Accreditation Steering Committee
Agenda
Thursday, January 20, 2016
3:30 – 5:00 p.m.
Multidisciplinary Center West (MCW) – 312

A. Call to Order
B. Public Comments and Introductions
C. Approval of Minutes: December 2, 2015
D. Announcements/Information Items
   1. **Reminder to submit evidence and any web problems to Felicia Torres**
   2. ACCJC Accreditation Reference Handbook July 2015
   3. ACCJC Guide to Evaluating & Improving Institutions (Probing Questions)
   4. ACCJC Manual for Institutional Self Evaluation Oct. 2015
   5. Napa Valley College (sample Accreditation Self-Evaluation Report)
   6. CCCCO Taskforce on Accreditation
   7. New: Los Angeles Valley College Self Evaluation Report
E. Discussion Items
   1. Welcome Eric Martinsen Committee Co-Chair
   2. Review Timeline Review
   3. Accreditation Standards Subcommittees update
   4. Google Docs
   5. Update on Web Progress (Grant or Phil)/Drupal training for campus?
   6. Accreditation Functional Map from DCAP
   7. Quality Focus Essay
      - Campus Forum identified areas:
         ➢ Integrated Planning
         ➢ Increase Online Services
         ➢ Achieving the Dream
         ➢ Communication
   8. Other
F. Action Items
   1. None
G. Adjournment

Charge: The Accreditation Steering Committee monitors the status of the college's compliance with accreditation standards and is responsible for the coordination of the effort to prepare the self-study and mid-term reports. Recommendations from the college self-study and the Accrediting Commission referred to the College Planning Committee for incorporation into the college plan.

Membership: Accreditation Liaison Officer, Vice President of Academic Affairs and Student Learning, vice President of Student Development, Vice President of Business Services, Dean of Institutional Effectiveness/Accreditation Liaison Officer (chair), Academic Senate Executive Committee members, Basic Skills Committee Co-Chair, Budget Resource Council Chair, Classified Senate Executive Committee members, College Planning Council Co-Chair, Curriculum Committee Co-Chair, Dean for Distance Education, Facilities Oversight Group Co-Chairs, Institutional Researcher, Library Committee Chair, Learning Resources Supervisor, SLO Committee Chair, Asst. Deans of Student Services, Student Success Team Representative, Technology Committee Chair.

Meeting Dates for Fall 2015	Meeting Dates for Spring 2016
~~Sept. 2 & 6~~	~~Jan. 20~~
~~Oct. 7 & 21~~	Feb. 3 & 17
~~Nov. 4 & 19~~	March 2 & 6
~~Dec. 2~~	April 6 & 7
	May 4

Accreditation Steering Committee (VC-ASC)

2015-2016 Academic Year

Meeting Notes
December 2, 2015 - 3:30 p.m. – 5:00 p.m.
MEETING NOTES PRIOR TO APPROVAL AT January 20, 2016 VC-ASC MEETING

Members: ALO: Kim Hoffmans; Faculty Co-Chair: Alex Kolesnik
Jack Bennett, Michael Bowen, Phillip Briggs, Colleen Coffey, Karen Engelsen, Patricia Ewins, Tim Harrison, Bill Hart, Grant Jones, Gwen Lewis-Huddleston, Debbie Newcomb, Peder Nielsen, Mark Pauley (Budget and Resource Council Co-Chair), Steve Palladino, Rick Trevino, and Lynn Wright

Guests: none

Absent: Kammy Algiers, Emily Bartel, Michael Callahan, Maureen Eliot, Greg Gillespie (President), Raeann Koerner, Raeann Koerner, Rachel Marchioni, and Rebecca Russell.

