

I. INTUITIONAL MISSION AND EFFECTIVENESS

	Accreditation Standard Section	Timeline & Person(s) Responsible	Planning Agenda(s)
I-A1	Student learning programs and services aligned with purpose, its character and student population		
I-A2	Statement approved by the board		
I-A3	Institution reviews its mission statement		
I-A4	Mission central to institutional planning and decision making		
I-B1	Ongoing, collegial, self reflective dialogue about continuous improvement of student learning and institutional processes		
I-B2	Set goals to improve its effectiveness		
I-B3	Assesses progress towards achieving its goals		<ul style="list-style-type: none"> Implement a process to monitor and assess the progress of goals and objectives throughout the year in order to increase effectiveness.*
I-B4 & I-B5	Planning process is broad based, constituency impute, allocated necessary resources, leads to improved of institutional effectiveness Communicates matters of quality assurance		<ul style="list-style-type: none"> Align the budget allocation process with the <i>Strategic Plan</i>. *
I-B6	Systematically assesses ongoing planning and resource allocation process		<ul style="list-style-type: none"> Revise the <i>Planning Handbook</i> in order to improve institutional effectiveness incorporating lessons learned from the previous planning cycles.*
I-B7	Assesses its evaluation mechanisms		<ul style="list-style-type: none"> Review the process and revise the timeline for program reviews to better integrate the online program review and unit planning documents.*

II STUDENT LEARNING PROGRAMS AND SERVICES

	Accreditation Standard Section	Timeline & Person(s) Responsible	Planning Agenda(s)
II-A1	High Quality instructional Programs-emerging field of study, programs systematically assessed		
II-A1a	Varied educational needs—through programs that relies upon research and analysis to identify student learning needs		<ul style="list-style-type: none"> By fall 2006, identify a process to provide data on employment outcomes of students who complete college certificates or degrees and on programs to meet the needs of the surrounding community.*
II-A1b & II-A2d	<p>Delivery systems and modes of instruction compatible with the objectives of the curriculum</p> <p>Uses delivery modes and teaching methodologies reflective of the diverse needs and learning styles</p>		<ul style="list-style-type: none"> Expand the offerings of online courses and develop online programs to meet the growing demand.* Develop and support the new strategies for assessment of learning styles created with the re-organization of the Learning Resources Center in the English department.* Use “Equity for All” project data to further identify and enhance student learning styles. Start a “Best Practices Forum” with faculty to determine how to identify and address individual learning styles and incorporate best practices into the curriculum.
II-A1c & II-A2b	<p>Identifies student learning outcomes for courses, program, certificates; assesses and make improvements</p> <p>Faculty expertise and advisory committees to identify competency and measure learning outcomes for courses, certificates, programs</p>		<ul style="list-style-type: none"> By spring 2006 develop a comprehensive timeline for completion of identification, assessment, and evaluation of SLOs at course, program, and institutional levels. *
II-A2	Assures the quality and improvement of all instructional courses and programs		
II-A2a	Design, identify, approve, administer, deliver and evaluate courses and programs		<ul style="list-style-type: none"> Using data from focus groups, program review, viability recommendations, and other pertinent data improve and develop future programs that meet student and community needs. Review vocational programs every two years.

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II-A2c	High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning		<ul style="list-style-type: none"> Review and evaluate the “five-semester” plans.
II-A2e & II-A2f	Evaluates all courses and programs for relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans Ongoing systematic evaluation and planning to assure currency and measure achievement		<ul style="list-style-type: none"> Revisit the six-year program review cycle and timeline, add student survey data, expand the SLO component, and possibly include an external review. Develop workshops to enhance faculty knowledge and implementation strategies on how to utilize SLOs for improving instructional programs and courses.
II-A2g	Validates departmental courses and programs examinations		<ul style="list-style-type: none"> Validate the English departmental final examinations.
II-A2h & II-A2i	Awards credit based on student achievement Awards degrees and certificates based on student achievement		<ul style="list-style-type: none"> Develop, implement, assess and improve degree and certificate SLOs through activities such as holding* departmental workshops, collecting data, and reviewing SLOs from other institutions.
II-A3	All academic and vocational degree programs have general education. General education has comprehensive learning outcomes		
II-A3a & II-A3b & II-A3c	Basic content and methodology of the major areas of knowledge A capability to be a productive individual and life long learner A recognition of what it means to be an ethical human being and effective citizen		<ul style="list-style-type: none"> Develop, assess, and improve general education student learning outcomes that integrate life long skills throughout the curricula.
II-A4	All degree programs in at least one area of inquiry or interdisciplinary core		
II-A5	All vocational and occupational certificates demonstrate technical and professional competencies that meet employment and other standards		<ul style="list-style-type: none"> Analyze data to determine to what extent students are completing external competency requirements.
II-A6	Students received clear and accurate information about educational courses, programs and transfer programs		
II-A6a	Clearly stated transfer of credit policies		
II-A6b	When programs are eliminated the institution current students can complete		
II-A6c	Institutions represents itself clearly, accurately, and consistently to the public and students		<ul style="list-style-type: none"> Standardize syllabi information that incorporates student learning outcomes.

