

Accreditation Standards

Breakdown by College/District Evidence

= New

= Need to revisit for additional evidence

I.A. Mission		
	COLLEGE	DISTRICT
1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	<ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• College Effectiveness Report</li> <li>• Program Review</li> <li>• Resource Request</li> </ul>	<ul style="list-style-type: none"> <li>• District Mission Statement</li> <li>• College Effectiveness Reports</li> <li>• Functional Map</li> <li>• ESC Program Review &amp; SAOs</li> </ul>
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	<ul style="list-style-type: none"> <li>• Meeting Minutes (College, council, Ed. Planning, etc.)</li> <li>• SLO Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Budget Alloc. Model</li> <li>• Board Minutes ( minutes for approval)</li> </ul>
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement	<ul style="list-style-type: none"> <li>• Catalogue</li> <li>• Website</li> <li>• College Planning Handbook / Educational Master Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Update District Mission</li> <li>• DPAC Minutes</li> <li>• IE (Board) Minutes</li> </ul>
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	<ul style="list-style-type: none"> <li>• BSI reports, agendas, outcomes</li> <li>• AtD</li> <li>• SSSP, Student Equity Plans</li> </ul>	<ul style="list-style-type: none"> <li>• All Gov. Committee Minutes ( DAS, SSIC, A+ D)</li> <li>• Scorecard report</li> <li>• Board Rules</li> </ul>

I.B. Assuring Academic Quality and Institutional Effectiveness		
	COLLEGE	DISTRICT
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	<ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• College Effectiveness Report</li> <li>• Annual Program Review</li> <li>• Annual Resource Request</li> </ul>	<ul style="list-style-type: none"> <li>• District Mission Statement</li> <li>• College Effectiveness Reports</li> <li>• Functional Map</li> <li>• Student Survey</li> </ul>
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	<ul style="list-style-type: none"> <li>• Meeting Minutes (College, council, Ed. Planning, etc.)</li> <li>• SLO Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Allocation Model</li> <li>• Board Minutes ( minutes for approval)</li> </ul>
<b>3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.</b>	<ul style="list-style-type: none"> <li>• Catalogue</li> <li>• Website</li> <li>• College Planning Handbook / Educational Master Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Update District Mission</li> <li>• DPAC Minutes</li> <li>• IE (Board) Minutes</li> <li>• All Gov. Committee Minutes ( DAS, SSIC, A+ D)</li> </ul>
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	<ul style="list-style-type: none"> <li>• Student Equity Plans</li> <li>• AtD</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops / Conferences</li> <li>• Scorecard report</li> </ul>
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. <b>Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</b>	<ul style="list-style-type: none"> <li>• Student Equity Plans</li> <li>• Program Review</li> <li>• EOPS</li> <li>• Puente</li> <li>• Program Review</li> <li>• IE reports</li> </ul>	<ul style="list-style-type: none"> <li>• Board Rules</li> <li>• District Accreditation Newsletter</li> <li>• Committee Self Assessment</li> </ul>
<b>6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of</b>	<ul style="list-style-type: none"> <li>• Hiring Prioritization</li> <li>• Facilities Master Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Tech Plan</li> <li>• Strategic Plan</li> </ul>

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<p><b>students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.</b></p>	<ul style="list-style-type: none"> <li>• HR Plan</li> </ul>	
<p>7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.</p>		
<p>8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.</p>		
<p>9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.</p>		

**I.C. Institutional Integrity**

	COLLEGE	DISTRICT
<p>1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.</p>	<ul style="list-style-type: none"> <li>• Catalog / Schedule</li> <li>• Accreditation Webpage</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>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”.</p>	<ul style="list-style-type: none"> <li>• Catalog / Schedule</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.</p>	<ul style="list-style-type: none"> <li>• Research Webpage</li> <li>• Scorecard</li> <li>• IE Reports</li> <li>• SLO Assessment</li> <li>• College Planning Handbook / Educational Master Plan</li> <li>• SSSP Reports and Student</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas of Board mtgs. (Board oversight)</li> </ul>

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	Equity Plan • Senate minutes	
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	• Catalog / Schedule	•
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	• Catalog / Schedule	• Board Rules • E-Regs • BR 6705 • Prof Ethics
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	• Gainful Employment • Financial Aid • Catalog and Schedule	•
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	• Senate (ethics, policy, agendas, & minutes) • Catalog / Schedule • Syllabus • CBA Article 4	• Board Rules • E-Regs
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	•	• Board Rules • E-Regs • Board rule on cash transactions
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	• Faculty Evaluation • Student Survey Results • Financial Aid Website	• Student Survey Results
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	• N/A	•
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	•	•
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	• College Website	• District Accred. Webpage