Recorder: Olivia Long

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
A. Call to Order	Dr. Hoffmans called the meeting to order at 3:36 p.m.			
B. Public Comments	D. Newcomb publicized "Bring Your Data Day" and provided a handout with the details. Dr. Hoffmans introduced Patricia Ewins, Interim Vice President of Student Affairs.			
C. Approval of Minutes: November 4 & 19, 2015	A. Kolesnik asked for any corrections and/or amendments to the minutes as presented. There were none. Minutes were approved via consensus.			
D. Announcements/Information Items 1. Reminder to submit evidence and any web problems to Felicia Torres 2. ACCJC Accreditation Reference Handbook July 2015 3. ACCJC Guide to Evaluating & Improving Institutions (Probing Questions) 4. ACCJC Manual for Institutional Self Evaluation Oct. 2015 5. Napa Valley College (sample Accreditation Self-Evaluation Report) 6. CCCCO Taskforce on Accreditation				
	Dr. Hoffmans provided an update on the catalog of evidence. She also noted that Dr. Calote has agreed to be the editor.			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
E. Discussion Items **1. Committee Co-Chair**	A. Kolesnik announced that Eric Martinsen agreed to be the faculty co-chair for accreditation.			
2. Review Timeline	Dr. Hoffmans reviewed the timeline. Dr. Harrison requested the draft from the editor be sent to the committee.	Draft to Lead/ Committee	Jan. 2016	Dr. Hoffmans
3. Quality Focus Essay	Dr. Hoffmans noted the 2 initiatives the campus has already begun working with (communication and integrated planning), she posed the question, How can we do it better? A brief discussion ensued that touched on website, information integrity, accessibility, pathways, and modes of communication. She noted that she would be conducting a flex day session regarding accreditation.			
4. Distance Education	Dr. Hoffmans noted that distance education is interwoven throughout the document and that there is a separate handbook that addresses it. Be aware of this component during the study session. Dr. Huddleston noted that the information tends to be repetitive and that every item is being addressed.			
5. Study Session (Standard IC. Institutional Effectiveness and 2A. Instructional Programs)	The committee broke out into groups and conducted study sessions.			
6. Next Steps	No discussion.			
F. Action Items				
1. None				
G. Adjournment	A. Kolesnik adjourned the meeting at 4:48 p.m.			
Next Meeting Date:	January 20, 2016 – 3:30 pm, MCW-312			

Accreditation Self-Evaluation Preparation Timeline

D R A F T of January 14, 2016

Month	Activity
September 2, 2015	First semester meeting to discuss group assignments and timelines
September 16, 2015	All groups review drafts and identify areas that will need attention and possible sources of evidence.
October 7, 2015	Report on progress on draft and turn in evidence for electronic storage
November 4, 2015	**Draft responses for all 4 standards are due to Accreditation Liaison Officer (ALO)**
November 6-30, 2015	Share progress on initial response to each standard with Campus Committees and Forums
November 19, 2015	Accreditation Committee meets and responds to draft of standards ALO forwards drafts to editor
December 2, 2015	Accreditation Committee meets and responds to draft of standards
January 6, 2016 January 7, 2016 January 8, 2016 January 20, 2016	Edits/comments on 1st Draft due from editor to ALO Professional Development Presentation ALO distributes 1st Draft to Standard Leads, President Gillespie, Academic Senate Alex Kolesnik, Classified Senate Peder Nielson, and Associated Students Accreditation Committee meets and responds to draft of standards
February 1, 2016	**Draft due to DCAP**, local committees (Admin Council, Classified Senate, Academic Senate, and College Planning Council) First and second readings where needed. Draft revisions throughout the month. Quality Focus Essay and planning pieces need to be in place.
March 17, 2016	**Draft due to Board for April Board Meeting*****
April 12, 2016	Board meeting – first reading Revisions as necessary; **Final Draft to Board approximately April 19**.
May 12, 2016	**Final Draft, Second Reading by BoT**
August 2016	**Self-Evaluation due to ACCJC**
October, 2016	Site Team Visit; Possibly October 10-14. *Our second choice of dates is the last week in September*

***March 17th is the deadline for the document (not the placeholder) to actually send to Clare Geisen. If there were minor changes that we caught in the next couple of days past that, we could probably fix, if not we'll just communicate to the Board at the meeting.

