

ACCJC / WASC	ACCJC / WASC
<b>First Reading Accreditation Standards</b>	<b>Current Accreditation Standards</b>
(Approved in First Reading January 10, 2014)	(Adopted June 2002; Revised June 2012) 2012 revisions marked
Note that for the revised standards, the "opening paragraphs of each standard are not intended for citation as standards. They are introductory in nature only." This is a change in practice.	
<b>Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity.</b> 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.	<b>Standard I: Institutional Mission and Effectiveness.</b> The Institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.
<b>I.A. Mission</b>	<b>I.A. Mission.</b>
I.A.1. The institution's mission describes its broad educational purposes, its degrees and credentials offered, its intended student population, and its commitment to student success. The institution's programs and services are aligned with its mission.	I.A.1. The institution's mission defines its broad educational purposes, its intended student population, and its commitment to student learning and achievement and academic quality. The institution's programs and services are aligned with its mission.
I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities and educational needs of students.	
	I.A.3. Using the institution's governance and decision making processes, the institutions reviews its mission statement on a regular basis and revises it as necessary.
I.A.3. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	I.A.4. The Institution's mission is central to institutional planning and decision making.
I.A.2. The institutional mission statement is approved by the governing board and published.	I.A.2. The mission statement is approved by the governing board and published.
<b>I.B. Assuring Academic Quality and Institutional Effectiveness.</b>	<b>I.B. Improving Institutional Effectiveness.</b>
<b>Academic Quality.</b>	
I.B.1. The institution demonstrates a substantive and collegial dialog about student outcomes, academic quality, institutional effectiveness and continuous improvement of student learning and achievement.	I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.2. The institution defines and assesses learning outcomes for all instructional programs and student support services.	I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes.
I.B.3. The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement.	I.B.2.... The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed....
I.B.4. The institution uses assessment data, organizes its institutional processes and allocates and reallocates resources to support student learning and student achievement.	I.B. The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
<b>Institutional Effectiveness.</b>	
I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery.	I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
I.B.6. The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies.	
I.B.7. The institution regularly evaluates its policies and practices in educational programs and student and learning support services, resource management, and governance to assure their effectiveness in supporting academic quality and accomplishment of mission.	I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
I.B.8. The institution engages in continuous, broad based, systematic evaluation and integrated planning. The institution integrates program review, planning and resource allocation 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.	I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.9. The institution regularly evaluates the efficacy and currency of its planning processes, plans, and makes changes as needed.	
I.B.10. The institution communicates the results of all its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and set appropriate priorities.	I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.  I.B.2. ... The institutional members understand these goals and work collaboratively toward their achievement.
<b>I.C. Institutional Integrity</b>	
I.C.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 institutional gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. ....  II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: II.B.2.a. <b>General information</b> ..... II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. ...
I.C.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" (endnote on page 19).	I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
I.C.3. The institution uses documented assessment of student learning and achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER10,19)	II.A.6. .... The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. ....  II.A.6.c. ... It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.
I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	
I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	
I.C.6. The institution accurately informs current and prospective students regarding the total cost of education including tuition, fees, other required expenses, including textbooks, and other instructional materials.	
I.C.7. In order to assure institutional and academic integrity, the	II.A.7. In order to assure the academic integrity of the teaching-

institution uses and publishes governing board policies on academic freedom and responsibility, student honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge. (ER 12)	learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
II.C.8. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	II.A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
II.C.9. Through its policies, procedures and actions, the institution demonstrates that it promotes integrity and that the board, administration, faculty, staff and students, act responsibly and with integrity.	II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.
II.C.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 or student handbooks.	II.A.7.c. 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 or student handbooks.
II.C.11. Institutions operating in foreign locations for students other than U.S. nationals operate in conformity with the Standards and applicable Commission policies. Institutions must have authorization from the Commission to operate in a foreign location.	II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.
II.C.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 it accrediting responsibilities. (ER 21)	IV.A.4. ... It agrees to comply with accrediting Commission Standards, policies, and guidelines, and commission requirements for public disclosure, self evaluation and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously respond to recommendations made by the commission.
II.C.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.	IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies....