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II-A7	Uses and makes public governing board adopted policies		
II-A7a	Faculty distinguish between personal conviction and professional views		
II-A7b	Publishes clear expectations concerning student academic honest and dishonesty		
II-A7c	Require conformity to specific codes of conduct of all		
II-A8	Offer to student other than US follows established standards		
II-B1	Assures the quality of student support services—regardless of location or means of delivery support student learning and enhance achievement of the mission of the institution		<ul style="list-style-type: none"> Review and revise the orientation program and personal development classes and encourage enrollment in a personal development class by first time college students. Assign a counselor to each of the academic disciplines to attend departmental meetings and carry information from and to the counseling services.
II-B2	Provides a catalog with precise, accurate, and current information		<ul style="list-style-type: none"> Encourage more student use of the catalog. Utilize focus groups to solicit information regarding content, layout, and distribution of the catalog.
II-B3	Researches and identifies the learning support needs of its student population and provides appropriate services and programs		
II-B3a	Equitable access to all of its students—appropriate, comprehensive, and reliable services		<ul style="list-style-type: none"> Plan and host an all-day retreat for all staff and faculty within the division to discuss and develop an action plan to address student retention and success factors.
II-B3b	Environment that encourages personal and civic responsibility		<ul style="list-style-type: none"> Create more opportunities for dialogue both in and out of classes for students to become more aware of the mounting social issues that will impact them and their children’s lives. Develop and assess SLOs around civic responsibility. Encourage more student involvement on committees, student government, and other activities that promote civic and personal responsibility.

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II-B3c	Maintains and evaluates counseling and prepares others for their advisory functions		<ul style="list-style-type: none"> Develop and use a system to obtain student feedback on services at the conclusion of a visit in each Student Services office.
II-B3d	Designs and maintains appropriate programs that support and enhance diversity		<ul style="list-style-type: none"> Ensure that events focus on diversity and are planned far enough ahead, scheduled at a time that students and staff will be present, and tied to an academic assignment. Publicize the events carefully and thoroughly.
II-B3e	Regularly evaluates admissions and placement instruments		
II-B3f	Maintains student records—permanently, securely, and confidentially Follows established policies for release of student records		<ul style="list-style-type: none"> Utilize technology to scan and store student records.
II-B4	Evaluates Student support services		<ul style="list-style-type: none"> Regularly evaluate and assess student service programs. Further develop, implement, and assess student services SLO's.
II-C1	Provides library and other learning support services sufficient in quantity, currency, depth, and variety to facilitate offerings		
II-C1a	Maintains educational equipment and materials		<ul style="list-style-type: none"> Purchase software, licensing, cooperative ventures, and books for the Library and other learning support services. Expand and update technology in the Library and learning support services. Renovate the Library and other learning support services areas using Prop A/AA funds. Coordinate and communicate the various learning support services.
II-C1b	Ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency		<ul style="list-style-type: none"> Through the Curriculum Committee, encourage the infusion of information competency into the curriculum.
II-C1c	Student have adequate access to the library and other learning support services		<ul style="list-style-type: none"> Modify hours to include weekend access to the Library and learning support services.

