



DSO Planning and Program Review Subcommittee

Meeting Agenda - April 12, 2022 at 10:30 a.m.

Via Zoom: <https://cccconfer.zoom.us/j/96157400569>

- I. **CALL TO ORDER** (*Christopher Crew*)
- II. **APPROVAL OF MINUTES** (*Christopher Crew*)
 - A. 2022-03-08 DSOPPRS Meeting Minutes
- III. **UPDATE ON DSOPPRS ACTIVITIES** (*Christopher Crew*)
- IV. **REVIEW DSOPPRS PLANNING SCHEDULE** (*Christopher Crew*)
- V. **REVIEW OF DELINEATION OF FUNCTION MAP** (*Christopher Crew*)
- VI. **NEXT MEETING** (*Christopher Crew*)

May 10, 2022, at 10:30 a.m.
Via Zoom: <https://cccconfer.zoom.us/j/96157400569>
- VII. **ADJOURNMENT**



DSO Planning & Program Review Subcommittee

Meeting Minutes – March 8, 2022, 10:30 a.m.
Via Zoom: <https://cccconfer.zoom.us/j/96157400569>

	Present	Absent		Present	Absent
Christopher Crew (DSO)	X		Michele Jeannotte (Police)	X	
Heather Ford (DSO)	X		Rick Dulock (KVCR)		X
Joe Opris (DSO)	X		Marcela Navarro (DSO)	X	
Jeremy Sims (DSO)	X		Erika Menge (DSO)	X	
Jason Brady (TESS)	X		Larry Strong (DSO)		X
Anthony Papa (KVCR)	X		Steve Sutorus (DSO)	X	
Deanna Krehbiel (EDCT)	X		Noemi Elizalde (DSO)		X
Kathy Fonseca (EDCT)	X		Al Jackson (Police)	X	

Guests: Anna Mendez, Luke Bixler

I. CALL TO ORDER

C. Crew called the meeting to order at 10:36 a.m.

II. APPROVAL OF MINUTES FROM 02-08-2022

E. Menge moved to approve the 02-08-2022 minutes. J. Brady seconded the motion.

AYES: Unanimous

NOES: None

ABSENT: Papa (arrived late), Dulock, Strong, Elizalde

ABSTENTIONS:

III. CHANCELLOR'S COUNCIL RECOMMENDATION UPDATES

C. Crew reviewed the current DSOPPRS membership roster.

IV. UPDATE ON DSO RESOURCE REQUEST

C. Crew reviewed the current work with the DSO Strategic Plan with the end priorities being defined in the future. C. Crew will be meeting with the Executive Vice Chancellor to review the DSO resource request rankings that will be presented to Chancellor's Council, then Chancellor's Cabinet.

V. TESS 2-YEAR REVIEW

L. Bixler reported in 2019 the TESS technology strategic plan was revised and currently in the second year of that plan.

The five main goals:

- Enhance information security across the District
- Support instruction and learning
- Improve services to students

- Support innovation across the District
- Enhance stability and reliability of technology

Within the tactical plan has the projects that align with the technology strategic plan’s goals. There was discussion regarding TESS’ 2-year review. It was agreed that TESS would go right into the 4-year review. J. Sims presented TESS Technical Services. A. Mendez presented TESS printshop.

VI. PREVIEW OF NEXT MEETING

Moving forward, as a committee to develop priorities, objectives, goals for funding prior to reviewing any applications based on our assessment. Based on accreditation to improve the process.

VII. FUTURE ITEMS

- A. Planning cycle for 2022-2023
- B. Improving resource request process, rankings, and cycle
- C. Arrival of Vice Chancellor

VIII. NEXT MEETING

- A. Review Results from Cabinet discussion about DSO Resource Requests

Tuesday, April 12, 2022, at 10:30 a.m. Via Zoom:

<https://cccconfer.zoom.us/j/96157400569>

IX. ADJOURNMENT

Meeting adjourned at 12:15 a.m.

Final meeting minutes approved by DSPPRS _____, 2022

Heather Ford, Executive Assistant
 SBCCD, Office of the Chancellor
 Committee Support

NOT YET APPROVED

Alignment of Program Review Processes

The District Services Planning and Program Review Committee has shifted their timeline to better align with the campuses **and budget development (Christopher added this)**. Traditionally, the District and the Campus Program Review processes begin in September and culminate in May. This created some fundamental difficulties, including:

- District planning was concurrent with campus planning cycles. **– I see this as a plus**
- District planning was based on campus needs from the prior year. **– This still was an issue**
- Campuses were developing new resource requests before knowing the District response to the previous year’s requests. **– Interesting, we need to discuss this as a committee. This is what Jeremiah put in pace and it is a fundamental difference in how DSO and CHC/SBVC view its function.**

In order to better align with the campus Program Review processes, the District will shift their timeline so that the bulk of the District Program Review takes place between May – September, after campus program review are complete and results are available and before campuses begin their next program review cycle. **– This was a good approach but it creates conflict as DSO is still planning based on old college priorities. (we’ll get deeper into this at the meeting)**

District Program Review Activities (August – July)

Month	Activities
August	Review previous year’s processes and implementation
September	Review 2yr/4yr Evaluations
October	Evaluation of 2yr/4yr review process (all department heads)
November	*Open Meeting Used for planning/discussions with College PR Chairs
December	*Open Meeting Used for planning/discussions with College PR Chairs
January	PR initial needs assessment available from campuses (Meet 2x’s this month)
February	Programs complete Resource Request Applications
March	DSOPPRSC Ranks Resource Requests (Meet 2x’s this month)
April	Ranked Resource Requests submitted to Chancellors Council
May	Evaluation of RR process (all department heads)
June	Programs complete 4-Year Self-Evaluations and 2-Year Program Updates
July	Programs complete 4-Year Self-Evaluations and 2-Year Program Updates

***We would use these months to work on the Resource Request Rubric**

The District Services Planning and Program Review Committee will continue to meet regularly throughout the year and establish an annual calendar of meetings and detailed activities.

What we need from the College PR Committees:

1. Timeline and deadlines for budget development from colleges (ask IEAC for help).
2. Ask them to use categories and budget codes on request application.
3. What info can they provide & when (e.g., basic needs, types of requests. Gives idea of demand).
4. Documentation on what makes a good request (add to our Resource Request Rubric)

Program Review Process

Program Review consists of a thorough evaluation of district services on a four-year cycle and two-year update that every program or service area must complete, and an annual resource request application process that areas may participate in dependent upon program or service area needs.

4-Year Self-Evaluation - How well are you able to execute your plan and your services.

The 4-Year Self-Evaluation includes: - flush this out.

- Mission and Service Area Outcomes
- Reflection on the mission, purpose, and services provided by the program or service area that supports the mission, goals, and objectives of the campuses and the district
- Analysis of qualitative and quantitative data that demonstrates how well the program or service area is fulfilling its mission, purpose, services, and Service Area Outcomes
- Accomplishments, Opportunities and Challenges
- Analysis of trends within the program or service area
- Short-term and long-term vision and planning objectives

Who has completed the 4-year review?

1. 2018 – TESS
2. 2019 – DSS (Business, Fiscal, Facilities, Human Resources, Internal Auditing)

Who has not completed the 4-year review?

1. Human Resources and Police Services
2. Research, Planning, and Institutional Effectiveness
3. Marketing

Self-Evaluation Update (2-year review update)

The requirements and need for district support services can change in a short period of time based on education trends, grant funding, and changes to state, federal, and accreditation requirements. The 2-Year Program Update provides programs or service areas the opportunity to reflect how these changes impacts their areas and update their vision, goals, and objectives accordingly. The 2-Year Program Update focuses on **changes in productivity, staffing, and trends, and updates program progress on or changes to the program's vision, goals, and objectives.**

Who has completed the 2-year update?

1. 2018 – Marketing, Research, KVCR
2. 2019 – Police
3. 2022 – TESS

Who has not completed the 4-year review?

1. Business and Fiscal
2. Human Resources and Police Services
3. EDCT

District Program Review 4-Year Rotation

Summer 2018	Summer 2019	Summer 2020	Summer 2021
4-Year	4-Year	4-Year	4-Year
TESS <ul style="list-style-type: none"> •Administrative Applications •Distance Education •Printing Services •Technical Services 	District Support Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Human Resources •Internal Auditing 	Chancellor’s Office <ul style="list-style-type: none"> •District Research •Foundation •Marketing, Public Affairs and Government Relations 	Workforce Development, Advancement & Media Systems* District Police
2-Year	2-Year	2-Year	2-Year
Chancellor’s Office <ul style="list-style-type: none"> •District Research •Foundation •Marketing, Public Affairs and Government Relations 	Workforce Development, Advancement & Media Systems District Police	TESS <ul style="list-style-type: none"> •Administrative Applications •Distance Education •Printing Services •Technical Services 	District Support Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Human Resources •Internal Auditing

* Workforce Development, Advancement & Media Systems includes Workforce Development (formerly EDCT), Advancement (District Grants Office), and Media Systems (Empire Network: KVCR TV-PBS; KVCR FM-NPR; FNX; and Empire Digital)

NEW CYCLE:

Summer 2022	Summer 2023	Summer 2024	Summer 2025
4-Year	4-Year	4-Year	4-Year
Human Resources <ul style="list-style-type: none"> • Police Services • DEIA MPA&GR	Education & Student Support Services <ul style="list-style-type: none"> •TESS •EDCT •ORPIE 	District Support Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Internal Auditing •KVCR 	
2-Year	2-Year	2-Year	2-Year
TESS <ul style="list-style-type: none"> •Administrative Applications •Distance Education •Printing Services •Technical Services 	District Support Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Internal Auditing •KVCR 	Human Resources <ul style="list-style-type: none"> •Police Services •DEIA 	Education & Student Support Services <ul style="list-style-type: none"> •TESS •EDCT •ORPIE

Notes on the new cycle:

1. The district has been significantly reorganized so we must restart the cycle
2. COVID caused us to lose two years of review
3. The Chancellors Office has decided against participating. However, Marketing is under the Chancellors Office so we’ll decide how to handle that.

Alignment of Program Review Processes

The District Services Planning and Program Review Committee has shifted their timeline to better align with the campuses **and budget development (Christopher added this)**. Traditionally, the District and the Campus Program Review processes begin in September and culminate in May. This created some fundamental difficulties, including:

- District planning was concurrent with campus planning cycles. **– I see this as a plus**
- District planning was based on campus needs from the prior year. **– This still was an issue**
- Campuses were developing new resource requests before knowing the District response to the previous year’s requests. **– Interesting, we need to discuss this as a committee. This is what Jeremiah put in pace and it is a fundamental difference in how DSO and CHC/SBVC view its function.**

In order to better align with the campus Program Review processes, the District will shift their timeline so that the bulk of the District Program Review takes place between May – September, after campus program review are complete and results are available and before campuses begin their next program review cycle. **– This was a good approach but it creates conflict as DSO is still planning based on old college priorities. (we’ll get deeper into this at the meeting)**

District Program Review Activities (August – July)

Month	Activities
August	Review previous year’s processes and implementation
September	Review 2yr/4yr Evaluations
October	Evaluation of 2yr/4yr review process (all department heads)
November	*Open Meeting Used for planning/discussions with College PR Chairs
December	*Open Meeting Used for planning/discussions with College PR Chairs
January	PR initial needs assessment available from campuses (Meet 2x’s this month)
February	Programs complete Resource Request Applications
March	DSOPPRSC Ranks Resource Requests (Meet 2x’s this month)
April	Ranked Resource Requests submitted to Chancellors Council
May	Evaluation of RR process (all department heads)
June	Programs complete 4-Year Self-Evaluations and 2-Year Program Updates
July	Programs complete 4-Year Self-Evaluations and 2-Year Program Updates

***We would use these months to work on the Resource Request Rubric**

The District Services Planning and Program Review Committee will continue to meet regularly throughout the year and establish an annual calendar of meetings and detailed activities.

What we need from the College PR Committees:

1. Timeline and deadlines for budget development from colleges (ask IEAC for help).
2. Ask them to use categories and budget codes on request application.
3. What info can they provide & when (e.g., basic needs, types of requests. Gives idea of demand).
4. Documentation on what makes a good request (add to our Resource Request Rubric)

Program Review Process

Program Review consists of a thorough evaluation of district services on a four-year cycle and two-year update that every program or service area must complete, and an annual resource request application process that areas may participate in dependent upon program or service area needs.

4-Year Self-Evaluation - How well are you able to execute your plan and your services.

The 4-Year Self-Evaluation includes: - flush this out.

- Mission and Service Area Outcomes
- Reflection on the mission, purpose, and services provided by the program or service area that supports the mission, goals, and objectives of the campuses and the district
- Analysis of qualitative and quantitative data that demonstrates how well the program or service area is fulfilling its mission, purpose, services, and Service Area Outcomes
- Accomplishments, Opportunities and Challenges
- Analysis of trends within the program or service area
- Short-term and long-term vision and planning objectives

Who has completed the 4-year review?

1. 2018 – TESS
2. 2019 – DSS (Business, Fiscal, Facilities, Human Resources, Internal Auditing)

Who has not completed the 4-year review?

1. Human Resources and Police Services
2. Research, Planning, and Institutional Effectiveness
3. Marketing

Self-Evaluation Update (2-year review update)

The requirements and need for district support services can change in a short period of time based on education trends, grant funding, and changes to state, federal, and accreditation requirements. The 2-Year Program Update provides programs or service areas the opportunity to reflect how these changes impacts their areas and update their vision, goals, and objectives accordingly. The 2-Year Program Update focuses on **changes in productivity, staffing, and trends, and updates program progress on or changes to the program's vision, goals, and objectives.**

Who has completed the 2-year update?

1. 2018 – Marketing, Research, KVCR
2. 2019 – Police
3. 2022 – TESS

Who has not completed the 4-year review?

1. Business and Fiscal
2. Human Resources and Police Services
3. EDCT

District Program Review 4-Year Rotation

Summer 2018	Summer 2019	Summer 2020	Summer 2021
4-Year	4-Year	4-Year	4-Year
TESS <ul style="list-style-type: none"> •Administrative Applications •Distance Education •Printing Services •Technical Services 	District Support Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Human Resources •Internal Auditing 	Chancellor’s Office <ul style="list-style-type: none"> •District Research •Foundation •Marketing, Public Affairs and Government Relations 	Workforce Development, Advancement & Media Systems* District Police
2-Year	2-Year	2-Year	2-Year
Chancellor’s Office <ul style="list-style-type: none"> •District Research •Foundation •Marketing, Public Affairs and Government Relations 	Workforce Development, Advancement & Media Systems District Police	TESS <ul style="list-style-type: none"> •Administrative Applications •Distance Education •Printing Services •Technical Services 	District Support Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Human Resources •Internal Auditing

* Workforce Development, Advancement & Media Systems includes Workforce Development (formerly EDCT), Advancement (District Grants Office), and Media Systems (Empire Network: KVCR TV-PBS; KVCR FM-NPR; FNX; and Empire Digital)

NEW CYCLE:

Summer 2022	Summer 2023	Summer 2024	Summer 2025
4-Year	4-Year	4-Year	4-Year
Human Resources <ul style="list-style-type: none"> • Police Services • DEIA MPA&GR	Education & Student Support Services <ul style="list-style-type: none"> •TESS •EDCT •ORPIE 	District Support Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Internal Auditing •KVCR 	
2-Year	2-Year	2-Year	2-Year
TESS <ul style="list-style-type: none"> •Administrative Applications •Distance Education •Printing Services •Technical Services 	District Support Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Internal Auditing •KVCR 	Human Resources <ul style="list-style-type: none"> •Police Services •DEIA 	Education & Student Support Services <ul style="list-style-type: none"> •TESS •EDCT •ORPIE

Notes on the new cycle:

1. The district has been significantly reorganized so we must restart the cycle
2. COVID caused us to lose two years of review
3. The Chancellors Office has decided against participating. However, Marketing is under the Chancellors Office so we’ll decide how to handle that.



San Bernardino Community College District Function Map

The San Bernardino Community College District Function Map is intended to illustrate how the Colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. It was produced as the result of a collaborative process among the two colleges of the District, Crafton Hills College and San Bernardino Valley College, and the San Bernardino Community District Office. The Function Map includes indicators that depict the level and type of responsibility as follows:

- P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.
- S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.
- SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.
- N = Not Involved or Not Applicable

Note: It is assumed in this mapping design that the term “institution” generally refers to the individual Colleges of the District and not to the San Bernardino Community College District as a whole, since the standards in many cases address the conditions or practices present in the Colleges. However, there are several areas in which “institution” may be reasonably interpreted to mean “actors at both the College and District levels working together.”

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.

I.A	Mission	College	District
I.A.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)	P	S
I.A.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.	P	S
I.A.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.	P	S
I.A.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)	P	S
I.B			
I.B	Assuring Academic Quality and Institutional Effectiveness	College	District
I.B.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.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.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)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
I.B.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.	P	S
I.B.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.	P	S

I.B.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.	P	S
I.B.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.	P	S
I.B.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)	P	S
I.C	Institutional Integrity	College	District
I.C.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)	P	S
I.C.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". (ER 20)	P	S
I.C.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)	P	S
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	S
I.C.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.	P	S
I.C.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)	P	S

I.C.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.	P	S
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.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.	P	S
I.C.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.	P	S
I.C.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)	P	S
I.C.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)	P	S
I.C.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.	P	S

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.

II.A	Instructional Programs	College	District
II.A.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)	P	S
II.A.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.	P	S
II.A.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.	P	S
II.A.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.	P	S
II.A.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)	P	S
II.A.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)	P	S
II.A.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.	P	S

II.A.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.	P	S
II.A.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)	P	S
II.A.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)	P	S
II.A.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.	P	S
II.A.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)	P	S
II.A.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.	P	S
II.A.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.	P	S
II.A.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.	P	S

II.A.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.	P	S
II.B Library and Learning Support Services			
II.B	Library and Learning Support Services	College	District
II.B.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)	P	S
II.B.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.	P	S
II.B.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.	P	S
II.B.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)	P	S
II.C Student Support Services			
II.C	Student Support Services	College	District
II.C.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)	P	S
II.C.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.	P	S

II.C.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)	P	S
II.C.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.	P	S
II.C.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.	P	S
II.C.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)	P	S
II.C.7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
II.C.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.	P	S

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).			
III.A	Human Resources	College	District
III.A.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.	SH	SH
III.A.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)	SH	SH
III.A.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.	S	P
III.A.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.	SH	SH
III.A.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.	SH	SH
III.A.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. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)		
III.A.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)	P	S

III.A.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.	P	S
III.A.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)	SH	SH
III.A.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)	SH	SH
III.A.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.	S	P
III.A.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.	SH	SH
III.A.13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. (district ethics code)	SH	SH
III.A.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.	SH	SH
III.A.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.	S	P
III.B	Physical Resources	College	District
III.B.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.	SH	SH
III.B.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.	SH	SH
III.B.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.	P	S

III.B.4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
III.C	Technology Resources	College	District
III.C.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.	SH	SH
III.C.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.	SH	SH
III.C.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.	SH	SH
III.C.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.	SH	SH
III.C.5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH
III.D	Financial Resources	College	District
III.D.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)	SH	SH
III.D.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.	SH	SH
III.D.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.	SH	SH
III.D.4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
III.D.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.	SH	SH

III.D.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.	SH	SH
III.D.7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
III.D.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.	SH	SH
III.D.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.	S	P
III.D.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.	SH	SH
III.D.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.	SH	SH
III.D.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.	S	P
III.D.13	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
III.D.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.	S	P
III.D.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.	SH	SH
III.D.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.	SH	SH

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.

IV.A	Decision-Making Roles and Processes	College	District
IV.A.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.	P	S
IV.A.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.	P	S
IV.A.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.	P	S
IV.A.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.	P	S
IV.A.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.	SH	SH
IV.A.6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
IV.A.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.	SH	SH

IV.B	Chief Executive Officer	College	District
IV.B.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.	P	S
IV.B.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.	P	S
IV.B.3	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> • 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. 	P	S
IV.B.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.	P	S
IV.B.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.	P	S
IV.B.6	The CEO works and communicates effectively with the communities served by the institution.	P	S
IV.C	Governing Board	College	District
IV.C.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)	N	P
IV.C.2	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N	P
IV.C.3	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	N	P

IV.C.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)	N	P
IV.C.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.	SH	SH
IV.C.6	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N	P
IV.C.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.	N	P
IV.C.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.	SH	SH
IV.C.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.	N	P
IV.C.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.	N	P
IV.C.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)	N	P
IV.C.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.	N	P
IV.C.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.	N	P

IV.D	Multi-College Districts or Systems	College	District
IV.D.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.	S	P
IV.D.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.	S	P
IV.D.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. (needs Assessment)	S	P
IV.D.4	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	N	P
IV.D.5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
IV.D.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.	SH	SH
IV.D.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.	S	P