Saddleback College
and
South Orange County Community College District
Function Map

Produced by Saddleback College
September 27, 2010

The Saddleback College and South Orange County Community College District Function Map is intended to illustrate how the College and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards.

The Function Map includes indicators that depict the level and type of responsibility as follows:

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

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

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

Function Map Directory

Position	Name	E-Mail	Office Location	Office Phone (949) 582-xxxx
Academic Senate President	Dr. Carmen Dominguez	cdominguez@saddleback.edu	FA 121	4896
Accreditation Liaison Officer	Dr. Don Busché	dbusche@saddleback.edu	AGB 110	4526
Accreditation Steering Committee Co-Chairs	Dr. Don Busché Dr. Robert Cosgrove	dbusche@saddleback.edu bcosgrove@saddleback.edu	AGB 110 BGS 209	4526 4903
Assistant Dean of Counseling Services and Special Programs	Terence Nelson	tnelson14@saddleback.edu	SSC 158	4473
ATEP Provost	Dr. Randy Pebbles	rpeebles@atep.us	ATEP	2702
BSI Committee Chair	Dr. Kevin O'Connor	koconnor@saddleback.edu	VIL 7-01	4366
Board Policy and Administrative Regulation Council (BPARC) Chair	Dr. David Bugay	dbugay@socccd.edu	HS 317	4699
CalWORKs	Dr. Georgina Guy	gguy@saddleback.edu	SSC126	4738
Center for Instructional Design and Distance Education (CIDDE)	Claire Cesareo-Silva	ccesareosilva@saddleback.edu	BGS 305	4739
Chancellor (Acting)	Dixie Bullock	dbullock@socccd.edu	HS 330	4840
Classified Senate President	Russell Hamilton	rhamilton@saddleback.edu	VIL 2-11	4902
College Foundation	Michelle Anstadt	manstadt1@saddleback.edu	AGB 119	4479
Consultation Council Chair	Dr. Tod Burnett	tburnett@saddleback.edu	AGB 104	4722
Counseling Services and Special Programs	Jerilyn Chuman Terence Nelson	jchuman@saddleback.edu tnelson14@saddleback.edu	SSC 155 SSC 158	4573 4473
Curriculum Committee Co-Chairs	David Francisco Dr. Kris Leppien-Christensen	dfrancisco@saddleback.edu kleppienchristense@saddleback.edu	SSC 156 BGS 321	4471 4827
Dean of Counseling Services and Special Programs	Jerilyn Chuman	jchuman@saddleback.edu	SSC 155	4573
Dean of Liberal Arts and Learning Resources	Dr. Kevin O'Connor	koconnor@saddleback.edu	VIL 7-01	4366
Director of Admissions, Records, and Enrollment Services	Jane Rosenkrans	jrosenkrans@saddleback.edu	SSC 102	4340
Director of College Fiscal Services	Carol Hilton	chilton@saddleback.edu	AGB 132	4872
Director of District Fiscal Services	Beth Mueller	bmueller@socccd.edu	HS 354	4661
Director of Facilities	John Ozurovich	jozurovich@saddleback.edu	CP 201	4880
Director of Learning Assistance Program (LAP)	Patti Weeks	pweekes@saddleback.edu	VIL 8-05	4605
Director of Planning, Research, and Grants	Gretchen Bender	gbender@saddleback.edu	AGB 108	4565
Director of Public Information and Marketing	Jennie McCue	jmccue@saddleback.edu	AGB 110	4320

