DOCUMENT RESUME

ED 250 039   JC 840 576

TITLE   Delineation of State Agency, Accreditation, and
                 Institutional Responsibilities. Improving Community
                 College Evaluation and Planning: Project Working
                 Paper Number Four.
INSTITUTION   California Community Colleges, Sacramento. Office of
                 the Chancellor.; Western Association of Schools and
                 Colleges, Aptos, CA. Accrediting Commission for
                 Community and Junior Colleges.
SPONS AGENCY   Fund for the Improvement of Postsecondary Education
                 (ED), Washington, DC.
PUB DATE   82
NOTE   70p.; For related documents, see JC 840 577-584.
PUB TYPE   Reports - Descriptive (141) -- Guides - Non-Classroom
                 Use (055)

EDRS PRICE   MF01/PC03 Plus Postage.
DESCRIPTORS   *Accreditation (Institutions); Accrediting Agencies;
                 Administrative Organization; *Agency Role; College
                 Planning; *Community Colleges; Cooperative Planning;
                 Evaluation Methods; *Institutional Evaluation; *State
                 Agencies; Statewide Planning; Two Year Colleges
IDENTIFIERS   *California Community Colleges; *Western Association
                 of Schools and Colleges

ABSTRACT
         One of a series of papers resulting from a Fund for
the Improvement of Postsecondary Education (FIPSE) project to improve
evaluation and planning in community colleges, this working paper
presents a plan of purposes and activities to experimentally test a
model of delineation of responsibilities among accrediting
commissions, state agencies, and local community college districts.
Following introductory materials on the project, the paper presents
certain assumptions and expectations to be understood in defining the
complementary roles of the Office of the Chancellor for California
Community Colleges (CCC) and the Western Association Accrediting
Commission for Community and Junior Colleges (ACCJC). This section
includes a matrix showing objectives, participants, and
responsibilities with regard to the FIPSE project. The next section
focuses on the organizational relationships between the CCC and
ACCJC, examining the quasi-hierarchical levels of institutional
accountability, evaluation, and planning in the CCC, the role of the
FIPSE project in community college accountability, influences in the
community college environmental network that reduce and promote
conflict, and cyclical stages in institutional planning. Next, a
discussion is provided of the relationships between accreditation
standards and goals of the Board of Governors of the CCC, and of the
gaps in the state goals and ACCJC standards. Appendices propose a
delineation of functions, present a statement of CCC philosophy and
goals, and provide ACCJC accrediting standards. (LAL)

Improving Community College Evaluation and Planning

PROJECT
WORKING
PAPER
NUMBER
FOUR

DELINEATION OF STATE AGENCY, ACCREDITATION, AND INSTITUTIONAL RESPONSIBILITIES

Chancellor's Office
California Community Colleges
Western Association Accrediting Commission
for Community and Junior Colleges

SPRING 1982

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Other Reports and Papers:

o College Planning: Strategies for Staff
   Assessment of the Environment

o Census Users Manual

o Report on Learner Outcomes Symposium

o Working Papers on the FIPSE Project:

   #4   Delineation of Responsibilities
   #5,6,7 Planning and Accreditation: A
           Survey of Attitudes of Policy-
           makers
   #8   Information Systems Report
   #10   Measuring Community College Outcomes:
           The State-of-the-Art

from the project on

        Improving Community College Evaluation and Planning

jointly sponsored by the

        Chancellor's Office, California Community Colleges
                              and
        Western Association Accrediting Commission for Community
        and Junior Colleges

and partly supported by a grant from the federal Fund for Improvement of
Postsecondary Education.

PROJECT WORKING PAPER NO. FOUR:

DELINEATION OF RESPONSIBILITIES

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DELINEATION OF RESPONSIBILITIES

PREFACE

• This working paper on Delineation of Responsibilities is one of a series of papers resulting from a three-year project to improve evaluation and planning in the community colleges. The project is sponsored jointly by the Chancellor's Office of the California Community Colleges and by the Western Association Accrediting Commission for Community and Junior Colleges. Project work is concentrated in California and Hawaii, the jurisdiction of the Western Accrediting Commission. Support for the project is provided by community colleges in these states, the two sponsoring agencies, and by the Federal Fund for Improvement of Postsecondary Education (.IPSE).

Project objectives include developing a clear statement of the responsibilities for evaluation and planning that are appropriate for state control agencies, accrediting commissions, and for local community colleges. Tensions. about the appropriate division of these responsibilities exist throughout the country. A long tradition of cooperation in California and Hawaii, however, has created a most congenial atmosphere in which to analyze and clarify the proper delineation of roles.

Project staff also are developing a series of tools to improve the state-of-the art of evaluation and planning for community colleges. Beginning in the Fall 1982, these tools have been introduced, used and assessed in a dozen workshops, self-study seminars, symposia, and problem-solving sessions conducted in California and Hawaii. These activities will continue through the Fall of 1984. While project work is being concentrated in the two states, it should be possible to generalize the results to virtually any community college operation or governance structure in the country.

Working Paper Four was prepared earlier in the Project in order to guide the staff, the sponsoring agencies, and cooperating institutions in understanding and carrying out coordinated responsibilities. It is a plan of purposes and activities which experimentally tests a model of delineation of responsibilities, particularly in California, among the accrediting commission, the state agency and the local community college districts. The experiment will be formally evaluated in 1984-85. The findings will be used to guide the participants in adopting policies and/or arrangements for responsibilities in evaluation and planning in California community colleges.

A prime reason for including Hawaii in the Project is that responsibilities in that state are formally defined and serve to guide the evaluation and planning by individual colleges, the Office of the Chancellor of Community Colleges, and the University of Hawaii which is both the state agency for postsecondary education and the state planning agency for higher education. This unique

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structure is explained and discussed in Working Paper Seven.

A major thesis of the FIPSE Project is that the improvement of evaluation and
planning and the credibility of such efforts are influenced, and perhaps,
dependent upon appropriate delineation of responsibilities particularly between
non-governmental accreditation and the planning and review functions of the
appropriate state agency.

The reader w   ot   th it we, the project staff, have other responsibilities.
Consequent   ot for the help and assistance of countless others in
both Hawai   ,.   a, this effort would be impossible. Unfortunately,
space dc   ¿s to list all these individuals. However, we do want to
thank Evelyn ace,   . the state Chancellor's Office and Rich Montori of
Monterey Peninsula college for their excellent work, respectively, in typing
the manuscript and in preparing the art and printing for this document.

We especially appreciate the support from FIPSE. Receipt of the Fund's grant
has set in motion a series of commitments on the part of others whose support
(in money and in kind) is essential to the successful completion of this
project and the implementation of its results.

Chuck McIntyre   Robert Swenson   Dale Tiller
Project Director   Project Co-director   Principal Project Consultant

Director,   Executive Director,   Professor Emeritus,
Analytical Studies Unit   Western Accrediting   School of Education
State Chancellor's Office   Commission for   University of California,
California Community   Community and Junior   Berkeley
 Colleges   Colleges

DELINEATION OF RESPONSIBILITIES

ASSUMPTIONS AND EXPECTATIONS

Certain assumption, and expectations should be understood in defining the
complementary roles of the state agency (CCC) and the accrediting commission
(ACCJC) in the Improvement of Evaluation and Planning Project (FIPSE); and in
the Project's potential influence on statewide policies and practices related
to accountability of California's and Hawaii's community colleges.

Among the assumptions are:

1. The existing dual process of agency review and accrediation self-study and
   visitation is costly, duplicative, and wasteful of local staff and
   resources.

2. The state agencies and the accrediting commission, heretofore, have given
   insufficient attention to institutional evaluation and planning, and to
   the improvement of such capabilities.

3. Current institutional and agency planning tends to be segmented as a result
   of specialization in state agency functions, and perhaps because of the
   discreteness of commission standards.

4. Review of local effort has generally been based on process rather than out-
   come criteria.

5. Future state accountability demands are likely to emphasize compliance if
   agency and commission responsibilities are not coordinated so as to pro-
   mote comprehensive planning and student outcome evaluation.

Major expectations are:

1. Excessive, duplicative, and costly state compliance requirements can be
   reduced so that only the most critical mandates are monitored or
   enforced by the state agency.

2. Specialized state agency functions can be coordinated in order to (a)
   encourage comprehensive planning; (b) eliminate duplicative reporting
   requirements; and (c) facilitate joint visits between agency and
   commission.

3. A set of statewide priorities can be derived cooperatively from state
   interests, legal mandates, and the most universal goals and objectives
   of local institutions.

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4. Comprehensive planning documents can be prepared so as to be useful for both agency review and accreditation visits.

5. Improved planning and evaluation capabilities can be achieved through training workshops jointly designed and conducted by the state agency and the accrediting commission in cooperation with the colleges.

6. Coordinated development of a dual purpose information system should result in cost savings to colleges, uses of comparative data for self studies and comprehensive plans, and in improved qualitative review of plans and programs.

Other states are coordinating reviews by state agencies and accreditation visits (see Working Paper Three). However, the Project to Improve Evaluation and Planning goes beyond the common wisdom that whereas the state agency is responsible for assessing the public interests, the accrediting commission complements this state function by assessing the internal efficiency of a college in relationship to its own stated purposes. Specifically, the Project has as objectives (1) training for improved capabilities in evaluation and planning; (2) completion of information systems useful at the state and local levels; and (3) use of institutional planning documents for joint accreditation and agency review visits.

Whereas such joint efforts should enhance the credibility of college and state accountability, they also bring into focus concerns for the integrity of voluntary accreditation on the one hand and the rigor of agency review on the other: thus, the need to delineate responsibilities of the two Project sponsors. In this working paper, it seems appropriate to suggest related project responsibilities of the field advisory committee, consultants, and the local institutions. Chart 1 presents a matrix of objectives, participants, and responsibilities.

Chart 1 will be amended after appropriate consultations to delineate state agency requirements for Hawaii.

The FIPSE Project's policies, objectives, and practices can be viewed as on-going modes of improving institutional accountability both to the state and to local communities. The Project is a vehicle for institutional, agency, and commission improvement, leading to recognition of accountability within the community college network in making efficient uses of scarce resources while demonstrating attention to the improvement of learner outcomes.

It is anticipated that early in the Project a set of statewide priorities will be derived from existing CCC goals. As these priorities are used and refined in the evaluation and planning processes of the workshops, joint visits, and other agency and field activities, they may then be proposed as a set of statewide objectives for field review and CCC Board of Governors' adoption.

The FIPSE Project's policies, objectives, and practices can be viewed as on-going modes of improving institutional accountability both to the state and to local communities. The Project is a vehicle for institutional, agency, and community college network in making efficient uses of scarce resources while demonstrating attention to the improvement of learner outcomes.

After review of this working paper on delineation of responsibilities, a time-

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frame was then agreed to by the Project directors and consultant. This
revision shows the activities which have already been completed and
recommended target dates or periods for both near-term and long-term
responsibilities.

