

## **Notes for Accreditation Gap Analysis**

Isabelle's notes are in blue.  
Ed's notes are in purple.

### **ACCJC Accreditation Standards First Reading January 2014**

#### **Introduction**

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

There are four Standards that work together to define and promote student success, academic quality, and institutional excellence. The institutional mission provides the impetus for accomplishing student learning and achievement and other goals that the institution endeavors to attain.

Acting with integrity, the institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated planning (Standard I). Student Learning Programs and Support Services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV). Integrating the elements of the Standards gives institutions the means to develop a comprehensive assessment of academic quality, institutional integrity and effectiveness, and a path to continuous improvement. CW Introduction.

#### **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**

1. The institution's mission describes its broad educational purposes, its degrees and credentials offered, its intended student population, and its commitment to student success, as reflected in student learning and student achievement. The institution's programs and services are aligned with its mission. CW IA+, IA1
  - Is our current mission statement clear on the intent of the student body it serves?
  - Possibly mention Glendale and the greater Los Angeles region
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether

the mission directs institutional priorities and educational needs of students. CW IA1+

- How do we measure whether we are accomplishing the mission? Ed to link success/retention data and expenditures to various tenets of mission (ensure that Team A utilizes these data for a couple of cycles).
3. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. CW IA4+
  4. The institutional mission statement is approved by the governing board and published. CW IA2
    - Verify that the mission statement is current on all college sites (online and physical locations)

## **B. Assuring Academic Quality and Institutional Effectiveness**

### ***Academic Quality***

1. The institution demonstrates a substantive and collegial dialog about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. CW IB1
  - Implement a data center. SharePoint is to be piloted as a document center by M. Ritterbrown and M. Drescher
  - Each governance committee to have an annual review of its effectiveness. In this review, the following questions should be addressed:
    - How has the committee accomplished its assessment of student outcomes as it pertains to its charge?
    - What actions are being undertaken to address any gaps?
    - Develop a new process through which governance committees assess themselves in terms of conducting dialog about the components listed in the standard (student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement)
2. The institution defines and assesses learning outcomes for all instructional programs and student and learning support services. CW IB intro+, IB, IB2+, IIA2a, IIB,4
3. The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement. CW IB intro+, IB, IB2+
  - Publish a report to display standards for course completion, retention, degree completion, number of transfers and certificate completions by state-defined standards and measures
  - USDE regulations on institutionally defined learning achievements are not well publicized
  - Include on the Team A website the standards of achievement adopted by the Academic Senate
  - Ask the Academic Senate to hold discussions on these standards and the measures of improvement that will be undertaken if the college were to fall below the set standards. There is greater emphasis in the new standards on the disaggregation of data, and the discussion should be directed toward the study and action plans of success in terms of institutional standards for specific groups

4. The institution uses assessment data, organizes its institutional processes and allocates and reallocates resources to support student learning and student achievement. CW IB intro+, IB, IB4

### ***Institutional Effectiveness***

5. The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery. CW IA3, IB3
  - Outcomes for subpopulations (question 5) – what strategies do we use to mitigate those gaps? (Maybe Title V efforts, but we have no methodology in place).
  - How effectively do we use the Campus Profile?
    - Suggest that governance committees review the Campus Profile as it relates to their individual charge and reflect the discussion in their minutes. Core 3 to develop a five-question survey for governance committees.
6. The Institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies. CW IB intro+, new
7. The institution regularly evaluates its policies and practices in educational programs and student and learning support services, resource management, and governance to assure their effectiveness in supporting academic quality and accomplishment of mission. CW IB6
8. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation 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. CW IB4, IIIA6, IIIB2b, IIC2, IIID4
  - Efficacy of planning process (question 8) – significant gap:
    - IPCC to evaluate/revise planning process
    - Core 3 to come up with a timeline for all plans.
    - Once the timeline has been established, the three VP's and the HR Associate VP to follow up with managers in their individual areas (see chart at the end of this report).
    - Revise our hierarchy of plans to be organized around the plans identified in the standard (educational programs, services, human resources, physical resources, technology resources, financial resources).
9. The institution regularly evaluates the efficacy and currency of its planning processes, plans and makes changes as needed. CW IB7
  - Currency of plans is an issue because there are no set timelines.
  - The IPCC should evaluate whether the planning processes are working, and communicate the results of the evaluation collegewide.
10. The institution communicates the results of all of its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. CW IB5

