specific Criterion

Human, physical, financial and equipment resources for student development services **MUST** be adequate to support the goals of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD allocates money to each campus on an enrollment model. Each division is further allocated a pool of money for its activities including the student development areas at each college. Leaders of the student development functional areas reported being adequately funded when informally polled. This is typically supported by results of service evaluations taken in the office of student development functional areas.

Documentation

Fall 2000 and spring 2001 student services evaluation forms and summaries of evaluation results-Document Room

Budget allocation reports-Documentation Room

Section 5.4.3.2 p. 60 Line 32**Educational Support Services**

Specific Criterion

The institution **MUST** develop a statement of the student’s role and participation in institutional decision-making.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD college catalog outlines how students will participate in the academic appeals process. This can be found in the academic policy section on pages 43-44. The

issue of student involvement in appeals committees is also addressed in student handbooks.

The NHMCCD policy manual outlines procedures for participation in board of trustee meetings in section BDB, student role in academic appeals in section EGB, and student role in disciplinary appeals in section FM.

Documentation

NHMCCD Catalogs

<http://dont4.nhmccd.edu/catalog2000>

NHMCCD policy manual

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/>

2000-2001 student handbooks

<http://wwwkc.nhmccd.edu/admissns/handbook.htm>,

<http://wwwnhc.nhmccd.edu/students/start/handbook.html>

Section 5.4.3.2 p. 60 Line 35

Educational Support Services

Specific Criterion

The institution **MUST** have an activities program appropriate to its purpose and encompassing student interests.

Acceptable, No Recommendation

Current Status and Analysis

All colleges have a variety of student organizations and different levels of student activities. These are advertised in print in student handbooks as well as brochures and flyers. They are also addressed in the 2000-2001 NHMCCD Catalog on pages 52-53. Information about student organization also appears on college web pages.

Documentation

Student handbooks and brochures/flyers listing student organizations

<http://wwwkc.nhmccd.edu/admissns/handbook.htm>,

<http://wwwnhc.nhmccd.edu/students/start/handbook.html>

NHMCCD Catalogs

<http://dont4.nhmccd.edu/catalog2000>

Student organization web sites

<http://wwwkc.nhmccd.edu/stuorgan/Studenta.htm>

http://wwwnhc.nhmccd.edu/students/life/st_org.html,

Specific Criterion

The institution **MUST** develop policies and procedures governing the supervisory role of the institution over student activities.

Acceptable, No Recommendation**Current Status and Analysis**

Each of the colleges has some form of student organizations guide, official recognition forms for organizations and student development contact for students interested in forming an organization.

Additionally, the 2000-2001 NHMCCD Catalog addresses general expectations of student organizations and activities on pages 52-54. The NHMCCD policy manual addresses the issues of their supervisory role in sections FK, FLBC, and FLBE.

Documentation

NHMCCD Catalog

<http://dont4.nhmccd.edu/catalog2000>

NHMCCD policy manual

<http://www.nhmccd.edu/DistrictOffice/Publications/policy>

Student organization guidebooks

Student organizations recognition applications

Specific Criterion

When student publications or other media exist, the institution **MUST** provide a clearly written statement of the institution's responsibilities regarding them.

Acceptable, No Recommendation**Current Status and Analysis**

The 2000-2001 NHMCCD Catalog addresses the issue of student publications on page 53. When newspapers or literary magazines are published, they are typically the product of an academic class and supervised by a faculty member. The catalog also addresses responsibility for work published by student organizations in the section "Bulletins and Posters" where an expectation of college approval prior to distribution is stated.

Documentation

NHMCCD Catalog

<http://dont4.nhmccd.edu/catalog2000>

Specific Criterion

The institution **MUST** publish a statement of student rights and responsibilities and make it available to the campus community.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Catalog has a section on “Student Conduct” as well as “Student Discipline Procedures” on pp. 51 and 52 that lays out expectations for student behavior. This catalog is widely distributed and available to all students and/or prospective students.

The NHMCCD policy manual also lists disciplinary policies and procedures in section FM and addresses students’ rights in the process of academic appeals in section EGB.

In addition to the catalog, current course schedules have a section entitled “Student’s Right to Know,” which also publicizes expectations for student conduct and refers students to sources of more information

Student handbooks also refer to acceptable student behavior and students’ rights, and typically they outline student discipline procedures.

Documentation

NHMCCD Catalog

<http://dont4.nhmccd.edu/catalog2000/GeneralInfo/GenInfo.htm>

NHMCCD policy manual

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/>

2000-2001 student handbooks

<http://wwwkc.nhmccd.edu/admissns/handbook.htm>,

<http://wwwnhc.nhmccd.edu/students/start/handbook.html>

Academic schedules

Specific Criterion

The jurisdiction of judicial bodies (administrative, faculty and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures **MUST** be clearly defined and broadly distributed.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Catalog clearly outlines the academic disciplinary and appeals procedures for students on pages 43 and 44. Student conduct expectations and disciplinary procedures are defined on pages 53 and 54 of the same publication.

Additionally, the NHMCCD policy manual addresses the issues of judicial bodies and disciplinary procedures in sections EGB and FM.

Documentation

NHMCCD Catalog

<http://dont4.nhmccd.edu/catalog2000/GeneralInfo/GenInfo.htm>

NHMCCD policy manual

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/>

Section 5.4.3.5 p. 61 Line 27

Educational Support Services

Specific Criterion

The institution should provide an effective program of financial aid consistent with its purpose and reflecting the needs of its students. Effective program administration should include counseling students on the efficient use of their total financial aid resources. There **MUST** be provision for institution-wide coordination of all financial aid awards.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD participates in programs that provide aid through grants, scholarships, part-time employment and loans. Students choosing to apply for these programs must contact the FA office, at the college the student plans to attend, well in advance of registration. Students may schedule appointments with Financial Aid counselors to learn of the efficient use of their total financial aid resources. Also, Financial Aid counselors at each college campus facilitate outreach presentations at high schools and college fairs to inform potential students and parents regarding financial aid options.

NHMCCD has established a Financial Aid Council that meets bi-weekly throughout the year to discuss district financial aid policy and procedure. As a result of this district council, Title IV award amounts have been agreed upon for all 4 NHMCCD campuses.

The District Director of Financial Aid, the FA Council members and the staff members at the different locations are working on the following areas for improved coordination of financial aid policies and procedures for NHMCCD (not in priority order):

Standards of Academic Progress (in progress)

Verification (to be completed 6/2001)

Electronic Data Exchange (in progress)

Scholarships (in progress)

College Work Study (in progress)

Title IV Refunds
Professional Judgement (to be completed by 3/2001)
Loans (completed as of 6/2000)

Suggestion

The Self Study Committee suggests that NHMCCD establish district-wide financial aid procedures allowing for autonomy (since the population that we serve differs). These procedures must be approved by the Financial Aid Council and be accessible to all campuses. The District Director of Financial Aid should be responsible for implementing these procedures.

Documentation

Federal Family Loan Program Policies and Procedures section available electronically
NHMCCD 2000-2001 Catalog pp. 48-51
Updated Procedures Manual for Financial Aid housed at the District Office and the college campuses.
All other documents housed at each college

Section 5.4.3.5 p. 61 Line 34

Educational Support Services

Specific Criterion

All funds for financial aid programs **MUST** be audited in compliance with all federal and state requirements.

Acceptable, No Recommendation

Current Status and Analysis

An NHMCCD annual financial report is conducted by an auditing service contracted by the district. In addition, internal audits across NHMCCD are conducted when problems arise.

Suggestion

The results are not always shared with the parties involved. Findings of the audit may not be addressed because the parties being audited are not aware of the findings. The Self-Study Committee suggests that the result of every audit (external and internal) be distributed to all the parties involved and appropriate actions be taken according to the findings.

Documentation

NHMCCD policies and procedures for internal audits
A list and description of internal control documents used by colleges
www.nhmccd.edu/DistrictOffice/Businessaffairs/boman/docs/auditin2.html
www.nhmccd.edu/DistrictOffice/Publications/policy/C/cdc.html

Specific Criterion

An institution participating in Title IV programs **MUST** comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments. Excessive default rates in the student loan program may be cause for conducting a special evaluation.

