

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT DELINEATION OF FUNCTIONAL MAP (DRAFT 9/29/14)

The Chabot-Las Positas Community College District (CLPCCD) Delineation of Functional Map is intended to illustrate how the two colleges and the district manage the distribution of responsibility by function. Map creation was based on criterion outlined in the "Policy on Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems" section of the Accreditation Reference Handbook, a publication of the Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC).

NOTE: A COMPARISON OF CLPCCD 2009 FUNCTIONS MAP WAS DONE WITH OTHER SIMILAR COLLEGES, FOR A TOTAL OF 7 DISTRICTS. THIS LIST WAS REVIEWED, IN THE CHANCELLOR'S SENIOR LEADERSHIP TEAM MEETING ON 9-29-14 TO DEVELOP THE NEW REVISED 2014 CLPCCD FUNCTIONAL MAP. THE COLLEGES SELECTED FOR COMPARISON INCLUDE THE 4 COLLEGE DISTRICTS THAT WERE INCLUDED IN THE SCHOOLS SERVICES OF CA. ORGANIZATIONAL REVIEW IN APRIL 2014 WHO ARE WEST VALLEY-MISSION, GROSSMONT-CUYAMACA, SAN JOSE-EVERGREEN, AND SAN BERNARDINO CCCDs. THE OTHER 3 COLLEGE DISTRICTS THAT WERE ALSO USED IN THE COMPARISON BESIDES THESE INCLUDE: RIVERSIDE, PERALTA, AND SAN MATEO CCCDs.

THE LEGEND USED IN THE COMPARISON CHARTS IS:
(1) "-" SAME AS CLPCCD (2) "NL" NOT LISTED IN CHARTS

The Delineation of Functions Map indicates the level and type of responsibility.

Codes and explanations used:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a specified function which may include design, development, implementation and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a specified function which may include feedback, input, and communication to assist with successful integration.

SH = Shared Responsibility: Shared responsibility indicates that the district and colleges are equally responsible for the leadership and oversight of a specified function which may include design, development, implementation, and facilitation of input, feedback, and communication for successful integration.

N/A = Not Applicable: Neither the district nor colleges has responsibility.

Standard I: Institutional Mission and Effectiveness

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.

	CLPCCD College	CLPCCD District	Riverside CCD	Grossmont-Cuyamaca CCD	Peralta CDD	San Mateo CDD	West Valley/Misson CDD	San Bernadino CCD General	CLPCCD College Revised	CLPCCD District Revised
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S	-	-	-	-	-	-	P	S
2. The mission statement is approved by the governing board and published.	SH	SH	P/S	S/P	-	-	-	P/S	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	SH	SH	P/S	-	P/S	P/S	P/S	P/S	P	S
4. The institution's mission is central to institutional planning and decision-making.	SH	SH	P/S	-	P/S	P/S	P/S	P/S	P	S

B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

	CLPCCD College	CLPCCD District	Riverside CCD	Grossmont-Cuyamaca CCD	Peralta CCD	San Mateo CCD	West Valley/Mission CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S	-	-	-	-	-	-	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the 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.	P	S	-	SH/ SH	-	-	-	-	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of 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.	P	S	-	SH/ SH	-	-	-	-	P	S
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.	P	S	-	SH/ SH	-	-	-	-	P	S

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5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	NL	NL	NL	SH/ SH	P/S	NL	P/S	P/S	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	NL	NL	NL	SH/ SH	P/S	NL	P/S	P/S	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services.	NL	NL	NL	P/S	P/S	NL	P/S	P/S	P	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont- Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Mission CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S	-	-	-	-	-	P	S
a. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S	-	-	-	-	NL	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S	-	-	-	-	NL	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S	-	-	-	-	NL	P	S

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont-	Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Misson CCD	San Bernardino CCD General	CLPCCD College Revised CLPCCD	District Revised
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	SH	SH	P/S	P/S	P/S	P/S	P/S	P/S	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S	-	-	-	-	-	NL	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	SH	SH	P/S	P/S	P/S	P/S	P/S	NL	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	SH	SH	P/S	P/S	P/S	P/S	P/S	NL	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	SH	SH	P/S	P/S	P/S	P/S	P/S	NL	P	S

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont-	Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Mission CCD	San Bernardino CCD General	CLPCCD College Revised CLPCCD	District Revised
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	SH	SH	P/S	P/S	P/S	P/S	P/S	NL	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	SH	SH	P/S	P/S	P/S	P/S	P/S	NL	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S	-	-	N/A/ N/A	-	-	NL	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S	-	-	-	-	-	NL	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S	-	-	-	-	-	NL	P	S

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3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S	-	-	-	-	-	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S	-	-	-	-	NL	P	S
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S	-	-	-	-	NL	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally	P	S	-	-	-	-	NL	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S	-	-	-	-	-	P	S

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5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S	-	-	-	-	-	-	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S	-	-	-	-	-	-	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S	-	-	-	-	-	NL	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S	-	-	-	-	-	NL	P	S

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c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S	-	SH/ SH	-	-	-	NL	P	S
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S	-	S/P	-	-	-	-	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S	-	-	-	-	-	NL	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S	-	-	-	-	-	NL	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S	SH/ SH	SH/ SH	N/A/ N/A	-	-	NL	SH	SH
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A	-	-	-	-	-	-	N/A	N/A

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

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1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S	-	-	-	-	-	-	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S	-	-	-	-	-	-	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S	-	-	-	-	-	-	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S	-	-	-	-	-	NL	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S	-	-	-	-	-	NL	P	S

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c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S	-	-	-	-	NL	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S	-	-	-	-	NL	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S	S/P	-	SH/ SH	-	NL	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records	P	S	-	-	SH/ SH	-	NL	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S	-	-	-	-	-	P	S

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

	CLPCCD College	CLPCCD District	Riverside CCD	Grossmont-Cuyamaca CCD	Peralta CCD	San Mateo CCD	West Valley/Misson CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S	-	-	-	-	-	-	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S	-	NL	-	-	-	NL	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S	-	NL	-	-	-	NL	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S	-	NL	-	-	-	NL	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	S	P	P/S	NL	P/S	P/S	S/P	NL	SH	SH

	CLPCCD College	CLPCCD District	Riverside CCD	Grossmont-Cuyamaca CCD	Peralta CCD	San Mateo CCD	West Valley/Misson CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement	P	S	-	NL	-	-	-	NL	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S	-	-	-	-	-	-	P	S

Standard III: Resources

A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	CLPCCD College	CLPCCD District	Riverside CCD	Grossmont-Cuyamaca CCD	Peralta CCD	San Mateo CCD	West Valley/Misson CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH	-	-	-	P/S	P/S	-	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH	S/P	S/P	-	-	-	NL	SH	SH

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b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH	P/S	-	-	-	-	NL	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S	-	-	-	-	-	N/A	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH	-	-	-	-	-	N/A	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S	-	-	-	-	-	SH/SH	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P	-	-	SH/SH	-	-	-	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P	-	-	-	-	-	NL	S	P

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b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P	-	-	-	-	-	NL	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH	-	-	-	P/S	-	-	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH	P/S	-	P/S	P/S	-	NL	P	S

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b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH	S/P	S/P	-	P/S	-	NL	SH	SH
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	SH	SH	P/S	-	P/S	P/S	-	NL	SH	SH
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S	-	SH/SH	SH/SH	-	-	-	SH	SH
a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH	P/S	-	-	P/S	P/S	NL	SH	SH
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH	P/S	-	-	P/S	P/S	NL	SH	SH
6. Human resource 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	S	P	P/S	SH/SH	SH/SH	P/S	S/P	P/S	S	P

B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P	P/S	SH/SH	-	SH/SH	SH/SH	SH/SH	SH	SH
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P	P/S	SH/SH	-	SH/SH	SH/SH	NL	SH	SH
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P	P/S	SH/SH	-	SH/SH	SH/SH	NL	SH	SH
2. 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.	SH	SH	P/S	-	-	P/S	P/S	P/S	SH	SH
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH	P/S	-	S/P	S/P	-	NL	SH	SH
b. Physical resource 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.	SH	SH	P/S	-	-	P/S	P/S	NL	SH	SH

C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

	CLPCCD College	CLPCCD District	Riverside CCD	Grossmont-Cuyamaca CCD	Peralta CCD	San Mateo CCD	West Valley/Mission CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH	-	-	-	S/P	-	-	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	S	P	SH/SH	SH/SH	SH/SH	-	-	NL	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH	-	-	-	S/P	-	NL	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH	-	-	-	P/S	-	NL	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S	SH/SH	SH/SH	-	-	SH/SH	NL	SH	SH
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.	P	S	-	-	SH/SH	-	-	SH/SH	P	S

D. FINANCIAL RESOURCES * (For Peralta and Riverside numbers 2 - 3 is different from the other colleges)

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

	CLPCCD College	CLPCCD District	Riverside CCD	Grossmont-Cuyamaca CCD	Peralta CCD	San Mateo CCD	West Valley/Misson CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH	P/S	-	-	P/S	P/S	P/S	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH	P/S	-	-	P/S	P/S	NL	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH	P/S	-	-	P/S	P/S	NL	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	SH	SH	P/S	-	S/P	P/S	-	NL	SH	SH
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH	P/S	-	P/S	P/S	P/S	NL	SH	SH

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont- Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Mission CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised	
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P	SH/ SH	-	-	P/S	S/P	-	S	P
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P	SH/ SH	-	-	P/S	SH/ SH	NL	S	P
b. Appropriate financial information is provided throughout the institution.	SH	SH	S/P	-	-	P/S	P/S	NL	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	S	P	-	-	-	P/S	-	NL	S	P
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P	SP	-	SH/ SH	P/S	S/P	NL	SH	SH
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH	NL	-	NL	P/S	P/S	NL	SH	SH

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont-	Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Misson CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	S	P	-	-	P/S	P/S	SH/ SH	NL	SH	SH
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH	S/P	-	-	P/S	P/S	N/A	SH	SH
h. Instructional responses to external audit finding are comprehensive, timely, and communicated appropriately.	NL	NL	P/S	NL	S/P	NL	NL	NL	SH	SH
i. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	NL	NL	P/S	NL	S/P	NL	NL	NL	S	P

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont- Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Mission CCD	San Bernardino CCD General	CLPCCD College Revised CLPCCD District Revised		
j. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	NL	NL	P/S	NL	S/P	NL	NL	NL	S	P
k. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	NL	NL	S/P	NL	S/P	NL	NL	NL	S	P
l. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	NL	NL	S/P	NL	S/P	NL	NL	NL	S	P
m. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	NL	NL	S/P	NL	S/P	NL	NL	NL	S	P
n. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	NL	NL	S/P	NL	S/P	NL	NL	NL	S	P
o. The institution has policies and procedures to ensure sound financial practices and financial stability.	NL	NL	S/P	NL	SH/ SH	NL	NL	NL	SH	SH
p. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	NL	NL	NL	NL	P/S	NL	NL	P/S	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH	NL	-	NL	P/S	P/S	-	SH	SH

Standard IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	CLPCCD College	CLPCCD District	Riverside CCD	Grossmont-Cuyamaca CCD	Peralta CCD	San Mateo CCD	West Valley/Misson CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	SH	SH	P/S	-	P/S	P/S	P/S	P/S	SH	SH
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH	P/S	-	P/S	P/S	P/S	P/S	SH	SH
a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	SH	SH	P/S	-	P/S	P/S	P/S	NL	SH	SH

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont- Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Mission CCD	San Bernardino CCD General	CLPCCD College Revised	CLPCCD District Revised
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S	-	-	-	-	NL	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH	-	-	P/S	P/S	P/S	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	SH	SH	P/S	-	P/S	P/S	P/S	SH	SH
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.	SH	SH	P/S	-	P/S	P/S	P/S	SH	SH

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	CLPCCD College	CLPCCD District	Riverside CCD	Grossmont-Cuyamaca CCD	Peralta CCD	San Mateo CCD	West Valley/Mission CCD	San Bernadino CCD General	CLPCCD College Revised	CLPCCD District Revised
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P	-	-	-	-	-	-	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P	N/A/P	-	-	-	-	NL	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P	-	-	-	-	-	NL	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P	-	-	-	-	-	NL	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P	N/A/P	-	-	-	-	NL	S	P

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont- Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Misson CCD	San Bernardino CCD General	CLPCCD College Revised CLPCCD District Revised		
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P	N/A/ P	-	-	-	NL	S	P	
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P	N/A/ P	-	-	-	NL	S	P	
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P	N/A/ P	-	-	-	NL	S	P	
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P	N/A/ P	-	-	-	NL	S	P	
i. The governing board is informed about and involved in the accreditation process.	SH	SH	-	-	S/P	-	S/P	NL	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P	-	-	-	-	NL	S	P	

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont- Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Mission CCD	San Bernardino CCD General	CLPCCD College Revised CLPCCD District Revised	CLPCCD College Revised CLPCCD District Revised
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S	-	-	-	-	-	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S	-	-	-	-	-	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;	P	S	-	-	-	-	NL	P	S
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	P	S	-	-	-	-	NL	P	S
d. The president effectively controls budget and expenditures.	P	S	-	-	-	-	NL	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S	-	-	-	-	NL	P	S

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont- Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Mission CCD	San Bernardino CCD General	CLPCCD College Revised CLPCCD District Revised	CLPCCD College Revised CLPCCD District Revised
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P	-	-	-	-	NL	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P	-	-	-	-	NL	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P	-	-	-	-	NL	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P	-	-	-	-	NL	S	P
d. The district/system effectively controls its expenditures.	S	P	-	-	-	-	NL	S	P
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P	-	-	-	-	NL	S	P

	CLPCCD College	CLPCCD District	Riverside CCD Grossmont-	Cuyamaca CCD	Peralta CCD	CCD San Mateo	West Valley/ Misson CCD	San Bernardino CCD General	CLPCCD College Revised CLPCCD	District Revised
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P	-	-	-	-	-	NL	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P	-	-	-	-	-	NL	S	P

DRAFT

Policy on Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

(Adopted June 1999; Revised January 2004, January 2009, June 2011; Edited August 2012; Revised June 2013, June 2014)

Background

Almost half of the member institutions are part of larger systems, either by being part of a multi-college district/system or by being owned by a larger corporate entity. Institutions must work closely with the district/system to ensure that Eligibility Requirements, Accreditation Standards, and Commission policies are met and quality is sustained. The district/system's role is to facilitate and support the successful implementation of the institutional mission and institutional effectiveness. This necessitates dialogue between the institutions and district/system and among the institutions within the district/system.

The Commission evaluates based on the Accreditation Standards regardless of organizational structure. In single-college districts/systems all functions are carried out by the same entity. For multi-college districts/systems, key functions that relate to the Accreditation Standards may be distributed among the institutions and the district/system in various patterns. In order for the Commission to evaluate institutions in single-college and multi-college organizations fairly, institutions must inform the Commission about their functional organization and involve district/system and college personnel responsible for the functions in accreditation activities.

The integrity of the district/system programs and services falls within the scope of the institution's accreditation. The district/system auxiliary programs and services are subject to review if the program or service is executed in the name of the district/system or institution, or if the district/system administers or the board authorizes the program or service. The delineation and distribution of responsibilities among the district/system and the institution must be articulated clearly.

Policy

The Commission assures the equitable evaluation of all institutions regardless of organizational structure and clarifies the Commission's expectations regarding the conduct and outcomes of comprehensive institutional evaluations and other reviews in multi-college districts/systems.

Policy Elements

1. While the Commission accredits individual institutions, the district/system holds a fundamental role and responsibility in the analysis and evaluation of district/system structures and how these structures assist the institutions to achieve and adhere to all the Eligibility Requirements, Accreditation Standards, and Commission policies and gain and sustain accredited status.

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2. Institutions have the responsibility to describe and delineate clearly the particular way functions are distributed in their unique multi-college organization. The distribution of these functions is to be evaluated. There must be evidence of ongoing communication between the institution and the district/system regarding the distribution of these functions. The Commission will use this evidence to identify the locus of responsibility for the institution's ability to meet Eligibility Requirements, Accreditation Standards, and Commission policies.
 3. When serious inadequacies in a district/system function are verified, such deficiencies may jeopardize the accreditation of one, some, or all of the district/system institutions. Both the district/system and the impacted institution(s) are responsible for correcting the identified deficiencies.
 4. The Commission reserves the right to initiate direct interaction with district/system chief executive officers regarding the ability of institutions to demonstrate that they meet or exceed the Accreditation Standards. When district/system officers are contacted regarding an institution, the institution(s) will receive the same communication.
 5. A district/system may make a special request to evaluate the effectiveness of its central functions in conjunction with scheduled educational quality and institutional effectiveness reviews. This activity is limited to issues related to the ability of institutions to demonstrate that they meet or exceed the Accreditation Standards. The outcome of this activity does not result in any "accredited" status for the district/system.

Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

A. Institutional Self Evaluation

1. As part of the institutional self evaluation process and in consultation with the district/system, the institution must specify through an organizational "map," which is a description of the delineation of district/system and college functions, whether the institution or district level holds the primary responsibility for all or parts of a specific function.

Moreover, the Commission recognizes that institutions in a multi-college system may have lateral relationships with other institutions in the district/system which should be included in the map. For example, police services may be a district/system service for all institutions in a multi-college district/system, yet located at one institution in the district/system.

2. Individuals responsible for key functions of the district/system must be actively involved with the institution in developing the Self Evaluation Report of Educational Quality and Institutional Effectiveness. The level of involvement will be based upon who has responsibility for the institutional function(s) addressed in the Accreditation Standards. Close cooperation between and among the institutions and the district/system office is expected as a part of the preparation of the Institutional Self Evaluation Report.

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3. In the Institutional Self Evaluation Report, institutions are expected to include a discussion of how the identified district/system functions and decisions affect the institutions' ability to meet Eligibility Requirements, Accreditation Standards and Commission policies. For example, the governing board's role in adopting the institutional mission statement is addressed in the Standard dealing with mission; the district/system office responsibility for human resources is discussed in the Standard pertaining to faculty and staff; the district/system financial allocation system should be included in the Standard in which financial resources are addressed. The organizational map will provide guidance for this discussion. The effectiveness of the map's delineation of functions includes analysis, evaluation, and subsequent planning for organizational improvement.
 4. The district/system chief executive officer and governing board are expected to be involved in the process of developing the Institutional Self Evaluation Report. The governing board must review the final Institutional Self Evaluation Report and certify its involvement in the institutional self evaluation process.

B. Evaluation Team Composition

Just as for institutions in single-college districts, evaluation team composition for institutions in multi-college districts/systems is shaped by the institution being accredited. Evaluation teams visiting institutions in multi-college districts/systems will have the range of expertise appropriate for the institution and also individuals with multi-college district/system perspectives.

C. District/System Evaluation Team Visit Organization

The Commission organizes site visits to institutions in multi-college districts/systems simultaneously or in clusters of institutions.

Prior to simultaneous site visits taking place in the institutions of a district/system, the Commission President will name a coordinating chair. This coordinating chair, in consultation with institutional evaluation team chairs, will form a small district/system evaluation team which may be drawn from all of the evaluation teams visiting the institutions. The system evaluation team may consist of evaluation team chairs and such members of the respective evaluation teams as are needed to address the district/system issues identified in the Institutional Self Evaluation Reports and by the evaluation teams.