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requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.		
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.	<ul style="list-style-type: none"> <li>• External accrediting agencies—Board Rule</li> </ul>	<ul style="list-style-type: none"> <li>• MOUs</li> <li>• Partnership agreements</li> <li>• Contracts</li> </ul>
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	<ul style="list-style-type: none"> <li>• Foundation</li> <li>• FON and 50% rule</li> </ul>	<ul style="list-style-type: none"> <li>• Form 700 conflict of interest regs.</li> </ul>

**II.A. Instructional Programs**

	COLLEGE	DISTRICT
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	<ul style="list-style-type: none"> <li>• Mission statement</li> <li>• Ed Master Plan</li> <li>• SLO + S:PAE</li> <li>• Program SLOs</li> <li>• Curriculum</li> <li>• Program development, LOWDL (Occupational consortium)</li> <li>• Labor Market Scans, etc.</li> <li>• Achievement data/ ARCC data/ Scorecard / Certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Scorecard data</li> <li>• Board approval (curriculum, programs, etc.)</li> <li>• District Strategic Plan</li> <li>• Board policies</li> <li>• DAS (curriculum, policies, etc.)</li> <li>• District discipline committees</li> </ul>
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• COR</li> <li>• SLO Assessment</li> <li>• Prof Development Article 23</li> <li>• FTLA</li> </ul>	<ul style="list-style-type: none"> <li>• Article 23</li> </ul>
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.	<ul style="list-style-type: none"> <li>• SLOs</li> <li>• Syllabus</li> <li>• COR</li> </ul>	<ul style="list-style-type: none"> <li>• Board Rule #?</li> <li>• COR</li> </ul>
4. If the institution offers pre-collegiate level curriculum,	<ul style="list-style-type: none"> <li>• Basic Skills coding in</li> </ul>	

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<p>it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.</p>	<p>curriculum database/State website</p>	
<p>5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.</p>	<ul style="list-style-type: none"> <li>• Curriculum website/class schedule</li> <li>• Mindful scheduling practices</li> </ul>	<ul style="list-style-type: none"> <li>• BR</li> <li>• E-Reg (scheduling hours)</li> <li>• Carnegie equivalent</li> </ul>
<p><b>6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.</b></p>	<ul style="list-style-type: none"> <li>• Planning schedules / sequences of courses / Enrollment mgmt. / Strategies / practices</li> <li>• Student Equity Plan</li> <li>• ITV</li> </ul>	<ul style="list-style-type: none"> <li>• Board expectations of completion agenda/ outcomes</li> </ul>
<p>7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</p>	<ul style="list-style-type: none"> <li>• Face-to-face / DE / Hybrid / DSPS, etc. / outcomes / Equity plan / special prog. / tutoring / SSSP plan</li> <li>• Credit by exam</li> <li>• Common finals</li> <li>• SLOs</li> <li>• SSSP, Student Equity Disp Impact</li> </ul>	<p><del>• DE single LMS</del></p>
<p>8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.</p>	<ul style="list-style-type: none"> <li>• Assessment Review/Validation</li> </ul>	<p><del>• Admin. Reg./ competency in Math / Eng. DAS / Prior learning</del></p> <ul style="list-style-type: none"> <li>• Credit by exam</li> </ul>
<p>9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.</p>	<ul style="list-style-type: none"> <li>• Continuous improvement of courses, programs, SLO assessment cycle</li> <li>• Information pushed out?</li> <li>• Transcript evaluators</li> <li>• C-ID</li> <li>• CLEP</li> <li>• AP</li> </ul>	<ul style="list-style-type: none"> <li>• BR, E-Reg</li> <li>• Board Rules: CLEP and AP</li> </ul>
<p>10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as</p>	<ul style="list-style-type: none"> <li>• Articulation and Transfer center directors/offices and counselors</li> </ul>	<ul style="list-style-type: none"> <li>• BR, E-Reg</li> <li>• Board Rules: CLEP and AP</li> </ul>