Acceptable, No Recommendation**Current Status and Analysis**

The FFEL policies and procedures are complete. The Financial Aid Council met and agreed that there will not be an origination fee included on the calculation of the student's cost of attendance for any NHMCCD loan. This change became effective for the 2000-2001 award year. The FY 1998 Official Cohort Default Rate for NHMCCD as published by the US Department of Education on September 28, 2000 is 12.9%. This rate is significantly lower than the previous year's default rate.

Documentation

Federal Family Loan Program (FFELP) Policies and Procedures
NHMCCD 2000-2001 Catalog pgs. 48-51

Specific Criterion

An institution **MUST** provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.

Acceptable, No Recommendation**Current Status and Analysis**

There are statements in the NHMCCD Catalog and student handbook that discourage certain unhealthy and destructive behaviors such as use of controlled substances and alcohol and forbid the possession of weapons on campus. In case of injury or illness, students, faculty, and staff are instructed to call Campus Security, the Student Development Office or, if the situation warrants, paramedic emergency assistance by dialing 911.

There are numerous Wellness Activities available to students/faculty/staff including fitness centers, formal fitness classes, and self-guided activities. Nutritional and fitness information is offered frequently on each campus. These services and programs are consistent with the needs of the commuter population attending NHMCCD campuses.

Documentation

2000-2001 NHMCCD Catalog, pp. 53-55

Description of wellness activities

Specific Criterion

The administration of an institution of higher education **HAS THE RESPONSIBILITY** for bringing together its various resources and allocating them effectively to accomplish institutional goals.

Acceptable, No Recommendation**Current Status and Analysis**

Board Policy AE: District Mission and Values identifies ten values against which the District and each of its operating units annually evaluate performance and establish goals and objectives for the next two years.

Board Policy AF: Institutional Effectiveness states: “In order to measure the attainment of the goals outlined by the long-range plans, the Board has identified the following components of institutional effectiveness.... [that] are considered to be an integral part of the total administration of the District...”

Board Policy AG: Multi-College Operating Philosophy states: “(10.) The Colleges and District Office shall establish goals and objectives consistent with and supportive of District-wide values and goals as well as action plans to accomplish the goals and objectives;” ... (and) “(12.) Resources shall be allocated, in such a manner to guarantee optimal levels of quality for all programs at all of the colleges.”

Documentation

Board Policy AE: District Mission and Values

Board Policy AF: Institutional Effectiveness

Board Policy AG: Multi-College Operating Philosophy

NHMCCD 1997-99 Strategic Goals

NHMCCD 1999-2001 Strategic Goals

Specific Criterion

The name of an institution, the titles of the chief administrators, the designations of administrative and academic divisions, the terms used to describe academic offerings and programs, and the names and degrees awarded **MUST** be accurate, descriptive, and appropriate.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD follows a number of state mandated manuals describing the name of the college, designations of administrative and academic divisions, the terms used to describe

academic offerings and programs, and the names of the degrees awarded. Academic and developmental course numbers, titles and program descriptions are derived from the Community College General Academic Course Guide Manual and the Workforce Education Course Manual. The college follows the Texas Policy Reference Manual in describing the names of the college, designations of administrative and academic divisions, and for the names of the degrees awarded. Also see the NHMCCD Policy Manual, Section E: Subsections EE and EF (subsections EFA, EFAA, EFAB, and EFB) for further definition of the curriculum design and naming process.

Documentation

Community College General Academic Course Guide Manual

Workforce Education Course Manual

Texas Policy Reference Manual

Board Policy EE: Curriculum Development

Board Policy EF: Curriculum Design (subsections EFA, EFAA, EFAB, and EFB)

Section 6.1.2 p. 66 Line 14

Administrative Processes

Specific Criterion

Although titles and functions vary, the governing board **IS** the legal body **RESPONSIBLE** for the institution and for policy making.

Acceptable, No Recommendation

Current Status and Analysis

Board Policies BA and BAA provide that the Board has the exclusive power to manage and govern the colleges of the District. Board Policy BAA assigns responsibility to the Board to provide policy direction for the District, and adopt such rules, regulations and bylaws as the Board deems advisable. Board Policy BBE states that the Board has final authority to determine and interpret the policies that govern the District. Board Policy BE provides that the District shall be governed in accordance with written policies adopted by a majority of the Board, and that the Board shall have the sole right to adopt policies. Board Policy BG states, “The Board through its adoption of policy provides the directions for the District to accomplish its mission. The ultimate authority in the structure is the Board and final decisions on matters of governance will always rest with this body.”

Documentation

Board Policy BA: Board Legal Status

Board Policy BAA: Powers, Duties, and Responsibilities

Board Policy BBE: Authority

Board Policy BE: Policy and Bylaw Development

Board Policy BG: Administrative Organization Plan

Specific Criterion

Except under clearly defined circumstances, board action **MUST** result from a decision of the whole, and no individual member or committee can take official action for the board unless authorized to do so.

Acceptable, No Recommendation**Current Status and Analysis**

All actions taken by the NHMCCD Board result from a decision of the whole, and no individual member or committee can take official action for the board unless authorized to do so.

Documentation

Board Policy Section BBE

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/B/bbe.html>

Specific Criterion

The duties and responsibilities of the governing board **MUST** be clearly defined in an official document.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Board of Trustees' duties and responsibilities are clearly defined in the NHMCCD Policy Manual, Section B (Local Governance), subsections BA: Board Legal Status, BAA: Powers, Duties and Responsibilities. Furthermore, specific duties as appropriate to the Board's internal organization are further defined in Section B (Local Governance), Subsections BC: Board Internal Organization; BCAB: Duties and Requirements of the Board Chair; BCAC: Duties and Requirements of the Vice Chair; BCAD: Duties and Responsibilities of the Secretary and Assistant Secretary; and, BCAE: Selection and Duties of Chief Tax Officials.

Documentation

Board Policy BA: Board Legal Status

Board Policy BAA: Powers, Duties, and Responsibilities

Board Policy BCAB: Duties and Requirements of the Board Chair

Board Policy BCAC: Duties and Requirements of the Vice Chair

Board Policy BCAD: Duties and Responsibilities of the Secretary and Assistant Secretary

Board Policy BCAE: Selection and Duties of Chief Tax Officials.

Specific Criterion

This document **MUST** also specify the following: the number of members, length of service, rotation policies, organization and committee structure and frequency of meetings.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Board of Trustees' structure, terms of service, rotation policies, organization, committee structure, and frequency of meetings are clearly defined in the NHMCCD Policy Manual in Section B (Local Governance), subsection BB: Board Members, BBB: Elections. Further clarification may be found in subsection BC: Board Internal Organization, BCA: Board Officers and Officials, BCAB: Duties and Requirements of the Board Chair; BCAC: Duties and Requirements of the Vice Chair; BCAD: Duties and Responsibilities of the Secretary and Assistant Secretary; and, BCAE: Selection and Duties of Chief Tax Officials. Information on committee structure is located in Section B (Local Governance), subsections BC: Board Internal Organization, BCA: Committees. Instruction on frequency of meetings is located in section B (Local Governance), subsections BD: Board Meetings, BDA: Closed Meetings and BDB: Public Participation.

Documentation

Board Policy BBB: Elections

Board Policy BCA: Board Officers and Officials

Board Policy BCA: Board Officers and Officials

Board Policy BCAB: Duties and Requirements of the Board Chair

Board Policy BCAC: Duties and Requirements of the Vice Chair

Board Policy BCAD: Duties and Responsibilities of the Secretary and Assistant Secretary

Board Policy BCAE: Selection and Duties of Chief Tax Officials

Board Policy BCB: Committees

Board Policy BD: Board Meeting

Board Policy BDA: Closed Meetings

Board Policy BDB: Public Participation

Specific Criterion

There **MUST** be appropriate continuity in the board membership, usually provided by staggering terms of adequate length. In addition, the document should include provisions governing the removal of a board member from office. A board member may be dismissed only for cause and by procedures involving due process.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Board of Trustees is assured of continuity through staggered terms as provided for in the NHMCCD Policy Manual, section B (Local Governance), subsection BB Board Members, BBA Eligibility Qualifications, BBB Elections. Furthermore, the District has clearly designated provisions for removal of a board member through due process in subsection BBC Vacancies and Removal from Office.

Documentation

Board Policy BBA Eligibility Qualifications
Board Policy BBB Elections
Board Policy BBC Vacancies and Removal From Office

Section 6.1.2 p. 67 Line 4**Administrative Processes**

Specific Criterion

The responsibilities of the governing board **MUST** include the following functions: establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer.

