

Standard I Tri-Chairs

Standard 1: Institutional Mission and Effectiveness

Karen Engel, Maria Huning, Alicia Aguirre

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.

Review Criteria:

Karen Engel

- The institution's mission appropriately reflects the community and students it serves.
- The institution's mission appropriately reflects the nature and structure of the institution (public, private, non-profit, corporate, etc.).
- The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students.
- The institution's mission demonstrates alignment with ACCJC's *Policy on Social Justice*.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Review Criteria:

Karen Engel, Kiran Malavade

- The institution establishes its goals in a process that is appropriate for its character and context.
- The institution has clearly defined institutional goals that align with its mission, are appropriately forward-looking, and include consideration of equitable student outcomes.
- The institution's goals align with key initiatives within its scope of responsibility.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

Karen Engel, Kiran Malavade

Review Criteria:

- The institution has established and published standards for student achievement (i.e., institution-set standards) in accordance with Commission policy.
- The institution regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experience, informing short and long term planning, and implementing improvements as needed.
- The institution regularly reviews meaningfully-disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

Review Criteria:

Karen Engel

- Institutional systems for comprehensive planning are designed to support accomplishment of the mission and lead to institutional innovation and improvement.
- Institutional systems for planning are integrated such that information from program planning informs processes for resource allocation, decision-making, and short- and long-term operational planning.
- Institutional systems for planning are designed to occur on a regular basis, include appropriate participation from institutional constituencies, and are informed by relevant data and information.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.

Karen Engel and Megan Rodriguez-Antone

Review Criteria:

- The institution regularly communicates the results of its progress assessments with internal and external stakeholders, as appropriate to its character and context.
- Institutional evaluation reports and program reviews can be accessed by constituencies.
- Data and evidence related to institutional strengths and areas for development are used to inform and document discussions of institutional priorities.

Evidence Leads	Standard 1: Required
	Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence so documentation of the required items below. This documentation can be included as supporting evidence for the institution will confirm these items during the comprehensive review process using a checklist.

Karen Engel	Institutional procedures/practices for periodic review of mission/mission-related statements, including provision as appropriate for the character and context of the institution
Karen Engel	Documentation of the governing board's approval of the institutional mission
Karen Engel	Procedures/processes for setting institutional goals, including provisions for the inclusion of input from relevant i
Karen Engel	Documentation that the institution has established standards and goals for student achievement (i.e., institution-performance, including standards and goals for course success, degree and certificate attainment, transfer, job pla

Possible Sources of Evidence

Documents or webpages that articulate the overall mission and purpose of the institution (mission statement, vision statement, values statements, goals statements, strategic plans, factbooks, key performance indicators, etc.)

Minutes from meetings, retreats, or other events at which the mission is discussed

Evidence that shows engagement with internal and external stakeholders around the institution's overall mission and purpose (annual reports, presentations, surveys, etc.)

Documentation of procedure/process for setting and reviewing institutional goals

Documentation illustrating institutional goals and assessment of progress toward them

Documentation of meaningful discussion of equity data and actions to close equity gaps

Documentation of how institution-set standards and assessment of student learning are used to support the institution as it evaluates progress towards its mission

Examples of improvements and/or innovations implemented as a result of discussions of progress toward the mission

Minutes or other documentation of meaningful discussion of disaggregated data, equity gaps, and action plans in response to the data

Examples of procedures/processes detailing comprehensive integrated planning systems (handbooks, planning platforms, etc.)

Examples of completed institutional plans, program reviews, and/or similar institutional planning documents

Examples of improvements and innovations emerging from the institution's comprehensive planning systems

Evidence of prioritizing and funding resource allocations that arise through program review

Examples of regular communication related to the institution's evaluation of its progress toward achieving mission (published reports, presentation materials, meeting minutes, factbooks, external newsletters, website content, press releases, conference presentations, etc.)

Examples demonstrating how data and evidence related to institutional strengths and areas for development are used to inform institutional priorities (minutes showing discussions of data; planning documents; budget assumptions; resource prioritization and allocation documents, etc.)

Documentation

ources to describe and demonstrate alignment with each Standard. Institutions must also include Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams

s for revision (if/when revisions are needed) that allow for participation of institutional stakeholders,

institutional stakeholders, as appropriate for the character and context of the institution

set standards) in accordance with Commission policy and practices for monitoring institutional
licensure rates, and licensure examination pass rates

Actual Evidence or Gap

Actual Evidence or Gap