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appropriate to its mission.		
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	<ul style="list-style-type: none"> <li>• Local curriculum committee/department review; SLO's, PLO'S + ILO's</li> <li>• COR</li> <li>• Catalog</li> </ul>	<ul style="list-style-type: none"> <li>• Course Outlines of Record/</li> <li>• DAS - DCC; Board of Trustees</li> <li>• BR, E-Reg</li> </ul>
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.	<ul style="list-style-type: none"> <li>• Local curriculum committee/department faculty</li> </ul>	
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	<ul style="list-style-type: none"> <li>• Local curriculum committee/department faculty</li> </ul>	
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	<ul style="list-style-type: none"> <li>• Local curriculum committee/department faculty</li> <li>• Same as above; Prog + Industry</li> </ul>	
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.		<ul style="list-style-type: none"> <li>• Board of Trustees</li> </ul>
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	<ul style="list-style-type: none"> <li>• Program review/ SLO's/ Department Faculty/ Discipline Faculty</li> </ul>	

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II.B. Library and Learning Support Services		
	COLLEGE	DISTRICT
1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	<ul style="list-style-type: none"> <li>• College - Library databases &amp; materials available to students</li> <li>• SSSP plans &amp; Reports</li> <li>• equity plans &amp; reports</li> <li>• Library SLO Assessment / pre-post assessment after lib workshops</li> <li>• Communication w/ faculty re: book &amp; material / databases / orientations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• District Library Mtg minutes</li> <li>• Minutes Consortium Min.</li> <li>• Formal contracts w/ databases (Q&amp;P)</li> <li>• Student Surveys</li> </ul>
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	<ul style="list-style-type: none"> <li>• Curriculum ( COR )</li> <li>• Tutoring (student surveys, #'s, participation &amp; grades, Faculty feedback.</li> <li>• Library &amp; Student Services Program Review</li> </ul>	
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.		
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.		

II.C. Student Support Services		
	COLLEGE	DISTRICT
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.	<ul style="list-style-type: none"> <li>• Point of Service Surveys</li> <li>• #'s Student ed plans</li> <li>• Outcomes - Evidence made changes based on eval. Results</li> <li>• Budget for Clubs, Athletics, Events,</li> <li>• Accountability of co-curricular (standard III)</li> <li>• Student Surveys</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment		

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<p>data to continuously improve student support programs and services.</p>	<ul style="list-style-type: none"> <li>• Flyers of Events</li> <li>• SLO Assessment after student services</li> <li>• Analysis of Obstacles / errors</li> <li>• Curricular Maps / Catalog</li> <li>• Assessment test validation</li> <li>• SIS documentation - Security</li> <li>• Back-up (DISTICT) &amp; published policies</li> </ul>	
<p>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.</p>		
<p><b>4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</b></p>		
<p>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>		
<p><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, certificate and transfer goals.</b></p>		
<p>7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>		
<p>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.</p>		

### III.A. Human Resources

	COLLEGE	DISTRICT
<p>1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission</p>	<ul style="list-style-type: none"> <li>• Duty Statement</li> <li>• Job Description</li> <li>• Hiring process description</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum qualifications</li> <li>• Personnel Commission job descriptions</li> <li>• Audit findings related to MQs</li> <li>• Advertising process for jobs (e.g., CCC Registry, LACCD website)</li> <li>• HR Guides (110, 120)</li> </ul>



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<p>and goals and accurately reflect position duties, responsibilities, and authority.</p>		<ul style="list-style-type: none"> <li>• Hiring Forms and packet</li> <li>• Posted job descriptions (on PeopleAdmin)</li> <li>• Procedures for posting</li> </ul>
<p>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.</p>		
<p>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.</p>		
<p>4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p>		
<p>5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	<ul style="list-style-type: none"> <li>• Table or chart of number evaluated and when</li> <li>• Article 19-Improvement plan in faculty contract</li> </ul>	<ul style="list-style-type: none"> <li>• Notification system for evaluations in PCR</li> <li>• Faculty evaluation notifications</li> </ul>
<p><b>6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Policy on participation in SLO process</li> <li>• Follow up with Teamsters for inclusion of SLO language for admin evaluations; MOU for other administrators</li> </ul>
<p>7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.</p>	<ul style="list-style-type: none"> <li>• Prioritization process</li> <li>• FON</li> </ul>	<ul style="list-style-type: none"> <li>• 50% rule</li> <li>• FON, 75/25 reports</li> <li>• MQs</li> <li>• FON subsidy; number of new hires</li> </ul>
<p><b>8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.</b></p>	<ul style="list-style-type: none"> <li>• Adjunct survival guide</li> <li>• Department reps</li> <li>• New faculty academy</li> <li>• Sign in sheets for opening day</li> <li>• Composition of</li> </ul>	<ul style="list-style-type: none"> <li>• Employee contracts</li> <li>• Professional development</li> <li>• Health benefits for adjuncts</li> <li>• AFT orientation for</li> </ul>