Acceptable, No Recommendation**Current Status and Analysis**

The responsibilities of the NHMCCD Board include the following functions: establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer.

Documentation

Board Policy Section BAA
<http://www.nhmccd.edu/DistrictOffice/Publications/policy/B/baa.html>

Section 6.1.2 p. 67 Line 8**Administrative Processes**

Specific Criterion

In addition, the governing board **MUST** have in place proper procedures to ensure that it is adequately informed about the financial condition and stability of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Board has in place proper procedures to ensure that it is adequately informed about the financial condition and stability of the institution.

Documentation

Board Policy BCB
<http://www.nhmccd.edu/DistrictOffice/Publications/policy/B/bcb.html>

Specific Criterion

The board **MUST** not be subject to undue pressure from political, religious, or other external bodies. Furthermore, it should protect the administration from similar pressures.

Acceptable, No Recommendation**Current Status and Analysis**

The NHMCCD Board is not subject to undue pressure from political, religious, or other external bodies. Furthermore, it protects the administration from similar pressures.

Documentation

Board Policy BAA

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/B/baa.html>

Specific Criterion

There **MUST** be a clear distinction in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Acceptable, No Recommendation**Current Status and Analysis**

Based on a prior self-study, a majority of administrators, board members, and full-time faculty felt there was a clear distinction in both practice and writing between the function of the Board of Trustees and the responsibilities of the administration and faculty to administer and implement policy as identified in the NHMCCD Policy Manual, Section B (Local Governance), subsection BE: Policy and By-law Development, which states: "The District shall be governed in accordance with written policies adopted by a majority of the Board. Policies and policy amendments may be initiated by the Chancellor, College President, Board members, faculty, employees or community citizens, but generally shall be recommended for the Board's consideration by the Chancellor.

Documentation

Board Policy BE: Policy and By-law Development

Board Policy BG: Administrative Organization Plan

Specific Criterion

Whenever lay advisory committees are used by institutions, these committees **SHOULD** be active and their role and function clearly defined.

Acceptable, No Recommendation**Current Status and Analysis**

The role and functions of NHMCCD Advisory Committees are clearly defined in the NHMCCD Policy Manual, Section B (Local Governance), subsections BC: Board Internal Organization and BCE: Advisory Committees.

Documentation

Board Policy BC: Board Internal Organization

Board Policy BCE: Advisory Committees

Specific Criterion

The institution **MUST** publish official documents which contain, but are not limited to, the following information: the duties and responsibilities of administrative officers, the patterns of institutional organization, the role of the faculty in institutional governance, statements governing tenure or employment security, statements governing due process, and other institutional policies and procedures that affect faculty and other personnel.

Acceptable, No Recommendation**Current Status and Analysis**

The role of faculty in institutional governance is clearly defined in the NHMCCD Policy Manual, Section B (Local Governance), subsections BD: Board Meetings and BG: Administrative Organization Plan. Statements governing tenure may be located in Section D (Personnel), subsections DD: Contract and Non-Contract Employment, DDB: Term Contracts and DDC: Non-Contract Employment. Statements regarding due process may be located in Section D (Personnel), subsections DM: Change in Status or Termination, DMAC: Reduction in Force and DMB: Termination.

Documentation

Board Policy BD: Board Meetings

Board Policy BG: Administrative Organization Plan

Board Policy DDB: Term Contracts

Board Policy DDC: Non-Contract Employment

Board Policy DMA: Change in Status

Board Policy DMAC: Reduction in Force

Board Policy DMB: Termination

<http://www.nhmccd.edu/DistrictOffice/Publications/policy/index.html>

District Organizational Charts

Specific Criterion

The administration **MUST** reflect the purpose and philosophy of the institution and enable each functional unit to perform its particular responsibilities as defined by the stated purpose of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

Board Policy BAA reflects that the Board will “nurture the District under its governance to the end that it achieves its full potential within its role and mission; and shall insist on clarity of focus and mission of the District under its governance.”

Board Policy BG provides: “The Board through its adoption of policy provides the direction for the District to accomplish its mission. ...Operating under a line and staff form of organization, appropriate reporting lines are defined by the Chancellor. The District will maintain a council and committee structure to create opportunities for employees, students and others to have input into the decision-making processes of the District. The executive officers have direct access to the Chancellor and have line authority in their respective areas of responsibility.”

Each year the Chancellor provides to the Board an updated organizational charge reflecting the administrative organizational lines.

The administration reviews the mission, purposes and values of the District every other year, and advises the Board of any revisions that need to be made. In the process of the review and in the setting of the District’s budget, each unit evaluates its own goals and achievements in relation to the mission, purpose and values.

Documentation

Board Policy BAA: Board Legal Status: Powers, Duties, Responsibilities

Board Policy BG: Administrative Organization Plan

District Catalogue: PP. 9-10

Planning Document

Specific Criterion

Administrative responsibility and authority for all educational offerings and functions of the institution **MUST** be clearly identified and each institution **MUST** develop, publish, and make available an organization chart delineating lines of responsibility and authority.

Acceptable, No Recommendation

Current Status and Analysis

Board Policy DDA identifies the types of employees. The Human Resources Procedures Manual describes the basic responsibilities of key academic positions, including Vice Presidents, associate deans, and program coordinators.

The Chancellor provides to the Board the organizational charts for each college. Several colleges have organizational information available on their web sites, but limited information is provided. There is no organizational chart posted on the District's web page, and organizational information is out of date.

Documentation

Board Policy BG: Administrative Organization Plan
Board Policy DDA: Employee Appointment Types
Human Resources Manual 2.1-2.2

Section 6.1.5 p. 68 Line 10**Administrative Processes**

Specific Criterion

The duties of the CEO and other administrative officers directly responsible to the CEO must be clearly defined and made known to faculty and administrators.

Acceptable, No Recommendation**Current Status and Analysis**

The Human Resources Procedures Manual and the Human Resources Department job descriptions do clearly define the job responsibilities of the CEO and the administrative officers who report to the CEO.

Documentation

Organizational Charts
Job Descriptions
Board Policy BG: Administrative Organization Plan
Board Policy DDA: Employee Appointment Types
Human Resources Manual 2.1-2

Section 6.1.5 p. 68 Line 13**Administrative Processes**

Specific Criterion

Administrative officers **MUST** possess credential, experience and/or demonstrated competence appropriate to their areas of responsibility.

Acceptable, No Recommendation

Current Status and Analysis

Each administrative position contains a listing of qualifications necessary for the position. Each administrative officer is required to provide documentation of credential, a resume and a completed application when employed. The Human Resources procedures manual documents these requirements.

Documentation

Human Resources Manual 2.1-2.2

Section 6.1.5 p. 68 Line 15**Administrative Processes**

Specific Criterion

The effectiveness of all administrators, including the CEO, **MUST** be evaluated periodically.

Acceptable, No Recommendation**Current Status and Analysis**

Board policy BFD provides for the periodic evaluation of the Chancellor by the Board of Trustees. Board Policy DLA Evaluations requires all administrators to be evaluated annually by the immediate supervisor.

Documentation

Board Policy BFD Evaluation of Chancellor
Board Policy DLA Evaluations

Section 6.2 p. 68 Line 18**Administrative Processes**

Specific Criterion

If there is an advancement program, it **MUST** be directly related to the purpose of the institution.

Acceptable, No Recommendation**Current Status and Analysis**

The mission and purpose of The Foundation directly relates to the purpose of NHMCCD.

Documentation

Mission and Purpose Statement
By-laws of The Foundation
Brochures, reports, etc.

Specific Criterion

The relationship between the institution and its alumni **SHOULD** be one that encourages former students to continue to participate in the development of the institution. It **SHOULD** also assist in the evaluation of institutional effectiveness. Institutions are encouraged to maintain up-to-date records on the location of former students and to employ periodic surveys.

Acceptable, No Recommendation

Current Status and Analysis

Does Not Apply. NHMCCD does not have an alumni association.

Specific Criterion

All fund raising **MUST** be related to the purpose of the institution.

Acceptable, No Recommendation

Current Status and Analysis

The attached Mission and Purpose statement of The Foundation relates fund raising to the purpose of NHMCCD.

