# RANCHO SANTIAGO
## Community College District

# Planning Design Manual
# Addendum

**The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.**

The 2002 ACCJC Accreditation Standards are referenced throughout the *Planning Design Manual*. The following chart serves as an update to the 2014 Standards.

| Page Number | 2002 Standard | 2014 Standard |
|---|---|---|
| p8 | **I.A. Mission** The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. | **I.A. Mission** The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties. |
| p10 | **I.B. Improving Institutional Effectiveness** **I.B.1.** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional practices. | **I.B. Assuring Academic Quality and Institutional Effectiveness** **I.B.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. |
| | **I.B.2.** The institution sets goals to improve its effectiveness consistent with its stated purposes. This institution articulates its goals and states objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement. | **I.B.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. (ER 11) |

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| p12 | **I.B.2** The institution sets goals to improve its effectiveness consistent with its stated purposes. This institution articulates its goals and states objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement. | **I.B.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. (ER 11) |
| | **I.B.4.** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. | **I.B.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. (ER 19) |
| p14 | **I.B.3.** The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement and institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. | **I.B.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.<br><br>**I.B.7.** The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student learning and support services, resource management, and governance practices to assure their effectiveness in supporting academic quality and accomplishment of mission. |
| | **I.B.4.** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. | **I.B.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. (ER 19) |
| | **III.D. Financial Resources**<br>**III.D.3.** The institution has policies and procedures to ensure sound financial practices and financial stability. | **III.D. Financial Resources**<br>**Fiscal Responsibility and Stability: III.D.4-15/**<br>**Liabilities: III.D.11-15** |

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| **p18** | **I.B.1.** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional practices. | **I.B.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. |
| | **I.B.4.** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. | **I.B.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. (ER 19) |
| | **I.B.5.** The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. | **I.B.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. (ER 11)<br><br>**I.B.8.** The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. |
| **p20** | **I.B.6.** The institution assures the effectiveness of its ongoing planning and resources allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. | **I.B.7.** The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student learning and support services, resource management, and governance practices to assure their effectiveness in supporting academic quality and accomplishment of mission.<br><br>**I.B.8.** The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.<br><br>**I.B.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. (ER 19) |

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| | **IV. Leadership and Governance:** <br> **A. Decision-Making Roles and Processes** <br> **IV.A.5.** The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. | **IV. Leadership and Governance:** <br> **A.   Decision-Making Roles and Processes** <br> **IV.A.7.** Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. <br><br> **D. Multi-College Districts or Systems** <br> **IV.D.7.** The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as a basis for improvement. |
| **p23** | **I.B.5** The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. | **I.B.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. (ER 11) <br><br> **I.B.8.** The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. |
| | **III.B. Physical Resources** <br> **III.B.2.b.** Physical resources planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement. | **III.B. Physical Resources** <br> **III.B.2.** The institution plans, acquires or builds, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets in a manner that assures effective utilization and continuing quality necessary to support its programs and services and achieve its mission. <br><br> **III.B.3.** To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. |

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| | **III.A. Human Resources**<br>**III.A.6** Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. | **III.A. Human Resources**<br>**I.B.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. (ER 19) |
| | **III.C. Technology Resources**<br>**III.C.2.** Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. | **III.C. Technology Resources**<br>**I.B.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. (ER 19) |
| | **III.D.3** The institution has policies and procedures to ensure sound financial practices and financial stability. | **III.D. Financial Resources**<br>**Fiscal Responsibility and Stability: III.D.4-15/ Liabilities: III.D.11-15** |
| | **Not included in former Standards** | **Add IV.D. Multi-College Districts or Systems** |