**Standard IV: LEADERSHIP AND GOVERNANCE**

October 17, 2016 – this is a listing of evidence collected so far – we need to identify URLs / location

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

| **Query #** | **Sub-queries** | **Notes for Report** | **Evidence** |
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| **IV.A.1 - Decision-Making Roles and Processes** - 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. |
| IV.A.1 Q1 | What do the statements about institutional mission and goals reveal about the institution's commitment to student success and educational excellence? |  | College mission statement3SPGovernance surveyMinutes from Education Master PlanBoard minutes on student success scorecard |
| IV.A.1 Q2 | Are the institution's goals and values clearly articulated and understood by all? Can college staff list what those goals and values are? |  |  |
| IV.A.1 Q3 | What information about institutional performance is available to staff and students? How is the information kept current? Is it easily accessed, is it understandable? Is it regularly used in institutional dialog and decision-making sessions? |  | Enrollment prioritiesOnline education initiative (college/statewide) Communication changesAP2410 – Administrative proceduresStudent equity plan |
| IV.A.1 Q4 | Do the institution's processes for institutional evaluation and review, and planning for improvements, provide venues where the evaluations of the institution's performance are made available to all staff? |  | Board policy on institutional planning |
| IV.A.1 Q5 | Do institutional planning efforts provide opportunity for appropriate staff participation? |  | Professional development committee |
| IV.A.1 Q6 | How do individuals bring forward ideas for institutional improvement? |  |  |
| **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. |
| IV.A.2 Q1 | What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development? |  | Governance handbookAPCIntegrated Planning & BudgetCollege Curriculum Committee (formation & responsibilities)Title V regulations regarding 10+1. |
| IV.A.2 Q2 | What evidence demonstrates that these policies and procedures are functioning effectively? |  | Governance surveyAccreditation survey |
| IV.A.2 Q3 | What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters? |  |  |
| IV.A.2 Q4 | What provisions are made for student involvement in the decision-making processes? |  |  |
| **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. |  |  |  |  |  |
| IV.A.3 Q1 | What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development? |  |  |
| **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. |
| IV.A.4 Q1 | What institutional policies and procedures describe as the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters? |  | BP2223 – Role of Academic Senate in Academic and Professional MattersBP6000 – Philosophy of EducationBP6010 – Curricular OfferingsCollege Curriculum CommitteeCollege Governance HandbookDivisional Curriculum CommitteesSubstantive change for baccalaureate degree and distance education (April 4, 2016 & May 2, 2016)Online Learning and Tech Committees Website Accreditation website |
| IV.A.4 Q2 | What evidence demonstrates that these policies and procedures are functioning effectively? |  |  |
| IV.A.4 Q3 | Have programs, degrees, and certificates available 50% or more via DE/CE been reviewed through the ACCJC Substantive Change process? |  |  |
| IV.A.4 Q4 | Have programs, degrees, and certificates available 50% or more via DE/CE been reviewed through the ACCJC Substantive Change process? |  |  |
| **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. |
| IV.A.5 Q1 | Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of faculty in areas of student educational programs and services planning? |  | BP3250 - Institutional PlanningBoard Policy and Administrative Procedure 2410 – District decision-making flowchart |
| IV.A.5 Q2 | Are staff and students well informed of their respective roles? Do staff participate as encouraged by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements? Is the result of this effort actual institutional improvement? |  | AP2410 (APM)BP2223 - Role of Academic Senate in APMCACGovernance evaluation surveyProcess for forming a taskforceAP2410 – District decision-making flowchart |
| IV.A.5 Q3 | Is there effective communication at the college - clear, understood, widely available, current? | Board self-evaluation and decision to seek input from constituent groups; board priorities; curriculum committee minutes and Board minutes showing approval of curriculum; portal info (messages/security alerts) | Budget advisory committeeIntegrated planning & budgeting governance handbook |
| IV.A.5 Q4 | Do staff at the college know essential information about institutional efforts to achieve goals and improve learning? |  |  |
| **IV.A.6** - The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. |
| IV.A.6 Q1 | What process does the institution use to document and communicate these decisions? |  |  |
| **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. |
| IV.A.7 Q1 | What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community? |  |  |
| IV.A.7 Q2 | How does the institution use identified weaknesses to make needed improvements? |  |  |
| **IV.B.1** - **Chief Executive Officer** - The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. |
| IV.B.1 Q1 | What does the CEO do to communicate institutional values, goals (institution-set standards) and direction? |  |  |