Documentation

Mission and Purpose Statement
By-laws of The Foundation
Brochures, reports, etc.

Specific Criterion

All aspects of fundraising **MUST** be incorporated into the planning process and evaluated regularly.

Acceptable, No Recommendation

Current Status and Analysis

The Resource Development arm of the district represents the nearest district function to fundraising. The process of securing contracts and grants is used to support district operations. Resource Development is incorporated in the District Policy (CAP), the

District Strategic Plan, and the Resource Development Departmental Plan that ties to the Strategic Plan.

Documentation

NHMCCD Policy Manual: CAP: Resource Development

NHMCCD Planning Process – 1997-1999

Resource Development Plan – 1997-1999

Section 6.2.2 p. 69 Line 4

Administrative Processes

Specific Criterion

An institution **MUST** develop policies and procedures for fundraising and ensure that such policies are appropriately disseminated and followed.

Acceptable, No Recommendation

Current Status and Analysis

The Resource Development Department has developed policies and procedures which document how to apply for and to manage contracts and grants. These procedures have been disseminated to the appropriate people at the colleges. In addition, the Business Operations Manual (BOMAN) also details specific procedures related to contracts and grants.

Documentation

Business Operations Manual Section 15 Grants and Contracts

Grants Manager Handbook

Annual Application – Carl D. Perkins Vocational & Technical Education Act of 1998

Section 6.3.1 p. 69 Line 7

Administrative Processes

Specific Criterion

Because the financial resources of an institution influence the quality of its educational program, each institution **MUST** possess sufficient financial resources to support all of its programs.

Acceptable, No Recommendation

Current Status and Analysis

“Sufficient financial resources” is a phrase, which is difficult to substantiate in absolute terms. As a comparative measure, it is possible to determine how the NHMCCD compares to similar community colleges. Because the criterion makes reference to “all of its programs”, the focus is on the academic programs offered by the colleges. In order to do comparisons, we are using an index to place the institutions on a similar base.

Expenditures per contact hours by program compared to median costs give us that comparative picture. The “basic purpose” would be described in the mission statement. The adequacy of financial resources should be judged in relation to the basic purpose or the mission of the institution. [Institutional Effectiveness Measures – quality, diverse individuals (credit), diverse businesses (Corporate Training), diverse community (Community Education), knowledge, skills and attitudes for a rapidly changing world [skill development / contracts and grants].

On the macro level, using NACUBO Financial Statistics, NHMCCD compares well with similar colleges. NHMCCD has been willing to raise taxes and support bond referendums, as needed.

Suggestion

The Self-Study Committee suggests that because of the significant variances that appear in the Cost per Contact Hours compared with the state median costs (without overhead), the District should review the costs and the contact hours to determine why these specific discipline area differences are more than 25%.

Documentation

Table of Program Costs per Contact Hour Compared to State Median Costs
National Comparison of Instructional Costs (indexed) compared to NHMCCD.
[John Minter Associates, HEGIS]
Institutional Effectiveness Reports supporting Mission accomplishment.
Moody's Credit Rating Report
Standard and Poor's Credit Rating Report.

Section 6.3.1 p. 69 Line 10

Administrative Processes

Specific Criterion

The recent financial history of the institution **MUST** also demonstrate the financial stability essential to its successful operation.

Acceptable, No Recommendation

Current Status and Analysis

Current fund balance changes and the ratios of debt/equity and current expenditures/fund balance demonstrate the financial stability of the District. The growth trend in the number of students indicates that the programs are viable and meeting the needs of our constituency. The District has had stable financial resources from a growing student body and a growing tax base.

Documentation

Three-year comparison of current fund revenue by source
Three-year comparison of current fund changes in fund balance
Three year debt/equity ratio, ratio of current fund balance to current operations

Student statistics report by area of residence
Five years - program contact hours

Section 6.3.2 p. 69 Line 18

Administrative Processes

Specific Criterion

The organization of the business office **MUST** be consistent with the purpose of the institution, the size of the institution, and the volume of transactions of a business or financial nature.

Acceptable, No Recommendation

Current Status and Analysis

All business and financial functions are centralized under the chief business officer reporting to the chief executive officer, with certain business functions delegated through the chief executive officer to the college president. Each college has a business officer reporting to the college president. The organization of the business office is consistent with the purpose of the institution. The chief financial officer develops the estimate of resources available and assists the organization in its allocation of those resources. The local academic officer and the college president, provide for the financial plan to meet the purpose of the institution (i.e. develop quality education programs to meet the needs of individuals, businesses and the community that they serve). The size of the institution and the volume of transactions call for the need to have decentralized financial planning and operations at the local community level. The business office does assist in the preparation and control of the annual budget by assisting the chief executive officer as he works with the board of trustees and the college presidents. The district's organization chart that describes the job responsibilities of the Vice Chancellor of Business Affairs/Chief Financial Officer indicates the alignment with the most important functions typically performed by the business office.

Documentation

District Organizational Chart

Each College's Organization Chart

Board Policy Section AE (Local) District Mission and Values Statement

Board Policy Section AG (Local) Multi-college Operating Philosophy (see items 3,4,5,10,12)

Board Policy Section AD (Local) Educational Purpose

Section 6.3.2 p. 70 Line 1

Administrative Processes

Specific Criterion

The chief executive officer **MUST** report regularly to the governing board on the financial and business operations of the institution.

Acceptable, No Recommendation

Current Status and Analysis

The chief executive officer does report regularly to the governing board on the financial and business operations of the institution assisted by the chief financial officer of the district. The chief financial officer does have experience and training to serve the educational goals of the institution and assist in furthering its stated purpose.

Documentation

Excerpt from Board Agenda for February, 1999

Board Minutes for January, 1999

Bio for Cynthia Gilliam, Chief Financial Officer

Section 6.3.3 p. 70 Line 11

Administrative Processes

Specific Criterion

An institution **MUST** prepare an appropriately detailed annual budget.

Acceptable, No Recommendation

Current Status and Analysis

The District through each college and district office does prepare an estimate of income and expenditures for the fiscal year of the institution. Through the automated budget module of the Datatel Colleague system, the appropriate detail is developed. Personnel salary amounts are detailed in the system as well as individual cost center's budgets by line-item object. These detailed budgets are rolled-up into numerous summary reports, which are reviewed and discussed by the various levels of management at each location. The detail is available to the decision-makers at each stage of the budget-development process. The Board reviews the detailed budget each year before they approve it.

Documentation

Budget Summary Report

Detailed Budget Printout

Section 6.3.3 p. 70 Line 13

Administrative Processes

Specific Criterion

Its (the budget's) preparation and execution **MUST** be preceded by sound educational planning.

Acceptable, No Recommendation

Current Status and Analysis

The District has established a planning process, which includes an evaluation cycle. Each year a calendar is developed for the academic year two years in the future. Each college has published a strategic plan as a guide for operational planning for the fiscal year. The District's Vice Chancellors are responsible for a strategic plan for their specific area. A description of the planning process for each college budgetary process is described in its plan.

Since all colleges and most Vice Chancellors responded to the questionnaire, the subcommittee feels that adequate documentation exists to show the District in compliance. In addition, facility master planning has been done for each location. These plans lay out the use of the land space for each campus as far into the future as is necessary to show the full use of the area.

Documentation

Questionnaire Responses

North Harris College

Kingwood College

Tomball College

Montgomery College

Telecommunications/Information Systems

Business Services

Chancellors Office

Planning Process

District Planning Process

Plan - North Harris College

Plan - Tomball College

Plan - Kingwood College

Plan - Montgomery College

Section 6.3.3 p. 70 Line 18

Administrative Processes

Specific Criterion

Procedures for budget planning **MUST** be evaluated regularly.

Acceptable, No Recommendation

Current Status and Analysis

A questionnaire was developed to request information about whether/or not there was regular evaluation of the budget process. Answers received as follows:

Montgomery College - Yes, annually by The Executive Group (Pres., VPs & Cost Center Mgrs.)

Vice Chancellor Telecommunications and Information Technology – Yes, annually by the Vice Chancellor

North Harris College - Yes, annually by the College Effectiveness Council

Kingwood College - Yes, annually by the Vice President for Administrative Services
Tomball College - Yes, annually by the faculty, staff and administration
Vice Chancellor for Business Affairs & CFO - Yes, annually by the Executive Council

Since all colleges and most Vice Chancellors responded to the questionnaire, the subcommittee feels that adequate documentation exists to show the District in compliance.

