Response to ACCJC External Evaluation Report 2015

COLLEGE OF ALAMEDA

MISSION

The Mission of College of Alameda: to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

"Change does not roll in on the wheels of inevitability, but comes through continuous struggle. And so we must straighten our backs and work for our freedom."

-Martin Luther King, Jr. (n.d.).

BrainyQuote.com. Retrieved June 27, 2015, from BrainyQuote.com Web site
http://www.brainyquote.com/quotes/quotes/m/martinluth121065.html

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Introduction:

The summer of 2015 in the United States will be remembered in years to come for significant social changes. Sweeping and epic, these changes document for the cynical and discouraged the possibility that the status quo can be mitigated in order to realize a more perfect union. How can this sweeping national backdrop provide pause for reflection at College of Alameda?

Without question, College of Alameda is a powerful catalyst in our community for our people to realize the promise of higher education for a better life. While on the one hand, we celebrate the good work of the good and hard-working people of College of Alameda, the other hand demands rigorous self-examination to ensure that we effectively actualize our charge for those we serve. This College of Alameda Blueprint for Excellence charts a new chapter of self-examination.

Make no mistake, the stakes are high. To truly move the needle on equity in higher education and achieve inclusive excellence as transformational institutions, colleges cannot tolerate a status quo where institutional effectiveness is marginal at best. Exceeding accreditation standards should represent our minimum commitment to excellence for those we serve.

Greatness lies well beyond compliance. While the journey to greatness is reaffirmed with the humble step represented by this College of Alameda Blueprint for Excellence, we must continually refine and enhance our dreams for greatness as our potential becomes more fully realized. Let us dare to imagine that we will exceed our current capacity to envision what College of Alameda can truly become.

The Accreditation Commission has correctly cited a legacy of accreditation cycles where College of Alameda sustains a status quo of struggling to meet standards only to return to persistent patterns which thwart greatness and ultimately short-change our promise. Painfully, the people in our community already most marginalized by the status quo are most impacted by our thwarted greatness. This must become so absolutely unacceptable to us that we hunger for change and we become willing to do what must be done. Any past criterion excusing change must be alchemized and transcended. Dysfunction is not an option.

The College of Alameda family (la familia) must demand of ourselves and each other that we embrace this opportunity to establish a new normal. This new normal represents a deliberate paradigm shift, which will be critical to our success. Where and when it is needed, let us forgive each other and ourselves for having not met our highest expectations. Let us recognize our good intentions and encourage each other when the change that is needed is uncomfortable. We must answer our call as educators to seize this moment. Surely if the unimaginable changes sweeping our nation have become possible, then change at College of Alameda can become our proudest expression of participation in these great times.

Accreditation Refresher

"Accreditation is a system of self regulation developed by higher education institutions to evaluate overall institutional quality and encourage continual improvement. Colleges and universities form membership associations to set up an accrediting agency and work with that agency to establish the quality standards used to rigorously evaluate the institutions. Accreditation Standards represent the best practices in higher education and set a high expectation for quality."

Students earning degrees at accredited institutions know that both the instructional and support components of their education meet high quality standards, and that their credentials will be accepted as legitimate by both employers and other institutions of higher education. College of Alameda is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), **http://www.accjc.org/** which is part of the Western Association of Schools and Colleges (WASC) region. **http://www.acswasc.org/**

The Accreditation Process

"There are four phases to the accreditation process involving internal evaluation, external evaluation by professional peers, Commission evaluation, and institutional self-improvement to meet evolving regional and federal standards. Every six years ACCJC members have agreed to undergo the comprehensive process to determine whether they are meeting their established Accreditation Standards and to develop ways to improve their future ability to serve students."

Accreditation Website

The College of Alameda Accreditation website provides an overview of the accreditation process and the Accreditation Oversight Committee, the current **Institutional Self Evaluation Report**, archival accreditation materials, and information for the campus community.

College of Alameda remains engaged in a continuous and systematic cycle of planning, implementation, and evaluation, in order to maintain effectiveness in promoting academic excellence and student success, and to ensure ongoing compliance with accreditation standards. Throughout its continuous six-year review cycle, College of Alameda conducts and publishes several review instruments, including a midterm report, comprehensive institutional self evaluation, and an evaluation review by a team of peers.

http://alameda.peralta.edu/accreditation/

ACCJC Action

The Commission took action to place the College on Probation and require the College to submit a Follow-up Report in October 2016. The report will be followed by a visit on an external evaluation team.

