

[insert college logo here]

Institutional Self-Evaluation Report

In Support of an Application for

**[Insert one: Candidacy, Initial Accreditation, Reaffirmation of
Accreditation]**

Submitted by

[insert College Name and
College Address]

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

[insert date of submission: Month Year]

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: [insert Name of Chief Executive Officer]
[insert Name of Institution]
[insert Institution Address]

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable]	[Date]
[Chief Executive Officer]	[Date]
[Chairperson, Governing Board]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]

Contents

A. Introduction.....	1
College History	1
Student Enrollment Data	1
Labor Market Data	1
Demographic Data	1
Socio-economic Data	1
Sites.....	1
Specialized or Programmatic Accreditation.....	1
B. Presentation of Student Achievement Data and Institution-Set Standards	2
C. Organization of the Self-Evaluation Process.....	3
D. Organizational Information	4
E. Certification of Continued Compliance with Eligibility Requirements.....	5
F. Certification of Continued Institutional Compliance with Commission Policies.....	6
G. Institutional Analysis.....	8
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.....	8
A. Mission.....	8
B. Assuring Academic Quality and Institutional Effectiveness	9
C. Institutional Integrity.....	11
Standard II: Student Learning Programs and Support Services.....	15
A. Instructional Programs	15
B. Library and Learning Support Services.....	20
C. Student Support Services	21
Standard III: Resources	23
A. Human Resources.....	23
B. Physical Resources.....	27
C. Technology Resources	28
D. Financial Resources.....	30
Standard IV: Leadership and Governance.....	34
A. Decision-Making Roles and Processes	34
B. Chief Executive Officer	36
C. Governing Board.....	38
D. Multi-College Districts or Systems	41
H. Quality Focus Essay	44

A. Introduction

College History

[Provide a brief history of the institution, including year of establishment. Highlight major events or developments that have occurred since the last comprehensive review.]

Student Enrollment Data

[Provide tables/charts summarizing enrollment trends. Disaggregate the data as appropriate for the institution's mission and service area. Provide brief context if needed.]

Labor Market Data

[Provide summary-level labor market data for the service area. Disaggregate the data as appropriate for the institution's mission and service area. Provide brief context if needed.]

Demographic Data

[Provide summary-level demographic data for the service area. Disaggregate the data as appropriate for the institution's mission and service area. Provide brief context if needed.]

Socio-economic Data

[Provide summary-level socio-economic data for the service area. Disaggregate the data as appropriate for the institution's mission and service area. Provide brief context if needed.]

Sites

[List names and locations (including addresses) of sites where 50% or more of a program, certificate, or degree is available to students, and any other off-campus sites or centers.]

Specialized or Programmatic Accreditation

[Provide a list of any specialized or programmatic accreditations held by the institution.]

B. Presentation of Student Achievement Data and Institution-Set Standards

[Provide charts or tables containing data for institution-set standards and other student achievement metrics relevant to the institution's mission and goals. Additional analysis and context for these data and their use should be provided in Standards I.B.3 and I.B.6. Data may be disaggregated for relevant subpopulations of students, as appropriate to the mission. See Section 3.4 of the [Guide to Institutional Self-Evaluation, Improvement, and Peer Review](#) for more information.]

C. Organization of the Self-Evaluation Process

[Provide a brief explanation (using tables, narrative, or a combination) of how the institution organized its self-evaluation process. Include the individuals and constituent groups who were involved, what their responsibilities were, and timelines of major activities leading to completion.]

D. Organizational Information

[Insert organizational charts for each major function/division or department at the institution, with a listing of the names of individuals holding each major position. For institutions with a corporate structure, the relationship of the corporation to the accredited college, including roles and responsibilities of both entities, must be included in this section.]

E. Certification of Continued Compliance with Eligibility Requirements

[Note: See Appendix B of the *Guide to Self-Evaluation, Improvement, and Peer Review* for additional information and possible sources of evidence.]

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

F. Certification of Continued Institutional Compliance with Commission Policies

[Note: See Appendix C of the [*Guide to Self-Evaluation, Improvement, and Peer Review*](#) for additional information and possible sources of evidence.]