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	accreditation committees	adjuncts • Contract pays adjuncts for
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	<ul style="list-style-type: none"> <li>• M&amp;O funding formula</li> <li>• Staffing plan</li> <li>• Staffing reports on Datamart</li> </ul>	<ul style="list-style-type: none"> <li>• Preventative training program for custodial staff</li> <li>• Funding for custodial staff training?</li> <li>• Staffing formula</li> </ul>
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.	<ul style="list-style-type: none"> <li>• College procedures for allocating and hiring staff</li> <li>• Grant staffing requirements</li> </ul>	<ul style="list-style-type: none"> <li>• M&amp;O Allocation model</li> <li>• T5 Administrator MQ’s</li> </ul>
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	•	<ul style="list-style-type: none"> <li>• Personnel Commission Rules</li> <li>• HR website</li> <li>• HR Guides</li> <li>• Employee Relations Manual</li> </ul>
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	•	<ul style="list-style-type: none"> <li>• Diversity Office</li> <li>• Equity policy</li> <li>• Project Match?</li> </ul>
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	•	• BR 1204 – Code of Ethics
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	<ul style="list-style-type: none"> <li>• Staff development plans</li> <li>• Faculty development plans</li> </ul>	<ul style="list-style-type: none"> <li>• Board Rules</li> <li>• MOS Training available and discounted at Valley</li> <li>• FTLA, 3CSN</li> <li>• Project Match</li> <li>• ADA compliance training</li> </ul>
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	•	<ul style="list-style-type: none"> <li>• HR Privacy Policy</li> <li>• SAP security policy</li> <li>• Employee portal</li> <li>• Document destruction policy</li> <li>• HR policies for deleting personnel files</li> </ul>


**III.B. Physical Resources**

	COLLEGE	DISTRICT
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are	<ul style="list-style-type: none"> <li>• Facilities contract (lighting)</li> <li>• Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Sheriff’s Contract</li> <li>• Work environment Board</li> </ul>

Accreditation Standards

Breakdown by College/District Evidence

 = New

 = Need to revisit for additional evidence


constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	Sheriff's Op Plan Security policies & procedures Campus climate survey	Rule (Article 9)
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	<ul style="list-style-type: none"> <li>• Facilities master plan (which links to Educational master plan which is updated more frequently)</li> <li>• Functional plan</li> <li>• State recycling program</li> </ul>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Planning</li> <li>• State Fusion System (resource for facilities utilization)</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Program review</li> <li>• Annual unit plan</li> <li>• Campus technology plan (replacement cycle)</li> <li>• Regular maintenance schedule (equipment)</li> <li>• Cal/OSHA compliant</li> <li>• State recycling report</li> <li>• ADA reports</li> </ul>	<ul style="list-style-type: none"> <li>• Perkins</li> <li>• District technology plan</li> <li>• M&amp;O Reports—custodial staffing</li> </ul>
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	<ul style="list-style-type: none"> <li>• Program review</li> <li>• Campus climate survey</li> </ul>	<ul style="list-style-type: none"> <li>• Annual capital construction plan</li> <li>• Facilities committee (Board)</li> </ul>


**III.C. Technology Resources**

	COLLEGE	DISTRICT
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.	<ul style="list-style-type: none"> <li>• Campus user satisfaction (Board steering committee)</li> <li>• Technology Plan (staffing)</li> <li>• Program Review</li> <li>• Annual Unit Plan</li> </ul>	<ul style="list-style-type: none"> <li>• District Student Survey</li> <li>• District Technology Plan</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Upgrade of wireless system at college</li> <li>• Replacement cycle, software upgrades, smart classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• District technology plan</li> <li>• Technology Planning Policy Committee</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Technology security policies &amp; procedures</li> <li>• Offsite technology access</li> </ul>	<ul style="list-style-type: none"> <li>• Technology security policies &amp; procedures</li> <li>• IT program review and SAOs</li> </ul>
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	<ul style="list-style-type: none"> <li>• Professional development seminar</li> <li>• Workshops</li> <li>• Training</li> <li>• Staff development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Teaching Learning Academy</li> <li>• E-regulation</li> <li>• Board rule</li> <li>• PeopleSoft staff training</li> </ul>

