PART II

STANDARDS FOR ACCREDITATION

The standards describe good practice in community and junior college education. The Accrediting Commission for Community and Junior Colleges has established its standards based on experience, research, and extensive consultation with member institutions. Commission standards and policies are periodically reviewed and revised. Revisions are made as needed, are based on research, the experience of the Commission and visiting teams, and comments of institutional representatives.

The standards state the basic characteristics of quality required of all accredited institutions. The Commission believes that institutions can readily maintain their individuality while complying with these established standards.

The accreditation standards are divided into eight (8) areas, so numbered. Each standard in turn is divided into lettered sections -- e.g., Standard 2A, 2B, 2C. The statement of the standard is followed by numbered sections (e.g., Standard 2A.1, 2A.2, 2A.3, 2A.4) which give further definition to the standard. These numbered sections provide additional components of the standard, but are not designed to be an exhaustive enumeration of all of the components of the standard. In reviewing these standards, institutions are encouraged to add further components to give them greater meaning and depth, as well as greater applicability to each individual institution.

Following each standard is a list of supporting documents which might be useful to the institution and the visiting team. Within the section marked “Supporting Documents,” items with (x) are to be included in or with the self study report mailed to the visiting team and to the Commission office.
STANDARD ONE: INSTITUTIONAL INTEGRITY
PURPOSES, PLANNING, AND EFFECTIVENESS

The four elements of Standard One are broadly applicable to each institution and to all of its constituent programs and services. An accredited institution presents itself to students and the public precisely and truthfully, with due regard for freedom to teach and freedom to learn. The institution states its goals with precision, engages in planning to achieve those goals, and evaluates its effectiveness in achieving purposes and goals.

Standard 1A Institutional Integrity

1A.1 Institutional policy regarding the safeguarding of academic freedom and responsibility is published and readily available.

1A.2 Governing boards and administrators protect and support faculty in their exercise of academic freedom. The faculty protects the academic freedom of its members.

1A.3 The institution fosters the integrity of the teaching-learning process. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

1A.4 Institutions which strive to instill specific beliefs or world views or to impose codes of conduct on faculty, staff or students give clear prior notice of such policies.

1A.5 The institution fosters an affirmative environment in which diversity is embraced and every person is treated with respect.

1A.6 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations.

1A.7 Representations about the institution to prospective students and to the general public are accurate and consistent with institutional practices.

1A.8 Precise, accurate, and current information is provided in the institutional catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees; and, (e) the names of the administration, faculty, and governing board.
1A.9 Degrees held by contract faculty and administrators are listed in the institution's primary catalog. All U.S. degrees listed are from accredited institutions. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

1A.10 The institution demonstrates honesty and integrity in its athletic programs.

1A.11 In its relationship with the Commission, the institution demonstrates honesty and integrity, and agrees to comply with Commission standards, policies, guidelines, and self study requirements.

Standard 1B Institutional Purposes (Mission)

The institution is guided by clearly stated purposes that define its character, which are appropriate for higher education, and are consistent with Commission standards.

1B.1 The statement of purposes identifies the broad-based educational objectives the institution seeks to fulfill, is adopted by the governing board, and is periodically reexamined with the participation of the campus community.

1B.2 In implementing its purposes, the institution has defined the constituencies it intends to serve as well as the parameters under which educational programs can be offered and resources allocated.

1B.3 Institutional purposes delimit educational programs and services and guide the development of physical resources and allocation of fiscal resources.

Standard 1C Institutional Planning

The institution is engaged in ongoing planning to achieve its avowed purposes. Through the planning process, the institution frames questions, seeks answers, analyzes itself, and revises its goals, objectives, programs, and services.

1C.1 An established planning process involves all segments of the campus community and the governing board.

1C.2 The planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics.
1C.3 The planning process assists in identifying institutional priorities.

1C.4 The planning process identifies the need for human, financial, and physical resources of the institution. Planning influences the acquisition and allocation of resources.