Ventura College
Accreditation Standards Subcommittees (01/20/2016)

Subsection Leads are <u>underlined</u>

Accreditation Liaison Officer	Kim Hoffmans
Introduction	**Lead- Eric Martinsen**
A. Structure of the Institutional Self-Evaluation Report/History and effectiveness data	<u>Eric Martinsen</u> and Phillip Briggs
B. Organization of the Self-Evaluation Report and Organizational Information	<u>Phillip Briggs</u> and Kim Hoffmans
C. Eligibility Requirements	<u>Kim Hoffmans</u>, Greg Gillespie, Pat Ewins and Tim Harrison
D. Compliance with Commission Policies	<u>Kim Hoffmans</u>. Greg Gillespie, Pat Ewins and Tim Harrison
Quality Focus Essay	<u>Pat Ewins</u>, Greg Gillespie, Kim Hoffmans, and Tim Harrison
Standard I: Institutional Mission and Effectiveness	**Lead – Phillip Briggs**
A. Mission	<u>Phillip Briggs and Maureen Eliot</u>, Michael Callahan, Peter Sezzi, Lisa Anderson, ***Joannamarie Kraus* (Student Rep), Classified Rep**
B. Assuring Academic Quality and Institutional Effectiveness	<u>Bill Hart</u>, Sharon Beynon, Michael Callahan, Alex Kolesnik, Rachel Marchioni
C. Institutional Integrity	<u>Debbie Newcomb</u>, Andrea Horigan, ~~Michael Callahan, Peter Sezzi~~, Olivia Long, ~~Sandy Melton, Amy Madsen, Richard Forde~~, ***Jack Bennett, Phillip Briggs***
Standard II: Student Learning Programs and Services	**Lead – Lynn Wright**
A. Instructional Programs	<u>Alex Kolesnik/Lynn Wright</u>, Jack Bennett, Peter Sezzi, Sharon Beynon, Andrea Horigan, Pamela Yeagley, Michael Bowen, Raeann Koerner
B. Library and Learning Support Services	<u>Peter Sezzi/Rebecca Russell</u>, Tanya Shafer, Erika Hurtado
C. Student Support Services	<u>Karen Engelsen</u>, David Bransky, Rick Trevino, Bill Hart, Celia Rodriguez, Scott Brewer, Alma Rodriguez, Will Cowen, **Emily Bartel**, Debbie Newcomb, ~~Categorical rep~~
Standard III: Resources	**Lead – Tim Harrison**
A. Human Resources	<u>Tim Harrison</u>, Mike Shanahan, Peder Nielsen, Alex Kolesnik, Bill Hart, Maureen Eliot

B. Physical Resources	Jay Moore, Tim Harrison, Steve Palladino, Dan Kumpf
C. Technology Resources	Grant Jones, Gwendolyn Lewis-Huddleston, Mark Pauley, Rebecca Russell
D. Financial Resources	Tim Harrison, Jeanine Day, Peder Nielsen, Brenda Griego, Rebecca Russell, Mark Pauley, Lisa Smith
Standard IV: Leadership and Governance	**Lead – Alex Kolesnik**
A. Decision-Making Roles and Processes	Alex Kolesnik, Colleen Coffey, Olivia Long, Peder Nielsen, Tim Harrison, **Student Rep**
B. Chief Executive Officer	Greg Gillespie, Alex Kolesnik, Peder Nielsen
C. Governing Board	Greg Gillespie, Clare Geisen, Alex Kolesnik, Peder Nielsen
D. Multi-College Districts or Systems	Greg Gillespie, Clare Geisen, Alex Kolesnik, Peder Nielsen
Distance Education	Gwendolyn Lewis-Huddleston, Matthew Moore, Eileen Crump, **need volunteers here**
SLOs	Bill Hart/Debbie Newcomb, Rachel Marchioni, Alma Rodriguez, **need volunteers here**
Professional Development	Sharon Beynon, Eileen Crump, **need volunteers here**
Student Equity	Kammy Algiers, Dan Kumpf, Rick Trevino

Accreditation Standards
(Adopted June 2014)

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

		College	District
A.	**Mission**		
1.	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	B	B
2.	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	B	B
3.	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	B	B
4.	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	B	B
B.	**Assuring Academic Quality and Institutional Effectiveness**		
	Academic Quality		
1.	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2.	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
3.	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
	Institutional Effectiveness		
5.	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and	P	S

		qualitative data are disaggregated for analysis by program type and mode of delivery.		
	6.	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
	7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
	8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
	9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S
C.		**Institutional Integrity**		
	1.	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
	2.	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S
	3.	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
	4.	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S

