Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
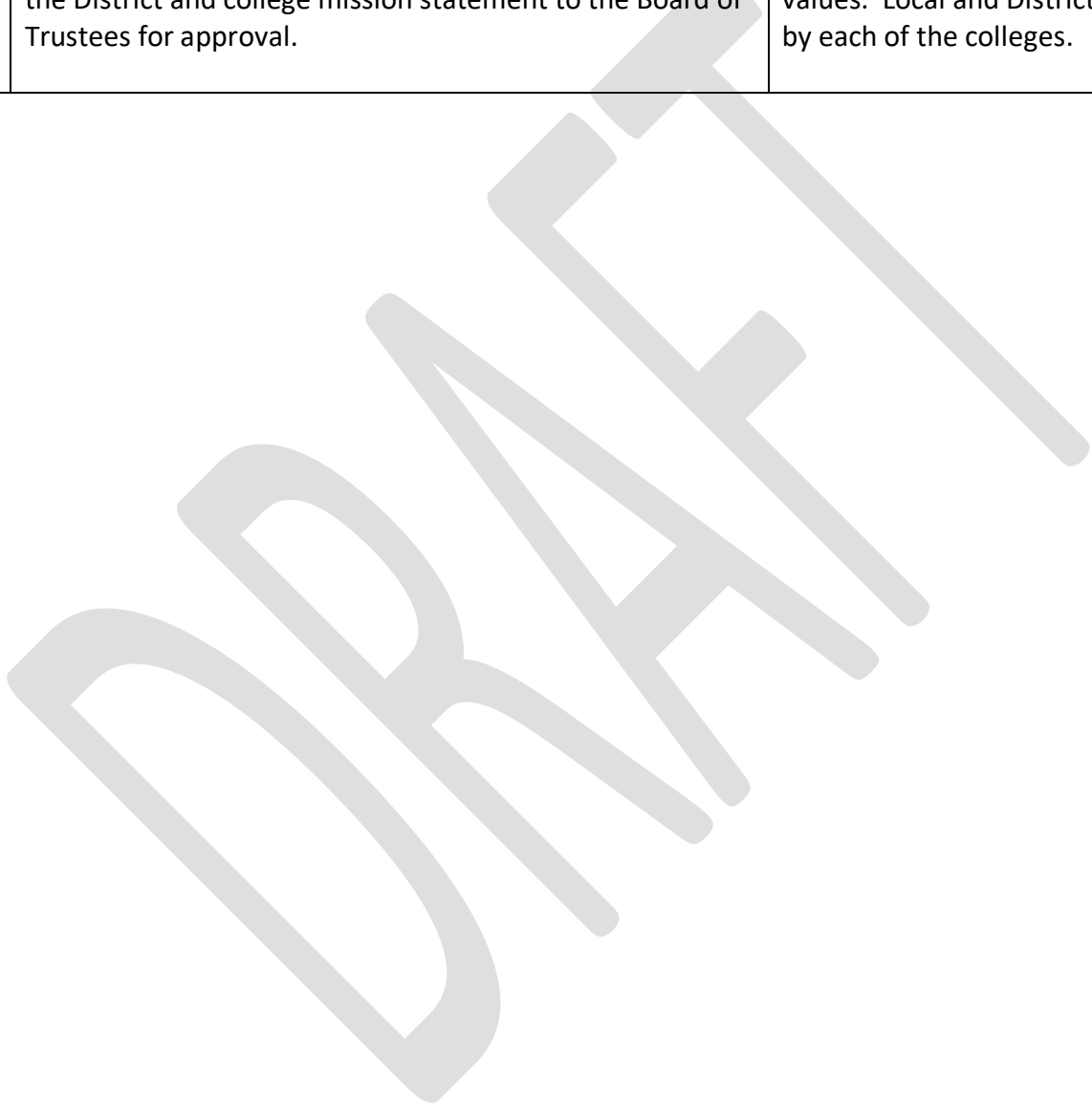
A. MISSION

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Function	District Office	Colleges
Mission Review	1. The District's Mission (The 3 colleges and the district office) is reviewed by the District Strategic Planning Council as the District Strategic Plan is developed. 2. The mission is revised by the District Strategic Planning Council as plans are updated.	1. Each college has the responsibility to periodically review, revise, and approve its mission, vision, and values.
Mission Alignment	1. The District mission drives the programs and services provided to the colleges and guides resource allocation and goal settings for the District Strategic Planning and District Budget Advisory Councils. 2. The District Office presents the mission to the Board of Trustees as a component of District Strategic Planning. 3. The District Office of Institutional Research presents data and reports relevant to the District's mission to Board of Trustees annually. 4. The District Office of Institutional Research compiles data for internal and external environmental scans for strategic planning purposes.	1. Each college uses their program review processes, along with local governance approval processes, in reviewing data and aligning mission, vision, and values with program offerings, etc. The program review process includes the review and evaluation of data. Additional data and reports are provided to inform strategic planning processes at the discipline, department, and college levels.

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Mission Approval	1. The District Office prepares the Board agenda to take the District and college mission statement to the Board of Trustees for approval.	1. The Board of Trustees approves the mission, vision, and values. Local and District governance approval is followed by each of the colleges.

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B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Function	District Office	Colleges
Monitor	1. Monitors and reports on strategic planning milestones.	1. Program review, student learning outcomes, equity, and strategic planning reports provide monitoring, including on-going dialogue with strategic planning processes, governance, and campus communities.
Evaluate	1. Evaluates student achievement versus strategic planning targets.	1. Evaluate data and progress with respect to targets, institution set standards, etc. Identify achievements and gaps. Includes on-going dialogue with strategic planning processes, governance, and campus communities.
Assess	1. Assesses its planning processes and makes changes where necessary.	1. Assess processes including strategic planning, program review, outcomes and assessment, curriculum quality, student equity, etc. and make changes as necessary, including on-going dialogue with strategic planning processes, governance, and campus communities.

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Institutional Effectiveness

5.   The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6.   The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7.   The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8.   The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9.   The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Function	District Office	Colleges
Institutional Research	1. Provides information and data support to district academic and administrative committees, strategic planning, and enrollment management, with particular emphasis on student equity and strategic planning in alignment with its mission. 2. Provides leadership and coordination to the District Institutional Research Coordination Committee, which meets monthly to facilitate and collaborate with the District's research resources. If a project spans each of the colleges, the District Office coordinates with each of the colleges to gather and present college-level data.	1. Each college provides its own research, reports, etc to inform assessment, strategic planning, and discipline, department, and college-wide decisions in alignment with each college's mission.

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	3. Presents district-level research findings to the Board of Trustees.	
Assessment of Outcomes Data	1. Through its program review process, District Services develops service area outcomes and assesses these to determine areas for improvement.	1. Each college has the primary responsibility of evaluating learning outcomes and identifying areas for improvement. Assessment results are reported in the annual assessment report and the annual ACCJC report.
Evaluating the Processes and Institution-set Standards	1. District Services has begun an analysis of business processes as part of the ERP procurement process. Various process improvements are discussed in VPSS, VPAA, DEMC, DSPS, etc., and when appropriate, acted upon. Regular monitoring of milestones and evaluation of targets occurs as part of the district strategic planning process.	1. In coordination with the other colleges, Student Learning Outcomes (SLO's) are created. Programs establish Program Learning Outcomes (PLO's). Both are approved through the curriculum committee process. Also, see the Academic Quality section for additional information regarding this function.
Program Review (Also included in Standard II.A.)	1. The District Office annually completes program reviews for its administrative offices. 2. The District Office coordinates each of the colleges' program review committee chairs as necessary to provide communication and alignment with mission, vision, and values.	1. Each college ensures all programs complete periodic program reviews to align their initiatives and projects with each college's Strategic Plan. Each college uses the plans to integrate college-level planning and communication in alignment with the mission and institution-level goals.
Equity	1. The District has equity as one of its six strategic planning goals, and equity is a focus in every meeting, discussion, and decision. The District Strategic Plan has milestones and targets for equity strategies.	1. Each college has the primary responsibility to review and implement strategies to close equity gaps including monitoring and evaluating equity data and creating and implementing an equity plan.

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Strategic Planning	1. The Colleges and the District Office share the responsibility for Strategic Planning. Each of the college's strategic plans informs the District Office's strategic plan.	1. The colleges and the District Office share the responsibility for Strategic Planning. Each college must develop its own Strategic Plan, but coordination with the other colleges and with the District is important. Each college's plan should inform the District Offices Strategic plan.
Integration of Planning	1. The District Office provides the framework for and ensures the communication of planning across the three colleges as well as within the District Office administrative functions. This includes coordinating cross-college meetings and committees.	Each college creates and implements its operational plans in alignment its mission and strategic plans.

Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote).

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

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8.   The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

9.   Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

10.   Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

11.   Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

12.   The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

13.   The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

14.   The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Function	District Office	Colleges
Review of Institutional Policies and Procedures	1. District Services coordinates a review of all Board of Trustees policies and administrative procedures in coordination with shared governance groups. Policies and procedures are submitted to the Board of Trustees for approval.	1. Assesses and improves its policies and procedures in collaboration with the District Office and participation in shared governance groups.
Data Reporting	1. The District Office has secondary responsibility for this standard. Ensure that each college has the technology needed to meet this standard. While reporting occurs at the District level, each college shares the responsibility for	1. Each college has the primary responsibility to undergo and maintain accreditation as well as inform program review, assessment, strategic planning, and the evaluation of Institutional Effectiveness.

	evaluating and advising the District on the context and appropriate use of the data to inform District-Level discussions. All data reported to the Chancellor's Cabinet and Board of Trustees is be reviewed by the Colleges prior to being presented.	
College Publication Accuracy (Catalog, handbook, schedule of classes, websites)	1. Responsible for the administrative process of initiating the review and revisions, including the development of the timeline and monitoring the progress, coordinating the curriculum inclusion for shared curriculum, and producing the final products. 2. The MLA Handbook, HR publications, financial handbooks, etc. are the responsibility of the District Office to update as needed.	1. Ensures compliance by reviewing and revising publication content for accuracy. Admissions & Records ensures that data released is done per FERPA guidelines and/or internal RCCD policies.
Accreditation	1. The District Office supports accreditation efforts, but the primary responsibility is at each college. The offices for finance, facilities, information technology, and human resources are shared across the district and each of the colleges coordinate with the district office to report and assess the standards for these accreditation processes. 2. The District Office coordinates with the Board of Trustees and each of the colleges on Accreditation Standard IV.	1. Each college participates independently in the accreditation process. The colleges are the accreditation body -- and the District Office supports their work. 2. The offices of finance, facilities, information technology, and human resources are shared across the district and each of the colleges coordinate with the district office to report and assess the standards for these accreditation processes.