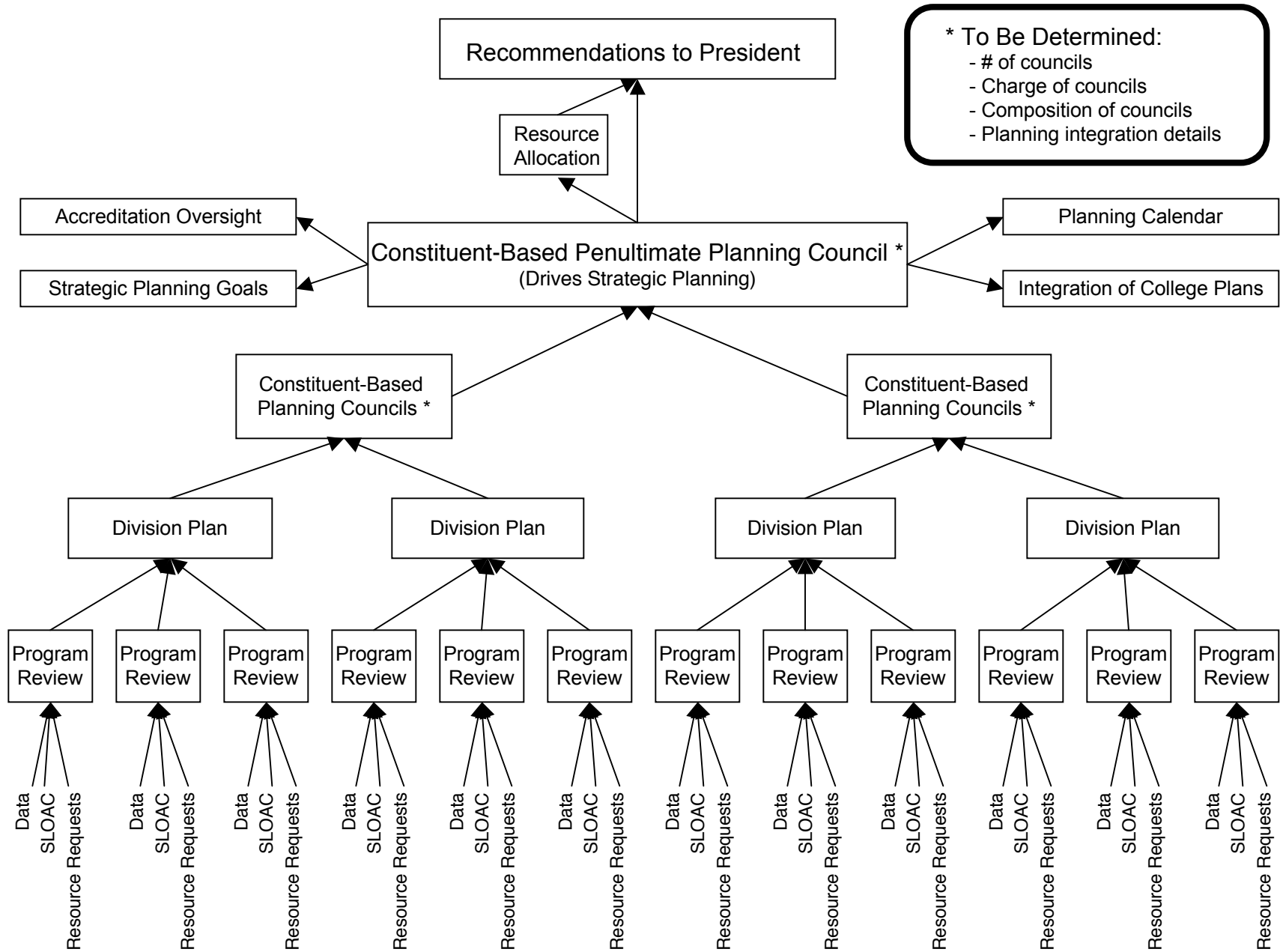


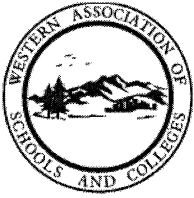
Activities	Progress	Outcome/Deliverable	Leads	Timeline	Due Dates
EDUCATION MASTER AND STRATEGIC PLAN 2010 - 2020					
Townhall half day Visioning Session		Completed Foothill Vision	Kurt	April 2009	Week of April 6th 2009
Research—need Internal and External Scans		Basic Skills Data, SLO, Accreditation Self-Study, ARCC, Joint Venture Index of Silicon Valley Report, Prior Ed Master Plan, Student Equity, FHDA Strategic Plan, develop planning assumptions, Surveys? Who?	Research Office	Begin February 2009 – to early April 2009	April 10, 2009
Convene Constituent and Community ESMP Task Force to review planning data, planning assumptions and develop first iteration of master plan goals		First iteration of tentative Master Plan Goals sent to constituent groups for feedback (fewer goals lead to focus in the institution—editorial comment)	KTM	Week of April 13 - mid May 2009	by May, 15 2009
Review Constituent Feedback/Revise & Refine Goals (two cycles)		Recommended final College Strategic Master Planning Goals sent to President	Task Force	mid May –June 2009	End of June 2009
Convene a constituent based Task Force for <u>each goal</u> to and develop first iteration of specific action plans and metrics to penultimate planning council – revise and refine		Action Plans and Metrics for Each Goal, revised/refined and approved by President and Adopted by Penultimate Planning Council	The penultimate planning council and President	September – mid October 2009	mid October 2009

Each Department links their program review goals to the Strategic Master Plan Goals				Fall Quarter	December 2009
Complete Writing EMSP document			Research Office	Fall Quarter	December 2009

2/Activities	Progress	Outcome/Deliverable	Leads	Timeline	Due Dates
DEVELOP INTEGRATED PLANNING/BUDGET STRUCTURES & PROCESSES					
Study Sessions re: Planning Rubric with Roundtable, EdResources, Admin Council, Faculty Senate, Classified Senate, Students		Complete Study Sessions during Winter Quarter	Katie Townsend-Merino	During February/March 2009	Complete by end of March 2009
Convene Constituent Based Workgroup to Develop Proposal for Integrated Planning Committees		Proposal for Integrated Governance/Planning/Budgeting Processes and Structure	KTM	During April 2009 and mid May 2009	Completed mid May 2009
Proposal Out to Constituent Groups for Review then back to Workgroup THEN Again!		Constituent Groups review Proposal and Provide Feedback (2 rounds, more if needed)	KTM	Mid May and June 2009	Complete June 2009