**Standard 1D  Institutional Effectiveness**

The institution has developed the means for evaluating how well, and in what ways, it is accomplishing its purposes and uses results of these evaluations as the basis for broad-based continuous planning and improvement.

1D.1 Institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness.

A. Research assesses such elements as instructional programs, student services, and the social/intellectual environment of the campus.

B. Program reviews are systematically conducted for educational and student service programs and other institutional activities to assess their effectiveness.

**Supporting Documentation for Standard One**

(x) 1. Catalog.

2. Brochures and handbooks.

3. Statements or policies on academic freedom.


5. Program review documents.

6. Institutional research reports.

7. Articles of incorporation or charter (nonpublic institutions).
STANDARD TWO: EDUCATIONAL PROGRAMS

Standard Two is broadly applicable to all educational activities offered in the name of the institution, regardless of where, when or how presented, or by whom taught.

Standard 2A General Provisions

The achievement and maintenance of high quality programs in an environment conducive to study and learning are the primary responsibilities of every accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As it analyzes its goals and discovers how conditions and needs change, the institution continually redefines for itself the elements that will result in programs of high quality.

2A.1 The institution seeks to meet the diverse educational needs of all its students.

2A.2 Sufficient resources are provided to meet the educational needs of the students.

2A.3 The institution demonstrates its commitment to high standards of teaching. Effective procedures and adequate resources exist to evaluate and improve the quality of instruction.

2A.4 Educational programs are structured to be consistent with institutional purposes, the demographics and economics of the service area, and the student constituency.

2A.5 Program and course objectives clearly specify the subject matter to be covered, the intellectual skills to be acquired and learning methods used, the affective and creative capabilities to be developed, and the specific occupational skills to be mastered.

2A.6 Programs and courses are offered in a manner which ensures students the opportunity to complete the entire program as announced, within a reasonable period of time.

2A.7 The institution has an administrative structure responsible for the overall coordination and administration of instruction.

Standard 2B Curriculum Planning and Evaluation

Curriculum planning is designed to achieve the aims of the institution. Curriculum planning considers current and future needs for human, financial, and physical
resources. This systematic planning is based on continuing institutional self-evaluation and assessment of the needs of the institution's constituencies. All appropriate segments of the institution are involved in planning.

2B.1 The responsibility for design, approval, implementation, and revision of the curriculum is vested in designated bodies with clearly established channels of communication and control. The faculty has a major role in such processes.

2B.2 The institution engages in periodic review of program and departmental quality and effectiveness under clearly specified and demonstrably implemented procedures. The process is based on current qualitative and quantitative data which are used to assess strengths and weaknesses in achieving program purposes and projected outcomes. (See Standard 1D)

2B.3 Policies and procedures for additions and deletions of programs or courses are carefully developed and administered, are based on curriculum planning, and are consistent with the resources of the institution, the capabilities of faculty, and the needs of the community served by the institution.

Standard 2C General Education

The educational program is designed to give students a substantial and coherent exposure to the major broad domains of higher education. All programs leading to the Associate degree include a major area and a general education component.

2C.1 The general education segment of all educational programs is based on a philosophy and rationale that are clearly stated and provides the criteria by which the appropriateness of each course in the general education component is evaluated.

2C.2 The plan for general education is cooperatively developed by faculty and administrative staff and approved by the governing board.

2C.3 The general education program introduces the content and methodology of the major areas of knowledge -- the humanities, the fine arts, the natural sciences, and the social sciences -- and helps students to develop the intellectual skills and social attitudes that will make them effective learners and citizens.

2C.4 The educational program provides opportunities for all students to develop and demonstrate competence in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity.
Standard 2D  Special Programs Offering Courses for Credit

All special courses and programs which include courses for credit whether conducted on-or off-campus are integral parts of the institution; their functions, goals and objectives are consistent with other elements of the institution; they maintain the same academic standards as regular campus programs; and they are planned and evaluated by the same processes as the regular educational program.

The college is solely responsible for the academic and fiscal integrity of all instructional programs and courses which bear the institution's name.

