

<b>STANDARD</b>		<b>ADMINISTRATOR</b>	<b>FACULTY</b>	<b>TEAM MEMBER</b>	<b>TEAM MEMBER</b>
<b>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</b>		John Yu	Melissa Reeve		
	<b>A. Mission</b>				
	<b>B. Assuring Academic Quality and Institutional Effectiveness</b>				
	<b>C. Institutional Integrity</b>				
<b>Standard II: Student Learning Programs and Support Services</b>		Maire Morinec	LaNae Jaimez Saki Cabrera		
	<b>A. Instructional Programs</b>	Maire Morinec	(LaNae)		
	<b>B. Library and Learning Support Services</b>		(Saki and LaNae)		
	<b>C. Student Support Services</b>		(Saki)	Robin Darcangelo	Risha Slade
<b>Standard III: Resources</b>		Yulian Ligioso	Stephen Watkins		
	<b>A. Human Resources</b>	Wade Larson		Rachel Ancheta	
	<b>B. Physical Resources</b>	Myron Hord		John Bilmont	

	<b>C. Technology Resources</b>				
	<b>D. Financial Resources</b>	Yulian Ligioso		Maire Morinec	John Bilmont
<b>Standard IV: Leadership and Governance</b>		Shirley Lewis	Chris Collins		Robert Gabriel
	<b>A. Decision-Making Roles and Processes</b>			Peter Cammish	
	<b>B. Chief Executive Officer</b>				
	<b>C. Governing Board</b>				
	<b>D. Multi-College Districts</b>				

## **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.

## **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.

## **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).

## **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.