| IV.B.1 Q2 | How familiar is the CEO with data and analyses of institutional performance? |  |  |
| IV.B.1 Q3 | How does the CEO communicate the importance of a culture of evidence and a focus on student learning? |  |  |
| IV.B.1 Q4 | Where does the research office report in the institution; does it have easy access to the CEO’s office? |  |  |
| IV.B.1 Q5 | What mechanisms has the CEO put in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes? |  |  |
| IV.B.1 Q6 | How does the district chief executive officer follow the component parts of this Standard in the role of providing effective district leadership? |  |  |
| **IV.B.2** - The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. |
| **IV.B.3** - Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: |
| IV.B.3 Q1 | establishing a collegial process that sets values, goals, and priorities;ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;ensuring that the allocation of resources supports and improves achievement and learning; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. |  |  |
| IV.B.3 Q2 | What does the CEO do to communicate institutional values, goals (institution-set standards) and direction? |  |  |
| IV.B.3 Q3 | How familiar is the CEO with data and analyses of institutional performance? |  |  |
| IV.B.3 Q4 | How does the CEO communicate the importance of a culture of evidence and a focus on student learning? |  |  |
| IV.B.3 Q5 | What mechanisms has the CEO put in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes? |  |  |
| IV.B.3 Q6 | How does the district chief executive officer follow the component parts of this Standard in the role of providing effective district leadership? |  |  |
| **IV.B.4** - The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. |
| IV.B.4 Q1 | How does the CEO take a lead role in accreditation processes? |  |  |
| IV.B.4 Q2 | How does the CEO ensure others on campus also understand accreditation? |  |  |
| **IV.B.5** - The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. |
| **IV.B.6** - The CEO works and communicates effectively with the communities served by the institution. |
| **IV.B.7** - The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7) |
| IV.B.7 Q1 | Does the institution have a policy manual or other compilation of policy documents that demonstrate that the governing board's role in academic quality, integrity, and effectiveness of learning programs and services, and financial stability? Are these policies reviewed on a regular basis? |  |  |
| IV.B.7 Q2 | What statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction? |  |  |
| **IV.C.1** - **Governing Board** - The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7) |
| IV.C.1 Q1 | Does the institution have a policy manual or other compilation of policy documents that demonstrate that the governing board's role in academic quality, integrity, and effectiveness of learning programs and services, and financial stability? Are these policies reviewed on a regular basis? | Board Policies describe this. Changes to policies and procedures can happen at any time. \**A process to develop a periodic review of policies is currently underway so there may be an amendment to AP 2410 this year.* | BP 2200 – Philosophy, Mission, and Roles and Responsibilities.BP 3000 – Principles of Sound Fiscal ManagementBP 3100 – Budget PreparationBP/AP 2410 – Policy and Administrative Procedure |
| IV.C.1 Q2 | What statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction? | The Mission of the Board of Trustees as well as their Roles and Responsibilities make specific statements to this effect. They mention things such as establishing and protecting “…a climate in which teaching and learning are deeply valued…” and ensuring “quality teaching” and “to establish and oversee the District’s mission, purpose,…,programs, services…” Also, the approval of the district strategic plan shows how the board supports these areas. | BP 2200District Strategic Plan |
| **IV.C.2** - The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. |
| IV.C.2 Q1 | How does the Board demonstrate its support for its own policies and decisions? | BP 2715 talks about how decisions are made and “respect the final majority decision of the Board”. | BP 2715 – Code of Ethics Standards of Practice |
| **IV.C.3** - The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. |
| IV.C.3 Q1 | What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented? | The board establishes a process for the search that is “fair and open and comply with relevant regulations”. The regulations referred to are those from CCR Tile 5, Sections 53000 et seq. | BP 2431 – Chancellor or President Selection |
| IV.C.3 Q2 | Has the board used these processes in its most recent chief administrator searches? | Yes. | Documentation related to the Chancellor search in 2015 |
| IV.C.3 Q3 | What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals? | The board conducts an annual evaluation of the Chancellor. Such evaluation is based on board policies, and performance goals and objectives.  | BP 2435 – Evaluation of Chancellor |
| IV.C.3 Q4 | How does the board set clear expectations for regular reports on institutional performance from the chief administrator? | The board requires reporting out on the planning efforts of the District. These planning efforts describe institutional performance. | BP 3250 – Institutional Planning |
| IV.C.3 Q5 | What is the written policy describing selection and evaluation of the chief administrator? Has the board followed it? | Written policies are found in the Board policies. The Board has followed it for the selection of the Chancellor in 2015 and the reviews conducted annually. | BP 2431 and BP 2435. Documentation related to the Chancellor search in 2015. |