The provisions of Standard 2D apply to:

- Courses taught by non-traditional delivery systems such as television, correspondence, newspaper, video or audio tape, radio, modularized instruction, and computer assisted learning. (See policy, pages 46-47)
- Contract education courses taught for credit.
- All international education programs. (See policy, pages 52-55)
- All practices providing credit for prior experiential learning. (See policy, pages 49-50)
- All credit courses or programs taught under contract by an outside institution. (See policy, pages 57-60)
- Work experience and cooperative education courses.
- Courses offered through independent study.
- Programs offered on military bases.

Standard 2E  Credit for Student Achievement

Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria.

2E.1 Student performance is evaluated in terms of defined and published course requirements.

2E.2 Criteria for evaluating student performance or achievement, i.e., grades (A, B, C, etc.) are clearly established, stated in college publications, and are generally understood by faculty and students.

2E.3 Credit awarded is consistent with student learning or achievement and based upon generally accepted norms or equivalencies. (See Glossary)
2E.4 The degree, certificate, or diploma awarded upon successful completion of an educational program is appropriate to the demonstrated achievement of the graduate.

2E.5 Clear and well-publicized distinctions are made between courses which offer degree and non-degree credit.

2E.6 Any credit for prior experiential learning is awarded and limited in accordance with Commission policy. (See Commission policy on “Credit for Prior Experiential Learning in Undergraduate Programs”)

Standard 2F Articulation

The institution has a systematic procedure for articulating its programs with secondary schools, baccalaureate institutions, and with employers who hire occupational students.

2F.1 The curriculum planning process involves liaison with secondary schools, particularly in sequence courses. Where articulation agreements exist, high schools of origin receive reports on student performance.

2F.2 The curriculum planning process involves coordination with baccalaureate institutions, particularly with respect to major and general education requirements. Data about the number, performance, satisfaction, and adequacy of preparation of transfer students are systematically collected and reviewed.

2F.3 The relevance of courses to job requirements is ensured by a systematic analysis of specific job requirements and curriculum review.

2F.4 Follow-up studies of transfer and occupational students are conducted regularly to evaluate the level of performance or job placement.

Standard 2G Non-Credit Courses and Programs

Non-credit courses and programs, whether offered on- or off-campus, are integral to the educational mission of the institution.

2G.1 Planning for and evaluation of non-credit courses and programs is comparable to planning and evaluation for other programs of the institution.
2G.2 Programs are administered under stated and well publicized institutional policies and procedures.

2G.3 Policies governing non-credit courses and programs are described in appropriate institutional publications.

2G.4 There is demonstrable coordination with institutional credit programs.

**Standard 2H Community Education and Services**

Community Education and Services, if recognized as an institutional objective, respond to local needs for lifelong learning by providing avocational classes, classes for the business and professional community, non-credit contract education courses, cultural events, and community and civic functions.

2H.1 Community education classes are part of the educational program and are coordinated with the credit and non-credit program.

2H.2 Community liaison is effectively developed and maintained in order to determine community interests and needs and to evaluate offerings.

2H.3 Institutional policies and procedures establish conditions under which college facilities may be used by the public.

**Supporting Documentation for Standard Two**

1. Description of curriculum-development bodies and recent minutes.

2. Self study and evaluation reports from external reviews and the most recent professional and institutional accreditation visits and documentation of resulting actions.

3. Course outlines and objectives for all programs.

4. Written philosophy and rationale for the general education program.

5. Articulation agreements.

6. Follow up studies on transfer and vocational students.

7. Program advisory committee rosters and recent minutes.
8. Summary listing of off-campus programs, directors, sites, and enrollments.

9. Catalogs, brochures, announcements, and class schedules for special programs and Community Education programs.

10. Policies regarding the award of credit based on prior experiential learning, including a report on the amount of such credit awarded for the past two years.

11. A copy of each Memorandum of Understanding for programs offered on military bases or for military agencies.

12. Copies of brochures and announcements and any contractual agreements with other institutions or travel agencies for study abroad or study-travel programs.