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II-C1d	Effective maintenance and security of library and other learning support services		<ul style="list-style-type: none"> • Work with the architect in remodeling projects to select the most appropriate security and monitoring system for the college.
II-C1e	Collaboration are as a result of formal agreements and the performance of these services is evaluated regularly		
II-C2	Evaluates library and other learning support services to assure adequacy in meeting identified student needs		<ul style="list-style-type: none"> • Implement point-of-service surveys for the library and other learning support services. • Develop SLOs for the Library and other learning support services.

III. RESOURCES

	Accreditation Standard Section	Timeline & Person(s) Responsible	Planning Agenda(s)
III-A1 III-A2	Employees personnel who are qualified Maintains a sufficient number of qualified faculty with full-time responsibility to the institution and support the mission		<ul style="list-style-type: none"> Review staffing levels in all departments and provide recommendations. Ensure all staff and faculty are evaluated at their specified regular intervals.
III-A 3	Systematically develops personnel policies and procedures		
III-A4	Demonstrates issues of equity and diversity		<ul style="list-style-type: none"> Review and implement strategies from the <i>Student Equity Plan</i>.
III-A5	Personnel with appropriate opportunities for professional development		<ul style="list-style-type: none"> Develop and publicize an annual training calendar with professional development activities.
III-A6	Human resource planning is integrated with institutional planning		<ul style="list-style-type: none"> Implement the findings of the staffing review (refer to III A 2)
III-A 6a	Safe and sufficient physical resources		<ul style="list-style-type: none"> Revise and implement <i>College Emergency Preparedness Plan</i>. Prepare a strategic plan for operations and maintenance to include a specific timeline for periodic review of college facilities and a campus-wide process for obtaining feedback.
III-B2	Physical resources support intuitional programs and services		
III-C1 III-C2	Technology support meets the needs of learning Technology planning is integrated with institutional planning		<ul style="list-style-type: none"> Complete the <i>Technology Replacement Plan</i> to include standardization of peripherals including copying systems. Survey and offer technology training for faculty and staff. Develop a plan with timeline to improve the college’s technology infrastructure. Select a course software management system and develop a management plan

			for online courses.
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III-D1	Mission and goals as the foundation of financial planning		<ul style="list-style-type: none"> • Complete revision of the <i>Planning Handbook</i>
III-D2	Financial management has controls and widely disseminates		

IV. LEADERSHIP AND GOVERNANCE

	Accreditation Standard Section	Timeline & Person(s) Responsible	Planning Agenda(s)
IV-A1	Created an environment for empowerment of faculty, staff, students and administrators		<ul style="list-style-type: none"> • Increase college community’s awareness of committees and their members’ roles. • Evaluate the participatory processes and make necessary modifications.
IV-A2 IV-A2a	<p>Has a written participatory agreement for faculty, staff, students and administrators</p> <p>Clearly defined role for faculty, staff, students, and administrators in the governance process</p>		<ul style="list-style-type: none"> • Create a handout outlining all college-wide committees, their composition, frequency of meetings and charge. • Promote constituency participation and attendance at meetings. • Provide mechanisms to facilitate how information is disseminated from committees to constituency groups; for example, publish this information on college website.
IV-A2b	The institution relies on faculty, its academic senate or other appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.		
IV-A3	Faculty, staff, students, and administrators work together for the good of the college		
IV-A4	Honest and ethical report to external agencies		
IV-A5	Regularly evaluation and use of input to improve institutional governance/decision making		<ul style="list-style-type: none"> • Evaluate the effectiveness of the college’s decision-making structure and processes.
IV-B1	Governing board is responsible for establishing quality, integrity and effectiveness of the student learning programs and services. Adheres to clearly defined policy for selecting the chief administrator for he college		
IV-B2	President has primary responsibility for the quality of the institution he/she leads		
IV-B2a	President plans, oversees and evaluates an administrative structure		<ul style="list-style-type: none"> • Plan more team-building retreats and staff-building activities.
IV-B2b	Guides improvement of the teaching and learning environment		
IV-B2c	Assures the implementation of statues, regulations and board policies and that		

	practices are consistent with institutional mission		
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IV-B2d	Effectively controls budget and expenditures		<ul style="list-style-type: none"> • Improve college-wide communications about the college's budget.
IV-B2e	Communicates effectively		<ul style="list-style-type: none"> • Host additional college and community meetings. • Prepare quarterly newsletters for the internal and external community.
IV-B3	District system provides leadership and has clear roles of authority and responsibility between the colleges and the district		