Accreditation Standards

Breakdown by College/District Evidence

 = New

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	<ul style="list-style-type: none"> <li>• College professional development plan</li> <li>• Teaching/Learning center</li> <li>• Distance Education plan</li> <li>• Technology fair (WLAC)</li> <li>• IT help desk</li> <li>• ADA certification</li> </ul>	<ul style="list-style-type: none"> <li>• schedule</li> <li>• Faculty contract (DE)</li> <li>• MOUS certification</li> </ul>
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	<ul style="list-style-type: none"> <li>• Distance Education plan</li> <li>• Accessibility</li> <li>• Technology Committee</li> <li>• Program review</li> </ul>	<ul style="list-style-type: none"> <li>• DE Coordinators</li> <li>• TPPC policies, E-76</li> <li>• DE platforms</li> <li>• Cal OSHA standards</li> </ul>


**III.D. Financial Resources**

	COLLEGE	DISTRICT
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.	<ul style="list-style-type: none"> <li>• Student Equity plan</li> <li>• SB 1440</li> <li>• Tutoring</li> <li>• Strategic Plan</li> <li>• FTES reports</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation model</li> <li>• DBC and ECDBC minutes</li> <li>• Board reports to Budget and Finance committee</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Strategic plan (how do resources flow)</li> <li>• Audit report (internal mechanisms and procedures)</li> <li>• Quarterly projection (financial) related to enrollment projection</li> <li>• Quarterly report</li> <li>• Budget committee</li> <li>• Budget preparation</li> <li>• Over-base requests from Program Review</li> </ul>	<ul style="list-style-type: none"> <li>• Budget preparation</li> <li>• Strategic Plan</li> <li>• DBC Allocation Model</li> <li>• Student Equity Allocation</li> <li>• Audit report/findings</li> <li>• Internal reports and procedures</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Local TARP report (college deficit over \$500K)</li> <li>• Quarterly projection (financial) related to enrollment projection</li> <li>• Quarterly report</li> <li>• Budget committee</li> <li>• Budget preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Budget preparation</li> <li>• FTES planning and projections</li> <li>• Financial Accountability Measures</li> <li>•</li> </ul>
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal	<ul style="list-style-type: none"> <li>• Budget process</li> <li>• Budget prep cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Board report</li> <li>• Audit report (internal and</li> </ul>

Accreditation Standards

Breakdown by College/District Evidence

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<p>control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.</p>		<p>external)</p> <ul style="list-style-type: none"> <li>• Financial reports (SAP)</li> <li>• Budget Office reports</li> <li>• Quarterly Financial Meetings</li> <li>• Reports to Board Budget &amp; Finance Committee</li> <li>• External and internal audit reports</li> </ul>
<p>6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.</p>	<ul style="list-style-type: none"> <li>• SSSP</li> <li>• Equity plan</li> <li>• Link planning and budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• ESC program review SAOs</li> </ul>
<p>7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Audit reports (internal and external presented to Board Budget &amp; Finance Committee)</li> </ul>
<p>8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.</p>	<ul style="list-style-type: none"> <li>• Audit</li> </ul>	<ul style="list-style-type: none"> <li>• ESC program review and SAOs</li> </ul>
<p>9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.</p>	<ul style="list-style-type: none"> <li>• College reserve policy</li> </ul>	<ul style="list-style-type: none"> <li>• District reserve policy</li> <li>• Contingency reserve</li> <li>• FTES target setting</li> </ul>
<p>10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</p>	<ul style="list-style-type: none"> <li>• Audits (internal &amp; external)</li> <li>• Annual compliance reports (to state, federal)</li> </ul>	<ul style="list-style-type: none"> <li>• Management of financials</li> <li>• Audits (internal &amp; external)</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• GASB requirement</li> <li>• External audit findings</li> <li>• PERB funding</li> <li>• Health benefits</li> </ul>
<p>12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Bond payment management</li> <li>• Audit report on bond fiscal management</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Audit report</li> <li>• Financial audit</li> <li>• Federal audit</li> </ul>

