Accreditation Evidence Collection

CPC COMMITTEE

Possible Sources of evidence recommended by the ACCJC: Diagrams of governance and decision-making lines of communication; Examples of innovations or improvement ideas that have been brought forward by an individual or group, advanced through the governance/decision-making process, and implemented; Minutes of meetings, or progress reports, that can track the development of innovations or improvements from inception to planning to implementation; And/or other documents that demonstrate the institution is aligned with this Standard.

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

- **Diagrams, PGA diagrams, CPC retreat (discussion on direction for the campus), org chart (available of district website), planning org chart (mission hierarchy)**

Possible Sources of evidence recommended by the ACCJC: Policy and/or procedure that establishes governance structure and explains constituents 'roles in decision making; Policy or procedure that delineates constituents' areas of responsibility in bringing ideas forward, planning, and decision-making; And/or other documents that demonstrate the institution is aligned with this Standard.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

▪**Committee descriptors and handbook, board policies and title V policies, student advocacy group (sample report in minutes), participation in reengagement plan, financial aid (district website), ad hoc committees (posted on CPC website), PACE report**

Possible Sources of evidence recommended by the ACCJC: Policy and/or procedure that describe the roles of administrators and faculty indecision-making related to curriculum and student learning programs and services; Minutes or other reports that demonstrate administrators and faculty carrying out their roles as described; And/or other documents that demonstrate the institution is aligned with this Standard.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

- PGA descriptors, bargaining agreements, CPC participatory gov. handbook

Possible Sources of evidence recommended by the ACCJC: Policy and/or procedure that describe the roles of administrators and faculty indecision-making related to curriculum and student learning programs and services; Minutes or other reports that demonstrate administrators and faculty carrying out their roles as described; And/or other documents that demonstrate the institution is aligned with this Standard.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

▪**Minutes curriculum committee, CTEC minutes, program review, SAOs & SLOs**

Possible Sources of evidence recommended by the ACCJC: Policy and/or procedure that establishes governance structure and explains constituents' roles in institutional decision making; Governance committee(s) charters and rosters; Governance handbook or other document that describes institutional governance system; Sample minutes from decision-making groups and other types of reports that demonstrate when decisions are made and/or when resulting actions are completed; And/or other documents that demonstrate the institution is aligned with this Standard.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

▪**Self-evaluations (committee)**

Possible Sources of evidence recommended by the ACCJC: Procedures that establish processes for decision-making; Sample minutes from decision-making groups and other types of reports that demonstrate when decisions are made and/or when resulting actions are completed; Sample communications to the institution regarding decisions made and the resulting actions; And/or other documents that demonstrate the institution is aligned with this Standard.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

- Minutes (posted), communication from president's office, PowerPoints from President's report, recorded town halls, recorded messages to the campus, newsletters from programs, committee chair responsibilities, summary of assessment committee notes, SEA funding retreat (Process, Guidelines), classified staff hiring (process)

Possible Sources of evidence recommended by the ACCJC: Evaluation instruments and resulting reports that assess effectiveness of governance structures and processes, including plans for improvement; Evaluation instruments and resulting reports that assess effectiveness of committees, including plans for improvement; Minutes from a governance body when effectiveness of governance structures and processes were discussed; Documentation of a regular cycle of evaluation for governance; Subsequent governance evaluation reports that document improvements to governance; Examples of communications to the college on results of the evaluations or discussions; And/or other documents that demonstrate the institution is aligned with this Standard.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, 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.

- Committee self-evaluations, surveys, chair elections, enrollment reports/workload hours (sent to chairs), swirl data, participation in the assessment process (unit planning, SLO assessments), SCFF District Reports, District enrollment data