

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

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ACCREDITATION STANDARDS

Shaping the Dialogue

The accreditation self study process is intended to guide the institution in assessing itself as a whole. Although the standards are presented in four parts, an institutionwide dialogue must be at the heart of the self-evaluation process for the college community to gain a comprehensive perspective of the institution. The standards work together to create this dialogue on what and how the institution is doing and on ways in which it may improve.

The institutional mission provides focus for achieving student learning and other goals that the institution endeavors to accomplish. Institutional goals are determined by identifying student needs and addressing those needs through systematic and integrated planning, and the resultant program implementation and re-evaluation (Standard I). Instructional programs, student development and support services, and learning support services facilitate the achievement of the **institution=s stated student learning outcomes** (Standard II). Human, physical, technological, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional improvement (Standard IV).

These standards aid the college in comprehensive evaluation and planning for improvement. College-wide dialogue that integrates these elements provides the complete view of the institution that is needed to verify integrity and to promote **quality** and improvement.

The standards used to describe good practice@

The Aoverarching goals@ were to be diversity, a focus on outcomes and accomplishments, good practice with an avoidance of language of compliance, avoidance of redundancy and ambiguity, and a recognition of the larger accrediting community.

Athe achievement of the institution=s **stated student learning outcomes**@ - does anyone have a clue how these are to be determined? Course by course, instructor by instructor - in what sense are they the Ainstitution=s?@

Where is quality addressed? Do the Aoutcomes@ speak to Aquality@ or minimum standards?

Is Asuccess@ the same as Aquality?@

STANDARD I: INSTITUTIONAL MISSION AND ASSESSMENT OF EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes successful student learning and to communicating the mission internally and externally. The institution utilizes quantitative and qualitative data and analysis in a systematic cycle of evaluation, integrated planning, implementation, and reevaluation to **verify the effectiveness** with which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution=s broad educational purposes, its intended student population, and its commitment to student learning.

1. The institution establishes educational goals aligned with its purposes and character.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution=s mission is central to institutional planning and decision making.

B. Assessment of Effectiveness

The institution uses a systematic and integrated planning process that leads to achievement of educational goals and improvement of institutional effectiveness and student learning.

1. The institution assesses progress toward achieving its stated goals and makes decisions regarding improving institutional effectiveness and student learning in a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on quantitative and qualitative data and analysis.
2. Educational goals are clearly recognized throughout the institution and consistent with stated purposes. 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

Why use all of these resources only to verify the effectiveness?

It used to speak to A its students@ not Aits intended student population.@ It also spoke to Aits place in the higher education community.@

It used to speak to the Abroad-based educational purposes it seeks to achieve.@

It used to speak to the resources allocated.

It used to speak to the provision of the Anecessary resources for effective research and evaluation.@

discussed.

3. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to institutional improvement.
4. The institution uses documented evaluation results to communicate matters of quality assurance to appropriate constituencies.
5. The institution assures the effectiveness of this planning process and resource allocation by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Note: A measurable terms@

It used to require that AThe institution provides evidence that its program evaluation leads to improvement of programs and services.@

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution concentrates on offering high-quality instructional programs, student development and support services, 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.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student competencies 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.

It used to say that Athe institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates.@

Note: Aachieve stated student learning outcomes.@ Stated by whom?

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and **meet** the mission of the institution and uphold

its integrity.

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.

b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

c. The institution identifies **institutional and student learning goals for courses, programs, degrees, and certificates**; assesses progress in meeting those goals; demonstrates their achievement; and uses the results to make improvements.

2. The institution demonstrates that it has in place appropriate processes to **assure** 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.

a. The institution recognizes the central role of its faculty **for quality and improvement of instructional courses and programs**. It uses established procedures to design, establish learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The evaluation is an on-going system of review to assure the relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans of all courses and programs.

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, degrees, certificates, and general education and vocational programs**. The institution regularly assesses student progress towards achieving those competencies and outcomes.

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, synthesis of learning, and time to

It used to say **Asupport** the mission of the institution.@

It used to require that Adegree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.@

Who determines the student goals? What does this mean?