| **IV.C.4** - The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7) |
| IV.C.4 Q1 | Is the governing board appropriately representative of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution? | The governing board is a publicly elected body. It openly welcomes and receives public input into board deliberations. Its policy around ethics and standards of practice describe the responsibility to act in the best interests of the community, free from any conflict of interest. | BP 2715 – Code of Ethics Standards of PracticeBP 2710 – Conflict of Interest |
| **IV.C.5** - The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. |
| IV.C.5 Q1 | What policies, institutional goals or other formal statements exist that describe governing board expectations for quality, integrity and improvement of student learning programs and services? | Board approves curriculum, institutional plans, and budgets. Through planning and budgeting processes, the board has established expectations in the development and maintenance of quality programs. | Board minutes reflecting approval of curriculum, plans, budgets.BP 2200 – Philosophy, Mission, Roles and ResponsibilitiesBP 3250 – Institutional PlanningBP 3000 – Principles of Sound Fiscal Management |
| IV.C.5 Q2 | Is the governing board aware of the institution-set standards and analysis of results for improvement of student achievement and learning? | They are through the reporting of institutional planning documents that, among other things, use student achievement data to set standards.  | BP 3250 – Institutional PlanningBoard minutes regarding college Educational Master Plans, Equity Plans, SSSP plans. |
| IV.C.5 Q3 | Is the governing board independent? Are its actions final and not subject to the actions of any other entity? | The governing board is a publicly elected body. Its policy around ethics and standards of practice describe the responsibility to act independently, free from any conflict of interest. | BP 2715 – Code of Ethics Standards of PracticeBP 2710 – Conflict of Interest |
| IV.C.5 Q4 | Is the governing board aware of the institution-set standards and the analysis of results for improvement of student achievement and learning? | They are through the reporting of institutional planning documents that, among other things, use student achievement data to set standards.  | BP 3250 – Institutional PlanningBoard minutes regarding college Educational Master Plans, Equity Plans, SSSP plans. |
| **IV.C.6** - The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures. |
| **IV.C.7** - The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. |
| IV.C.7 Q1 | Do the records of governing board actions (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws? | The board regularly evaluates its work and seeks input on its performance from CAC, Foundation Board Executive Committee, and public members of Bond Oversight and Audit & Finance committees. | BP 2745 – Board Self-EvaluationMinutes reflecting the self-evaluation process.*Minutes from CAC et al. input?* |
| IV.C.7 Q2 | Does the governing board have a system for evaluating and revising its policies on a regular basis? Is this system implemented? | The board conducts an evaluation on an annual basis.*Evaluation of policies?* | BP 2745 – Board Self-Evaluation |
| **IV.C.8** - To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. |
| IV.C.8 Q1 | What data on student performance does the Board regularly evaluate? | Board annually reviews student success scorecard data as well as student performance data found in institutional planning documents (Ed. Master Plans, Equity plans, SSSP plans) | Minutes from board study session.Minutes from reporting out of institutional plans. |
| **IV.C.9** - The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. |
| IV.C.9 Q1 | What is the governing board's program for development and orientation? | Development and orientation are a priority of the board, articulated in Board Policies. | BP 2210 – Officers of the BoardBP 2740 – Board EducationFeb. 2014 Agenda minutes reflect the priority of professional development. |
| IV.C.9 Q2 | Does the board have a formal, written method of providing for continuing membership and staggered terms of office? | Elections (staggered) are part of Board Policy. | BP 2010 – Board MembershipBP 2100 – Board ElectionsBP 2110 – Vacancies on the Board |
| **IV.C.10** - Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. |
| IV.C.10 Q1 | What is the board self evaluation process as defined in its policies? Does the process as described present as an effective review? | The board regularly evaluates its work and seeks input on its performance from CAC, Foundation Board Executive Committee, and public members of Bond Oversight and Audit & Finance committees. | BP 2745 – Board Self-EvaluationMinutes reflecting the self-evaluation process.*Minutes from CAC et al. input?* |
| IV.C.10 Q2 | Does the governing board policy call for regular self evaluation? Does the institution's board regularly evaluate its own performance? | Board policies call for annual self-evaluation. | BP 2745 – Board Self-Evaluation |
| **IV.C.11** - The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7) |
| IV.C.11 Q1 | What is the board's stated process for dealing with board behavior that is unethical? Does the governing board implement this process? Is there evidence of results? | Board policies discuss dealing with unethical behavior. | BP 2715 – Code of Ethics Standards of Practice*Is there an example of when this process actually took place?* |