## C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20) CW IIA Intro, IIA1, IIA6c
  - Website needs to be cleaned up (question 1):
    - Rick will take care of this with the Catalogue Taskforce Team.
    - Prioritize what students need to see, make high priority information easier to find.
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (endnote on page 19). CW IIB2
3. The institution uses documented assessment of student learning and achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 10, 19) CW IB5
  - Documented assessment of student learning and assessment (question 3)
    - Create a new tab on the website labeled “student success” with links to student accountability reports, campus profile, etc...
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. CW IIA6
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.2 CW IVA5
  - Ron to discuss a website redesign with M. Drescher (question 5).
  - Regular revision of administrative regulations and board policies:
    - Develop a policy (Administrative Regulation) for the publication of all college-related material, including programs and courses.
      - Rick will contact the Marketing Committee and will spearhead the development of the policy.
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. CW New
  - Total cost of education (question 6)
    - Add a box of summary cost on all advertisement brochures.
      - Rick to obtain info from Financial Aid and ensure that information is included in marketing brochures.
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility, student honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit

and dissemination of knowledge. (ER 12) CW IIA7 Intro

8. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. CW IIA7a
  - Question 8 – We need a faculty-developed statement of ethics.
    - Ask the Academic Senate, with the cooperation of the Guild, to develop a statement of good practice (eventually, to become a Board Policy).
9. Through its policies, procedures and actions, the institution demonstrates that it promotes integrity and that the board, administration, faculty, staff and students, act responsibly and with integrity. CW IIA7b
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. CW IIA7c
11. Institutions operating in foreign locations for students other than U.S. nationals operate in conformity with the Standards and applicable Commission policies. Institutions must have authorization from the Commission to operate in a foreign location.<sup>3</sup> CW IIA8
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21) CW IVA4
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. CW IVA4

## **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 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 are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified programmatic student learning outcomes, and degrees, certificates, employment, or transfer to other higher education programs. CW IIA Intro
2. Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible for instructional courses, programs and directly related services act to continuously improve instructional programs and services through systematic evaluation to assure currency, improve teaching and learning strategies, and achieve stated learning outcomes. CW IIA1, IIA2b,d,e,f
  - Question 2: Standards Developed by Academic Senate.
    - Core 3 to ensure that the information is featured on the website (maybe under the new tab of student success?)
3. The institution demonstrates that all instructional programs, regardless of location or means of delivery, including distance education and correspondence education, align with the mission of the institution and are conducted with integrity. 4 CW IIA1
  - Integrity of all means of delivery:
    - Mary has a paragraph that can be included from the Substantive Change Report.
4. 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 specifies at minimum learning outcomes associated with those in the institution's officially approved course outline. CW IIA1c
  - All SLO's have to be updated by the time of visit.
    - Mary to follow up.
  - Core 3 to contact division chairs regarding the regular submission of syllabi of faculty to division offices.
  - Quality of SLO's (question 7)
    - Tie in with Curriculum
    - To be discussed at C&I, Academic Affairs, and SLO Committee
5. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to succeed in college level curriculum. CW IIA2+
  - Distinguishing between sub-collegiate and collegiate level offerings (question 8)
    - Core 3 to track practices in developmental courses.
6. The institution's degrees and programs follow practices common to American higher education and appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. CW IIA2c
7. The institution schedules courses in a manner that allows students to complete certificate and

degree programs within a period of time consistent with established expectations in higher education. CW New

- Course scheduling to ensure degree and certificate completion (question 10)
    - Mary to oversee the development of pathways
    - Catalogue to include information about the intermittence of certain courses which are not offered every semester
      - Catalogue Taskforce (Rick)
8. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students. CW IIA2d
  9. 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 these examinations are free of test bias and measure the intended learning outcomes. IIA2g
    - Validating department-wide examinations and ensuring no test bias:
      - Currently we have no test validation processes in place
        - More information is needed.
      - This refers to common finals in Math, English, ESL, possibly other programs
  10. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. 5 CW IIA2h,i
  11. 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.5 CW IIA6a
  12. The institution includes in all of its programs student learning outcomes, appropriate to the program level, in communication competency, information and quantitative competency, analytic inquiry skills, and the ability to engage diverse perspectives, and other program-specific learning outcomes. CW IIA2c, IIA3b, IIB3d
    - Demonstrating competencies (question 17):
      - Need to tie in to ILO's
  13. 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. The identification of general education courses are based upon student learning outcomes and competencies appropriate to the degree level and include preparation for and acceptance of participation in civil society, skills for lifelong learning through a variety of means, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the major areas of knowledge, traditionally

referred to as the arts and humanities, the sciences, including mathematics, and social sciences. CW IIA3, IIB3b

