Organization of the Self Evaluation Process

The Crafton Hills College Accreditation Committee was first convened in the Spring of 2010 to ensure that accreditation became a matter of institutional awareness and importance. In fall, 2012, the committee charge was expanded to include outcomes assessment. Now referred to as the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), this participative governance body, which reports to the Crafton Council, formed the leadership group for the 2014 Self Evaluation.

The charge of the committee is as follows:

The Institutional Effectiveness, Accreditation, and Outcomes Committee will facilitate sustainable continuous quality improvement of the organization. The members will:

1. Fulfill their responsibilities as described in *Committee Responsibilities* in the *CHC Organizational Handbook*.
2. Become knowledgeable about Accreditation processes and standards and serve as a resource to the campus.
3. Guide the accreditation process for the entire college, including:
    a. Development of timelines, policies, and procedures for accreditation within the guidelines provided by ACCJC (Accrediting Commission for Community and Junior Colleges).
    b. Recommend and support training for faculty, staff, and management with regard to accreditation standards, policies, and procedures.
4. Guide the Outcomes Assessment process for the entire college, including:
    a. Develop a college assessment plan that is easy to use and meaningful
    b. Develop best practices for creating and assessing outcomes (SLOs, SAOs, ILOs)
    c. Provide meaningful feedback, suggestions, and guidance on the outcome assessment process for the purpose of improvement
    d. Coordinate training for faculty, staff, and management with regard to outcomes and their assessment.
5. Provide a forum for on-going dialogue with regard to Accreditation and Outcomes Assessment (SLOs/SAOs).
6. Recommend staff and faculty membership of Accreditation subcommittees to the President.
7. Serve as co-chairs of accreditation standard subcommittees.
8. Recommend to the President a list of qualified candidates for the task of editing Accreditation reports.
9. Review and provide input on midterm, follow-up, and other special reports to the Commission. If requested by the ALO, help draft such reports.
10. The committee co-chairs will coordinate the preparation of the self-study. The standards subcommittee co-chairs will coordinate the preparation of their respective sections of the self-study with input from the committee and the ALO.

11. Report to the Crafton Council.
12. Encourage members of the college community to serve on accreditation teams.

Membership includes the Accreditation Liaison Officer (***co-chair***); Vice President, Instruction or designee; Vice President, Student Services or designee; Vice President, Administrative Services or designee; Dean, Institutional Effectiveness, Research and Planning; two Deans (including one each from Instruction and Student Services,); a minimum of eight faculty (including the Instructional Assessment Specialist, one Academic Senate Executive Member, and at least one faculty from Student Services); one Classified Senate representative; one CSEA representative; and one Student Senate appointee

Subcommittees for each of the major standard components were chaired by committee members, who included others as appropriate in drafting the narrative and collecting the evidence for the evaluation.

To garner broad input from the campus and participation from all constituencies, the co-chairs of the IEAOC and the Dean of Institutional Effectiveness developed response templates for each standard. The standard chairs then recruited staff, faculty, and administrators to draft narrative and provide evidence for each of the templates.

As sections of the templates were completed, the Accreditation Liaison Officer (ALO) emailed them to the entire campus for feedback and input. To heighten the campus community's interest in the progress of the Self Evaluation, each email contained a cartoon, usually corresponding to the attached standard and featuring members of the college community. Comments and revisions were collected and forwarded to the standard chairs and the input and the draft templates were posted on the Accreditation website. The link to the website is available on the CHC home page.

The completed standard templates were forwarded to James Urbanovich, a Speech and Communication faculty on full release from January, 2014 through May, 2014 to write the Self Evaluation. Editing services were provided by Patricia Menchaca, the STEM grant Activity Director.

A draft of the self-evaluation was shared with the Academic, Classified, and Student Senates, and with all participative governance committees that report to the Crafton Council.

Documents in support of the Organization of the Self Evaluation Process are available on the Accreditation website.

Crafton Hills College Accreditation 2014 Detailed Timeline

Revised March 10, 2014

Month/Date	Activity
August 2013	August Kickoff, In-Service Day, Accreditation Presentation by ALO
September 2013	Templates to Chairs
Sept. 2013- March 2014	Narrative responses to templates are written and forwarded to the ALO. Evidence is attached or cited. Templates are emailed to the CHC campus as they are received.
February 2014	Collaborate with SBVC and District Personnel to develop the Function Map
March 31, 2014	Deadline, final templates to writer
March 31, 2014	Templates posted online
March 31, 2014	Front material is drafted
April 23, 2014	Board Study Session, Rough Draft
April 24-May 21	Campus Review of Standards
June2014	Board Briefing and Revision
June-July 2014	Editing and Polishing
July 22, 2014	Final report to ACCJC
August 2014	In-Service Day Report to Campus
September 2014	Mock Site Visit
September 29- October 2, 2014	Campus Visit
October 3, 2014	Party
January 2014	ACCJC Board Review and Results

Accreditation Standard Chairs and Co-Chairs

Chair/Standard	Topic
Keith Wurtz, Ralph Rabago	
Standard IA	Mission
Standard IB	Improving Institutional Effectiveness
Bryan Reece, Gary Williams, Dan Word	
Standard IIA	Instructional Programs
Rebeccah Warren-Marlatt, Larry Aycock, Tina Gimple	
Standard IIB	Student Support
Raju Hegde	
Standard IIC	Library and Learning Resources
Ruth Greyraven	
Standard IIIA	Human Resources
Ruth Greyraven, Tina Gimple (with Mike Strong)	
Standard IIIB	Physical Resources
Rebeccah Warren-Marlatt, Raju Hegde, and Larry Aycock	
Standard IIIC	Technology Resources
Tina Gimple and Mike Strong	
Standard IIID	Financial Resources
Rebeccah Warren-Marlatt and Keith Wurtz	
Standard IVA	Decision-Making Roles/Processes
Standard IVB	Board and Administrative Organization

Institutional Effectiveness, Accreditation, and Outcomes Committee

***** Chair or Co-Chair

Larry Aycock, Interim Director, Admissions and Records
Tina Gimple, Project Analyst, Administrative Services
Ruth Greyraven, faculty, Biology
Raju Hegde, Dean, Library and Learning Resources
Kim McCormick, faculty, Career Specialist
Ralph Rabago, faculty, Kinesiology*
Bryan Reece, Vice President, Instruction
Kristi Simonson, Web Developer
Jonathan Townsend, faculty, Tutoring Center
Rebeccah Warren-Marlatt, Vice President, Student Services*
Gary Williams, faculty, Psychology
Daniel Word, Faculty, Paramedic program
Keith Wurtz, Dean, OIERP

Standard Workgroup Participants

* Chair or Co-Chair

IA. Mission
Keith Wurtz* Dean, Office of Institutional Effectiveness, Research and Planning (OEIRP)

IB. Improving Institutional Effectiveness
Keith Wurtz, Dean, OIERP
Ben Gamboa, Research Analyst, OIERP

IIA. Instructional Programs
Bryan Reece*, Vice President of Instruction
Dan Word* Faculty, Paramedic Program
Gary Williams* Faculty, Psychology and
Scott Rippy, Faculty, Mathematics
Catherine Hendrickson, Faculty, Librarian
June Yamamoto, Dean-Career Education and Human Development
Robert Brown, Faculty, STEM Grant
Richard Hughes, Faculty, Earth Science
Raju Hegde, Dean, Library and Learning Resources
Michael Sheahan, Faculty, Respiratory Therapy
Kelly Boebinger, Faculty, Chemistry
Sam Truong, Faculty, Anatomy and Physiology

IIB. Student Support
Rebeccah Warren-Marlatt* Vice President of Student Services
Larry Aycock* Interim Director, Admissions and Records
Tina Gimple* Project Analyst, Administrative Services
Ericka Paddock, Director, Student Life
Rejoice Chavira, Director, EOPS/CARE/CalWORKS
Judy Giacona, Faculty, Coordinator, Health and Wellness Center
Deborah Bogh, Faculty, Activity Director, Title V Grant
Kirsten Colvey, Dean, Student Services, Counseling and Matriculation
Robert McAtee, Faculty, Counseling
Lorena Guadiana, Research Assistant, OIERP

IIC. Library and Learning Resources
Raju Hegde*, Dean-Library and Learning Resources
Laura Winningham, faculty, Librarian
Catherine Hendrickson, faculty, Librarian

IIIA. Human Resources
Rebeccah Warren-Marlatt, Vice President, Student Services
Amalia Perez, Interim Director, Human Resources
Kirsten Colvey, Dean, Student Success

IIIB. Physical Resources
Tina Gimple* Project Analyst
Mike Strong, Vice President, Administrative Services
Rosemarie Hansen, Laboratory Assistant, Biology and Co-Chair, Safety Committee