5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	B	B
6.	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
7.	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	B	B
8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	S
9.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
10.	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	B	B
11.	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	B	B
12.	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	B	B
13.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	B	B

14.	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	B	B

Standard II: Student Learning Programs and Support Services
The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

		College	District
A.	**Instructional Programs**		
1.	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2.	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
3.	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
4.	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
5.	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis	P	S

	of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)		
6.	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
7.			
	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
8.	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
9.	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11.	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
12.	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of	P	S

	responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)		
13.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
14.	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
15.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16.	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
B.	**Library and Learning Support Services**		
1.	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2.	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute	P	S

		to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.		
	4.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	B	B
C.		**Student Support Services**		
	1.	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
	2.	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
	3.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
	4.	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
	5.	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
	6.	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S

		College	District
7.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	B	B

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

		College	District
A.	**Human Resources**		
1.	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	B	B
2.	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3.	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	S	P
4.	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their	S	P

	expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.		
6.	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7.	The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
8.	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9.	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	B	B
10.	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	B	B
11.	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12.	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	B	B
14.	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	B	B
15.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
B.	**Physical Resources**		

1.	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	B	B
2.	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	B	B
3.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	B	B
4.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	B	B
C.	**Technology Resources**		
1.	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	S	P
2.	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3.	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
4.	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5.	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S
D.	**Financial Resources**		
	Planning		
1.	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	B	B
2.	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all	B	B

	institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.		
3.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	B	B
	Fiscal Responsibility and Stability		
4.	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	B	B
5.	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
6.	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	B	B
7.	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
8.	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	S	P
9.	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
10.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
	Liabilities		
11.	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12.	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other	S	P

		College	District
	employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.		
13.	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
14.	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
15.	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	B	B
	Contractual Agreements		
16.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	B	B

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

		College	District
A.	**Decision-Making Roles and Processes**		
1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	B	B
2.	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for	B	B

		student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.		
	3.	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
	4.	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
	5.	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	B	B
	6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	B	B
	7.	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	B	B
B.		**Chief Executive Officer**		
	1.	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
	2.	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
	3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;	P	S

		• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;		
		• ensuring that the allocation of resources supports and improves learning and achievement; and		
		• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.		
	4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
	5.	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
	6.	The CEO works and communicates effectively with the communities served by the institution.	P	S
C.		**Governing Board**		
	1.	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
	2.	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		P
	3.	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.		P
	4.	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)		P
	5.	The governing board establishes policies consistent with the college/district/sys- tem mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
	6.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		P

7.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.		P
8.	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
9.	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		P
10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.		P
11.	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)		P
12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.		P
13.	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.		P
D.	**Multi-College Districts or Systems**		
1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes	S	P

	clearly defined roles, authority and responsibility between the colleges and the district/system.		
2.	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.		P
3.	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.		P
4.	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.		P
5.	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
6.	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	B	B
7.	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.		P

Catalog Requirements

		College	District
	The following list of required information must be included in the college catalog. **1. General Information** • Official Name, Address(es), Telephone Number(s), and Website Address of the Institution • Educational Mission • Representation of accredited status with ACCJC, and with programmatic accreditors if any • Course, Program, and Degree Offerings	P	S

- Student Learning Outcomes for Programs and Degrees

- Academic Calendar and Program Length,

- Academic Freedom Statement

- Available Student Financial Aid

- Available Learning Resources

- Names and Degrees of Administrators and Faculty

- Names of Governing Board Members

2. Requirements
- Admissions

- Student Tuition, Fees, and Other Financial Obligations

- Degrees, Certificates, Graduation and Transfer

3. Major Policies and Procedures Affecting Students
- Academic Regulations, including Academic Honesty

- Nondiscrimination

- Acceptance and Transfer of Credits2

- Transcripts

- Grievance and Complaint Procedures

- Sexual Harassment