13. Contracts with other organizations that provide instruction for the college.
3A.4 Policies on student rights and responsibilities, including the rights of due process and redress of grievances and rules defining inappropriate student conduct, are clearly stated and readily available.

The institution shall have in place a student grievance policy that clearly states the rights of appeal, defines the appellate body, and establishes decision-making authority and responsibility.

The student grievance policy shall be implemented through a procedure which:

- Is well-publicized and accessible
- States how and by whom the appellate body will be named
- Clearly identifies the person, position or offices to whom inquiries about grievances should be directed
- Provides for fact-finding
- Can be completed within a reasonable time frame
- States any limitations on the involvement of advocates
At its meeting, January 11-12, 1993, the Accrediting Commission for Community and Junior Colleges took the following institutional actions:

**Reaffirmed Accreditation**

Antelope Valley College, Lancaster, CA  
College of Oceaneering, Wilmington, CA  
Irvine Valley College, Irvine, CA  
Merced College, Merced, CA  
Saddleback College, Mission Viejo, CA

**Accepted Reports of Interim Visits**

American Samoa Community College, Pago Pago, American Samoa  
Heald Institutes of Technology, San Francisco, CA

**Accepted Interim Reports**

College of the Canyons, Santa Clarita, CA  
Lassen College, Susanville, CA  
Los Angeles Mission College, Sylmar, CA

**Accepted Eligibility Report: Authorized Scheduling of Evaluation for Candidacy or Accreditation**

Los Angeles County Medical Center School of Nursing, Los Angeles, CA  
Tokai International College, Honolulu, HI

**Accepted Substantive Change Reports**

College of the Marshall Islands, Majuro, Marshall Islands  
Community College of Micronesia, Kolonia, FSM  
Micronesian Occupational College, Koror, Palau T.T.  
Mission College, Santa Clara, CA

January 27, 1993
STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

The institution establishes and maintains an environment that fosters the intellectual and personal development of students. Student services reflect an institutional concern for students' physical and mental health, facilitates educational progress, and helps students to relate to others in the institutional community.

Standard 3A  General Provisions

Established policies and practices make clear the institution's obligations to students and the obligations of students to the institution.

3A.1 The institution systematically studies the characteristics and identifies the learning and counseling needs of the student population.

3A.2 The institution has an organized system for admission, assessment, orientation, counseling and advisement, and student follow up.

3A.3 The institution involves students in the planning, development, and delivery of student services.

3A.4 Policies on student rights and responsibilities, including the rights of due process and redress of grievances and rules defining inappropriate student conduct, are clearly stated, well-publicized, and readily available and they are implemented in a fair and consistent manner.

3A.5 Publications (e.g., student handbooks) describing relevant policies and procedures, student services and programs, student government and activities are readily available.

3A.6 The institution supports opportunities for student participation and leadership in campus organizations and student involvement in institutional governance.

3A.7 Counseling and other appropriate academic support services are offered to day and evening students on and off campus.

3A.8 Staffing, resources, and physical facilities are commensurate with the size of the institution and with its stated purposes.
Standard 3B  Admissions and Records

An admission, registration, and records service facilitates student access to the institution and keeps and protects the records of their participation.

3B.1 Standards for admission, including provisions for exceptional cases, are based upon norms of expectation generally recognized in postsecondary education, and are consistent with the institution's educational purposes. Test instruments used in the admission process are designed to minimize cultural bias and are evaluated to assure their validity.

3B.2 The institution actively seeks diversity in its student body.

3B.3 The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fireproof and otherwise safe storage and backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery from disasters.

If an institution closes, provision is made for the future security and accessibility of academic records. (See COPA policy on "Considerations When Closing a Postsecondary Educational Institution," pages 79-83.)

3B.4 Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure academic quality and relevance to the student's program. Implementation of transfer credit is consistent with the Commission Policy on Transfer and Award of Academic Credit.

3B.5 The institution has a policy regarding fee refunds that is well-publicized, uniformly administered, and consistent with customary standards.

Standard 3C  Comprehensiveness of Services

Depending on the nature and needs of the student body and the purposes of the institution a range of student services may be provided. Decisions on comprehensiveness of services depend on the purposes of the institution, the diversity of its student body, and whether students commute or live in campus residential facilities. The functions, goals, and objectives of each service are consistent with those of the institution. Each is planned and evaluated by the same established processes as are other parts of the institution's major programs and services.
The provisions of Standard 3C apply to student services such as:

- Career placement services.
- Special services to disadvantaged students.
- Special services to disabled students.
- Tutorial services.
- The student activities program.
- The student financial aid program.
- Child care services.
- Athletics.
- Veterans services.
- International student services.
- Services for reentry students.
- Student health services.
- Psychological services.
- Student housing, if provided.
- Food services.
- Student bookstore.

**Standard 3D  Counseling Services**

A systematic program of counseling and academic advisement assists students in making appropriate decisions.

3D.1 The institution provides an organized and functioning counseling program which includes, but is not limited to:

- Academic counseling.
- Career counseling.
• Identification of potential barriers to progress and strategies to overcome them.

• Counseling of students on probation.

• Referral to appropriate support services and agencies.

• Counseling of student populations with special needs.

3D.2 A structured system of academic advisement is available to all students.

Standard 3E Coordination and Administration

The institution has an administrative structure responsible for the overall coordination and administration of student services.

3E.1 Student services professionals and support staff are qualified to provide effective service.

3E.2 Arrangements are in place which assure that student services faculty, teaching faculty, and students are involved in the processes of program and policy development for student services, and in systematic evaluation and planning for programs and services of the institution.

SUPPORTING DOCUMENTATION FOR STANDARD THREE


(x) 2. Summaries of student characteristics that will give the reader a concept of the nature of the student body.

(x) 3. Organization chart for student services.

4. Sample copies of student publications.

5. Policies on student conduct, rights, and responsibilities.

6. Policies on athletics.

7. Policies on student fees.

STANDARD FOUR: FACULTY AND STAFF

The categories of those who are employed by a postsecondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, those in learning resources, paraprofessionals, support personnel, and administrative staff and includes persons employed on full time and part time basis. The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity.

Standard 4A Selection

4A.1 Each category of staff is sufficient in number and diversity of preparation to provide effective instruction, student services, support services, learning resources, and administration.

4A.2 Criteria, qualifications, and procedures for the selection of all personnel are clearly stated, public, and directly related to institutional objectives. Job descriptions are available for all staff positions and are adhered to in all selection procedures.

4A.3 Teaching effectiveness is the principal criterion for the selection of the teaching faculty.

4A.4 A written policy exists to ensure equity in all employment procedures. That policy is consistent with Accrediting Commission policy on non-discrimination and affirmative action. Consistent attention is paid to the meeting of the institution's affirmative action or diversity goals.

Standard 4B Qualifications of Staff

4B.1 All members of the staff, including faculty, paraprofessionals, support staff and administrators, are qualified by academic background and experience to carry out their institutional and program responsibilities in accord with the purposes of the institution.

Standard 4C Evaluation

4C.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of all evaluations is formal, systematic, and timely.
9. The most recent financial aid reviews conducted by state and federal agencies.

10. Any program review documents for student services.

11. Catalog, brochures, and other documents prepared by the institution to recruit or inform students.

12. The institution's matriculation plan (California Community Colleges).
4C.2 Evaluation processes seek to assess effectiveness and encourage improvement.

4C.3 Teaching excellence is the principal criterion for the retention of teaching faculty.

**Standard 4D  Staff Development**

4D.1 Members of the faculty, administration, and support staff remain current in their field of expertise.

4D.2 Development opportunities are planned for each staff category with the participation of that staff and are available to all and supported by the administration and the governing board.

4D.3 Faculty, administration, and staff members engage in professional activity supported by the institution.

**Standard 4E  Other Personnel Policies**

4E.1 Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.

4E.2 Criteria for determining work loads are clearly stated and equitably applied.

4E.3 There are systematic processes for the development of personnel policies.

4E.4 Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due processes are explicitly stated.

4E.5 Policy regarding privacy of information is clearly stated and consistently administered.

**SUPPORTING DOCUMENTATION FOR STANDARD FOUR**

(x) 1. Ethnic and gender distribution of faculty and administration (full and part-time).

2. Faculty handbook, including personnel policies and procedures.

4. List of faculty, with degrees earned, unless catalog list is up to date.

5. Staff handbook.


7. Affirmative action policy and plan.

8. Criteria and procedures for employing, evaluating, and compensating faculty in special programs such as off-campus, study abroad, study travel, non-credit programs, and programs provided by contract with other organizations.

9. Doctrinal statements required for employment, if any (church-related institutions).

10. Policies and procedures for evaluation of faculty, administrators, and support staff.

11. Documents describing staff development activities.

12. Criteria and procedures for selection of faculty and administrators.
STANDARD FIVE: LIBRARY AND LEARNING RESOURCES

The college provides those learning resources necessary to support the educational program and the intellectual and cultural development of staff and students, day and evening, on and off-campus. The adequacy of an institution's learning resources is judged in terms of its goals and programs. The effectiveness of an institution's learning resources is judged by how well and how much they are actually used.

Learning resources include the library and its collections, learning laboratories and centers, other collections of materials that support teaching and learning, instructional technology and support services, distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, telecommunications and other instructional media, and the facilities that house such equipment and services.

**Standard 5A General Provisions**

5A.1 Library holdings, media resources, facilities, and staff are sufficient in quality, depth, diversity, and currentness to support the institution's educational offerings.

5A.2 The library collection and other learning resources are adequately supported in relation to the total budget and needs of the institution.

5A.3 Learning resources are designed to provide support for varying modes of instruction appropriate to students' needs and learning styles and are augmented to serve curricular changes.

5A.4 Technical assistance is provided to faculty in the production of tests, syllabi, audio-visual programs, and other instructional materials.

5A.5 Learning resources equipment is properly maintained.

**Standard 5B Resource Development**

5B.1 There is an organized procedure in which faculty and administrators participate in the selection, evaluation, and elimination of library holdings, learning resources, and materials.

5B.2 Faculty and staff are kept informed about new developments in learning technologies.
Standard 5C  
Accessibility

5C.1 Use of the library and other resources is promoted through a comprehensive program of orientation, instruction, and printed material designed to assure substantial use of these resources by students, staff, and faculty. Attention is given to the needs of both traditional and nontraditional students.

5C.2 Learning resources are available to students at off-campus centers for both day and evening students.

5C.3 Hours of service provide adequate access to learning resources.

5C.4 Where reliance is placed on the resources of another institution or organization, the arrangement is clearly delineated in a written agreement.

Standard 5D  
Faculty and Staff

5D.1 Learning resource staff are sufficient in number and properly qualified in various specialty areas to serve users and to provide technical support. (See Standard 4)

Standard 5E  
Information Technology

5E.1 Computing and data communications services are provided as learning resources in sufficient quality and quantity to support the educational offerings of the institution.

5E.2 The institution provides service to support full utilization of its information technology resources.

SUPPORTING DOCUMENTATION FOR STANDARD FIVE

1. Budget: for the library.
2. Statistics on use of library and learning resources.
3. Data on user satisfaction.
4. Data concerning number and assignment of staff to support learning resources.
STANDARD SIX: PHYSICAL RESOURCES

Physical resources, including buildings and equipment used both on and off-campus, are adequate to serve the needs of the institution in relation to its stated purpose and its goals and activities. The physical environment of the institution contributes to an atmosphere for effective learning.

Standard 6A  Facilities

6A.1 Space allocations are appropriate and adequate for the institutional functions served.

6A.2 Buildings and grounds are clean and in good repair. Maintenance and operations are conducted in a systematic, planned manner with adequate staff and support.

6A.3 There are well-planned, adequate, and well-maintained physical facilities for off-campus programs.

6A.4 There is demonstrated concern for safety, security, disaster planning, and energy conservation.