The purposes of the coordinating chair and district/system evaluation team are to:

- evaluate the evidence provided in the Institutional Self Evaluation Report to confirm that the functions provided by the district/system enable the institutions to meet the Eligibility Requirements, Accreditation Standards, and Commission policies,
- identify issues pertaining to the Standards that are related to district/system functions,
- ensure commonality and comparability of evaluation team recommendations across External Evaluation Reports when accreditation issues have district/system implications, and
- support the work of the teams evaluating each institution.

This evaluation team will meet with the district/system administration before the site visit to discuss prior district recommendations and will review evidence to evaluate adherence to the Eligibility Requirements, Accreditation Standards, and Commission policies.

The coordinating chair may have a separate evaluation team assistant available to him/her solely for the purpose of supporting the district/system evaluation team and for performing organizational tasks related to this part of the evaluation visits. Evaluation team chairs on the special district/system evaluation team will receive the Institutional Self Evaluation Reports, the previous External Evaluation Reports, and Commission action letters from every institution involved and will make the materials available to institutional evaluation team members on the district/system evaluation team.

D. Reports by the Institutional Evaluation Teams and the District/System Evaluation Team

The district/system evaluation team will develop conclusions about any major issues pertaining to the district/system. Recognizing that some district/system observations may pertain to all institutions, and others only to particular institutions, the institutional evaluation team chair, working in conjunction with the coordinating chair and the members of the district/system evaluation team, will incorporate appropriate conclusions within the Accreditation Standards in the individual institutional External Evaluation Reports of Educational Quality and Institutional Effectiveness. When the district/system evaluation team determines that one or more recommendation(s) pertaining to the district/system as a whole is in order, then the same recommendation(s) will appear in each of the institutions' External Evaluation Reports.

At the end of each site visit, the evaluation team chair meets with the college chief executive officer to discuss major findings. The evaluation team chair will then make a presentation of the evaluation process and findings at a meeting open to the entire college community. The coordinating chair shall meet with the district/system chief executive officer and if possible with the college chief executive officers to present district/system findings. This discussion is limited to the district/system functions identified in the organizational map and the issues related to them which are identified in the Institutional Self Evaluation Reports and the findings of the institutional evaluation teams.

E. Commission Actions and Public Disclosure

The Commission will receive the following items from each institution in preparation for Commission action: the Institutional Self Evaluation Report, the Institutional External Evaluation Report, the catalog, and other pertinent documents. The Commission will consider each institution separately in relation to the district/system and take the appropriate action for each institution.

The Commission will discuss the district/system and develop a consensus on any matters to be communicated to the district/system Chief Executive Officer. In its action letters to the institutions, the Commission will comment on important district/system matters that significantly enhance or impinge on institutional quality.

In a case where one or more accreditation concerns, relating to the district/system are identified, the Commission may request a written response from the district/system itself and may also specify a site visit, by Commission representatives, to evaluate any such response.

The Commission will make clear that significant inadequacies in district/system functions can jeopardize the accreditation of one, some, or all of the district/system institutions. When correspondence is sent to the district/system Chief Executive Officer, copies will be sent to the Chief Executive Officer of the appropriate institution(s).

Should the Commission decide that a district/system response and site visit are in order, the district/system evaluation team will normally include the coordinating chair, a member of the Commission, and additional persons with special expertise, as needed. The purpose of the site visit is to evaluate the response from the district/system. This response could be the basis for subsequent Commission action, relative to the accredited status of one or more of the institutions in the district/system.

F. Follow-up Activities

The district/system Chief Executive Officer is required to share the External Evaluation Report and Commission action letter of any site visit related to district/system functions with the governing board and appropriate staff at the district/system and at the institutions.

The Commission may issue special communications to college Chief Executive Officers on particular leadership issues. When the institution involved is a member of a district/system, the district/system Chief Executive Officer will be copied on this correspondence.

G. Cost

The costs associated with the additional activities of a district/system site visit may be billed directly to the district/system involved on an actual cost basis.