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.

A. Mission

1. We have a clearly stated mission statement.
2. We use data to analyze how efficacy of our mission statement.
3. Our programs and services are aligned with the mission and decisions are guided by the mission.
4. The institution publishes the mission statement and reviews it.

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality:

1. We discuss student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2. We define and assess student learning outcomes for all instructional programs and student and learning support services.

3. We have institution-set standards for student achievement, assess them in pursuit of continuous improvement, and we publish this information.

4. We use assessment data and organize institutional processes to support learning and achievement.

Institutional Effectiveness:

5. We have and assess program review and SLOs.

6. We disaggregate SLOs for subpopulations of students. We analyze the data and develop strategies.

7. We regularly evaluate policies and practices across all areas of the institution.

8. We broadly communicate the results of all of the assessment and evaluation activities to create awareness of strengths and weaknesses.

9. The institution engages in continuous, broad based, systematic evaluation and planning.

C. Institutional Integrity

1. We assure the clarity, accuracy, and integrity of information to the entire community.

2. We provide a print or online catalog.

3. We use assessment data of student learning to communicate matters of academic quality to appropriate constituencies.

4. We describe certificates and degrees.

5. We regularly review institutional policies, procedures, and publications.

6. We accurately inform students regarding the total cost of education.

7. We publish policies on academic freedom and responsibility.

8. We establish and publish clear policies and procedures that promote honesty, responsibility and academic integrity.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline.

10. N/A.

11. N/A

12. We agree to comply with the accreditation requirements and standards.

13. We demonstrate honesty and integrity in its relationships with external agencies.

14. We have a commitment to high quality education.

Standard II: Student Learning Programs and Support Services

The institution offers and assesses high quality and rigorous instructional programs, library and learning support services, and student support services aligned with its mission.

II.A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, 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.
2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations.
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has current course outlines, and in every class section students receive a course syllabus.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students.
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 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.
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a specific period of time.
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students.
8. The institution validates the effectiveness of department-wide course and/or program examinations.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes.
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty.
11. The institution includes in all of its programs the ability to engage diverse perspectives.
12. The institution requires of all of its degree programs a component of general education.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards.
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.
16. The institution regularly evaluates and improves the quality and currency of all instructional programs.

II.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.
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.
3. The institution evaluates library and other learning support services.
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.

II.C. Student Support Services

1. The institution regularly evaluates the quality of student support services.
2. The institution identifies and assesses learning support outcomes.
3. The institution assures equitable access to all of its students through various services.
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.
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.
6. The institution has adopted and adheres to admission policies consistent with its mission. The institution defines and advises students on clear pathways.
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
8. The institution maintains student records permanently, securely, and confidentially.

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.

A. Human Resources

1. We assure the integrity and quality of its programs and services by employing qualified administrators, faculty and staff.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed.

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.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies or through recognized equivalency.

5. We assure the effectiveness of personnel by evaluating systematically and at stated intervals.

6. Removed from the standards.

7. We maintain a sufficient number of qualified faculty (FT/PT).

8. Adjunct faculty have opportunities for orientation, evaluation, and PD.

9. We have a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

10. We maintain a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective leadership that supports the mission and purposes.

11. We establish, publish, and adhere to written personnel policies and procedures that are fair and equitably and consistently administered.

12. We maintain programs, practices, and services that support its personnel.

13. We uphold a written code of professional ethics for all of its personnel, including consequences for violation.

14. We plan for and provide all personnel with appropriate opportunities for PD.

15. We make provisions for the security and confidentiality of personnel records.

B. Physical Resources

1. We assure safe and sufficient physical resources at all locations.

2. We plans build, maintain, and upgrade/replace our physical resources.

3. We plan and evaluate our facilities and equipment on a regular basis.

4. Long-range capital plans support goals and reflect the TCO of new facilities and equipment.

C. Technology Resources

1. Technology services, support, facilities, hardware, and software support the institution.

2. We continuously plan, update, and replace technology.

3. We assure that technology resources at all locations are implemented and maintained.

4. We provide appropriate instruction and support for all personnel in the use of technology.

5. We have policies and procedures for the use of technology in teaching and learning.

D. Financial Resources Planning

1. We plan and manage our financial affairs with integrity and to ensure financial stability.

2. Our mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning.

3. We clearly define and follow our guidelines and processes for planning and budgeting.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

5. The internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

6. Financial documents have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

7. Our responses to external audit findings are comprehensive, timely, and communicated.

8. Our financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

9. We have sufficient cash flow and reserves to maintain stability, support risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences.

10. We practice effective oversight of finances.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

12. We plan for and allocate resources for the payment of liabilities and future obligations.

13. Annually, we assess and allocate resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

14. All financial resources are used with integrity in a manner consistent with the intended purpose of the funding source.

15. We monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Contractual Agreements

16. Contractual agreements with external entities are consistent with our mission and goals, governed by institutional policies, and contain provisions to maintain the integrity and quality.

Standard IV: Leadership and Governance

The institution defines governance roles, structures, processes and uses the contributions of leadership to promote student success, academic quality, integrity, fiscal stability, and continuous institutional improvement.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence.

2. The institution encourages campus wide participation in decision making with clear policies and procedures.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance.

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.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives.

6. The processes for decision-making and the resulting decisions are documented and widely communicated.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated and communicated.

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution and provides effective leadership.

2. The CEO plans, oversees, and evaluates an administrative structure that reflects the institution's purposes, size, and complexity.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment.

4. The CEO has the primary leadership role for accreditation, and Faculty, staff, and administrative leaders also have responsibility.

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.

6. The CEO works and communicates effectively with the communities served by the institution.

C. Governing Board

1. The 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.

2. The Board acts as a collective entity.

3. The Board adheres to a clearly defined policy for selecting and evaluating the CEO.

4. The 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.

5. The Board establishes policies consistent with the college/district mission. The Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

6. The Board publishes the board bylaws and policies.

7. The Board acts in a manner consistent with its policies and bylaws and assesses its policies and bylaws.

8. The Board regularly reviews indicators of student learning and achievement and institutional plans for improving academic quality.

9. The Board has an ongoing training program for board members, continuity of board membership and staggered terms of office.

10. Board policies and/or bylaws clearly establish a process for board evaluation.

11. The 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)

12. The Board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference.

13. The Board is informed and supports the accreditation process.

D. Multi-College Districts or Systems

1. In multi-college districts, the district CEO provides leadership and establishes clearly defined roles and responsibility between the colleges.

2. The district CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district from those of the colleges and consistently adheres to this delineation in practice.

3. The district has a policy for allocation/reallocation of resources to support the effective operations and sustainability of the colleges and district. The district CEO ensures effective control of expenditures.

4. The CEO of the district or system delegates full responsibility to the CEOs of the colleges to implement/administer policies without interference and holds college CEO's accountable for the operation of the colleges.

5. District planning and evaluation are integrated with college planning and evaluation to improve student success and institutional effectiveness.

6. Communication between colleges and district ensures effective operations of the colleges and should be timely, accurate, and complete.

7. The district CEO regularly evaluates district and college role delineations, governance, and decision-making processes. The district widely communicates the results of these evaluations and uses them as the basis for improvement.