6A.5 There is concern for health issues, barrier-free access, and environmental standards related to hazardous materials and waste.

Standard 6B  Equipment

6B.1 Equipment is appropriate for the institutional functions served.

6B.2 Equipment is maintained on a regular basis and attention is given to the safety-health-security aspects of equipment operation and maintenance.

6B.3 Equipment is adequately inventoried and controlled and periodic replacement is scheduled.

Standard 6C  Facilities Planning

6C.1 There is a master plan for campus development, consistent with the objectives of the institution and the educational master plan.

6C.2 There is appropriate involvement of staff in the planning of facilities.
5. Curriculum materials for bibliographic instruction.

6. Printed materials that describe for students the hours and services provided by learning resources.

7. Formal, written agreements with other libraries.

8. Collection development and weeding policies.

9. List of data bases to which students and faculty have access through the library.
STANDARD SEVEN: FINANCIAL RESOURCES

Financial resources are sufficient to achieve, maintain, and enhance the goals and objectives of the college. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the governing board and broad staff participation.

Standard 7A  Financial Stability

7A.1 Current and anticipated income is adequate to maintain high quality programs and services.

7A.2 Plans exist for the payment of long-term liabilities.

7A.3 Cash flow provision and/or reserves are sufficient to provide fiscal stability and to meet the needs of the institution.

Standard 7B  Financial Planning

7B.1 Financial planning is based upon the educational master plan and provides for staff participation and budget approval by the governing board.

7B.2 The policies, guidelines, and processes for developing the budget are clearly defined and followed.

7B.3 Financial planning takes into account long-range projections regarding programs, services, costs, and resources.

Standard 7C  Financial Management

7C.1 The organization for financial administration is clearly defined.

7C.2 Financial reports are timely and accurate and are routinely distributed and reviewed.

7C.3 The institution has policies and programs on risk management which address loss by fire and theft and liability for personal injury and property damage.

7C.4 The institution's financial records and internal control processes are subjected to an annual audit by an independent certified public accountant.
SUPPORTING DOCUMENTATION FOR STANDARD SIX

1. The master plan for campus development.

2. Policies on safety, security, and energy conservation which are related to physical facilities and equipment.

3. Equipment inventory and replacement policy.
7C.5 Auxiliary organizations or foundations using the name of the institution conform with institutional principles of operation and support institutional goals. Their activities are carefully monitored and their financial records are regularly reviewed by an independent auditor. The institution retains appropriate responsibility and control over such organizations.

SUPPORTING DOCUMENTATION FOR STANDARD SEVEN*

1. Institutional budget.
2. Institutional financial plan.
3. Latest report of the independent auditor.
4. Documents illustrating budgetary control.
5. Foundation documents.
6. Auxiliary organization documents.

* Institutions that are part of multi-unit systems or districts should provide documents pertaining both to the campus/college budget and to the system/district budget.
STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION

Postsecondary education has a tradition of broadly shared authority and responsibility. For an institution to serve its purposes and achieve its goals each major constituency must carry out its separate but complementary roles and responsibilities. Institutional governance mechanisms provide the means through which policy is developed and authority is assigned, delegated, and shared in a climate of mutual support.

Standard 8A  The Governing Board

The governing board is responsible for the quality and integrity of the institution. It selects a chief executive officer, approves the purposes of the institution, and responsibly manages available fiscal resources. It establishes broad institutional policies and delegates to the chief executive officer the responsibility to administer these policies. There is a clear differentiation between the policy-making function of the board and executive responsibilities. The board protects the institution from external pressures and provides stability and continuity to the institution.

8A.1 The board includes adequate representation of the public interest and the diverse elements of the population it represents. Arrangements provide for the continuity of board membership and staggered terms of office.

8A.2 Board policies include a statement of ethical conduct for its members. The board acts as a whole; no member or committee acts in place of the board. Board policy precludes participation of any of its members or any member of the staff in actions involving possible conflict of interest.

8A.3 The board is responsible for the financial soundness of the institution and ensures that the educational program and the physical facility plans are of high quality and consistent with institutional purposes.

