

**ACCJC Accreditation Standards**  
General Areas

| #          | Standards  | Areas Covered   |
|------------|--|---|
| <b>I</b>   | I.A. Mission   | <ul style="list-style-type: none"> <li>▪ Use of mission to guide planning &amp; decision-making</li> </ul>                        |
|            | I.B. Assuring Academic Quality and Institutional Effectiveness: Academic Quality | <ul style="list-style-type: none"> <li>▪ Integrated planning process (program review, resource allocation, evaluation)</li> </ul> |
|            | I.C. Institutional Integrity   | <ul style="list-style-type: none"> <li>▪ Academic quality</li> <li>▪ Institutional Effectiveness</li> </ul>                       |
| <b>II</b>  | II.A. Instructional Programs   | <ul style="list-style-type: none"> <li>▪ Teaching &amp; learning</li> <li>▪ Assessing &amp; evaluating SLOs</li> </ul>            |
|            | II.B. Library and Learning Support Services                                      | <ul style="list-style-type: none"> <li>▪ Curriculum design</li> <li>▪ Counseling</li> </ul>                                       |
|            | II.C. Student Support Services   | <ul style="list-style-type: none"> <li>▪ Library and learning support</li> <li>▪ Student support services</li> </ul>              |
| <b>III</b> | III.A. Human Resources   | <ul style="list-style-type: none"> <li>▪ Hiring policies &amp; practices</li> </ul>   |
|            | III.B. Physical Resources  | <ul style="list-style-type: none"> <li>▪ Technology &amp; facilities processes (TCO)</li> </ul>                                   |
|            | III.C. Technology Resources  | <ul style="list-style-type: none"> <li>▪ Professional development planning</li> </ul>   |
|            | III.D. Financial Resources   | <ul style="list-style-type: none"> <li>▪ District/College resource allocation</li> </ul>  |
| <b>IV</b>  | IV.A. Decision-Making Roles and Processes  | <ul style="list-style-type: none"> <li>▪ Participatory governance process</li> </ul>  |
|            | IV.B. Chief Executive Officer  | <ul style="list-style-type: none"> <li>▪ Effective leadership (LTAC, Senate, YFA, CSEA, Students)</li> </ul>                      |
|            | IV.C. Governing Board  | <ul style="list-style-type: none"> <li>▪ President/CEO</li> <li>▪ Board of Trustees</li> </ul>                                    |
|            | IV.D. Multi-College District   | <ul style="list-style-type: none"> <li>▪ District/College communication &amp; decision-making</li> </ul>                          |

### Accreditation Standards & Areas to Review

| # | Standard   | Areas to Review   | Related Committees/Areas   |
|---|--|---|--|
| I | <b>Mission, Academic Quality, and Institutional Effectiveness, and Integrity</b>   |   |  |
|   | <b>I.A. Mission</b> <ol style="list-style-type: none"> <li>1) What does it describe (learning &amp; achievement?)</li> <li>2) How is data used to measure?</li> <li>3) Alignment of programs and services, decision-making</li> <li>4) Published, reviewed, and updated (ER 6)</li> </ol>  | <ul style="list-style-type: none"> <li>➤ <i>Review, revise, reaffirm every 3 years (fall 2019)</i></li> </ul>   | Institutional Effectiveness<br>College Council   |
|   | <b>I.B. Academic Quality &amp; Institutional Effectiveness</b> <p><b>Academic Quality</b></p> <ol style="list-style-type: none"> <li>1) Dialog re: outcomes, equity, academic quality, institutional effectiveness</li> <li>2) Define and assess student learning outcomes (ER 11)</li> <li>3) Institution-set standards reviewed and published (ER 11)</li> <li>4) Use of assessment data and organizational processes to support learning and achievement</li> </ol> <p><b>Institutional Effectiveness</b></p> <ol style="list-style-type: none"> <li>5) Program Review, SLOs, achievement to accomplish mission (disaggregated by program type/delivery)</li> <li>6) Learning/achievement disaggregated by population</li> <li>7) Regular evaluation of policies and practices</li> <li>8) Evaluation activities broadly communicated</li> <li>9) Continuous, broad based, systematic evaluation/planning (program review, planning, resource allocation) (ER19)</li> </ol> | <ul style="list-style-type: none"> <li>➤ <i>Examine SLO dialog</i></li> <li>➤ <i>Review Institution-Set Standards &amp; Stretch Goals annually</i></li> <li>➤ <i>Milestones dashboards/Committee discussion</i></li> <li>➤ <i>Program review, disaggregated by delivery</i></li> <li>➤ <i>Annual evaluation report</i></li> <li>➤ <i>Integrated planning</i></li> </ul> | Outcomes Assessment WG<br>Instruction Council<br><br>College Council<br><br>Institutional Effectiveness<br><br>Program Review WG<br>Online Learning Committee<br><br>Institutional Effectiveness<br><br>All Councils |
|   | <b>I.C. Institutional Integrity</b> <ol style="list-style-type: none"> <li>1) Clarity, accuracy, integrity of information &amp; accreditation (ER20)</li> <li>2) Accurate, current info in catalog &amp; “catalog requirements” (ER20)</li> <li>3) SLO and achievement data communicated to college &amp; public (ER19)</li> <li>4) Certificates/degrees described in terms of purpose, content, course requirements, expected learning outcomes</li> <li>5) Regular review of policies and procedures</li> <li>6) Inform of total cost of education (fees, tuition, textbooks, etc.)</li> <li>7) Support for intellectual freedom for all – faculty and students</li> </ol>   | <ul style="list-style-type: none"> <li>➤ <i>SLO Dashboard</i></li> <li>➤ <i>Post program cost on website</i></li> <li>➤ <i>Annual Senate discussion</i></li> </ul>  | Instruction Office<br><br>Institutional Effectiveness<br><br>Curriculum Committee<br><br>BOT<br>Deans/IE<br>Academic Senate  |

| #            | Standard   | Areas to Review   | Related Committees/Areas   |
|--------------|--|---|--|
| I<br>(cont.) | 8) Academic integrity, honesty policies & consequences<br>9) Faculty distinguish between personal conviction/professionally accepted views<br>10) Institutions that require specific codes of contact<br>11) Operations in foreign locations<br>12) Meet & post Eligibility Requirements, Accred. Standards (ER 21)<br>13) Honesty & integrity w/external accrediting agencies<br>14) Commitment to high quality education top priority  | <ul style="list-style-type: none"> <li>➤ Annual Academic Senate discussion</li> <br/> <li>➤ Check Accreditation page for E.R.s and accreditation updates</li> </ul>   | BOT<br>Academic Senate<br><br>ALO<br>Accredited programs   |
| II           | <b>STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES</b>  |   |  |
|              | <b>II.A. Instructional Programs</b><br>1) All instructional programs are consistent with the mission, appropriate to higher ed, & lead to learning/achievement (ER 9, 11)<br>2) Faculty continuously improve courses – systematic evaluation<br>3) SLOs (regularly assessed, published in CORs and Syllabi)<br>4) Credit & non-credit pre-collegiate curric. Supports student skills<br>5) Minimum degree reqs are 60 credits/appropriate length & rigor (ER 12)<br>6) Courses scheduled to allow student completion w/in higher ed expectations (ER 9)<br>7) Delivery modes, methodologies, & support services toward equity<br>8) Validation of department-wide exams; processes to reduce test bias and enhance reliability<br>9) Credit awarded based on student attainment of SLOs<br>10) Transfer-of-credit policies; articulation agreements (ER 10)<br>11) All programs include SLOs in communication, info literacy, quantitative competency, analytic inquiry, ethical reasoning, engaging in diverse perspectives<br>12) Programs include GE based on SLOs & competencies; include prep for civic engagement, skills for lifelong learning (ER 12)<br>13) Programs include focused/core study; mastery in field<br>14) CTE completers demonstrate technical/professional competencies<br>15) Process for students to complete programs w/changes or elimin.<br>16) Institution systematically improves programs and courses | <ul style="list-style-type: none"> <li>➤ Examine SLO process</li> <br/> <li>➤ Instruction Council discussion</li> <br/> <li>➤ OEC discussion</li> <br/> <li>➤ Instruction Council study of test bias?</li> <li>➤ Review QFE: learning/attainment</li> <br/> <li>➤ Review policies</li> <li>➤ Review PLOs</li> </ul> | Instruction Council<br>Online Learning Committee<br><br>Curriculum/Program Rev.<br>Assessment WG<br>Curriculum Committee<br>Curriculum Committee<br><br>Instruction Office<br><br>Instruction Council<br>Online Education Committee<br><br>Accreditation Council<br><br>Evaluations; BOT<br>Assessment Workgroup<br><br>Guided Pathways WG<br><br>Curriculum Committee<br>Curriculum Committee<br>Academic Senate/Instruction<br>Academic Senate |

