

Map of functional responsibilities		Key: P= Primary responsibility; S= Secondary Responsibility; SH= Shared Responsibility		
DRAFT 1/19/11				
	College		District	
Standard I: Institutional Mission and Effectiveness				
I.A. 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.	P	The colleges develop and review their mission statement on a regular basis	P	The Board of Trustees develops and reviews the district wide Mission statement on a regular basis in conjunction with the colleges mission statement
I.A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	The colleges assume primary responsibility for student learning programs and services	S	The Board of Trustees develops broad goals for student success in collaboration with the colleges; the district office staff support the student success through the deployment of human resource, technology, budget and accounting and facility services.
I.A.2 The mission statement is approved by the governing board and published.	S	The colleges assume prime responsibility for their own mission statement and present to the Board for approval	P	The Board of Trustees develops and modifies its mission statement through the Chancellor's Advisory Committee prior to its presentation to the Board for consideration.
I.A.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.	P	The colleges routinely review their mission statements through their own governance processes	P	The Board of Trustees reviews its mission statement on a routine basis with input from the Chancellors Advisory Committee
I.A.4 The institution's mission is central to institutional planning and decision making.	P	The college mission is central to the planning and decision making within their colleges	P	The district mission statement guides the development of the strategic plan and related decision making processes.
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 processes.	P	The colleges assume prime responsibility for dialogue about improvement of student learning through their governance processes	S	The Board of Trustees uses the district Institutional Research office to discuss student improvement measurements and objectives

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<p>I.B.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>	<p>P</p>	<p>The college goals are collaboratively developed and widely disseminated</p>	<p>P</p>	<p>The district goals, as established by the Board, are recommended through the Chancellor's Advisory Council and reviewed on an annual basis in a public board meeting</p>
<p>I.B.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>	<p>P</p>	<p>The colleges demonstrate resource allocation decisions that reflect a rigorous review of evidence. Progress towards goals is reported on an annual basis</p>	<p>P</p>	<p>The Board assumes primary responsibility for evaluating the district wide goals and shifting resources as a result of that evaluation.</p>
<p>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.</p>	<p>P</p>	<p>The colleges assume prime responsibility to inform college constituents about the governance structures and to encourage participation within the college</p>	<p>P</p>	<p>The district assumes prime responsibility for district wide governance committees to insure the communication to the colleges for issues and decisions in the areas of budget, technology, human resources and district wide issues.</p>
<p>I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</p>	<p>P</p>	<p>The colleges, through their research offices, have prime responsibility for the assessment of programs</p>	<p>P</p>	<p>The Board of Trustees has responsibility for broadly communicating progress towards district wide goals</p>
<p>I.B.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.</p>	<p>P</p>	<p>The colleges assume prime responsibility for modifying their governance and planning cycles</p>	<p>P</p>	<p>While the district planning cycles are more rigid due to state laws and regulations, the processes leading up to the deadlines are communicated in public board meetings</p>
<p>I.B.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.</p>	<p>P</p>	<p>The colleges assume prime responsibility for resource allocation decisions within their college, both in times of expansion and contraction</p>	<p>S</p>	<p>The Board assumes a support role to the colleges for decisions they make regarding effectiveness of programs</p>
		<p>The colleges develop goals and strategies to improve institutional effectiveness, and make local decisions on allocating college resources to improve institutional effectiveness based on their program review process</p>	<p>S</p>	<p>The district strategic plan highlights macro measurements of Institutional Effectiveness that is elevated to the Trustee level and allocates resources to the colleges to improve; The district Institutional Research office provides critical research at the district level which informs development of the district goals and tracks progress on attaining those goals. The metrics used to track goals is consistent with the colleges by coordinating with the college assigned researchers.</p>
<p>Standard II. Student Learning Programs and Services</p>				