Commendations

College Commendation 1
The team commends College for creating and maintaining learning communities that provide academic and personal guidance for students, responsible for improving student achievement and engagement.

College Commendation 2
The team commends College for establishing and maintaining the Welcome Center, a barrier free and inviting entry point for students seeking support services.

College Commendation 3
The team commends the College IT staff for taking the initiative for the restructure of the department to combine instruction and administrative support while providing an enhanced service response time.

District Commendation 1
The District's Institutional Research Department is commended for its work in creating a robust data system for a complex multi-college district. By continuously refining its data model, by developing and supporting a multitude of standard reports and dashboard/data mining reporting strategies, and by providing the needed user training, the department makes available a critical toolset that should be used as the foundation of evidence-based practice.

District Commendation 2
The team commends the district and the individual colleges for their efforts to ensure that hiring practices cultivate a workforce that is as diverse as the student population. The district and the colleges within it have successfully maintained college personnel that mirror the student demographics, which enrich the college environment and promote equity.

Recommendations

College Recommendation 1
In order to meet the Standards and the Eligibility Requirement, the team recommends that the College develop a process for regular and systematic review of its Mission statement through appropriate college governance processes, receive board approval of the Mission statement, and display it prominently in all college documentation, including the College website. (I.A.2, I.A.3, IV.A.3; ER 2)

College Recommendation 2
In order to meet the Standards, the team recommends that the college ensure that the College mission and goals drive the planning and resource prioritization processes. (I.A.4, III.A.1, III.B.1, III.D.1)

College Recommendation 3
In order to meet the Standards and U.S. Department of Education requirements, the team recommends the College adopt institutional-set standards that will adequately measure satisfactory performance of student achievement. The team also recommends that the College's governance process be involved in the determination of these standards and the methodology used to set the standards be explained to justify reasonableness of these standards. When the College falls bellows these standards, the team recommends institution-wide discussion of action, and documentation of such, to be taken to improve performance. (I.B.1-6, IV.A.3)

College Recommendation 4
In order to meet the Standard, the team recommends that formal processes be put into place to document the discussion of student learning. (I.B.1)

College Recommendation 5
In order to meet the Standards and the Eligibility Requirement, the team recommends that the College assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, re-evaluation, and continuous improvement. (I.B.6, I.B.7, II.A.2.f; ER 19)

College Recommendation 6
In order to meet the Standards and the Eligibility Requirement, the team recommends that the College document the systematic assessment of course-level, program-level, and institutional learning outcomes and use this assessment to direct college and program improvement. (I.B.1, II.A.2.b, II.A.2.e, III.A.1.b, III.D.4; ER 10)

College Recommendation 7
In order to improve institutional effectiveness, the team recommends that the College document and use the assessment of student support services to engage in thoughtful reflection and improvement. (I.B.1, II.B.1, II.B.3.a, II.B.3.c, II.B.3.d, II.B.3.e, II.B.4, IV.A.1)

College Recommendation 8
In order to meet the Standards, the team recommends that the College incorporate consistent and current data into the planning processes. (I.B.6, III.A.6)

College Recommendation 9
In order to meet the Standards, the team recommends that the College develop and implement a process for regular and ongoing evaluation and assessment of its governance and decision making structures and process, and use the results to broaden employee participation and improve institutional effectiveness. (I.B.1, IV.A.5)

College Recommendation 10
In order to meet the Standards, the team recommends that the College develop, implement, and assess a comprehensive enrollment management strategy based on qualitative and quantitative information that allows the College to clarify its identity while meeting its mission and the varied educational needs of its students, as well as ensuring that resources are allocated in a manner that effectively supports the direction of the College. (I.B.1, I.B.2, I.B.3, II.A.1.a, II.A.2)

College Recommendation 11
In order to meet the Standard, the College should develop online tutoring for its distance education students. (II.B.1, II.C.1.a, II.C.1.c)

College Recommendation 12
In order to meet the Standard, the team recommends that all personnel performance evaluations be made current according to the approved cycles. (III.A.1.b)

College Recommendation 13
In order to improve institutional effectiveness, the team recommends that all faculty evaluations require the integration and analysis of the assessment of student learning outcomes. (III.A.1.c; ER 13)

College Recommendation 14
In order to improve institutional effectiveness, the team recommends the College collaborate with the District General Services Department of Risk Management to conduct a risk management assessment of College facilities and make recommendations to the College Facilities or College Health & Safety Committees that inform the College Maintenance and Repairs Priority Needs List. (III.B.1)

College Recommendation 15
In order to meet the Standard, the team recommends that the College comply with the recommendation in the Department of Education Program Review dated January 5, 2015 in response to audit findings on data submitted to the NSLDS. (III.D.2.a, III.D.2.b, III.D.3.b, III.D.3.f)

College Recommendation 16
In order to meet the Standards, the team recommends that the Budget Allocation Model be assessed for effectiveness to provide fair distribution of resources that are adequate to support the effective operations of the College. (III.D.2.a, IV.B.3.c)

College Recommendation 17
In order to meet the Standards and the Eligibility Requirement and to comply with the ACCJC Policy on Distance Education and Correspondence Education and the Policy on Substantive Change, the team recommends that the College submit substantive change reports to the Commission as soon as possible and receive approval to offer its programs through distance education and at the off-site science and laboratory building. (IV.A.4, ER 21)

College Recommendation 18
In order to improve institutional effectiveness, the team recommends that the College establish a means to clearly identify and communicate recommendations made through the College governance structure and operational processes to the College president, and how those recommendations improve student learning programs and services. The outcomes of committee work and actions of the president in response to recommendations should be widely and effectively communicated to the College. (IV.A.1, IV.A.2, IV.A.3)

College Recommendation 19
In order to meet the Standards, the team recommends that the College president establish a collegial process that sets values, goals, and priorities; ensure that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensure that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; establish procedures to evaluate overall institutional planning and implementation efforts; and effectively control budget and expenditures. (IV.B.2)

College Recommendation 20
In order to meet the Standard, the team recommends that the College and the District collaborate to clearly delineate and communicate the operational responsibilities and functions of the District from those of the College and consistently adhere to this delineation in practice; and regularly assess and evaluate District role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the College in meeting educational goals. (IV.B.3)

District Recommendation 1
In order to meet the Standard, the team recommends that the District follow the 2014 audit recommendations and develop an action plan to fund its Other Post-Employment Benefits (OPEB) liabilities, including the associated debt service. (III.D.1.c, III.D.3.c, III.D.1.c)

District Recommendation 2
In order to meet the Standard, the team recommends that the District resolve comprehensively and in a timely manner the ongoing deficiencies identified in the 2013 and 2014 external audit findings. (III.D.2.b, III.D.1.h)

District Recommendation 3
In order to meet the Standards, the team recommends that District General Services (DGS) work with college personnel to implement a plan to address total cost of ownership for new facilities and equipment, including undertaking critical deferred maintenance and preventive maintenance needs at the college in order to assure safe and sufficient physical resources for students, faculty and staff. (III.B.1, III.B.1.a, III.B.2.a)

District Recommendation 4
In order to meet the Standards, the District should clearly identify the structures, roles, responsibilities and document the processes used to integrate human, facilities, technology planning, and fiscal planning in support of student learning and achievement and regularly evaluate the process in order to fairly allocate resources to support the planning priorities. (III.A.6, III.B.2, III.C.2, III.D.4, IV.B.3.g)

District Recommendation 5
In order to meet the Standards, the team recommends that the district ensure retention of key leadership positions and that adequate staffing capacity is available to address the demands of three critical areas reflected in the accreditation standards: institutional effectiveness and leadership, institutional research, and financial accountability and management. (III.A.2, III.A.6)

District Recommendation 6
In order to meet the Standard, the team recommends that the district clearly delineate and communicate the operational responsibilities and functions of the district from those of the colleges and consistently adheres to this delineation in practice; and regularly assesses and evaluates district role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. (IV.B.3)

District Recommendation 7
In order to meet the Standards, the team recommends the Governing Board adhere to its appropriate role. The Board must allow the chancellor to take full responsibility and authority for the areas assigned to district oversight. (IV.B.1, IV.B.1a, IV.B.1.e, IV.B.1.j)

District Recommendation 8
In order to meet the Standards, the team recommends that the District systematically evaluate the equitable distribution of resources and the sufficiency and effectiveness of district-provided services in supporting effective operations of the colleges. (IV.B.3.b, IV.B.3.c, III.D.1.a, III.D.1.b, III.D.1.h)
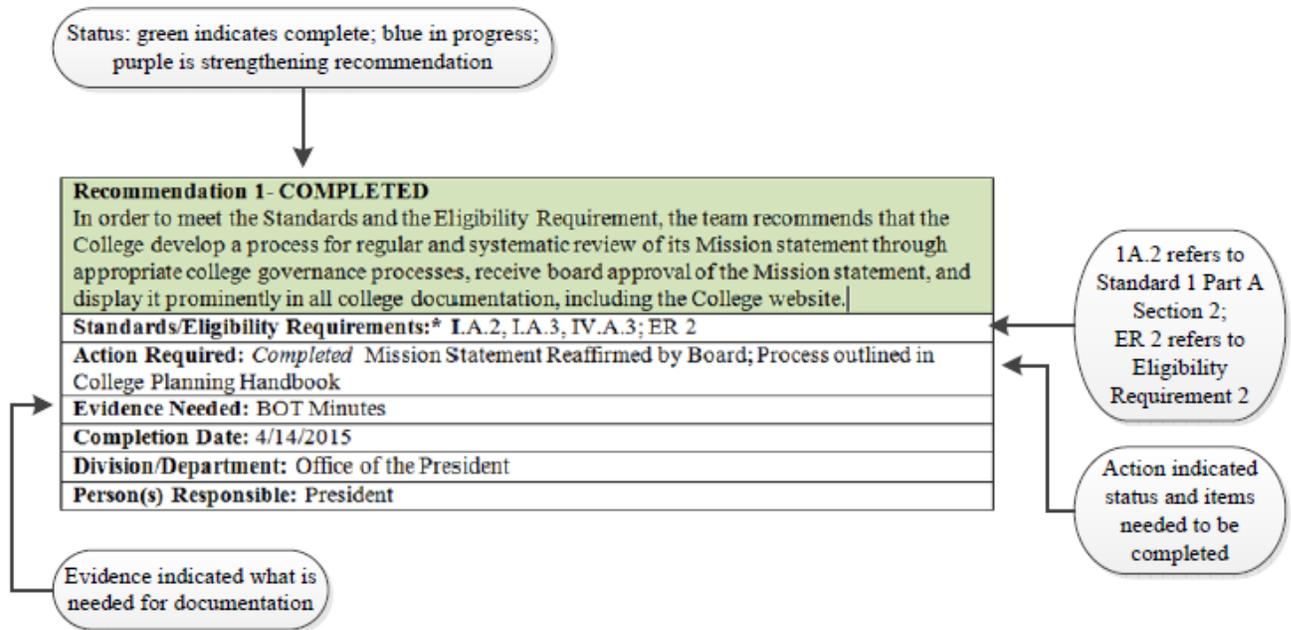
BLUEPRINT FOR EXCELLENCE

The *Blueprint for Excellence* is the College's sematic to addressing ACCJC recommendations and providing a mechanism to identify progress, items/documentation required parties responsible and a general timeline.

Types of Recommendations:
Recommendation of Deficiency: Recommendations made when an institution is found to not be fully upholding a Standard or Eligibility Requirement. These begin "In order to meet…"

Recommendation to Strengthen Institution: Recommendations for an institution that relate directly to improving effectiveness. These recommendations give directions for improvement but do not conclude that the college is not upholding a Standard or Eligibility Requirement. These begin "To improve institutional effectiveness…"

Each recommendation is listed. A legend on how to read the *Blueprint for Excellence* is below:

Status: green indicates complete; blue in progress; purple is strengthening recommendation

Recommendation 1- COMPLETED
In order to meet the Standards and the Eligibility Requirement, the team recommends that the College develop a process for regular and systematic review of its Mission statement through appropriate college governance processes, receive board approval of the Mission statement, and display it prominently in all college documentation, including the College website.

Standards/Eligibility Requirements:* I.A.2, I.A.3, IV.A.3; ER 2

Action Required: *Completed* Mission Statement Reaffirmed by Board; Process outlined in College Planning Handbook

Evidence Needed: BOT Minutes

Completion Date: 4/14/2015

Division/Department: Office of the President

Person(s) Responsible: President

1A.2 refers to Standard 1 Part A Section 2; ER 2 refers to Eligibility Requirement 2

Action indicated status and items needed to be completed

Evidence indicated what is needed for documentation

Recommendation 1- COMPLETED
In order to meet the Standards and the Eligibility Requirement, the team recommends that the College develop a process for regular and systematic review of its Mission statement through appropriate college governance processes, receive board approval of the Mission statement, and display it prominently in all college documentation, including the College website.

Standards/Eligibility Requirements: I.A.2, I.A.3, IV.A.3; ER 2

Action Required: *Completed* Mission Statement Reaffirmed by Board; Process outlined in College Planning Handbook

Evidence Needed: BOT Minutes

Completion Date: 4/14/2015

Division/Department: Office of the President

Person(s) Responsible: President

Recommendation 2
In order to meet the Standards, the team recommends that the college ensure that the College mission and goals drive the planning and resource prioritization processes

Standards/Eligibility Requirements: I.A.4, III.A.1, III.B.1, III.D.1

Action: Follow budget calendar and develop a rubric

Evidence: Documentation of allocations and justification

Completion Date: 8/1/2015

Division/Department: Business and Administrative Services

Person(s) Responsible: Director of Business and Administrative Services

Recommendation 3- COMPLETED
In order to meet the Standards and U.S. Department of Education requirements, the team recommends the College adopt institutional-set standards that will adequately measure satisfactory performance of student achievement. The team also recommends that the College's governance process be involved in the determination of these standards and the methodology used to set the standards be explained to justify reasonableness of these standards. When the College falls bellows these standards, the team recommends institution-wide discussion of action, and documentation of such, to be taken to improve performance.

Standards/Eligibility Requirements: I.B.1-6, IV.A.3

Action: *Completed*. College has website and tracked over multiple years.

Evidence: Meeting minutes; website

Completion Date: N/A

Division/Department: Office of Instruction

Person(s) Responsible: VPI

Recommendation 4

In order to meet the Standard, the team recommends that formal processes be put into place to document the discussion of student learning.

Standard/Eligibility Requirements: I.B.1

Action: In Progress. Deans develop SLO rubric/cycle

Evidence: Documentation of IEC process; Taskstream reports

Completion Date: 8/1/2015

Division/Department: Office of Instruction

Person(s) Responsible: VPI

Recommendation 5

In order to meet the Standards and the Eligibility Requirement, the team recommends that the College assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, re-evaluation, and continuous improvement.

Standards/Eligibility Requirements: I.B.6, I.B.7, II.A.2.f; ER 19

Action: In Progress. As part of planning cycle the Program Review is undergoing revision and updated process launches Fall 2015

Evidence: Documentation of integrated program review and planning model

Completion Date: 9/30/2015

Division/Department: Office of Instruction

Person(s) Responsible: VPI

Recommendation 6

In order to meet the Standards and the Eligibility Requirement, the team recommends that the College document the systematic assessment of course-level, program-level, and institutional learning outcomes and use this assessment to direct college and program improvement.

Standards/Eligibility Requirements: I.B.1, II.A.2.b, II.A.2.e, III.A.1.b, III.D.4; ER 10

Action: In Progress. Current Cycle for FY14/15 Completed

Evidence: Taskstream reports

Completion Date: 5/22/2015

Division/Department: Office of Instruction

Person(s) Responsible: VPI

Recommendation 7

In order to improve institutional effectiveness, the team recommends that the College document and use the assessment of student support services to engage in thoughtful reflection and improvement.

Standards/Eligibility Requirements: I.B.1, II.B.1, II.B.3.a, II.B.3.c, II.B.3.d, II.B.3.e, II.B.4, IV.A.

Action: In Progress. Services Areas began updating assessment plans in Spring 2015

Evidence: Unit plans

Completion Date: 9/30/2015

Division/ Department: Student Services

Person(s) Responsible: VPSS

Recommendation 8

In order to meet the Standards, the team recommends that the College incorporate consistent and current data into the planning processes.

Standards/Eligibility Requirements: I.B.6, III.A.6

Action: In Progress. Completed Hiring Cycle for Research Position

Evidence: Job announcement and establish office; position being re-posted

Completion Date: 7/30/15

Division/ Department: Office of President

Person(s) Responsible: President

Recommendation 9

In order to meet the Standards, the team recommends that the College develop and implement a process for regular and ongoing evaluation and assessment of its governance and decision making structures and process, and use the results to broaden employee participation and improve institutional effectiveness.

Standards/Eligibility Requirements: I.B.1, IV.A.5

Action: In Progress. Develop campus climate/employee survey

Evidence: Survey results

Completion Date: 10/30/15

Division/ Department: Office of President

Person(s) Responsible: President

Recommendation 10
In order to meet the Standards, the team recommends that the College develop, implement, and assess a comprehensive enrollment management strategy based on qualitative and quantitative information that allows the College to clarify its identity while meeting its mission and the varied educational needs of its students, as well as ensuring that resources are allocated in a manner that effectively supports the direction of the College.