| IV.C.11 Q2 | Are less than half of the board members owners of the institution? Are a majority of governing board members non-owners of the institution | The majority of board members are non-owners of the institution. | *Evidence?* |
| **IV.C.12** - The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively. |
| IV.C.12 Q1 | How is the board delegation of administrative authority to the chief administrator defined? (In policy documents? In a contract with the chief administrator?) | Delegation of authority is articulated in Board Policies | BP 2430 – Delegation of Authority to ChancellorBP 2410 – Policy and Administrative Procedure |
| IV.C.12 Q2 | Is this delegation clear to all parties? | Board Policies are public documents, which ensures clarity to all parties. | BP 2430 – Delegation of Authority to ChancellorBP 2410 – Policy and Administrative Procedure |
| IV.C.12 Q3 | How effective is the governing board in focusing at the policy level? | Board self-evaluation suggests the board is effective at the policy level. | Board self-evaluation 2016 summary…found in 7/11/16 agenda.  |
| IV.C.12 Q4 | What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals? | The board conducts an annual evaluation of the Chancellor. Such evaluation is based on board policies, and performance goals and objectives.  | BP 2435 – Evaluation of Chancellor |
| IV.C.12 Q5 | How does the board set clear expectations for regular reports on institutional performance from the chief administrator? | The board requires reporting out on the planning efforts of the District. These planning efforts describe institutional performance. | BP 3250 – Institutional Planning |
| IV.C.12 Q6 | How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity? | The board requires reporting out on the planning efforts of the District. These planning efforts describe institutional performance. | BP 3250 – Institutional PlanningBP 3100 – Budget Preparation |
| **IV.C.13** - The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process. |
| IV.C.13 Q1 | How does the board participate appropriately in institutional self evaluation and planning efforts? | The board is informed of the collages’ self-evaluation and planning efforts.  | BP 3250 – Institutional PlanningBoard study session minutes showing updates on institutional reports. |
| IV.C.13 Q2 | How do board actions indicate a commitment to improvements planned as part of institutional self evaluation and accreditation processes? | The board places a priority on staying informed on accreditation and supporting improvement through accreditation.  | BP 3200 – AccreditationMinutes showing approval of substantive change reports: May 2016 (Ed Center), March 2016 (Distance Education). |
| IV.C.13 Q3 | How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement? | The board is continuously informed on “actions taken or to be taken in response to recommendations in an accreditation report”. Also, a study is conducted after each accreditation visit to determine what can be done to address deficiencies. | BP 3200 – Accreditation |
| IV.C.13 Q4 | Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution? | The Board is informed of reports made to the commission. | BP 3200 – AccreditationMinutes showing approval of substantive change reports: May 2016 (Ed Center), March 2016 (Distance Education). |
| IV.C.13 Q5 | Is the board knowledgeable about Accreditation Standards, including those that apply to the board? | The Chancellor keeps the board informed on accreditation standards specifically relevant to the board. In a study session, the board is also informed about accreditation. | BP 3200 – AccreditationMinutes from Aug. 2016 study session showing accreditation reports. |
| IV.C.13 Q6 | Does the board assess its own performance using Accreditation Standards? | Delineation of functions work assesses if the board is meeting accreditation standards. | *Delineation of functions map and evidence spreadsheet.* |
| IV.C.13 Q7 | Does the governing board development program address the need to learn about Accreditation Standards and expectations? | ?? | ?? |
| IV.C.13 Q8 | Does the governing board development program address the need to learn about Accreditation Standards and expectations? | ?? | ?? |
| **IV.D.1 - Multi-College Districts or Systems** - In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system. |
| IV.D.1 Q1 | What policies and practices demonstrate the delineation of roles and responsibilities for the district/system and the colleges? | Board policies and the organizational structure show the delineation of roles and responsibilities.  | BP 2430 – Delegation of AuthorityBP/AP 3100 – Organizational Structure Minutes from: Chancellor's Cabinet meetings, Senior Administrators meetings, All Administrators and Supervisors meetings, Chancellor's Advisory Council, Academic and Professional Matters Committee. |
| **IV.D.2** - The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution. |
| IV.D.2 Q1 | Does the district/system have a written delineation of responsibilities? Are institutional and district/system staff knowledgeable of this delineation? | The delineation of functions map was led by the district but completed in collaboration with the colleges.  | *Link to the delineation of functions map.**CAC minutes showing the approval of the document.*Board study session on 8/2016. |
| IV.D.2 Q2 | Is the delineation of responsibilities evaluated for effectiveness? | The governance process is evaluated for its effectiveness.*Do we evaluate the delineation of responsibilities?* | *Governance evaluation survey.* |
| IV.D.2 Q3 | What feedback mechanisms does the district/system have in place to provide assessment of the effectiveness of district/system services? | Surveys. The planning and finance cycles provide opportunity for feedback on district/system services. | *Accreditation survey**Governance evaluation survey**Info. graphics and narratives for the planning and finance cycles.* *District Strategic Plan metrics* |
| IV.D.2 Q4 | Is the assessment of district/system services data driven? Does it reflect the needs and priorities of the institutions? | They are data driven. The District Strategic Plan in particular looks to address the specific college and district goals that support the achievement of the mission. | *Accreditation survey**Governance evaluation survey**District Strategic Plan metrics* |
| IV.D.2 Q5 | Are district/system services regularly evaluated with regard to their support for institutional missions and functions?  | Through the AUR process, district/system services report on their effectiveness to meet the mission of the district. | *District AUR documents* |
| **IV.D.3** - The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. |
| IV.D.3 Q1 | What is the district/system's method of distributing resources to its institutions? Is the district/system based in a realistic assessment of needs of each institution? Is it a fair process? Is it well-understood across the district/system? | The financial planning cycle describes how resources are allocated throughout the district.  | *Financial planning cycle info. graphic and narrative* |
| IV.D.3 Q2 | Is the district/system's resource distribution method data-driven? Does it reflect the needs and priorities of the institutions? | ?? Kevin | ?? Kevin |
| IV.D.3 Q3 | What do the institution's most recent annual independent audit reports and audited financial statements reveal about control of expenditures? | ?? Kevin | ?? Kevin |
| **IV.D.4** - The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges. |
| IV.D.4 Q1 | What policies and practices demonstrate delegation of authority to college CEO’s that meets the criteria of the Standard? | This is articulated in board policy. | BP 2430 – Delegation of Authority to Chancellor. |
| **IV.D.5** - District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. |
| IV.D.5 Q1 | How are planning and evaluation integrated between district/system and the colleges? | The development of college EMPs and the district strategic plan happen in a cycle that informs each other. The District Strategic Plan integrates both college and district goals to achieve the mission of the district; and includes metrics by which the district is evaluated. | *Planning cycle info. graphic.**District Strategic Plan.* |
| IV.D.5 Q2 | How do the district/system and the colleges determine the effectiveness of the integrated planning? | Survey. Attainment of institutional and district goals as articulated and evaluated in college plans and district strategic plan. | Accreditation surveyCollege plans (EMP, equity, SSSP)*District strategic plan and AURs* |
| **IV.D.6** - Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively. |
| IV.D.6 Q1 | What methods of working jointly do the district/system and institutions use? | Participatory governance and membership of those groups. | http://www.fhda.edu/\_about-us/\_participatorygovernance/index.htmlChancellor’s public communication/informationDistrict opening day (plenary session and workshops) Middlefield center/development of new Education Center and decision-making process for programming (substantive change doc)ETS town hallsCurriculumBaccalaureate doc (minutes from APM & CAC, email from Chancellor Thor regarding program decisionBoard minutes curriculum and substantive change approval, current fiscal discussionNASA/AMES research initiative (University Associates) Budget town hall meetingsProcess for determining number of faculty hires, how disseminated? |
| IV.D.6 Q2 | Do these methods result in clear and timely communications in all directions? | Participatory governance committee meetings are scheduled in a way to facilitate timely communication. | *Is there a calendar showing when they meet?* |
| IV.D.6 Q3 | Are the institutions well informed about district/system issues, governing board actions and interests that have an impact on operations, educational quality, stability or ability to provide high quality education? | District governance survey shows if folks feel they are informed. | *Governance survey.* |
| **IV.D.7** - The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. |
| IV.D.7 Q1 | What are the district/system's methods for evaluating its effectiveness? | Governance survey; accreditation survey; strategic plan metrics, institutional plan reports. | Governance surveyAccreditation surveyDistrict Strategic Plan metricsEducation Master PlansEquity PlansSSSP Plans |
| IV.D.7 Q2 | Does it conduct regular assessments? How does it communicate the results? | Surveys are conducted regularly as are updates for district and institutional plans. Communication of results happens in governance meetings as well as board sessions. | Governance surveysAccreditation surveysDistrict Strategic Plan/AURsMinutes from meetings showing communication of results. |
| IV.D.7 Q3 | What changes/improvements have been made as a result of these evaluations? | ?? | ?? |

NOTES: