**Thank you for participating on the ISER writing team!**

The revised Standards are designed to focus our continuous quality improvement efforts around the critical elements of student learning, student achievement, and the closure of institutional equity gaps. These streamlined standards reduce redundancies in the narrative so we can better share our story and stimulate conversations throughout the Western Region about the excellent work we do in advancing student equity and anti-racism.

In each of the Standards you will find an outline with the ACCJC Review Criteria listed as main points as well as suggested evidence. Please insert your writing in the outline within each substandard.

As always if you have questions, please let us know. We are here to support your work.

# Standard I: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, and organizational structure as well as its unique student and community demographics. The mission outlines the institution’s explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, and improvement.

## ACCJC Checklist Items – Institutional Mission and Effectiveness

Within the Institutional Self-Evaluation Report, the institution will provide narrative and evidence that demonstrate the items below. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

*When you are finished writing complete this table.*

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| Criteria | Location in Narrative |
| The institution has procedures/practices for periodic review of mission/mission-related statements, including provisions for revision if/when revisions are needed. |  |
| The institution’s procedures/practices for review and revision of mission/mission-related statements allow for participation of institutional stakeholders, as appropriate for the character and context of the institution. |  |
| The mission has been approved by the institution’s governing board. |  |
| Procedures/processes for setting institutional goals include relevant institutional stakeholders, as appropriate for the character and context of the institution. |  |
| The institution has established standards and goals for student achievement (i.e., institution-set standards), including standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates. |  |

### Standard I.1:

*The institution’s mission defines its commitment to assuring equitable educational opportunities and outcomes for all students. The institution regularly reviews and disaggregates data to engage with its stakeholders to ensure that the mission reflects its unique character and identifies its broad educational purposes.*

*ER 6 – Mission*

Please use the following the outline below in your writing:

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One: The institution’s mission appropriately reflects the ***community*** and ***students*** it serves.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from community to nature and structure.
   2. Main Point Two: The institution’s mission appropriately reflects the ***nature*** and ***structure*** of the ***institution*** (***public***, private, non-profit, corporate, etc.).
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from nature/structure of institution to commitment to equitable outcomes.
   3. Main Point Three: The institution’s commitment to ***equitable educational outcomes*** is informed by an understanding of the ***characteristics of its student population***.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from commitment to outcomes to mission and ACCJC Policy on Social Justice.
   4. Main Point Four: The institution’s ***mission*** demonstrates alignment with ACCJC’s [***Policy on Social Justice***](https://accjc.org/wp-content/uploads/Policy-on-Social-Justice.pdf#:~:text=The%20Commission%20expects%20that%20all%20individuals%20associated%20with,areas%20where%20the%20Commission%20may%20conduct%20its%20business.)*.*
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from alignment with Policy on Social Justice to the concluding paragraph.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Documents or webpages that articulate the overall mission and purpose of the institution (mission statement, vision statement, values statements, goals statements, strategic plans, factbooks, key performance indicators, etc.). * Minutes from meetings, retreats, or other events at which the mission is discussed. * Evidence that shows engagement with internal and external stakeholders around the institution’s overall mission and purpose (annual reports, presentations, surveys, etc.). |

### Standard I.2:

*The institution establishes goals that are aligned with its mission and reflect pursuit of institutional excellence. The institution works to fulfill its mission with commitments to continuous quality improvement and equity-minded practices.*

Please use the following the outline below in your writing:

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One: The institution establishes its ***goals*** in a ***process*** that is appropriate for its ***character and context***.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from goal development to goal alignment.
   2. Main Point Two: The institution has clearly defined ***institutional goals*** that ***align*** with its ***mission***, are appropriately forward-looking, and include consideration of ***equitable student outcomes***.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from goal/mission alignment to goal/key initiatives alignment.
   3. Main Point Three: The institution's ***goals******align*** with ***key initiatives*** within its scope of responsibility.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from goal alignment to concluding paragraph.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Documentation of procedure/process for setting and reviewing institutional goals. * Documentation illustrating institutional goals and assessment of progress toward them. * Documentation of meaningful discussion of equity data and actions to close equity gaps. |

### Standard I.3:

*The institution’s mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.*

*ER 19 – Institutional Planning and Evaluation*

Please use the following the outline below in your writing:

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One: Institutional systems for ***comprehensive planning*** are designed to ***support accomplishment of the mission*** and lead to institutional innovation and improvement.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from planning in support of mission to planning that is integrated.
   2. Main Point Two: Institutional ***systems for planning*** are ***integrated*** such that information from program planning informs processes for resource allocation, decision-making, and short- and long-term operational planning.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from integrated planning to cyclical planning and constituency involvement.
   3. Main Point Three: Institutional ***systems for planning*** are designed to occur on a ***regular*** basis, include appropriate ***participation from institutional constituencies***, and use valid sources of ***data*** and information.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from regular planning to concluding paragraph.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Documentation of procedure/process for setting and reviewing institutional goals. * Documentation illustrating institutional goals and assessment of progress toward them. * Documentation of meaningful discussion of equity data and actions to close equity gaps. |

### Standard I.4:

*The institution holds itself accountable for achieving its mission and goals, and for closing opportunity gaps. It regularly reviews relevant, meaningfully disaggregated qualitative and quantitative data to evaluate its progress and inform planning, improvement, and innovation.*

*ER 19 – Institutional Planning and Evaluation*

Please use the following the outline below in your writing:

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One: The institution has ***established and published standards*** for ***student achievement*** (i.e., institution-set standards) in accordance with Commission policy.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from standards for student achievement to review of data in advancing mission.
   2. Main Point Two: The institution ***regularly reviews*** and discusses qualitative and quantitative **data** to evaluate its progress toward ***achieving the mission***, enhancing ***understanding of students’ experience***, ***informing short and long term planning***, and implementing ***improvements*** as needed.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from review of data in advancing mission to closing equity gaps.
   3. Main Point Three: The institution regularly reviews meaningfully ***disaggregated data***, identifies equity gaps, and engages in planning and improvement to ***close these gaps***.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from closing equity gaps to concluding paragraph.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Documentation of how institution-set standards and assessment of student learning are used to support the institution as it evaluates progress towards its mission. * Examples of improvements and/or innovations implemented as a result of discussions of progress toward the mission. * Minutes or other documentation of meaningful discussion of disaggregated data, equity gaps, and action plans in response to the data. |

### Standard I.5:

*The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote shared understanding of institutional strengths, priorities, and areas for continued improvement.*

*ER 19 – Institutional Planning and Evaluation*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution regularly ***communicates*** the ***results*** of its progress ***assessments*** with ***internal and external stakeholders***, as appropriate to its character and context.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from regular communication of assessment to accessibility of reports.
   2. Main Point Two: Institutional ***evaluation reports*** and ***program reviews*** can be accessed by ***constituencies***.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from constituent access of programmatic/institutional evaluation to use for decision making.
   3. Main Point Three: ***Data and evidence*** related to institutional strengths and areas for development are used to ***inform discussions of institutional priorities***.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from using data and evidence in setting institutional priorities.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Examples of regular communication related to the institution’s evaluation of its progress toward achieving mission (published reports, presentation materials, meeting minutes, factbooks, external newsletters, website content, press releases, conference presentations, etc.). * Examples of how data and evidence related to institutional strengths and areas for development are used to inform institutional priorities (minutes showing discussions of data; planning documents; budget assumptions; resource prioritization and allocation documents, etc.). |

## Conclusions on Standard I: Institutional Mission and Effectiveness

### Improvement Plan(s)

[Insert response if applicable.]

### Evidence List

[Provide list of all evidence cited within Standard I]

# Standard II: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that are designed to engage and support students through their unique educational journeys. Academic and learning support programs are structured to promote equity in student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

## ACCJC Checklist Items – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narrative and evidence that demonstrate the items below. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

*When you are finished writing complete this table.*

|  |  |
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| Criteria | Location in Narrative |
| Policies and/or other documentation regarding transfer of credit. |  |
| Pre-collegiate curriculum is distinguished from college-level curriculum. |  |
| Verification of minimum degree requirements (60 units for AA, 120 units for BA). |  |
| Compliance with Federal standards for clock-to-credit hour conversions. |  |
| Policies/procedures related to program discontinuance, demonstrating that the institution provides enrolled students with opportunities for timely completion in the event of program elimination. |  |
| Policies related to catalog, communication, recruiting, enrollment, admissions, etc. |  |
| The catalog provides information regarding the purpose, content, requirements, and expected learning outcomes of degree and certificate programs. |  |
| If applicable: Policies and/or other documentation related to expectation of conformity with specific codes of conduct, worldviews, or beliefs. |  |
| If applicable: Policies and/or other documentation related to credit for prior learning and competency- based credit. |  |
| Alignment with [ACCJC Policy on Distance Education and on Correspondence Education](https://accjc.org/wp-content/uploads/Policy-on-Distance-and-on-Correspondence-Education.pdf). |  |
| Alignment with [ACCJC Policy on Institutional Compliance with Title IV](https://accjc.org/wp-content/uploads/Policy-on-Institutional-Compliance-with-Title-IV.pdf). |  |
| Policies/processes for student complaints are fair and clearly communicated to students. |  |
| Student complaints are addressed with due process. |  |
| All student records are stored permanently, securely, and confidentially, with provision for secure backup. |  |
| Required policies/practices for release of student records. |  |
| Documentation related to collaborations/agreements with other external parties regarding the provision of student and/or learning support services. |  |

### Standard II.1:

Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect breadth, depth, and rigor appropriate to higher education.

*ER 9 – Educational Programs*

*ER 10 – Academic Credit*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Consistent with the institution’s **mission**, academic **programs** are structured to **lead to degrees, certificates, transfer, employment,** or other similar credentials.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from extent to which programs lead to degrees/employment to curriculum alignment with mission.
   2. Main Point Two: The institution’s **processes for curriculum design** and development ensure all academic **programs align** with the institution’s **mission**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from curricular process allows for program alignment with mission to curricular process assures higher education appropriate course/programs.
   3. Main Point Three: The institution’s **processes for curriculum design** and development reflect generally accepted practices in higher education for **ensuring breadth, depth, and rigor appropriate to the level of instruction** (e.g., associate or baccalaureate level) and across all modalities.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from curricular rigor to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Examples from the institution’s curriculum development and approval processes (including processes for distinguishing lower and upper division content, if applicable). * Examples showing curriculum review cycle and criteria by which existing courses are reviewed and updated to ensure breadth, depth, and rigor appropriate to the content level. * Catalog listings of academic programs outlining expected learning outcomes. |

### Standard II.2:

Academic programs are designed to support equitable attainment of student learning outcomes and achievement of educational goals.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution’s **processes for curriculum design** and development include appropriate **faculty oversight** for ongoing review, monitoring, and revision of programs in order to **close identified gaps** in student achievement.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from faculty oversight for curriculum design to close achievement gaps to process for programs design includes feedback from partners.
   2. Main Point Two: **Processes for program design** include consideration of **feedback** from **workforce/industry partners**, as appropriate for the institution’s mission and program discipline.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from industry partner inclusion in program design to dialogue around equitable student outcomes in curriculum design process.
   3. Main Point Three: The institution’s **processes for curriculum design** and development includes **dialogue** around **student equity** and maximizing **equitable student success outcomes**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from equitable student outcome dialogue to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identity evidence that supports this Standard.   * Examples of how student learning and achievement data inform ongoing curriculum design and development. |

### Standard II.3:

All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies and intellectual concepts. The institution’s general education program articulates the knowledge that the institution’s graduates will possess in order to participate in a diverse, quickly changing global society.