[Insert college name] certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found. The ACCJC Third Party Comment form that must be available to the public on your institution's website can be found at: <https://accjc.org/forms/third-party-comments/>.]

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

G. Institutional Analysis

[Note: See Section 3.5 of the *Guide to Self-Evaluation, Improvement, and Peer Review* for additional information about the structure of the institutional analysis. Suggested length for Section G is 140 pages.]

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.

A. Mission

[Note: Suggested Length for Standard I.A is 6 pages.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard I.A: Mission

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard I.A.]

B. Assuring Academic Quality and Institutional Effectiveness

[Note: Suggested Length for Standard I.B is 17 pages.]

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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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 qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard I.B.]

C. Institutional Integrity

[Note: Suggested Length for Standard I.C is 10 pages.]

- 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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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”. (ER 20)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard I.C: Institutional Integrity

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard I.C.]

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.

A. Instructional Programs

[Note: Suggested Length for Standard II.A is 17 pages.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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. (ER 12)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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 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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard II.A: Instructional Programs

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard II.A.]

B. Library and Learning Support Services

[Note: Suggested Length for Standard II.B is 6 pages.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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 to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard II.B: Library and Learning Support Services

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard II.B.]

C. Student Support Services

[Note: Suggested length for Standard II.C is 10 pages.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard II.C: Student Support Services

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard II.C.]

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).

A. Human Resources

[Note: Suggested length for Standard III.A is 10 pages.]

- 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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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 expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

~~**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.**~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard III.A: Human Resources

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard III.A.]

B. Physical Resources

[Note: Suggested length for Standard III.B is 6 pages.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard III.B: Physical Resources

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard III.B.]

C. Technology Resources

[Note: Suggested length for Standard III.C is 7 pages.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

5. **The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard III.C: Technology Resources

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard III.C.]

D. Financial Resources

[Note: Suggested length for Standard III.D is 16 pages.]

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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Fiscal Responsibility and Stability

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

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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 employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard III.D: Fiscal Resources

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard III.D.]

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.

A. Decision-Making Roles and Processes

[Note: Suggested length for Standard IV.A is 7 pages.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy**

makes provisions for 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.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard IV.A: Decision-Making Roles and Processes

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard IV.A.]

B. Chief Executive Officer

[Note: Suggested length for Standard IV.B is 5 pages.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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;**
 - **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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

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

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard IV.B: Chief Executive Officer

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard IV.B.]

C. Governing Board

[Note: Suggested length for Standard IV.C is 10 pages.]

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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 5. The governing board establishes policies consistent with the college/district/system 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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)

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard IV.C: Governing Board

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard IV.C.]

D. Multi-College Districts or Systems

[Note: Suggested length for Standard IV.C is 10 pages.]

- 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 clearly defined roles, authority and responsibility between the colleges and the district/system.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard IV.D: Multi-College Districts or Systems

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard IV.D.]

H. Quality Focus Essay

[Note: For each project, address the sections noted below. The entire Quality Focus Essay (including all projects described) should not exceed 4000 words. For more information, see Section 3.6 of the *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*.]

[Repeat these sections for each project:]

Introduction and Rationale

[Briefly introduce the project. Include a discussion of the student learning or student achievement data that led the college to identify the area of need or area of interest.]

Anticipated Impact on Student Learning and Achievement

[Briefly discuss the anticipated impact of the project on student learning and/or student achievement.]

Outcome Measures

[Briefly describe the metrics (e.g., outcomes) that will be examined to evaluate the impact of the project. Describe the measurable changes to these metrics that the college expects to see as a result of the project's implementation.]

Project Action Plan

[Provide detail of the specific activities that will be completed as the project is implemented. Identify the party (or parties) responsible, any required resources (e.g., money, people, time, space, etc.), and a timeline for completion. It may be easiest to provide this information in table form – an example is provided below.]

Activity	Responsible Party	Resources Required	Timeline