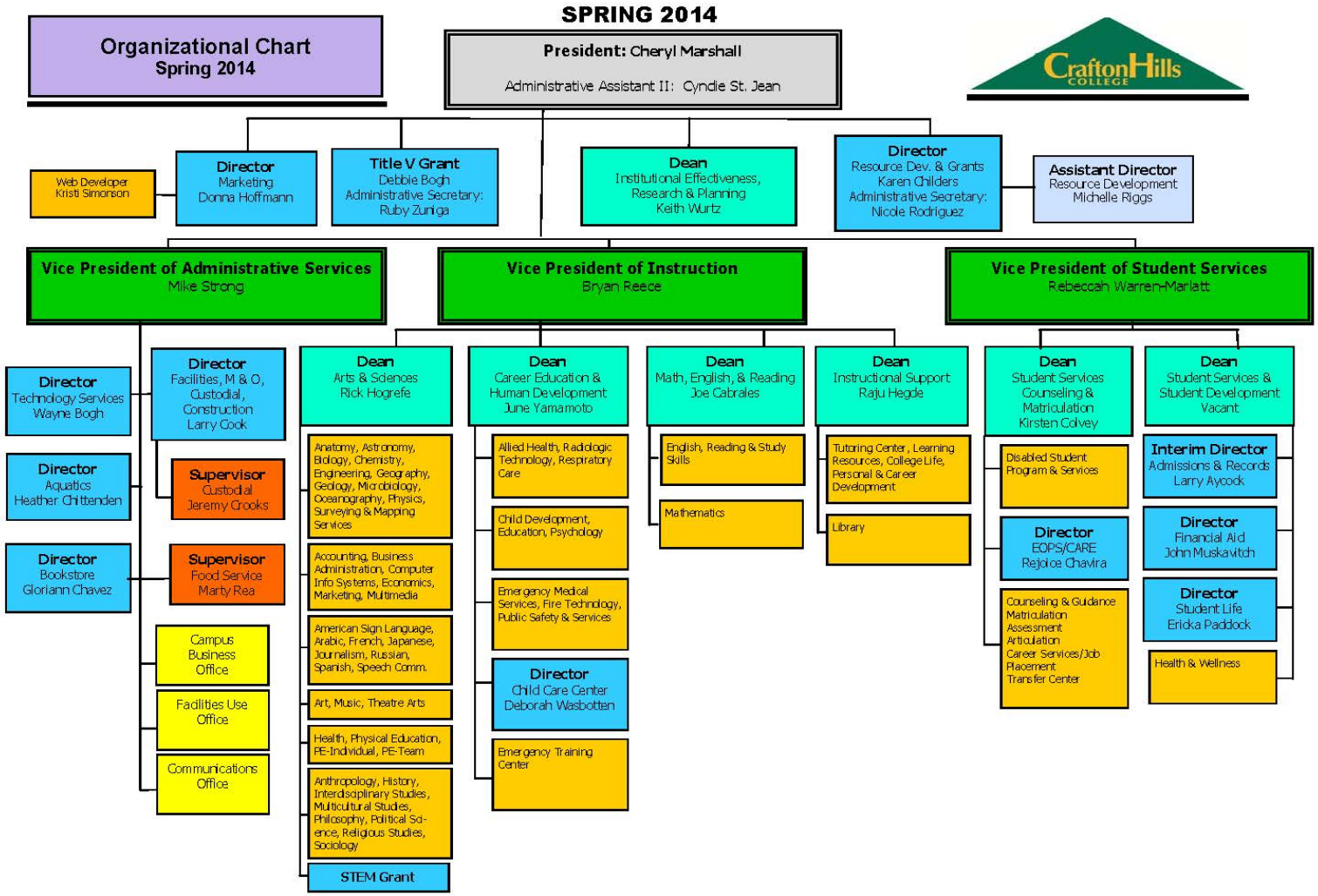
IIIC. Technology Resources
Larry Aycock* Interim Director, Admissions and Records
Raju Hegde* Dean, Library and Learning Resources
Anthony White, Technology Support Specialist
Wayne Bogh, Director, Technology

IIID. Financial Resources
Mike Strong* Vice President, Administrative Services

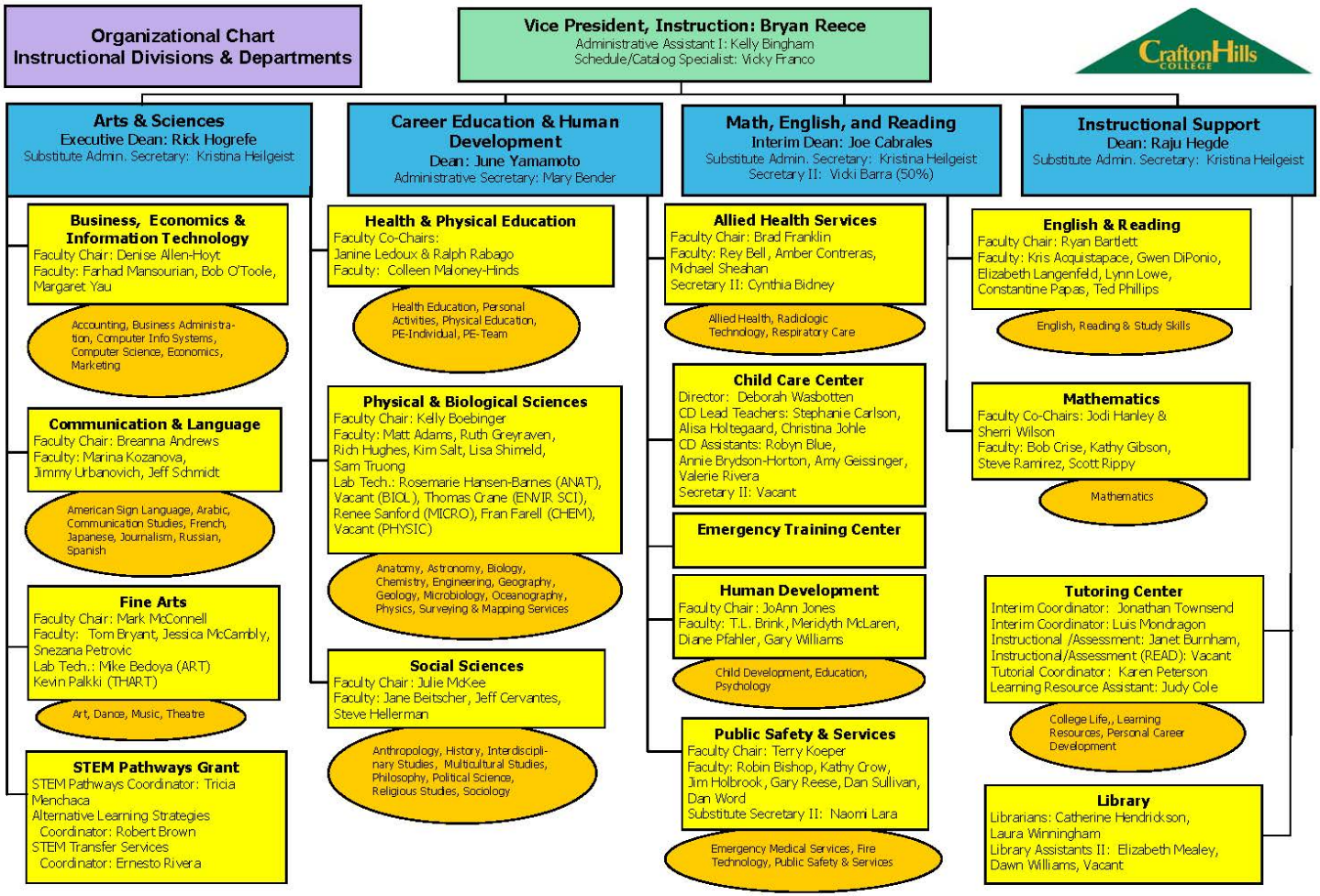
IVA. Decision-Making Roles/Processes
Keith Wurtz* Dean, OIERP
Ben Gamboa, Research Analyst, OIERP

IVB. Board and Administrative Organization
Keith Wurtz* Dean, OIERP
Rebeccah Warren-Marlatt* Vice President, Student Services
Cheryl Marshall, President
Ben Gamboa, Research Analyst, OIERP

Organizational Information


SPRING 2014
Organizational Chart
Spring 2014
President: Cheryl Marshall
Administrative Assistant II: Cyndie St. Jean
CraftonHills COLLEGE
Web Developer
Kristi Simonson
Director
Marketing
Donna Hoffmann
Title V Grant
Debbie Bogh
Administrative Secretary:
Ruby Zuniga
Dean
Institutional Effectiveness,
Research & Planning
Keith Wurtz
Director
Resource Dev. & Grants
Karen Childers
Administrative Secretary:
Nicole Rodriguez
Assistant Director
Resource Development
Michelle Riggs
Vice President of Administrative Services
Mike Strong
Vice President of Instruction
Bryan Reece
Vice President of Student Services
Rebeccah Warren-Marlatt
Director
Technology Services
Wayne Bogh
Director
Aquatics
Heather Chittenden
Director
Bookstore
Gloriann Chavez
Director
Facilities, M & O,
Custodial,
Construction
Larry Cook
Supervisor
Custodial
Jeremy Crooks
Supervisor
Food Service
Marty Rea
Campus
Business
Office
Facilities Use
Office
Communications
Office
Dean
Arts & Sciences
Rick Hogrefe
Anatomy, Astronomy, Biology, Chemistry, Engineering, Geography, Geology, Microbiology, Oceanography, Physics, Surveying & Mapping Services
Accounting, Business Administration, Computer Info Systems, Economics, Marketing, Multimedia
American Sign Language, Arabic, French, Japanese, Journalism, Russian, Spanish, Speech Comm.
Art, Music, Theatre Arts
Health, Physical Education, PE-Individual, PE-Team
Anthropology, History, Interdisciplinary Studies, Multicultural Studies, Philosophy, Political Science, Religious Studies, Sociology
STEM Grant
Dean
Career Education &
Human Development
June Yamamoto
Allied Health, Radiologic Technology, Respiratory Care
Child Development, Education, Psychology
Emergency Medical Services, Fire Technology, Public Safety & Services
Director
Child Care Center
Deborah Wasbotten
Emergency Training Center
Dean
Math, English, & Reading
Joe Cabrales
English, Reading & Study Skills
Mathematics
Dean
Instructional Support
Raju Hegde
Tutoring Center, Learning Resources, College Life, Personal & Career Development
Library
Dean
Student Services
Counseling &
Matriculation
Kirsten Colvey
Disabled Student Program & Services
Director
EOPS/CARE
Rejoice Chavira
Counseling & Guidance
Matriculation
Assessment
Articulation
Career Services/Job Placement
Transfer Center
Dean
Student Services &
Student Development
Vacant
Interim Director
Admissions & Records
Larry Aycock
Director
Financial Aid
John Muskavitch
Director
Student Life
Ericka Paddock
Health & Wellness

SPRING 2014


Organizational Chart
Instructional Divisions & Departments
Vice President, Instruction: Bryan Reece
Administrative Assistant I: Kelly Bingham
Schedule/Catalog Specialist: Vicky Franco
CraftonHills COLLEGE
Arts & Sciences
Executive Dean: Rick Hogrefe
Substitute Admin. Secretary: Kristina Heilgeist
Business, Economics & Information Technology
Faculty Chair: Denise Allen-Hoyt
Faculty: Farhad Mansourian, Bob O'Toole, Margaret Yau
Accounting, Business Administration, Computer Info Systems, Computer Science, Economics, Marketing
Communication & Language
Faculty Chair: Breanna Andrews
Faculty: Marina Kozanova, Jimmy Urbanovich, Jeff Schmidt
American Sign Language, Arabic, Communication Studies, French, Japanese, Journalism, Russian, Spanish
Fine Arts
Faculty Chair: Mark McConnell
Faculty: Tom Bryant, Jessica McCambly, Snezana Petrovic
Lab Tech.: Mike Bedoya (ART)
Kevin Palkki (THART)
Art, Dance, Music, Theatre
STEM Pathways Grant
STEM Pathways Coordinator: Tricia Menchaca
Alternative Learning Strategies Coordinator: Robert Brown
STEM Transfer Services Coordinator: Ernesto Rivera
Career Education & Human Development
Dean: June Yamamoto
Administrative Secretary: Mary Bender
Health & Physical Education
Faculty Co-Chairs: Janine Ledoux & Ralph Rabago
Faculty: Colleen Maloney-Hinds
Health Education, Personal Activities, Physical Education, PE-Individual, PE-Team
Physical & Biological Sciences
Faculty Chair: Kelly Boebinger
Faculty: Matt Adams, Ruth Greyraven, Rich Hughes, Kim Salt, Lisa Shimeld, Sam Truong
Lab Tech.: Rosemarie Hansen-Barnes (ANAT), Vacant (BIOL), Thomas Crane (ENVIR SCI), Renee Sanford (MICRO), Fran Farell (CHEM), Vacant (PHYSIC)
Anatomy, Astronomy, Biology, Chemistry, Engineering, Geography, Geology, Microbiology, Oceanography, Physics, Surveying & Mapping Services
Social Sciences
Faculty Chair: Julie McKee
Faculty: Jane Beitscher, Jeff Cervantes, Steve Hellerman
Anthropology, History, Interdisciplinary Studies, Multicultural Studies, Philosophy, Political Science, Religious Studies, Sociology
Math, English, and Reading
Interim Dean: Joe Cabrales
Substitute Admin. Secretary: Kristina Heilgeist
Secretary II: Vicki Barra (50%)
Allied Health Services
Faculty Chair: Brad Franklin
Faculty: Rey Bell, Amber Contreras, Michael Sheahan
Secretary II: Cynthia Bidney
Allied Health, Radiologic Technology, Respiratory Care
Child Care Center
Director: Deborah Wasbotten
CD Lead Teachers: Stephanie Carlson, Alisa Holtegaard, Christina Johle
CD Assistants: Robyn Blue, Annie Brydson-Horton, Amy Geissinger, Valerie Rivera
Secretary II: Vacant
Emergency Training Center
Human Development
Faculty Chair: JoAnn Jones
Faculty: T.L. Brink, Meridyth McLaren, Diane Pfahler, Gary Williams
Child Development, Education, Psychology
Public Safety & Services
Faculty Chair: Terry Koeper
Faculty: Robin Bishop, Kathy Crow, Jim Holbrook, Gary Reese, Dan Sullivan, Dan Word
Substitute Secretary II: Naomi Lara
Emergency Medical Services, Fire Technology, Public Safety & Services
Instructional Support
Dean: Raju Hegde
Substitute Admin. Secretary: Kristina Heilgeist
English & Reading
Faculty Chair: Ryan Bartlett
Faculty: Kris Acquistapace, Gwen DiPonio, Elizabeth Langenfeld, Lynn Lowe, Constantine Papas, Ted Phillips
English, Reading & Study Skills
Mathematics
Faculty Co-Chairs: Jodi Hanley & Sherri Wilson
Faculty: Bob Crise, Kathy Gibson, Steve Ramirez, Scott Rippy
Mathematics
Tutoring Center
Interim Coordinator: Jonathan Townsend
Interim Coordinator: Luis Mondragon
Instructional /Assessment: Janet Burnham,
Instructional/Assessment (READ): Vacant
Tutorial Coordinator: Karen Peterson
Learning Resource Assistant: Judy Cole
College Life, Learning Resources, Personal Career Development
Library
Librarians: Catherine Hendrickson, Laura Winningham
Library Assistants II: Elizabeth Mealey, Dawn Williams, Vacant

Organizational Chart
Student Services Divisions & Departments
Spring 2014

SPRING 2014

Vice President, Student Services
Rebeccah Warren-Maratt
Administrative Assistant: Laura Record

Student Services Counseling/Matriculation
Dean: Kirsten Colvey
Administrative Secretary: Kathy Wilson

Articulation
Articulation Officer: Troy Dial

Counseling & Career Services
Counselors: Trinette Barrie, John Gist, Robert McAtee
Career Center Specialist: Kim McCormick
Senior Student Services Technician:
Frances Southerland (Assessment)
Student Services Technician II:
Rebecca Orta (Student Success)
Clerical Assistant II: Miriam Williams

Counseling, Assessment
Career Services
International Students
Student Success

Disabled Student Program & Services
Coordinator/LD Specialist: Vacant
Student Services Technician II: Alicia Hallex
Developmental Studies Specialist: Damaris Matthews

EOPS/CARE
Director: Rejoice Chavira
EOPS/CARE Counselor: Adjunct Faculty
Senior Student Services Technician:
Natividad Rodriquez
Student Services Technician I: Monique Marrujo

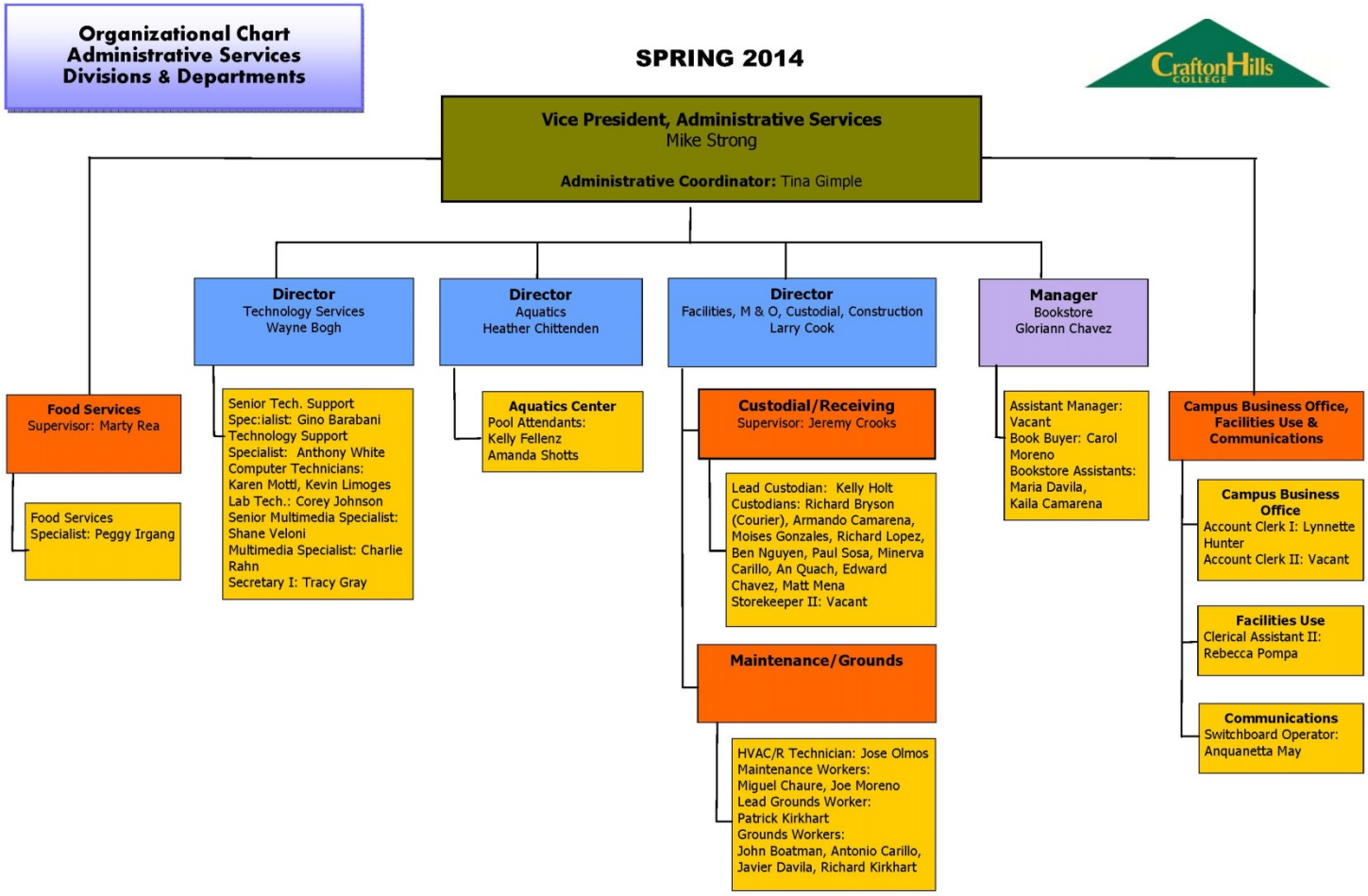
Student Services and Student Development
Dean: Vacant
Secretary II: Vicki Barra (50%)

Admissions & Records
Interim Director: Larry Aycock
A & R Technicians: Floyd Simpson, Kristin Garcia
A&R Specialist/Veteran's Certifying
Official: Steve Rush
A & R Evaluator: Benjamin Mudgett
Interim A & R Evaluator: Michelle Tinoco

Financial Aid
Director: John Muskavitch
Coordinator: Juanita Sousa
Financial Aid Specialist: Sandra Roberts
Interim Financial Aid Specialist: Veronica Lehman
Clerical Assistant: Carrita Morales
Outreach Coordinator: Fermin Ramirez

Health & Wellness
Coordinator: Judy Giacona
Secretary II: Liane Jimenez
Adjunct College Nurses

Student Life
Director: Ericka Paddock
Secretary I: Michelle Cole


Organizational Chart
Administrative Services
Divisions & Departments
SPRING 2014
CraftonHills COLLEGE
Vice President, Administrative Services
Mike Strong
Administrative Coordinator: Tina Gimple
Director
Technology Services
Wayne Bogh
Director
Aquatics
Heather Chittenden
Director
Facilities, M & O, Custodial, Construction
Larry Cook
Manager
Bookstore
Gloriann Chavez
Food Services
Supervisor: Marty Rea
Food Services Specialist: Peggy Irgang
Senior Tech. Support Spec:ialist: Gino Barabani
Technology Support Specialist: Anthony White
Computer Technicians: Karen Mottl, Kevin Limoges
Lab Tech.: Corey Johnson
Senior Multimedia Specialist: Shane Veloni
Multimedia Specialist: Charlie Rahn
Secretary I: Tracy Gray
Aquatics Center
Pool Attendants: Kelly Fellenz
Amanda Shotts
Custodial/Receiving
Supervisor: Jeremy Crooks
Lead Custodian: Kelly Holt
Custodians: Richard Bryson (Courier), Armando Camarena, Moises Gonzales, Richard Lopez, Ben Nguyen, Paul Sosa, Minerva Carillo, An Quach, Edward Chavez, Matt Mena
Storekeeper II: Vacant
Maintenance/Grounds
HVAC/R Technician: Jose Olmos
Maintenance Workers: Miguel Chaure, Joe Moreno
Lead Grounds Worker: Patrick Kirkhart
Grounds Workers: John Boatman, Antonio Carillo, Javier Davila, Richard Kirkhart
Assistant Manager: Vacant
Book Buyer: Carol Moreno
Bookstore Assistants: Maria Davila, Kaila Camarena
Campus Business Office, Facilities Use & Communications
Campus Business Office
Account Clerk I: Lynnette Hunter
Account Clerk II: Vacant
Facilities Use
Clerical Assistant II: Rebecca Pompa
Communications
Switchboard Operator: Anquanetta May

Function Map

San Bernardino Community College District (SBCCD) has been a two-college district since Crafton Hills College opened in 1972. The relationship between the district and the two colleges is characterized by long-standing processes and organizational functions.

The district is primarily a service and fiscal entity, responsible for operational functions such as human resources, payroll, fiscal processes, and technology infrastructure. Crafton Hills College retains primary responsibility for college-level functions such as institutional planning, fiscal planning, resource allocation, program evaluation and quality, instruction, student services, and library and learning support services. Governance is shared between the district and the campus. While the college has purview over participative governance at the site level, the Board of Trustees has purview over the strategic directions of the district.

The SBCCD Function Map demonstrates how each functional responsibility is distributed between the two colleges and the District. These functional responsibilities are derived from the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map was developed in collaboration between both campuses with input from district entities. At Crafton Hills College, a draft of the map was discussed in the Institutional Effectiveness, Accreditation, and Outcomes Committee. The draft was shared with the Classified, Student, and Academic Senates for input and revision. Input was also elicited from District entities, in concert with the Accreditation team at San Bernardino Valley College. Once consensus was reached, revisions were made and the Function Map was distributed to the campus for input and comment. The final version was reviewed by the Crafton Council.

P = Primary responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).

S = Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

SH = Shared Responsibility (the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function-district and college mission statements).

N/A = Responsibility not Applicable (in cases where neither the District nor the college has such responsibility; for example, Standard II.A.8, concerning offering courses in foreign locations).

Standard I: Institutional Mission and Effectiveness

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.		
	College	**District**
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	P	S
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision making.	P	S
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.		
	College	**District**
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes	P	S
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.	P	S
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.	P	S
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.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
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.	P	S
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.	P	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS

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.

	College	District
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.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
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.	P	S
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.	P	S
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.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
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.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students	P	S
e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
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, certificate, programs including general and vocational education, and degrees. The institution systematically strives to	P	S

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 bias.	P	S
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.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
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.	P	S
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.	P	S
b. A capability to be a productive individual and lifelong 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.	P	S
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.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
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.	P	S
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 objectives consistent with those in the institution's officially approved course outline.	P	S
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.	P	S
b. When programs are eliminated or program requirements are significantly	P	S

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.	P	S
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

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		
	College	**District**
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.	P	S
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.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
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.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
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.	P	S
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.	P	S

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.

	College	District
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.	P	S
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.	P	S
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.	P	S
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.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
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.	P	S
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.	P	S

STANDARD III: Resources

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.

	College	District
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.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
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.	P	S
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.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
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.	P SH	S SH
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.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
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.	S	P

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission	SH	SH
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
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.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH
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.	P	S
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.	S P	P S

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.		
	College	**District**
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.	SH	SH
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.	SH	SH
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.	SH	SH
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
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.	P	S

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.		
	College	**District**
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.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
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.	SH	SH

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.		
	College	**District**
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
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.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
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 recourses to support student learning programs and services.	S	P
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
c. Appropriate financial information is provided throughout the institution, in a timely manner.	SH	SH
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.	SH	SH
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.	SH	SH
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
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	S	P

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.	SH	SH
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.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards	N/A	P
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.	N/A	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	SH	SH
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.	P	S
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	P	S
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.	P	S

STANDARD IV: Leadership and Governance

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.		
	College	**District**
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.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	P	S

B. BOARD AND ADMINISTRATIVE ORGANIZATION In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	**District**
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.	S	P
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.	N/A	P
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.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
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	S	P
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.	N/A	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
i. The governing board is informed about and involved in the accreditation process.	P	S
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	S	P

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.	P	S
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.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
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.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
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.	S	P
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.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
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.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use	S	P

	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.	S	P