Position	Name	E-Mail	Office Location	Office Phone (949) 582-xxxx
Director of Safety and Security/Police Chief	Harry Parmer	hparmer@saddleback.edu	CPD 15	4585
Director of Technology Services	Mark Schiffelbein	mschiffelbein@saddleback.edu	VIL 2	4882
Disabled Students and Services (DSPS)	Ardith Lynch	alynch@saddleback.edu	SSC 117	4750
Distance and Online Education Committee Chair	Claire Cesareo-Silva	ccesareosilva@saddleback.edu	BGS 305	4739
District Director of Facilities Planning and Purchasing	Brandye D'Lena	bdlena@socccd.edu	HS 366	4678
District Director of Public Affairs	Tracy Daly	tdaly@socccd.edu	HS 333	4920
District Director of Research and Planning	Denice Inciong	dinciong@socccd.edu	HS 331	4997
District IT and Research Team	Dr. Robert Bramucci	rbramucci@socccd.edu	HS 321	4960
District Online Education Council Chair	Dr. Robert Bramucci	rbramucci@socccd.edu	HS 321	4960
District Resources Allocation Council (DRAC) Chair (Acting)	Dr. David Bugay	dbugay@socccd.edu	HS 317	4699
District Risk Manager	Earl Pagal	epagal@socccd.edu	HS 346	4512
District Technology Council Chair	Dr. Robert Bramucci	rbramucci@socccd.edu	HS 321	4960
Educational Planning and Assessment (EPA) Committee Chair	Claire Cesareo-Silva	ccesareosilva@saddleback.edu	BGS 305	4739
Equipment Committee Chair	Don Taylor	dtaylor@saddleback.edu	TAS 212	4541
Extended Opportunity Programs and Services (EOPS)	Dr. Georgina Guy	gguy@saddleback.edu	SSC126	4738
Facilities Committee Chair	Eric Garant	egarant@saddleback.edu	CP	4627
Financial Assistance Director	Mary Hall	mhall@saddleback.edu	SSC 106	4865
Flexible Calendar Program Coordinator	Dr. Jane Horlings	jhorlings@saddleback.edu	SM 256	4910
Full-Time Faculty Hiring Prioritization Committee Co-Chairs	Dr. Robert Cosgrove Dr. Don Busché	bcosgrove@saddleback.edu dbusche@saddleback.edu	BGS 209 AGB 110	4903 4625
General Education Committee Co-Chairs	David Francisco Dr. Kris Leppien-Christensen	dfrancisco@saddleback.edu kleppienchristense@saddleback.edu	SSC 156 BGS 321	4471 4827
Innovation and Technology Center (ITC) Director	Mark Schiffelbein	mschiffelbein@saddleback.edu	VIL 2-16	4882
Institute for Teaching and Learning Chair	Claire Cesareo-Silva	ccesareosilva@saddleback.edu	BGS 305	4739
Management Team Chair	Dr. Tod Burnett	tburnett@saddleback.edu	AGB 104	4722
Matriculation Coordinator	Jo Ann Alford	jalford@saddleback.edu	SSC 149	4477
Outreach Coordinator	Leslie Humphrey-Quirk	lhumphrey@saddleback.edu	SSC 208	4272
Planning and Budget Steering Committee (PBSC) Co-Chairs	Gretchen Bender Carol Hilton	gbender@saddleback.edu chilton@saddleback.edu	AGB 108 AGB 132	4565 4872
President	Dr. Tod Burnett	tburnett@saddleback.edu	AGB 104	4722
Research Specialist	Shouka Torabi	storabi@saddleback.edu	AGB 113	4654

Position	Name	E-Mail	Office Location	Office Phone (949) 582-xxxx
Safety Committee Chair	Harry Parmer	hparmer@saddleback.edu	CPD 15	4585
Student Information System Operations Committee Chair	Dr. Robert Bramucci	rbramucci@socccd.edu	HS 321	4960
Transfer Center Coordinator	Miki Mikolajczak	mmikolajcza@saddleback.edu	CC 1	4468
Veterans Education and Transaction Services (VETS)	Terence Nelson	tnelson14@saddleback.edu	SSC 158	4473
Vice Chancellor for Technology and Learning Services	Dr. Robert Bramucci	rbramucci@socccd.edu	HS 321	4960
Vice Chancellor of Business Services (Acting)	Dr. David Bugay	dbugay@socccd.edu	HS 317	4699
Vice Chancellor of Human Resources	Dr. David Bugay	dbugay@socccd.edu	HS 317	4699
Vice President for Instruction (Acting)	Dr. Don Busché	dbusche@saddleback.edu	AGB 110	4625
Vice President for Student Services	Dr. Juan Avalos	javalos@saddleback.edu	SSC 107	4566