- Question 15: The “philosophy” of GE – currently, we have a statement on the objective of GE’s in the catalogue (page 10)
    - Send request to the Senate to either change “objective” to “philosophy” or to develop a new philosophy of GE.
14. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. CW IIA4
  15. Career-technical programs maintain currency through analyses of appropriate data. 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. CW IIA5
  16. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.<sup>6</sup> CW IIA6
  17. 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, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve outcomes for students. CW IIA2e

## **B. Student Support and Library and Learning Support Services**

### ***Student Support***

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.<sup>3, 4</sup> CW IIB1
  2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. CW IIB
  3. 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.<sup>4</sup> CW IIB3a
- Access to support services (question 3):
    - Gap at the Garfield campus
    - Food services for day and evening students at both campuses

4. Co-curricular programs and athletics are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their financial aspects. CW New
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. CW IIB3c
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. CW New, ER 16
  - Clear pathways to degree, certificate completion and transfer goals (question 6):
    - Need to address this (SEP's, transfer degrees, student orientation – Rick and Mary)
      - Publicize pathways for CTE (Jan through Mary)
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. CW IIB3e
8. 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. CW IIB3f
  - Student records (question 8)
    - Rick to look into how backups are made and how far back they go.

### ***Library and Learning Support***

9. The institution supports student learning and achievement by providing library, and other learning support services to students and personnel responsible for student learning and support that are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education.<sup>4</sup> Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. CW IIC Intro, IIC1, IIC1b, c
  - Library and learning resources (question 9)
    - Garfield Campus may be an issue
10. 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. CW IIC1a
11. The institution defines and assesses learning and other intended outcomes for library and learning

support services and uses assessment data to continuously improve programs and services. CW IIC2

12. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement.<sup>7</sup> The institution regularly evaluates these services to ensure their effectiveness. CW IIC1d, e

### 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 institution(s). CW III Intro

#### A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. CW IIIA1, IIIA1a
  - Job descriptions need to be updated
    - Begin process from HR with unions (Val and Teyana)
    - A process for handling job descriptions needs to be underway by the 2016 visit
  - No process in place for tracking, requesting, and obtaining renewals of licenses that require updating (driver's license, nursing license, etc...)
    - HR to develop a tracking mechanism; qualifications needed at the time of hire need to be renewed at determined intervals.
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. CW IIIA1a, ER 14
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. CW IIIA1, 2
4. Degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if

equivalence has been established. CW IIIA1a

5. 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. CW IIIA1b
  - Evaluation cycles of personnel (question 5)
    - We have a gap in this area
      - HR to develop a trigger for evaluations
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of the effectiveness of producing that learning. Those employees use the results of the assessment of learning outcomes to improve teaching and learning. CW IIIA1c
  - Evaluation of all personnel responsible for student learning outcomes (question 6)
    - Rewrite administrative evaluations (with SLO's) – the administrative checklist is incomplete, and so is the division chairs' checklist.
      - Mary to oversee the update of the checklist to include SLO's and other relevant items.
7. The institution maintains a sufficient number of qualified faculty, both full-time and part-time, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. CW IIIA2
  - Sufficient number of faculty (question 8) – NEEDS FURTHER STUDY
    - Look at RT positions in relation to plans and mission
      - Core 3 to present proposal to RTEP
8. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. CW IIIA2
  - NEEDS FURTHER STUDY
9. The institution has a sufficient and stable number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. CW IIIA2
10. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. CW IIIA3
  - Implementation of policies (question 11) – gap
    - HR and Ron to each look at their respective areas
  - Fair treatment of staff (question 12):

- Create a centralized inventory of complaints and develop a tracking system for:
    - HR to develop a listing of staff complaints
    - Mary to develop a database of student complaints
    - Core 3 to track union grievances with CSEA and the Guild
11. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission. CW IIIA4
- Equity (question 13)
    - No regular assessment except in a state report: should be part of the EEO assessment plan
      - HR to develop a process by which it evaluates employment equity
      - Trends should be studied in the campus profile (Core 3)
12. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. CW IIIA1d
- Code of Ethics (question 7)
    - The following were cited in the 2010 self-evaluation reports: BP3050 and BP2715; they may not be sufficient – NEEDS FURTHER STUDY
      - David will develop one for the managers.
13. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. CW IIIA5
- Professional development
    - Gap as it relates to groups other than faculty
      - Work with Staff Development Officer (Core 3 or HR?)
14. 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. CW IIIA3
- Confidentiality of personnel records (question 14)
    - Some personnel files are missing documents
      - HR to investigate

## B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. CW IIIB1b
- Safe and sufficient resources (question 1)
    - No campus police at Garfield
      - Campus Police to develop plan of action (Core 3 to follow up)
    - ADA accessibility was also mentioned; is this an area of concern?