*ER 12 – General Education*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution has a **faculty-developed rationale** for **general education** that serves as the **basis** for **inclusion of courses in general education** and is listed in the catalog.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from faculty developed GE rationale to a philosophy that includes adherence to higher ed norms around GE categories.
   2. Main Point Two: The institution’s **general education philosophy** reflects its degree requirements and is consistent with **expected norms** in higher education for lower division coursework (and upper division coursework, if applicable), including courses in the **arts and humanities**, **sciences** and **mathematics**, and the **social sciences**, and competencies related to **critical thinking, information literacy, and global awareness**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from broad categories of GE to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * General education philosophy, as documented in institutional policy, catalogs, and/or other official publications. * Documents and/or narrative detailing process for arriving at and reviewing philosophy for general education (including faculty input into general education). * Documents and /or narrative outlining curricular processes that determine a course’s inclusion in general education. * Documents and/or narrative detailing expected learning outcomes of general education component and indicating assessment results are used. * Demonstration of the institution’s commitment to global awareness and cultural competency. |

### Standard II.4:

The institution establishes student learning outcomes at the course, program, and institutional level. Learning outcomes reflect relevant discipline and industry standards, as appropriate, and are consistently communicated to students.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution defines **student learning outcomes** for **courses** and academic **programs** (including degree and certificate programs).
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from identification of outcomes to review of outcomes.
   2. Main Point Two: The institution **reviews** its **learning** **outcomes** for alignment with **discipline** and **industry** **standards**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from identification of outcomes to review for alignment.
   3. Main Point Three: The institution **provides** **students** with **accurate**, **current**, and **consistent** **student learning outcomes** for the **courses** and **programs** in which they are enrolled.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from providing student learning outcomes to students to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Program information (from catalog, website, etc.) showing program learning outcomes for degree and certificate programs. * Documents outlining institution’s processes for communicating learning outcomes to students. * Sample syllabi and corresponding course outlines. * Processes for establishing and maintaining currency and relevancy of learning outcomes (curriculum review, industry advisory discussions, etc.). |

### Standard II.5:

The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students’ unique personal and educational journeys. The institution uses multiple communication methods to provide information to students when and where they need it.

*ER 20 – Integrity in Communication with the Public*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution has **mechanisms** for **ensuring** **effective communication** with its **students** regarding the **programs**, **services**, and **resources** available to support the student journey.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from mechanisms that ensure effective communication to review of communication practices.
   2. Main Point Two: The institution **regularly reviews** its **communication practices**, policies, procedures to ensure clarity, consistency, accuracy, and relevance.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from review of communication practices to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Samples of student-facing communications in multiple formats, modalities, and (if applicable) languages, tailored to meet the needs of specific student populations. * Examples of how the institution evaluates the effectiveness of its student-facing communications (communication survey results, website/social media analytics, processes for ensuring consistency of messages across multiple communication platforms, etc.). * Examples of changes/improvements in communication--in messaging, format, or modality resulting from evaluations. |

### Standard II.6:

The institution holds itself accountable for students’ success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution **schedules classes** in alignment with student needs and program pathways to **ensure** students have the opportunity to **complete programs** (including baccalaureate programs, if offered) within a **reasonable period of time**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from scheduling for timely completion to evaluation of scheduling for timely completion.
   2. Main Point Two: The institution **evaluates** the degree to which **scheduling facilitates timely completion** of degrees, certificates, and transfer.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from evaluation of schedule for timely completion to reflecting on time-to-completion data for improvement.
   3. Main Point Three: The institution **reflects** on **time-to-completion data** in **program** **review** and **institutional evaluation**, and devises plans to **improve** completion rates.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from reflecting on time-to-completion data for improvement to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Documentation and/or narrative detailing how the institution’s scheduling processes ensure programs can be completed in a timely manner. * Recommended sequencing or pathway maps, as published in the catalog or other student-facing documents. * Enrollment management plans that take into consideration time to completion and program pathways. * Analysis of student achievement and/or progression data that demonstrates how the institution evaluates the effectiveness of its scheduling, pathways planning, and enrollment management practices. |

### Standard II.7:

The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution **regularly** **evaluates** the **effectiveness** of its **delivery modes** and **teaching methodologies** to supporting **equitable student learning** and achievement and uses results to guide **improvements**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from regular evaluation of delivery/methodology effectiveness to alignment with policies on distance education.
   2. Main Point Two: Institutions have **practices** in place to **ensure** ongoing **alignment** with **federal requirements** for **distance education** and **correspondence education**, as defined in [ACCJC’s Policy on Distance Education and on Correspondence Education](https://accjc.org/wp-content/uploads/Policy-on-Distance-and-on-Correspondence-Education.pdf) (if applicable).
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from ensuring ongoing alignment with distance ed policies to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Program reviews that disaggregate student learning assessment data and student achievement data by mode of delivery. * Examples of improvements to delivery modes and/or teaching methodologies there were made in order to address gaps in student learning and achievement. * Institutional reports on diverse and changing needs of students and resulting plans for developing or improving delivery modes and teaching methodologies. * Local guidelines that establish expectations for effectiveness and quality in distance education and/or correspondence education (if applicable). |

### Standard II.8:

The institution designs and delivers equitable and effective services and programs that support students in their educational journey, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, disability services, and other services the institution identifies as appropriate for its mission and student needs.