Standard	College Processes and Responsibilities	District Processes and Responsibilities
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS **I. 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.	The College reviews its mission statement annually to ensure that it continues to accurately reflect its educational purposes, its student population, and its commitment to student learning. The review is carried out by the Consultation Council, under the direction of the President, and involves all constituent groups on campus. Revisions are made if deemed necessary. The mission statement is then sent to the Board of Trustees for approval. The mission is used in the development and evaluation of instructional programs and student support services, as well as in all planning efforts including strategic planning.	The Board of Trustees approves the College mission statement on an annual basis. The Vice Chancellor of Technology and Learning Services facilitates constituent group participation to create and update the Districtwide vision, mission, core values and strategic directions. The District mission is scheduled for Board consideration at the same meeting as the College mission statement.
I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
I.A.2. The mission statement is approved by the governing board and published.	SH	SH
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	S
I.A.4. The institution's mission is central to institutional planning and decision-making.	P	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
I. 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.	The Educational Planning and Assessment (EPA) Committee, a standing committee of the Academic Senate, and the EPA Chair, a faculty member with 100% reassigned time, are responsible for overseeing the assessment of student learning outcomes (SLOs) and Administrative Unit Outcomes (AUOs) at the College and for Program Review (PR) and Administrative Unit Review (AUR). There is also a dedicated Research Specialist to work with faculty and staff in SLO and AUO assessment and in program and administrative unit review. The Director of Planning, Research, and Grants is responsible for coordinating the planning processes on campus, including strategic planning, and for ensuring that evidence is at the center of all planning efforts. The Planning and Budget Steering Committee (PBSC), co-chaired by the Director of Planning. Research, and Grants and the Director of College Fiscal Services, is the main planning body on campus, and oversees the strategic planning processes. It is composed of members from all constituent groups, and makes recommendations to the Consultation Council, also composed of members from all constituent groups, and the College President.	The Vice Chancellor of Technology and Learning Services and the District Director of Research and Planning coordinate institutional research support for the Colleges, which includes facilitating and publishing the Institutional Effectiveness Annual Report (IEAR), preparing state reports, and management and training of the inFORM data warehouse. A presentation on the Accountability Reporting for Community Colleges (ARCC) data and the IEAR is made annually to the Board of Trustees. The District Director of Facilities Planning and Purchasing coordinates the Education and Facilities Master Plan process with representatives from both Colleges. The Chancellor and Board of Trustees approve the Education and Facilities Master Plan.
I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
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	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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 reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
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	S
I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
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	S
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	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES **II. 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.	The Curriculum Committee and the General Education Committee, both standing committees of the Academic Senate, are responsible for overseeing and administering the curriculum review and program development processes. The Curriculum Committee is composed of faculty representatives from each instructional area and the deans from all academic divisions on campus. Proposed curriculum changes are sent to the Academic Senate for approval before sending to the College President for review, the Board of Trustees for approval, and then the Chancellor's office of the California Community College system. All instructional programs on campus engage in regular evaluation and continuous improvement through curriculum review, the annual assessment of student learning outcomes on the course and program levels, and through systematic program review with an annual update. Each department is responsible for documenting these processes, with oversight by the Curriculum Chair and the EPA Chair. The Research Specialist is available to assist departments with their assessment needs. General Education Institutional SLOs for all students completing a degree or transfer program are approved by the Academic Senate. The Distance and Online Education (DE) Program is administered by the Vice President for Instruction (VPI). The DE Committee is a standing committee of the Academic Senate and is composed of members of all constituent groups. The Chair of DE is a faculty member who works closely with the VPI on instructional issues related to DE. Courses offered though mediated instruction go through a separate approval process in the Curriculum Committee, and all changes are approved by both the Chair of the Curriculum Committee, also a faculty member, and the Chair of DE.	The Board of Trustees reviews and approves all changes in College curriculum and programs on an annual basis, and then forwards to the Chancellor's office of the California Community College system for final approval.

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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	S
II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
II.A.1.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
II.A.1.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
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	S
II.A.2.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

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
II.A.2.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 these outcomes.	P	S
II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
II.A.2.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.	P	S
II.A.2.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
II.A.2.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

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
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. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
II.A.3.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
II.A.3.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
II.A.3.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
II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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	S
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	S
II.A.6.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
II.A.6.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
II.A.6.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

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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	S
II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
II.A.7.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
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.	N/A	N/A

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
II. 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.	The Vice President for Student Services (VPSS), in conjunction with the Dean and the Assistant Dean of Counseling Services and Special Programs, oversees the operation of all student support units on campus. Each unit also has a manager who reports to the VPSS or the Dean. Recruitment efforts are targeted towards all of the diverse populations within our service area, and are undertaken by a number of individuals and committees at the College including the Outreach Coordinator, the Outreach Committee, the Director of Public Information and Marketing, the Marketing Committee, Matriculation, Extended Opportunity Programs and Services (EOPS), Veterans Education and Transaction Services (VETS), and Disabled Students and Services (DSPS). A broad range of programs and services are offered to assist students such as Counseling Services, the Transfer Center, Matriculation, EOPS, CalWORKs, Reentry Services, VETS, DSPS, Financial Assistance, and the Learning Assistance Program. Regular and systematic evaluation of each student support unit is undertaken for the purposes of continuous improvement. This includes the annual assessment of AUOs, the completion of AURs and annual updates, mandated reports by third-party agencies or the state, and periodic student surveys. The VPI oversees the annual publication of an updated catalog. An annual Student Handbook is produced by the Division of Counseling Services and Special Programs. Student records are updated and maintained by the Office of Admissions, Records, and Enrollment Services.	The Board of Trustees approves and updates policies that address student support services, following a process that originates with the Board Policy and Administrative Regulation Council (BPARC). The Vice Chancellor of Technology and Learning Services and the District Information Technology team create and maintain systems which support the student pathway including the Student Information System (SIS), which is the database for all student records, MySite, the student portal for registration services and student information, and My Academic Plan (MAP), an academic planning tool.
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	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
II.B.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
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	S
II.B.3.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
II.B.3.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
!!.B.3.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
II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
II.B.3.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

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
II. 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.	Learning Resources, which includes the library and the Learning Assistance Program (LAP), is managed by the Dean of Liberal Arts and Learning Resources. The library has six full-time librarians who coordinate the following aspects of library services: reference, circulation, acquisitions, instruction and information competency, distance learning, and systems. Student computer labs are found in the library and in other instructional buildings on campus, and are maintained by the Innovation and Technology Center (ITC). The College's course management system, Blackboard, is maintained by the District in conjunction with the College's Center for Instructional Design and Distance Education (CIDDE). Students can receive technical assistance in the computer labs and through Presidium, a 24/7 service center contracted by the College. The LAP offers tutorial services to students and is managed by the Director of Learning Assistance.	The Vice Chancellor of Technology and Learning Services and the District Information Technology team maintain the technology infrastructure for the Colleges through the MySite portal to online services and Blackboard course management system.
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	S
II.C.1.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
II.C.1.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