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CHART 1

PROJECT OBJECTIVES AND RESPONSIBILITIES
TARGET DATES

PROJECT OBJECTIVES	STATE AGENCY	ACCREDITING COMMISSION	ADVISORY COMMITTEE	CONSULTANTS	INSTITUTIONS
		-JOINT-			
1. Promote Project under- standing and support	Get Chancellor and Board approval	Get Commission approval	Review proposals clarify objec- tives/procedures	Position papers on literature; delinea- tion of roles; ques- tions for field survey	Make known college needs and interests
9/81 - 9/82	Agency staff participation	Consult with field leaders	Interpret field interests and concerns	Survey of legisla- tive and policymaking groups 5/82 - 7/82	Survey of principal agents 5/82 - 9/82
	SELECT AND MEET WITH ADVISORY COMMITTEE & CONSULTANTS				
	CONSULT WITH LEGISLATIVE & CONSTITUENCY GROUPS				
2. Define roles and responsi- bilities 1/82 - 12/82	Provide agency documents and identify relation- ship issues	Provide commission documents and identify relation- ship issues	Critique papers & make recommen- dations Advise on dupli- cation of report-	Working papers; delineation of roles in state network; & on Project responsi- bilities	Consider and respond to proposed role of colleges in Project objectives 9/82 - 12/82
	Proposals on com- pliance & agency role in planning 6/82	Propose use of standards in improving planning & evaluation	ing and local capabilities	Paper on CCC goals & ACCJC standards	CEOs - 10/82 ALOs - 11/82
4/82 continuing	Insure account- ability to Legis- lature	Protect integrity of accrediting process		Consult with directors in policy and procedures	

1

4/82 - 6/83   Strengthen role   Continuing
in planning/evalua-
tion

FACILITATE DECISIONS AND ADOPT
POLICIES AND PROCEDURES
10/82   6/82

3. Complete state-wide information system	Determine exist-ing and needed data and sources 6/82	Propose additional data from self studies 6/82	Review & advise on content & uses of system at local level 6/82	Consult with state agency on system design & uses 6/82	Provide necessary data; determine uses in planning and self study 5/82 - 5/83
6/82 - 6/83	Design models for use in training & local planning 9/82 - 12/82	Recommend uses of system in self studies 9/82		Propose uses of system in training 7/82	
	Determine scope & uses of system within agency capabilities and resources 9/82				
	Determine most cost-effective means of collect-ing data & making available for state & local use 12/82	Recommend uses of system in accredi-tation review 9/82			Use and evaluate information system 1982 - 1983
4. Plan self-study seminars for 20 col-leges (joint commission & agency visits)	Prepare training materials & prob-lem solving tech-niques for improv-ing planning using information system & state-	Prepare training materials and techniques for use of standards in preparing self studies	Review plans & test against field realities; propose alter-nate strategies 9/82	Propose seminar objectives & methods for helping colleges prepare for joint visits Summer 1982	Review seminar plans, appoint college participant, prepare needed materials 9/82

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Two 2-day seminars, 1 North, 1 South Summer 1982	wide objectives Summer 1982 ADOPT TRAINING PROGRAM AND SCHEDULE TO PREPARE COLLEGES FOR JOINT VISITS Summer 1982	Review and advise on consumer survey proposals 9/82	Advise on staff, logistics, materials for seminars Summer 1982 Position paper on outcome survey methods, & uses 8/82	Plan for using seminar experiences in making arrangement for joint visit 1982 - 1983
Hawaii One 2-day seminar 2/83	APPOINT TRAINING STAFF, ISSUE SCHEDULE AND AGENDAS 9/82 ADOPT OBJECTIVES AND METHODS FOR OUTCOME SURVEYS 9/82			
5. Conduct self-study seminars for 20 colleges Two 2-day seminars, 1 North, 1 South North 10/12-13/82 South 10/14-15/82 Hawaii 2/83	PROVIDE LEADERSHIP, STAFF AND FUNDING FOR TRAINING SEMINARS 10/82 Incorporate seminar experts in comprehensive planning & evaluation 11/82 - 83 · Share seminar experience & evaluation with visiting teams through training workshops 9/83	Review evaluation reports of seminars & make recommendations for improvements 1/83	Consult with colleges during self-study year 1982 - 1983 Participate in seminars & evaluate 10/83	Ready seminar participants & make necessary arrangements 10/82 Utilize seminar experiences in preparing for joint visits 1982 - 1983
6. Plan regional workshop (improve evaluation & planning capabilities) Two-day	Recommend agency staff for workshops 1/83 · Recommend commission members for workshops 1/83 APPOINT TRAINING TEAMS FOR REGIONAL WORKSHOPS · ADOPT SIMILATED ASSESSMENT AND	Review workshop plans and make recommendations 1/83 Assist in interpreting objectives to field 9/82 - 1/83	Propose workshop objectives, staff, methods, and evaluations 8/82 Prepare for workshops	Consider appropriate participants Fall 1982 Prepare requested materials 2/83

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workshops California 9/82 - 1/83 Hawaii 2/83	PLANNING ACTIVITIES EMPHASIZING INSTITUTIONAL OUTPUTS AND LEARNER OUTCOMES 1/83 Responsible for workshop logistics & funding 3/83	Advise on workshop logistics 3/83		Evaluation & reporting plans 3/83	Consider use of workshop experiences in collective evaluation & planning 3/83 continuing
7. Conduct regional work-shops Two-day work-shops California 2/83 - 4/83 Hawaii 2/83	Carry out logistics & fund-ing plans 3/83 COORDINATE WORKSHOP STAFF AND INTERPRET OBJECTIVES OF AGENCY & COMMISSION TO PARTICIPANTS 3/83	Participate in workshops 3/83	Participate in workshops upon request 3/83	Take part in work-shops 3/83 Evaluate & report 4/83	Arrange for college participants 2/83 Provide requested materials 2/83
8. Plan for coordinated visits 1983-84	Determine agency objectives & staff members Spring 1983 AGREE ON MEMBERS OF JOINT VISIT TEAMS Spring 1983 PREPARE GUIDANCE MATERIALS FOR JOINT TEAMS Spring 1983 Recommend uses of self-study data in informa-	Determine commis-sion objectives & orient term mem-bers Spring 1983 Set policy on use of self studies outside accredi-	Review plans & make recommenda-tions Spring 1983	Advise on objec-tives for joint visits Spring 1983 Prepare proposal for evaluation Spring 1983 Review self study & final plan for joint visit Spring 1983 Advise on economic benefits from joint visits	Plan for joint visit with attention to coordinating self-study and comprehen-sive plan Spring 1983

	tion system and agency evaluation Spring 1983	tation process 1/83		Spring 1983 Evaulation materials Spring 1983	
9. Conduct and assess joint visits 1983-1984	Appoint agency staff members Spring 1983	Appoint commission members Spring 1983	Review assessments and make recommendation 4/84	Take part in joint visits 1983 - 1984	Prepare for and host joint visits 1983 - 1984
	PREPARE TEAMS AND INSTITUTIONS FOR OBJECTIVES, METHODS, AND USES OF JOINT VISITS 9/83		Take part in joint visits if invited 1983 - 1984	Evaluate & prepare reports Spring 1984	Cooperate with consultants in evaluations of visits 5/84
	Assess value to agency and make recommendations 5/84	Assess value to commission and make recommendations 5/84			
10. Future collaboration and dissemination 1984	ADOPT POLICIES FOR FUTURE COLLABORATION AND STRATEGIES FOR DISSEMINATION 6/84		Review proposals and make recommendations 6/84	Working paper on future developments 5/84	
	Make decisions about institutional review 6/84	Make accreditation decisions 1 & 6/84			
11. Improve evaluation & planning 1984-85	Reconsider state-wide goals and objectives as a result of first 20 visits Summer 1984	Review standards and guidelines for self studies and visits 6/84	Review scope and assessments of evaluation and planning workshops and institutional efforts 5/84	Interview participants in joint visits re evaluation and planning capabilities Spring 1984	Make qualitative evaluations of improvements in evaluation and planning. Make recommendations to Project Spring 1984
	Reaffirm or modify	Revise manual if		Recommend improve-	

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statewide goals/   appropriate
objectives   Summer 1984
    Summer 1984

ments in light of   Cooperate with con-
Project objectives   sultants in assess-
      5/84   ment of changes
                               Spring 1984

QUALITATIVE ASSESSMENT OF JOINT
VISITS IN REFERENCE TO IMPROVING
EVALUATION AND PLANNING CAPABILITIES
          SUMMER 1984

Refine informa-   Determine commis-
tion system in   sion interests in
light of use in   further collabora-
training and   tion
joint visits   6/84
    Summer 1984

ADOPT POLICIES FOR CONTINUED COLLABORATION AND IMPROVEMENT
1984 - 1985

12.Effective re-source alloca-tions 1984 - 1985	Continue intra-agency collabora-tion to promote comprehensive planning 1984 - 1985	Quality control and internal efficiency as expectation for well-planned self-study 1984 - 1985	Review proposals relating evalua-tion and plan-ning to resource allocation Spring 1984	Assess objectives relating evaluation and planning to resource allocation Spring 1984	Review proposal and make recommenda-tions 6/84
	Staff recommend and Board approve policies for allocations under control of agency Fall 1984			Report on appro-priate literature Spring 1984	

JOINT REPORTING AND DISSEMINATION
TO DEMONSTRATE RELATIONSHIP BETWEEN
IMPROVE EVALUATION AND PLANNING AND
ACCOUNTABILITY TO STATE AND LOCAL
COMMUNITY
1984 - 1985

13.Improve pro-grams for learning 1984 - 1985	Increase atten-tion to program outputs in evalua-tion and planning 1984 - 1985	Assess uses of standards and joint visits in program improvements 1/85	Critique work-ing papers and evidence for improvements and make re-commendations Fall 1984	Study relationship between improved evaluation and plan-ning and program changes Summer 1984	Share models of pro-gram changes as results of evalua-tion and planning Continuing
	Incorporate more comparative pro-gram output data in statewide information system 1984 - 1985	Revise standards and manual if appropriate 6/85		Paper on relation-ships between pro-cess variables (program changes) and outcome variables (student learning) Fall 1984	

ASSESS AGENCY AND COMMISSION OBJEC-
TIVES AND PROCEDURES FOR FUTURE
COLLABORATION IN PROGRAM IMPROVE-
MENT
Fall 1984

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Objective					
14. Improve student outcomes 1984 - 1985	Increase attention to student outcome in evaluation and planning Include more comparative data on student outcomes in information system	Review standards in light of emphasis on assessing student outcomes 6/84	Review materials on student outcome assessment and make recommendations 5/84	Evaluation paper on Project achievements re this objective Summer 1984 Propose dissemination strategies 6/84	Share models of student outcome assessments Continuing Provide data for information system Continuing

**DISSEMINATE FINDINGS SHOWING RELA-
TIONSHIPS BETWEEN REVIEW PROCESSES
AND DESIRED STUDENT OUTCOMES
Summer 1984**

ADDENDUM (FALL 1983)

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15. 1983 Self-Study Seminars North 9/21/83 South 9/29/83	Prepare training materials, particularly census track data. Conduct session on state priorities	Prepare training materials, invite participants. Arrange for self studies to be used in critique sessions. Conduct sessions on standards and planning network	Review plans.	Propose agenda; moderate and evaluate seminars	Send participants. Make plans for use of ideas and materials in own self study.
16. Drive-in Workshops on Planning San Francisco 11/1/83 Long Beach	Jointly design workshops. Present session on state expectations and trade-offs	Jointly design workshops. Present session on inter-district networks on planning	Review plans.	Propose design and agenda. Moderate certain sessions and evaluate. Work with districts.	Participate on regional, voluntary basis. Contribute to building of planning networks. Host districts present model of planning.