Adopt New Integrated Planning Processes		Adopted Planning Structure	KTM	End of June 2009	June 2009

Strategic Planning Structural Elements





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Administrative Assistant
CLARE GOLDBERG

September 9, 2008

**Memo to: College Presidents, Chief Instructional Officers,
Accreditation Liaison Officers**

From: Barbara Beno, President

**Subject: Updated Timelines for Rubric for Evaluating Institutional
Effectiveness**

In September 2007 I sent you a “Rubric for Evaluating Institutional Effectiveness” that was developed by the Commission for use by colleges as they do self-assessment, by teams as they examine college adherence to the Standards of Accreditation, and by the Commission as it evaluates institutions. This letter reviews the purpose of the rubric and updates the timeline for institutional achievement on the student learning outcomes portion of the rubric-Part III.

The purpose of the rubric is to provide some common language that can be used to describe a college’s status *vis-à-vis* full adherence to the standards, as well as to provide a developmental framework for understanding each institution’s actions toward achieving full compliance with standards. The Commission hopes the rubric will be a useful tool for colleges and evaluators.

For more than a decade, the Commission’s Standards of Accreditation have required institutions to engage in systematic and regular program review as well as short and long-term planning and resource allocation processes that support the improvement of institutional and educational effectiveness. The 2002 Standards of Accreditation have added student learning outcomes assessment and improvement as important components to the required institutional processes of evaluation, planning and improvement.

As teams and the Commission evaluate institutional and educational effectiveness, these three areas – program review, the use of data and analyses to inform institutional planning and improvement, and the assessment of student learning – consistently emerge as areas in which institutions’ seem to need additional guidance. The Commission, colleges, and teams have all indicated they need a device other than pure narrative for understanding and describing how well colleges have done in reaching full compliance with the standards. In the past, self study reports and team reports have reflected the authors’ unique efforts to find appropriate summative descriptive terms to best communicate each institution’s status. This rubric provides for greater consistency in those descriptive narratives.