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A. Instructional Program	P	The colleges are responsible for all faculty and classified staff hiring decisions within the college, as well scheduling and evaluating the instructional program	S	The district insures that personnel in the Central Services portion of the organizational structure are clearly in support of the instructional program. The Central Services facilities department is primarily responsible for coordinating the planning activities for major facility renovations and construction in support of the educational master plan.
II.A.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	The colleges assume the prime responsibility for integrity of instructional and student support programs	S	The Board assumes a support role with the colleges. The Board carefully reviews the preparation of the self study accreditation plans and the responses from the commission and takes actions when necessary to insure full compliance.
II.A.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.	P	The colleges assume prime responsibility for quality of programs	S	The Board sets the broad standards for quality through their strategic goals.
II.A.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.	P	The colleges assume prime responsibility for components of degree programs	S	The Board reviews all changes to degree programs, grading policies and new programs being recommended by the colleges
II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	The colleges assume prime responsibility for components of degree programs	S	The Board reviews all changes to degree programs, grading policies and new programs being recommended by the colleges
II.A.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	The colleges assume prime responsibility for components of degree programs	S	The Board reviews all changes to degree programs, grading policies and new programs being recommended by the colleges
II.A.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	The colleges assume prime responsibility for catalogue development and student communication	S	The Board is in a supportive role regarding catalogue preparation and student communication

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<p>II.A.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>	<p>S</p>	<p>The colleges assume a supportive role in policy development and communication</p>	<p>P</p>	<p>The Board has prime responsibility for policy development. The Board has established a regular schedule for policy review and posts all policies and procedures on the district web site.</p>
<p>II.A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.</p>	<p>S</p>	<p>N/A</p>	<p>P</p>	<p>N/A</p>
<p>B. Student Support Services</p>	<p>P</p>	<p>The college assumes prime responsibility for Student Support Services</p>	<p>S</p>	<p>The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS department</p>
<p>II.B.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>	<p>P</p>	<p>The college assumes prime responsibility for Student Support Services</p>	<p>S</p>	<p>The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS department</p>
<p>II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: General information, requirements, major policies affecting students, and locations of policies where other publications might be found.</p>	<p>P</p>	<p>The colleges assume prime responsibility for catalogue development and student communication</p>	<p>S</p>	<p>The Board is in a supportive role regarding catalogue preparation and student communication</p>
<p>II.B.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>	<p>P</p>	<p>The college assumes prime responsibility for Student Support Services</p>	<p>S</p>	<p>The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS department</p>
<p>II.B.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>	<p>P</p>	<p>The college assumes prime responsibility for Student Support Services</p>	<p>S</p>	<p>The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS department</p>
<p>C. Library and Learning Support Services</p>	<p>P</p>	<p>The college assumes responsibility for library and delivery of learning support services</p>	<p>S</p>	<p>The district provides the technology resources to support the Library and Learning resource centers through network and database support.</p>

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<p>II.C.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>	P	<p>The college assumes responsibility for library and delivery of learning support services</p>	S	<p>The district provides the technology resources to support the Library and Learning resource centers through network and database support.</p>
<p>II.C.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>	P	<p>The college assumes responsibility for library and delivery of learning support services</p>	S	<p>The district provides the technology resources to support the Library and Learning resource centers through network and database support.</p>
<p>Standard III: Resources</p>				
<p>A. Human Resources</p>				
<p>III.A.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.</p>	SH	<p>The college makes all hiring recommendations on full time contract positions and part time faculty. The colleges have college level personnel technicians to issue contracts to part time teaching faculty. The colleges have discretion over the distribution of the full time faculty and classified positions within their college</p>	SH	<p>The district is responsible for position control to insure that funding is authorized and the positions are approved in compliance with Board Policy; the district handles all grievances, complaints and litigation related to personnel action; the district coordinates all bargaining and meet and confer sessions with employee organizations. The district HR office conducts compliance training with managers as well as supervisory training.</p>
<p>III.A.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>	SH	<p>The college has prime responsibility for the deployment of faculty to the instructional programs, but the allocation of faculty positions district wide is controlled by the (lack of) adequate state funding.</p>	SH	<p>The district assumes prime responsibility for compliance with the full time faculty obligation and related compliance laws. The Board assumes prime responsibility for advocating for more funds to support education in Sacramento.</p>
<p>III.A.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.</p>	P	<p>The college is in a support role for personnel policy development but are in a prime role for implementation of those policies and procedures</p>	S	<p>The district assumes prime responsibility for personnel policy and procedure development, training and consistent implementation.</p>
<p>III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.</p>	S	<p>The college's commitment to diversity is widely recognized and deeply incorporated into all decisions, they share this responsibility with the district</p>	P	<p>The district insures attention to diversity through its strategic goals, routine actions and public discussions of diversity balance and climate.</p>
	SH		SH	