Documentation

(See Questionnaire responses 6.3.3 Page 70 Line 13.)

Section 6.3.4 p. 70 Line 31

Administrative Processes

Specific Criterion

After the budget has been approved by the chief executive officer and adopted by the governing board, a system of control **MUST** be established.

Acceptable, No Recommendation

Current Status and Analysis

Periodic group/individual meetings are conducted on the status of the budget. Line item budget actual or potential budget deficits are communicated and a corrective action is agreed upon and implemented. A budget monitoring profile system is affected each month to compare actual budget revenues and expenditures against historical “trends” to gauge the rate of revenue/expenditure for the year. Each budget cost center manager has access to applicable reports on demand. The Vice Presidents for Administrative Services at each college and the Vice Chancellors monitor their overall location or area budgets.

Documentation

Business Operations Manual Section 12

Correspondence by college (e-mail)

Monthly budget reports to NHMCCD Board

Section 6.3.4 p. 70 Line 35

Administrative Processes

Specific Criterion

The Business Officer **MUST** render interim budget statements on a periodic basis to department heads for their guidance and staying within budgetary allocations.

Acceptable, No Recommendation

Current Status and Analysis

Interim budgetary statements are prepared for cost center managers in detail and in summary form monthly. In addition, cost center managers have the capability to print their department status reports on demand.

Documentation

Sample monthly budget status report
ACBL print screen from Datatel Colleague system

Section 6.3.4 p. 71 Line 3-4**Administrative Processes**

Specific Criterion

Necessary budget revisions **MUST** be made when actual conditions require such change and **MUST** be communicated to those affected within the institution.

Acceptable, No Recommendation**Current Status and Analysis**

The cost center manager determines that a budget revision is necessary. Each manager submits a balanced budget revision form to his supervisor for approval. The availability of budget money is verified before the revision is processed. A copy of the approved and entered form is returned to indicate the completion of the process to the cost center manager. Location budget managers are required to monitor overall location budget and to correct any deficiencies found. At the district level, the CFO prepares overall budget revision when necessary and submits those revisions through the Chancellor to the Board.

Documentation

New Account Set-up/Budget Revision Request Form
Refer to: Business Operations Manual 15.4.3 Budget Revisions
Overall Budget Amendment to 1999-2000 Operating Budget Approved at March 28, 2000 Board Meeting

Section 6.3.5 p. 71 Line 12**Administrative Processes**

Specific Criterion

Enforcement of budgetary law is imperative; however, the educational function of an institution **MUST** not be controlled through the use of budgetary techniques or controls by financial officials outside the institution.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD complies with Texas state law, which requires a copy of the Annual Audit to be sent to the Coordinating Board (interview with Vice Chancellor of District Services and Chief Financial Officer and with the Chancellor). The Chancellor advises in an interview that the educational function of NHMCCD is not controlled through the use of budgetary techniques or contracts by financial officials outside the institution. Texas law does not prescribe detail budgeting processes for individual non-agency institutions.

Documentation

Texas Statutes

Section 6.3.6 p. 71 Line 17

Administrative Processes

Specific Criterion

An institution **MUST** adopt an accounting system that follows generally accepted principles of institutional accounting as they appear in College and University Business Administration, published by the National Association of College and University Business Officers.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD's accounting function is organized within the guidelines established by the American Institute of Certified Public Accountants (AICPA) and the National Association of College and University Business Officers (NACUBO). The "Notes to the Financial Statements" that accompany the audited financial statements of NHMCCD include a note "Summary of Significant Accounting Policies" in which the independent auditors attest to this conformity.

Documentation

Reference Tab: Audited financial statements included in the Annual Financial Report of NHMCCD.

Section 6.3.6 p. 71 Line 24

Administrative Processes

Specific Criterion

Institutions exempted from use of the required accounting system **MUST** arrange to provide comparable information.

Acceptable, No Recommendation

Current Status and Analysis

Does Not Apply. NHMCCD uses the required accounting system.

Section 6.3.6 p. 71 Line 26

Administrative Processes

Specific Criterion

All proprietary institutions **MUST** provide revenue/expenditure reports consistent with NACUBO/AICPA publications, either independently certified in audit report or included as supplemental data in the audit report.

Acceptable, No Recommendation

Current Status and Analysis

Does Not Apply. NHMCCD is not a propriety institution.

Section 6.3.6 p. 71 Line 33

Administrative Processes

Specific Criterion

The chief business officer **IS RESPONSIBLE** for preparing financial reports for appropriate institutional officials, board officers and outside agencies.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD Chief Financial Officer is the chief business officer for the District, and is responsible for, and does prepare, financial reports for appropriate institutional officials, board officers and outside agencies.

Documentation

Interview with Vice Chancellor for District Service/Chief Financial Officer

Section 6.3.6 p. 71 Line 35

Administrative Processes

Specific Criterion

Periodic written reports to the chief executive officer of the institution **ARE ESSENTIAL**.

Acceptable, No Recommendation

Current Status and Analysis

The Chancellor is the chief executive officer of NHMCCD. A variety of written reports are provided to him, including the monthly financial statement for the District, as well as other monthly reports that are also prepared for the NHMCCD Board of Trustees.

Documentation

Interview with Vice Chancellor for District Services/Chief Financial Officer

Section 6.3.6 p. 72 Line 1

Administrative Processes

Specific Criterion

An annual fiscal year audit **MUST** be made by independent certified public accountants, or an appropriate government auditing agency, employing as a guide for institutions under the jurisdiction of the Financial Accounting Standards Board (FASB), Audits of Not-for-Profit Organizations, published by the American Institute of Certified Public

Accountants (AICPA), or, for institutions under the jurisdiction of the Government Accounting Standards Board (GASB), Audits of Colleges and Universities, also published by the AICPA, or, in the case of for-profit institutions, conducted in accordance with generally accepted accounting principles.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD received an unqualified opinion from its independent auditors in accordance with generally accepted auditing standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Documentation

Reference Tab: Annual Financial Report

Section 6.3.6 p. 72 Line 14

Administrative Processes

Specific Criterion

If an institution is subject to Statement of Financial Accounting Standard (SFA) No. 117 and elects to use the single column "Corporate" Statement of Financial Position in its report, it **MUST** provide an additional Statement of Financial Position using one of the four highest levels of disaggregation illustrated in F.A.R.M.

Acceptable, No Recommendation

Current Status and Analysis

Does Not Apply. SFAS No. 117 applies to private institutions. NHMCCD is a public institution. (Discussed with the NHMCCD's Manager of General Accounting and reviewed SFAS No. 117).

Section 6.3.6 p. 72 Line 24

Administrative Processes

Specific Criterion

The additional statement **MUST** be included either in the audit report as an audited supplemental schedule or independently certified if not included in the audit report.

Acceptable, No Recommendation

Current Status and Analysis

Does Not Apply. SFAS No. 117 applies to private institutions. NHMCCD is a public institution.

Specific Criterion

A for-profit institution and its corporate parent, if any, **MUST** add to their audit report a separate schedule indicating the disposition of profits, including detailed information on corporate income tax paid, both state and federal, and on dividends distributed to stockholders.

Acceptable, No Recommendation**Current Status and Analysis**

Does Not Apply. NHMCCD is not a for-profit institution.

Specific Criterion

A public institution included in a statewide audited or systemwide audited financial report, for which a separate institutional audit report is not available for the fiscal year ending immediately prior to the committee visit, **MUST** have available, in lieu of audited financial statements, a Standard Review Report in accordance with AICPA Professional Standards AR 100.35 to include current funds expenditure classifications and amounts in accordance with generally accepted principles of institutional accounting, and the institution's current fund balance sheet.

Acceptable, No Recommendation**Current Status and Analysis**

Does Not Apply. NHMCCD is not part of a statewide report. NHMCCD has a separate institutional audit report.

Specific Criterion

The auditors **MUST** not be directly connected with the institution either personally or professionally.

Acceptable, No Recommendation**Current Status and Analysis**

The external auditors for NHMCCD issued an independent auditors' report, which accompanies the financial statements of NHMCCD in its Annual Financial Report. In paragraph two of the auditor's report, a statement declares that the audit was conducted

according to Generally Accepted Auditing Standards (GAAS). One General Standard included in GAAS is that independence is to be maintained by the auditors.