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11/9/83
Riverside
11/10/83
Yosemite
11/22/83

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STATE AGENCY AND ACCREDITING COMMISSION
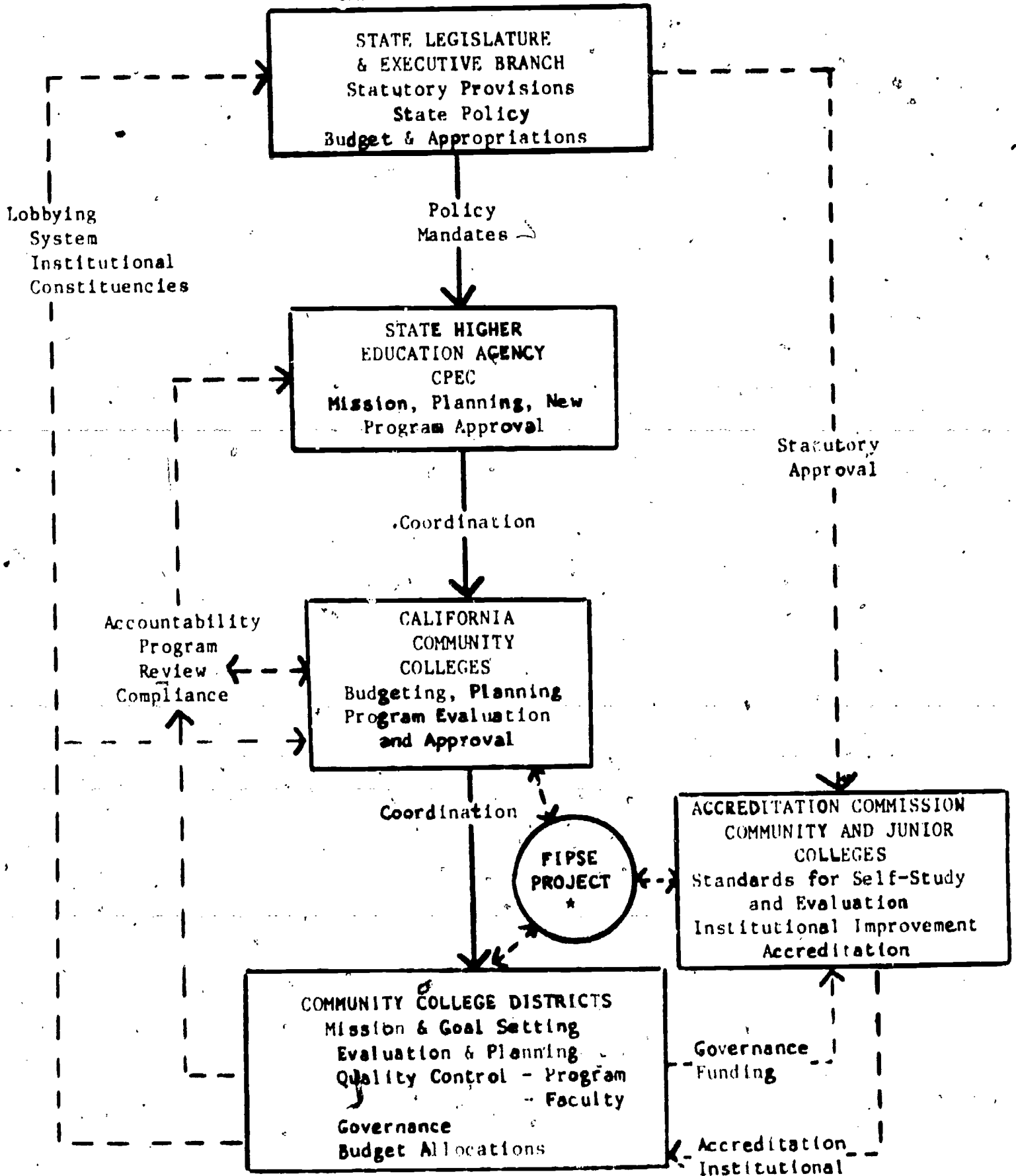
Organization

The California community college organizational network is quasi-hierarchical in that there is only partial decision-making authority by any one organizational level over the others. As we consider the role of the Accrediting Commission for Community and Junior Colleges in relationship to the California State Chancellor's Office it is clear that the structure is one of unequal authority and influence. The rational goals of actors in such a complex and ambiguous network as shown in Chart 2 have historically sought to avoid, limit, and/or resolve conflicts.

In spite of such intended rationality, conflicts among organizational levels is a typical part of their relationships. This is particularly so if there is (1) obscurity regarding the distribution of power, authority, and influence; (2) competition for scarce resources, domains, and values; and (3) inconstancy of organizational membership. All of these conditions have and do exist in the community college network in California. Furthermore, the scope, intensity, and outcomes of such conflicts are influenced by other environmental factors.

As other components of the network must take such factors into consideration in planning, evaluation, and action, so must the FIPSE Project which is extrastructural, voluntary, and ameliorative in nature. The Project has great potential in conflict avoidance and resolution because it can bring into constructive relationships the primary state agency, the accrediting body, and the local institutions. More specifically in regard to the evaluation and planning process, the Project links goals, objectives, and standards in a way that enhances the credibility of institutional accountability. It can diminish the push for increased compliance requirements.

Chart 2

QUASI-HIERARCHICAL ORGANIZATIONAL LEVELS
OF
INSTITUTIONAL ACCOUNTABILITY
EVALUATION AND PLANNING
CALIFORNIA COMMUNITY COLLEGES

```
                    ┌────────────────────────────┐
                    │    STATE LEGISLATURE        │
                    │  & EXECUTIVE BRANCH         │
                    │  Statutory Provisions       │
                    │  State Policy               │
                    │  Budget & Appropriations    │
                    └────────────────────────────┘
```

Lobbying
System
Institutional
Constituencies

Policy
Mandates

```
                    ┌────────────────────────────┐
                    │    STATE HIGHER             │
                    │  EDUCATION AGENCY           │
                    │       CPEC                  │
                    │  Mission, Planning, New     │
                    │   Program Approval          │
                    └────────────────────────────┘
```

Statutory
Approval

.Coordination

Accountability
Program
Review
Compliance

```
                    ┌────────────────────────────┐
                    │    CALIFORNIA              │
                    │    COMMUNITY               │
                    │    COLLEGES                │
                    │  Budgeting, Planning       │
                    │  Program Evaluation        │
                    │  and Approval              │
                    └────────────────────────────┘
```

Coordination

```
        ┌─────────┐              ┌────────────────────────────┐
        │  FIPSE  │              │  ACCREDITATION COMMISSION   │
        │ PROJECT │              │  COMMUNITY AND JUNIOR       │
        │    *    │              │       COLLEGES              │
        └─────────┘              │  Standards for Self-Study   │
                                 │   and Evaluation            │
                                 │  Institutional Improvement  │
                                 │  Accreditation              │
                                 └────────────────────────────┘
```

```
        ┌────────────────────────────────────┐
        │  COMMUNITY COLLEGE DISTRICTS        │
        │   Mission & Goal Setting            │
        │   Evaluation & Planning             │
        │   Quality Control - Program         │
        │                    - Faculty        │
        │   Governance                        │
        │   Budget Allocations                │
        └────────────────────────────────────┘
```

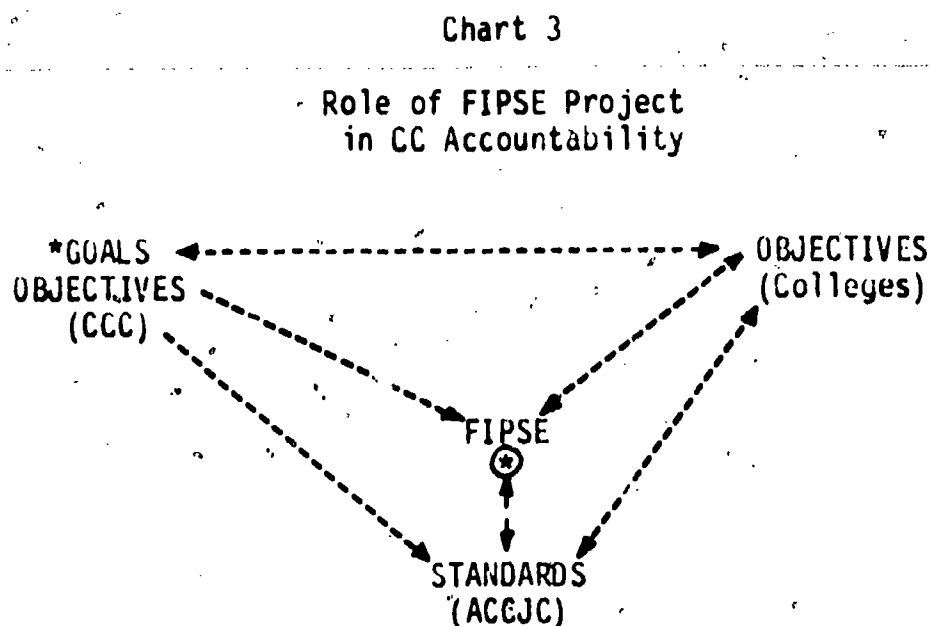Governance
Funding

Accreditation
Institutional

*Improvement of Institutional Evaluation and Planning Capabilities Coordination
of State Agency and Accrediting Visits Design Evaluation and Planning Components
of Statewide Info System Model Development and Assessment.

Functions

The objective of the FIPSE Project can further the accountability outcomes of evaluation and planning as suggested in the triad of Chart 3.

Chart 3

Role of FIPSE Project in CC Accountability


```
*GOALS  <- - - - - - - - - - - - - - - - - -> OBJECTIVES
 OBJECTIVES                                     (Colleges)
   (CCC)
                        FIPSE
                         (*)

                      STANDARDS
                       (ACCJC)
```

(*) Training for Evaluation and Planning Capabilities
    Developing Statewide Information System
    Collaborating in evaluation visits
    Clarifying delineation of functions

As we examine Chart 3 two important ideas emerge: The functions of the three domains do require delineation, however, more to guide integrative behaviors than to define power relationships. It is almost too obvious to say that accountability depends on (1) trained planning and evaluation capabilities; (2) delineated but articulated network responsibilities; and (3) respect for the distribution of authority rather than its centralization.

Table 1 shows some of the influences which may enhance or impede accountability within the community college network.

---

* The Chancellor's Office is seeking to clarify statewide objectives which may
  lead to revision of BOG Goals and influence the stated objectives of the
  colleges.

Table 1

Environmental Influences
in The Community College
Accountability Network

REDUCE CONFLICT   PROMOTE CONFLICT

RESOURCES

Use of valid information systems   Inconstancy in legislation
Collaborative planning   Competition for resources
State agency coordination   Unplanned shifts in funding sources
Demonstrated fiscal accountability   Conflicting advocacy
Inter-segmental articulation   Breakdown in articulation

GOVERNANCE

Clarification of statewide objectives   Inter-constituency strife
Clear differentiation of authority   Real or imagined shifts, locus of
                                             control
Coordination   Instability of membership and
                                             leadership
Effective leadership   Centralization of authority

PLANNING

Coordinated goals, objective,   Ambiguous statewide objectives
   standards   Arbitrary decisions at any level
Trained capabilities at all levels   Opportunism
Commitments to accountability   Poor planning capabilities
Distribution of planning   Inadequate information system
   responsibilities   Conflicting accountability demands
Appropriate information systems   Poor system coordination

EVALUATION

Assessable standards   Ambiguous state goals
Trained evaluators   Unassessable standards
Commitment to evaluation   Inadequate information
Coordination among other evaluating
   groups   Limited capabilities
Consensus on expectation   Belief that education outcomes
                                             cannot be assessed
                                          Collision of expectations

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There are certain universal conditions which can be mitigated by collaboration among the state agency, the accrediting body, and the colleges. They are:

* The struggle to defend and to extend the areas in which one organization in the network has control over the others.

* Constant felt but unresolved conflict among domains of authority or responsibility.

* Inappropriate expectations about the organizational behavior of others in the network.
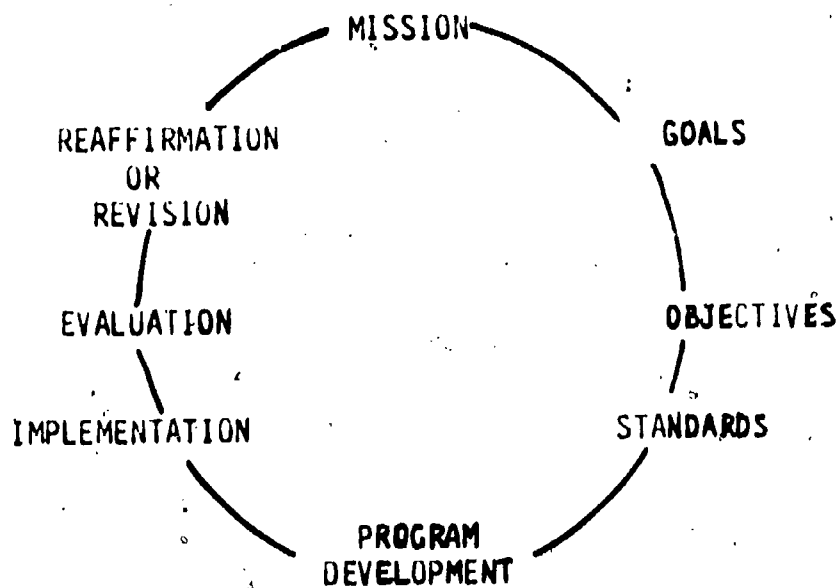
* Environmental uncertainty and complexity.

Within the community college network in California there are differentiations of functions between the Chancellor's Office and the Accreditation Commission for Community and Junior Colleges in implementing the FIPSE Project. The former has primary responsibility for clarifying and communicating statewide goals, objectives, and compliance requirements; and in improving the state-level information system. These contributions will come not only from the leadership and quality of staff work in the Chancellor's Office, but also by the legal mandate defining the Board of Governors as a coordinating agency. These functions invite collaboration with the Accrediting Commission which has statutory responsibilities from the Legislature, and is financially supported and governed by the colleges and other members. As the custodian of standards of evaluation and the delegated authority to accredit member institutions, ACCJC is in a splendid position to work with the Chancellor's Office in improving evaluation and planning capabilities of the colleges, and in reducing the stress on those institutions by joint visitation. The delineation of functions invites their integration in the service of efficiency and accountability.

This working paper above suggests a delineation of responsibilities in achieving the objectives of the FIPSE Project. (See Appendix A.) An objective here is to relate existing BOG goals to the new ACCJC standards.

There is general agreement on the essential components of institutional planning and evaluation in complex organizations, even though theories of style and form vary. Chart 4 suggests the spiral relationship in the planning and evaluation process over time.

Chart 4

CYCLICAL STAGES IN
INSTITUTIONAL PLANNING

MISSION

GOALS

REAFFIRMATION
OR
REVISION

OBJECTIVES

EVALUATION

IMPLEMENTATION

STANDARDS

PROGRAM
DEVELOPMENT

It is apparent in our efforts to relate goals with standards that there are
missing links, objectives, which must be determined by the individual
colleges. These are derived not only from their own missions and goals, but
are influenced by the external forces shown in Chart 2. As we seek to
determine the relationship of BOG goals to ACCJC standards we discover that
statewide objectives are also relevant to the full evaluation and planning
process. Neither will suffice without unambiguous statements of statewide
interests as well as assessable objectives which reflect needs of local
colleges.

ACCREDITING STANDARDS AND STATE AGENCY GOALS

It is useful, indeed, to assess the relationships between the new accreditation
standards and the Board of Governors' goals in the early stages of a
collaborative effort, an objective of the FIPSE Project. (Board goals are
listed in Appendix B and AACJC Standards are listed in Appendix C.)

Two independent efforts were made to relate the two sets of "values", as shown
in Table 2. Although there is substantial agreement, Evaluator A was somewhat
more parsimonious than Evaluator B. The differences are inherent in the task
of trying to fit very precise, operational standards to a set of generalized
goals. The major differences were in reference to Goal 1 (Access) and Goal 10
(Effective Cooperation and Planning). Evaluator B seems to assume that
comprehensive and efficient uses of public information about programs and
services is essential to achieving the goal of student access. This evaluator
also takes a wider view of planning as set forth in the standards.

Since the Project Advisory Committee will be working with the Project directors and consultant in efforts to improve evaluation an planning capabilities and collaborative evaluation visits to the colleges, it may be particularly useful to consider possible gaps in either goals and standards. Even more important will be concentration on the missing links, statewide objectives and local sets of objectives. One might analyze some self studies to determine the fit among BOG goals, institutional objectives, and the standards by which the latter are evaluated. A more idealized approach would be to assess the fit for a model self study selected by ACCJC. The consultant is prepared to do a second working paper using either or both designs. Plans are already underway to write a preliminary set of statewide objectives.

Table 2

TWO ATTEMPTS TO RELATE BOG GOALS AND ACCJC STANDARDS

BOG GOAL	ACCJC STANDARDS	
	EVALUATOR A	EVALUATOR B
1. ACCESS	1B.1, 1B.5, 4A.15, 4A.16, 4A.17, 2A.6	1B.1, 1B.3, 2A.6, 2B.3, 2D,3, 2F.5, 4A.3, 4A.16, 4A.17
2. ACADEMIC FREEDOM	2A.10, 3D	2A.10, 3D, E3.1
3. STAFF EXCELLENCE	3A, 3B, 3C, 4B, 2F.5, 6D, 9B	2C.1, 2F.5, 2H.2, 3A, 3B, 3C, 3E.2, 4B, 6D, 9B
4. EFFICIENT USE OF RESOURCES	2B, 3C.1, 6A, 7A, 7B, 7C	2B, 3C.1, 6A, 7A, 7B, 7C
5. COMMUNITY OUTREACH	2A.6, 2F, 5A, 5C, 5D, 5F, 6C	2A.6, 2F, 5A, 5C, 5D, 5F
6. DIVERSITY OF PROGRAMS, METHODS, AND SERVICES	1B.5, 2A, 4A	1B.5, 2A, 4A
7. EFFECTIVE AND EQUITABLE DISTRIBUTION OF FUNDS	8B, 8C	8B, 8C
8. EVALUATION	1C.3, 2A.8, 2B, 2C, 2E, 6B, 3E.1, 4A.21	1C.3, 2A.8, 2B, 2C, 3D.1, 4A.21, 5B.1, 5B.1, 5B.3
9. INNOVATIVE DEVELOPMENTS	"Policy on Nontraditional Study" (page 95)	3B.2, 4A.4, 5C, 10C
10. EFFECTIVE COOPERATION AND PLANNING	1A, 1B.4, 1B.5, 1C.2, 2A, 7C, 8B, 2B	1A, 1B.4, 1B.5, 1C.2, 2B, 2H.1, 5C.1, 52.1, 6A.4, 7C, 8A, 9A.1, 1.3, 9B.3, 9C.1
11. CONSULTATION	1C, 2B, 6B.1, 7C.2, 8B.1, 9A.8, 9C, 9D, 10B	1C.1, 1C.3, 2C.4, 2G.1, 3C, 5B.2, 5F, 6B.1, 9A.8, 9C.2, 9D, 10A.1, 10A.4

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FIPSE PROJECT

PROPOSED DELINEATION OF FUNCTIONS

College Self-Study Report

Each community college prepares a self-evaluation report to comply with the ACCJC five-year cycle. The CCC office determines what reporting shall be submitted for its purposes to supplement the requirements of ACCJC. This information is placed in a separate section of the self-study with appropriate cross-referencing. The complete report is submitted to both ACCJC and CCC in the number of copies stipulated.

The CCC section of the report focuses on the colleges' achievement of the statewide goals and objectives established by the Board of Governors.

The self-evaluation report emphasizes evaluation of achievement of institutional and statewide objectives, and plans for improving performance or changing programs and services to meet new objectives.

Evaluation Team Visits

ACCJC assigns team members in accord with its policies and procedures, fitting the team to the type of institution and its particular needs. The Commission, on which CCC has representation, reviews team chairperson proposals. CCC furnishes staff to serve on teams and provides for their expenses. CCC staff concentrate on the college's achievement of statewide objectives. ACCJC members evaluate the internal operation of the college, focusing on its achievement of its stated objectives, the quality of its programs and services, and the integrity of its operation.

Evaluation Reports

Separate reports are prepared by the two groups making up the team. The two reports are furnished to the college, ACCJC, and CCC.

Questions to be Considered in the Project Study

1. Should the CCC five-year plan requirement be incorporated in the self-study?

2. Can the BOG statewide goals be translated into measurable objectives?

3. Can the statewide information system effectively serve the needs of the colleges, ACCJC, and CCC?

4. Should the ACCJC and CCC representatives serve as one team, or as separate teams whose visit is coordinated?

5. Should the institutional record on achievement of statewide goals affect its accreditation status?

6. How will CCC use the self-study and team reports? Will sanctions be imposed in event of poor performance on statewide goals?

7. Will the joint procedures apply to fifth-year reviews as well as the ten-year evaluations?

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EXCERPT FROM
STATE PHILOSOPHY AND GOALS STATEMENT
CALIFORNIA STATE BOARD OF GOVERNORS
(ADOPTED IN 1976)

GOALS

In keeping with this philosophy, the Board of Governors endorses and encourages
achievement of the following statewide goals for California Community Colleges:

o   Equal opportunity for access to quality community college education for
    all eligible individuals in California irrespective of age, sex, race or
    ancestry; economic, cultural or physical condition; previous educational
    experience; or geographic location.

o   Preservation of academic freedom to maintain the integrity of instruction
    by thorough exploration of all ideas related to the topic under discussion.

o   Fostering of staff excellence.

o   Effective use of human and physical resources.

o   Extensive use of community resources to augment the traditional campus
    or college center, expending off-campus outreach instructional facilities
    to meet the varying needs, interests and capacities of individuals.

o   Diversity of programs, instructional methods, and services to meet the
    needs of society and the preferences of individuals for education, as
    needs and preferences exist and change throughout California.

o   Effective and equitable distribution of state funds among districts.

o   Responsible evaluation through accreditation, self-appraisal, and other
    appropriate and locally determined measures of accountability.

o   Policies that will encourage innovative and creative developments, based
    on anticipation of the future, in the provision of college services and use
    of community resources.

o   Effective cooperation and planning among all educational institutions and
    other organizations to secure accessible education for all in an efficient
    manner.

o   Timely consultation with all concerned segments of California Community
    Colleges so that the plans and the needs of the colleges are accurately
    identified and articulated to state and federal-level agencies and so
    that state policies are effectively communicated to local districts and
    colleges.

Description and Application

ACCJC standards represent an approved model of good practice for those institutions which fall within its jurisdiction. They provide a basis for the institutions, the evaluation teams, and the Commission to make judgments on the quality of educational programs and services, and the integrity of institutional practices.

The standards are designed to accommodate the diverse group of post-secondary institutions served by ACCJC, without compromising the Commission's commitment to evaluating institutional quality and integrity. Unique institutions may find it difficult at times to fulfill some of the standards, which often appear to reflect traditional practice. In such cases demonstrated equivalency of quality or accomplishment of the objective of the standard is the responsibility of the institution.

Public community colleges are the predominant membership group in ACCJC. The standards have been written to describe good practice in these institutions, most of which offer comprehensive programs and services.

Special purpose institutions and community colleges with limited purposes will find certain standards inapplicable, and should explain why in their self-study reports.

The sub-heads, or components of the standards, are not in themselves absolute mandates for candidacy or accreditation. Visiting teams and the Commission examine an institution in its totality, and non-compliance or poor compliance with some components of the standards does not of itself preclude Commission approval. It should further be noted that institutional accreditation as practiced by the regional commissions does not accredit specific courses or programs as such, and some aspects of an institution will always be stronger than others. However, extreme weakness of some program or programs may threaten an institution's candidate or accredited status.

Use of the Standards in the Self-Study

The heart of accreditation lies in periodic self-appraisal by each member institution. Between scheduled visits, the institutions in their annual reports describe significant changes and efforts toward improvement. In preparation for each accreditation review, institutions prepare extensive self-evaluations using the ACCJC standards as criteria.

Use of the Standards by the Team in the Evaluation Visit

After completion of the institutional study, professional colleagues from similar-type institutions join in the voluntary accreditation process by conducting an evaluation visit. The team follows carefully-

designed Commission procedures and uses the Commission standards as a model of good practice in developing its evaluation report. In keeping with accreditation emphasis on institutional improvement, the majority of team recommendations fall in the category of recommended (but not mandated) changes and improvements. Occasionally an institution may properly take issue with a team recommendation and respond with its own rationale for existing practice.

Use of the Standards by the Commission in its Review

The Commission uses the standards to achieve consistency and objectivity in making judgments about the accredited status of institutional members and applicants. The Commission also recognizes the need for continuing reassessment of the accreditation standards, and uses member advice to keep the standards up-to-date.

Mandatory Requirements

In addition to an evaluation procedure using Commission standards, all institutions must:

1. Fulfill the "Conditions of Eligibility," pp. 1-2.

2. Comply with Commission directives issued in accordance with the "Code of Commission Good Practice and Ethical Conduct," pp. 72-74.

3. Demonstrate integrity in relations with students, the institution's constituencies, the Commission, and the public. See "Commission Procedures in Matters of Institutional Ethics and Integrity," p. 75.

4. Pay the fees and service charges assessed to finance Commission operations.

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STANDARD ONE: GOALS AND OBJECTIVES

Most one and two-year postsecondary institutions are committed to one or more of these goals: general, transfer, occupational, or continuing education; education in the basic skills; provision of student services; and special community services appropriate to the area served.

Standard 1A

The institution is guided by clearly stated **general** goals and specific objectives which are consistent with the historical and legal mission of the public community college, or in the case of the independent institutions, are appropriate to the usual functions of postsecondary education. COMPONENTS TYPICALLY INCLUDE:

1A.1 Specific objectives to implement the institution's long-range goals.

1A.2 Objectives which:

   a) Have sufficient clarity and precision to be assessable.
   b) Are substantiated by supporting data.
   c) Are understood and accepted by the college community.
   d) Are included in appropriate institutional publications.

Standard 1B

The statement of goals and objectives defines the degree of comprehensiveness of the institution and its distinctive nature. COMPONENTS TYPICALLY INCLUDE:

1B.1 Continuing study of the educational needs of the clientele served by the institution.

1B.2 A descriptive title for the institution appropriate to its objectives and legal status.

1B.3 An accurate portrayal of institutional functions in its published material.

1B.4 Planning and resource allocation which relate to the goals and objectives.

1B.5 Programs and services appropriate to the institution's service area, size, facilities, financing, age, instructional methods and procedures, and nature of support.

Standard 1C

The goals and objectives are re-examined **periodically** with participation by all segments of the institution. COMPONENTS TYPICALLY INCLUDE:

1C.1 Review by students, staff, and.trustees at least once since the last accrediration report.

1C.2 Evidence that goals and objectives guide planning and decision-making.

1C.3 A plan for assessing the achievement of each objective, and the availability of such evaluation studies to all segments of the institution.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is intended to be suggestive rather than exhaustive.

1. The relevance of the institution's goals and objectives to its social, economic, and political environment.

2. The extent of participation in the formulation of institutional goals and objectives.

3. The degree to which there is staff and governing board awareness of and commitment to the institution's goals and objectives.

4. The degree to which institutional planning and resource allocation relate to objectives.

5. The degree to which institutional objectives are being met, using such methods as student satisfaction surveys, employment surveys, competency measures, achievement records of transfer students, etc.

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STANDARD TWO: EDUCATIONAL PROGRAMS

The institutional objectives will determine the extent to which these standards are applicable. Institutions are asked to indicate the applicability of each standard in the self-evaluation reports.

Standard 2A

The educational program is clearly related to the objectives of the institution. This relationship between objectives and program is demonstrated in the policies of admission, content of curricula, require- ments for graduation, and institutional methods and procedures. COMPONENTS TYPICALLY INCLUDE:

2A.1 Degree and certificate programs characterized by continuity, sequential progression, and synthesis of learning. Logical and appropriate curricula and course prerequisites which are adhered to in practice.

2A.2 Degree programs which provide opportunities for all students to be introduced to the major fields of knowledge (e.g., social and natural sciences, arts, humanities, etc.). Breadth of offering adequate to furnish students with opportunities to fulfill general education requirements. Demonstrated competence required in communication and computation skills.

2A.3 Programs and courses designed to develop specific intellectual and/or affective or creative capabilities and/or specific occupa- tional or professional skills.

2A.4 Lower division programs to prepare students for transfer to baccalaureate degree institutions.

2A.5 Programs to prepare students for a specific field of employment, designed with advice from practitioners in the field. Advisory committees utilized in all vocational programs.

2A.6 Provision made for the curricular needs of special groups of students served by the institution.

2A.7 Published listings of "major" areas of concentration and of courses included in degree and certificate programs.

2A.8 All programs, whether traditional or nontraditional, developed, approved, and administered through defined institutional channels, and subjected to a system of periodic review and evaluation.

2A.9 Programs, wherever offered, which adhere to recognized educational standards.

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2A.10 Access to and open consideration of differing points of view so
       that students are equipped to develop critical abilities.

Standard 2B

Educational evaluation and planning is systematic, involves representa-
tives of all appropriate segments of the institution, and provides the
basis for planning the use of human, financial, and physical resources.
COMPONENTS TYPICALLY INCLUDE:

2B.1 A curriculum/course planning process which culminates in a written
      statement of an educational master plan that is regularly updated
      and which reflects the relationship between institutional programs
      and instructional purposes.

2B.2 Clearly specified institutional procedures and responsibility for
      the evaluation of program need and program quality.

2B.3 Vocational programs which are periodically reviewed and evaluated
      in light of changing technologies and job markets.

2B.4 Evidence of the success of students in meeting educational objectives;
      e.g., preparation for employment, transfer for further study, etc.

2B.5 Responsibility for curricular design and implementation vested in a
      designated body or bodies with clearly established channels of
      communication and control. A major role for faculty in the design,
      implementation, and coordination of programs.

2B.6 Human, financial, and physical resource allocations made in terms
      of educational program needs and plans.

Standard 2C

The principal institutional focus is a commitment to learning, including
its evaluation and continuous improvement. COMPONENTS TYPICALLY INCLUDE:

2C.1 Faculty competent in assigned fields responsible for instruction.

2C.2 Continuous evaluation and supervision directed toward the improve-
      ment of instruction.

2C.3 Program development related to student learning capabilities and
      student objectives.

2C.4 Faculty involved in the development of library and other instructional
      resources, and in urging student use of such resources.

Standard 2D

Through catalogs, bulletins, handbooks, and other publications, students and the public are provided with clear, accurate, and helpful information about programs, course offerings, and alternatives available to assist them in attaining their personal educational goals and meeting institutional requirements. COMPONENTS TYPICALLY INCLUDE:

2D.1 Public documents, such as catalogs, bulletins, and handbooks which contain precise, accurate, and current statements of policies and procedures, including requirements for admission and graduation, grading policies, educational programs, and current course offerings, including their transferability.

2D.2 No statements that cannot be documented, especially regarding excellence of program or success in placement and achievement of graduates.

2D.3 A clear statement of the financial obligations and requirements of students, including accurate information regarding financial aids and tuition/fee refund policies.

Standard 2E

Evaluation of student learning or achievement and awarding of credit are based upon clearly stated and distinguishable criteria. COMPONENTS TYPICALLY INCLUDE:

2E.1 Published criteria for evaluating student performance/achievement.

2E.2 Evaluation of student performance which differentiates among levels of achievement.

2E.3 Credit awarded consonant with student learning or achievement and based upon generally accepted norms or equivalencies.

2E.4 Credit awarded for prior learning experience in accordance with Commission policy. (See ACCJC policy on "Credit for Prior Experiential Learning in Undergraduate Programs.")

Standard 2F

Off-campus educational programs and courses are integral parts of the institution. Their goals and objectives must be consonant with those of the institution. The institution maintains quality control of these programs and provides appropriate resources to maintain quality. Non-campus based institutions will demonstrate satisfactory quality control systems. COMPONENTS TYPICALLY INCLUDE:

2F.1 Goals and objectives of off-campus programs and courses consonant with those of the institution. If off-campus programs or courses

differ in purpose or procedure from those offered on-campus, the differences justified or their connection with the institution's mission clearly specified.

2F.2 Admission, retention, certificate, and degree requirements for off-campus programs and courses qualitatively consistent with those in effect on-campus. Comparable amounts of class time and student preparation for course credits.

2F.3 Off-campus programs and courses administered under established institutional policies and procedures, and supervised by an administrator who is part of the institutional organization.

2F.4 To assure quality in these programs and courses, on-campus administrators and faculty with appropriate involvement in planning, approval, and on-going evaluation of off-campus programs and courses, and in the selection of instructors.

2F.5 Qualifications of instructors in off-campus programs and courses commensurate with those for on-campus instructors.

2F.6 All conditions governing off-campus programs and courses fully disclosed in appropriate catalogs, brochures, announcements, and other promotional materials, including tuition/fee charges, refund policies, admission and academic requirements. Published materials with accurate, comprehensive descriptions of student services and learning resources. Exceptions to on-campus conditions indicated clearly. Publicity to prospective students factual and consistent with services actually provided.

2F.7 Credit for travel/study awarded for educational achievement and performance within program objectives, not for visits and tourist activities. Credit awarded for participation in travel/study courses based on the same standards required for on-campus courses.

2F.8 Work experience/cooperative education courses which are an integral part of program offerings and are adequately supervised and staffed.

Standard 2G

An accredited institution entering into any contractual relationship for credit programs or courses with persons or non-accredited organizations, ensures that educational and fiscal responsibility and control remain with and are exercised by the accredited institution. COMPONENTS TYPICALLY INCLUDE:

2G.1 Regular supervision and evaluation of the contract program by faculty and administrative personnel from the accredited institution.

2G.2 Degrees, certificates, and courses to be offered, and the amount of credit or the competence required for their successful completion,

determined in advance of the signing of the contract by the
accredited institution. Contract processing in accordance
with established institutional procedures and under the usual
mechanism for faculty and administrative review. All degrees,
certificates, or course credit awarded by the accredited
institution.

2G.3 Curricular requirements and content established by the accredited
institution in accordance with regular institutional procedures.
Educational resources, such as library and instructional materials,
of the same standards as those used for comparable non-contract
educational programs.

2G,4 Student services, including permanent records and transcripts,
a responsibility of the accredited institution. Student rights
and grievance procedures governed by policies of the accredited
institution.

Standard 2H

Non-credit courses and programs, whether offered on or off-campus, are
integral to the educational mission of the institution and are character-
ized by an equivalent quality of planning, instruction, and evaluation
to that in credit programs. COMPONENTS TYPICALLY INCLUDE:

2H.1 A core of full-time staff significantly involved in planning,
operating, and evaluating all non-credit programs.

2H.2 Faculty with competence in the fields in which they teach.

2H.3 All conditions governing non-credit courses/programs fully disclosed
in catalogs, brochures, announcements, and other promotional materials.
(This information includes fees, refund policies, admission procedures,
program standards, and requirements to complete the course or program.)

2H.4 Programs administered under appropriate institutional policies and
procedures.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate
evaluation. The list below is intended to be suggestive rather than
exhaustive.

1. The outcomes of the educational program, using student
satisfaction surveys, follow-up studies of former students,
employer evaluations and/or records of achievement of transfer
students.

2. The extent, process and outcomes of educational program review.

3. The curriculum development and revision process.

4. The degree to which innovative teaching practices are encouraged and supported.

5. The grading practices of the institution.

6. Studies relating to student retention rates and efforts to improve student retention.

7. The degree to which program and course descriptions listed in various publications are valid and accurate.

8. The program offerings in the light of community and/or student needs assessment.

9. Methods of quality control of personnel and educational practices for off-campus offerings, including any contractual relationships.

10. The method and extent of articulation with secondary schools and four year institutions.

11. The degree to which instructor evaluation is geared toward improvement of instruction.

STANDARD THREE: INSTITUTIONAL STAFF

Staff includes all employed personnel. (Definitions for various types of staff are found in the glossary, Appendix B .) The categories of those who are employed by a postsecondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, and those in learning resources and other related activities, para-professionals, support personnel, and those appointed to administrative and supervisory positions.

Standard 3A

The staff is qualified by training and experience to achieve and promote the educational objectives of the institution. COMPONENTS TYPICALLY INCLUDE:

3A.1   Criteria for faculty selection, both full-time and part-time, clearly stated, public, and directly related to institutional and program objectives.

3A.2   Teaching effectiveness a principal criterion used in the selection and retention of teaching faculty.

3A.3   Criteria for the selection of administrators and the support staff which are clearly stated, public, and related to the duties and responsibilities of the assignment.

Standard 3B

The faculty is committed to achieving and sustaining high levels of instruction, and may provide special campus and public services in the community served by the institution.

The faculty's primary professional commitment is to the institution's goals and objectives, which are achieved through effective teaching, scholarly activities, and, frequently, related public services. COMPONENTS TYPICALLY INCLUDE:

3B.1   Faculty who are available to students through the instructional program and academic advising.

3B.2   Faculty encouraged in scholarly or creative activities in their fields because of the importance of such activities to effective instruction.

Standard 3C

The staff is sufficient in number and diversity of preparation to provide effective instruction and support services, while participating in educational planning and policy-making, curriculum development, and institutional governance.

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The preparation and experience of the staff are significant factors in determining the quality of an institution and should be such as to further the objectives of the institution. The continuous professional growth of all members of the staff should be encouraged, and the institution should assist members of the staff to further their professional development. Effective instruction and support services are related to load. While assigning equitable and reasonable workloads for teaching faculty and other staff, an institution must also provide realistically for supervision of student activities and for participation in institutional governance, other institutional functions, and committee assignments. Periodic appraisal of workload assures that readjustments occur as institutional conditions change. Safeguards are provided against internal or external responsibilities which might jeopardize the quality or quantity of work that a faculty member is employed to perform. COMPONENTS TYPICALLY INCLUDE:

3C.1 Staff assignments which reflect the institutions' objectives and the proper use of the qualifications which each staff member possesses.

3C.2 Criteria for determining workloads which are clearly stated.

3C.3 Sufficient staff employed full-time at the institution to provide instruction, student services, educational planning and curriculum development, and to participate in institutional governance.

3C.4 Institutional provision of staff development opportunities. Staff participation and/or engagement in self-initiated programs.

3C.5 Policies regarding the obligations and responsibilities of full-time and part-time staff.

3C.6 Appropriate involvement of staff in the development and review of institutional policies.

Standard 3D

Institutional policy regarding the safeguarding of academic freedom and responsibility is clearly stated and readily available.

A sound educational climate requires a secure framework of academic freedom, which gives the scholar the right, and implies the obligation, to examine all data and to question every assumption. It obliges a teacher to present all information fairly and asserts the student's right to know the facts. COMPONENTS TYPICALLY INCLUDE:

3D.1 Within adopted and recorded institutional principles of academic freedom, faculty members are secure to teach and participate as responsible citizens in community activities. Any policies which may inhibit the exploration or promulgation of ideas contrary to institutional philosophy made clear to all staff in advance of employment and to students prior to admission.

3D.2 Faculty protection of the academic freedom of its members.

Standard 3E

<u>Personnel policies and procedures affecting staff are clear, equitable and available for information and review.</u>

Distinct policies and procedures should be developed for each staff group. Items which are common to all groups should also be part of available published materials. The institution should demonstrate the means by which it is responding to legislation pertaining to equal employment and educational opportunities, as well as to promotional standards and practices. COMPONENTS TYPICALLY INCLUDE:

3E.1 Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due process explicitly stated. Staff involvement in these processes clearly defined.

3E.2 Salaries and benefits adequate to attract and retain qualified personnel.

3E.3 Personnel policies and procedures which are clearly stated, equitably administered, and available for information and review.

3E.4 A policy regarding privacy of information which is clearly stated and consistently administered.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is intended to be suggestive rather than exhaustive.

1. The extent to which staff qualifications, working conditions, career development and retraining opportunities, compensation practices, and general institutional climate enable staff to work harmoniously to achieve institutional objectives.

2. The compatibility of administrative, teaching, and support staff assignments with their training and experience qualifications.

3. The provision of staff development opportunities for each segment and the participation by staff.

4. The effectiveness of recruitment, selection, and evaluation procedures for each staff segment.

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Standard Three (Continued)

5. The adequacy of staffing to achieve institutional objectives.

6. The adequacy of institutional policies governing academic freedom and responsibility, and staff awareness of the policies and their limitations because of religious or other institutional aims.

7. The extent to which collective bargaining agreements limit consultative processes on academic and professional matters. If there are agreements with faculty units, do these agreements preserve consultative processes for academic senates, where defined by law?

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STANDARD FOUR: STUDENT SERVICES·

These services should reflect an institutional concern for students'
physical and mental health, developing their capacities and talents,
motivating their educational progress, and helping them to relate to
others in the campus community. The comprehensiveness of the services
will depend on the purposes of the institution, the diversity of its
student body, and whether students commute or live in campus residence
facilities. The services should be accurately publicized through the
catalog and other means.

Standard 4A

Student services are provided to enhance educational opportunities and
to meet special needs of students. COMPONENTS TYPICALLY INCLUDE:

4A.1 An admissions, registration and records service which is designed
to fit the purposes of the institution and the clientele served.

4A.2 A clearly defined and well publicized admissions policy, including
an explicit statement on foreign student admissions which relates
properly to institutional purposes.

4A.3 Articulation procedures with high schools, employers, and other
postsecondary institutions to enable students to make a smooth
transition in and out of the institution.

4A.4 A policy on acceptance of transfer credit which relates appro-
priately to the institution's educational programs.

4A.5 A records system with security against improper use, loss, or
theft, including safeguarding the privacy of student records in
accordance with law.

4A.6 A counseling service appropriate to institutional purposes and
the clientele served.

4A.7 An organized student orientation program designed to establish
an individual and personal relationship between the entering
student and the institution.

4A.8 A special program for foreign students (if they are enrolled)
which recognizes cultural differences, language difficulties,
and other adjustment problems.

4A.9 A student activities program appropriate to the student body
served and the residential or non-residential character of the
campus. Special activities which meet the interests and needs
of the students are properly supported, and are jointly managed
by students and staff.

4A.10 A student government which operates for the benefit of all
       students and which provides for student participation in the
       governance of the institution.

4A.11 Policies establishing the role and management of student
       publications.

4A.12 If the institution sponsors intercollegiate athletics, policies
       setting forth the philosophy, regulations, and supervision of
       the program.

4A.13 Policies on student rights, student conduct, student grievances,
       and due process which are well publicized.

4A.14 A financial aids service efficiently administered, well publicized,
       and tailored to individual needs.

4A.15 Services for ethnic minorities and the economically or culturally
       disadvantaged.

4A.16 Special services and programs for the physically disabled.

4A.17 Services for special groups such as women returning to education,
       veterans, and older students.

4A.18 Services to meet the physical and mental health needs of students,
       including referral sources for students with psychological problems.

4A.19 Student and career employment services, and career information
       centers.

4A.20 Food, bookstore, and housing services where needed.

4A.21 Regular evaluation of the services to determine their effectiveness
       in meeting student needs.

4A.22 Publications which accurately describe the services.

Standard 4B

Administrators, counselors, and support staff have the qualifications
to provide effective services. COMPONENTS TYPICALLY INCLUDE:

4B.1 Staff with appropriate training and experience, and with a
      commitment to the purposes of the institution.

4B.2 Staffing commensurate with institutional purposes, size, and
      level of instruction.

4B.3 Opportunities for staff development.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is intended to be suggestive rather than exhaustive.

1. The adequacy of facilities, staffing, and services to support institutional objectives and meet special needs of students.

2. The use of services by staff, students, and the community.

3. The effectiveness of particular services such as admissions and registration, counseling, financial aids, health services, student records, services to special groups, etc.

4. The use and effectiveness of student grievance procedures.

5. The adequacy and quality of published information describing student services.

6. The effectiveness of special programs such as student publications, student activities, intercollegiate athletics, student government, etc.

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STANDARD FIVE: COMMUNITY SERVICES

Public community colleges have traditionally opened their facilities
to community use and have provided educational, cultural, and recre-
ational services which extend beyond the regular college credit courses.
The standards provide a model for a comprehensive community services
program. Public community colleges will vary in their program objectives
because of differences in the type of area served and in the services
furnished by other community institutions.

Specialized institutions or private colleges which do not include
community services among their objectives may omit this section.

Standard 5A

Institutional policies and procedures encourage use of college facilities
by the public. COMPONENTS TYPICALLY INCLUDE:

5A.1 A designated office which coordinates college and community
      facilities use, arranges for necessary services, and communicates
      appropriate information to college staff, students, and the
      general public.

5A.2 Facilities use by community groups for purposes of civic and
      personal improvement.

Standard 5B

Community service courses are integral parts of the college educational
program, intended to serve people who are not reached by the credit
courses.

In California public community colleges, non-credit courses offered
through community services have been defined as community service
classes. Other non-credit classes which are state supported are
included in the Educational Programs Section (Standard Two). COMPONENTS
TYPICALLY INCLUDE:

5B.1 Community liaison to identify needs and help evaluate programs.

5B.2 Liaison with teaching divisions to avoid unnecessary duplication
      and help assure course quality.

5B.3 Effective techniques to publicize classes, enroll participants,
      select and evaluate instructors, and provide necessary materials
      and services to campus and community locations.

Standard 5C

A varied program of cultural activities is provided to the community,
both by college and community based groups. COMPONENTS TYPICALLY
INCLUDE:

5C.1 Articulation with community groups to coordinate program planning, calendaring, fund raising, and facilities use.

5C.2 Use of college facilities by community groups for co-sponsored activities.

Standard 5D

Special programs and services are designed to reach senior, ethnic, youth and other kindred-interest groups within the community.

Standard 5E

Budget, staffing, and placement in the organizational structure demonstrate recognition of community services as an institutional objective. COMPONENTS TYPICALLY INCLUDE:

5E.1 Provision for administrative leadership and necessary support staff.

5E.2 Effective planning procedures which involve college staff and community representatives.

5E.3 Budget allocations from fees, general funds, or other sources to furnish adequate financing to achieve program objectives.

Standard 5F

Community liaison is developed and maintained through community surveys, public information materials, and other appropriate methods. COMPONENTS TYPICALLY INCLUDE:

5F.1 Systematic methods of surveying community opinion to aid in program development, publicity, and program evaluation.

5F.2 An organized procedure for use of news media.

5F.3 College publications of appropriate quality and quantity.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is intended to be suggestive rather than exhaustive.

1. Telephone assessment of community leaders regarding knowledge of college program and, in particular, community service opportunities.

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2. Staff evaluation of program.

3. Student and audience evaluations of classes and events.

4. Studies of community use of facilities.

5. Effectiveness of programs which serve special community groups.

STANDARD SIX: LEARNING RESOURCES

All resources of an educational institution exist to implement the
educational program and thereby accomplish institutional purposes.
Learning resources include personnel who provide support services for
the curricular offerings, facilities, equipment, materials, books and
other software such as: the library facility with its collections,
equipment, service personnel, and other resources; the instructional
technology program of the institution including traditional audio-
visual distribution services, materials, and equipment; and the more
sophisticated electronic design/production/distribution of curricular
support information; tele-communications including radio and microwave;
and the computer support system. Learning resources encompass instruc-
tional development functions as well as direct instructional service.

For most institutions, learning resources are a central support to the
total educational program. Both collection requirements and the service
program will differ depending on the mission and program of the institu-
tion.

Standard 6A

All learning resources (print and non-print library materials, media
equipment, facilities and staff) are sufficient in quantity, depth,
diversity, and currentness to support all of the institution's
educational offerings at appropriate levels. COMPONENTS TYPICALLY
INCLUDE:

6A.1   Learning resources designed to provide support for modes of
        instruction suited to a variety of student needs and learning
        styles.

6A.2   Learning resource holdings sufficient in quantity and quality
        to meet the needs of the students and the objectives of the
        institution.

6A.3   Learning resource holdings balanced in direct relationship to
        the nature and level of curricular offerings.

6A.4   Periodic review of learning resource holdings and a long-range
        plan for meeting any deficiencies in learning resource holdings.
        An efficient cataloging system in place to provide students
        with access to materials. Obsolete materials systematically
        removed.

6A.5   Properly maintained equipment which is readily accessible to
        faculty and students. Delivery system to furnish materials
        and equipment.

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6A.6   Computer support for instruction for programs normally requiring
        its use.

6A.7   Current audio-visual materials related to the curriculum and
        readily accessible to students.

6A.8   Assistance to faculty in the production of tests, syllabi and
        other classroom materials.

Standard 6B

**There is an organized procedure for the selection and evaluation of
learning resource materials.**

Materials related to the curriculum are best developed with close
cooperation among faculty, students, professional librarians, and other
instructional resource personnel. The availability of appropriate
materials which support learning in a variety of disciplines, presenting
a wide range of factual and interpretative material, is essential.
COMPONENTS TYPICALLY INCLUDE:

6B.1   Participation by staff and students in the selection and evaluation
        of learning resource materials.

Standard 6C

**Learning resources are readily available and used by staff and students
both on and off-campus.**

Several patterns of organization, administration, acquisition, storage,
and distribution of learning resources have demonstrated their effective-
ness in institutions with diverse personnel, physical facilities, and
traditions, and different levels of financial support.

Most important is the extent to which staff and students make use of
all kinds of learning resources. An institution needs generous reading,
viewing, and study spaces in facilities that are available at periods
which are long enough and convenient to the users. This may include
evening and weekend hours to accommodate the nontraditional, part-time
student.

While neighboring, available libraries may augment its resources, an
institution cannot rely exclusively, or even largely, on these resources
unless it can influence acquisitions to support its programs or can
assure continuity, consistency, and effectiveness of service for its
students through formal agreements and financial commitments. COMPONENTS
TYPICALLY INCLUDE:

6C.1   Collections and facilities readily available and appropriately
        used.

6C.2 Instructional methods and course requirements which encourage
the use of the library and other learning resources.

6C.3 If off-campus programs exist, provision for students to have
ready access to resource collections or their equivalents
as well as the equipment for using these materials.

6C.4 Hours of service which provide convenient access to collections.

Standard 6D

**A professional staff with pertinent expertise is available to assist
users of learning resources.**

Effective use of learning resources depends on the efforts of adequately
prepared professional librarians, learning specialists, and other
resource staff. The number and specializations of the staff are affected
by many factors, including the number of students and faculty, the extent
and variety of services provided, availability of nearby off-campus
learning centers, and the physical rate of growth of the total operation.
To assist users, competent personnel are needed whenever the facilities
are open. COMPONENTS TYPICALLY INCLUDE:

6D.1 Professional staff adequate in number and properly qualified in
various specialty areas to serve users and to provide technical
support; opportunities for professional development available.

6D.2 Orientation of students, new faculty, and other users to the
learning resources. Opportunities for professional development
to keep all staff members current in the use of new learning
resources.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate
evaluation. The list below is intended to be suggestive rather than
exhaustive.

1. The adequacy of facilities, materials, staffing, and services
   so support institutional objectives (opinion surveys).

2. The use of the library and other learning resources by staff,
   students, and community.

3. The effectiveness of particular services such as computer
   assisted learning, audio-visual services, reading and writing
   centers, etc.

4. Staff participation in selecting and evaluating materials,
   establishing library policies, and determining the resources
   needed for off-campus centers.

Page 49 was missing from the original document.

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7B.3 Periodic replacement of inr .tutional equipment scheduled, budgeted, and implemented, and adequate inventory and control maintained.

Standard 7C

<u>Comprehensive planning for development and use of physical resources is based on educational planning.</u>

A systematic, planned approach to the future development of facilities is needed. COMPONENTS TYPICALLY INCLUDE:

7C.1 A master plan for campus development, consistent with the objectives of the institution and its educational master plan.

7C.2 Appropriate involvement of the governing board, staff, and students in planning facilities.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is intended to be suggestive rather than exhaustive.

1. Relationship of the facilities master plan to the educational master plan.

2. Surveys of staff and students on the adequacy of facilities, equipment, and maintenance services.

3. Surveys to identify problems of handicapped students.

4. Provisions for safety, security, and energy conservation.

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STANDARD EIGHT: FINANCIAL RESOURCES

A careful analysis of the financial condition of an institution will reveal much about its operational priorities, its effectiveness in serving students, and its prognosis for long-range quality.

Resources must be adequate to maintain the various programs to which an institution has made a commitment. Whether the institution is public or private, stability of income, demonstrated by a consistent history through at least the past three years, is fundamental. An excessive dependence upon a single source of income which lacks the expectation of stability can be detrimental.

Standard 8A

Financial resources are sufficient to support institutional objectives, maintain the quality of its programs and services, and serve the number of students enrolled. COMPONENTS TYPICALLY INCLUDE:

8A.1 Current and anticipated income adequate to maintain quality programs and services.

8A.2 Adequate planning to meet potential financial constraints.

8A.3 Reasonably accurate projections of yearly income and expenditures for the last three years.

8A.4 An operationally sound debt repayment plan.

8A.5 Adequate insurance to cover liabilities to persons and to protect physical resources.

8A.6 Reserves adequate to provide for sound fiscal management.

Standard 8B

Financial planning is based on educational planning.

The institution's plan for financing should reflect sound educational planning and a commitment to its stated objectives. Financial support for programs and services should be adequate to maintain the number and quality of personnel as well as other needed cperational support. COMPONENTS TYPICALLY INCLUDE:

8B.1 A budget process providing for staff participation.

8B.2 Financial planning that reflects instructional plans and other programs of service. Budget allocations which relate to program priorities.

Standard 8C

Business management of the institution exhibits sound budgeting and
control, and proper records, reporting, and auditing.

Management of financial resources should adhere to the State Accounting
Manual (California Community Colleges) or other recognized accounting
procedures. The process should provide for adequate safeguards in the
expenditure of public (or private) funds, fiscal reports for administra-
tive decision-making and sufficient flexibility to meet emerging needs.
COMPONENTS TYPICALLY INCLUDE:

8C.1 Clearly defined organization for financial administration with
specific assignments of responsibilities set forth. Provision
of efficient and timely services.

8C.2 An annual audit of the institution's financial records by an
independent certified public accountant. Proprietary institu-
tions should provide, in addition, profit or loss schedules,
distribution of proceeds, copies of corporate income tax
returns, both state and federal, and a list of those officers
and board members who have a significant equity relationship.

8C.3 Regular distribution of current financial information.

8C.4 A three-year history of operating without substantial budgeting
deficiencies, or a realistic plan to achieve a balanced budget
and remove accumulated deficits within a reasonable period of
time.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate
evaluation. The list below is intended to be suggestive rather than
exhaustive.

1. Effectiveness of budget development and control procedures.

2. Effectiveness of business office services.

3. The extent to which funding allocations reflect educational
planning.

4. Adequacy of financial resources to support institutional
objectives.

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STANDARD NINE: GOVERNANCE AND ADMINISTRATION*

In the American system of higher education, the governing board is the
legal entity charged with determining basic policies. In fulfilling
this responsibility, it reflects the public interest, protects the
institution from undesirable interference, and interprets the institution
to its constituency.

The board defines its duties and responsibilities in an official policy
statement, which should include a differentiation between the policy-
making function of the board and the executive responsibilities of those
who carry out those policies.

The chief execut' officer provides staff leadership in developing
policy proposals for board action, is responsible to the board for the
execution of policy, and keeps the board informed on matters affecting
the institution.

Other agencies and organizations participate in the governance of both
public and private educational institutions; the state and federal
governments through legislation, regulations, and funding procedures;
staff organizations through senates, associations, and bargaining units;
students through student government organizations. The board, with the
aid of the administration, coordinates all of these diverse interests
in setting the direction of the institution.

Standard 9A

The board establishes broad policies to guide the institution, selects
an effective chief executive officer and administration, approves
educational programs and services, secures adequate financial resources
and ensures fiscal integrity, and exercises responsibility for the
quality of the institution through an organized system of institutional
planning and evaluation. The board is entrusted with the institution's
assets, with upholding its educational mission and program, with ensuring
compliance with laws and regulations, and with providing stability and
continuity to the institution. COMPONENTS TYPICALLY INCLUDE:

9A.1 Review and approval of educational programs and facility master
planning.

9A.2 Establishing and ensuring compliance with basic institutional
policies and approving substantive change in institutional
purposes and policies.

9A.3 Responsibility for the financial soundness of the institution,
approving financial plans and the annual budget, and reviewing
the periodic audits.

9A.4 Ensuring that only the number, types, and levels of programs,
degrees, or certificates offered are those which can be provided
with a satisfactory standard of quality, given the institution's
resources.

*Institutions in multi-unit districts or systems should also respond to
Standard Ten.

9A.5 Selection of the institution's chief executive officer after appropriate consultations.

9A.6 Approval of an academic and administrative structure or organization which serves institutional purposes, approval of basic personnel policies, and provision for the professional growth of board and staff through appropriate policies and funding.

9A.7 Representing the public interest in its trustee role but also protecting the institution, its administration, and the academic freedom of its faculty from external or internal pressures. Whether the institution is public or private, the board should have representation of the public interest.

9A.8 Provision for organized participation in governance by staff and students and continuous, open, and frank communication between and among all of the institutional constituencies.

9A.9 A policy that precludes individual participation of board members and staff in actions involving possible conflict of interest. In proprietary institutions, particular care should be used to assure that the primary commitment is to educational excellence, and that conflicts with this commitment are avoided.

Standard 9B

A primary function of administration is to provide leadership that makes possible an effective teaching and learning environment for achievement of the institution's stated purposes.

Good administration fosters continuous frank communication among the governing board, administrators, faculty, support staff, and students. It keeps the purposes and functions of the institution in focus among its constituencies and effectively uses available resources to accomplish them.

The administration strives to create working conditions and learning opportunities which permit and encourage faculty and students to concentrate on education.

The administration interprets the institution to supporting constituencies and considers seriously the concerns of such groups. COMPONENTS TYPICALLY INCLUDE:

9B.1 An administration organized and staffed to reflect institutional objectives, size, and complexity, and to provide effective management; administrative organization, roles, and responsibilities defined clearly; a chief executive officer with a major time commitment to the institution.

9B.2 Administrators qualified by education and experience to provide leadership and good management, and with access to a professional renewal program.

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9B.3 Allocation of resources based upon program planning directly
related to institutional objectives; appropriate priorities
controlling budget and expenditures; efficient management of
resources; proper implementation of statutes, regulations, and
board policies, decision-making based on institutional research.

9B.4 An administration which values human resources as much as financial
and physical resources, and which recruits, evaluates, and provides
professional development for staff.

Standard 9C

The role of faculty in institutional governance is clearly defined.

The faculty have been chosen because of their competence in given dis-
ciplines, learning skills, and support services, and because they possess
the qualifications for determining the substance of the educational program
and the appropriate learning resources and student services.

If an institution follows the collegial model, the faculty have an elected
body, such as an academic senate or faculty council, through which faculty
positions are expressed. The public community colleges have defined roles
for such senates or councils in the formation of institutional policies
on academic and professional matters.* COMPONENTS TYPICALLY INCLUDE:

9C.1 The role and composition of various policy-making, planning,
and special purpose bodies clearly and publicly stated.

9C.2 A recognized voice for faculty in such academic and professional
policy matters as educational program, personnel selection and
evaluation, staff development, and other institutional policies
which relate to faculty areas of responsibility and competence.

9C.3 A clear delineation of function between the collective bargaining
agent (if applicable) and the academic senate or faculty council.**

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* California public community colleges are referred to Title 5,
Chapter 2, 53200(b). Hawaii public community colleges are referred
to Regents' Policy on Faculty Involvement in Academic Decision-
Making and Policy Development.

** In addition to the sources in the first footnote, California public
community colleges are referred to Government Code Section 3543.2
for the scope of representation of bargaining units and Hawaii
institutions to the Hawaii Public Employment Collective Bargaining
Law, Section 89.3.

The Academic Senate for California Community Colleges has furnished
a position statement on delineation of function which is included
in the Appendix.

Standard 9D

The role of support staff (nonfaculty status) and of students in institutional governance is clearly defined.

Support staff possess special insights which can be helpful to the policy development process. Students have valuable opinions regarding their own needs for educational and ancillary programs. There are many patterns of governance which provide opportunities for participation by both groups. An effective institution is responsive to the views of its employees and its constituencies. COMPONENTS TYPICALLY INCLUDE:

9D.1 Provision for support staff to influence decisions which relate to their areas of responsibility and competence.

9D.2 A student governing body, if established, with well-defined responsibilities and functions.

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate evaluation. The list below is intended to be suggestive rather than exhaustive.

1. The policies and regulations of the institution for their comprehensiveness, their availability, and their contribution to the integrity of actions affecting staff and students.

2. The participation by staff and students in policy development and decision-making.

3. The degree to which policy implementation is delegated to staff.

4. The effectiveness of communication among board, staff, students and community.

5. The effectiveness with which the board represents the public interest.

6. Administrative assistance to the board in meeting its responsibilities.

7. Administrative leadership in planning the educational program, physical facilities, and allocation of fiscal resources.

8. The adequacy of administrative staffing to provide leadership and support services in achieving institutional objectives.

9. The degree to which institutional channels have been developed and adhered to in decision-making.

10. The effectiveness of the academic senate or council.

STANDARD TEN: DISTRICT OR SYSTEM RELATIONSHIPS

Over one-half of ACCJC's member institutions are in multi-unit systems, some at the local district level and some at the state level. In addition to the public system colleges, independent multi-unit organizations are applying for membership.

Historically, ACCJC has accredited operationally separate units, not systems. The growth of multi-college districts in California, the development of the state system in Hawaii, and applications from other types of systems necessitates increasing attention to t' appropriate role of the systems office and its relationship with the operating units, both in the accreditation self-study and in the evaluation and review process. Standard Ten is designed for that purpose.

Standard 10A

The system has an official set of objectives, policies which define system-college relationships, and an organizational plan which establishes lines of authority and allocates reponsibilities. COMPONENTS TYPICALLY INCLUDE:

10A.1 A procedure for continuing review of educational objectives and provision for appropriate participation in the review by system constituents.

10A.2 Mechanisms, procedures, and channels for policy development, revision and implementation adopted by the governing board and published as part of the policy document.

10A.3 Organizational charts, policy statements, and job descriptions which define the role of the governing board and the system officers, and which establish their relationships to the colleges or operating units. Similar type materials which relate the operating units to the system.

Standard 10B

The system has communication methods, both internal and external, which provide for the flow of information in a timely and efficient manner. COMPONENTS TYPICALLY INCLUDE:

10B.1 Agendas and minutes of governing board meetings and system coordination meetings maintained and available in convenient locations.

10B.2 An appropriate means for providing information to both college and district constituents.

10B.3 Published instructions on the use of system and college communication channels.

10B.4   Procedures which provide for systematic communication from
         the colleges to the system office.

Standard 10C

The system has an organized process for coordinating program development
and evaluation, facilities planning, and budget development and admin-
istration.   COMPONENTS TYPICALLY INCLUDE:

10C.1   Procedures for program development, coordination, and evaluation
         at both the college and system levels.

10C.2   Procedures for facilities planning, construction, and maintenance.

10C.3   Procedures for budget development, resource allocation, and
         budget administration.

Standard 10D

The system develops and publishes appropriate policies and agreements
governing employment, compensation and benefits, working conditions,
staff evaluation, and staff transfer and reassignment.   (See ACCJC
policy on "Accreditation and Collective Bargaining.")

ILLUSTRATIVE EVALUATION TOPICS AND ACTIVITIES

Each standard, if applicable to the institution, implies appropriate
evaluation.   The list below is intended to be suggestive rather than
exhaustive.

1. Comparative studies of policies and procedures in other
    systems.

2. Opinion surveys of groups served by the system.

3. Effectiveness of public information methods and materials.

4. Consultant studies of system organization and administration.

5. Understanding of system communication methods and channels.

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