| #                           | Standard   | Areas to Review  | Related Committees/Areas  |
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| <b>II</b><br><b>(cont.)</b> | <b>II.B. Library and Learning Support Services</b><br>1) Institution provides library and learning support services in sufficient quantity, depth, currency, and variety, regardless of means of delivery (collections, tutoring, computer labs, learning technology, ongoing instruction of library/learning services) (ER 17)<br>2) Institution selects/maintains appropriate educational technology<br>3) Evaluates library/learning support services; uses for improvement<br>4) Formal agreements re: library collaboration; assures security   |  | Library<br>Technology Committee<br>Online Learning Committee<br><br>Technology Committee<br>Library/Learning Center<br>Library  |
|                             | <b>II.C. Student Support Services</b><br>1) Regular evaluation of support services (including DE), related to mission (ER 15)<br>2) Institution uses learning outcomes data to improve services<br>3) Assures equitable access to all students, including DE<br>4) Co-curricular/athletic programs suited to mission; financial oversight by institution<br>5) Counseling to support students; prepares faculty and others for advising; provide accurate information re: requirements<br>6) Institution defines clear pathways for goals<br>7) Regularly evaluates admissions & placement tools<br>8) Permanent, confidential maintenance of student records; policy for release of records | <ul style="list-style-type: none"> <li>➤ <i>Document in minutes</i></li> <li>➤ <i>Document in minutes</i></li> <li>➤ <i>Professional development</i></li> <li>➤ <i>Pathways discussion in C. Council</i></li> <li>➤ <i>Document in C. Council</i></li> </ul> | Online Education Committee<br>Student Services<br>Outcomes Assessment WG<br>Online Education Committee<br>Student Services<br>Athletics/Admin Services<br>Counseling<br><br>Pathways WG/College Council<br>A&R/AB705 WG/C. Council<br>A&R |
| <b>III</b>                  | <b>RESOURCES</b>   |  |   |
|                             | <b>III.A. Human Resources</b><br>1) Institution employs qualified administrators, faculty, & staff; Criteria and selection procedures clearly published; needs of students included; accurate job descriptions.<br>2) Faculty qualifications: subject matter knowledge & skills, appropriate degrees/experience; JDs include curriculum devel/ review and learning assessment. (ER 14)<br>3) Administrators possess qualifications to sustain institutional effectiveness and academic quality.<br>4) Degrees by administrators and faculty are from accredited institutions or others for which equivalence is established.   |  | HR<br>Instruction Office  |

| #              | Standard   | Areas to Review  | Related Committees/Areas   |
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| III<br>(cont.) | 5) Systematic and regular staff evaluation; written evaluation criteria/include encouragement; formal, documented actions.<br>6) <i>(Standard deleted)</i><br>7) Maintain sufficient # of faculty to achieve mission (ER 14)<br>8) Orientation, oversight, evaluation, and PD for adjunct faculty; opportunity for integration into life of institution.<br>9) Sufficient staff w/appropriate qualifications to support physical, educational technological, & administrative operations (ER 8).<br>10) Sufficient # of administrators to support mission/purposes (ER 8).<br>11) Publish/adhere to fair & equitable written personnel policies/procedures.<br>12) Through policies and practices, institution maintains programs, practices, & services for diverse personnel; assesses EEO/mission.<br>13) Written code of ethics for personnel, including consequences.<br>14) Opportunities for PD for all personnel; systematic evaluation of PD programs used for improvement.<br>15) Employees have access to secure, confidential personnel records. | <ul style="list-style-type: none"> <li>➤ <i>Desk audit: administrators/staff</i></li> <br/> <li>➤ <i>Review code of ethics</i></li> <li>➤ <i>Evaluate PD programs for personnel</i></li> </ul> | HR<br><br><br><br><br><br><br><br><br><br><br>HR/BOT<br>PDCC                 |
|                | <b>III.B. Physical Resources</b><br><br>1) Safe, sufficient physical resources for healthy learning.<br>2) Plans, builds, maintains, upgrades/replaces in a manner that assures effective use and quality.<br>3) Regular, data-based evaluation of facilities/equipment to assure feasibility.<br>4) Long-range capital plans support goals and reflect total cost of ownership.   |  | Facilities & Operations<br>ITS<br>Facilities Council<br>Technology Committee |
|                | <b>III.C. Technology Resources</b><br><br>1) Tech services, hardware, & software support management & operational functions, teaching & learning, support services.<br>2) Plan for, update, replace technology to meet programs/services.<br>3) Technology at all locations assure access, safety, & security.<br>4) Appropriate PD in effective use of technology & systems.<br>5) Policies/procedures for use of technology in teaching/learning.  | <ul style="list-style-type: none"> <li>➤ <i>Review/plan technology PD</i></li> <li>➤ <i>Review policies re: technology</i></li> </ul>  | ITS<br>Technology Committee  |