2. The institution plans, acquires, builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. CW IIIB1a
3. 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. CW IIIB2
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. CW IIIB2a

### C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.4 CW IIIC1, IIIC1a
  - Software Index needed (list of programs used on campus; licensing fees and expiration)
    - Ron will follow up with M. Drescher
  - Intermittent wireless connection (questions 2 and 4)
    - Ron will follow up with M. Drescher
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. CW IIIC, IIIC1d, IIIC2
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. CW IIIC1c
  - Technology gaps at the Garfield campus (questions 2 and 4)
    - Ron will follow up with M. Drescher
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. CW IIIC1b
  - Professional development and technology (question 3)
    - Better connection between Staff Development and what is happening with technology on campus
      - HR to pursue with Staff Development Officer
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. CW IIIC1d

### D. Financial Resources

#### Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. CW IIID Intro
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. CW IIID1, IIID1a, IIID2c
3. 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. CW IIID1d

### **Fiscal Responsibility and Stability**

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. CW IIID1b
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. CW IIID2, IIID3h
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. CW IIID2a
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. CW IIID2b
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. CW IIID2e
  - Would another study by an external agency, like the FCMAT report, be useful?
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. CW IIID3a
10. 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. CW IIID3b

### **Liabilities**

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-

range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. CW IIID1c

- Appropriation of funds for liabilities (question 13)
  - Not meeting our annual required contribution for GASB
    - Ron to pursue a remedy for the issue.

12. 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. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. CW IIID3c, d
13. 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. CW IIID3e
14. All financial resources, including short and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. CW IIID2d
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. CW IIID3f

### **Contractual Agreements**

16. 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 and the quality of its programs, services, and operations. CW IIID3g

### **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. CW IV Intro

#### **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. CW IVA1
2. The institution establishes and implements written policy authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for consideration

of student views and judgments 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. CW IVA2

3. Administrators and faculty 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. CW IVA2a
4. Faculty and academic administrators, through well-defined structures and processes, have responsibility for recommendations about curriculum and student learning programs and services. CW IVA2b
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. CW IVA3
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. CW New
7. Leadership roles and the institution's governance and decision-making policies 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. CW IVA5
  - Evaluation of governance could include a survey of governance committees, as mentioned under Standard I

### **Chief Executive Officer**

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. CW IVB2
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. CW IVB2a
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
  - establishing a collegial process that sets values, goals, and priorities;
  - ensuring the college sets institutional performance standards for student achievement;
  - 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 allocation to support student achievement and learning;
  - ensuring that the allocation of resources supports and improves learning and achievement; and
  - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. CW IVB2b

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. CW New
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. CW IVB2c, d
6. The CEO works and communicates effectively with the communities served by the institution. CW IVB2e

### **Governing Board**

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. CW IVB1
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. CW IVB1a
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. CW IVB1j
4. The governing board is an independent, policy-making body that reflects the public interest in the college's educational quality through board activities and decisions. It advocates for and defends the institution and protects it from undue influence or pressure. CW IVB1a
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. CW IVB1b, c
6. The governing board regularly reviews key indicators of student learning and achievement and sets expectations through policy to improve academic quality. CW New
  - Review of key indicators (question 5)
    - Will use one or two retreats for this purpose. David will follow up.
7. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. CW IVB1d
8. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. CW IVB1e
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. CW IVB1f

- Ongoing training program (question 9) – gap
    - David will work on a system for new board member orientation
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. CW IVB1g
- Board policy for board evaluation
    - David will work on further developing the current processes
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. CW IVB1h, ER 3
12. The governing board is informed about and involved in the accreditation process. CW IVB1i
13. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively. CW IVB1j

#### **D. Multi-College Districts or Systems**

1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.<sup>8</sup> CW IVB3
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system controlled services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution. CW IVB3a, b
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. CW IVB3c, d
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges. CW IVB3e

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. CW New
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively. CW IVB3f
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. CW IVB3g