It is important to note the sample behaviors described in each text box of the rubric are *not* new criteria or standards by which an institution will be evaluated, but are rather examples of behavior that, if characteristic of an institution, would indicate its stage of implementation of the standards. College leaders may find

the rubric helpful in assessing what additional efforts institutions should undertake to achieve full compliance with the Standards of Accreditation.

Finally, the Commission has announced the expectations with regard to performance discussed in the rubric.

- Institutions and teams should be aware that the Commission expects that institutions be at the Sustainable Continuous Quality Improvement level in Program Review of academic programs (including all educational services). Many institutions have not developed sustained processes for evaluating administrative services, but all should be above the Awareness level in these efforts.
- The Commission also expects that institutions be at the Sustainable Continuous Quality Improvement level in Planning.
- The Commission further expects that institutions now be at the Development level or above in Student Learning Outcomes, since these are the *newest requirements* included in the Standards of Accreditation. When it adopted the 2002 Standards, the Commission stated it anticipated institutions would need eight to ten years to come into full compliance with the new standards on student learning outcomes assessment and improvement.
- The Commission recently announced it will expect institutions to be at the Proficiency level in the identification, assessment and use for improvements of student learning outcomes by Fall 2012.

Of course, the ultimate goal is for institutions to achieve the Sustainable Continuous Quality Improvement level in all three areas.

I hope that this rubric is helpful to you in your leadership work at your campus. The Commission welcomes any ideas for improving this rubric or its use to enhance institutional effectiveness.

BAB

Attachment: Rubric

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.



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TOM LANE

February 3, 2009

Dr. Judy Miner
President
Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022

Dear President Miner:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 7-9, 2009, reviewed the Focused Midterm Report submitted by Foothill College. The purpose of this review was to assure the recommendations made by the evaluation team have been resolved and the college has addressed the self-identified plans for improvement which were included in the institutional self study.

The Commission took action to accept the Focused Midterm Report with the requirement that the college complete a Follow-Up Report. The report must be submitted by **October 15, 2009** on the recommendation noted below:

Recommendation #4

The team recommends that all instructional and non-instructional areas inclusive of student services and other administrative service areas further develop well-defined and measurable student learning outcomes and evaluate these outcomes to increase effectiveness.

[Standard II.A.2.a]

With regard to Recommendation 4, the Commission is concerned that at the current rate, Foothill College will have difficulty meeting the Commission's 2012 deadline for compliance with standards related to student learning outcomes and needs to accelerate its efforts to fully address the recommendation. The institution's relative inaction on this matter to date means extraordinary work must be done to comply with the 2012 deadline.

The Focused Midterm Report will become part of the accreditation history of the college and should be used in preparing for the next comprehensive evaluation.

Dr. Judy Miner
Foothill College
February 3, 2009
Page Two

The Commission requires that you give the report and this letter appropriate dissemination to your college staff and to those who were signatories of your college report. This group should include the Chancellor, campus leadership, and the Board of Trustees. The Commission also requires that all reports be made available to students and the public. Placing copies in the college library can accomplish this.

Please note that the next comprehensive evaluation of Foothill College will occur in **Fall 2011**.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness, and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Martha Kanter, Chancellor, Foothill-DeAnza CCD
Mr. Richard Galope, Accreditation Liaison Officer
Board President, Foothill-DeAnza CCD

**Accrediting Commission for Community College
Western Association of Schools and Colleges**

PREPARATION OF A FOLLOW-UP REPORT

A **Follow-Up Report** is a report requested by the Commission for special purposes. It can occur at any time in the 6-year accreditation cycle. A Follow-Up Report requires that the institution provide information, evidence, and analysis regarding the resolution of the issues to which it was directed by the Commission's Action Letter. The institution's report will be reviewed by the Commission at its next regularly scheduled meeting, and the institution will be notified as to what action, if any, it must take next.

Follow-Up Report Format

The following format for the report should be used:

1. **Cover Sheet**
Include the date of submission, the name and address of the institution, and a notation that this is a Follow-Up Report.
2. **Table of Contents**
3. **Statement on Report Preparation**
The statement, signed by the Chief Executive Officer of the institution, describes the process of report preparation and identifies those who were involved in its preparation, review, and approval.
4. **Response to Team Recommendations and the Commission Action Letter**
Each recommendation identified by the Commission in its action letter should be identified and discussed. The report should describe the resolution of each recommendation, analyze the results achieved to date, provide evidence of the results, and indicate what additional plans the institution has developed.
5. **The Follow-Up Report must be reviewed by the Governing Board prior to its submission**

The institution is required to send **three copies** of its report to the Commission **plus an electronic version**. The hard copies of the report should be sent to the Commission's mailing address at 10 Commercial Boulevard, Suite 204, Novato, CA 94949. The electronic version of the report should be transmitted to **accjc@accjc.org**.



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TOM LANE

February 3, 2009

MEMO TO: Chief Executive Officers, Accreditation Liaison Officers,
Board Chairpersons, Academic Senate Presidents, Interested
Others

FROM: Barbara A. Beno, President *Barbara A. Beno*

SUBJECT: Report on January 7-9, 2009 Commission Meeting

The Accrediting Commission for Community and Junior Colleges met on January 7-9, 2009, at the Westin Hotel in Millbrae, California. Actions were taken on 55 institutions, including comprehensive evaluations, candidacy, initial accreditation, reports, midterm reports, progress reports, and substantive change reports. The list of institutional actions is appended to this memorandum.

REPORT OF THE JANUARY 7-9, 2009 COMMISSION MEETING

At its meeting, January 7-9, 2009, The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

Reaffirmed Accreditation on the Basis of a Comprehensive Evaluation & Visit

College of the Canyons
Contra Costa College
Los Medanos College
San Bernardino Valley College

Placed on Warning on the Basis of a Comprehensive Evaluation & Visit

Cuesta College
El Camino College
Long Beach City College
Rio Hondo College
Santa Ana College
Santiago Canyon College

Placed on Probation on the Basis of a Comprehensive Evaluation & Visit

American Samoa Community College
Crafton Hills College

Accepted Special Report and Placed College on Show Cause on the Basis of a Comprehensive Evaluation and Visit

Diablo Valley College

Accepted Progress Report

Grossmont College
Heald College
Irvine Valley College
Saddleback College

Accepted Progress Report and Continued College on Warning

Imperial Valley College
Sierra College

Removed from Warning on the Basis of a Progress Report and Visit and Reaffirmed Accreditation

College of San Mateo
Marymount College

Accepted Follow-Up Report

Antelope Valley College
College of the Sequoias
Hawai'i Community College
Los Angeles Valley College
MTI College
Oxnard College
Riverside City College
San Jose City College

Rejected Follow-Up Report

College of Micronesia -FSM

Accepted Follow-Up Report, Removed College from Warning and Reaffirmed Accreditation

Canada College
College of the Marshall Islands
Hawai'i Tokai International College

Accepted Follow-Up Report, Removed College from Probation and Placed College on Warning

Lassen Community College

Accepted Follow-Up Report and Continued College on Warning

Palo Verde College

Accepted Follow-Up Report and Placed College on Probation

San Joaquin Delta College

Accepted Report

Los Angeles Harbor College

Accepted Report and Continued College on Warning

Ohlone College

Accepted Report, Removed College from Probation and Reaffirmed Accreditation

The Salvation Army College for Officer Training at Crestmont

Accepted Show Cause Report and Continue College on Show Cause

Northern Marianas College

Accepted Show Cause and Closure Reports and Terminated Accreditation Effective April 3, 2009

TransPacific Hawai'i College

Accepted Focused Midterm Report, Removed the College from Warning and Reaffirmed Accreditation

College of the Redwoods

Accepted Focused Midterm Report, Removed the College from Warning
Victor Valley College

Accepted Focused Midterm Report

Columbia College
DeAnza College
Deep Springs College
Foothill College
Fresno City College
Yuba College

Accepted Special Report in Conjunction with Midterm Report and Removed College From Probation

Modesto Junior College

Accepted Special Report in Conjunction with Midterm Report and Continued College on Warning

Shasta College

Accepted Midterm Report

Mt. San Jacinto College
Reedley College

Accepted Midterm Report, Rejected the Special Report and Placed the College on Show Cause

Solano Community College

Accepted Closure Report

Brooks College

FOOTHILL COLLEGE | ACCREDITATION 2011

ACCREDITATION LIAISON OFFICER | Richard G.E. Galope, Vice President of Workforce Development & Instruction

ACCREDITATION CO-CHAIR | Katie Townsend-Merino, Vice President of Instruction & Institutional Effectiveness

ACCREDITATION CO-CHAIR | Dolores Davison, Academic Senate President & Faculty

THE ROLE OF THE ACCREDITATION LIAISON OFFICER (ALO)

The Accreditation Liaison Officer (ALO) is the individual appointed by the College President to serve as the contact between the campus and the Accrediting Commission for Community and Junior Colleges (ACCJC).

The ALO assumes responsibility for:

1. The Self Study:

- a. Attending the self study workshop.
- b. Facilitating the development of the Self Study Report.
- c. Format and Content for the Comprehensive Self Study Report.
- d. Facilitating distribution of the Self Study Report.
- e. Facilitating the team visit.
- f. Facilitating follow-up with the Commission.

2. Ongoing Activities

- a. Staying informed about Commission policies, procedures, and activities.
- b. Promoting a campus culture that is concerned with accreditation.
- c. Promoting a campus culture that focuses on student learning outcomes.
- d. Acting as an archivist for the institution's accreditation documents.
- e. Facilitating preparation of the annual reports and other reports to the Commission.
- f. Facilitating reports on Substantive Change.

PREPARATION FOR ACCREDITATION & PLANNING TIMELINES

1. Develop Strategic Planning MASTER SCHEDULE & Identify Targeted Completion Dates (1/2009)

- a. Comprehensive Program Reviews
- b. Unit Planning
- c. Student Learning Outcomes
- d. Education Master Plan *concurrent with* Strategic Plan
 - Institutional Research Agenda
 - Environmental Scan
 - Transfer Strategies
 - Basic Skills Strategies
 - Workforce Development Strategies
- e. Facilities Master Plan
- f. College Technology Plan
- g. Student Equity Plan
- h. Distance Learning Plan
- i. Other (to be determined)

2. Establish Accreditation Standards Committee Planning Blueprint (2/2009 – 10/2009)

- a. Identify Co-Chairs for each Standard Committee
- b. Identify Co-Chairs for each Standard Sub-Committee
- c. Completion of Standards Committees and Sub-Committees

3. Accreditation Team Training & Professional Development (1/2009 – 12/2009)

4. Initiation, Development & Completion of the Foothill Accreditation Self-Study Report (1/2010 – 6/2011)

Standard I: Institutional Mission and Effectiveness

- A. **Mission.** The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.
- B. **Improving Institutional Effectiveness.** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard II: Student Learning Programs and Services

- A. **Instructional Programs.** The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.
- B. **Student Support Services.** The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.
- C. **Library and Learning Support Services.** Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard III: Resources

- A. **Human Resources.** The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.
- B. **Physical Resources.** Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.
- C. **Technology Resources.** Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.
- D. **Financial Resources.** Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard IV: Leadership and Governance

- A. Decision-Making Roles and Processes.** The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.
- B. Board and Administrative Organization.** In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

STANDARDS COMMITTEE DEVELOPMENT & ALIGNMENT WITH STRATEGIC PLANNING AGENDA

Standard I: Institutional Mission and Effectiveness Committee (Co-Chairs: Administrator / Faculty / Classified)

- A. Mission Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**
- B. Improving Institutional Effectiveness Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**

Standard II: Student Learning Programs and Services Committee (Co-Chairs: Administrator / Faculty / Classified)

- A. Instructional Programs Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**
- B. Student Support Services Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**
- C. Library and Learning Support Services Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**

Standard III: Resources Committee (Co-Chairs: Administrator / Faculty / Classified)

- A. Human Resources Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**
- B. Physical Resources Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**
- C. Technology Resources Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**
- D. Financial Resources Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**

Standard IV: Leadership and Governance Committee (Co-Chairs: Administrator / Faculty / Classified)

- A. Decision-Making Roles and Processes Sub-Committee (Co-Chairs: Administrator / Faculty / Classified)**
- B. Board and Administrative Organization (Co-Chairs: Administrator / Faculty / Classified)**

ONLINE RESOURCES

Accrediting Commission for Community & Junior Colleges
www.accjc.org

Foothill College
<http://preznet.fhda.edu/accred/accred.html>
(to be updated soon)