

Accreditation Standards related to Institutional Mission, Objectives, and Planning

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and achievement. Using analyses of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the academic quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication.

IA: Mission	
I.A.1	The institution's mission describes its broad educational purposes, its degrees and credentials offered, its intended student population, and its commitment to student success, as reflected in student learning and student achievement. The institution's programs and services are aligned with its mission.
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities and educational needs of students.
I.A.3	The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
I.A.4	The institutional mission statement is approved by the governing board and published.
IB: Academic Quality & Institutional Effectiveness	
I.B.1	The institution demonstrates a substantive and collegial dialog about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
I.B.3	The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement.
I.B.4	The institution uses assessment data, organizes its institutional processes, and allocates and reallocates resources to support student learning and student achievement.
I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals, and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery.
I.B.6	The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies.
I.B.7	The institution regularly evaluates its policies and practices in educational programs and student and learning support services, resource management, and governance to assure their effectiveness in supporting academic quality and accomplishment of mission.

Accreditation Standards related to Institutional Mission, Objectives, and Planning

I.B.8	The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.
I.B.9	The institution regularly evaluates the efficacy and currency of its planning processes, plans, and makes changes as needed.
I.B.10	The institution communicates the results of all of its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
IC: Institutional Integrity	
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.

Standard II: Student Learning Programs and Support Services

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

IIA: Instructional Programs	
II.A.1	All institutional programs are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified programmatic student learning outcomes, and degrees, certificates, employment, or transfer to other higher education programs.
II.A.3	The institution demonstrates that all instructional programs, regardless of location or means of delivery, including distance education and correspondence education, align with the mission of the institution and are conducted with integrity.

Accreditation Standards related to Institutional Mission, Objectives, and Planning

II.A.11	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the college develops articulation agreements as appropriate to its mission.
II.B: Student Support and Library and Learning Support Services	
II.B.1	The institution regularly evaluates the quality of student support services and demonstrates these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance the achievement of the mission of the college.
II.B.4	Co-curricular programs and athletics are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their financial aspects.
II.B.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.
II.B.10	Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

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.

IIIA: Human Resources	
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. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.
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.

Accreditation Standards related to Institutional Mission, Objectives, and Planning

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.
III.A.7	The institution maintains a sufficient number of qualified faculty, both full-time and part-time, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.
III.A.9	The institution has a sufficient and stable number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.
III.A.11	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
III.A.13	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
IIIB: Physical Resources	
III.B.2	The institution 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.
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.
IIIC: Technology Resources	
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.
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.

Accreditation Standards related to Institutional Mission, Objectives, and Planning

IIID: Financial Resources	
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.
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.
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.
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.

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.

IVA: Decision-Making Roles and Responsibilities	
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 process are used to assure effective discussion, planning, and implementation.
IV.A.2	The institution establishes and implements written policy authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for consideration of student views and judgments in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose bodies.

Accreditation Standards related to Institutional Mission, Objectives, and Planning

IV.A.3	Administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
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.
IVB: CEO	
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.
IV.B.3	<p>Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:</p> <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 on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; • 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.
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.
IVC: Governing Board	
IV.C.5	The governing board establishes policies consistent with the college mission statement 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.