Standards: I.B.1, I.B.2, I.B.3, II.A.1.a, II.A.2

Action/Eligibility Requirements: In Progress. Develop and enrollment management committee

Evidence: Enrolment Strategies developed and implemented Fall 2015

Completion Date: 8/1/15

Division/ Department: Office of Instruction and Student Services

Person(s) Responsible: VPI/VPSS

Recommendation 11
In order to meet the Standard, the College should develop online tutoring for its distance education students.

Standards/Eligibility Requirements: II.B.1, II.C.1.a, II.C.1.c

Action: Develop/Contract Online Tutorial Assistance

Evidence: Implement Online Tutorial

Completion Date: 9/30/2015

Division/ Department: Learning Resource Center

Person(s) Responsible: VPI

Recommendation 12
In order to meet the Standard, the team recommends that all personnel performance evaluations be made current according to the approved cycles.

Standards/Eligibility Requirements: III.A.1.b

Action: Check HR Records

Evidence: Completed report from HR

Completion Date: 8/30/15

Division/ Department: Business and Administrative Services

Person(s) Responsible: Director of Business and Administrative Services

Recommendation 13- COMPLETED
In order to improve institutional effectiveness, the team recommends that all faculty evaluations require the integration and analysis of the assessment of student learning outcomes.
Standards/Eligibility Requirements: III.A.1.c; ER 13
Action: *Completed*
Evidence: Current Faculty Collective Bargaining Agreement incorporates SLO's as part of evaluations. Other Colleges in District met this Standard
Completion Date: N/A
Division/ Department: Human Resources and VPI
Person(s) Responsible: VPI

Recommendation 14
In order to improve institutional effectiveness, the team recommends the College collaborate with the District General Services Department of Risk Management to conduct a risk management assessment of College facilities and make recommendations to the College Facilities or College Health & Safety Committees that inform the College Maintenance and Repairs Priority Needs List.
Standards/Eligibility Requirements: III.B.1
Action: In Progress. This was listed as a College Actionable Improvement Plan. Work began in Spring 2015.
Evidence: Completed report
Completion Date: 10/1/15
Division/ Department: Business and Administrative Services
Person(s) Responsible: Director of Business and Administrative Services

Recommendation 15- COMPLETED
In order to meet the Standard, the team recommends that the College comply with the recommendation in the Department of Education Program Review dated January 5, 2015 in response to audit findings on data submitted to the NSLDS.
Standards/Eligibility Requirements: III.D.2.a, III.D.2.b, III.D.3.b, III.D.3.f
Action: Completed
Evidence: All finding from the NSLDS audit were responded to by the District. Other District Colleges met the Standard
Completion Date: N/A
Division/ Department: Student Services
Person(s) Responsible: VPSS

Recommendation 16- COMPLETED
In order to meet the Standards, the team recommends that the Budget Allocation Model be assessed for effectiveness to provide fair distribution of resources that are adequate to support the effective operations of the College.

Standards/Eligibility Requirements: III.D.2.a, IV.B.3.c

Action: Examine current model and revise

Evidence: Complete revised model

Completion Date: 8/15/15

Division/ Department: Business and Administrative Services

Person(s) Responsible: Director of Business and Administrative Services

Recommendation 17
In order to meet the Standards and the Eligibility Requirement and to comply with the ACCJC Policy on Distance Education and Correspondence Education and the Policy on Substantive Change, the team recommends that the College submit substantive change reports to the Commission as soon as possible and receive approval to offer its programs through distance education and at the off-site science and laboratory building.

Standards: IV.A.4, ER 21

Action: Complete Science Annex Report. Draft DE Report to Commission for Review

Evidence: Science Annex Report Complete and sent to ACCJC for action at 5/7/15 meeting. Draft DE Report sent for review 5/23/15 for ACCJC action in November.

Completion Date: Science Annex- 4/1/15. DE- 5/23/15

Division/ Department: VPI

Person(s) Responsible: VPI/ALO

Recommendation 18
In order to improve institutional effectiveness, the team recommends that the College establish a means to clearly identify and communicate recommendations made through the College governance structure and operational processes to the College president, and how those recommendations improve student learning programs and services. The outcomes of committee work and actions of the president in response to recommendations should be widely and effectively communicated to the College.

Standards: IV.A.1, IV.A.2, IV.A.3

Action: Develop communication flow chart

Evidence: Employee/community survey

Completion Date: 9/30/15

Division/ Department: Office of President

Person(s) Responsible: President

Recommendation 19

In order to meet the Standards, the team recommends that the College president establish a collegial process that sets values, goals, and priorities; ensure that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensure that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; establish procedures to evaluate overall institutional planning and implementation efforts; and effectively control budget and expenditures.

Standards: IV.B.2	
Action: Develop communication flow chart	
Evidence: Employee/community survey	
Completion Date: 9/30/15	
Division/ Department: Office of President	
Person(s) Responsible: President	

Recommendation 20- COMPLETED

In order to meet the Standard, the team recommends that the College and the District collaborate to clearly delineate and communicate the operational responsibilities and functions of the District from those of the College and consistently adhere to this delineation in practice; and regularly assess and evaluate District role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the College in meeting educational goals.

Standards: IV.B.3	
Action: *Completed*	
Evidence: Functional Map included as evidence in Self-Evaluation Report	
Completion Date: N/A	
Division/ Department: Office of the President	
Person(s) Responsible: President	

Definitions: Accreditation Actions

Based on the visit teams external evaluation report, visit team recommendation, prior accreditation history and reports, the Commission determines the Colleges accreditation status. The statuses are:

a.   Reaffirm Accreditation: The institution substantially meets or exceeds ERs, Standards, and Commission policies.

b.   Reaffirm Accreditation with a Follow-Up Report: The institution substantially meets or exceeds the ERs, Standards, and Commission policies, but has recommendations on a small number of issues of some urgency which, if not addressed immediately, may threaten the ability of the institution to continue to meet Accreditation requirements.

c.   Reaffirm Accreditation with a Follow-Up Report and Visit: The institution substantially meets or exceeds the ERs, Accreditation Standards, and Commission policies but has recommendations on a small number of issues which, if not addressed immediately, may threaten the ability of the institution to continue to meet Accreditation requirements. A visit is required to verify the institution's compliance.

d.   Defer Action on Accreditation: A Commission decision on accredited status should be postponed pending receipt of specified additional information from the institution or to allow the institution to correct a serious deficiency within six months or less. A visit may be required following the institution's response.

e.   Issue a Warning: The institution has deviated from the ERs, Accreditation Standards, or Commission policies to an extent that would give concern to the Commission.

f.   Impose Probation: The institution has deviated significantly from the ERs, Accreditation Standards, or Commission policies.

g.   Order Show Cause: The institution is in substantial non-compliance with ERs, Accreditation Standards, or Commission policies and should be required to Show Cause why its accreditation should not be withdrawn.

h.   Terminate Accreditation: The institution has failed to correct matters of which it has been given notice or is significantly out of compliance with the ERs, Accreditation Standards, and Commission policies and can no longer be accredited.

Definitions: Eligibility Requirements (ER)

In order to achieve eligibility, the institution must completely meet all Eligibility Requirements. Compliance with the Eligibility Requirements is expected to be continuous and will be validated periodically, normally as part of every Institutional Self Evaluation process and Educational Quality and Institutional Effectiveness Review.

Institutions that have achieved accreditation are expected to include in their Institutional Self Evaluation Report information demonstrating that they continue to meet the eligibility requirements.

1. **Authority**

   The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

   Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

2. **Mission**

   The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree- granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

3. **Governing Board**

   The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

   The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they 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.

4. **Chief Executive Officer**

   The institution has a chief executive officer appointed by the governing board, whose full-

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

5. **Administrative Capacity**

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

6. **Operational Status**

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

7. **Degrees**

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

8. **Educational Programs**

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

9. **Academic Credit**

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

10. **Student Learning and Achievement**

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

11. **General Education**

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

12. **Academic Freedom**

   The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

13. **Faculty**

   The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

14. **Student Services**

   The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

15. **Admissions**

   The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

16. **Information and Learning Resources**

   The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

17. **Financial Resources**

   The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. **Financial Accountability**

   The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audit*s* must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

19. **Institutional Planning and Evaluation**

    The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. **Integrity in Communication with the Public**

    The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following (34 C.F.R. § 668.41-43; § 668.71-75.):

General Information

- Official Name, Address(es), Telephone Number(s), and Website 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 Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or Publications Where Other Policies may be Found

21. **Integrity in Relations with the Accrediting Commission**

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (34 C.F.R. § 668 – misrepresentation.)

Definitions: Commission Policies

Policy on Distance Education and on Correspondence Education

Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process. Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.

Institutions which offer distance education must have processes in place through which the institution established that the student who registers in a distance education course and is awarded academic credit.

Policy on Institutional Compliance with Title IV

As part of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV and of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.