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| III<br>(cont.) | <p><b>III.D. Financial Resources</b></p> <p><b>Planning</b></p> <ol style="list-style-type: none"> <li>1) Distribution of resources supports programs and services and improves institutional effectiveness. Institution plans &amp; manages with integrity to ensure financial stability (ER 18).</li> <li>2) Mission &amp; goals are foundation for financial planning and integrates w/institutional planning. Sound financial practices policies/procedures. Financial info distributed to institution.</li> <li>3) Defines &amp; follows guidelines/processes for budget development; all constituencies have opportunity to participate in budget dev.</li> </ol> <p><b>Fiscal Responsibility &amp; Stability</b></p> <ol style="list-style-type: none"> <li>4) Planning reflects a realistic assessment of financial resources, development, partnerships, &amp; expenditure requirements.</li> <li>5) Internal control structure has appropriate control mechanisms; widely disseminates dependable/timely info for sound financial decision-making; regularly evaluates management practices</li> <li>6) Credible, accurate financial documents; reflect appropriate allocation and use of budget to support programs &amp; services.</li> <li>7) Comprehensive, timely responses to external audit findings.</li> <li>8) Financial and internal control systems evaluated &amp; assessed for validity &amp; effectiveness; results used for improvement.</li> <li>9) Sufficient cash flow and reserves to maintain stability, appropriate risk management, &amp; contingency plans for emergencies.</li> <li>10) Effective oversight of finances: financial aid, grants, externally funded programs, contracts, auxiliary organizations, assets.</li> </ol> <p><b>Liabilities</b></p> <ol style="list-style-type: none"> <li>11) Level of financial resources provides short-term &amp; long-term financial solvency.</li> <li>12) Plans for and allocates resources for payment of liabilities (OPEB), compensated absences, etc. actuarial plan for OPEG is current.</li> <li>13) Allocation of resources for repayment of debt, annually.</li> <li>14) Short- &amp; long-term debt instruments, fund-raising, &amp; grants used w/integrity toward intended purpose of funding source.</li> <li>15) Monitor/manage student loan default rates, revenue streams, &amp; assets to comply w/federal requirements; addresses deficiencies.</li> </ol> | <ul style="list-style-type: none"> <li>➤ <i>Establish/publish integrated planning model</i></li> <li>➤ <i>Document in meeting minutes</i></li> <li>➤ <i>Document how budget supports programs &amp; services</i></li> <li>➤ <i>Document oversight of new student loans</i></li> </ul> | <p>Resource Allocation Council<br/>Fiscal Services</p> <p>College Council</p> <p>Fiscal Services<br/>RAC</p> <p>Internal Auditor</p> <p>Fiscal Services<br/>Grants Office<br/>Financial Aid</p> <p>Grants Office</p> <p>Financial Aid</p> |

| #              | Standard   | Areas to Review   | Related Committees/Areas  |
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| III<br>(cont.) | <b>Contractual Agreements</b><br>16) Agreements w/external entities meet mission and goals; governed by institutional policies, contain provisions to maintain the integrity of the institution and quality of programs.   | <ul style="list-style-type: none"> <li>➤ <i>Review policies re: contracts</i></li> </ul>  | BOT<br>Risk Management  |
| IV             | <b>LEADERSHIP AND GOVERNANCE</b>   |   |   |
|                | <b>IV.A. Decision-Making Roles and Processes</b><br>1) Leaders encourage innovation towards institutional excellence; support constituents in taking initiative for improvement; systematic participatory processes.<br>2) Policy and procedures authorizing administrators, faculty, and staff participation in decision-making processes; includes student participation and views; policy specifies how individuals bring forward ideas and work together on planning and committees.<br>3) Administrators & faculty have substantive and clearly defined roles in institutional governance (identified in policy).<br>4) Faculty & academic administrators have responsibility for curriculum, programs, & services (identified in policy).<br>5) Ensure appropriate consideration of relevant perspectives; decision-making aligned w/responsibility; timely action on plans<br>6) Documented process for decision-making<br>7) Leadership roles, governance, & decision-making processes regularly evaluated, communicated, & used for improvement | <ul style="list-style-type: none"> <li>➤ <i>Where is innovation codified?</i></li> <li>➤ <i>Review policy on how ideas work through participatory governance</i></li> <li>➤ <i>Review policy on administrator &amp; faculty roles in governance</i></li> <li>➤ <i>Review policy on responsibility for curriculum, programs, &amp; services</i></li> <li>➤ <i>Codify decision-making process</i></li> <li>➤ <i>Evaluate, revise, endorse annually</i></li> </ul> | Engaging All Voices (EAV)<br><br>EAV<br>BOT<br><br>BOT<br><br>EAV |
|                | <b>IV.B. Chief Executive Officer</b><br>1) CEO has primary responsibility for the quality of the institution. Provides effective leadership in planning, organizing, budgeting, selecting personnel, & assessing institutional effectiveness.<br>2) CEO plans, oversees, & evaluates administrative structure; delegates authority to administrators, as appropriate.<br>3) CEO guides improvement (identified in policy): <ul style="list-style-type: none"> <li>▪ Collegial process for values, goals, &amp; priorities</li> <li>▪ Institutional performance standards for stud. Achievement</li> <li>▪ Eval &amp; planning rely on research/analysis (internal/external)</li> <li>▪ Ed planning integrated w/resource planning &amp; allocation</li> <li>▪ Resource allocation improves learning &amp; achievement</li> <li>▪ Establish procedures to evaluate planning &amp; implementation</li> </ul>   | <ul style="list-style-type: none"> <li>➤ <i>Document oversight in College Council</i></li> </ul>  | President<br>College Council                                      |