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
II.C.1.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
II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
II.C.1.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
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	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
STANDARD III: RESOURCES **III. 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.	The Full-Time Faculty Hiring Prioritization Committee, a standing committee of the Academic Senate made up of faculty members from each instructional area, the deans, and the VPI, forwards a prioritized list of needed positions to the College President annually. The prioritized positions are based upon identified program needs as documented in program reviews and other planning documents. The President reviews the list and forwards to the Chancellor and Board of Trustees for approval. When a position is approved for hiring, the College President and the Academic Senate appoint individuals to serve on the hiring committee. Requests for classified staff and managers are prioritized by the PBSC in accordance with the strategic plan and other considerations, then forwarded to Consultation Council and the President for further discussion and approval. The College President forwards position requests to the Chancellor and the Board of Trustees for approval. When a position is approved for hiring, individuals are appointed to serve on the hiring committee pursuant to the appropriate Board policy. Academic Administrators and Classified Managers are responsible for the evaluation of employees under their direct supervision in accordance with the bargaining unit contracts. The College has nine scheduled days of staff development each year, as well as other opportunities available throughout the year. In-service activities for faculty are coordinated and evaluated by the Academic Senate appointed Flexible Calendar Program Coordinator and the Institute for Teaching and Learning, coordinated by the EPA Chair. Classified staff development is coordinated and evaluated by the Classified Senate and the Staff Development Committee.	The Vice Chancellor of Business Services chairs BPARC, which is responsible for developing and updating policies and regulations. All policies for the hiring of personnel are developed by BPARC with College and bargaining unit input. The Vice Chancellor of Human Resources and the Human Resources (HR) staff oversee and coordinate all hiring processes. District HR also oversees the evaluation process, per negotiated agreements, for classified staff, classified managers, academic administrators, and faculty. The Vice Chancellor of Human Resources is responsible for maintaining and updating bargaining unit agreements. District HR maintains all personnel records and provides oversight for issues of equity and diversity, including appropriate data on diversity in hiring. The District Sabbatical Committee, co-chaired by a faculty member and the Vice Chancellor of Technology and Learning Services, reviews all applications for faculty sabbatical and forwards a recommended list to the Board of Trustees. The Board of Trustees approves the number of faculty and staff hired by the College, and sabbatical leaves for faculty.

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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.	SH	SH
III.A.1.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
III.A.1.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
III.A.1.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
III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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	S
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.	S	P
III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
III.A.3.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
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	SH	SH
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	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.	P	S
III.A.5.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.	P	S
III.A.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.	SH	SH

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
III. 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.	The Director of Facilities and the Facilities, Maintenance, and Operations Department is responsible for the operations and maintenance of all physical resources at the College. Decisions regarding routine operations are made by the College President, the Director of Facilities, and the Director of College Fiscal Services. Long-term facilities planning is overseen by PBSC and Consultation Council through the evaluation of needs as documented in PRs and AURs, the College Strategic Plan, scheduled maintenance plans, the Facilities Master Plan, and the District Education and Facilities Master Plan. Facilities plans are reviewed and updated annually by the Facilities Committee in order to meet all building, fire, seismic, and environmental health laws and requirements. The Director of Facilities is responsible for rectifying any potential safety risks and hazards. The Director of Safety and Security/Police Chief and the Safety Committee ensure that the College complies with established safety standards. The College also has a Crime Awareness and Prevention Program to ensure and maintain safety campuswide. The VPI selects off-site facilities with input from divisions to ensure the facilities are adequate and in compliance with relevant safety and security requirements. The Facilities Committee and the Equipment Committee review requests for funding to ensure they are in alignment with College planning initiatives.	The District Director of Facilities Planning and Purchasing is responsible for coordinating the Education and Facilities Master Plan, the planning and administration of renovation and new construction bids and contracts, and the submission of reports to the state that result in funding eligibility of construction, renovation and scheduled maintenance. The District Risk Manager is responsible for property and general liability programs, identification of hazards and safety issues, safety training, and maintaining all Cal-OSHA mandated programs. Keenan and Associates, the District property and liability carrier, conducts annual inspections of College facilities and presents a loss trend report at the annual Risk Action Improvement Plan meeting attended by the District Risk Manager, the Vice Chancellor of Human Resources, the Vice Chancellor of Business Services, the College Presidents, the ATEP Provost, and the College Directors of Facilities. Discussion revolves around worker's compensation claims and prevention, property liability, and safety training. The Chancellor and Vice Chancellor of Business Services are responsible for resource planning to cover costs of new and renovated facilities.
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.	SH	SH

