

ACCREDITATION 2004 SELF-STUDY STRUCTURE

Accreditation Co-Chairs:

Gordon Dossett

Randy Lawson

Self-Study Editor:

Gina Jerry

Standard I—Institutional Mission and Effectiveness

Co-Chairs:

Ruth Logan

Judy Schwartz

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard II—Student Learning Programs and Services

Co-Chairs:

Lesley Kawaguchi

Jeff Shimizu

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II Subcommittees:

A. Instructional Programs

Co-Chairs:

John Gonzalez

Sal Veas

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

B. Student Support Services

Co-Chairs:

Brenda Johnson-Benson

Karen Legg

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

C. Library and Learning Support Services

Co-Chairs:

Mary Colavito

Mona Martin

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services

Standard III—Resources

Co-Chairs:
Katharine Muller
Janet Yu

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III Subcommittees:

A. Human Resources

Co-Chairs:
Sherri Lee-Lewis
Ken Mason

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

B. Physical Resources

Co-Chairs:
Jan Austin
Greg Brown

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

C. Technology Resources

Co-Chairs:
Jocelyn Chong
Peggy Kline

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

D. Financial Resources

Co-Chairs:

Tom Donner

Mitra Moassessi

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard IV—Leadership and Governance

Co-Chairs:

Fran Manion

Robert Sammis

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator

Standard IV Subcommittees:

A. Decision-Making Roles and Processes

Co-Chairs:

Alan Buckley

Dot Gelvin

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

B. Board and Administrative Organization

Co-Chairs:

Charlie Donaldson

Marvin Martinez

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief

administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

ACCREDITATION STEERING COMMITTEE

Gordon Dossett, Co-Chair

Randy Lawson, Co-Chair

Luis Barrera (Associated Students)

Lesley Kawaguchi (Standard II)

Ruth Logan (Standard I)

Fran Manion (Standard IV)

Katharine Muller (Standard III)

Lee Peterson (Classified Senate)

Robert Sammis (Standard IV)

Judy Schwartz (Standard I)

Jeff Shimizu (Standard II)

Janet Yu (Standard III)