Documentation

Reference Tab: Annual Financial Report

Section 6.3.6 p. 73 Line 6**Administrative Processes**

Specific Criterion

An effective program of internal auditing and financial control **MUST** be maintained to complement the accounting system and the annual external audit.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD has an Internal Auditor Coordinator who designs an annual internal audit plan. He carries out the plan or contracts with an outside audit firm to perform certain tasks if a specialized expertise is needed or if the task is very labor intensive. When recommendations are made within NHMCCD, the Coordinator does follow up to see that the recommendations were carried out. Reports from the Coordinator are given to the Chief Financial Officer and to the Chancellor.

Documentation

Business Office Operations Manual, Internal Audit Plan

Section 6.3.7 p. 73 Line 15**Administrative Processes**

Specific Criterion

An institution **MUST** maintain proper control over purchasing and inventory management.

Recommendation

The Self-Study Committee recommends that NHMCCD complete the review and revision of current policy and procedures and forward the recommendations to the Vice Presidents for Administration Council (VPAD) for implementation. Since the current practices are not in exact compliance with current Board policy, but the policy revisions being developed will mirror current practice, it is assumed that once the new policy is in place, the violation will cease and the District will then be in compliance with that policy. When that occurs, the District will also be in compliance with this “must” statement.

Current Status and Analysis

The Board of Trustees’ Policy for Purchasing and Acquisition following applicable State of Texas law sets the parameters with specifics for ALL categories of purchases. The Board Policy also requires that procedures be implemented to ensure that policy is being

followed. Both policy and procedures are in place to direct that proper control over purchasing be established. There are regular violations of the policy and procedure. A recent internal audit report describes some of those violations. In addition, volume statistics for payments that are made from check requisitions imply that significant numbers of purchases are being made without purchase order. Current policy is under review and revision to align with current acceptable procedures and practices.

Documentation

Internal Audit Report – Purchase Order vs. Check Requests

Flow chart of purchasing process

Section 6.3.8 p. 73 Line 25**Administrative Processes**

Specific Criterion

The institution **MUST** adhere to a published policy and procedure for refunding fees and charges to students who withdraw from enrollment.

Acceptable, No Recommendation

Current Status and Analysis

The District adheres to a published policy for refunding tuition and fees.

Documentation

Reference Tab: 2000-2001 Catalog; Spring 2001 Credit Schedule p. 10

Individual accounts receivable record showing refund activity.

Section 6.3.8 p. 73 Line 27**Administrative Processes**

Specific Criterion

The policy and procedure **MUST** be in keeping with generally accepted refund practices in the higher education community, applicable to all students, and clearly stated in the appropriate official publications.

Acceptable, No Recommendation

Current Status and Analysis

The NHMCCD refund policy and procedure is in keeping with generally accepted refund practices in the higher education community, applicable to all students, and clearly stated in the appropriate official publications.

Documentation

Reference Tab: 2000-2001 Catalog; Spring 2001 Credit Schedule p. 10

Specific Criterion

There **MUST** be a suitable organization and adequate procedures for the management of all funds belonging to the institution.

Acceptable, No Recommendation**Current Status and Analysis**

The District provides for cashiering at each of its colleges and the District Office. The cashiering function is "organized" under the direction and control of the Vice President for Administrative Services at each College, or the Executive Director of Finance and Treasury at the District Office. The procedures for management of all funds belonging to the institution are described in the Business Operations Manual. Section 4.4.3 specifically deals with receipts and deposits.

Documentation

Business Operations Manual Section 4.4.3; Process maps Section 4.5.

Specific Criterion

The cashiering function should be centralized in the business office, and there **MUST** be a carefully developed system for the receipt, deposit and safeguarding of institutional funds.

Acceptable, No Recommendation**Current Status and Analysis**

The internal auditor will need to be employed in the discovery of the cashiering centralization in the business office. It is possible that certain CE/CT offices or registration cashiering functions do not report directly to the business office, even though the receipts are processed through the business office. The District does have a carefully developed system for the receipt, deposit and safeguarding of institutional funds, however, there are issues related to the processing of open batches of cash receipts. This process should be reviewed.

Documentation

Business Operations Manual 4.4.3
Report from Manager of Accounting Services
Report from Director of Internal Audit
Student Financial Records Process Chart

Specific Criterion

All persons handling institutional funds **MUST** be adequately bonded.

Acceptable, No Recommendation**Current Status and Analysis**

The District maintains Commercial Crime Policy 71BY10046874, through Aetna Casualty and Surety Company. This bond provides for the insurance against theft, disappearance, and destruction in the amount of \$250,000 subject to a \$2,500 per occurrence deductible. The term is 1/16/2000 to 1/16/2003. Coverage is universal for all employees.

Documentation

Copy of the Commercial Crime Policy

Specific Criterion

The institution **MUST** have a written statement of its investment policies and guidelines approved by the Board.

Acceptable, No Recommendation**Current Status and Analysis**

Investment Policy CAK (Local/Legal) sets out the investment policy of the District approved by the Board. The goals of the institution in policy and guidelines are not included in the Policy and are not clearly defined in the guidelines (procedures). The “Operational Strategies” section governs the granting or withholding of investment discretion based on liquidity needs, credit risk and interest rate risk. The “Authorized Investments” section describes the authorized and prohibited investment transactions. The criteria for performance measurement are shown on the investment reports, but are not described in the Policy or the Guidelines. Board members must attend training, and thereby are aware of their fiduciary responsibility and their responsibility for securing maximum investment returns consistent with approved policy as described in the “Investment Training” section of the Policy. The Board has delegated the investments in the “Investment Officers” section, and limited the involvement in the “Internal Controls” section, which reduces the possibility for conflict of interest. The Board Conflict of Interest Policy is described in Board Policy BBF/BBFA.

The NHMCCD Board revised Investment Policy CAK at its June, 1999 meeting.

Documentation

Reference Tab: Investment Policy CAK (Legal/Local)

Section 11 of the Business Office Procedures Manual - Treasury Process Flowchart (which are the guidelines)

Conflict of Interest Policy

Section 6.3.10 p. 74 Line 20**Administrative Processes**

Specific Criterion

Investment policies and guidelines **MUST** be evaluated regularly.

Acceptable, No Recommendation**Current Status and Analysis**

The Investment Policy is being reviewed at least annually. Amendments to the policy have occurred as follows: 5/2/97; 2/17/98 and 11/19/98. The guidelines were written 10/23/97 and have not been revised.

The NHMCCD Board revised Investment Policy CAK at its June, 1999 meeting.

Documentation

Reference Tab: Investment Policy CAK (Legal/Local)

Section 11 of the Business Office Procedures Manual with Treasury Process Flowchart, which are the guidelines.

Section 6.3.12 p. 74 Line 33**Administrative Processes**

Specific Criterion

These activities, when operated by or for the institution, **MUST** be documented and operated in a fiscally responsible manner.

Acceptable, No Recommendation**Current Status and Analysis**

The District contracts for operation of the NHMCCD bookstores and vending services and operates internally its food-service operations. The general concept of auxiliary services is the basis for breakeven. The criteria of "fiscally responsible" would imply that the enterprise should operate on at least a break-even basis. The bookstore and vending contracts provide a financial return in the form of commissions and/or a guaranteed annual payment. They are, therefore, providing more than a "break-even" operation. The bookstore and vending contracts include operational guidelines and "documentation" of the relationship between the vendors and the institution. The District uses the bid process to purchase food supplies for its in-house operated food service operations. This ensures that good business practices are used to reduce cost of goods sold. Overall, NHMCCD Auxiliary Funds must not operate "in the red", and they do not.

Documentation

Auxiliary Fund Financial Statement for the Six Months Ended February 28, 1999.
Food Service Financial Statements for the Year Ended 8/31/98 and 2/28/99
Account analysis of bookstore and vending commissions for current fiscal year.

Section 6.4 p. 75 Line 1**Administrative Processes**

Specific Criterion

Physical resources, including buildings and equipment on and off campus, **MUST** be adequate to serve the needs of the institution in relation to its stated purpose, program and activities.

Acceptable, No Recommendation**Current Status and Analysis**

Once needs of the institution have been identified through feasibility studies, programming and planning processes, resources are made available for buildings and equipment to support the institutional stated purpose.