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
III.B.1.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.	SH	SH
III.B.1.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.	SH	SH
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.	SH	SH
III.B.2.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
III.B.2.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.	P	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
III. 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.	The Director of Technology Services and the ITC are primarily responsible for ensuring the College's technological needs are met, and that all systems and hardware are well-maintained. In 1999, a Technology Plan was developed by the College's Technology Committee and has been updated annually to address technological advancements, teaching and learning needs, and College planning initiatives. The technological needs of faculty are handled by CIDDE and the ITC. Student technological assistance is available at the various computer labs on campus, the LAP, and the contracted Presidium 24/7 support center.	The Vice Chancellor of Technology and Learning Services is responsible to lead technology and institutional effectiveness planning through the mechanisms of the: Technology and Learning Services Council, Student Information System Operations Committee, District Technology Council, District Online Education Council, District IT and Research Team, inFORM Committee, and College and District Research and Planning Committee.
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.	SH	SH
III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
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.	SH	SH

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
III. D. Financial Resources 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.	The Director of College Fiscal Services oversees all financial planning and budget development at the College. PBSC guides the strategic planning process and the implementation of the Strategic Plan. All financial decisions go through this body to ensure that all requests for expenditures are in alignment with the Strategic Plan before they are forwarded to the Consultation Council, which in turn makes recommendations to the College President. Both PBSC and Consultation Council include representatives of all College constituent groups, and both are recommending bodies. Final decisions and accountability rest with the College President.	The Chancellor and the Vice Chancellor of Business Services are responsible for determining the amount of District resources available to the College operating budgets. The Vice Chancellor of Business Services chairs the District Resources Allocation Council (DRAC). DRAC includes members from all constituent groups at the Colleges, and its purpose is to develop the methods and procedures used for the allocation of available general fund resources consistent with Board adopted budget guidelines. The Vice Chancellor of Business Services approves all contractual agreements.
III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
III.D.1.a. Financial planning is integrated with and supports all institutional planning.	P	S
III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
III.D.1.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
III.D.1.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.	P	S
III.D.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.	SH	SH

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
III.D.2.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.	SH	SH
III.D.2.b. Appropriate financial information is provided throughout the institution.	SH	SH
III.D.2.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.	SH	SH
III.D.2.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.	P	S
III.D.2.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.	P	S
III.D.2.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.	SH	SH
III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	P	S
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	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
STANDARD IV: LEADERSHIP AND GOVERNANCE **IV. 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.	The President is the Chief Executive Officer of the College, and is granted authority and responsibility by the Chancellor and the Board of Trustees for planning and for the development of participatory processes at the College. College processes have been established to provide for the effective participation of faculty, staff, management, and students. The College has an open and well-defined committee structure, as documented in our 2010-2011 Governance Manual, which provides numerous opportunities for individuals in each constituent group to participate in the governance process. The Academic Senate, Classified Senate, management, and Associated Student Government have procedures in place to select their representatives to serve on campus committees and decision-making bodies. Consultation Council, composed of members from all constituent groups, is responsible for making recommendations to the College President in alignment with the Strategic Plan and other planning documents. The constituent groups derive their roles and responsibilities through Government Code, California Education Code, the California Code of Regulations Title 5, Board policy, and accompanying administrative regulations, as well as through College practices. The College relies primarily on the advice of the Academic Senate regarding all courses of instruction and educational programs. The Curriculum Committee is a standing committee of the Academic Senate, and is composed of faculty, academic deans, and the VPI. Program Review and SLO assessment are also faculty-driven processes coordinated by the EPA Committee, also a standing committee of the Academic Senate. The accreditation self-study is a collaborative process involving all constituent groups. The VPI	The Chancellor is the Chief Administrative Officer of the District, and is granted full authority and responsibility by the Board of Trustees for the proper conduct of the business and educational programs of the District. The Chancellor is responsible for the overall effectiveness of 20 standing District-wide committees and task forces that are inclusive of every constituent group at both Colleges. The Chancellor serves as the secretary of the Board of Trustees, and is responsible for keeping the Board apprised of all accreditation activities. The Vice Chancellor of Business Services is responsible for maintaining Board policies which describe the role and scope of authority of faculty and staff within the decision-making process.

