

### ***Role of the Designated Committee***

The designated committee is responsible for organizing and coordinating the self-evaluation process and for ensuring that appropriate progress is made. In addition, it is an important role of the committee to ensure that evidence is shared within the institution and that relevant internal stakeholders, who have knowledge of data and who can contribute to the analysis of data and evidence, are involved in the process as appropriate.

The institutional intranet or the faculty/staff section on the institution's website can be an effective resource for sharing information relevant for the self-evaluation process. One possible approach is to create an electronic repository on the intranet or the website for sharing information, e.g., the timetable for the self evaluation process, minutes from committee meetings, and drafts of the various sections of the Institutional Self Evaluation Report in order for college representatives to post input to the Report. If the institution already has a permanent electronic platform for sharing institutional data, a separate repository for the self-evaluation process may not be necessary, or the repository for the self-evaluation can provide links to the general information platform so that data is easily accessible for everyone involved in the self-evaluation process. If the institution has well-organized electronic data and other evidence in place, the presentation of the evidentiary information in electronic format to the External Evaluation Team at the time of submission of the Institutional Self Evaluation Report will be facilitated (see also Section 5.2).

The institution should give the designated committee sufficient time to assume its responsibilities and provide it with the clerical support needed to complete its work. The Commission encourages the institution to select an editor for the Institutional Self Evaluation Report at the outset so that the editor can participate throughout the process. The editor has multiple roles. The editor must ensure that the Report reads as a coherent text and that it is clear and succinct without excessive repetition and redundancies across the various sections of the report. The length of a quality Institutional Self Evaluation Report depends on the size and complexity of the institution. As a rule of thumb, the target for the length of a good quality report would be approximately 25,000 words, excluding evidentiary information.

Finally, the designated committee is responsible for disseminating the final Institutional Self Evaluation Report to the college community. The External Evaluation Team will expect that trustees, faculty, staff, and administrators are familiar with the content of the Institutional Self Evaluation Report when it meets with them during the external evaluation site visit.

In summary, an effective and useful self evaluation process has to balance two needs: 1) to be organized in a manner best fit for the institution's mission and processes, and 2) to address the requirements of the Commission.

Regardless of how an institution chooses to align these needs, there are a number of principles that support a successful self-evaluation process. It should:

- address the Eligibility Requirements, Accreditation Standards, and Commission policies, and meet other Commission requirements,
- provide content and evidence for the Institutional Self Evaluation Report,
- include institution-set standards for student achievement and learning outcomes,
- provide and analyze existing evaluation, planning, and improvement data,
- lead to an assessment based on analysis of data of the quality of the institution's programs and services and its institutional effectiveness as well as the formulation of plans and actions for improvement, and
- involve the institutional stakeholders who have a role in improving institutional quality.