It used to require that the institution **Aensures** the quality of instruction, **academic rigor**, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.@

It used to say that Athese process recognize the central role of faculty in **developing, implementing, and evaluating the educational programs**.@

This seems like a large and costly enterprise.

completion characterize all programs.

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

e. The institution engages in systematic evaluation and integrated planning to assure currency and measure achievement of its **stated student learning outcomes for courses, degrees, certificates, and general education and vocational programs**. The institution systematically strives to improve those outcomes and makes the results available.

f. When an institution uses departmental course and/or program examinations, **it validates their effectiveness in measuring student learning and minimizes test biases**.

g. 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.

h. The institution awards degrees and certificates based on student achievement of a **program=s stated learning outcomes**.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy and rationale 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 objectives for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences.

b. A capacity to be a productive individual and lifelong learner: **skills** include oral and written communication, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means, including information technology.

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 skill; respect for cultural diversity; historical and aesthetic

This is also a large enterprise.

What kind of Avalidation@ is required?

Each course will have to have Astated learning outcomes.@ How are these determined and by whom?

How is this done - and when?

It used to require that AAll degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.@

It used to require Acompetency@, not Askills@ in these areas.

It used to say AThe general education program provides the opportunity for students to develop the intellectual

sensitivity; and the willingness to assume civic, political, and social responsibilities.

4. All degree programs include focused study in at least one area of inquiry or in an **established interdisciplinary core**.

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**.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in ways that are consistent with program content, degree objectives, and student mastery of knowledge. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

a. The institution has, and makes available to 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 credits accepted, including those for general education, match learning objectives comparable to its own courses. Where patterns of **student enrollment** between institutions are identified, the institution undertakes the formulation of articulation agreements **as appropriate to its mission**.

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.

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. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

7. In order to assure the academic integrity of the teaching-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 worldviews. These policies make

skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.@

It used to say AThe institution documents the technical and professional competence of students completing its vocational and occupational programs.@

It used to refer to Apatterns of transfer between institutions@

As appropriate to its mission@ is new language.

It used to say AThe institution has a readily

clear the institution's commitment to the free pursuit and dissemination of knowledge.

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

b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, **including statements in the catalog and/or appropriate faculty or student handbooks**.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and standards.

9. The institution assesses its evaluation mechanisms by systematically reviewing their effectiveness in improving instructional programs.

B. Student Development and Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student development and support services address the identified needs of students and create 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 development and support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student

available governing board-adopted policy protecting academic freedom and responsibility **which states** the institutional commitment to the free pursuit and dissemination of knowledge **and fosters the integrity of the teaching-learning process.**@

It used to say AFaculty and **other college staff** distinguish between personal conviction and **proven conclusions** and present relevant data fairly and objectively to students and others.@

It used to say AInstitutions which strive to instill specific beliefs or world views or to require code of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.@

It used to say AThe institution recruits and admits students appropriate to its programs.@

development and support services and demonstrates that these services, regardless of location or means of delivery, enhance achievement of the mission of the institution and support student learning.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

§ Official Name, Address(es), Telephone Number(s), and

Web Site Address of 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

b. Requirements

§ Admissions

§ Student Fees and Other Financial Obligations

§ Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

§ Academic Regulations, including Academic Honesty

§ Nondiscrimination

§ Acceptance of Transfer Credits

§ Grievance and Complaint Procedures

§ Sexual Harassment

§ Refund of Fees

d. Locations or publications where other policies may be found

3. The institution researches and identifies the learning support needs of its student population and **provides appropriate services and programs to address those needs.**

a. The institution assures equitable access by providing appropriate, comprehensive, and reliable services to its students **regardless of service location or delivery method.**

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.

c. The institution designs, maintains, and **evaluates counseling** and/or academic advising programs to assure student development and success and prepares faculty and

Note: Again the requirement regarding Astudent learning outcomes@

Each Institution is required to have a web site?

other personnel responsible for the advising function.

d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

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

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.

4. The institution evaluates student development and 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.

5. The institution assesses its evaluation mechanisms by systematically reviewing their effectiveness in improving student development and support services.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient in quality, currency, depth, and variety to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in 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. 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.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quality and quantity to facilitate educational offerings, regardless of location or means of delivery.

a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals,

It used to say AThe institution designs and maintains **academic advising** programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.@

How do you provide this **evidence**? What are the student learning outcomes@ described here?