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
	serves as the Accreditation Liaison Officer, and the Accreditation Steering Committee is co-chaired by the VPI and the Academic Senate President.	
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.	SH	SH
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.	SH	SH
IV.A.2.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.	P	S
IV.A.2.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
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 processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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.	SH	SH
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.	SH	SH

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
IV. 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.	The President is the Chief Executive Officer of the College responsible for implementing the College's Strategic Plan and District policies, as well as state statutes and regulations. The President reports to, assists, and supports the Chancellor. The President's administrative organization is the established authority on campus and the College President is the final authority at the College level. In this role, the President oversees all operations at the College, provides leadership to the College processes in regards to planning, decision-making, and evaluation, making sure that all decisions are focused on the improvement of teaching and learning, and assures fiscal responsibility by monitoring the College budget and tying resource allocation to planning. The President is also responsible for community and public relations. He works and communicates with the communities served by the College in a variety of ways, such as through Student Outreach, Marketing, College Foundation, and external relationships developed by academic programs.	The Board of Trustees, with the assistance of the Chancellor, is responsible for the adoption, deletion, and modification of all Board policies. BPARC, which includes representatives from all constituent groups at both Colleges, is responsible for regularly evaluating Board policies and drafting recommended changes to the policies and their associated administrative regulations. These are then forwarded to the Chancellor and the Board for review, revision, and approval. The Director of Public Affairs in the Chancellor's Office maintains a District web site which includes all approved Board policies, administrative regulations, and other pertinent District and Board of Trustees information. This includes a policy on the hiring and evaluation of the Chief Executive Officer at the College and the District. In accordance with this policy, the Chancellor is responsible for recommending the selection of the College President, and for the supervision and evaluation of the College President. The Board of Trustees is responsible for maintaining the financial stability of the District. The Board reviews and approves the District budget and the College budgets in accordance with its financial philosophy and accompanying guidelines. The Board of Trustees hires the Chief Executive Officer of the District. The Chancellor is responsible for determining and clearly defining the role of the District Office in relation to the operation of the Colleges, and is responsible for ensuring the effective operation of the Colleges through District support. The Chancellor is responsible for working directly with the Board of Trustees, and for communicating the needs of the Colleges to the Board and to offices within District Services. The Chancellor is also responsible for keeping the Board of Trustees informed about the accreditation process. The Chancellor has the overall responsibility for the functions and services that the District Services

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
		departments provide for the College. The executive offices within District Services are the: Office of the Chancellor and Trustee Services; Office of the Vice Chancellor of Business Services; Office of the Vice Chancellor of Technology and Learning Services; and Office of the Vice Chancellor of Human Resources. The departments within District Services are: accounting, benefits, facilities planning, fiscal services, human resources, information technology, institutional research and planning, payroll, public affairs, purchasing, risk management, and warehouse/mailroom. The Chancellor is responsible for the evaluation of District Services and the communication of results.
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.	S	P
IV.B.1.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
IV.B.1.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
IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
IV.B.1.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
IV.B.1.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
IV.B.1.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
IV.B.1.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
IV.B.1.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
IV.B.1.i. The governing board is informed about and involved in the accreditation process.	SH	SH
IV.B.1.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

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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	S
IV.B.2.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
IV.B.2.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; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
IV.B.2.d. The president effectively controls budget and expenditures.	P	S
IV.B.2.e. The president works and communicates effectively with the communities served by the institution.	P	S

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
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.	S	P
IV.B.3.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
IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the college.	S	P
IV.B.3.d. The district/system effectively controls its expenditures.	S	P
IV.B.3.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
IV.B.3.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

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Standard	College Processes and Responsibilities	District Processes and Responsibilities
IV.B.3.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.	SH	SH

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility