

Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication.

- A. Mission
- B. Assuring Academic Quality and Institutional Effectiveness
 - Academic Quality*
 - Institutional Effectiveness*
- C. Institutional Integrity

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, student and learning support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education and incorporate principles of diversity and equity. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly application to all instructional programs and student and learning support services offered in the name of the institution.

- A. Instructional Programs
- B. Student Support and Library and Learning Support Services
 - Student Support*
 - Library and Learning Support*

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is evaluated against the Standards, and its performance is reflected in the accredited status of the institutions(s).

- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources
 - Planning*
 - Fiscal Responsibility and Stability*

Liabilities

Contractual Agreements

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

- A. Decision-Making Roles and Processes
- B. Chief Executive Officer
- C. Governing Board
- D. Multi-College Districts or Systems

From the *Revisions to Accreditation Standards Approved for First Reading January 2014*.

http://www.accjc.org/wp-content/uploads/2010/09/Accreditation-Standards-crosswalked_-First-Reading-January-2014.pdf

April 10, 2014

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