## Accreditation Standards

### Breakdown by College/District Evidence

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condition of the institution.		<ul style="list-style-type: none"> <li>• Attendance accounting</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Grant applied at college level and managed at college level</li> <li>• Foundation (auxiliary)</li> </ul>	<ul style="list-style-type: none"> <li>• Grant accepted at district level</li> <li>• Audit reports</li> </ul>
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	<ul style="list-style-type: none"> <li>• Gainful employment</li> </ul>	<ul style="list-style-type: none"> <li>• Central financial aid</li> <li>• External audit (federal programs) Board has to accept it</li> <li>• Bond program audit</li> </ul>
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.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Contract policies &amp; procedures</li> <li>• ESC program review &amp; SAOs for Contracts unit</li> <li>• Audit reports and findings</li> </ul>

#### IV.A. Decision-Making Roles and Processes

	COLLEGE	DISTRICT
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	<ul style="list-style-type: none"> <li>• College senate internal curriculum process</li> <li>• Online curriculum</li> <li>• Shared course database</li> </ul>	<ul style="list-style-type: none"> <li>• District senate (E-64, E-65?) on SLOs</li> <li>• Shared course database</li> <li>• DCC</li> </ul>
5. Through its system of board and institutional	<ul style="list-style-type: none"> <li>• Faculty contracts (must be</li> </ul>	<ul style="list-style-type: none"> <li>• Board rules on shared</li> </ul>

Accreditation Standards

Breakdown by College/District Evidence

■ = New

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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.	part of a committee) <ul style="list-style-type: none"> <li>• Governance handbook/manual</li> <li>• Academic Senate bylaws</li> <li>• Senate committees</li> <li>• Charters</li> <li>• Openness of meetings</li> <li>• Items from the floor</li> <li>• Brown Act</li> </ul>	governance <ul style="list-style-type: none"> <li>• E-regulations</li> <li>• Governance committee website</li> <li>• Board agenda</li> <li>• Contracts and representation</li> <li>• Consultation</li> <li>• Governance handbook</li> </ul>
<b>6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.</b>	<ul style="list-style-type: none"> <li>• College council</li> <li>• Senate</li> <li>• College presidents</li> <li>• Link to college website</li> <li>• College memos</li> <li>• Academic Senate-Admin consultation emails and minutes</li> <li>• Emails sent back to recommending body and link to website</li> </ul>	<ul style="list-style-type: none"> <li>• Governance handbook</li> <li>• Chancellor's office bulletins</li> <li>• LACCD legal listserv</li> <li>• Brown Act compliance</li> </ul>
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	•	•


**IV.B. Chief Executive Officer**

	COLLEGE	DISTRICT
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.	<ul style="list-style-type: none"> <li>• Written procedure on evaluation of college presidents</li> <li>• College council attendance</li> <li>• All evaluations on board agenda</li> </ul>	•
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.	•	•
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring the college sets institutional performance standards for student achievement;</li> <li>• ensuring that evaluation and planning rely on high</li> </ul>	<ul style="list-style-type: none"> <li>• Actions on obtaining and allocating additional accreditation funding</li> <li>• College President goals</li> </ul>	<ul style="list-style-type: none"> <li>• Should add to job description and duties</li> <li>• Chancellor's briefings</li> </ul>

Accreditation Standards

Breakdown by College/District Evidence

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<p>quality research and analysis of external and internal conditions;</p> <ul style="list-style-type: none"> <li>ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</li> <li>ensuring that the allocation of resources supports and improves learning and achievement; and</li> <li>establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</li> </ul>		
<p><b>4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</b></p>	<ul style="list-style-type: none"> <li>President funding Institutional Research, SLOs, etc.</li> <li>Each college received \$100,000 for accreditation work</li> <li>Meeting with ALO, Faculty Co-Chair</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.</p>	<ul style="list-style-type: none"> <li>Governance committee attendance</li> <li>Opening day oversight</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>6. The CEO works and communicates effectively with the communities served by the institution.</p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>


IV.C. Governing Board		
	COLLEGE	DISTRICT
<p>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.</p>		<p>District Evidence Folders (Sharepoint)</p>
<p>2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.</p>		<p>District Evidence Folders (Sharepoint)</p>
<p>3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.</p>		<p>District Evidence Folders (Sharepoint)</p>
<p>4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.</p>		<p>District Evidence Folders (Sharepoint)</p>
<p>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</p>		<p>District Evidence Folders (Sharepoint)</p>