8A.4 The board reviews and approves educational programs, and ensures that programs, degrees, and certificates are of satisfactory quality consistent with institutional purposes.

8A.5 The board approves an effective organization which serves institutional purposes.

8A.6 After appropriate consultation, the board selects and provides regular evaluation of the institution’s chief executive officer.

8A.7 The board has a process by which its own performance can be assessed.
8A.8 The board is informed about and involved in the accreditation process.

8A.9 In multi-campus systems, division of responsibility and authority between the system office and the institution is clear; system policies and procedures are clearly defined and equitably administered.

Note: For institutions in multi-unit systems, standards 8B and 8C are separately applicable to the college and the system. The institutional self study shall include separate sections in which the college executive and administration and the system executive and administration are evaluated.

**Standard 8B Chief Executive Officer**

The chief executive officer is the educational leader and provides necessary leadership to define goals, develop plans, and establish priorities for the institution. The role of the chief executive is central to the operation of the institution. The chief executive officer's full-time responsibility is to the institution.

Note: For institutions in multi-unit systems, the standards are separately applicable to the institutional chief executive and the system executive.

8B.1 The chief executive fosters appropriate communication among the governing board, staff, and students.

8B.2 The chief executive has ensured that college policies and procedures are clearly defined, known to the college community, and equitably administered.

8B.3 The chief executive efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

8B.4 The chief executive supports an effective affirmative action policy for staff and students.

8B.5 If the institution is part of a state system the chief executive establishes and maintains an effective working relationship with the state system administration.
Standard 8C  Administrative Services

The administration is organized and staffed to provide leadership which makes possible an effective teaching and learning environment for the achievement of institutional purposes and goals.

8C.1  The administration supports a decision-making process which is timely and which involves persons in the process who will be affected by the decisions.

8C.2  The administration provides leadership and encouragement to the faculty in the improvement of instruction through methods such as the use of classroom research, educational technology, and innovative methods of instruction.

8C.3  The administration assures that institutional research is conducted and that the results are provided to the faculty and the governing board.

8C.4  The administration is organized and staffed to reflect institutional purposes, size, and complexity, and to provide economical and effective management.

Standard 8D  Faculty

8D.1  The faculty have established and participate in an effective academic or faculty senate or, in the case of private colleges, a formal process for providing input in institutional governance. This faculty organization is able to carry on its responsibilities for academic and professional matters at the college. The college provides support to the faculty to enable it to meet its responsibilities. Appropriate delegation of authority takes place from the local governing board.

8D.2  The role and responsibility of the faculty, through its academic senate or faculty organization, is clearly defined in written policy.

8D.3  The role and participation of the faculty on various policy-making, planning, and special purpose bodies is clearly stated in written policy.

8D.4  The faculty have and exercise a substantial voice in matters of educational program, faculty personnel, and other matters of institutional policy which relate to their areas of responsibility and expertise.
8D.5 It is considered part of each faculty member's professional responsibility to participate in committees and the governance structure of the institution.

8D.6 Where appropriate, there exists a workable written delineation of functions between the bargaining agent and the senate.

8D.7 (For multi-college systems only.) If the system is served by a system or district senate, the relationship between the college and district senate and the relationship between the district senate and the governing board are clearly defined.

Standard 8E Support Staff

8E.1 An organization of support staff personnel, if established, has well-defined responsibilities and functions.

8E.2 The role of the support staff in various governing, planning, budgeting, and policy-making bodies is made clear and public.

8E.3 There exists a well-developed program of staff development for the support staff.

Standard 8F Students

8F.1 A student governing body, if established, has well-defined responsibilities and functions.

8F.2 The role of students in various governing, planning, budgeting, and policy-making bodies is made clear and public.

SUPPORTING DOCUMENTATION FOR STANDARD EIGHT*


(X) 2. Chart of the administrative organization.


4. Faculty handbook.

5. Constitution and bylaws of the faculty senate.

6. Student handbook or informational brochures.

* In multi-unit systems, documents should be provided for both the campus/college and the system/district organizations.