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<p>III.A.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>	SH	<p>The college shares this responsibility with the district by reviewing and recommending professional development leaves (faculty) and staff development leaves (Classified). In addition, the college allocates its operational budget to staff development both within the college and outside of the college.</p>	SH	<p>The district approves contract language for faculty and classified professional development through the collective bargaining process.</p>
<p>III.A.7 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.</p>	SH	<p>The college shares this responsibility with the district. The college implements all evaluation processes in conjunction with collective bargaining contracts. The college also evaluates the effective use of personnel within programs and recommends changes accordingly.</p>	SH	<p>The district develops in negotiation with unions evaluation instruments in conjunction with the colleges and insures staff are evaluated consistently and uniformly.</p>
<p>B. Physical Resources</p>		<p>At De Anza the grounds and custodial department report to the college; at Foothill, Central Services directs grounds and custodial.</p>		<p>The district provides all support services in the skilled trades (electricians, plumbers etc.). The district, in consultation with the colleges, analyzes funding sources which can be used for physical facility improvement and coordinates the development and implementation of major renovation and new construction projects.</p>
<p>III.B.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.</p>	S	<p>This is a shared responsibility with the district as the colleges assume day to day management for their facilities and work in conjunction with central services to coordinate journeymen level support for discrete trades.</p>	P	<p>The district provides journeymen level support for discrete trades and takes the lead in all facility planning efforts such as facility master plan production, planning and implementing bond programs and seeking state capital outlay funds to support the college goals.</p>
<p>III.B.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.</p>	S	<p>This is a shared responsibility with the district as the colleges assume day to day management for their facilities and work in conjunction with central services to coordinate journeymen level support for discrete trades.</p>	P	<p>The district provides journeymen level support for discrete trades and takes the lead in all facility planning efforts such as facility master plan production, planning and implementing bond programs and seeking state capital outlay funds to support the college goals.</p>
<p>C. Technology Resources</p>		<p>The colleges have technology staff deployed at the colleges, but reporting to the central ETS organization; Course content software is determined at the colleges based on their independent selection.</p>		<p>The Central Services ETS department manages all desktop, network and information system technology for the district in support of the instructional and student services programs.</p>

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<p>III.C.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.</p>	SH	<p>The colleges take the lead in determining what technology is needed to support student learning</p>	<p>the district takes the lead to develop technology solutions for the colleges, to insure the infrastructure works properly, to deploy new equipment and to develop and implement the Technology Master Plan in conjunction with the colleges</p>
<p>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</p>	SH		
<p>D. Financial Resources</p>	SH	<p>Once the college budgets are approved at the beginning of the year, the college assumes responsibility for operating within allocated budget guidelines to achieve their strategic goals within their FTES and productivity targets</p>	<p>The district is responsible for identifying sources of revenue, in conjunction with the colleges, to support the instructional program (for example the feasibility analysis of the Parcel Tax is a prime example of identifying new sources of revenue to support the academic programs). The district is responsible for all mandated financial reports, audits of general operations as well as special audits; the district prepares the budget and insures that expenses are within budget; the district prepares all formal budget reports (annual, quarterly etc) to the Trustees.</p>
<p>III.D.1 The institution relies upon its mission and goals as the foundation for financial planning.</p>	SH	<p>This is a shared responsibility as the colleges take prime responsibility to insure budget decisions are consistent with their goals and mission</p>	<p>This is a shared responsibility as the Board take prime responsibility to insure budget decisions are consistent with their goals and mission</p>
<p>III.D.2 To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.</p>	S	<p>The colleges are in a support position on this standard</p>	<p>The district assumes prime responsibility for implementation of appropriate control mechanisms and to insure the financial management system is transparent, and widely communicated.</p>
<p>III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.</p>	SH	<p>This is a shared responsibility between the college and district</p>	<p>This is a shared responsibility between the college and district</p>
<p>Standard IV. Leadership and Governance: 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.</p>	SH		