Documentation

Refer to 6.4.1 Space Management, 6.4.2 Buildings, Grounds, and Equipment Maintenance, 6.4.3 Safety and Security and 6.4.4 Facilities Master Plan.

Section 6.4.1 p. 75 Line 7**Administrative Processes**

Specific Criterion

Space allocated to any institutional function **MUST** be adequate for the effective conduct of that function.

Acceptable, No Recommendation**Current Status and Analysis**

Facility Master Plans for all colleges reflect the allocation of space for the effective conduct of institutional functions. Documents are on file at the District Office in the office of the Director of Plant Operations and Construction.

Documentation

Master Plans for each college

Specific Criterion

An institution **MUST** have a plan for the upkeep of its property.

Acceptable, No Recommendation**Current Status and Analysis**

All colleges have a formalized preventative maintenance and comprehensive facility deferred maintenance plan in place, which addresses the upkeep of its properties.

Documentation

Facility deferred maintenance plan for each college

Specific Criterion

At a minimum, the plan **MUST** address routine, preventative and deferred maintenance of buildings, equipment and grounds.

Acceptable, No Recommendation**Current Status and Analysis**

Each college has its own preventative maintenance software program. There is a check list of major pieces of equipment describing maintenance work required either monthly, quarterly or annually. Regular maintenance is scheduled daily based on the issue of work orders through work order forms or e-mail. The completion of these work orders is done through the preventive maintenance software program i.e. ACT 1000 or TMA.

A comprehensive facility deferred maintenance plan has been developed for each college. It spans a five-year time frame and includes maintenance of buildings, grounds, and capital equipment of each college. The format includes maintenance description, estimated cost, related time frames, priorities and funding. It also contains a tracking system completed projects and final cost.

Documentation

Facility deferred maintenance plan for each college

Specific Criterion

There should be a written schedule for regular maintenance activities and a written record of projects completed. The plan **MUST** be operational and evaluated annually.

Acceptable, No Recommendation

Current Status and Analysis

Annual evaluation of the Building, Grounds and Equipment is done during the annual budgetary process. Between January and May each year, the comprehensive facility deferred maintenance plan is updated and revised by all college plant operations departments and approved by the administration. Priorities are established for each project to be used to expedite the decision-making process as to which projects will be executed when funding amounts are established each year. When funding amounts are furnished in August, each college again reviews their list of projects making alterations as necessary and a final list of projects is submitted to the Board of Trustees for approval.

Documentation

Facility deferred maintenance plan for each college

Section 6.4.3 p. 75 Line 18

Administrative Processes

Specific Criterion

The institution **MUST** take reasonable steps to provide a healthful, safe and secure environment for all members of the campus community.

Acceptable, No Recommendation

Current Status and Analysis

Each college has taken reasonable steps to provide a healthful, safe and secure environment for all members of the campus community through safety and procedures manuals for science labs, posting of egress routes in the event of an emergency, supporting evacuation procedures, and providing an adequate number of police officers.

Responsible Individuals

North Harris College – Steve Megregian

Kingwood College – Jim Taylor

Tomball College – Rick Daigneault

Montgomery College – Pat Pate

District Office – Steve Wooten

Documentation

College safety and security plans

Section 6.4.3 p. 75 Line 20

Administrative Processes

Specific Criterion

Administrative responsibility for environmental health and safety programs **MUST** be assigned.

Acceptable, No Recommendation

Current Status and Analysis

Individuals listed below are assigned administrative responsibility for health and safety programs.

Responsible Individuals

North Harris College – Steve Megregian
Kingwood College – Jim Taylor
Tomball College – Rick Daigneault
Montgomery College – Pat Pate
District Office – Steve Wooten

Documentation

See above list.

Section 6.4.3 p. 75 Line 22

Administrative Processes

Specific Criterion

A comprehensive safety plan **MUST** be developed, implemented and evaluated regularly.

Acceptable, No Recommendation

Current Status and Analysis

Each college currently has an existing plan for safety and security including implementation and evaluation.

Responsible Individuals

North Harris College – Steve Megregian
Kingwood College – Jim Taylor
Tomball College – Rick Daigneault
Montgomery College – Pat Pate
District Office – Steve Wooten

Documentation

College safety and security plans

Section 6.4.4 p. 76 Line 1

Administrative Processes

Specific Criterion

The institution **MUST** maintain a current written physical facilities master plan that provides for orderly development of the institution and relates to other institutional planning efforts.

Acceptable, No Recommendation

Current Status and Analysis

Facility master plans for all colleges have been updated and all reflect an orderly development of the institutions. Planning determinants and special studies are included with each college master plan. Program information reflecting institutional planning efforts are also included as part of each master plan.

Documentation

College master plans

Section 6.5 p. 76 Line 5

Administrative Processes

Specific Criterion

Externally funded grants and contracts **MUST** be related to the stated purpose of the institution.

Acceptable, No Recommendation

Current Status and Analysis

Applications and requests for funding from external sources are made in accordance with the district and college's mission, vision, goals, and priorities. Each college may develop internal review and approval processes as appropriate. All proposals submitted are to be based on identified needs of colleges and support of the NHMCCD's long range plans and institutional goals.

Documentation

NHMCCD Policy Manual

Appropriations and Revenue Sources: Resource Development, CAP (Local).

Section 6.5 p. 76 Line 6

Administrative Processes

Specific Criterion

The institution's policy on such grants and contracts **MUST** provide for an appropriate balance between grant and contract activity and instruction, and guarantee institutional control over the administration of research projects.

Acceptable, No Recommendation

Current Status and Analysis

Research projects, funded by external agencies, are not currently part of NHMCCD's grant programs and are more applicable to university settings. A policy providing a balance between instruction and grant activity is a part of the Resource Development Policy, providing for an appropriate balance between grant and contract activity and instruction.

Documentation

NHMCCD Policy Manual, Appropriations and Revenue Sources
Resource Development, CAP (Local)

Section 6.5 p. 76 Line 12**Administrative Processes**

Specific Criterion

The researcher's freedom to investigate and report results **MUST** be preserved. Research support from outside agencies should not undermine these basic research principles.

Current Status and Analysis

Does Not Apply. Research projects, funded by external agencies, are not currently part of NHMCCD's grant programs and are more applicable to university settings.

Section 6.5 p. 76 Line 15**Administrative Processes**

Specific Criterion

The institution **MUST** establish a clear policy concerning a faculty member's division of obligations between research and other academic activities.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD has no research grants and does not seek funding for such projects. However, current policy does specifically address faculty member's division of obligations between research and other academic activities, providing a balance between instruction and grant activity. This policy applies to all faculty members, as the faculty Contract of Employment, states that all employees are subject to Board policies. The Contract of Employment: One Year states "All employees are subject to by-laws, policies, and procedures adopted by the Board of Trustees and such...are as fully a part of this contract as if attached to this agreement or repeated herein."

Documentation

NHMCCD Policy Manual, Appropriations and Revenue Sources:
Resource Development, CAP (Local)
Contract of Employment: One-Year

Section 6.5 p. 77 Line 6**Administrative Processes**

Specific Criterion

When the institution becomes even partially dependent upon such funds for faculty salaries and /or graduate student stipends, termination of grants and contracts can

jeopardize an entire educational program. It **IS ALSO IMPORTANT** that an institution not become dependent upon indirect cost allowances from grants and contracts to support its regular operating budget.

Acceptable, No Recommendation

Current Status and Analysis

With total indirect cost amounting to only approximately \$120,000 for the District in a fiscal year, the loss of such a small percentage (.12%) of the total Educational and General Budget of more than \$98,800,000, would not jeopardize NHMCCD educational programs in any way.

Documentation

NHMCCD Accounting Records

Section 6.5 p. 78 Line 21

Administrative Processes

Specific Criterion

The institution's policy on such grants and contracts **MUST** provide for an appropriate balance between grant and contract activity and instruction, and guarantee institutional control over the administration of research projects.

Acceptable, No Recommendation

Current Status and Analysis

A policy providing a balance between instruction and grant activity is a part of the Resource Development policy. Because NHMCCD does not seek funds for research projects, the statement regarding guarantee of institutional control over the administration of research projects does not apply. However, the current Resource Development Policy does provide a balance between instruction and grant activity.