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| IV<br>(cont.) | 4) CEO has primary leadership role for accreditation; faculty, staff, & administrators also have responsibility for compliance.<br>5) CEO assures implementation of statutes, regulations, and policies; effective control of budget & expenditures.<br>6) CEO works & communicates effectively with community.   |   |                          |
|               | <b>IV.C. Governing Board</b><br>1) Governing board w/responsibility for policies: academic quality, integrity, & effectiveness of programs/services (ER 7)<br>2) Governing board acts as a collective entity; all board supports decision, once made<br>3) Governing board has clear policy for selecting/evaluating CEO<br>4) Governing board is an independent, policy-making body that reflects public interest in institution's educational quality (ER 7)<br>5) Board establishes policies to ensure quality, integrity, & improvement of programs & services; necessary resources; ultimate responsibility.<br>6) Board publishes bylaws and policies re: size, duties, responsibilities, structure, & operating procedures.<br>7) Board acts according to bylaws. Regularly assesses policies & bylaws for effectiveness; revises as necessary.<br>8) Board regularly reviews key indicators of learning & achievement and plans for improving academic quality.<br>9) Board has ongoing training program for board development<br>10) Policies establish process for board evaluation; Board regularly evaluates practices & performance & publishes results<br>11) Board upholds a code of ethics & conflict of interest policy; clear policy for dealing w/behavior that violates code; majority have no personal interest in institution (ER 7)<br>12) Board delegates full responsibility and authority to CEO to implement policies w/o interference; holds CEO accountable.<br>13) Board is informed about Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and status; participates in evaluation for accreditation. | <ul style="list-style-type: none"> <li>➤ <i>Continue to document policy review:<br/>Academic quality<br/>Integrity<br/>Effectiveness</i></li> <li>➤ <i>Review key indicators</i></li> <li>➤ <i>Ongoing training program</i></li> <li>➤ <i>Review Eligibility Requirements, standards, Commission policies annually</i></li> </ul> | BOT                      |



| #             | Standard  | Areas to Review  | Related Committees/Areas           |
|---------------|---|--|------------------------------------|
| IV<br>(cont.) | <p><b>IV.D. Multi-College Districts or Systems</b></p> <ol style="list-style-type: none"> <li>1) District CEO provides leadership in setting &amp; communicating expectations of excellence &amp; integrity &amp; effective operation of colleges; establishes clear roles between college/district.</li> <li>2) District CEO delineates, documents, communicates operational responsibilities of district and colleges; ensures colleges receive effective services; resource allocation &amp; planning are evaluated against the Standards.</li> <li>3) Policy for allocation and reallocation of resources that are adequate to support district/college operations &amp; sustainability.</li> <li>4) CEO delegates authority to college CEOs to implement w/o interference; holds presidents accountable.</li> <li>5) District planning &amp; evaluation are integrated w/ college planning and evaluation.</li> <li>6) Timely, accurate, complete communication between district and colleges for effective decision-making</li> <li>7) District CEO regularly evaluates district/college role delineations, governance &amp; decision-making processes to assure effectiveness</li> </ol> | <ul style="list-style-type: none"> <li>➤ <i>Document District resource allocation model</i></li> <br/> <li>➤ <i>Document district/college integrated planning</i></li> </ul> | <p>Chancellor<br/>DFAC minutes</p> |