



5055 Santa Teresa Blvd., Gilroy, CA 95020

www.gavilan.edu

(408) 848-4800

Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
SPECIAL MEETING, BOARD OF TRUSTEES
Saturday, July 22, 2017

5055 Santa Teresa Boulevard, Gilroy, CA 95020
Adapted Physical Education Classroom 120
8:30 a.m. – 2:30 p.m.

AGENDA

I. CALL TO ORDER (8:30 a.m.) (Board Member Working Continental Breakfast)

1. Roll Call
2. Approval of Agenda
3. Comments from the Public – This is a time for the public to address the Board

II. ACTION ITEMS (8:45 – 9:30 a.m.)

1. New Business
 - (a) Consider Approval of an Agreement with Terris Barnes Walters Boigon Heath Inc. to provide General Obligation Bond Measure Pre-Election Public Information Campaign and Strategy Services
 - (b) Solar Photovoltaic Carport Battery Services Agreement

III. DISCUSSION ITEMS

1. Review Board's and President's Goals (9:30 – 9:45 a.m.)
2. Brief Review of Three (3) Discussion Topic Areas (9:45 – 10:00 a.m.):

Topic One – Operational to include:

- Community Spirit Award Selection Process
- Board Annual Evaluation Process
- Graduation
- Centennial / Gala
- Board Calendar of Events
- Board Communications / BoardDocs

Topic Two – Funding / Budget to include:

- General Obligation Bond
- Enrollment Management
- Annual Budget Process to include potential Basic Aid
- Facility / Education Master Plans

Topic Three – Accreditation to include:

- Preparing for the Visit
- Understanding the Standards
- The Board's Role

Board of Trustees: Jonathan Brusco
Laura A. Perry, Esq.

Kent Child
Lois Locci, Ed.D.

Mark Dover
Rachel Perez

Walt Glines
Daniel Chavez



3. Discussion Topic One: Operational Discussion (10:00 – 11:15 a.m.)
4. Discussion Topic Two: Funding / Budget Discussion (11:15 – 12:30 p.m.)

Board Working Lunch (12:30 – 1:00 p.m.)

5. Discussion Topic Three: Accreditation (1:00 – 2:15 p.m.)
6. Board Training Brainstorming and Next Steps (2:15 – 2:30 p.m.)

IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is August 8, 2017, **Gavilan College, Morgan Hill site.**
2. Adjournment

GAVILAN COLLEGE MISSION

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.

PUBLIC COMMENTS – Individuals wishing to address the Board on a non-agenda item may do so during the Comments from the Public. However, no action may be taken on an item, which is not on the agenda. The public is welcomed to address the Board on particular agenda items and may do so at the time it is presented. Guidelines for Comments from the Public will be as follows:

A maximum of 3 minutes will be allotted to each speaker with a maximum of 20 minutes to a subject area. No disruptive conduct will be permitted at any Gavilan College Board of Trustees meeting.

AGENDA ITEMS – Individuals wishing to have an item appear on the agenda must submit the request in writing to the Superintendent/President two weeks prior to the regularly scheduled meeting. The Board President and Superintendent/President will determine what items will be included in the agendas. Regular meetings are held the second Tuesday of each month.

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees as one motion. There is no discussion of these items prior to Board vote unless a member of the Board, staff, or public requests that specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all consent items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Nancy Bailey at 408-848-4711. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Members of the public may inspect agenda documents distributed to the Board of Trustees at the President's Office, CDC123, during regular working hours, or at <http://www.gavilan.edu/board/agenda.php>

Please help keep Gavilan College a litter-free campus and preserve its park-like setting. Thank you.

**Gavilan Joint Community College District
Governing Board Agenda**

July 22, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. II.1(a)

Administrative Services

SUBJECT: Consider Approval of an Agreement with Terris Barnes Walters Boigon Heath Inc. to provide General Obligation Bond Measure Pre-Election Public Information Campaign and Strategy Services

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees consider approval of an agreement with Terris Barnes Walters Boigon Heath Inc. (TBWBH) to provide General Obligation Bond Measure Pre-Election Public Information Campaign and Strategy Services.

Background:

The District seeks assistance evaluating the electoral feasibility of a General Obligation Bond Measure being placed on the ballot in 2018. An agreement is recommended with TBWBH, a strategy and communications consulting firm specializing in public finance ballot measures for cities, counties, school districts, community college districts, and other public agencies.

TBWBH has experience in over 200 successful public finance ballot measures that have raised billions of dollars in voter-approved revenue for public programs, services and facilities across California.

Budgetary Implications:

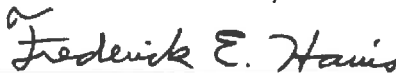
TBWBH shall be paid a flat fee of \$50,000 from the General Fund for Public Information and Ballot Measure Development consulting services other than the Feasibility Study, plus business expenses such as travel.

Follow Up/Outcome:

Execute the agreement.

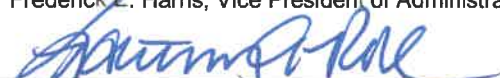
Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By:



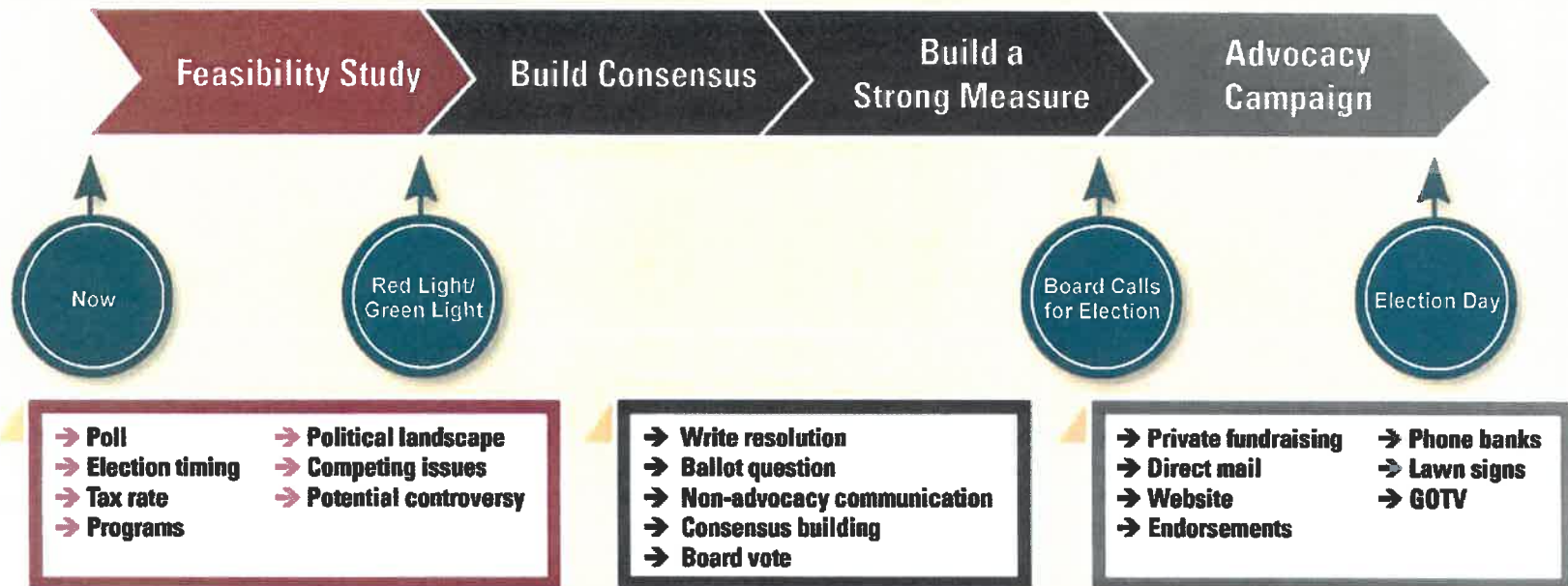
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval:



Dr. Kathleen Rose, Superintendent/ President

Potential Bond Measure Planning Timeline



TBWB Client List

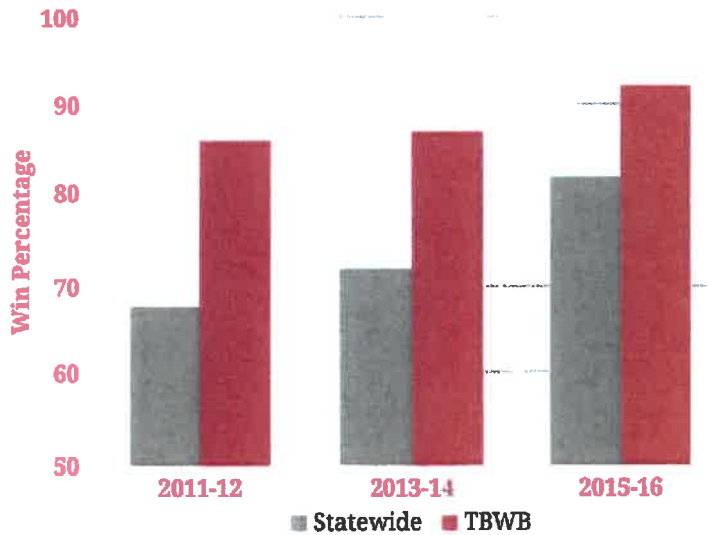
Community College Districts

Allan Hancock College
 Antelope Valley College
 Cabrillo College
 Chabot-Las Positas CCD
 College of the Canyons
 College of Marin
 College of the Siskiyous
 Contra Costa CCD
 Foothill-De Anza CCD
 Glendale College
 Hartnell College
 Lane Community College (Oregon)
 Mendocino College
 MiraCosta College
 Napa Valley College
 Peralta CCD
 Mt. San Jacinto CCD
 Rancho Santiago CCD
 San Joaquin Delta College
 San Mateo CCD
 Santa Barbara City College
 Santa Monica College
 Santa Rosa Junior College
 Sierra College
 Yuba College

Santa Clara and San Benito Counties (Partial List)

City of Morgan Hill
 City of San Jose
 Gilroy USD
 Morgan Hill USD
 San Jose USD
 San Benito County Transportation
 San Benito High SD (2014, 2016)
 Santa Clara County
 Santa Clara County BART
 Santa Clara County Open Space Authority
 Santa Clara County Parks
 Santa Clara Valley Water District
 Save the Bay (Bay Restoration Authority)

TBWB's Win Rate on Public Finance Ballot Measures Far Outpaces the Statewide Average



**Gavilan Joint Community College District
Governing Board Agenda**

July 22, 2017

Consent Agenda Item No.

Administrative Services

Information/Staff Reports No.

Discussion Item No.

Old Business Agenda Item No.

New Business Agenda Item No. II.1(b)

SUBJECT: Solar Photovoltaic Carport Battery Services Lease Agreement

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees approves a 10-year Battery Services Lease Agreement with Solar Storage Fund C, LLC to install, operate and maintain a Tesla battery storage system connected to the Solar Photovoltaic Carport System being installed on the Gavilan College Gilroy campus.

Background:

Staff recommends entering into a 10-year lease agreement with Solar Storage Fund C, LLC (a subsidiary of SunPower Corporation, who is also installing the Solar Photovoltaic Carport System on the Gavilan College Gilroy campus) to install, operate and maintain a 250 kW / 510 kWh Energy Storage System, including Tesla battery cells, power conversion system, monitoring equipment, system housing, associated wires and materials. This battery storage system will maximize the District's savings realized from the Solar Photovoltaic Carport System by reducing electrical demand charges for electricity from PG&E.

Demand Charges

What are demand charges? Our monthly electricity bill has two parts:

- 1) Energy charges—for the total amount of electricity you use
- 2) Demand charges—for "peak usage"

How are demand charges calculated?

Demand charges are based on the highest 15-minute average usage recorded on the PG&E demand meter within a given month. If our facility tends to use a lot of power over short periods, our demand charges will comprise a larger part of our bill. If we use power at a more consistent rate throughout the month, our demand charges will generally be a smaller part of our bill.

Why do demand charges exist?

Demand charges cover PG&E's fixed costs of providing a certain level of energy to their customers. Energy costs are the variable-costs portion (charges by kWh). The challenge is that utilities have to maintain enough capacity to satisfy all their customers' energy needs at once (e.g., a hot day in July when every customer runs their AC). Utilities have to maintain enough power plants to supply all that energy at once, and this requires them to keep a vast array of expensive equipment on constant standby, including transformers, wires, substations, and generating stations. This capacity is extremely expensive to build, and demand charges help pay those costs. Demand charges are also a means of encouraging customers to 1) reduce power usage during peak hours and 2) shift their usage

from peak to non-peak hours. This way, utilities can levy higher charges on customers with more variable loads and pass the savings on to customers with more consistent loads.

Why worry about demand charges?

Demand charges make up a significant portion of commercial and industrial customers' total electricity costs: typically between 30 and 70 percent. Demand charges are increasing across the U.S., even while energy prices are decreasing. Several trends are at work here and will continue to keep demand charges high. First, as the grid ages and requires more maintenance and infrastructure updates, the resulting costs are passed along to ratepayers. Other factors include the strong growth of solar energy. Solar power generation causes greater sensitivity to peak loads because cloud cover impacts efficiency; hence, grid loads will become increasingly volatile.

Budgetary Implications:

The Battery Services fee for this agreement is \$3,125 per month/\$37,500 per year. This rate is being subsidized by a Self-Generation Incentive Program rebate from PG&E; without this rebate, the annual battery services fee would be over \$50,000 per year. This agreement also includes a guarantee from SunPower that the Solar Photovoltaic and Battery Storage systems will reduce demand charges by at least \$53,900/year. If not, SunPower will refund the difference, up to the annual Battery Services fees (\$37,500).

By adding the Battery Storage System to the PV Carport System, it is estimated that the District will realize approximately \$160,000 and possibly up to \$200,000 in demand charge savings during the 10-year term of the lease OVER the cost of the Battery Services fee. These savings are above and beyond the energy savings realized from the PV Carport System, which are currently estimated at \$450,000 during the same 10 year period.

Follow Up/Outcome:

Process agreement after Board approval.

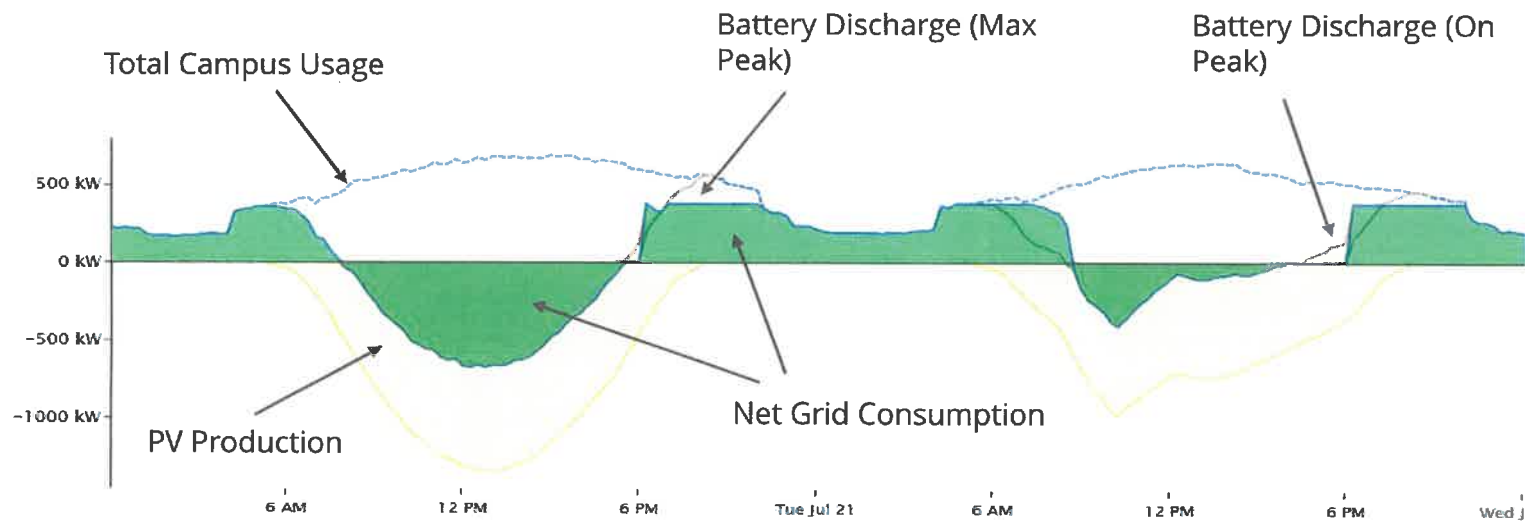
Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: 
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: 
Dr. Kathleen Rose, Superintendent/ President

PV + Energy Storage @ Gavilan CCD – July 20-21

- Solar reduces mid-day peaks
- Battery discharges to reduce:
 - 1) Max Peak Demand by 184 kW @ \$17.56/kW = \$3,266 in savings
 - 2) On-Peak Demand by 134 kW @ \$1.50/kW = \$201 in savings



Gavilan Joint Community College District Governing Board Agenda

July 22, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No. III.1
Old Business Agenda Item No.
New Business Agenda Item No.

President's Office

SUBJECT: Review Board's and President's Goals

- Resolution: BE IT RESOLVED,
 Discussion Only
 Action Item

Proposal:

That the Board of Trustees review and discuss the Board's and President's 2017 goals.

Background:

On March 14, 2017 the Board of Trustees approved goals for the 2017 calendar year (attached). In May, 2017, Dr. Rose prepared the Superintendent/President's goals for the 2017-2018 academic year (attached.) They are provided for discussion.

Budgetary Implications:

None


Follow Up/Outcome:

Continue to work on goal completion.

Recommended By: Dr. Kathleen A. Rose, Superintendent/President

Prepared By: Dr. Kathleen A. Rose, Superintendent/President

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President

Gavilan Joint Community College District Board of Trustee Goals, 2017

Maximize enrollment growth and development at all Gavilan College sites to meet strategic goals as outlined in the Educational Master Plan and exercise the fiscal stewardship needed to meet these goals.

Utilize the Facilities Master Plan to identify and develop the plan for Fairview Corners in San Benito County.

Support accreditation requirements of the college through ongoing planning and preparation in accordance with the accreditation cycle, including the completion of all substantive change requirements for San Martin and Coyote Valley.

Explore and develop a tentative timeline for a general obligation bond to support district expansion and facility construction.

Continue to support and assist the Superintendent/President in the achievement of her goals and her community outreach efforts.

Review the Board self-evaluation process and the evaluation process of the Superintendent/President and revise if necessary.

Support the growth of the Gavilan College Educational Foundation, and plan for Gavilan's Centennial Celebration. Increase community awareness of Gavilan's growth and development throughout the district.

Superintendent/President Annual Goals 2017/2018

1. Support the completion of the Educational Master Plan and the communication of that plan to the campus community and the external community. Additionally, begin the work on the formation of the Facilities Mater Plan with a focus on a general obligation process.
2. Complete the compensation and classification study implementation resulting in staffing changes to maximize efficiency and achievement of enrollment management goals. In addition, continue to work on restructuring the administrative and management positions as necessary, including the achievement of ensuring that all administrators and managers have a contract as of July 1, 2017.
3. Continue to work collaboratively on the development of the Office of Institutional Advancement by identifying a Director of Advancement and Alumni Relations and additional board members for the Educational Foundation. Assist in the organization of regular board meetings and community outreach.
4. Continue to build community support of the college through dedicated outreach, community education forums, coffee and conversation events, and various speaking engagements.
5. Ensure the on-going fiscal solvency of the district through careful budget monitoring, transparency in campus governance, and integrated decision making.
6. Refresh the participative governance handbook in dialogue with the current committee structure on campus. Utilize the skills of the cabinet team to strengthen the leadership of the committees on campus and streamline current task force groups and/or committees as needed.
7. Prepare the college for the upcoming accreditation cycle and continue to assist the new VPAA to build on the enrollment vision of the college, including all off site locations.
8. Engage in CEO professional learning opportunities and select state service opportunities as appropriate.

**Gavilan Joint Community College District
Governing Board Agenda**

July 22, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No. III.2
Old Business Agenda Item No.
New Business Agenda Item No.

President's Office

SUBJECT: Brief Review of Three (3) Discussion Topic Areas

- Resolution: BE IT RESOLVED,
- Discussion Only
- Action Item

Proposal:

That the Board of Trustees review and discuss three (3) discussion topics including Operations, Funding/Budget, and Accreditation.

Background:

None.

Budgetary Implications:

None

Follow Up/Outcome:

Recommended By: Dr. Kathleen A. Rose, Superintendent/President

Prepared By: Dr. Kathleen A. Rose, Superintendent/President

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

Topic One:

Operational

BP 2745 Board Self-Evaluation

Reference:

ACCJC Accreditation IV.C.10

The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board has established the following processes:

A committee of the Board shall be appointed in December to determine the instrument or process to be used in board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.

The Board of Trustees is committed to a policy of self-evaluation in order to improve the effectiveness of the Board in carrying out its responsibilities to the citizens of the District. The trustees will meet annually for the purpose of discussing their performance as a Board and suggest changes if needed. The meeting shall be held no later than November. The Student Trustee shall be included in the process.

The process for evaluation shall be recommended to and approved by the Board.

If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the President of the Board.

A summary of the evaluations will be presented and discussed at a board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year. All self-evaluation results are available to the public.

Based on the results of the Board's self-evaluation, the Board will assess its practices and its effectiveness in promoting and sustaining academic quality. Self-evaluation results should include any recommendations to improve board performance, academic quality and institutional effectiveness.

BOARD SELF-EVALUATION SUBCOMMITTEE

TIMELINE

- September Self-Evaluation Subcommittee meets to review evaluation instrument.
- October Self-Evaluation instrument is presented to the Board of Trustees for information.
- November Self-Evaluation instrument is presented to the Board of Trustees for approval.
- Self-Evaluation instrument is sent to Board of Trustees to complete, submit electronically/on paper, and staff tabulates.)
- December Board of Trustees schedules Special Board Meeting to review the summary of the evaluations and to identify accomplishments in the past year and set goals for the following year.
- January Special Meeting (all-day retreat) of the Board of Trustees: Strategic Planning Session (goals) Board Self Evaluation

TRUSTEE EVALUATION INSTRUMENT 2016

1. Introduction

It is important that each trustee use this instrument individually, putting his or her analysis and views down in private. In the second step, the study session, trustees will compare feelings and views about each of the issues. This will be the basis for discussion and illumination leading to agreement about the board's current position. It should be a springboard for change where needed. Maximum results can be expected through complete prior preparation and the realization that the evaluation process will take time.

Beside each question is a space to give a general evaluation mark. The following rating scale should be used: 4 being the highest mark and 1 being the lowest.

4 = Best practices

3 = Adequate/Meets requirements

2 = Needs improvement/Corrective action required

1 = Immediate attention/Systemic issue

If Not Applicable or Not Observed please skip item.

Space is allowed after each question under the heading COMMENTS for you to express your perception of the current situation. List any recommendations for improvement that you may have under SUGGESTIONS. When providing a rating of "Immediate attention/Systemic issue" or "Needs improvement/Corrective action required", it is requested that you identify the reason why in the COMMENT section.

TRUSTEE EVALUATION INSTRUMENT 2016

2. Part I

1. The Board has reviewed and understands the college mission. (If Not Applicable or Not Observed please skip item)

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

2. COMMENTS:

3. SUGGESTIONS:

4. The Board functions as the policy-makers for the college through a very thorough study and discussion of recommendations. (If Not Applicable or Not Observed please skip item)

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

5. COMMENTS:

6. SUGGESTIONS:

7. The Board functions as the policy-makers for the college through independent initiative from the Board. (If Not Applicable or Not Observed please skip item)

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

8. COMMENTS:

9. SUGGESTIONS:

10. In conjunction with the president, all board members have studied and understand their roles. (If Not Applicable or Not Observed please skip item)

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

11. COMMENTS:

12. SUGGESTIONS:

13. The Board is supportive of the President. (List ways individually and collectively below) (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

14. COMMENTS:

15. SUGGESTIONS:

16. The annual Board evaluation of the President is comprehensive and effective. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

17. COMMENTS:

18. SUGGESTIONS:

19. The Board works to enhance the public image of the college and serves as an advocate of the college (How? Be specific below) (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

20. COMMENTS:

21. SUGGESTIONS:

TRUSTEE EVALUATION INSTRUMENT 2016

3. Part I Continued

1. The Board is involved in and understands the budget process; the Board approves the budget (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

2. COMMENTS:

3. SUGGESTIONS:

4. The Board requires that the College have a Strategic Plan with goals and objectives, which are succinctly stated and which carries clear statements indicating how it will be known that any goal has been reached (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

5. COMMENTS:

6. SUGGESTIONS:

7. The Board works to provide adequate financing for the college and to ensure financial solvency. (How is this done? Has alternate funding been explored? If so, what?, detail below) (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

8. COMMENTS:

9. SUGGESTIONS:

10. The Board keeps informed about, and when appropriate, is involved in local, state, and federal legislative matters. (If Not Applicable or Not Observed please skip item)

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

11. COMMENTS:

12. SUGGESTIONS:

13. The Board approves long-range plans and is involved in long-range planning. (If Not Applicable or Not Observed please skip item)

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

14. COMMENTS:

15. SUGGESTIONS:

16. The Board approves the educational programs that implement the mission of the college. (If Not Applicable or Not Observed please skip item)

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

17. COMMENTS:

18. SUGGESTIONS:

19. The Board ensures that the facilities and grounds are adequate and well maintained. (If Not Applicable or Not Observed please skip item)

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

20. COMMENTS:

21. SUGGESTIONS:

TRUSTEE EVALUATION INSTRUMENT 2016

4. Part I Continued

1. The Board understands the collective negotiation process and its role in that process. (If Not Applicable or Not Observed please skip item)

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

2. COMMENTS:

3. SUGGESTIONS:

4. The Board understands and implements its legal responsibilities, including serving as a court of appeal. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

5. COMMENTS:

6. SUGGESTIONS:

7. The Board and Administration provides effective new board member orientation procedures. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

8. COMMENTS:

9. SUGGESTIONS:

10. The Board encourages all members to participate periodically in seminars, conferences, and board retreats to upgrade their skills as board members. Trustees read appropriate periodicals on community colleges and trusteeship. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

11. COMMENTS:

12. SUGGESTIONS:

13. The Board is careful to conduct meetings in compliance with state law. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

14. COMMENTS:

15. SUGGESTIONS:

16. Meetings are conducted by the Board President in a fair and expeditious manner, with all members having opportunity for expression of views. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

17. COMMENTS:

18. SUGGESTIONS:

19. The Board president is selected through an open election process in which all qualifications for that office are given consideration. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

20. COMMENTS:

21. SUGGESTIONS:

22. The Board establishes procedures for feedback from its constituencies (faculty, students, staff, and community). (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

23. COMMENTS:

24. SUGGESTIONS:

25. The Board understands and supports Gavilan College Shared Governance. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

26. COMMENTS:

27. SUGGESTIONS:

28. I prepare adequately for each board meeting. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

29. COMMENTS:

30. SUGGESTIONS:

31. Board members demonstrate a commitment to the colleges' students, staff, and community by attending a range of college related events, activities, performances, etc. (If Not Applicable or Not Observed please skip item).

- Best Practice
- Adequate/Meets Requirements
- Needs Improvement/Corrective Action Required
- Immediate Attention/Systemic Issue

32. COMMENTS:

33. SUGGESTIONS:

TRUSTEE EVALUATION INSTRUMENT 2016

5. Part II

These questions and points are open-ended for further honest probing and total expression.

1. As a trustee, I am most pleased about the following things, which have been done or are being done at Gavilan College.

2. As a trustee, I have concerns about the following:

3. As a trustee, I would most like to see the following done at my college: (List and state items of priority for future years)

4. Trustees diligently address the needs and concerns of the individual communities within the district and within the context of the district as a whole.



TRUSTEE EVALUATION INSTRUMENT 2016

6. Part III

1. THIS BOARD (Mission) (If Not Applicable or Not Observed please skip item)

	Best Practice	Adequate/Meets Requirements	Needs Improvement/Corrective Action Required	Immediate Attention/Systemic Issue
Manifests a primary motive to be of service to people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses commitment that the College provide the best educational options possible for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes decisions with the best interest of the college and its students at heart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believes the college should provide a quality education for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments related to ranking of "Needs Improvement.." or "Immediate Attention..."

2. THIS BOARD (Educational Advocate) (If Not Applicable or Not Observed please skip item)

	Best Practice	Adequate/Meets Requirements	Needs Improvement/Corrective Action Required	Immediate Attention/Systemic Issue
Supports the development of students as the most important purpose of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively encourages the exploration of effective educational approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talks about the good things happening at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is supportive of administrators and faculty in their efforts to improve education at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments related to ranking of "Needs Improvement.." or "Immediate Attention..."

3. THIS BOARD (Growth Orientation) (If Not Applicable or Not Observed please skip item)

	Best Practice	Adequate/Meets Requirements	Needs Improvement/Corrective Action Required	Immediate Attention/Systemic Issue
Strives to become increasingly effective as a board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads actively and keeps up to date on college issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends workshops and conventions to improve as a Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits other colleges to better understand educational alternatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments related to ranking of "Needs Improvement.." or "Immediate Attention..."

4. THIS BOARD (Relator) (If Not Applicable or Not Observed please skip item)

	Best Practice	Adequate/Meets Requirements	Needs Improvement/Corrective Action Required	Immediate Attention/Systemic Issue
Actively works to develop and maintain a positive working relationship with faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desires to have a positive relationship with administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strives to maintain open communications among board members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly contributes to building an atmosphere of trust among the people within the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments related to ranking of "Needs Improvement.." or "Immediate Attention..."

5. THIS BOARD (Audience Sensitivity) (If Not Applicable or Not Observed please skip item)

	Best Practice	Adequate/Meets Requirements	Needs Improvement/Corrective Action Required	Immediate Attention/Systemic Issue
Is responsive to the thoughts and feeling of college employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively works to know and understand the thoughts and feelings of community members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages with and is aware of concerns of all geographic constituencies of our community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively seeks staff input in policy formation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits high appreciation for the feelings and opinions of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments related to ranking of "Needs Improvement.." or "Immediate Attention..."

6. THIS BOARD (Interactiveness) (If Not Applicable or Not Observed please skip item)

	Best Practice	Adequate/Meets Requirements	Needs Improvement/Corrective Action Required	Immediate Attention/Systemic Issue
Openly discusses issues and seeks the viewpoints of the administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens to the viewpoints of faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seriously listens to community people about their differing views.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes decisions on the basis of objective evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments related to ranking of "Needs Improvement.." or "Immediate Attention..."

7. THIS BOARD (Discerning Leadership) (If Not Applicable or Not Observed please skip item)

	Best Practice	Adequate/Meets Requirements	Needs Improvement/Corrective Action Required	Immediate Attention/Systemic Issue
Strives to make important decisions after considering the perceptions of Board members, students, staff, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is tactful yet open with thoughts and feelings in public sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages unity among board members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openly accepts differences of views among board members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments related to ranking of "Needs Improvement.." or "Immediate Attention..."

8. THIS BOARD (Objectivity) (If Not Applicable or Not Observed please skip item)

	Best Practice	Adequate/Meets Requirements	Needs Improvement/Corrective Action Required	Immediate Attention/Systemic Issue
Wants board meetings planned to provide for open expressions of individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Votes to support the employment and development of outstanding staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports board agendas which give priority to presentations and discussions of topics relating to student development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will take a stand for what it believes is right for students and the college as a whole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments related to ranking of "Needs Improvement.." or "Immediate Attention..."

9. THIS BOARD (Performance Orientation) (If Not Applicable or Not Observed please skip item)

	Best Practice	Adequate/Meets Requirements	Needs Improvement/Corrective Action Required	Immediate Attention/Systemic Issue
Appears to be adequately prepared for board meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports the goals and objectives established for the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports comprehensive staff, student and program evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports systematic and objective ways to evaluate board members and the president	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annually sets specific goals for itself as a Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments related to ranking of "Needs Improvement.." or "Immediate Attention..."

TRUSTEE EVALUATION INSTRUMENT 2016

7. PART IV

1. Please list suggested Board Goals for Calendar Year (2016):

Schedule of Information Reports to the Board of Trustees
Updated 6/21/2017

BOARD INFORMATIONAL REPORTS		
	Calendar for 2015-16	
August, 2015	Budget Update	F. Harris/W. Ellis
September, 2015	IEC	K. Rose
October, 2015	SLO Assessment, SSSP, Financial Aid	K. Rose/K. Moberg
	Fall Student Success Scorecard	Inst Researcher
November, 2015	CTE, Student Equity, SSSP	K. Rose/K. Moberg
December, 2015	Non-Credit/ AB86, Com Ed Report	K Rose
January, 2016	Update on Accreditation Midterm Report / DE Substantive Change	K. Rose
February, 2016	Accreditation Midterm Report	K. Rose
	Sabbatical Leave Requests	K. Rose
March, 2016	CalWORKs, EOPS	K. Moberg
April, 2016	Sabbatical Leave Report	K. Rose
May, 2016	TRIO/MESA	K. Moberg
June, 2016	IEPI, College Hour	K. Rose
	Calendar for 2016-17	
August, 2016		
September, 2016	STEM, Com Ed, Community Spirit	Lozano, Bresso, JBC
October, 2016	GECA, Harvard Experience, IEC	Moberg/Hannon, Flores, Bresso
November, 2016	Student Success Scorecard, Noncredit/ACES	Brown, Wruck
December, 2016	Noncredit Com, Update BOT goals, CTE- Emerging Voc Programs	Brown, Rose, Carr
January, 2017	Com Ed, Board Goals	Bresso, Rose
February, 2017	Sabbatical Leave Requests, Volleyball team, Inst Enroll Mgmt, Title V grant	Bresso, Hannon, Wruck, Lozano
March, 2017	CalWORKS, Fresh Success, St Success Rept, St Equity Rept.	Bresso,
April, 2017	EMP	Brown, Wruck
May, 2017	TRIO/MESA, Sabbatical Leave	Bresso, Cervantes
June, 2017	Transfer Summary/ADT, IEPI, Honor Roll	Academic
	Calendar for 2017-18	
August, 2017		
September, 2017		
October, 2017		
November, 2017		
December, 2017		
January, 2018		
February, 2018		

March, 2018		
April, 2018		
May, 2018		
June, 2018		

**BOARD OF TRUSTEES
COMMITTEES OF THE BOARD
2016**

+ATHLETIC

Mark Dover
Laura Perry
Walt Glines

The Athletic sub-comm. is a three board member committee charged with ensuring the athletic department is Title IX compliant, recruiting district athletes, and planning for future athletic facilities and programs. The comm. is responsible for maintaining athletic opportunities for the district and meets as needed with the Dean of Athletics, and Superintendent/President.

***BOARD POLICY**

Kent Child
Laura Perry
Lois Locci

Board Policy subcommittee consists of three board members, the President-Superintendent of the college, and the vice-President of Instruction. The subcommittee meets as necessary to review current policy and update policy in accordance with recommendations from board members, students, faculty, and/or staff, as well as recommendations from the Community College League of California, to ensure Gavilan's policies reflect its current needs while complying with state law.

***BUDGET**

Kent Child
Mark Dover
Jonathan Brusco

The Board Budget subcommittee meets as needed with the President-Superintendent, and the Vice President of Business Services to discuss and review current budget items.

+COMMUNITY EDUCATION

Mark Dover
_____ (vacant)
Laura Perry
Student Trustee

Once a year, or as needed, the Board Subcommittee for Community Education meets with the Director of Community Education and Contract Education, the President- Superintendent, and the Vice President of Student Services to discuss not-for-credit educational offerings for the communities served within the district, as well as educational/vocational training opportunities for our local businesses.

***FACILITIES DEVELOPMENT AND UTILIZATION**

Mark Dover
Walt Glines
Jonathan Brusco
Student Trustee

Three board members represent the board on the facilities development and utilization subcommittee. The subcommittee meets with the president-superintendent, Vice President of Business Services and other representatives to review, comment, and make recommendations to the full Board on those issues affecting District facilities that are consistent with current and new strategies as outlined in the Districts Strategic Plan.

Subcommittee meets as needed. Over the past few years, the committee has met on an average of four to six times per year to discuss: 1) status, timelines, and budgets of Measure E Facility, landscaping, and other site improvements; 2) status, timelines, and budgets of Measure

E land acquisition agreements and environmental impact reports; 3) status, timelines, and budgets of State funded facility projects, load capacity ratios, and documentation; and 4) facility lease agreements for the main campus and off-site instructional facilities.

+EVALUATION OF COLLEGE PRESIDENT

Kent Child
Mark Dover
Laura Perry

The subcommittee meets to discuss, review, and develop the evaluation to be used on campus. All board members actively participate in interviewing assigned Gavilan employees who have completed the evaluation form. The subcommittee reviews and comments on the President's goals and objectives, the College Strategic Plan, and Education Master Plan and using the evaluation tool that was approved by the Board several years ago, an evaluation is completed utilizing the Board's evaluation comments and Gavilan employees' comments. A separate meeting is held with the President to review the evaluation, and the Board's recommendations and comments are submitted.

***STRATEGIC PLANNING STEERING**

_____ (vacant)
Lois Locci
Laura Perry

The subcommittee meets as needed to review the Strategic Plan and to prepare for full board workshops involving the Strategic Plan Review.

+BOARD SELF EVALUATION COMMITTEE

Kent Child
Jonathan Brusco
Walt Glines

Utilizing the evaluation instrument and this year's Annual Board Goals, all board members review goals, reflect on issues, concerns, efforts and actions in filling out the evaluation form.

The Board Self-Evaluation Sub Committee reviews the composite evaluation and the current Board Goals, and prepares a draft of potential goals for the next cycle. This information is shared with the full board at a special scheduled meeting each year.

+OFF SITE EDUCATIONAL CENTERS

Kent Child
Lois Locci
Jonathan Brusco
_____ (vacant)

The Off Site Educational Centers Ad Hoc Committee to the Board of Trustees is set up to review constituent concerns, desires, and recommendations regarding new educational centers in the Hollister/San Benito County and Morgan Hill areas. This committee is set up with four Trustees, not the usual three, to allow the three San Benito County Trustees to be present, as well as one Trustee from a different area.

RETIREMENT BOARD

Lois Locci, Clerk of the Board
Kathleen Rose, Superintendent/President
Frederick E. Harris, Vice President of Administrative Services

+AD-HOC COMMITTEE ON SCHOOL DISTRICT COLLABORATION (OUTREACH)

Jonathan Brusco
_____ (vacant)
Mark Dover

***Standing Committees**
+Ad hoc Committees

BoardDocs – Brief Overview

CCLC BoardDocs® Pro is a state-of-the-art, cloud-based Board Management Service from Emerald Data Solutions™ and the CCLC. Developed specifically for governing bodies, BoardDocs provides a means of immediately publishing and revising agenda items, supporting documents, policies and procedures via the Internet. Staff Members can quickly create, approve and track agenda items and other correspondence. CCLC BoardDocs services offer governing bodies a simple way to eliminate paper-based and less advanced electronic processes while maintaining a searchable, legal repository for all documents.

BoardDocs improves governance by making documents readily available to governing bodies, designated staff and the public in a professional, easy-to-access format. Staff maintains total control over who sees what information - and when. Governance stakeholders have immediate and ubiquitous access to their data via most Internet-connected devices.

Benefits Summary

In addition to dramatic improvements in governance processes and board effectiveness, our subscribers consistently report substantial annual cost savings, time-of-staff savings of up to 75%, increased transparency with stakeholders and multiple environmental benefits.

Voting

BoardDocs Pro is easily customizable and can collect board actions in two ways. Organizations can designate a moderator to record the action details during or after the meeting, or the built-in online voting system can be used.

Search

Stakeholders can use BoardDocs' powerful search tools to search for any agenda item within a meeting. BoardDocs provides the ability to perform searches against the full text of any document in the system including attachments.

Through MetaSearch, BoardDocs also provides the capability to perform searches of public agenda items and policies from similar organizations using BoardDocs services. By using this exclusive feature, staff and governing bodies can research policies and procurement on a national basis, incorporate findings into their own efforts, develop best practices, and ultimately save a great deal of time and money.

Technology

This technology helps governing bodies operate more effectively by eliminating paper and streamlining board packet processes. Organizations save money, time and increase transparency for their stakeholders. With BoardDocs, organizations of all sizes can significantly improve the way they create and manage board packets, access information and conduct meetings.

CCLC BoardDocs Pro readers and publishers can access the BoardDocs user interface via most contemporary Web browsers, from virtually anywhere, on just about any Internet-connected device.

Training

Governing Body members will attend a one – two hour, instructor-led session where they will learn how to access the information from any Internet-enabled location and how to participate in a meeting using BoardDocs Pro.

Topic Two:

Funding/Budget

Topic Three:

Accreditation



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

TWELVE COMMON QUESTIONS AND ANSWERS ABOUT REGIONAL ACCREDITATION

*These Questions and Answers are Meant to Provide Basic Information about
Regional Accreditation to College Staff and Students.*

1. WHAT IS REGIONAL ACCREDITATION?

Regional accreditation is a successful and robust, time-tested model of professional peer review that supports educational excellence. Accreditation is a voluntary process of quality review that institutions agree to undergo periodically. The accrediting commissions with responsibility for accreditation in various regions are legally recognized by the federal government. The public has come to value accreditation as a mark of quality.

Accreditation is a system of self-regulation developed by higher education institutions to evaluate overall institutional quality and encourage continual improvement. Colleges and universities form membership associations to set up an accrediting agency and work with that agency to establish the quality standards used to rigorously evaluate the institutions. Accreditation standards represent the best practices in higher education and set a high expectation for quality.

There are six geographic regions under the U.S. system recognized by the federal government. Within each region, an accreditor is responsible for designated types of higher education institutions and the types of credentials offered at those institutions. There are other kinds of accreditation (national, programmatic) but regional accreditation status is regarded as the most comprehensive and rigorous for institutions to attain.

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) is part of the Western region. The Western region has two higher education accreditors: the WASC Senior College and University Commission, and the ACCJC. The two Western region accreditors operate in California, Hawai'i and the Pacific Region that includes Guam, American Samoa, the Republic of Palau, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Commonwealth of the Northern Marianas Islands. Five other regional accreditors operate in and have names associated with other geographic regions of the United States.

2. WHAT AUTHORITY DO REGIONAL ACCREDITORS LIKE THE ACCJC HAVE TO IMPOSE ACCREDITATION STANDARDS ON INSTITUTIONS?

The regional accreditors are given the authority to apply their accreditation standards by the member institutions that have voluntarily joined a regional association to improve educational quality.

The ACCJC and other regional accrediting bodies are also authorized to operate by the U.S. Department of Education (USDE) through the Higher Education Opportunity Act. The USDE evaluates accrediting bodies every five years through a process called "recognition." The USDE has several requirements that accrediting bodies must demonstrate they continuously meet, including integrity of the process, making the results of accreditation available to the public, and fairness in the even application of the accreditation standards to all institutions.

Accreditation from a USDE-recognized accreditor, such as the ACCJC, enables institutions to qualify for federal Title IV funds (financial aid for students) and other federal grants and contracts.

The accreditation standards of a recognized accrediting body such as the ACCJC are developed with some input from the Department of Education and Congress, which also asks each accreditor to encourage the active participation of all member institutions in a transparent and open process that assures educational quality.

WHO IS RESPONSIBLE FOR HIGHER EDUCATION QUALITY ASSURANCE?

Federal policy regarding Higher Education quality assurance describes three entities, each with distinct roles - the federal government, state governments, and accrediting bodies.

The shorthand for these three entities is the "three legged stool" or the "triad".

Each entity has a specific role defined in law and regulation, and the roles complement one another. There is an ongoing policy debate about whether these roles should be adjusted to meet emerging issues of quality assurance.

Of course, institutions are ultimately responsible for quality and for meeting federal, state and accreditation requirements.

3. WHAT IS THE PURPOSE OF REGIONAL ACCREDITATION?

Accreditation is a proven method for assuring that a higher education institution has the ability to offer a quality education to the men and women who will lead their communities in the future, and to improve that quality over time. By establishing high standards and then being externally evaluated against those standards, colleges and universities can provide a degree or certificate that students and the community can trust.

In achieving and maintaining its accreditation a higher education institution assures the public that the institution meets standards of quality, that the education earned there is of value to the student who earned it, and that employers, trade or profession-related licensing agencies and other colleges and universities can accept a student's credential as legitimate.

Just as important, the process provides a means for an institution to continuously improve educational quality and grow to meet the changing needs of students and society. Internal evaluation is a critical part of the accreditation process and through the various phases of an accreditation process, colleges and universities are able to build on strengths and improve weaknesses so that they offer a better education.

4. HOW IS THE ACCREDITATION REVIEW CONDUCTED?

There are four phases to the accreditation process involving internal evaluation, external evaluation by professional peers, Commission evaluation, and institutional self-improvement to meet evolving regional and federal standards. Every seven years ACCJC members have agreed to undergo the comprehensive process to determine whether they are meeting the established Accreditation Standards and to develop ways to improve their future ability to serve students.

Every accreditation review starts with an internal evaluation. An ACCJC member institution engages in comparing itself to the Accreditation Standards, writes an internal (i.e., self) evaluation report, develops its own plans for improvement where needed, and submits the written analysis to the ACCJC for review.

At the second phase, a trained team of education professional peers from member institutions conducts an external institutional evaluation. The external evaluation team, comprised of volunteers, visits the institution, examines the institutional internal evaluation, examines institutional practices, and writes an evaluative report with recommendations both for meeting standards and for improving institutional practices.

The third phase occurs when the members of the regional accrediting commission evaluate all the information and make the decision on the accredited status of the institution. The Commission may also provide recommendations and direction for institutional improvement in areas where standards are not met or improvement is needed. The ACCJC Commission reviews institutional cases at meetings in January and June of each year.

The fourth phase is about self-improvement. Each institution uses the recommendations of the external evaluation team and the Commission to guide changes that enhance their educational quality and institutional effectiveness. Colleges also use their internal quality improvement processes in this phase.

Member institutions work to improve institutional performance between comprehensive reviews. The Commission may monitor and advise an institution on meeting and exceeding the quality expectations. If an institution is out of compliance with the Accreditation Standards, the Commissioners may require a follow-up report from the institution, or another team visit, and/or may impose a sanction and deadlines for the institution to come into compliance with all Accreditation Standards. A sanction signals the institution and the public that there are institutional issues that need to be addressed if quality is to be maintained. While on sanction, institutional accreditation continues and the institution works to resolve any such issues.

An institution seeking ACCJC accreditation for the first time undergoes a similar process including an internal examination using the Accreditation Standards and an external team evaluation using the Accreditation Standards. It then will spend three to five years in pre-accreditation statuses of Eligibility and Candidacy as it demonstrates that it has the capacity to continuously meet Accreditation Standards. When the institution is found to meet all Accreditation Standards and policies, it is awarded "initial accreditation," and thereafter is subject to a comprehensive review every seven years.

5. WHAT ARE THE ACCREDITATION STANDARDS?

The Accreditation Standards are the basic tool used by member institutions to gauge their success in providing high quality education and to continually improve. The Accreditation Standards focus a good deal on institutional practices that support student completion of certificates and degrees, and student learning. Accreditation helps assure that students get a sound and useful education that is of lifelong value.

Accreditation standards are established by an accrediting commission in collaboration with an accrediting association's member institutions and are discussed in public hearings with multiple opportunities for comment by the member institutions and the concerned public before they are adopted. The ACCJC's Standards are reviewed, and changes are considered, every six years. In addition, accreditation standards include statements of expected practice reflecting federal requirements of the U.S. Department of Education that come from Congressional guidelines and expectations for institutional quality. These federal requirements are increasingly more rigorous.

The Accreditation Standards describe good practices in areas of institutional operations, including institutional mission, institutional effectiveness (i.e., achieving stated mission, providing effective educational services), instruction, support services, library and learning resources, human resources, facilities and physical resources, information technology resources, fiscal resources and fiscal management, and governance and decision making.

6. WHO ARE THE COMMISSIONERS?

The ACCJC has 19 Commissioners who represent the interests of the general public and the regional member institutions.

According to the ACCJC bylaws:

- five Commissioners are faculty from member institutions;
- at least three, but no more than five, represent the public interest and have no affiliation with any member institution, as required by federal regulations;
- up to two may be affiliate members not qualified under any of the other categories but are deemed to have expertise or skills that will add meaningfully to the Commission;
- three are administrators from member institutions; and
- six people represent one of the following educational entities;
 - » the California Community Colleges,
 - » the University of Hawai'i Community Colleges,
 - » four-year colleges and universities accredited by the WASC Senior College and University Commission, secondary schools accredited by the Accrediting Commission for Schools of WASC, the Pacific Colleges other than Hawai'i accredited by the ACCJC, and
 - » private colleges accredited by the ACCJC.

7. HOW ARE THE MEMBERS OF THE COMMISSION ELECTED?

The Commissioner election process solicits nominations and applications for vacant Commissioner positions through a widely distributed announcement each year in February. Persons interested in becoming a Commissioner complete application materials. A Nominating Committee comprised of four sitting Commissioners and four persons from member institutions nominates a slate of candidates; chief executives of member institutions may add alternative candidates to the slate. The chief executive officers of member institutions then elect the new Commissioners. The Commissioner election process ensures that individuals with personal integrity and true commitment to higher education quality are elected to serve as Commissioners.

8. WHO SERVES ON EVALUATION TEAMS?

Evaluation teams are comprised of eight to 12 volunteer education professionals from member institutions who are trained by the Commission staff to employ the ACCJC Accreditation Standards in evaluating institutional practices. They are administrators, faculty, and other experts, sometimes including trustees of two-year colleges. They have experience in educational governance and administration, instruction, student services, research, facilities, learning resources, fiscal management, human resources, and technology resources.

The Commission selects evaluation team members on the basis of their professional expertise and specializations (e.g., distance education and career and technical education experts are frequently needed), their experience with accreditation at their own campuses, and their ability to apply the Accreditation Standards fairly and consistently. Work as a volunteer evaluator requires a substantial commitment of the evaluator's time, and a team member participates in a multi-day evaluation visit.

Evaluators must also be analytic and use evidentiary materials, have strong interpersonal skills, be able to apply Accreditation Standards to institutions objectively, be able to write well, use technology to review evidence and write reports, and work well as members of the team. Evaluator training and experience help the team members enhance their skills, and so individuals willing to serve as team members for several years are desirable.

9. ARE THE INSTITUTIONS EXPECTED TO MEET ALL ACCREDITATION STANDARDS AT ALL TIMES?

Yes. Institutions that seek ACCJC accreditation agree to adhere to the Accreditation Standards established by the member institutions at all times. Since accredited status is a signal to the public that an institution satisfies all Accreditation Standards, institutions have to remain in compliance at all times. Anything short of that would diminish public confidence in accreditation as a means of assuring quality. When there is a major change in Accreditation Standards, the Commission sets a reasonable timeline for institutions to comply with them; for example, a 10-year timeline was given for implementing student learning outcomes.

Institutional practices change over time, and institutions often find they must improve in order to continue to meet all Accreditation Standards. The purpose of the comprehensive review is to provide the impetus for re-evaluation of institutional quality. Recommendations for how to make needed change result if the evaluation concludes there are some institutional deficiencies in meeting standards. Recommendations for improvement result if the evaluation concludes there are opportunities to extend quality practices and to excel.

10. DOES THE COMMISSION'S PROCESS HELP INSTITUTIONS IMPROVE, OR JUST EXPOSE THEM TO NEGATIVE PUBLICITY WHEN THE INSTITUTION IS FOUND NOT TO MEET ALL ACCREDITATION STANDARDS?

The accreditation process is very effective in helping institutions to improve their educational and institutional effectiveness. Accreditation Standards developed by the ACCJC are drawn from best practices within the member institutions as well as from best institutional practices nationally. The accreditation process reinforces the institutional responsibility to implement these Accreditation Standards.

The accreditation process provides institutions with peer advice as well as training on institutional practices that improve quality. Professional peers who comprise the evaluation teams provide evaluation and guidance tailored to the institution's mission and other institutional characteristics. Professional peers on the Commission also provide advice and recommendations. Commission staff also provide training and support to institutions that have been found out of compliance and are trying to make needed changes.

Except in the most egregious cases, the Commission gives institutions some time to implement the recommendations for improvement and to come into compliance with Accreditation Standards. Colleges report to the Commission that the accreditation findings and recommendations, and the time limit given for improvement, and even the sanctions given, help to focus institutions on what must be done to improve.

11. IF FOUND OUT OF COMPLIANCE, HOW LONG DOES THE INSTITUTION HAVE TO CORRECT THAT SITUATION? IS THERE A LIMIT ON THE AMOUNT OF TIME AN INSTITUTION WILL BE GIVEN TO IMPROVE?

Federal law requires accreditors to give higher education institutions found out of compliance with any standard, no more than two years to come into full compliance. This is known as the "Two Year Rule." The law requires the Commission to terminate accreditation if an institution fails to come into compliance within this period, unless there is a defined basis to grant an extension of no more than two years.

12. HOW DOES THE COMMISSION ENSURE THAT ITS DECISIONS ARE FAIR AND UNBIASED, AND THAT ITS EVALUATION TEAMS ARE UNBIASED?

The Commission applies the Accreditation Standards in a consistent manner to all the institutions being accredited. The accreditation process is designed to be transparent and collaborative so that the institutions feel the accreditation process is fair and will yield accurate results. The Commission holds itself accountable for good practice by evaluating and assessing its own ability to make fair and unbiased decisions on accreditation. The evaluation encourages feedback so an institution's views of the process or an evaluation team report can be heard by the Commission.

The Commission works to make sure the process is fair through the development of clear conflict of interest policies, effective training of evaluators, rigorous evaluation of team members by staff and member institutions, and by encouraging feedback by institutions undergoing evaluation.

The Commission's policy on Conflict of Interest applies to Commissioners reviewing an institutional case as well as to evaluation team members and Commission staff. Commissioners with a conflict or potential conflict are not permitted to evaluate a case; team evaluators with a conflict or potential conflict are not permitted to serve on a team or are removed from an evaluation team if a conflict is identified by the individual, the institution, or the Commission.

The Commission members undergo training on fairness and consistency. Commission meetings always begin with a review of the Policy on Conflict of Interest as well as a discussion of fairness and consistency in applying Accreditation Standards to all institutions.

All evaluation team members are trained prior to each comprehensive evaluation assignment. All members of comprehensive evaluation teams are evaluated by the team chair, and the ACCJC keeps data on those evaluations. Team members who receive critical evaluations are individually advised to correct behaviors, or are not asked to serve on future teams.

In addition to the extensive self-evaluations of these professional peer review teams, the accreditation process encourages feedback at all levels. Colleges undergoing comprehensive evaluation are asked to evaluate the performance of the visiting evaluation team. That feedback may include general or specific statements about team members. These comments are also retained in the Commission's database and, if negative, may result in a decision not to ask the individual to serve on future teams.

ACCJC accreditation provides due process rights to institutions. The chancellor, president, or other top official of an institution undergoing accreditation review is given opportunity to respond to draft evaluation team reports in order to correct errors of fact. A college may also exercise its right to respond to a team's findings and recommendations in writing or by appearing before the Commission when the case is being considered.

For more information about accreditation please find "The Value of Accreditation" published by the Council for *Higher Education Accreditation (CHEA)* at: <http://www.chea.org>.

Accreditation and the Board's Role

Accreditation

California's community colleges are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Accreditation is a voluntary, nongovernmental process involving institutional self-study and professional peer review. Accreditation provides two essential services: quality assurance to the public and other institutions, and institutional improvement through a peer review process.

The Western Association of Schools and Colleges consists of three independent commissions: the Accrediting Commission for Schools (K-12), the Accrediting Commission for Community and Junior Colleges, and the Accrediting Commission for Senior Colleges and Universities. ACCJC accredits almost 140 colleges in California, Hawaii, and the former U.S. Trust Territories in the southern and western Pacific. The commission currently consists of 18 members: four faculty, three administrators, four public members (one of whom must have had trustee experience), and representatives from state agencies and other institutions.

Accreditation is a continuing process, the heart of which lies in periodic self-appraisal by an institution. In preparation for each accreditation visit, every institution prepares an extensive report with primary emphasis on self-analysis and evaluation. Preparing the report usually involves representatives from all employee groups and areas of the college. The report and other materials are sent to an evaluation team, which visits the college, meets with groups and individuals, validates the self-study report, evaluates compliance with the standards, and reviews the college's responses to the previous report.

The comprehensive self-study and evaluation are conducted at least every six years. Ongoing evaluation and planning enable colleges to integrate self-study processes into regular review processes of the institution; however, the self-study and planning for the accreditation report generally begin two years prior to the scheduled accreditation visit.

Between scheduled visits, each institution addresses its own and previous visiting team recommendations and submits periodic reports. The effectiveness of self-regulatory accreditation depends upon the institution's acceptance of specific responsibilities, including complying with all of the standards and abiding by the Commission's policies, procedures, and decisions.

Accreditation Standards

The 2014 Accreditation Standards reflect the Commission's belief that accredited institutions must have to foster learning in their students as their primary purpose. Therefore, the standards require institutions to ensure that they support student learning, continually assess that learning and pursue institutional excellence. The self-study conducted to maintain accreditation must include a college-wide dialogue on the institution's effectiveness. The standards are designed to facilitate the dialogue.

The standards are presented in four parts:

Standard I, Mission, Academic Quality and Institutional Effectiveness, and Integrity, addresses the institutional mission, which provides the impetus for achieving student learning and achievement, and other college goals. Institutions must provide the means for students to learn, assess how well learning is occurring, and improve that learning through ongoing, systematic, and integrated planning.

Standard II, Student Learning Programs and Support Services, includes criteria for instructional programs, student support services, and library and learning support services, which assure the quality and improvement of all programs and services as they promote and foster student learning.

Standard III, Resources, addresses the human, physical, technological, and financial resources required to achieve the purposes of the college.

Standard IV, Leadership and Governance, tackles issues related to and includes the organization and roles of the board and CEOs, decision-making processes, and organization of multi-college districts.

Board Role in Accreditation

Accreditation requires that the board of trustees is informed about and involved in the accreditation process. At the time the self-study report is submitted, the chairperson of the board signs the self-study document, which attests to the accuracy of the report in reflecting the nature and substance of the institution. The board of trustees, as the governing board of the district, will review the final report of the evaluation team, and is ultimately responsible for ensuring that the college responds to the issues raised in the self-study, the recommendations of the evaluation team, and the decisions of the Commission. Boards may also assume leadership in ensuring that the self-study report and subsequent recommendations become an integral part of the institutional planning process.

How the board of trustees participates in the development of the self-study will vary among institutions with different missions and needs. Examples of trustee involvement might include preparing responses to the standards related to the governing board, receiving and discussing regular reports on board agendas about the process and progress of the self-study, or other appropriate activities developed cooperatively with the college.

Boards of trustees for multi-college districts may find themselves interacting with several colleges undergoing self-study at the same time. Accreditation is achieved by colleges, not districts. Governing boards should work closely with each of the institutions to achieve consistency in their participation.

The board and CEO should have a strategy to address Standard IVC Governing Board at the beginning of the accreditation self-study process. (See the box for the text of IVC for standards on the governing board. IVB addresses the role of the chief executive, and IVD addresses multi-college systems.) The strategy should be coordinated with the efforts of the college steering committee for the accreditation process. It may include:

- assessing the status of board policies related to the standard and updating policies if necessary.
- identifying the strategies used by the board to meet the standards, describing the results of those strategies, and developing new strategies if necessary.
- contributing to and reviewing drafts of the report for the self-study.

College boards are encouraged to devote significant time and thought to their responses to the standards. Through a thorough and deliberative exploration of the issues involved in each of the areas, boardmanship is enhanced and the district is ultimately strengthened. It is important that all board members be significantly involved in the discussion – it is through that involvement that a group commitment to the policies and processes developed is assured.

Resource

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Standard IV.C 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.
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. Standard IV: Leadership and Governance 16
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.
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.
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
7. 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.
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.
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.
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.
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. 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.
12. 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. Standard IV: Leadership and Governance 17
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Resource: Accrediting Commission for Community and Junior Colleges

Accreditation Standards

(Adopted June 2014)

Introduction¹

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, institutional integrity, and excellence. The mission provides a framework for all institutional goals and activities. 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 evaluation and planning (Standard I). Student learning programs and support services make possible the academic quality that supports student success (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.

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

¹ The Introduction section and opening paragraphs of each Standard are not intended for citation as standards. They are introductory in nature only.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

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)
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” (see endnote). (ER 20)
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
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.
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

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 and student handbooks.
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
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)
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. (ER 21)
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Standard II: Student Learning Programs and Support Services

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

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. 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 advance to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including 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. (ER 12)
6. 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. (ER 9)

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
9. 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. (ER 10)
10. 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. (ER 10)
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)
13. 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 is 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.
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

15. 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.
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services 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. 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. (ER 17)
2. 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.
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
4. 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. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

C. Student Support Services

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. (ER 15)

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.
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. (ER 15)
4. Co-curricular programs and athletics programs 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 finances.
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.
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. (ER 16)
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
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.

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 responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

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 and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.
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. (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.
4. Required 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.
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.
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)
10. The institution maintains a sufficient 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. (ER 8)
11. 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.
12. 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.
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.
14. 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.
15. 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.

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.
2. The institution plans, acquires or 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.
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.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

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.
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.
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.
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.
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

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. (ER 18)
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.
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.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

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.
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.
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
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.
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.
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.

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.
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.
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.
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

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.

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.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
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.
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

B. 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.
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.
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 of 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.
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.
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.
6. The CEO works and communicates effectively with the communities served by the institution.

C. 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. (ER 7)
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)
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.
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
7. 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.
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.
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.
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.
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. 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. (ER 7)
12. 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.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

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.
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 provided 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.
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.
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.
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.
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.
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.

Catalog Requirements

The following list of required information must be included in the college catalog.

1. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC, and with programmatic accreditors if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length,
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

2. Requirements

- Admissions
- Student Tuition, Fees, and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer

3. Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits²
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

4. Locations or Publications Where Other Policies may be Found

4 The Self-Evaluation Process

4.1 Purpose of the Self-Evaluation Process

An ACCJC member institution accepts the obligation to undergo a comprehensive review every seven years to maintain its accredited status. The first step in this process is a self-evaluation. The self-evaluation process serves several purposes.

First, it is an opportunity for the institution to conduct a thorough self-evaluation against the Eligibility Requirements, Accreditation Standards, including federal requirements, Commission policies, and the institution's own mission and objectives. The process should enable the institution to consider the quality of its programs and services, the institution's effectiveness in supporting student success, and the degree to which the institution is meeting its own expectations (institution-set standards). See also Section 5.4.vii.

During the institutional self-evaluation process, the institution should reflect on the extent to which it has:

1. designed and implemented an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, re-evaluation, and improvement,
2. considered its programs and services while paying particular attention to program review and achievement of student learning outcomes,
3. prepared and implemented institutional plans for improvement supported by adequate sources of data and other evidence, and
4. established its own institution-set standards of performance regarding student achievement and student learning.

Second, self-evaluation is the foundation for the preparation of an Institutional Self-Evaluation Report and for the Commission's team evaluation process. A well-organized and thorough self-evaluation process will enable the institution to consider the quality of its programs and services and institutional effectiveness, to report its findings, and to share its evidence and analysis with the evaluation team and the Commission.

4.2 Organization of the Self-Evaluation Process/Roles of Campus Groups

It is important for an institution to have a designated committee responsible for the overall planning and supervision of the self-evaluation process and the preparation of the Institutional Self-Evaluation Report. One possibility is to vest the responsibility for the self-evaluation process in an existing college committee that has oversight of the institution's continuous evaluation, student success, planning and/or improvement functions. Another option is to establish a new committee whose membership is drawn from existing committees that have a role in the institution's evaluation, planning and improvement activities. The designated committee should include representatives of faculty and staff with special responsibilities relevant for the topics to be covered in the self-evaluation process, such as the chief instructional officer (CIO), Accreditation Liaison Officer (ALO), institutional effectiveness officer, chief student services officer (CSSO), chief financial officer (CFO), institutional researcher, and technical support staff.

The self-evaluation process should be self-reflective and consider the institution's strengths, weaknesses, and achievements. Analysis of institutional data against the institutional mission and objectives undertaken by the relevant personnel, and dialog about the results and effects of the analysis is a crucial element in the process to ensure that the self-evaluation provides a comprehensive review of the institution. Below is a list of the stakeholders that may be relevant for the institution to involve in the self-evaluation process.

- Administrative leadership
- Faculty, including adjunct faculty
- Students, typically student leaders
- Support staff, including researchers and technology staff
- District/system office representatives for colleges in multi-college districts/systems
- Governing boards

As governing boards are ultimately responsible for educational quality and monitoring of institutional performance, including student success, planning, implementation of plans, and participation in accreditation processes, they should be kept current of the progress of the self-evaluation process. When the institutional self-evaluation has been completed, the Board must read and certify that they have been involved in the process by signing the Certification page of the Institutional Self-Evaluation Report (see Appendix B).

Role of the Designated Committee

The designated committee is responsible for organizing and coordinating the self-evaluation process and for ensuring that appropriate progress is made. In addition, it is an important role of the committee to ensure that evidence is shared within the institution and that relevant internal stakeholders, who have knowledge of data and who can contribute to the analysis of data and evidence, are involved in the process as appropriate.

The institutional intranet or the faculty/staff section on the institution's website can be an effective resource for sharing information relevant for the self-evaluation process. One possible approach is to create an electronic repository on the intranet or the website for sharing information, e.g., the timetable for the self-evaluation process, minutes from committee meetings, and drafts of the various sections of the Institutional Self-Evaluation Report in order for college representatives to post input to the Report. If the institution already has a permanent electronic platform for sharing institutional data, a separate repository for the self-evaluation process may not be necessary, or the repository for the self-evaluation can provide links to the general information platform so that data is easily accessible for everyone involved in the self-evaluation process. If the institution has well organized electronic data and other evidence in place, the presentation of the evidentiary information in electronic format to the evaluation team at the time of submission of the Institutional Self-Evaluation Report will be facilitated (see Section 5.2 below).

The institution should give the designated committee sufficient time to assume its responsibilities and provide it with the clerical support needed to complete its work. The

Commission encourages the institution to select an editor for the Institutional Self-Evaluation Report at the outset so that the editor can participate throughout the process. The editor has multiple roles. The editor must ensure that the Report reads as a coherent text and that it is clear and succinct without excessive repetition and redundancies across the various sections of the report.

A suggested formatting and style sheet is provided in Appendix C. The length of a quality Institutional Self-Evaluation Report depends on the size and complexity of the institution. The target length of a good quality report would be approximately 25,000 words (printed on both sides), excluding evidentiary information. (See Section 5.1 below)

Finally, the designated committee is responsible for disseminating the final Institutional Self-Evaluation Report to the college community. The evaluation team will expect that trustees, faculty, staff, and administrators are familiar with the content of the Institutional Self-Evaluation Report when it meets with them during the evaluation team visit.

In summary, an effective and useful self-evaluation process has to balance two needs: 1) to be organized in a manner best fit for the institution's mission and processes, and 2) to address the requirements of the Commission.

Regardless of how an institution chooses to align these needs, there are a number of principles that support a successful self-evaluation process. It should:

- address the Commission's Standards, and meet other Commission requirements,
- provide content and evidence for the Institutional Self-Evaluation Report,
- include institution-set standards for student achievement and learning outcomes,
- provide and analyze existing evaluation, planning, and improvement data,
- lead to an assessment, based on analysis of data, of the quality of the institution's programs and services and its institutional effectiveness as well as the formulation of plans and actions for improvement, and
- involve the institutional stakeholders who have a role in improving institutional quality.

5 The Institutional Self-Evaluation Report

5.1 Purpose of the Institutional Self-Evaluation Report

The outcome of the self-evaluation process is an Institutional Self-Evaluation Report. An important purpose of the Institutional Self-Evaluation Report is to provide a written analysis of strengths and weaknesses of educational quality and institutional effectiveness based on the institution's continuous evaluation and quality improvement activities which have been considered in the self-evaluation process.

Unnecessarily long reports can make them difficult to follow. A good Institutional Self-Evaluation Report should concisely state the institution's current and sustained compliance with Commission's Standards. If additional work remains for the future, the Report should generate concrete details and actionable improvement plans including timelines and outcomes for that work. Self-identified actionable improvement plans (formerly Planning Agendas) should be integrated into planning processes of the institution for implementation and follow-up. And the institution may wish to use them as evidence to demonstrate planning processes and results.

The College is asked to discuss, in a Quality Focus Essay, two or three areas it has identified for further study, improvement, and to enhance academic quality, institutional effectiveness, and excellence (see Section 5.3 below).

The evidence appended to the Report should clearly verify the statements made in the Report. When possible, the Report should incorporate passages from the evidence. This approach provides the evaluation team with the best starting point for the review of the institution's ability to assure and improve its own quality. In the preparation of the Report, it is useful if the institution reviews previous college reports, Team Reports and Commission action letters.

Furthermore, a good Institutional Self-Evaluation Report, when addressing the Accreditation Standards, makes direct reference to the institution's mission and institutional objectives. The Report also makes reference to evidence of achieved results, evaluation of the results, and examples of improvements which are integrated into the institutional planning processes rather than only describing processes and/or intentions which are not supported by evidence of achievement. Through this approach, the institution will demonstrate to the evaluation team how the institution's evaluation, improvement, and planning cycle functions. At the same time, the Report should be clear and concise. It should make reference to previous sections in order to avoid unnecessary repetition.

In summary, a good Report must be meaningful and useful to the members of the institution as well as provide sufficient information for the evaluation team about the institution, evidence of its achievements, and how it meets the Commission's Standards.

5.2 Evidence and Data

Using Evidence and Data

A quality institution acts on evidence and data when making judgments. Access to and use of evidence and various data sources that relate to the institution's mission, institutional objectives, and educational goals as well as planning processes are necessary parameters for thorough self-reflection and continuous self-improvement. This information is also necessary for the institution to determine what action it should take to improve educational quality and institutional effectiveness in order to support student success (learning and achievement).

Data is categorical information that represents quantitative or qualitative attributes of variables or a set of variables. Data and data analysis should both be referenced in the Report narrative and included as source material in evidence. For data to be a useful and reliable source of information for reflection, planning, and decision-making, it should be accurate and tested for validity and significance, current and complete, consistently used, derived from reliable sources, and used longitudinally and in disaggregated form, as appropriate.

There are several sources of data, internal and external, from which an institution can draw information. Examples of sources of data are institutional demographic data at the local, district, system, state, or federal level; assessment data; survey results; and data reported to the state/local government. The data that an institution collects, analyzes, and reflects upon should be designed to answer questions related to issues that the institution needs or wants to explore.

Evidence can be selected from every source of information an institution uses to provide verification of a particular action or existing condition. Evidence can include policies, operational documents, minutes, reports, research and analysis, screen captures from websites, and other sources of information.

The Commission expects an institution to apply the principle of data-driven decision-making. Therefore, the data the institution uses in its regular planning and improvement activities should be used and reported in the Institutional Self-Evaluation Report. In addition to this evidence, the Commission requires the institution to provide specific kinds of data and other sources of evidence to show compliance with the Commission's Standards, and with United States Department of Education (USDE) requirements. These data requirements are related to an institution's continued eligibility for Title IV financial aid funds and are presented in Section 5.4.

Reference and Access to Data and Evidence

The Institutional Self-Evaluation Report should include reference to evidence and data that substantiate the statements made in the Report that the institution meets or exceeds the Commission's Standards. All evidence and data included in the Institutional Self-Evaluation Report must be cited and quoted or discussed with the institution's analysis of the various Accreditation Standards and sub-sections, where reference to the information is relevant.

The institution will provide to the evaluation team members an electronic copy in Word of the Self-Evaluation Report and electronic access to evidence (which can be in PDF format) in advance of the visit. Evidence should be fixed in time and not be changed or altered during or after the evaluation team visit. This enables the Commission to base its decision on evidence that was available to the team at the time of the evaluation visit. During the visit, the team members should also have access to the evidence and data upon which the institutional analysis is based at the time of the institution's submission of the Self-Evaluation Report. It is helpful for readers when the electronic copy of the Report contains hyperlinks to the relevant evidence. Links should be to evidence stored on an electronic memory device (flash drive/USB stick). Links to websites or other materials should be for supplemental information only and not content for the Report itself. Screen shots of relevant online material can be included in the electronic evidence files. The institution should ensure that all links are active and all evidence on flash drives is correct (see Appendix J).

The numbering of the evidentiary documents referenced in the Self-Evaluation Report should align with the relevant Standards, together with a brief title, e.g., Strategic Plan. Documents which are relevant to more than one Standard should be allocated a number in the first chapter where they are relevant and referenced thereafter. In addition to the evidence and data the institution submits with the Self-Evaluation Report, the evaluation team may also request additional evidence to be available during the site visit.

5.3 Content for the Institutional Self-Evaluation Report

The Commission has developed a list of content that an Institutional Self-Evaluation Report must include. The content requirements for a Self-Evaluation Report are presented below.

Cover Sheet

The cover sheet should include the name and address of the institution, and a notation that the Institutional Self-Evaluation Report is in support of an application for candidacy, initial accreditation, or reaffirmation of accreditation, and date submitted (see Appendix D).

Certification Page

The Institutional Self-Evaluation Report should include a certification page which includes the college Chief Executive Officer's confirmation of the purpose of the Self-Evaluation Report and that the Report accurately reflects the nature and substance of the institution. The certification page should attest to effective campus participation in the Report preparation, accuracy, and that the governing board has read the Report and was involved in the self-evaluation process. The institution should include signatures of the district/system chief executive officer (if appropriate), governing board chair, and other campus constituent groups as determined by the institution (see Appendix B).

Table of Contents

The Institutional Self-Evaluation Report should include a table of contents to facilitate the evaluation team's use of the Report.

Structure of the Institutional Self-Evaluation Report

A. Introduction

The introduction should include a brief history of the institution, including the year of establishment. The introduction should highlight the major developments that the institution has undergone since the last comprehensive review, including student enrollment data, summary data on the service area in terms of labor market, demographic and socio-economic data. The introduction should also include the names and locations, including addresses, of sites where 50% or more of a program, certificate or degree is available to students and any other off-campus sites or centers, including international sites. Institutions should clearly state in the Self-Evaluation Report, as it does to the public, any specialized or programmatic accreditation held.

B. Presentation of Student Achievement Data and Institution-set Standards

Institutions are required to gather and analyze data on student achievement. Student achievement data provides the institution with basic information about achievement of its educational mission (see 5.4 i). The ACCJC has developed a generic template for the presentation of disaggregated student achievement data that will assist institutions in implementing data-driven and informed evaluation and planning processes (Appendix G).

Institutions are also required to establish institution-set standards for success with respect to student achievement in relation to the institution's mission. Institutions are expected to set expectations for each of the areas of student achievement (See 5.4 vii), demonstrate that they gather data on these standards, analyze the results on student achievement, and make appropriate changes/improvements to increase student performance (Appendix H).

Evaluation teams will verify that institutions collect student achievement data and use it in the decision-making and integrated planning processes. Teams will also review the institution-set standards, determine their appropriateness and whether the institution is meeting its own expectations, and ensure that plans to improve student performance are developed and implemented whenever the standards are not met.

C. Organization of the Self-Evaluation Process

The institution should explain, either in narrative or chart form, how it organized the self-evaluation process, the individuals who were involved, and what their responsibilities were.

D. Organizational Information

The Institutional Self-Evaluation Report should include organizational charts for the institution and for each major function, including names of individuals holding each position. In a corporate structure, the relationship to the accredited institution, including roles and responsibilities of both entities, must be included in this section. The institution should provide a list of its contracts with third-party providers and non-regionally accredited organizations.

Colleges in multi-college districts/systems must provide an account of whether primary responsibility for all or parts of specific functions that relate to the Standards are vested at the college or district level. The overview of the responsibilities of key functions in institutions in multi-college districts/systems must be presented in the form of a Functional Map. (Examples of Functional Maps can be found in Appendix E.) The institution should also provide an analysis of the effectiveness of this division of responsibilities.

E. Certification of Continued Institutional Compliance with Eligibility Requirements

The USDE, as part of the recognition process of accrediting commissions, requires that the accrediting commissions ensure their accredited institutions provide evidence they meet the commissions' eligibility requirements at any given time. The Institutional Self-Evaluation Report must include the institution's analysis and evidentiary information demonstrating that the institution meets the Eligibility Requirements (see 3.1 above). The Eligibility Requirements as well as the list of documents needed to substantiate continued eligibility can be found in Appendix F.

F. Certification of Continued Institutional Compliance with Commission Policies

The Accreditation Standards reference specific Commission policies. The Institutional Self-Evaluation Report must address how the institution is in compliance with these policies in conjunction with their assessment of how they meet the Standards. Some Commission policies are not integrated in the Accreditation Standards. The Self-Evaluation Report must include the institution's analysis and evidentiary information demonstrating that the institution addresses policies specific to the college mission and activities. A complete list of the policies that institutions must specifically address can be found in Appendix A.

G. Structure of the Institutional Analysis

The main body of the Institutional Self-Evaluation Report must identify and address each of the Accreditation Standards including the subsections. When preparing this part, it is useful for institutions to keep the principles underlying the Accreditation Standards in mind, i.e., the Commission expects institutions to:

- design and implement an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, re-evaluation, and improvement,
- analyze its programs and services while paying particular attention to program review data, student achievement data, and student learning outcomes data, and
- take action to improve based on the analysis supported by adequate sources of data and other evidence and make improvement plans when warranted.

The following elements should guide the structure of the analysis of each of the Standards.

Evidence of Meeting the Standard

The institution should describe and document the factual conditions at the college, including college practices and policies, which demonstrate how each Standard is being met.

Analysis and Evaluation

Based on the evidence provided, the institution should analyze and systematically evaluate its performance against each Accreditation Standard and its institutional mission. This analysis should result in actionable conclusions about institutional effectiveness, educational quality, and decisions for improvement. The basic questions to explore are whether or not, and to what degree, institutional evidence demonstrates that the institution meets each Accreditation Standard and how the institution has reached this conclusion. The Commission expects current and sustained compliance with Standards, focusing on accomplishments and outcomes that have been achieved and not just structures or processes used.

H. Quality Focus Essay

Continuous quality improvement is a mark of institutional effectiveness. As an institution evaluates its programs and services in the continuous cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. During that examination, it identifies areas of needed change, development, institutionalization, and expansion. Within the accreditation focus on continuous quality improvement, the institution will identify two or three areas coming out of the institutional self-evaluation on which the institution has decided to act (action projects), and which will have significance over a multi-year period. These will be described in a Quality Focus Essay (QFE). The Essay will have a 5,000 word limit and will discuss in detail the identified areas to be acted upon, including responsible parties, timeline, and anticipated outcomes, and the impact on academic quality and institutional effectiveness. The Essay will be related to the Accreditation Standards; institutions should select the “action projects” for the QFE from college data and analysis. The projects described in the QFE should be realistic and culminate in a set of observable and measurable outcomes. The Essay should be consistent in its factual basis and analysis with the other portions of the college’s Self-Evaluation Report. It will provide the institution with multi-year, long-term directions for improvement and demonstrate the institution’s commitment to excellence. The areas identified in the Essay will become critical focal points for the institution’s Midterm Report. Evaluation teams and the Commission will comment on the institution’s QFE and may offer constructive advice or assistance.

I. Changes and Plans Arising out of the Self-Evaluation Process

During the process of self-evaluation, institutions commonly find areas where institutional effectiveness can be improved or changes are needed in order to meet the Commission’s Standards. Both the changes made during the self-evaluation process and plans for future action should be included in the institution’s Self-Evaluation Report. The plans should also be integrated into the institution’s ongoing evaluation and planning processes for implementation and follow up. The institution should include changes it has made in response to its self-evaluation, and of future

actions planned. These changes and planned changes demonstrate the necessary linkages between the self-evaluation process and institutional planning, decision making, resource allocation, and continuous improvement. The changes made and plans for future action should be placed in the Self-Evaluation Report following the relevant grouping of standards (for example, I.A, I.B, I.C, II.A, etc.). The discussion should include any timelines for implementation and expected outcomes. It is suggested that the institution develop a chart summarizing changes made in response to its self-evaluation process and future actions planned for ease of institutional tracking and monitoring.

5.4 Requirements for Evidentiary Information

As mentioned in Section 5.2 above, the Commission requires the institution to provide specific kinds of data and other sources of evidence to demonstrate compliance with the Commission's Standards. The USDE continuously revises and interprets federal regulations; in response, the Commission updates its list of federal requirements for its manuals and policies. Institutions are accountable for knowing and maintaining their reporting relationships with the USDE and other regulators and for meeting USDE requirements. The data required by the USDE which must be included in the Institutional Self-Evaluation Report are marked with an asterisk (*) in the following sections.

Colleges are expected to set for themselves institutional standards of acceptable performance below which the institution would find its performance unacceptable and take corrective action. New federal regulations also require evaluation teams to review the standards institutions have set for student learning and achievement; how well the institution believes it is meeting its standards, and whether those standards are reasonable. (See Institution-set Standards for Student Performance, page 27.)

All evidentiary information included in the Institutional Self-Evaluation Report must be discussed and cited within the various Accreditation Standards and sub-sections where reference to the information is relevant. Furthermore, the information should be supported by analysis in terms of its alignment with the institutional mission and how the outcome of the data analysis will impact the future planning and development of the institution.

*i. Student Achievement Data**

Student achievement data is end-point data that provides an institution with basic information about achievement of its educational mission. Collected longitudinally, such data and analyses will inform the college whether changes in pedagogy or services are effective in improving student completion, or whether a decline in student completion needs to be given attention and study so that trends can be reversed. It will also keep institutions informed about fluctuations and serve as a warning if completion rates decrease and trends need to be reversed. When collected in disaggregated form, it may also provide information about barriers to completion and transfer, the need to collect additional data, and indicate attention that needs to be given to various groups.

The ACCJC has developed a generic template for the presentation of institutional and programmatic student achievement data to assist institutions in implementing data-driven and informed evaluation and planning processes. The template is