Documentation

NHMCCD Policy Manual, Appropriations and Revenue Sources
Resource Development, CAP (Local)

Section 6.5 p. 78 Line 22

Administrative Processes

Specific Criterion

It **MUST** ensure that this policy is published in such documents as the faculty handbook and made known to all faculty members.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD has created an employee handbook that describes in detail the policies and procedures related to the proper use of grant funds for salary compensation. All employees receive and have access to this handbook.

Documentation

Employee Handbook

Section 6.5 p. 78 Line 25**Administrative Processes**

Specific Criterion

Where applicable, the institution **MUST** develop policies regarding summer salaries paid from grant and contract funds, salary supplements paid from grants during the regular academic year, and fees for consultative services provided by faculty members.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD has created an employee handbook that describes in detail the policies and procedures related to use of grant funds in support of employee compensation. This employee manual includes policies regarding summer salaries paid from grant funds and supplements to regular salary.

Documentation

Employee Handbook

Section 6.5 p. 78 Line 29**Administrative Processes**

Specific Criterion

These policies **MUST** also be published and made known to the faculty.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD has created an employee handbook that describes in detail the policies and procedures related to use of grant funds in support of employee compensation. All employees receive and have access to this handbook.

Documentation

Employee Handbook

Specific Criterion

In accepting funds from outside agencies, the institution **MUST** ensure that it maintains control over research and instruction.

Acceptable, No Recommendation**Current Status and Analysis**

Research projects, funded by external agencies, are not currently part of NHMCCD's grant programs and are more applicable to university settings. However, a policy providing a balance between instruction and grant activity is a part of the Resource Development policy. In accepting funds from external agencies, the district does provide for an appropriate balance between grant and contract activity and instruction.

Documentation

NHMCCD Policy Manual, Appropriations and Revenue Sources
Resource Development, CAP (Local)

Specific Criterion

Because many agencies attach stringent regulations directing and limiting the activities for which they provide funding, the institution **MUST** safeguard control over its own activities.

Acceptable, No Recommendation**Current Status and Analysis**

NHMCCD does safeguard control over its own activities. Policy states, "In the event of differences between District policy and an agency's contractual policy, District policy will prevail."

Documentation

NHMCCD Policy Manual, App.ropriations and Revenue Sources
Resource Development, CAP (Local)

Specific Criterion

Continuity of support for general institutional activities **MUST** not be endangered by acquisition of research grants and contracts.

Acceptable, No Recommendation

Current Status and Analysis

NHMCCD's Indirect Cost policy states "The District will not become dependent upon indirect cost allowances from grants and contracts to support its regular operating budget."

Documentation

Indirect Cost Policy

Section 6.5 p. 79 Line 6

Administrative Processes

Specific Criterion

Grants **MUST** be awarded and contracts **MUST** be made for specified periods of time.

Acceptable, No Recommendation

Current Status and Analysis

All grants and contracts from external funding agencies specify a specific period of time for the grant award. NHMCCD starts grant activity only after the start date of the award. All grant activity is complete before the end date of the grant.

Documentation

Sample grant contracts specifying the effective dates for the award period

Section 6.6 p. 79 Line 15

Administrative Processes

Specific Criterion

When an institution is reliant upon such an entity, or when a separately incorporated or related entity is reliant upon the institution, documentation outlining the mutual relationship and benefits **MUST** be maintained by the institution. Documentation must include the following: a description of the separately incorporated unit's activities; a statement demonstrating the manner in which the activities relate to purpose of the institution; a current roster of board members of the unit, including institutional personnel and board members who have responsibilities with both the institution and the incorporated entity, whether they are additionally compensated by the entity or not; a copy of the separately incorporated unit's annual financial audit report for the most recently completed year; and copies of the charter and bylaws of the unit.

Recommendation

The Self-Study Committee recommends that NHMCCD develop and adopt a policy regarding association with separately incorporated entities and the required documentation, and that a district wide review of all associations with separately incorporated entities be reviewed for compliance

Current Status and Analysis

The District has several reliant associations with separately incorporated entities such as the NHMCCD Foundation and Techforce 2000 that appear to fall under this section. Documentation is in place outlining the relationship and benefits, but not all required information is captured in the proper format.

The District also does not have a policy regarding such associations and the required documentation.

Summary of Recommendations

1.	Section 4.8 p. 40 Line 9	Educational Program
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Recommendation

The Self Study Committee recommends that the institution provide evidence that it has employed faculty members qualified to accomplish its purpose. Vice Presidents and Associate Deans requesting required documentation from faculty and refraining from assigning faculty to courses in fields in which the faculty member does not meet SACS credential guidelines can accomplish this. If the Vice President can document non-traditional credentials, the Vice President may provide “exception” documentation for the faculty member’s personnel file.

2.	Section 4.8 p. 40 Line 27	Educational Program
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Recommendation

The Self Study Committee recommends that the institution show evidence that the faculty member has appropriate academic preparation. Associate Deans and Vice Presidents may ensure that all faculty hires will either have degrees from regionally accredited institutions or provide to NHMCCD an evaluation of foreign transcripts by an approved evaluation provider.

3.	Section 4.8.2 p. 41 Line 10	Educational Program
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Recommendation

The Self Study Committee recommends that the institution demonstrate that both full-time and part-time faculty meets the criterion. The recommendation status will remain until all Sections 4.8.2.1, p. 41, line 13 through 4.8.2.4, p. 46, line 11 are acceptable.

4.	Section 4.8.2.1 p. 41 Line 13	Educational Program
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Recommendation

The Self Study Committee recommends that all full-time and part-time faculty members teaching credit courses in humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics will have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree, or hold the minimum of a master’s degree with a major in the teaching discipline. Any faculty teaching in Fall 2000 not meeting the requirements will not be assigned classes in subsequent semesters.

Recommendation

The Self Study Committee recommends that the institution take responsibility for keeping on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications. Vice Presidents of Educational Resources and Associate Deans will be vigilant in collecting and verifying all required credentials documentation from each faculty member, both full-time and part-time. The Human Resources Department will receive faculty documentation, record the information in the Colleague system, and place the physical documents in the faculty member's personnel file for future reference. College instructional administrators and the Human Resources Department will regularly communicate and cooperate to resolve faculty documentation issues.

Recommendation

The Self-Study Committee recommends that the College District initiate and document a procedure and schedule for regular review and evaluation of all contractual and consortial agreements entered into by the District, including those established for the purpose of offering credit courses or programs and other educational services and programs.

Recommendation

The Self-Study Committee recommends that information about student development programs and services consistently appear on college web sites and that information be made available to students currently enrolled in distance learning formats.

Recommendation

The Self-Study Committee recommends that NHMCCD complete the review and revision of current policy and procedures and forward the recommendations to the Vice Presidents for Administration Council (VPAD) for implementation.

Recommendation

The Self-Study Committee recommends that NHMCCD develop and adopt a policy regarding association with separately incorporated entities and the required documentation, and that a district wide review of all associations with separately incorporated entities be reviewed for compliance

Summary of Suggestions**Suggestion**

The Self-Study Committee suggests that a quality program at the local level be assured through the establishment of consistent and systematic College District procedures for participation in the Virtual College of Texas. The Virtual College of Texas (VCT) has established generic procedures in their Operations Manual to enable host and provider colleges to maintain a quality program. While NHMCCD may be following many of these procedures, systematic and consistent procedures at the District level have not been established.

Suggestion

The Self-Study Committee suggests that the District representatives for each library consortium review the various agreements to ensure that they provide for regular evaluation.

Suggestion

The Self-Study Committee suggests that in light of the rate at which library services have increased, the institution continue to assess the effectiveness of staffing levels in order to be able to participate in the planning and budgeting processes as appropriate.

Suggestion

The Self Study Committee suggests that NHMCCD establish district-wide financial aid procedures allowing for autonomy (since the population that we serve differs). These procedures must be approved by the Financial Aid Council and be accessible to all campuses. The District Director of Financial Aid should be responsible for implementing these procedures.

Suggestion

The results are not always shared with the parties involved. Findings of the audit may not be addressed because the parties being audited are not aware of the findings. The Self-Study Committee suggests that the result of every audit (external and internal) be distributed to all the parties involved and appropriate actions be taken according to the findings.

Suggestion

The Self-Study Committee suggests that because of the significant variances that appear in the Cost per Contact Hours compared with the state median costs (without overhead), the District should review the costs and the contact hours to determine why these specific discipline area differences are more than 25%.