*ER 15 – Student Support Services  
ER 16 – Admissions  
ER 17 – Information and Learning Support Services*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution has an **effective process** for **identifying students’** academic, non-academic, instructional, personal wellness, and basic **needs**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from process for identification of needs to intake services.
   2. Main Point Two: The institution **provides** intake and **onboarding services** such as orientation, registration, counseling, educational planning, financial aid workshops, and/or basic skills workshops, etc., to **maximize preparation, success, and retention**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from onboarding services to maximize preparation, success, and retention to providing learning support services.
   3. Main Point Three: The institution **provides** **learning support resources** such as library collections, library instruction, learning labs, and tutoring services in a variety of **modalities** (face to face, hybrid, online, etc.) dependent on **institutional mission** and **student** **need**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from learning support services to student support services.
   4. Main Point Four: The institution **provides** **student support services** through programs such as counseling, academic advising, first year experience, veterans services, disability services, mental health services, etc. in a variety of **modalities** (face to face, hybrid, online, etc.) dependent on **institutional mission** and **student need**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from providing student support services to information regarding transfer.
   5. Main Point Five: The institution **provides** clear **information** and **supports** for students regarding **transfer** and **career** opportunities.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from providing information on transfer and career opportunities to consistent communication methods.
   6. Main Point Six: The institution’s **expectations**, **documentation**, and **communication** to students (catalogs, policies, procedures, etc.) **regarding support services** are clear and **consistent**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from information regarding support services are consistent to evaluation of services offered.
   7. Main Point Seven: The institution **systematically collects** and analyzes **disaggregated** **data** to evaluate the **effectiveness** of its **support services** and **learning support resources** in supporting equitable student success and **uses the results for planning**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from collection of data to analyze effectiveness of services to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Communication to students regarding supports (catalogs, handbooks, policies/ or procedures related to student-facing services such as Financial Aid, Admissions and Records, FERPA, or similar). * Disaggregated data used to determine students’ needs and appropriate supports/services. * Documentation of how the institution evaluates services to ensure their effectiveness in maximizing student preparation, success, and retention (program review, survey results, planning documents, etc.). * Documentation/evidence of how the institution evaluates the effectiveness of its student support services and learning support resources (program review metrics, disaggregated data, institution-set standards, and/or similar program outcomes related to student success outcomes. * Evidence outlining how the institution monitors students’ progress towards their educational goals (e.g., early alert or similar tools, survey results, pathways-related discussions, etc.). * Examples of institutional innovations to support students (e.g., changes to tutoring, use of mixed support modalities). |

### Standard II.9:

The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such co-curricular and/or student engagement activities reflect the varied needs of the student population and effectively support students’ educational journey.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution creates **formal** and **informal** **opportunities** for **students** to **engage** with the **institution**, **programs**, and **peers** (cultural, academic, clubs, political, ethnicity-based engagement, networking, athletics, internships, career trainings, etc.).
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from opportunities for students to engage with activities based on the needs of students.
   2. Main Point Two: The institution **establishes** **co-curricular** and/or student engagement activities based on the **needs** of the **students** and community it serves, including the needs of **student populations** that have been **historically under-resourced**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from activities based on the needs of students to ensuring the quality of programs.
   3. Main Point Three: If these programs are offered the institution **ensures** the **quality** of such programs and **frequently assesses activities** and programs (qualitative/qualitative).
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from ensuring the quality of programs to the conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Examples of student engagement opportunities in multiple modalities including those related to student life, diversity, equity, and career training. * Qualitative and quantitative data used to evaluate the effectiveness of programs (program reviews, assessments of learning outcomes and/or service area outcomes, student surveys, event attendance, etc.). * Examples of how activities increase student success and retention (if applicable). |

### Standard II.10:

Faculty and others responsible for student learning regularly assess students’ attainment of identified learning outcomes at the course, program, and institutional level. Analysis of assessment results supports institutional and curricular improvements that promote equitable attainment of outcomes.

*ER 11 – Student Learning and Student Achievement*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The institution follows **established processes** for **learning outcomes assessment** at the **course**, **program**, and **institutional** level.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from process for learning outcomes assessment to using disaggregated data in support of equitable attainment of outcomes.
   2. Main Point Two: The institution **disaggregates** learning outcomes **assessment results** and uses the analysis to **inform improvements** in support of **equitable attainment** of **learning outcomes**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from using disaggregated outcome data to ensure equitable achievement of outcomes.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Documentation and/or narrative detailing assessment processes. * Examples demonstrating how assessment results inform improvements to curriculum design and delivery. * Examples of changes to curriculum design and delivery that resulted in decreased equity gaps in learning outcome attainment. |

### Standard II.11:

The institution systematically conducts program review and learning outcomes assessment that advances the institutional mission and improves equitable student achievement.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** **Program review** includes **analysis** of data related to **student learning** (i.e., SLO assessment results) and **achievement** (e.g., course completions and degree/certificate completions), **disaggregated** for student subpopulations and/or learning modalities **as** **appropriate**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from using student learning and achievement data in program review to dialogue surrounding learning and achievement data to inform goal-setting.
   2. Main Point Two: Faculty and other educators engage in **dialogue** about **learning and achievement data**, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to **guide program improvement** and **curriculum development**, address achievement gaps, and **inform institutional goal-setting**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition dialogue about using learning and achievement data to inform goal-setting to dialogue surrounding using disaggregated learning to inform goal setting.
   3. Main Point Three: Institutional **dialogue** about **disaggregated learning** and achievement data are used for **program review** and **improvement** and **inform institutional goal-setting.**
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from dialogue around disaggregate learning and achievement data to the conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Documentation of processes for design and evaluation of curriculum. * Documentation of processes for program review, including consideration of how disaggregated data are incorporated and analyzed. * Examples of completed program review reports outlining how results inform improvements in curriculum design and/or teaching and learning practices to support equitable achievement. |

## Conclusions on Standard II: Student Success

[Insert response.]

### Improvement Plan(s)

[Insert response if applicable.]

### Evidence List

[Provide list of all evidence cited within Standard II]

# Standard III: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

## ACCJC Checklist Items – Governance and Decision-Making:

Within the Institutional Self-Evaluation Report, the institution will provide narrative and evidence that demonstrate the items below. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

*When you are finished writing complete this table.*

|  |  |
| --- | --- |
| Criteria | Location in Narrative |
| The institution has clearly defined policies/procedures for selecting and regularly evaluating the CEO of the college and/or district/system. |  |
| The institution’s governing board has established policies/procedures/bylaws related to Board Ethics. |  |
| The institution’s governing board has established policies/procedures/bylaws related to conflict of interest. |  |

### Standard III.1:

The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution **communicates** its **commitment** to principles of **academic freedom** and **freedom of inquiry** to relevant **stakeholders**, including **students**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from communicating commitment to academic freedom to communicating expectations for honesty and academic integrity.
   2. Main Point Two: The institution **communicates** clear **expectations** for **honesty**, **responsibility**, and **academic integrity** to relevant **stakeholders**, including **students**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from communicating expectations for honesty and academic integrity to communicating procedures for academic dishonesty.
   3. Main Point Three: The institution has clearly **communicated** **procedures** for addressing instances of **academic dishonesty**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from communicating procedures for academic dishonesty to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Policies, procedures, handbooks, or similar documents outlining the institution’s commitment to academic freedom and academic integrity. * Policies, procedures, handbooks, syllabi, etc. that communicate expectations for honesty and academic integrity and consequences for academic dishonesty. |

### Standard III.2:

The governing board has responsibility for the overall quality of the institution and supports its distinct character. The governing board regularly monitors progress towards the institution’s mission and goals, and monitors its fiscal health.

*ER 7 – Governing Board*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution has a **policy manual** or other compilation of policy documents that delineates the **governing board's accountability** for **academic quality** and **achievement of equitable outcomes**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from manual for governing board’s accountability for academic quality to regular review of learning/achievement by the government board.
   2. Main Point Two: The governing board **regularly reviews** key **indicators** of **student learning** and **achievement** and institutional **plans for improving academic quality** and **equitable outcomes**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from regular review of learning/achievement by governing board to manual indicating governing board responsibilities regarding financial stability.
   3. Main Point Three: The institution has a **policy manual** or other compilation of policy documents that delineates the **governing board's** role and responsibility in **ensuring** the **financial stability** of the institution.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from governing board responsibilities regarding financial stability to regular review of fiscal information by governing board.
   4. Main Point Four: The governing board **regularly reviews** key **fiscal information** and documents regarding the stability of the institution.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from regular review of fiscal information by governing board to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Policies that describe the authority and responsibilities of the board. * Board meeting minutes demonstrating regular review of key indicators of student learning and achievement and institutional plans for improving academic quality. * Policies that describe the authority and responsibilities of the board. * Board meeting minutes demonstrating regular review of key fiscal information and documents regarding the stability of the institution. |

### Standard III.3:

The governing board establishes and regularly reviews policies to ensure the realization of the institutional mission. The governing board delegates full responsibility and authority to the CEO to implement policies, and refrains from involvement in the day-to-day operations of the institution.

*ER 13 – Academic Freedom*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** The **governing board** has a **system** for **evaluating** and **revising** its **policies** on a regular basis.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from system for evaluating policies to expectations for reports from chief administrator.
   2. Main Point Two: The **governing board** sets **clear expectations** for regular **reports** on **institutional performance** from the chief administrator.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from regular institutional reports from chief administrator to delegation of authority to chief administrator.
   3. Main Point Three: Board **delegation** of **administrative authority** to the **chief administrator** is defined in **policy** or other board approved documents.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from delegation of authority to chief administrator to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Policy and/or procedure for review of board policies. * Timeline for regular review of board policies. * Policy on board delegation of authority to the CEO. |

### Standard III.4:

Members of the governing board fulfill their legal and fiduciary responsibilities, acting in the best interest of the institution. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, and/or other external parties.

*ER 7 – Governing Board*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Oncea collective decision has been reached, **board members**, individually, demonstrate their **support** for **board policies and decisions**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from demonstration of support for board policies to representative of public interest.
   2. Main Point Two: The **governing board** is appropriately **representative** of the **public** **interest**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from representative of public interest to adherence to policies for conflict of interest.
   3. Main Point Three: The **governing board** adheres to its **policies** for **conflict of interest**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from delegation of authority to chief administrator to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Policy or bylaws that describe the ways in which the board may make decisions or act. * Results from board evaluations (if applicable). |

### Standard III.5:

The governing board functions collaboratively and effectively as a collective entity to promote the institution’s values and mission. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution’s governing board **outlines** its **expectations** for working as a **collective unit in support of the mission**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from expectations for working collectively in support of mission to documented procedures for self-governance.
   2. Main Point Two: The institution’s governing board has **documented procedures** for **self-governance** and/or **addressing behavior** that does **not align** with its **policies**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from documented procedures for self-governance to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Policy or bylaws that describe the ways in which the board may make decisions or act. * Evidence of votes or other board actions taken to promote the institution's values and missions. * Results from board evaluations (if applicable). |

### Standard III.6:

The governing board systematically develops, ensures, and improves its own effectiveness through orientation, professional development, and regular board self-evaluation.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Thegoverning board has a **program** for **board development** and **training**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from program for board development to policies about self-evaluation.
   2. Main Point Two: The governing board has a **self-evaluation process**, as **defined** in its **policies**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from policies about self-evaluation to use of results for improvement.
   3. Main Point Three: The governing board **uses** the **results** from its **self-evaluation** to make **improvements** regarding its role, functioning, and effectiveness.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from use of results for improvement to evaluation of effectiveness of development/training program.
   4. Main Point Four: The governing board periodically **evaluates** the **effectiveness** of its **board development** and **training program** for ongoing improvement.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from evaluation of effectiveness of development/training program to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Agenda and/or presentations from new board member orientations. * Schedule of ongoing training opportunities or topics for board members. * Documentation of board member participation in board development workshops or conferences. * Bylaws, policy, and/or procedures for conducting board evaluations. * Completed board evaluations. * Locations where the results of board evaluations are made public. * Agenda/minutes that note discussions on the board evaluation. * Subsequent evaluations that record improvements made as a result of prior evaluations. |

### Standard III.7:

The institution’s decision-making structure and processes are clearly defined, aligned with the mission, and include opportunities for the participation of appropriate institutional stakeholders. Roles, responsibilities, and authority for decision-making are delineated as appropriate to the institution’s structure.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution’s **decision-making** **structures** and **processes** are **appropriate** to its **mission**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition decision-making structures/processes appropriate to the mission to decision-making structures/processes being documented.
   2. Main Point Two: The institution’s **decision-making structures** and **processes** are **documented** and **widely available** to support shared understanding.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from documentation of decision-making structures/processes to definition of constituency roles.
   3. Main Point Three: **Constituency** **roles** in decision-making are clearly **defined**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from definition of constituency roles to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Written documents (policies, procedures, handbooks, etc.) outlining role and practices for institutional decision-making. * Decision-making committee charters. * Decision-making committee meeting minutes and agendas. * Examples of a structure and or decision that has advanced the mission. * Examples of decision-making processes involving different institutional constituency groups. |

### Standard III.8:

The institution periodically reviews its decision-making structure and processes to ensure that they are being used consistently and effectively to advance the mission, ensure appropriate participation from institutional stakeholders, and promote equitable student success.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution **reviews** its **decision-making structure** and **processes** with a focus on **effectiveness** and **improvement**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from review of decision-making structures/process for improvement to implementation of decision-making structures to ensure participation and understanding.
   2. Main Point Two: The institution holds itself accountable for **implementing** its **decision-making structure** and processes **consistently** to ensure **participation** of appropriate **constituencies** and **shared understanding** of decisions.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from implementation of decision-making structures to ensure participation and understanding to the structures advancing the mission.
   3. Main Point Three: **Decision-making structures** and processes **advance the mission** of the institution.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from decision-making structures/processes advancing the mission to communicating the results of evaluation.
   4. Main Point Four: The institution **communicates** the **results** of its reviews of its **decision-making structure** and processes and uses them to **improve**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from communicating results of review of decision-making for improvement to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Periodic assessment of structures and processes. * Work accomplished using decision-making structures and processes to support the mission. * Examples of ideas that have been advanced through the decision-making structures and processes and implemented, with documented result(s)/outcome(s). * Minutes/reports tracking the progress of ideas from inception to implementation, including documented result(s)/outcome(s). * Reports of regular evaluation of decision-making policies/procedures and documented result(s)/outcome(s). * Structures/processes illustrate accountability and action. |

## Conclusions on Standard III: Governance and Decision Making

[Insert response.]

### Improvement Plan(s)

[Insert response if applicable.]

### Evidence List

[Provide list of all evidence cited within Standard III]

# Standard IV: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

## ACCJC Checklist Items – Infrastructure and Resources

Within the Institutional Self-Evaluation Report, the institution will provide narrative and evidence that demonstrate the items below. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

*When you are finished writing complete this table.*

|  |  |
| --- | --- |
| Criteria | Location in Narrative |
| Written policies and procedures for human resources, including hiring procedures. |  |
| Employee handbooks or similar documents that communicate expectations to employees. |  |
| If applicable, written code of professional ethics for all personnel including consequences for violations. |  |
| Annual financial audit reports (3 prior years, including any auxiliary organizations). |  |
| Practices for resource allocation and budget development (including budget allocation model for multi- college districts/systems). |  |
| Polices around Title IV including the most recent three-year student loan default rates. |  |
| Policies guiding fiscal management (e.g., related to reserves, budget development). |  |
| Any agreements that fall under [ACCJC’s policy on contractual relationships with non-accredited organizations](https://accjc.org/wp-content/uploads/Policy-on-Contractual-Relationships-with-Non-Accredited-Organizations.pdf). |  |
| Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems. |  |

### Standard IV.1:

The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.

*ER 8 – Administrative Capacity  
ER 14 – Faculty*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution has a **process** to **determine** the **staffing levels** and **organizational structure** it needs to **support** its **mission**, **educational programs**, and **operations**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from process for determining staffing levels to planning for recruitment of personnel.
   2. Main Point Two: The institution **plans** for the **recruitment** of **personnel** in accordance with its **institutional mission** and **goals**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from planning for recruitment of personnel to appropriate hiring criteria.
   3. Main Point Three: The institution uses appropriate **hiring criteria** (including minimum qualifications criteria for the system in which it operates and/or degree level, if applicable) to **ensure** all **employees** are **qualified** for their roles.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from using appropriate hiring criteria to faculty job descriptions.
   4. Main Point Four: **Faculty job descriptions** are **appropriate** for the **level** of **instruction** offered, and include the **responsibility** for **teaching** and learning, **curriculum oversight**, and the **assessment of student learning outcomes**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from faculty job descriptions to verification of education for minimum qualifications.
   5. Main Point Five: The institution **verifies** the **education** (including equivalency of degrees for non-U.S. institutions), **training**, and **experience** of all **new hires** to ensure they possess the **minimum qualifications** outlined in job descriptions.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from verification of education to tracking recording in employment equity and diversity.
   6. Main Point Six: The institution **tracks** and evaluates its record in **employment equity** and **diversity**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from recording in employment equity and diversity to regular review of policies for equitable hiring practices.
   7. Main Point Seven: The institution **regularly reviews** its **policies** and/or procedures for **equitable hiring practices** to ensure currency and relevancy.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from regular review of policies for equitable hiring practices to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Policies, procedures, or processes that guide the institution’s determination of staffing needs. * Policies, procedures, or operational guides outlining hiring practices. * Job announcements with position descriptions for faculty, administrators, and staff. * Policies, procedures, and tools used in recruitment, screening, and hiring. * Policies and procedures related to transcripts evaluation and certifying equivalency. * EEO reports, plans, goals, etc. * Results from evaluation of the effectiveness of hiring policies, processes, and procedures. |

### Standard IV.2:

The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution has **methods** to **identify** employees’ **professional learning needs** relevant to educational services and operational functions, including professional learning opportunities designed to **support institutional efforts** to **close student achievement gaps**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from methods to identify appropriate professional learning needs to evaluation of professional learning offerings.
   2. Main Point Two: The institution **evaluates** its training and **professional learning offerings** and uses the results to **improve effectiveness** in supporting employee needs.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from evaluation of professional learning offerings to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Policies, schedules, resources, agendas, or other artifacts related to employee orientation, on-boarding, and ongoing professional learning processes. * Employee handbooks/manuals. * Records of professional development opportunities offered, evaluation of impact, and use of data to inform offerings and resources for professional learning. * Sample presentations or other artifacts from trainings related to job functions and/or or other professional development events (equity and diversity training; technology use and cybersecurity trainings; federal or state-mandated trainings, etc.). |

### Standard IV.3:

Employees are evaluated regularly, using clear criteria that align with their professional responsibilities and support the institution’s mission and goals. Evaluation feedback supports employees’ ongoing development and improvement.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution **regularly** and **systematically** **evaluates** all of its **employees** based on their professional responsibilities and uses this information to foster improvement. This process is continuous and ongoing in support of the mission.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from regular and systematic evaluation to methods to determine support.
   2. Main Point Two: The institution has **methods** to **determine** the kinds of **support** its **personnel** **need** to be successful in their roles.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from methods for determining support to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Procedures and documentation related to performance evaluation. * Action plans based on data derived from performance evaluations. * Feedback, suggestions, and recommendations derived from evaluation tools. |

### Standard IV.4:

The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

*ER 18 – Financial Resources*

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution has **resources** to **support** **essential program needs**, as well as **educational improvement** and **innovation** when warranted.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from resources to support essential program needs to allocation of funds to achieve goals for learning.
   2. Main Point Two: **Funds** are **allocated** in a manner to help **achieve the institution's** stated **goals** for **student learning**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from allocation of funds to achieve goals for learning to process for setting priorities.
   3. Main Point Three: The institution’s **resource allocation process** provides a means for **setting priorities for funding**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from process for setting priorities to management of resources.
   4. Main Point Four: The institution **manages** its **resources** in order to **sustain educational** **services** and improve institutional effectiveness at **all locations** where over **50%** of a **program is offered**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from management of resources to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Annual financial reports (including Audited financial statements). * Budget allocation model or process. * Analysis of multi-year projections, trends in major budget categories, or similar planning documents. * Examples of the enhancement of programs or services funded through the budget allocation model or process. |

### Standard IV.5:

The institution’s mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution **considers** its **mission** and **goals** as part of the **annual** **fiscal planning process**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from mission and goals in planning to processes ensure stakeholder participation.
   2. Main Point Two: The institution’s **processes** are used to **ensure** appropriate **stakeholder** **participation** in **financial planning** and **budget development**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from stakeholder participation to receiving accurate information about funds.
   3. Main Point Three: **Individuals involved** in **institutional planning** receive **accurate** **information** about **available funds**, including the annual budget showing ongoing and anticipated fiscal commitments.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from receiving accurate information about funds to sound financial planning as foundational to plans/goals.
   4. Main Point Four: **Sound financial planning**, including a realistic expectation of financial resource availability, is a **foundational element** of the institution’s **plans and goals**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from sound financial planning as foundational to plans/goals to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Documentation of how the budget development process ties resource allocation to the mission, institutional goals, and/or program review and planning. * Procedures that outline processes and timelines for financial planning and budget development, including responsible parties and opportunities for input from institutional stakeholders. * Examples of how budget proposals, resource allocation decisions, and/or financial decisions are reported to institutional stakeholders. * Documentation of coordination of institutional planning with grants and other alternative funding sources. * Other documents used during institutional planning that identify available or potential financial resources and/or funding sources. |

### Standard IV.6:

The institution assures the integrity and responsible use of its financial resources and regularly evaluates its financial management practices to promote institutional mission fulfillment.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution has effective internal and external **control mechanisms** in place to **ensure** that **dependable**, **accurate**, and **timely financial information** is available for sound **financial decision-making**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from control mechanisms for sound financial decision-making to audits.
   2. Main Point Two: **Audits** demonstrate the **integrity** of **financial management** practices, and **audit findings** and/or negative reviews are **addressed in a timely manner**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from audits to communication about finances.
   3. Main Point Three: **Information** about **budget**, **fiscal conditions**, and **audit** results are **communicated** with **stakeholders** as appropriate to the institution’s mission and structure.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from communication about finances to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Budgets, financial reports, audit reports, and/or similar documents. * Finance department program review, including evaluation of effectiveness of internal controls. * Evaluation instruments for assessing effectiveness and integrity of financial management practices, and the results of such evaluations. * Annual external audit reports and findings. * Audits of any foundations that are not separately incorporated. * Formal responses to external audit reports and findings. * Minutes of meetings when audits and findings are discussed and responses are planned. * Minutes of meetings where the above reports are disseminated. |

### Standard IV.7:

The institution assures a reasonable expectation of financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution **reviews** its **past** **financial** **results** as part of **planning** for current and **future** fiscal needs.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from review of financial results for planning to continual assessment of capital structure.
   2. Main Point Two: The institution continually **assesses** and **adjusts** its **capital structure** and cash management strategies to ensure both **short-term** and **long-term** financial **solvency**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from continual assessment of capital structure to plans for payment of long term obligations.
   3. Main Point Three: The institution has reasonable **plans for payments** of long-term liabilities and obligations (health benefits, insurance costs, building maintenance costs, other post-employment benefit obligations, etc.) and **considers** these **plans** in **annual budget development** and other short-term fiscal planning.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from plans for payment for payment of long term obligations to assessment of repayment obligations.
   4. Main Point Four: The institution has an **annual assessment** of **debt repayment** obligations.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from assessment of repayment obligations to plans to repay locally incurred debt.
   5. Main Point Five: The institution has appropriate **plans** to **repay** **locally** incurred **debt**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from plans to repay locally incurred debt to scheduling of repayment in coordination with future obligations.
   6. Main Point Six: The institution ensures that **locally incurred debt** repayment schedule **does not** have an **adverse impact** on meeting all current and future **financial obligations**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from locally incurred debt repayment schedule to conclusion+.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Procedures for short and long-term management of the institution’s cash and capital structure. * Reports outlining institutional obligations for future total employee compensation expenditures (employment agreements, collective bargaining agreements, management contracts, including any buy-out provisions, etc.). * Budgets and/or plans that demonstrate how the institution accounts for payments of both short-term liabilities and long-term and/or future obligations. |

### Standard IV.8:

The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution assures safe and effective physical resources at all locations where it offers courses, programs, and learning support services.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution **aligns planning and maintenance** of **facilities** and other **physical resources** with the **institutional mission** and goals and needs of programs and services.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from aligning planning of facilities in coordination with mission to processes/procedures to ensure safety.
   2. Main Point Two: The institution has **processes** and/or procedures in place to **ensure** the **safety** of all **facilities**, including **procedures for reporting** of **unsafe** physical **facilities**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from processes/procedures to ensure safety to evaluating effectiveness of facilities on a regular basis.
   3. Main Point Three: The institution **evaluates** the **effectiveness** and **sufficiency** of its **facilities** and equipment on a **regular basis**, taking utilization and other relevant data into account.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from evaluating effectiveness of facilities on a regular basis to using results of evaluations.
   4. Main Point Four: **Results** of assessments and evaluation are **used to improve** effectiveness of **facilities**, **equipment**, and other **physical resources**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from using results of evaluation to improve effectiveness to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Long-term planning documents related to physical resources. * Plans pertaining to evaluation/prioritization of scheduled maintenance needs of physical facilities. * Documentation of evaluation of use of facilities such as a facilities inventory. * Procedures or systems used for reporting concerns for facility safety, security or maintenance. * Documentation related to regular inspections and maintenance of physical resources. * Documentation from evaluation/review of effectiveness of physical resources operations (grounds, transportation, housekeeping, maintenance, etc.). * Facilities utilization/occupancy assessment reports. |

### Standard IV.9:

The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution **aligns** **technology** **planning**, implementation, and maintenance with the **institutional mission and goals**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from aligning technology planning with mission to ensuring technology infrastructure can support education services/operations.
   2. Main Point Two: The institution’s **technology infrastructure** is appropriate to **support** **educational services and operations**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from ensuring technology infrastructure can support education services/operations to communicating guidelines around appropriate use of technology.
   3. Main Point Three: The institution **clearly communicates guidelines**/rules for **appropriate** **use** of its **technologies** to all users.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from communicating guidelines around appropriate use of technology to secure networks and data.
   4. Main Point Four: The institution’s **networks** are **secure** and **data** is **protected**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from secure networks and data to regular evaluation of technology infrastructure.
   5. Main Point Five: The institution **regularly evaluates** its **technology infrastructure** (including network security) to ensure **ongoing effectiveness** in supporting **educational services and operations**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from regular evaluation of technology infrastructure to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * User survey instruments. * Technology plans, educational master plans or program reviews addressing technology needs. * Documentation of procedures for, or incidents of, security threats and corresponding resolutions. * Publications containing acceptable use policies or guidelines, such as employee handbooks, student handbooks, etc. |

### Standard IV.10:

The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

1. **Introduction:** Paragraph that offers a **brief** preview of your content below (Tip: most meaningful to write this last).
2. **Body Paragraphs**
   1. Main Point One**:** Theinstitution has **policies** and **procedures** in place that will **mitigate emergencies** and **unforeseen occurrences** that would **significantly impact** availability of its **resources**.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from policies and procedures that mitigate emergencies to sufficient insurance to cover needs.
   2. Main Point Two: The institution has **sufficient insurance** to cover its needs. If the institution is self-funded in any insurance categories, it has sufficient reserves to handle financial emergencies.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from sufficient insurance to cover needs to routine review of insurance coverage.
   3. Main Point Three: The institution **routinely reviews** and **updates** their **insurance** coverages.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from routine review of insurance coverage to protocols for back-up/recovery of sensitive data systems.
   4. Main Point Four: The institution has **protocols for back-up and recovery** of **sensitive data systems**, including student and employee information systems.
      1. Narrative with appropriate evidence cited (see below for possible sources of evidence).
      2. Transition from protocols for back-up and recovery to conclusion.
3. **Conclusion:** Paragraph that ties all the above together to assess how we are meeting the standard. Consider the following questions:
   * What have we learned?
   * Are there opportunities for growth?
   * Are there improvements needed?
   * Are we doing something exceptional?

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| **Possible Sources of Evidence:** The suggestions below are provided by ACCJC as a launching point for your writing team as you begin to identify evidence that supports this Standard.   * Policies or procedures for risk management. * Records of self-insurance for health benefits, workers compensation, and unemployment. * Contingency plans for financial, environmental, technological, and other emergencies. |

## Conclusions on Standard IV: Infrastructure and Resources

[Insert response.]

### Improvement Plan(s)

[Insert response if applicable.]

### Evidence List

[Provide list of all evidence cited within Standard IV]