In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

Policy on Institutional Degrees and Credits

Accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

Program in which credits and degrees are awarded based solely on successful student demonstration of expected competencies, and not through credit or clock hours, are defined as direct assessment programs.

Policy on Institutional Integrity and Ethics

An accredited institution will uphold and protect the integrity of its practices.

An institution applying for eligibility, candidacy, or extension of candidacy, accreditation, or reaffirmation of accreditation, provides the Commission with information that is readily available.

The institution assures the clarity, accuracy, and availability of information provided to all persons or organizations and related to its mission statement, its educational programs, all student services and tuition and fees. The institution reports accurately to the public its accreditation status.

The institution has policies to ensure academic honesty, accuracy in the hiring process and policies and procedures that provide due-process protection. These policies are reviewed regularly, posted on the College website and are widely available to the institution and to the public.

The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services.

The institution provides information about its accreditation status, its transfer of credit policies and whether successful completion of its courses qualifies students to receive, to apply and/or to take licensure examinations.

The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are resolved.

The institution cooperates in preparation for site visits, receives the team with a spirit of collegiality and complies with the Eligibility Requirements, Accreditation Standards, and Commission policies.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining and evaluating significant matters and relationships involving related entities that affect accreditation requirements.

If an institution is part of a district/system with shared facilities or processes, the institution may use documents prepared by district/system in its report to the Commission.

Definitions: Standards

The institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning (Standard I). Instructional programs, student support services, and library and learning support services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, 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 effectiveness and improvement (Standard IV).

Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally.

The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

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 achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

2. The mission statement is approved by the governing board and published.

B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.

The institution also organizes its key processes and allocates its resources to effectively support student learning.

The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance.

The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

2. The institution sets goals to improve its effectiveness consistent with its 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 discussed. The institutional members understand these goals and work collaboratively toward their achievement.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes.

The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission.

Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

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 student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

   a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs.
   The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
   b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
   c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning 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 evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.
   f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
   g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.
   h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
   i. 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 that is clearly stated in its

catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

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

    b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

    c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

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

5. 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 terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

    a. The institution makes available to its students clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

    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 world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

a. Faculty distinguish between personal conviction and professionally accepted views in a 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 world views, 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 Standards and applicable Commission Policies.

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success.

The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

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

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
   a. General Information
   b. Requirements
   c. Major Policies Affecting Students
   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 to all of its students by providing appropriate, comprehensive, and reliable services to 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 support student development and success and prepares faculty and 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. The institution publishes and follows established policies for release of student records.

4.   The institution evaluates student 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.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient 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 quantity, currency, depth, and variety 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, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

     b.   The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

     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.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided 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 and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

   a. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty 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 has been 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 processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

   c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

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

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

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

   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 its diverse personnel.
   b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
   c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

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, support student learning programs and services and improve institutional effectiveness. 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.

   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 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.

   a. Long-range capital plans support institutional improvement goals and reflect 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. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

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

   a. Technology 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 its information technology to students and personnel.
   c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
   d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

1. The institution's mission and goals are the foundation for financial planning.

   a. Financial planning is integrated with and supports all institutional planning.
   b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
   c. 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.

    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 internal control structure 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, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

    b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

    c. Appropriate financial information is provided throughout the institution in a timely manner.

    d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation),auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

    e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

3. The institution has policies and procedures to ensure sound financial practices and financial stability.

    a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

    b. 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.

    c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

    d. The actuarial plan to determine Other Post-Employment Benefits (OPEB)is prepared, as required by appropriate accounting standards.

    e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

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

    g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

    h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

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

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 that support student learning programs and services and improve institutional effectiveness, 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 ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

2. The institution establishes and implements a written policy providing for 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. 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. b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

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 processes facilitate discussion of ideas and effective communication among the institution's constituencies.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting 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 Commission.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

<u>B. Board and Administrative Organization</u>
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 student learning programs and services 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. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.
    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.
    c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
    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, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

    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:

   i.   establishing a collegial process that sets values, goals, and priorities;
   ii. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
   iii. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
   iv. 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.

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 missions 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.

"Those who say it can't be done are usually interrupted by others doing it."
-James A. Baldwin. (n.d.).

BrainyQuote.com. Retrieved June 27, 2015, from BrainyQuote.com Web site:
http://www.brainyquote.com/quotes/quotes/j/jamesabal119800.html

We are the College of Alameda!

COLLEGE OF
ALAMEDA

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, e mpowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

√ Academic Excellence
√ Budgetary Competence
√ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!