

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges

Accreditation Standards

(Adopted June 2014)

Standard I: Mission, Academic Quality and 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. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
 - Program Review, question about how program relates to college mission
 - in particular, lifelong learners, programs like ACCEL and CTE accommodate adult learners and many programs support and accommodate learners are taking courses for personal enrichment
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
 - TracDat Mapping: SLOs to PLOs to ILOs
 - But 2 areas to refine: make sure that mapping is in place for all courses and that analysis of the results of the mapping is taking place
 - Equity Plan was analyzed in relation to ILOs--meeting minutes could be used for evidence.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
 - Again program review and mapping
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)
 - Evidence would be in shared governance meeting minutes from when the mission

was revised. Possibly PBC?

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
 - Program, department and division meeting minutes; ACES & PRIE meeting minutes; Curriculum committee, COR revisions, IPC meeting minutes
 - Three-Year Assessment Cycle Process (to begin Fall 2017) flex day minutes and division meeting minutes
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
 - Course outline of records
 - Tracdat houses data from outcomes assessment, New Three-Year Assessment Cycle creates opportunities for analysis and planning of student outcome assessment
 - ELITE Program communication and support, individual meetings with faculty
 - Program meetings
 - Program planning requires documentation of progress in Learning outcomes
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
 - Program/department meetings where things like grading policies are discussed--meeting minutes from those meetings could provide evidence for this.
 - Curriculum Committee, revisions of SLOs and course standards
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.
 - ACES inquiry meetings and projects
 - Data dashboard training

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
 - IPC
 - Program Review
 - ACES
6. The institution disaggregates and analyzes learning outcomes and achievement for

subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

- ACES
 - Program Review
 - Division
 - Department,
 - grant meetings
 - advisory committees
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
- IPC
 - PBC
 - APC
 - Classified and Academic Senate
 - SSPC
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- Department
 - IPC
 - *Are the data included in the Olive Press, email, other communication avenues?*
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)
- ACES projects
 - IPC
 - Technology Planning Committee
 - Curriculum
 - PRIE
 - Departments

C. Institutional Integrity

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

- Program Review
 - Department
 - Outreach, Marketing, Department website, social media
 - JAMS
 - Academic Senate
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
- Classified Senate
 - Academic Senate

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. 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 applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
- A&R
 - Office of Instruction, curriculum and instructional systems analyst
 - PRIE
 - Faculty Assessment Coordinator
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
- Faculty Evaluation (Office of Instruction?)
 - Curriculum
 - Faculty assessment coordinator

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

- Welcome Center Assessment (Jeannie Stalker)
- PRIE (Assessment Support)
- Placement Test?

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

- ILOs listed on college website and in official college documents (does that count as “including in all of its programs”?)
- ILOs assessed by PRIE, reviewed/ advised by Assessment Advisory Group

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

- Cañada catalog
- Curriculum Committee
- Faculty Assessment Coordinator

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

- CTE advisory boards
- CTE discipline faculty

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

- Curriculum Committee (Curriculum Update Cycle)
- Program Review

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. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

All participatory governance committees

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

All participatory governance committees; Resource allocation processes

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Resource allocation processes; all participatory governance committees;

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Curriculum Committee (agendas, minutes & handbook); Academic Senate (program review; curriculum; student learning); TLA; Student Services area

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

All participatory governance committees; Board Procedures (see changes to board procedures)

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. All participatory governance committees (agenda, minutes); sharepoint; Representatives sharing reports across divisions/committees, etc.
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. (See committee processes?) - see IPC (agenda, minutes), Curriculum (see handbook); INTERPRETATION: leadership roles of IPC, PBC, etc.