<p><b>Standard II:</b> <i>The institution offers instructional programs, student and learning support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education and incorporate principles of diversity and equity. 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.</i></p>	<p><b>Standard II: Student Learning Programs and Services.</b> <i>The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.</i></p>
<p><b>II.A. Instructional Programs.</b></p> <p>II.A.1. All instructional programs are offered in fields of study consistent with the institution's mission, are appropriate to higher education and culminate in student attainment of identified programmatic student learning outcomes, and degrees, certificates, employment, or transfer to other higher education programs.</p>	<p><b>II.A. Instructional Programs.</b></p> <p>II.A. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.</p>
	<p>II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p>
<p>II.A.2. Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible for instructional programs and directly related services act to continuously improve instructional programs and services through systematic evaluation to assure currency, improve teaching and learning strategies, and achieve stated learning outcomes.</p>	<p>II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</p> <p>II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</p>

	II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
II.A.3. The institution demonstrates that all instructional programs, regardless of location of means of delivery, including distance education and correspondence education, align with the mission of the institution and are conducted with integrity.	II.A.1. The institution demonstrates that all instructional programs, regardless of location of means of delivery, address and meet the mission of the institution and uphold its integrity.
II.A.4. 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 specifies at minimum learning outcomes associate with those in the institution's officially approved course outline.	II.A.6. .... In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions officially approved course outline. II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.
	II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
II.A.5. 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 succeed in college level curriculum.	
II.A.6. The institution's degrees and programs follow practices common to American higher education and 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.	II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
II.A.7 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.	
II.A.8. The institution effectively uses delivery modes, teaching	II.A.1.b. The institution utilizes delivery systems and modes of

methodologies and learning support services that reflect the diverse needs of students.	instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
II.A.9 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 these examinations are free of test bias and measure the intended learning outcomes.	II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.
II.A.10 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.	II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.
II.A.11 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.	II.A.6.a. 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.
II.A.12 The institution includes in all of its programs student learning outcomes, appropriate to the program level, in communication competency, information and quantitative competency, analytical inquiry skills, and the ability to engage diverse perspectives, and other program-specific learning outcomes.	II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.
II.A.13. The institution requires of all 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 the faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum. The identification of general education courses are based upon student learning outcomes and competencies appropriate to the degree level and include preparation for and acceptance of participation in civil society, skills for life-long learning through a variety of means, and a broad comprehension of the	II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following: II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the



development of knowledge, practice, and interpretive approaches in the areas of knowledge, traditionally referred to as the arts and humanities, the sciences, including mathematics, and social sciences.	
II.A.14 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 are 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.	II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
II.A.15 Career-technical programs maintain currency through analyses of appropriate data. 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.	II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
II.A.16. 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.	II.A.6.b. 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.
II.A.17. 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, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve outcomes for students.	II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.
<b>II.B. Student Support and Library and Learning Support Services</b>	
<b>Student Support</b>	
II.B.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.	II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
II.B.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student	II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these



support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	<p>services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p> <p>II.B. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p> <p>II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
II.B.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.	II.B.3.a. 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.
II.B.4. Co-curricular programs and athletics 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 financial aspects.	
II.B.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>II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</p> <p>II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</p>
II.B.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, certificates and transfer goals. (ER 16)	
II.B.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
II.B.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.	II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
	II.B.3.f. 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>Library and Learning Support</b>	<b>II.C. Library and Learning Support Services.</b>
II.B.9. The institution supports student learning and achievement by providing library, and other learning support services to students and personnel responsible for student learning and support that 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.	II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. <b>II.C.</b> Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. ... II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.
II.B.10. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institutions selects and maintains educational equipment and materials to support student learning and enhance the achievement of	II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institutions selects and maintains educational equipment and materials to support student learning and enhance the achievement of

the mission.	the mission of the institution.
II.B.1.1. The institution defines and assesses learning and other intended outcomes for library and learning resources and uses assessment data to continuously to improve programs and services.	II.C. .... The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services. II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
II.B.1.2 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.	II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement. II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.
<b>Standard III: Resources.</b> <i>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 evaluated against the Standards and its performance is reflected in the accredited status of the institution(s).</i>	<b>Standard III: Resources.</b> <i>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.</i>
<b>III.A. Human Resources. III.A. Human Resources.</b> III.A.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. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. ....

		<b>III.A. Human Resources.</b> The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. ....
III.A.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)	III.A.1.a. .... Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. ....	
III.A.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.	III.A.2. ... The institution has a sufficient number of staff and administrator with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	
III.A.4 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.	III.A.1.a. .... Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	
III.A.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.	III.A.1.b. 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. <b>III.A. Human Resources.</b> .... Personnel ... are evaluated regularly and systematically .....	
III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of the effectiveness of producing that learning. Those employees use the results of the assessment of learning outcomes to improve teaching and learning.	III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	
III.A.7. The institution maintains a sufficient number of qualified faculty, both full-time and part-time, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. ....	

III.A.8. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	III.A.2. .... The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.
III.A.9. The institution has a sufficient and stable number of administrators with appropriate preparation and experience to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	III.A.2. .... The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.
III.A.10. 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.	III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered. III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures. <b>III.A. Human Resources.</b> .... Personnel are treated equitably....
	III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.
III.A.11. 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.	III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
	<b>III.A. Human Resources</b> .... Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. ....
III.A.12. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.
III.A.13. 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.	III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. III.A.5.a. The institution plans professional development activities to meet the needs of its personnel. III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional

<p>II.A.14. 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.</p>	<p>development programs and uses the results of these evaluations as the basis for improvement. <b>III.A. Human Resources...</b> Personnel ... are provided opportunities for professional development....</p>
<p>II.A.3.b. 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.</p>	<p>III.A.3.b. 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.</p>
	<p>III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of evaluation as the basis for improvement. <b>III.A. Human Resources.</b> .... Human resource planning is integrated with institutional planning.</p>
<p><b>III.B. Physical Resources.</b></p>	<p><b>III.B. Physical Resources.</b></p>
<p>II.B.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.</p>	<p>III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. II.B.1.b. The institution assures that physical resource at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</p>
<p>II.B.2. The institution plans, acquires, 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.</p>	<p>III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. <b>III.B. Physical Resources.</b> Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness.</p>
<p>II.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.</p>	<p>III.B.2. 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.</p>
<p>II.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</p>	<p>III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</p>
	<p>III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluations as the basis</p>

	for improvement. <b>III.B. Physical Resources.</b> Physical resource planning is integrated with institutional planning.
<b>III.C. Technology Resources.</b>	<b>III.C. Technology Resources.</b>
III.C.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.	III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. <b>III.C. Technology Resources.</b> Technology resources are used to support student learning programs and services and to improve institutional effectiveness....
III.C.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.	III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
III.C.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.	III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.
III.C.4. The institution provides appropriate instruction and support for faculty, staff, students and administrators, in the effective use of technology systems related to programs, services, and institutional operations.	III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.
III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	
	III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. <b>III.C. Technology Resources.</b> .... Technology planning is integrated with institutional planning.
<b>III.D. Financial Resources.</b>	<b>III.D. Financial Resources.</b>
<b>Planning</b>	
III.D.1. Financial resources are sufficient to support and sustain	<b>III.D. Financial Resources.</b> Financial resources are sufficient to support student learning



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.	programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. ....
III.D.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.	III.D.1. The institution's <del>relies upon its</del> mission and goals <del>as are</del> the foundation for financial planning. [2012 Rev] III.D.1.a. Financial planning is integrated with and supports all institutional planning. <i>III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability. [2012 Rev]</i> III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner. [2012 Rev] <b>III.D. ...</b> The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. ....
III.D.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.	III.D.1.d. 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. [2012 Rev]
<b>Fiscal Responsibility and Stability</b>	
III.D.4. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
III.D.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 structures.	III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the <del>financial management system</del> internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. III.D.3.h. The institution regularly evaluates its financial management <del>practices</del> and the results of the evaluation are used to improve <del>management systems</del> internal control structures. [2012 Rev]
III.D.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.	III.D.2.a. Financial documents, including the budget and independent audit, <i>have a high degree of credibility and accuracy, and reflect</i> appropriate allocation and use of financial resources to support student learning programs and services. <del>Institutional responses to external audit findings are comprehensive, timely, and communicated</del>

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	<del>appropriately. [2012 Rev]</del>
III.D.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.	<del>III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. [2012 Rev]</del> <del>III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement. [2012 Rev]</del>
III.D.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.	III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences. [2012 Rev]
III.D.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.	III.D.3.b. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution. 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. [2012 Rev]
<b>Liabilities</b>	
III.D.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.	III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, and plans, and allocates resources for payment of liabilities and future obligations. [2012 Rev]
III.D.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.	III.D.3.c. 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. III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards. [2012 Rev]
III.D.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.	III.D.3.e. 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. [2012 Rev]
III.D.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.	III.D.2.d. 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.

III.D.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 quickly when the federal government identifies deficiencies.	[2012 Rev]	III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. [2012 Rev]
<b>Contractual Agreements</b>		
III.D.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.	III.D.3.g. 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.	III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.
		III.D. .... Financial resources planning are integrated with institutional planning at both college and district/system levels in multi-college [2012 Rev]systems. [2012 Rev]
<b>Standard IV: Leadership and Governance.</b> 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 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.	<b>Standard IV: Leadership and Governance.</b> The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.	IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. ....
<b>IV.A. Decision-Making Roles and Processes.</b>	<b>IV.A. Decision-Making Roles and Processes.</b>	
IV.A.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	IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or	

institution-wide implications, systematic participative processes are used to assure effective planning, and implementation.	significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
IV.A.2. The institution establishes and implements written policy authorizing administrator, faculty, and staff participation in decision-making process. The policy makes provision for consideration of student views and judgments 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.	IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making process. The policy specifies the manner in which individuals bring forward the ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
IV.A.3. Administrators and faculty 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.	IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
IV.A.4. Faculty and academic administrators, through well-defined structure and processes, have responsibility for recommendations about curriculum and student learning programs and services.	IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
IV.A.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.	
IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	IV.A.5. .... The institution widely communicates the results of these evaluations and uses them as the basis for improvement.
IV.A.7. Leadership roles and the institution's governance and decision-making policies 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.	IV.A.5. The role of leadership and the institution's governance and decision-making structures 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>IV.A. Decision-Making Roles and Processes.</b> The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.
<i>Partly in opening paragraph of Standard IV, but the "opening paragraphs of each standard are not intended for citation as</i>	IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and

<i>standards. They are introductory in nature only."</i>		students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution.
<b>IV.B. Chief Executive Officer</b>		
IV.B.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.		IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
IV.B.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.		IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
IV.B.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 on external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.		IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following: Establishing a collegial process that sets values, goals, and priorities; Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and Establishing procedures to evaluate overall institutional planning and implementation efforts.
IV.B.4. The CEO has 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.		
IV.B.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.		IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

	IV.B.6. The CEO works and communicates effectively with the communities served by the institution.	IV.B.2.d. The president effectively controls budget and expenditures. IV.B.2.e. The president works and communicates effectively with the communities served by the institution.
<b>IV.C. Governing Board</b>		
	<b>IV.B.</b> In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.	
IV.C.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.	IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the students learning programs and services and the financial stability of the institution. ....	
IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	IV.B.1.a. ... Once the board reaches a decision, it acts as a whole. ...	
IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	IV.B.1. .... The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system. IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. ....	
IV.C.4. The governing board is an independent policy-making body that reflects the public interest in the college's educational quality through board activities and decisions. It advocates for and defends the institution and protects it from undue influence or pressure.	IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. ... It advocates for and defends the institution and protects it from undue influence or pressure.	
IV.C.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.	IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	
IV.C.6. The governing board regularly reviews key indicators of student learning and achievement and sets expectations through policy to improve academic quality.		
IV.C.7. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities,	IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities,	

structure, and operating procedures.	structure and operating procedures.
IV.C.8. 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.	IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
IV.C.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.	IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
IV.C.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 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.	IV.B.1.g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. 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. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. (ER 3)	IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
IV.C.12. The governing board is informed about and involved in the accreditation process.	IV.B.1.i. The governing board is informed about and involved in the accreditation process.
IV.C.13. 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.	IV.B.1.j. ... The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. ....
<b>IV.D. Multi-College Districts or Systems</b>	
IV.D.1. In multi-college districts or systems, the district/system CEO provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the	IV.B.3. In multi-college districts or systems, the district/system provides primary 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.	district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.
IV.D.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 controlled 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.	IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions. IV.B. ... Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.
IV.D.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.	IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges. IV.B.3.d. The district/system effectively controls its expenditures.
IV.D.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.	IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.
IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	
IV.D.6. Communications 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.	IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.
IV.D.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.	IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.
	IV.B.1.j. .... In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

<b>Catalog Requirements</b> The following list of required information must be included in the college catalog.	
<b>General Information</b> Official Name, Address(es), Telephone Number(s), and Website Address of the Institution; Educational Mission; Course, Program, and Degree Offerings; <b>Student Learning Outcomes for Programs and Degrees</b> 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	II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:  II.B.2.a. <b>General Information</b> Official Name, Address(es), Telephone Number(s), and Website Address for the Institution; Educational Mission; Course, Program, and Degree Offerings; 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
<b>Requirements</b> Admissions; Student Tuition, Fees and Other Financial Obligations; Degree, Certificates, Graduation and Transfer	II.B.2.b. <b>Requirements</b> Admissions; Student Fees and Other Financial Obligations; Degree, Certificates, Graduation and Transfer
<b>Major Policies Affecting Students</b> Academic Regulations, including Academic Honesty; Nondiscrimination; Acceptance and Transfer of Credits; Transcripts; Grievance and Complaint Procedures; Sexual Harassment; Refund of Fees	II.B.2.c. <b>Major Policies Affecting Students</b> Academic Regulations, including Academic Honesty; Nondiscrimination; Acceptance of Transfer Credits; Grievance and Complaint Procedures; Sexual Harassment; Refund of Fees
<b>Locations or Publications Where Other Policies may be found</b>	II.B.2.d. <b>Locations or Publications Where Other Policies may be found</b>