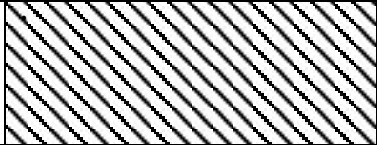

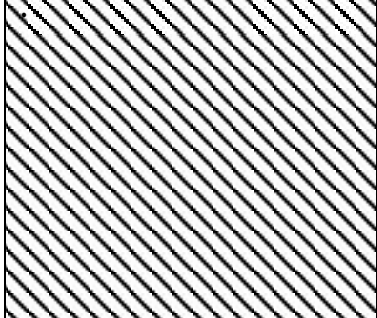
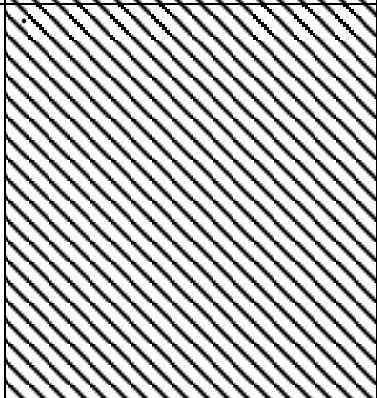
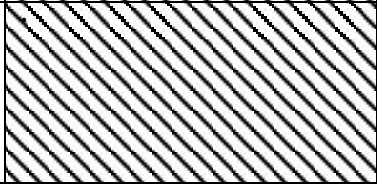



Accreditation Standards

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support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.		
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		District Evidence Folders (Sharepoint)
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.		District Evidence Folders (Sharepoint)
<b>8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</b>		District Evidence Folders (Sharepoint)
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.		District Evidence Folders (Sharepoint)
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.		District Evidence Folders (Sharepoint)
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.		District Evidence Folders (Sharepoint)
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.		District Evidence Folders (Sharepoint)
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's		District Evidence Folders (Sharepoint)

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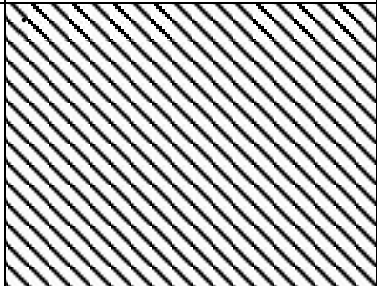
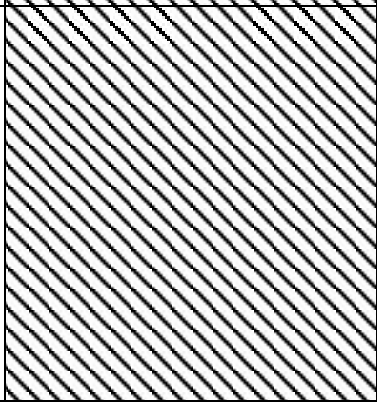
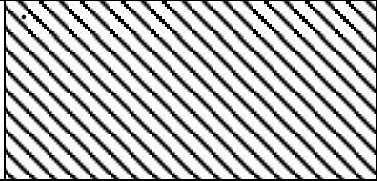
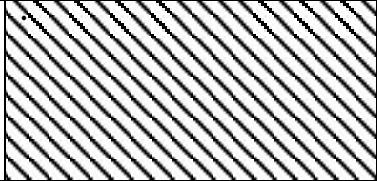
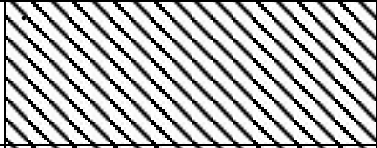
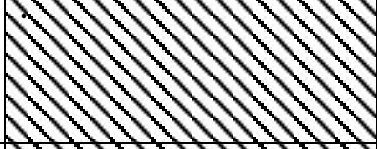

Breakdown by College/District Evidence

 = New

 = Need to revisit for additional evidence


accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.		
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**IV.D. Multi-College Districts or Systems**

	COLLEGE	DISTRICT
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.		District Evidence Folders (Sharepoint)
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.		District Evidence Folders (Sharepoint)
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.		District Evidence Folders (Sharepoint)
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.		District Evidence Folders (Sharepoint)
<b>5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</b>		District Evidence Folders (Sharepoint)
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.		District Evidence Folders (Sharepoint)
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		District Evidence Folders (Sharepoint)

Accreditation Standards

Breakdown by College/District Evidence

 = New

 = Need to revisit for additional evidence

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.

