

**Accreditation Work Group Charter, as of February 1, 2019**

<b>Project:</b>	<b>Monitor the progress in addressing the ACCJC accreditation recommendations</b>
<b>Scope:</b>	<b>Start:</b> February 1, 2019 <b>End:</b> After the accreditation recommendations have been resolved (ACCJC follow up report due March 2, 2020, and ACCJC follow up visit in spring 2020)
<b>Vision:</b>	By Spring 2020, the College meets or exceeds the ACCJC Standards.
<b>Mission:</b>	To ensure that the College commits to continuous quality improvement through addressing recommendations 1 and 2.
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Continuous Quality Improvement Plan &amp; assessment strategies             <ul style="list-style-type: none"> <li>• To create, submit for approval, monitor implementation, ensure completion and evaluation of the Plan/assessment strategies (Recommendations 1 and 2)</li> </ul> </li> <li>2. ACCJC Follow Up Report, due March 2, 2020 and preparation for the ACCJC Team visit in spring 2020             <ul style="list-style-type: none"> <li>• To ensure completion of the Report and Team visit preparations</li> </ul> </li> <li>3. To monitor the implementation of the two Quality Focus Essays (QFEs)</li> </ol>
<b>Values and Principles:</b>	The College value of <i>kuleana</i> and our motto, <i>kūlia i ka nu‘u</i> . From ACCJC: “The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.”
<b>Committed Resources:</b>	Resources will be available for training, planning, redesign, implementation, review and feedback, as needed.
<b>Participants:</b>	Members are those who have a strong background in assessment and/or accreditation or who are directly involved in addressing the two recommendations.