It used to require that the resources and services Aare sufficient in quality, depth, **diversity**, and currentness to support the institution's intellectual and cultural programs in whatever format and wherever they are offered.@

It used to require that AInformational and learning resources, and any equipment needed to access the holdings

the institution selects and maintains educational equipment and materials to fulfill the institution's goals and support the overall educational program.

b. The institution provides ongoing orientation and training for users of library and other learning support services so that students are able to develop skills in accessing, evaluating, and using information in fulfillment of their coursework and independent study.

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.

d. The institution provides **effective maintenance and security for its library and** other learning support services.

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.**

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.

3. The institution assesses its evaluation mechanisms by systematically **reviewing their effectiveness in improving library and other learning support services.**

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated student learning outcomes and other mission-based goals.

A. Human Resources

The institution employs qualified personnel to achieve its educational goals and support its programs and services wherever offered and by whatever means

of libraries, media centers, computer centers, databases and other repositories **are sufficient** to support the courses, programs, and degrees **wherever offered.**@

It used to require that AThe institution **has sufficient** full-time and part-time faculty and staff to support its educational programs and

delivered. Personnel are treated equitably, are evaluated regularly and systematically, and are given opportunities for professional development. 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. Human resource planning is integrated with institutional planning.

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 these programs and services.

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**. 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 play a significant role in selection of new faculty.

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 can be established.

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 of faculty and others responsible for student progress toward achieving stated student learning outcomes includes effectiveness in producing those learning outcomes. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

c. The institution upholds a written code of professional ethics for all of its personnel.

2. The institution maintains qualified faculty, staff, and

services wherever offered and by whatever means delivered.@

It used to say that Athe institution has **sufficient** faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.@

Aduties@ and Aauthority@ are new.

Aas determined by individuals with discipline expertise@ and Apotential to contribute to the mission of the institution@ are new.

It used to say ACriteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and **participation in institutional service or other responsibilities**.@

It should be noted that evaluation of employees is collectively bargained in

administrators **in sufficient numbers** to support its programs and services.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are clearly, equitably, and consistently administered.

a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

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.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

a. The institution creates and maintains appropriate programs, practices, and services that support the diversity of its personnel.

b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

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**.

a. **The institution plans** professional development activities to meet the needs of its personnel.

b. **With the assistance of the participants**, the institution systematically **evaluates** professional development programs and uses the results of these evaluations as the basis for improvement.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, effectively support institutional purposes and the achievement of educational goals.

Physical resource planning is integrated with institutional planning.

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.

California=s community colleges. These criteria are an intrusion into that process.

It used to say **Asufficient** qualified full-time and part-time faculty and staff@

It used to end with the phrase **Aand available for information and review.**@

It used to require that **APersonnel records are private, accurate, complete, and permanent.**@

The language **Aand based on identified teaching and learning needs**@ is new.

It used to require that **APlanning** and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.@

It used to say **AThe institution has sufficient and appropriate physical**

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. The institution assures that physical resources 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.

2. To assure the feasibility and effectiveness of physical resources in supporting educational purposes, the institution plans and evaluates its facilities and equipment on a regular basis, **taking utilization and other relevant data into account.**

a. **Long-range capital plans support educational goals and consider projections of the total cost of ownership of new facilities and equipment.**

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 evaluation as the basis for improvement.

C. Technological Resources

Technological resources are used to support the institutional mission and the achievement of educational goals. Technological planning is integrated with institutional planning.

1. The institution assures that any technological support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

a. Technological services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

b. The institution provides quality training in the effective application of information technology to students and personnel to meet the changing needs of the institution.

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technological infrastructure and equipment to meet institutional needs.

d. The distribution and utilization of technological resources support the development, maintenance, and enhancement of its programs and services.

2. Technological planning is integrated with institutional planning. The institution systematically assesses the effective use of technological resources and uses the results

resources to support its purpose and goals.@

of evaluation as the basis for improvement.

D. Financial Resources

Financial resources effectively support institutional purposes and the achievement of educational goals. The distribution of resources supports the development, maintenance, and enhancement of its programs and services. 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 financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.
 - a. Financial planning is integrated with all other institutional planning and supports the goals of educational plans.
 - b. Institutional planning reflects realistic assessments of financial resource availability, development of financial resources, **partnerships**, and expenditure requirements.
 - c. To assure financial stability, the institution includes long-range financial planning when determining short-range plans. **The institution clearly identifies and plans for payment of future obligations and liabilities.**
 - 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.
2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
 - a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
 - b. Appropriate financial information is provided throughout the institution.
 - c. The institution has policies for appropriate risk management strategies, a plan for responding to financial

It used to require that AThe institution has **adequate** financial resources to achieve, maintain, and enhance its programs and services.@

Apartnerships@ is new.

New language.

It used to require that AAdministrators, faculty and support staff have appropriate opportunities to participate in the development of **financial** plans and budgets.@

emergencies or unforeseen occurrences, and provisions for cash flow or reserves sufficient to maintain stability.

d. 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.

e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity to support the educational programs and services of the institution, consistent with the mission and goals of the institution.

f. 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.

g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

STANDARD IV: LEADERSHIP AND GOVERNANCE

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 to accomplish and enhance the institution=s mission, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

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.

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 such ideas or suggestions have policy or significant institution-wide implications, systematic governance processes, in accordance with local

It used to say AGovernance structures and systems ensure appropriate roles for the

policies involving participation in decision making, are used to assure effective discussion, planning, and implementation.

2. The institution establishes and implements a written policy providing faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which **individuals** bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.
 - 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.
 - b. The institution relies on faculty, its **academic senate** or other appropriate faculty structures, the curriculum committee, and academic administrators for decisions about **educational programs and services**.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These collegial consultation processes facilitate discussion of ideas from, and effective communication among, the institution=s constituencies.

4. The institution subscribes to, advocates, and demonstrates honesty and truthfulness in all matters including the following:
 - § representations to constituencies and the public
 - § pursuit of truth and the dissemination of knowledge
 - § treatment of and respect for administration, faculty, staff, and students
 - § management of operations and finances
 - § relationships with external agencies

5. The institution agrees to comply with Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Accrediting Commission.

6. The role of leadership and the institution=s governance

board, administration, faculty, staff, and students, and facilitate effective communication among the institution=s constituencies.@

Note the emphasis on Aindividuals@ rather than the organizations that they represent.

There used to be a requirement that AFaculty have established an **academic senate** or other appropriate organization for providing input regarding **institutional governance**.@

It used to require that AThe institution has a written policy which identifies the appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.@

This is all new

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. Board and Administrative Organization

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. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the educational programs and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

A new emphasis on the chief administrator.

a. The governing board is an independent body that **acts as a whole** and is capable of reflecting the public **or shareholder interest** in board activities and decisions. It advocates for and defends the institution, and **it protects the institution from undue influence or pressure.**

Aacts as a whole@ is new.

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.

Ashareholder interest@ is new.

c. The governing board has ultimate responsibility for legal and financial matters.

Protection from undue influence or pressure is new.

d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

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.

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.

g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that

violates its code.

- i. The governing board is informed about and involved in the accreditation process.
- 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. **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.**

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organization, budgeting, and **selection of personnel.**

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.

b. The president guides institutional improvement of the teaching and learning environment by the following:
§ establishing a collegial process through which values, goals, and priorities are set;
§ setting expectations that high quality research and analysis on external and internal conditions will be used in evaluation and planning;

§ ensuring that educational planning is integrated with resource planning and distribution; and

§ **establishing procedures to evaluate overall institutional planning and implementation efforts.**

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.

d. The president effectively controls budget and expenditures.

e. The president works and communicates effectively with the communities served by the institution.

self evaluation is new.

This is a new protection for administration.

The Aselection of personnel@ is new. It seems to be an infringement on the power of the Board.

This is all new and extended power of the local president.

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. 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.

- 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.
- b. The district/system provides effective services that support the colleges in their mission and functions.
- c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
- d. The district/system effectively controls its expenditures.
- 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.
- 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.
- 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.

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