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<p>IV.A.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.</p>	<p>SH</p>	<p>This is a shared responsibility for leadership development. The leadership development envelopes both the management development and the governance leadership development. Both college and district encourage ideas for improvement to be brought up through administrative channels as well as shared governance channels</p>	<p>SH</p>	<p>This is a shared responsibility for leadership development. The leadership development envelopes both the management development and the governance leadership development. Both college and district encourage ideas for improvement to be brought up through administrative channels as well as shared governance channels</p>
<p>IV.A.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.</p>	<p>SH</p>	<p>All committee structures have established roles, missions and membership</p>	<p>SH</p>	<p>All committee structures have established roles, missions and membership</p>
<p>IV.A.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 collegial consultation processes facilitate discussion of ideas and effective communication among the institution's constituencies.</p>	<p>SH</p>	<p>This is a shared responsibility</p>	<p>SH</p>	<p>This is a shared responsibility</p>
<p>IV.A.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.</p>	<p>SH</p>	<p>This is a shared responsibility</p>	<p>SH</p>	<p>This is a shared responsibility</p>
<p>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.</p>	<p>SH</p>	<p>The governance structure at the colleges is fluid and is likely to change regularly based on evaluation of its effectiveness</p>	<p>SH</p>	<p>The district also reviews its governance structure and modifies committee membership and roles to improve effectiveness</p>
<p></p>	<p>SH</p>	<p></p>	<p>SH</p>	<p></p>

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<p>A. Decision Making roles and Processes</p>	<p>P</p>	<p>The colleges have their unique participatory governance process, and their unique administrative decision making processes which will make recommendations to the college president on college wide matters.</p>	<p>SH</p>	<p>The district has participatory governance committees for budget, technology, human relations. Each of these subcommittees report to the Chancellor's Advisory Council which is the overarching shared governance committee for the district and provides the linkage back to the colleges for each of the stakeholders represented. The district administrative committees are the Chancellor's staff, the Senior staff and the all administrator/supervisor meetings which are used to develop and review district wide issues and recommendations.</p>
<p>B. Board and Administrative Organization</p>	<p>P</p>	<p>The colleges assume responsibility for administrative organization and decision making within the college</p>	<p>P</p>	<p>The district assumes responsibility for administrative organization and decision making within Central Services; The Chancellor assumes responsibility for the Board of Trustees and all agendas for the board as well as the Audit and Finance subcommittee of the Board. The Vice chancellor, Business assumes responsibility for Citizen's Bond Oversight agendas and meetings</p>
<p>IV.B.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.</p>	<p>S</p>	<p>This is a support role for the colleges</p>	<p>P</p>	<p>The Board has a formal and transparent process for selecting the Chancellor. The Board is subject to the evaluation of the entire district when a member is up for re-election.</p>
<p>IV.B.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>	<p>P</p>	<p>The college president is clearly charged with this role</p>	<p>S</p>	<p>The Board supports the chancellor in the selection of the college presidents and their evaluation on an annual basis.</p>
<p>IV.B.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.</p>	<p>S</p>	<p>The colleges support and contribute to the development of the district strategic plan through the Chancellors Advisor Committee.</p>	<p>P</p>	<p>The Board sets these standards through their strategic plan and identifies who is responsible for carrying out the objectives within the plan</p>

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