Committee	Standard	Title or Section
AIQ	I.A I.B I.C	Mission Assuring Academic Quality and Institutional Effectiveness Institutional Integrity
Assessment	I.B I.C II.A II.B II.C	Assuring Academic Quality and Institutional Effectiveness Institutional Integrity Instructional Programs Library and Learning Support Services Student Support Services
Budget	III.D IV.A.3	Financial Resources Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
College Council	IV.A IV.D	Decision-Making Roles and Processes Multi-College Districts or Systems
Curriculum	I.B I.C II.A IV.A.4	Academic Quality Institutional Integrity Instructional Programs Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
Enrollment Management	III.D	Financial Resources (FTES generation basis of budget)
EODAC	I.B.1 II.A.7 III.A.12	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. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of **equity in success for all students.** Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its **record in employment equity and diversity** consistent with its mission.
Facilities	III.B	Physical Resources
ISIT	I.A.1 I.B.1	All instructional programs, **regardless of location or means of delivery**, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. The institution supports student learning and achievement and achievement by providing library, and other learning support services to students and to

ISIT, con't.		personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, **regardless of location or means of delivery, including distance education** and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
	I.C.1	The institution regularly evaluates the quality of student support services and demonstrates that these services, **regardless of location or means of delivery, including distance education** and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.
	III.C	Technology Resources
Professional Development	III.A.8	An institution with part time and adjunct faculty ha employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time faculty and adjunct faculty into the life of the institution.
	III.A.14	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
Program Review	I.B.5	The institution assesses its 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.
	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.
Safety Advisory	III.B.1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.