

Standard IV: Leadership and Governance

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.

A. Decision-Making Roles and Processes

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.

Evidence of Meeting the Standard

- [IV.A.1-1](#) ¡ESO! Adelante Program
- [IV.A.1-2](#) Academic Committee for Equity and Success, ACES Inquiry 2017
- [IV.A.1-3](#) Academic Senate Governing Council (ASGC)
- [IV.A.1-4](#) Administrative Planning Council (APC)
- [IV.A.1-5](#) Annual Climate Survey 2018
- [IV.A.1-6](#) Curriculum Committee
- [IV.A.1-7](#) Educational Master Plan (EMP)
- [IV.A.1-8](#) Grants Development and Management
- [IV.A.1-9](#) Instructional Planning Council (IPC)
- [IV.A.1-10](#) Learning Center, JAMS
- [IV.A.1-11](#) Professional Learning, Flex Day
- [IV.A.1-12](#) Program Review
- [IV.A.1-13](#) STEM Center
- [IV.A.1-14](#) STEM Center, MESA
- [IV.A.1-15](#) Student Services Planning Council (SSPC)

Analysis and Evaluation

Cañada College is a community college that seeks to provide an environment that fosters innovation and support. Innovation takes the form of changes to practices, new academic support programs and services, modification to existing and creation of new curriculum, and improvements to teaching and learning. The faculty, staff and students are strongly supported by the administration to take these innovative practices and put them in motion for the betterment of the college and the overall community.

The College has numerous grants that have led to the creation of new and innovative academic support programs and services, such as the Jams⁵⁰⁰ for students who need help with Math,

Commented [SH25]: Will be updating with Jan 2019 survey when available.

Physics, Chemistry, and English. Additionally, the STEM Centerⁱ, including the MESAⁱⁱ program, and ¡ESO! Adelanteⁱⁱⁱ programs support underrepresented students and help close equity gaps. These grants^{iv} are supported by the Office of the Vice President of Administrative Services and the Office of Instruction through an approval and management process. for students who need help with Math, Physics, Chemistry, and English. Additionally, the STEM Center^vHYPERLINK "<https://www.Cañadacollege.edu/stemcenter/>", including the MESA^{vi}HYPERLINK "<https://www.Cañadacollege.edu/stemcenter/MESA.php>" program, and ¡ESO! Adelante^{vii}HYPERLINK "<https://Cañadacollege.edu/esoadelante/>" programs support underrepresented students and help close equity gaps. These grants^{viii}HYPERLINK "<https://www.Cañadacollege.edu/grants/>" are supported by the Office of the Vice President of Administrative Services and the Office of Instruction through an approval and management process.

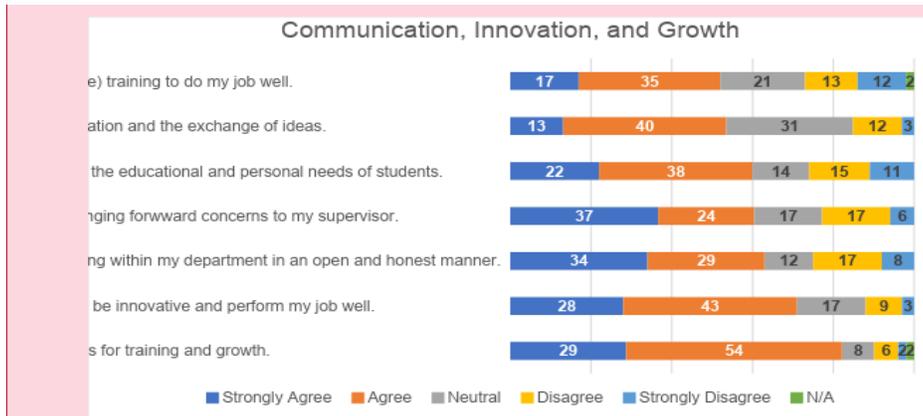
Through participatory governance and leadership, the administration supported ACES Inquiry Projects^x, a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues and create plans to support students facing higher rates of disproportionate impact. These inquiry projects resided as a part of the Academic Committee for Equity and Success (ACES). These projects and the innovations that arise from them were then disseminated and acted upon during Flex Day^x activities and discussions, further including the entire campus community. The projects were suspended in spring 2018, but the investigations and reports that emanated from them continues to inform current equity projects. As funding becomes available, ACES will revisit these inquiry projects.

Innovation and support feature strongly in the courses and academic programs that the faculty create and maintain. The Curriculum Committee^{xi} offers support for creating new programs and timely modifications of existing courses and programs. The Academic Senate Governing Council^{xii} support these innovations, including the creation of procedures for program development, improvement, and discontinuation. The administrators support these innovations through participatory governance in the Curriculum Committee and in consultation with the Academic Senate.

In order to capture a global view of programs and services, all programs and departments utilize the Program Review^{xiii} process biennially to identify new needs and improve and modify their existing courses and programs. The three participatory governance planning councils— Instructional Planning Council^{xiv}, Student Services Planning Council^{xv}, and Administrative Planning Council^{xvi}—review the program reviews with support from administration and make recommendations accordingly.

Similarly, when planning the Education Master Plan^{xvii}, it is a collective process. The administration brings the discussion of this plan to participatory governance meetings and open forums. This process of discussion allows faculty, staff and administrators to provide input and get information. The Plan is fully vetted by all participatory governance bodies.

The Office of Planning, Research and Institutional Effectiveness proctors an annual climate survey^{xviii} to faculty, staff, and administrators. In December 2017, the campus community indicated that they felt supported by their supervisors and administrators (see Figure 1 below).



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Figure 3: 2018 Campus Climate Survey Report: Communication, Innovation and Growth

The College's institutional leaders consistently encourage all members of the campus community to seek out alternative options to solve the issues that students face. The college seeks solutions both internally and externally. The participatory governance bodies routinely evaluate the efficacy of these solutions, and the campus engages in self-evaluation as a means of analyzing these programs. When there are gaps that continue to not be met, institution leaders consult with experts in those fields for ways to improve. Institutional excellence is the focus of all of these initiatives.

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.

Evidence of Meeting the Standard

- [IV.A.2-1](#) Academic Senate Governance Council (ASGC)
- [IV.A.2-2](#) Administrative Planning Council (APC)
- [IV.A.2-3](#) Associated Students of Cañada College (ASCC)
- [IV.A.2-4](#) Classified Senate
- [IV.A.2-5](#) Curriculum Committee
- [IV.A.2-6](#) Instructional Planning Council (IPC)
- [IV.A.2-7](#) Participatory Governance Manual (PGM)
- [IV.A.2-8](#) Planning and Budgeting Council (PBC)
- [IV.A.2-9](#) SMCCCD Board of Trustees, Board Policy 2.08, District Participatory Governance Process
- [IV.A.2-10](#) SMCCCD Board of Trustees, Board Policy 2.18, Student Participation in District and College Governance
- [IV.A.2-11](#) SMCCCD District Participatory Governance Council (DPGC)
- [IV.A.2-12](#) Student Services Planning Council (SSPC)

Analysis and Evaluation

Cañada College's participatory governance groups work to establish and implement policy and procedures. The PGM^{xxix} is updated annually by the PBC and its constituents; it details the overall function of participatory governance entities as they establish efficient policies and procedures. The College's participatory governance process is in accordance with District Board policy^{xxx}, which further describes shared governance, specifically in regards to Academic Senate, Associated Students, and Classified Senate/California State Employee Association (CSEA), at the college- and district-level.

PBC^{xxxi} advises and makes recommendations to the President on matters pertaining to prioritizing expenditures to advance the college goals, planning, governance issues, issues regarding college facilities, maintenance, and operations, issues regarding campus climate, and any other issue affecting the well-being of the college at-large. It reviews college and district policies and develops procedures to implement policy; provides accreditation oversight; establishes ad-hoc workgroups and subcommittees to address college planning needs and priorities. Three participatory governance councils directly inform the Planning and Budgeting Council: IPC, SSPC, and APC.

- IPC^{xxxi} is made up of faculty, classified staff, administration, and student representatives, with its focus is on the instructional areas of the campus. The council develops a calendar for program review, staffing, equipment and facilities needs as they pertain to instruction, as well as an evaluation process for the program review cycle. It issues recommendations about policies and procedures as they relate to instruction, as well as prioritization of resources as they relate to Strategic Goals regarding instruction and review of Instructional Strategic Goals yearly. The council also evaluates proposals for new instructional programs and instructional program discontinuance, and it supports the accreditation review process and self-study. It completes a yearly review of its mission statement and roles.
- SSPC^{xxxii} includes faculty, classified staff and administrative representatives from the student services areas and coordinates planning related to programs under Student Services. The council reviews all program reviews for student services programs and departments, and issues recommendations for resources and personnel. It organizes all student learning outcome assessments and services area outcomes assessments, which then are incorporated into the program review process for these departments and programs.
- APC^{xxxiv}, in collaboration and communication with SSPC and IPC, oversees the implementation of a comprehensive process for planning and assessing administrative services based on program review, the effective integration of student learning outcomes into program activities and services, and alignment with the college's mission and strategic goals. It develops, implements, and evaluates an Administrative Program Plan cycle, including staffing, and makes recommendations about policy.

ASGC^{xxxv} provides for the effective participation of faculty in participatory governance and assumes primary responsibility for making recommendations to the college administration and district in the areas of curriculum and academic and professional standards, as supported by board policy^{xxxvi}. These areas, referred to as 10+1, include curriculum, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; standards or policies regarding student preparation and success; district and college governance structures, as related to faculty roles;

faculty roles and involvement in accreditation processes, including self-study and annual reports; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development; and other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate. The Curriculum Committee^{xxvii} is a standing committee of the Academic Senate and ensures that faculty have purview over course and program creation and modification. See section IV.A.3 on page 160 for more information on the Curriculum Committee.

The Classified Senate^{xxviii} consists of permanent full and part-time employees representing CSEA, American Federation of State, County and Municipal Employees (AFSCME), and non-represented classified employee. The Classified Senate participates in the college governing process; represents the needs, concerns, and viewpoints for classified staff; and promotes and supports opportunities for classified professional development. consists of permanent full and part-time employees representing CSEA, American Federation of State, County and Municipal Employees (AFSCME), and non-represented classified employee. The Classified Senate participates in the college governing process; represents the needs, concerns, and viewpoints for classified staff; and promotes and supports opportunities for classified professional development.

Students engage in participatory governance through the Associated Student Senate^{xxviii}. College-wide initiatives, such as the Education Master Plan, are brought to Student Senate for discussion. Furthermore, student representatives are voting or observing members of many participatory entities. Student participation in college district and college governance is defined in Board Policy 2.18^{xxix}.

Student focus and participation are at the core of all policies, with significant student input being garnered from participatory governance bodies and from the Associated Students body itself. All policies are either created at the district level by the District Participatory Governance Council^{xxx} or at the college level by one of the four planning councils, with PBC being the final recommending body before the President who then makes the final decision. All planning councils have strong representation of faculty and staff, with administrators also serving on these participatory governance bodies.

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.

Evidence of Meeting the Standard

[IV.A.3-1](#) Academic Senate Governance Council (ASGC)

[IV.A.3-2](#) Curriculum Committee Handbook, page 7, section 1.2 Membership

[IV.A.3-3](#) Participatory Governance Manual (PGM)

[IV.A.3-4](#) Planning and Budgeting Council (PBC)

[IV.A.3-5](#) Program Review

[IV.A.3-6](#) SMCCCD Board Policy 2.08 District Participatory Governance Process

[IV.A.3-7](#) SMCCCD District Participatory Governance Council (DPGC)

Analysis and Evaluation

As detailed in Standard IV.A.2 on page 158, Cañada College has a strong history of participatory governance, with an eye towards continual improvement so as to ensure that all voices are heard and incorporated into all aspects of governance on the campus. This is particularly true for faculty of all ranks and for administrators, who play a strong roll in all participatory governance bodies for the campus.

The District Board of Trustees has empowered DPGC^{xxxii} to work at the district-level; through Board Policy 2.08^{xxxii}, this council is primarily composed of faculty and administrators, with representation of classified staff and students. The ASGC President and the College President sit on that council, as well as on PBC^{xxxiii}, thus ensuring that continuous connection to district-level participatory governance follows down to the college-level governance. Any board policies and procedures that are relevant to college-level planning and budgeting are further discussed in PBC, with recommendations from all areas of the campus welcomed and encouraged. The ASGC President is a co-chair for this council, with the College President being an *ex officio* member. This body revises its own bylaws and the PGM^{xxxiv} regularly, so as to ensure the currency of any procedures with respect to governance on its campus.

The ASGC^{xxxv} also discusses and makes recommendations on Board Policies and Procedures that are relevant to instructional issues. With wide representation from all areas of faculty, as well as student representation, this ensures that the faculty voice remains a strong component to any decision with respect to instructional matters.

Program review^{xxxvi} is the primary driving factor with respect to budgetary matters; through biennial reports and annual resource requests, the college administration is able to adequately assess needs. These needs are discussed as a part of the role of IPC with respect to instructional programs, or SSPC for student services programs; there is both faculty and administrative representation on both councils. These requests are then forwarded to PBC for final recommendations, with the Vice President of Administrative Services being the voice of budgetary needs and availability.

Policies and procedures about curriculum emanate from the Curriculum Committee or the Academic Senate, with the faculty having the primary voice. Both bodies have representation from faculty in all academic divisions, with administration also being part of the Curriculum Committee^{xxxvii} in the person of the Vice President of Instruction and the Articulation Officer.

Faculty and administrators constitute the majority of PBC and two of the planning councils that feed directly into it, with strong representation from classified staff. ASGC and the Curriculum Committee consist of faculty, thereby ensuring that faculty are in direct control of decisions that are granted to them via the 10+1 rights that they hold in the State of California. Faculty and administrators are joint chairs of IPC, which is the body that oversees compliance with learning outcomes assessment and program review.

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.

Evidence of Meeting the Standard

IV.A.4-1 Curriculum Committee Handbook (p. 7, Section 1.1 Statement of Purpose; Section 1.2 Membership)

IV.A.4-2 Instructional Planning Council (IPC)

IV.A.4-3 Program Review, Instructional Programs

IV.A.4-4 SMCCCD Board of Trustees, Board Policy 6.13, Curriculum Development, Program Review, and Program Viability

IV.A.4-5 SMCCCD Board of Trustees, Administrative Procedure 6.13.1, Curriculum Development, Program Review, and Program Viability

IV.A.4-6 SMCCCD Board of Trustees, Administrative Procedure 6.13.2, Curriculum Committees

Analysis and Evaluation

Through well-defined participatory governance structures in place, faculty and academic administrators provide recommendations about curriculum and student learning programs and services. The Academic Senate is the ultimate body responsible for all policies and procedures with respect to curriculum and student learning programs and services, with specific duties being delegated to the Curriculum Committee and the Instructional Planning Council. This is outlined by Board Policy 6.13^{xxxviii}, with further support in Administrative Procedures 6.13.1^{xxxix} and 6.13.2^{xl}, thus ensuring that the faculty work with the College President and the Vice President of Instruction on all matters of instruction.

The Curriculum Committee is the primary body responsible for making curriculum and student learning recommendations. The committee membership^{xli} includes two faculty members from each instructional division, two faculty members from Student Services, the Transfer Center Program Supervisor, the Degree Audit Program Services Coordinator, a student representative, the Articulation Officer, a Curriculum and Instructional Systems Specialist, and the Vice President of Instruction. The committee meets bi-weekly, with a quorum in place when more than half of the voting members, including the chairperson, are present. Specifically, the Curriculum Committee is responsible for new course proposals and course modifications, course deactivations (banking and deletions), new program proposals and program modifications, program deactivations (banking and deletions), and other curricular matters including graduation requirements, general education patterns, and audit list changes^{xlii}. The committee meetings are the place where course articulation with four-year institutions are announced.

IPC^{xliii} is the body responsible for regular review of student learning programs through the program review process. All instructional programs perform biennial reviews^{xliv}, as discussed in the Standard I.B.5 on page 35; the Instructional Planning Council facilitates the campus review of these reports, which include student learning outcome data and reflections at the course- and program-level.

The Academic Senate retains its 10+1 rights with respect to instruction, including curriculum matters, program review of instructional programs and learning outcomes assessment. It has delegated curriculum matters to its Curriculum Committee, while it has tasked the Instructional

Planning Council to oversee program review for instructional programs and learning outcomes assessment; both of these participatory governance bodies are either chaired or co-chaired by faculty leadership, with the Vice President of Instruction playing a significant role on both bodies. In this way, the faculty and the Vice President of Instruction work together to achieve the goals of the college.

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.

Evidence of Meeting the Standard

[IV.A.5-1](#) SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board

[IV.A.5-2](#) SMCCCD Board of Trustees, Board Reports and Minutes

Analysis and Evaluation

Both the District and the College pride themselves on institutionalizing practices, policies, and procedures that ensure that all perspectives are considered. Information flows down from the district-level governance bodies, as well as flows up from the college-level bodies, with action taken at the appropriate levels.

The District Board of Trustees^{xlv} is the ultimate decision-making body for the district, with significant input from the Chancellor, the College Presidents, the District Academic Senate President, and other participatory bodies at the district- and college levels. It receives information and varying college perspectives and makes recommendations and suggestions. Board policies specify the roles and value of students, classified staff, faculty and administrators. The Board has created and is governed by policies that require consideration of relevant and timely perspectives in the governance of the San Mateo County Community College District, principally by the District Participatory Governance Council, as discussed in Standard IV.A.3 on page 160. Board Members within the district are committed to their responsibilities as leaders of the District, as evidenced by their never-ending support for each campus, activities and programs that are offered to students, faculty and staff. The Board of Trustees are active participants in the district-wide governance process, with information regarding district-wide decisions available on the Board's website^{xlv}.

Cañada College ensures the appropriate consideration of relevant perspectives by adhering to college- and district-wide participatory governance practices. Through the participatory governance policies, constituent groups are a part of the campus community of recommending agencies that constitute and support its governance processes. Relevant perspectives including faculty, staff, students and administrators as parts of its collaborative processes. Communication for the varying constituent groups is done via the website for each given participatory body, as well as representation across the campus in department and division meetings. Participatory governance on the campus-level is discussed in greater depth in Standard IV.A.3 on page 160.

From the District Board of Trustees down to the college, there exists a culture of inclusion, so as to ensure that expert perspective is included at all times. As discussed in various standards, the

College encourages perspectives from across the campus community in every endeavor and decision, with expert input being of prime interest.

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

Evidence of Meeting the Standard

[IV.A.6-1](#) APC Minutes (current year)

[IV.A.6-2](#) ASGC Minutes (current year)

[IV.A.6-3](#) Classified Senate Minutes (current year)

[IV.A.6-4](#) IPC Minutes (current year)

[IV.A.6-5](#) PBC Minutes (current year)

[IV.A.6-6](#) President's Board Reports

[IV.A.6-7](#) SSPC Minutes (2018-2019)

[IV.A.6-8](#) *The Olive Hill Press*

Analysis and Evaluation

The decision-making process and resulting decisions are documented and shared throughout the campus community. Participatory governance meetings are the primary bodies with respect to larger decisions and the results of said decisions, specifically the planning councils: PBC^{xlvii}, IPC^{xlviii}, SSPC^{xlix}, and APC^l. ASGCⁱⁱ and the Classified Senateⁱⁱⁱ focus on decision making and results of said decisions with respect to instruction and classified staff, respectively. Each of these bodies includes representation from all aspects of the campus community, respective to the duties that each one carries out. All participatory governance meetings are open to the public and abide by Section 54952 of the California Government code, known as the Brown Act. Minutes of meetings, which show discussions and decisions, are available on each body's website, with agendas published to the campus community within 72 hours of a given meeting via email and on designated bulletin boards across the campus. The minutes for each body's meetings are robust with dialogue and decisions made clear.

College-level decisions are shared through representatives reaching out to their constituencies. As individual decisions need more specific announcements, responsible parties send emails to the campus community, either directly or through the Marketing Department. The *Olive Hill Press*^{lii}, a bi-weekly newsletter that is disseminated across the campus community and to relevant district personnel. The President's Board Reports^{liv}, a monthly report of the College's news and events are available on the President's website.

The College's decision-making processes and the resulting decisions from the various participatory governance bodies and from the President are widely communicated via methods that are consistent with the Brown Act. The representatives to the various bodies communicate any and all necessary processes and decisions to their constituents across the campus community, be it in division and department meetings and via email.

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.

Evidence of Meeting the Standard

[IV.A.7-1 Campus Climate Survey Results 2017](#)

[IV.A.7-2 PGM Evaluation of Governance](#)

[IV.A.7-3 PRIE Survey Results](#)

[IV.A.7-4 SMCCCD Board of Trustees, Administrative Procedure 2.02.2 Chancellor of the District: Evaluation](#)

[IV.A.7-5 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents](#)

[IV.A.7-6 SMCCCD Performance Evaluation Procedures for Administrator and Academic Supervisory Employees](#)

Commented [SH27]: Will be updating with 2018 results, when available

Analysis and Evaluation

The College regularly evaluates its leadership and participatory governance bodies, both internally and with input from the campus community^{lv}. The results of these evaluations result in affirmations of successes and analyses of areas of improvement, with the goal of continual self-improvement.

According to the Board Policy 2.03^{lvii}, the College President is evaluated by the Board of Trustees and the Chancellor with respect to goal attainment. Additionally, Board Procedure 2.02.2^{lviii} states that the Board evaluates the Chancellor annually with respect to goal attainment. New administrators must complete a comprehensive evaluation in their first year of employment and a regular evaluation in their second year^{lviii}.

The PRIE Office evaluates student, staff, administration, and faculty attitudes towards governance, policies, and procedures through a Campus Climate survey^{lix}. The Campus Climate survey found that 48% of respondents either strongly agreed or agreed that the processes in place at the time allowed them to be involved in problem-solving on college decisions and matters. However, many respondents indicated that the college needed to improve on communication and transparency of decision making.

Since 2014, PRIE annually evaluates the participatory governance process using an online survey. The results of these surveys are available publicly on its website^{lx}, along with the results of various surveys given to faculty, staff, students, administrators, and the campus community at large. PBC determines these evaluation questions^{lxi}. According to the timeline, PBC reviews evaluation questions each March, with the questions being reviewed by the other participatory governance bodies in April; in May PBC makes necessary changes to the evaluation questions, and the survey is disseminated accordingly.

The College uses surveys disseminated from the PRIE Office to collect perceptions and evaluations from the campus community; the results of these surveys are public and are discussed in various participatory governance bodies so as to analyze the data in public forums and with the input of the entire campus community. From these analyses decisions and policies are either created or revised with the goal of continued excellence across the campus decision-making processes.

Conclusions on Standard IV.A. Decision Making Roles and Processes

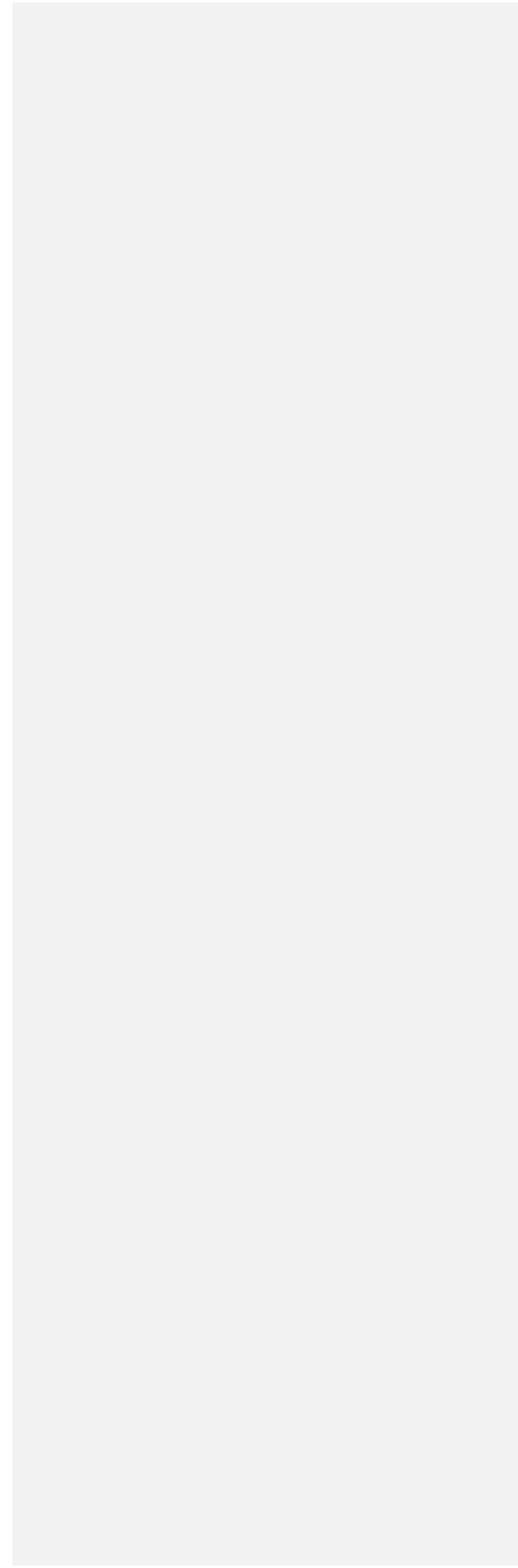
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Improvement Plan(s)

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 - lxi [IV.A.7-2](#)



B. Chief Executive Officer

1. 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.

Evidence of Meeting the Standard

IV.B.1-1 Association of California Community College Administrators

IV.B.1-2 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents

IV.B.1-3 The Olive Hill Press

Analysis and Evaluation

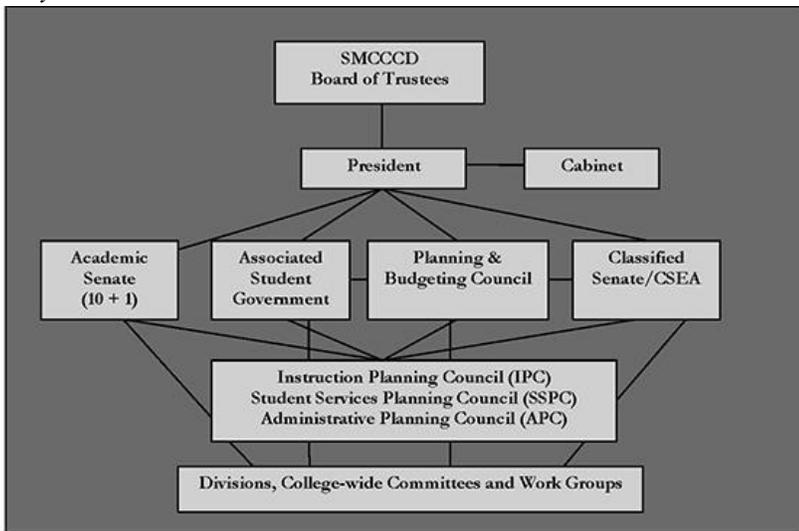


Figure 4: Organizational Chart with Participatory Governance Bodies

Board policy¹ articulates that the President of Cañada College has primary oversight and responsibility of the College and its campuses. The President has primary responsibility for the quality of instruction and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President regularly communicates through a variety of methods and modalities to both internal and external stakeholders on the institutional values, goals, institutional-set standards, and other relevant information on the College. She focuses on student learning and ensures linkages are made through the integrated planning process of institutional research, student and institutional effectiveness, strategic planning, program review, and resource allocation process.

Board policies and administrative regulations articulate the responsibilities of the college president in almost all areas that define the position of the institutional chief executive officer. Under these policies and regulations, the President of Cañada College has primary oversight and responsibility over all locations of Cañada College, which includes the Menlo Center,

Pescadero Adult School and other locations which Cañada College courses may be offered. District Board Policy 2.03ⁱⁱ states, the president is the chief executive officer of the college. She leads campus decision-making bodies and provides visionary management on the development and cohesion of the mission, strategic and educational plans.

The College President ensures the quality of the institution by establishing an expectation of excellence for the College. This is done largely through interactions with the campus community. The President shares ideas and provides counsel to campus leaders including academic and classified senate leadership. She informs and receives feedback on topics such as district news and policies, trends in education, college research and demographics data, campus events and other areas. The President participates at Academic Senate, Classified Senate, and Student Senate meetings. She also participates in division and department meetings as well as meetings with campus committees and workgroups.

Beginning in July 2018, the president hosted a President's Council Leadership Retreat, where the college leadership engaged in an all-day training on leadership and communication skills. The team has been planning for July 2019, to develop this meeting into an annual strategic planning and president's council leadership retreat, designed to review and evaluate the prior year's work and outcomes for the coming year. These efforts will provide the framework for planning Opening Day agenda in the fall and spring semesters. The President will ensure institutional information including progress made toward meeting mission, values and goals.

The President is the ultimate decision maker for the campus, with multiple bodies reporting to her with recommendations on planning, budgeting, instruction, and student services. The Cabinet reports directly to the President and serves as part of the decision-making process. The President entrusts some of the day-to-day operational decision-making to the vice presidents, deans, or other administrators over their respective areas. Administrators serve as members, chairs or co-chairs of various committees assigned by the President. The President ensures that communication continues throughout the year in a variety of formats. The President provides weekly updates to the campus. The committees and councils have regular updates on the various activities that are broadcasted through the President's monthly newsletter, *The Olive Hill Press*ⁱⁱⁱ.

The President's leadership is evident within the institution through her work as the chair of the Cañada College Council and her role as an ex-officio member of the four planning councils—PBC, IPC, SSPC, and APC—and current Ad Hoc Task force. The President provides leadership in budgeting and assures that Cañada College operates in a sound fiscal approach that is both transparent and meets the needs of the institution.

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.

Evidence of Meeting the Standard

[IV.B.2-1](#) College Cabinet Organizational Chart (January 2019)

[IV.B.2-2](#) Curriculum Committee Handbook (page 7, section 1.2, Membership)

[IV.B.2-3](#) IPC Bylaws (page 2, section III.1, Composition)

[IV.B.2-4](#) PBC Members

[IV.B.2-5](#) Professional Learning, Flex Day

[IV.B.2-6](#) SMCCCD Tools for Tolerance

[IV.B.2-7](#) Student Services Planning Council (includes membership)

Analysis and Evaluation

The organizational chart in Figure 4 reflects levels of authority and accountability consistent with the college's mission and vision. The President's direct reports^{iv}, making-up the executive leadership team, are the Vice Presidents of Administrative Services, Instruction and Student Services. The administrative structure is reviewed periodically and adjusted to meet campus and district needs. Additionally, the Dean of PRIE and the Director of Community Relations and Marketing report directly to the President.

The Vice President of Administrative Services serves to interpret and analyze budget and financial information and data, which are received from District, State and other sources. Through this office, the President directs and monitors all college administrative services functions to remain consistent with implementing the College's strategic plan and mission. Additionally, this information is disseminated to the campus community through PBC, of which the President and the Vice President of Administrative Services are *ex officio* members.

The College's budgeting process is a significant component of integrated planning and is tied to program review. The President works closely with the Vice President of Administrative Services who leads the development of the annual budget and monitors the budget expenditure process. The college has the PBC, which oversees and facilitates the institution's planning processes, including the Strategic Plan, the Educational Master Plan, the Instructional Program Plan, and the Student Services Program Plan. These plans are based upon annual cycles of program review and SLO assessment.

PBC^v is organized into seven workgroups each with a special area of focus and relationship to accreditation standards. PBC uses data from these plans to make decisions and recommendations regarding resource allocation. It also has a vigorous process that ties program and organizational needs to program planning, strategic planning and organizational directions with recommendations coming from the operating level with input from department staff, faculty, directors, deans, and vice presidents. The process is tied to the College resource allocation model, thus allowing the budgeting process to work with very specific figures for operations. Co-chaired by the Academic Senate President and the Classified Senate President, the Council makes recommendations to the President through participatory governance.

The Vice President of Student Services provides administrative leadership for the College's Student Services programs, primarily focusing on improving student access and maximizing successful learning outcomes. This position serves as the co-chair of SSPC^{vi}, and in this position helps to disseminate information on student services to the necessary departments and programs. The position also serves as an *ex officio* member of the PBC.

The Vice President of Instruction is responsible for planning, developing, coordinating, and evaluating the college's instructional programs and services. The Vice President of Instruction administers the overall coordination, implementation, evaluation, and improvement of the college curricula and its instructional faculty and staff, activities, services, and facilities. The position serves as the co-chair of IPC^{vii} and on the Curriculum Committee^{viii}, which ensures that

the Vice President works directly with faculty on matters of instruction, in particular curriculum development and program review. The position also serves as an *ex officio* member of PBC.

The President's Cabinet comprises the higher-level administrators, including the three Vice Presidents, the Dean of PRIE, and the Director of Community Relations and Marketing. The different division deans, each of whom report to their respective Vice President, are members of the Cabinet. This body works with the President as the decision-making core, working with the rest of the campus community to ensure that all parties are fulfilling their duties and responsibilities.

The President has an essential role in the areas of selecting personnel. She provides effective leadership in the area of selecting and developing personnel by choosing faculty members who are well-qualified in their fields of study as well as demonstrating high standards of integrity and inclusion that are a key focus at Cañada College and the Menlo Center. Through the District processes, there are well-established procedures for hiring faculty, academic administrators, and classified staff. Given the direct impact that faculty and administrators have on students and learning, the President personally interviews the final candidates for each position and makes the final hiring determination of all full-time faculty and dean-level or higher administrator positions, which are then forwarded on to the chancellor to be reviewed and approved by the Board of Trustees.

The President continues to show support for developing personnel in a number of ways. The President has supported full and part-time faculty to participate in professional development opportunities such as Flex Day activities¹² and Museum of Tolerance trips¹³. Further, the President has promoted professional development among the Classified Staff through working with the Classified Senate to allocate funding for the annual Classified Senate state conference. Finally, the President ensures there is a sufficient allocation of funds to the Staff Development committee to ensure that faculty have the opportunity to remain current in their field of study and take advantage of conferences and opportunities focused on teaching and learning.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *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 learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

IV.B.3-1 Educational Master Plan

[IV.B.3-2](#) Institution-Set Standards and Goals

[IV.B.3-3](#) Participatory Governance Manual

IV.B.3-4 SMCCCD Annual Board Retreat (See evidence folder)

Analysis and Evaluation

As an *ex officio* member of the PBC^{xi}, the President regularly guides institutional improvement of the teaching and learning environment. The Council makes recommendations to the President, who in turn makes her decisions based on the needs of the college and the data provided. The Council regularly discusses and evaluates data with respect to program evaluation and enhancement, hiring decisions, funding requests, and other areas that participatory governance is required.

Among the President's direct reports is the Dean of PRIE. This position conducts institutional planning, assessment, and evaluation of institutional effectiveness, consistent with the college and district strategic and educational plans. The President assigns data analytics to this Dean to monitor and evaluate institutional-set standards^{xii}.

The President engages in comprehensive review and analysis through the annual shared governance process and review of institutional set-standards and goals. She participates in District review, preparation, and discussion of cumulative data and strategies with the Board of Trustees during the annual Board Retreat^{xiii}. She moves forward on resulting goals and strategies and communicates these to campus. She regularly uses these data as a springboard to introduce and re-establish college initiatives and strategies.

Through the auspices of the Office of Planning, Research and Institutional Effectiveness, as well as the direction of the Planning and Budgeting Council, the President directs the development, adoption, and implementation of the college's Educational Master Plan. It is also through the President that the Planning and Budgeting Council requested that the Institutional Effectiveness Partnership Initiative send a Peer Review Team to evaluate and assist with areas of professional development and other areas.

The Cañada College President worked continually on transparency and outreach during her first year. She met with the larger leadership team of faculty and classified representatives. She continues to meet regularly with vice presidents, deans, directors, and supervisors weekly and monthly. In addition, in order to facilitate greater dialogue with the constituencies from the Offices of Instruction, Student Services, and Administrative Services, in her second year the President began meeting with these communities in IPC, SSPC, and APC groups once a month. A strong and functioning shared governance process ensures the quality of the institution. Each of these participatory governance bodies is described in greater detail in Standard IV.A.2 on page 158.

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.

Evidence of Meeting the Standard

[IV.B.4-1](#) Accreditation Steering Committee

Analysis and Evaluation

Accreditation is the fulfillment of the college's responsibility and promise to its students that that education received meets or exceeds set standards of quality and is accepted at other institutions for transfer, thus meeting ACCJC standards.

The President provides leadership throughout the accreditation process, beginning with discussions with district and college leadership. Through these discussions, the Oversight Committee and chairs are identified, with specific roles assigned to various personnel. The President ensures that faculty, staff, and administration are represented at all levels of this process. PBC has been identified as the Oversight Committee for the current cycle.

The Dean of PRIE serves as Accreditation Liaison Officer and directly reports to the President. The Faculty Accreditation Coordinator co-chairs the Accreditation Steering Committee^{xiv} with the Accreditation Liaison Officer, developing the accreditation timeline, recommending and recruiting standards team leaders, and conceptualizing and identifying training activities. The President attends Accreditation Steering Committee meetings to present relevant information, answer questions, and provide common messaging and support. The President provides guidance to the Ad Hoc Accreditation Steering Committee as needed.

The President works with the Accreditation Steering Committee and PBC, and in particular with the Accreditation Liaison Officer and the Faculty Accreditation Coordinator, to ensure that all aspects of the Eligibility Requirements, Accreditation Standards, and Commission policies are being met at all times.

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.

Evidence of Meeting the Standard

IV.B.5-1 PBC Allocation of Resources

Analysis and Evaluation

The President provides high-level direction regarding the overall operation of the college by delegating relevant authority to the vice presidents, deans and other management staff; she provides leadership for the implementation of policies and procedures that represent equal opportunity for students and staff. An example of this is the budget development and resource allocation process^{xv}.

As a team member of the Chancellor's Cabinet and the DPGC, the President participates in the collaborative efforts on policy development and institutional application. She represents the college at District Board of Trustees meetings, giving updates and being the voice of the campus community. As discussed in Standard IV.B.1 on page 169, the President is an *ex officio* member of PBC, and as such she acts as a link between the college and the district.

The President regularly communicates institutional values, goals, institutional-set standards, and other relevant information, both internally and externally. In order to ensure internal stakeholders are well informed, there are several mechanisms in place for the dissemination of information. She utilizes cabinets, councils, meetings, and communication mediums while attending spontaneous meetings because accessibility and visibility are paramount concerns as

well. She has weekly meetings with the President's Cabinet, which consists of all three vice presidents, deans, director of communications and marketing, and the director of operations. Monthly, the president meets with College Council, which is highly inclusive and consists of all the vice presidents, deans, directors, and managers.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

[IV.B.6-1](#) Association of California Community College Administrators

[IV.B.6-2](#) President's Weekly Update

[IV.B.6-3](#) SMCCCD Board of Trustees, Board Minutes

[IV.B.6-4](#) SMCCCD Board of Trustees, Board Packets

[IV.B.6-5](#) *The Olive Hill Press*

Analysis and Evaluation

The President works and communicates with organizations and partners in the College's service area. These communities include the underrepresented communities, such as East Palo Alto and North Fair Oaks, as well as the coastal communities. She connects with the business community as possible so as to partner with potential employers of the College's students, in addition to connecting with key feeder high schools. She regularly participates in the Association of California Community College Administrators^{xvi} and the State Chancellor's Office to learn about trends, best practices, and legislations affecting community colleges. Her weekly updates^{xvii} and monthly editions of *The Olive Hill Press*^{xviii} are available online for public viewing.

President Jamillah Moore is an active member of the following organizations:

- Member, RWC 2020 Executive Team
- Member, RWC 2020 Leadership Council
- Member, Education Committee, RWC San Mateo Belmont Chamber
- Member, Sequoia Hospital Community Board
- Member, SUHSD Small School Advisory Committee
- Member, KASP Steering Committee
- Member, JobTrain Economic Opportunity Awards Nominations Panel

Additionally, she is an officer with the following groups:

- Director, RWC San Mateo Belmont Chamber Board of Directors
- Director (ex officio), SMCCC Foundation Board of Directors
- Commissioner, California Student Aid Commission

The President regularly communicates institutional values, goals, institutional-set standards, and other relevant information, both internally and externally. Serving on the various boards in the community allows the college to participate in the community at-large. It also provides a constant and seamless platform for the transference of information from both parties. In order to ensure internal stakeholders are well informed, there are several mechanisms in place for the dissemination of information. The President maintains high visibility in and around the community. She also encourages all members of the administration to maintain a strong community presence. The information gained by the presence in the community allows for stronger and more cohesive partnerships.

In order to ensure external stakeholders are well informed, the President uses a variety of ways to communicate institutional values, goals, priorities, and institutional effectiveness and status on planning and initiatives. The President serves as a member of community-based entities such as Redwood City Chamber, Redwood City Chamber Education Committee, Redwood City 2020, Redwood City Rotary, among others. She meets at a minimum annually with the superintendent of the Sequoia Union High School District, which serves as a feeder to the College, as well as the County Superintendent; she attends one school board meeting per semester. At these meetings she updates the public on the College and its efforts.

Additionally, the President stays in contact with area city managers, mayors, and city councils, and provides annual updates on the College, including its mission, Strategic Plan, Educational Master Plan, and information regarding institutional effectiveness and student performance. The President attends at least one City Council meeting for each city per semester to ensure regular communication with the College. Further, the President assigns different administrators of the College to provide updates to different communities through different community and civic organizations. The President ensures external entities have adequate opportunities to learn about the College through reports including monthly oral and written reports to the District Board of Trustees. All reports and documents^{xix.xx} are available for public access on the SMCCCD Board of Trustees' website.

Conclusions on Standard IV.B. CEO

[insert response]

Improvement Plan(s)

[insert response if applicable]

ⁱ IV.B.1-2

ⁱⁱ IV.B.1-2

ⁱⁱⁱ IV.B.1-3

^{iv} IV.B.2-1

^v IV.B.2-4

^{vi} IV.B.2-7

^{vii} IV.B.2-3

^{viii} IV.B.2-2

^{ix} IV.B.2-5

^x IV.B.2-6

^{xi} IV.B.3-3

^{xii} IV.B.3-2

^{xiii} IV.B.3-4

^{xiv} IV.B.4-1

^{xv} IV.B.5-1

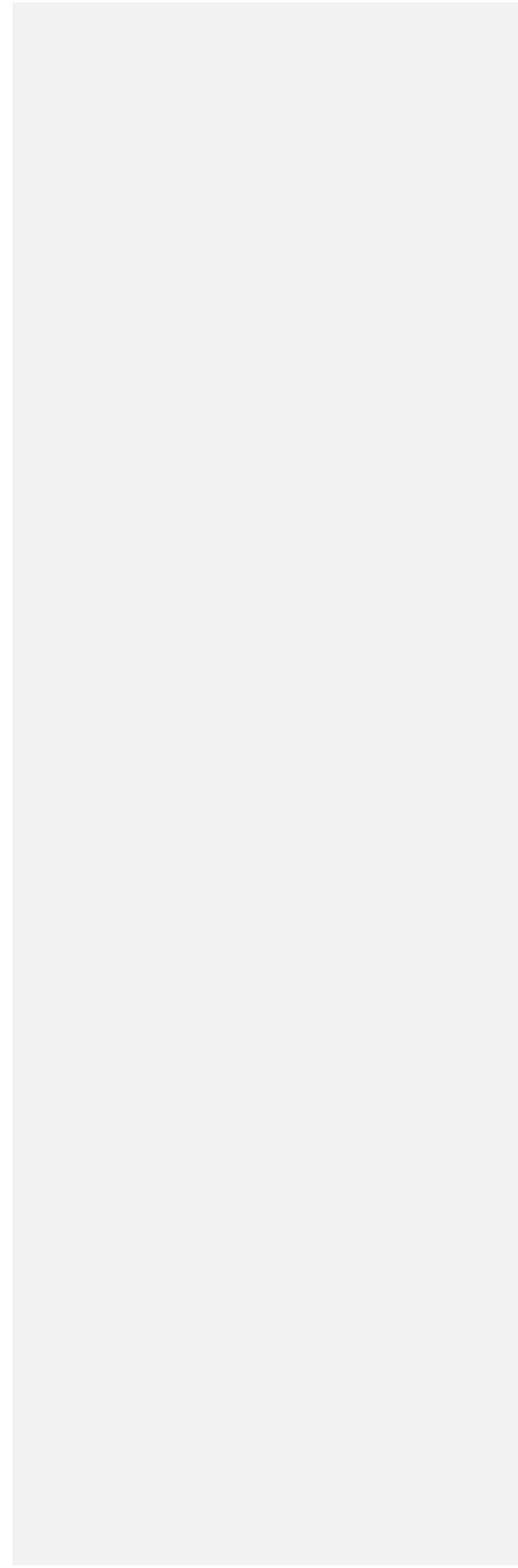
^{xvi} IV.B.6-1

^{xvii} IV.B.6-2

^{xviii} IV.B.6-5

^{xix} IV.B.6-3

^{xx} IV.B.6-4



C. Governing Board

1. 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)

Evidence of Meeting the Standard

[IV.C.1-1](#) Educational Master Plan

[IV.C.1-2](#) SMCCCD Board of Trustees Agenda Packet for December 12, 2019

[IV.C.1-3](#) SMCCCD Board of Trustees Agenda Packet for January 24, 2018

[IV.C.1-4](#) SMCCCD Board of Trustees, Board Policy 1.02, Organization of the Board

[IV.C.1-5](#) SMCCCD Board of Trustees, Board Policy 1.05, Student Trustee

[IV.C.1-6](#) SMCCCD Board of Trustees, Board Policy 1.10, Duties and Responsibilities of the Board

[IV.C.1-7](#) SMCCCD Board of Trustees, Board Policy 2.06, Board Policies and Administrative Procedures

[IV.C.1-8](#) SMCCCD Board of Trustees, Board Policy 2.21, Professional Ethics

[IV.C.1-9](#) SMCCCD Board of Trustees, Board Policy 2.45, Conflict of Interest

[IV.C.1-10](#) SMCCCD Strategic Plan

Analysis and Evaluation

The SMCCCD Board of Trustees is an independent, policy-making body charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. As required by California Education Code, the SMCCCD Board of Trustees has adopted a set of policies that detail accreditation expectations as well as delineate expectations for these matters. The Board's policies are publicly posted on the District's website and reviewed regularly for accuracy, currency and relevanceⁱ.

The Board of Trustees' authority and responsibilities are outlined within Board Policy 1.10ⁱⁱ, and include oversight of establishing policies, assuring the fiscal health and stability of the District and its colleges, monitoring institutional performance and quality, and representing the public interest. Additional governing policies include the delegation of duties to the district chancellor and college presidents, conduct of board elections, decorum at meetings, code of ethics for evaluating actions and the identification and handling of conflicts of interest. In this way, the Board aligns its duties and responsibilities with the institutional mission, accreditation standards, and federal and state regulations to set prudent, ethical and legal standards for the performance and operations of the District and its colleges.

The District is co-terminus with the boundaries of San Mateo County. The Board of Trustees consists of five members, each elected by the voters within the county. In 2017, the Board adopted a new election model, moving from an at-large election system—whereby trustees ran countywide—to trustee areas in which each trustee represents a discrete area within the District/county. Trustees are elected to staggered four-year termsⁱⁱⁱ. The Board also has one non-voting student trustee who is elected by representatives of students of the District's three colleges. The student trustee is elected annually^{iv}.

The Board generally meets twice per month, with the first meeting being a study session format that allows the Board to thoroughly review and discuss topics, generally those relating to student success, and become more familiar with issues facing students, faculty and staff. The

second meeting is typically a business meeting where matters relating to personnel, finances, facilities, information technology, curriculum, policies and other operational issues are discussed and approved.

Academic Quality and Effectiveness of Student Learning and Support Programs and Services

In 2015, the Board adopted a districtwide Strategic Plan that focuses on 'Students First' and emphasizes success, equity and social justice. A comprehensive set of metrics and a corresponding data scorecard have been established and published on the District's website to allow for regular monitoring and review of the key targets outlined in the plan. Additionally, to ensure the academic quality of the District and its three colleges, the Board receives updates and reviews progress in a number of key areas throughout the year. These include the California Community College Chancellor's Office Student Success Scorecard and the Institutional Effectiveness Partnership Initiative Framework of Indicators. The Board also receives updates on accreditation reports, substantive change proposals, the District Strategic Plan^v, and the college's Educational Master Plan^{vi}.

Integrity

In the area of institutional integrity, the Board examines its internal practices and processes through guidelines established by a code of ethics^{vii} and policy on conflict of interest^{viii}. The Board receives performance reports from the District's three colleges and from District divisions and delegates to the Chancellor the authority to administer policies, set procedures, and report back to the Board on the status of the District and the colleges.

Financial Stability of the Institution

To steward the financial integrity and stability of the institution, the Board receives and reviews quarterly financial statements and reports from the District's Finance Office^{ix}. District and college leaders provide updates on important matters of internal stability and long-term fiscal viability.

Independent, external audits are performed to ensure that the District's internal controls, processes, guidelines, and policies are adequate, effective and in compliance with accepted standards for higher education. These audits include District operating and voter-approved bond monies. Results of these audits are presented to the Board in a public session each year^x.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

[IV.C.2-1](#) SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct

[IV.C.2-2](#) SMCCCD Board of Trustees, Board Policy 1.40 Meetings of the Board

[IV.C.2-3](#) SMCCCD Board of Trustees Minutes for April 7, 2018

Analysis and Evaluation

Each business matter for review or action by the Board of Trustees is considered in full and openly discussed at board meetings. Matters that are confidential in nature are discussed in closed session, with reports out to the public regarding any actions taken during those sessions^{xi}. All votes of the Board take place and decisions are made in public, and most voting matters are resolved unanimously. In those instances when a board member holds unique and individual perspectives, viewpoints are shared and votes are taken in the normal course of

action. After a decision is made, the Board moves forward as a collective entity on all related actions.

Acting Collectively, Divergent Voices

The Board assures that topics discussed are addressed using existing policies and practices, such as proper decorum^{xii}. As a result, members engage in debate professionally, with respect and civility. The Board of Trustees also complies with state laws regarding discussion of topics outside of open forums, and meetings are publicly announced and open to all in accordance with the Brown Act^{xiii}.

The Board of Trustees conducts a self-evaluation each year that reflects the Board's opinion that trustees are adhering to the philosophy statement and to each of the code of ethics statements regarding collective action^{xiv}. Trustees are careful to assess whether Board actions align with the district policies and mission. While the Board does not always vote unanimously to support administration's recommendations, trustees accept and support the decision of the majority.

The Board of Trustees participates in effective trustee training workshops and holds periodic retreats, typically at least once each year. In 2018^{xv}, the Board held a special retreat exclusively to focus on board organization, partnerships and actions as a collective unit.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

IV.C.3-1 SMCCCD Board of Trustees, Board Policy 2.02 Chancellor of the District

IV.C.3-2 SMCCCD Board of Trustees, Administrative Procedure 2.02.1 Chancellor of the District: Selection Procedures

IV.C.3-3 SMCCCD Board of Trustees, Administrative Procedure 2.02.2 Chancellor of the District: Evaluation

IV.C.3-4 SMCCCD Board of Trustees, Board Policy 2.03 College Presidents

IV.C.3-5 SMCCCD Board of Trustees, Administrative Procedure 2.03.1 College Presidents: Selection Procedures

Analysis and Evaluation

The Board has clearly defined policies and procedures for the selection and evaluation of the District chancellor^{xvi}. The college president is employed and evaluated by the Board of Trustees and the chancellor^{xvii}, an accompanying procedure outlines the selection process for the college president^{xviii}.

Selection of Chancellor

The SMCCCD has enjoyed an extended period of stability in its senior leadership ranks, with the current chancellor serving for the past 19 years. However, the Board of Trustees does have a documented process^{xix} for conducting the search and selection of the chancellor, who is the chief executive officer of the District. Board policy 2.02^{xx} states that "In the case of a vacancy for the position of Chancellor, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations." As such, Administrative Procedure 2.02.1^{xxi} outlines the principles that shall guide all activities related to the screening and selection of a new chancellor, including the development of a position description,

composition of a selection committee, interview process and evaluation and selection of candidates.

Evaluation of Chancellor

Board Policy 2.02^{xxii} requires that the chancellor “be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the Chancellor and in accordance with any other provisions of the Contract of Employment for Chancellor. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor.” Further, accompanying Administrative Procedure 2.02.2^{xxiii} outlines the performance evaluation categories, including:

- Institutional Performance
- Relationship with the Governing Board
- State, Public and Community Relations
- Faculty, Staff, Student, and Administrative Relations
- Educational Planning
- Institutional Leadership
- Budgetary and Fiscal Management
- Personal Qualities

Additionally, AP 2.02.1^{xxiv} includes an instrument for the chancellor’s evaluation.

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)

Evidence of Meeting the Standard

[IV.C.4-1](#) SMCCCD Board of Trustees, Board Policy 1.02 Organization of the Board

[IV.C.4-2](#) SMCCCD Board of Trustees, Board Policy 1.05 Student Trustee

[IV.C.4-3](#) SMCCCD Board of Trustees, Administrative Procedure 1.05.1 Selection of Student Member

[IV.C.4-4](#) SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board

[IV.C.4-5](#) SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct

[IV.C.4-6](#) SMCCCD Board of Trustees, Board Policy 2.45 Conflict of Interest

Analysis and Evaluation

The District’s Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board’s policies and practices uphold its commitment to reflecting the public interest, ensuring broad representation from local constituencies, and maintaining independence in decision-making, in support of the institution’s educational mission^{xxv}.

Board Reflection of Public Interest

To better serve the interests of public interest in San Mateo County, in 2017, the Board transitioned away from an at-large election system to a by-trustee-area system, with each member of the Board representing a distinct and separate area of the county^{xxvi}. The Board also includes a Student Trustee, who serves a one-year term on the Board and votes on related business items (except for closed-session issues) in an advisory capacity^{xxvii, xxviii}.

The Board's commitment to reflecting public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. There is a standing item on every regular Board meeting agenda for public comment, and Board minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board. Each Board agenda contains two opportunities for public comment, on items from the closed session and on items not covered as agenda items in the open session. Additionally, the District is transparent in its actions and posts all board meeting agendas, minutes of meetings and policies and procedures on the District's website.

Broad representation, independence, and reflection of public interest are ensured by various Board policies on public interest. Board Policy 1.35^{xxx}, which regards board member conduct, reinforces that, "No member of the Board shall make, participate in making or, in any way, attempt to use his or her official position to influence a governmental decision in which he or she knows or has reason to know that he or she has a financial interest." A formal conflict of interest policy is outlined in Board Policy 2.45^{xxx}, which stipulates that, "[a] Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his/her duties as an officer of the District." The policy further states that, "Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members." If such an interest or conflict arises, the board member has a duty to disclose the interest or conflict. Further, members are prohibited from concurrently serving on a high school district board of trustees^{xxxi}.

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.

Evidence of Meeting the Standard

[IV.C.5-1](#) Community College League of California (CCLC)—Policy and Procedure Services

[IV.C.5-2](#) SMCCCD Board of Trustees, Board Policy 1.01 District Mission

[IV.C.5-3](#) SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board

[IV.C.5-4](#) SMCCCD District Strategic Plan

Analysis and Evaluation

All policies of the Board are designed to help the organization better meet its mission as a community college in the California system. Educational quality, legal matters, and financial stability are ultimately the responsibility of the Board. Board policies make sure that the institution's programs and services are provided resources and support to maintain a high degree of quality and integrity.

Board Policy 1.10^{xxxi} outlines the duties and responsibilities of the Board. Among the 21 different areas covered in the policy, which represent the public interest, the Board states commitment to:

- Establish, enforce, and periodically review Board policies consistent with the goals and operation of the District and its Colleges.
- Appoint and annually evaluate the Chancellor of the District.

- Provide guidelines on funding levels, allocations, and District reserves; review and consider staff-prepared District and College budgets; adopt annual budget; assure fiscal health and stability.
- Approve all District and College programs, insuring that program offerings are responsive to and reflect community needs.
- Delegate appropriate authority for implementation of State law, regulations, and Board policies.
- Monitor institutional performance and educational quality.
- Provide the best possible learning experiences for students of the Colleges.
- Represent the general interests of the entire College District and to act only on the basis of what is in the best interests of the College District and the community.
- Hire and evaluate the Chancellor.

The District mission is set forth in Board Policy 1.01^{xxxiii}. The Board has approved policies, institutional goals, and other formal statements that describe Board of Trustees expectations for quality, integrity, and improvement of student learning programs and services for students, the college, and the community. Additionally, the Board ensures the mission is at the heart of the planning process. The Board regularly reviews the District's Strategic Plan, to ensure proper alignment with these policies^{xxxiv}.

To help in its work, the District subscribes to the CCLC^{xxxv} Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

- [IV.C.6-1](#) SMCCCD Board of Trustees, Board Policy, 1.02 Organization of the Board
- [IV.C.6-2](#) SMCCCD Board of Trustees, Board Policy 1.05, Student Trustee
- [IV.C.6-3](#) SMCCCD Board of Trustees, Administrative Procedure 1.05.1, Selection of Student Member
- [IV.C.6-4](#) SMCCCD Board of Trustees, Board Policy 1.10, Duties and Responsibilities of the Board
- [IV.C.6-5](#) SMCCCD Board of Trustees, Board Policy 1.15, Officers of the Board
- [IV.C.6-6](#) SMCCCD Board of Trustees, Board Policy 1.20, Duties of Officers
- [IV.C.6-7](#) SMCCCD Board of Trustees, Board Policy 1.25, Secretary for the Board
- [IV.C.6-8](#) SMCCCD Board of Trustees, Board Policy 1.30, Compensation of Board Members
- [IV.C.6-9](#) SMCCCD Board of Trustees, Board Policy 1.35, Board Member Conduct
- [IV.C.6-10](#) SMCCCD Board of Trustees, Board Policy 1.40, Meetings of the Board
- [IV.C.6-11](#) SMCCCD Board of Trustees, Board Policy 1.45, Agendas for Meetings
- [IV.C.6-12](#) SMCCCD Board of Trustees, Board Policy 1.50, Minutes of Meetings
- [IV.C.6-13](#) SMCCCD Board of Trustees, Board Policy 1.55, Order of Business and Procedure
- [IV.C.6-14](#) SMCCCD Board of Trustees, Board Policy 1.60, Rules of Order for Board Meetings

Analysis and Evaluation

The Board of Trustees has adopted and published policies relating to the Board's size, duties, responsibilities, and operating procedures:

- Board Policy 1.02^{xxvi} outlines the authority, membership, election, term of office and filling of vacancies for the Board.
- Board Policy 1.05^{xxvii} and Administrative Procedure 1.05.1^{xxviii} outline the selection, duties, term of office and compensation for the student trustee.
- Board Policy 1.10^{xxix} establishes the areas for which the Board has authority and responsibility.
- Board Policy 1.15^{xl} outlines the officers to be elected on an annual basis, while Board Policy 1.20^{xli} enumerates the duties of each of the officers of the Board, including the secretary, as outlined in Board Policy 1.25^{xlii}.
- Board Policy 1.30^{xliii} outlines salary, benefits, reimbursable expenses and retirement of Board members.
- Board Policy 1.35^{xliv} provides the framework by which members are to conduct themselves as members of the Board.
- Board Policies 1.40^{xlv}, 1.45^{xlvi}, 1.50^{xlvii}, 1.55^{xlviii}, and 1.60^{xlix} all relate to how meetings are structured, conducted and materials and information produced and covered.

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.

Evidence of Meeting the Standard

[IV.C.7-1](#) SMCCCD Board of Trustees, Board Policy 2.06 Board Policy and Administrative Procedure

[IV.C.7-2](#) SMCCCD Board of Trustees, Administrative Procedure 2.06.1 Board Policy and Administrative Procedure

[IV.C.7-3](#) SMCCCD Board of Trustees, Board Policy 2.07 Policy Development

[IV.C.7-4](#) SMCCCD Board of Trustees, Board Policy 2.08 District Participatory Governance Process

Analysis and Evaluation

The SMCCCD Board of Trustees consistently acts in accordance with all board policies and administrative procedures and regularly reviews how effective they are in fulfilling the mission.

Board policies provide a clear framework for all of the Board's activity. Specifically, Board Policy 2.06^l, Administrative Procedure 2.06.1^{ll}, and Board Policy 2.07^{lii} describe the processes by which the Board accomplishes its work. In addition to the creation and implementation of board, the Board also has established a timeline for review of the policies for currency, relevance, and purpose at least every six years^{liii}.

As part of the policy formulation and review process, the Board has also outlined in Policy 2.08^{liiv} the role of the DPGC in policy matters. Particularly, the policy outlines that the Council is to advise the Board of Trustees, through its designee, the Chancellor, on among other things:

Board policies that directly affect faculty, staff and students of the District, as determined by the District administrator responsible for Board Policies, in conjunction with the DPGC co-chairs. All other Board policies will be brought to the DPGC as information items.

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.

Evidence of Meeting the Standard

[IV.C.8-1](#) SMCCCD Board of Trustees, Board Packet for November 29, 2017

[IV.C.8-2](#) SMCCCD Board of Trustees, Board Packet for November 14, 2018

[IV.C.8-3](#) SMCCCD District Strategic Plan

Analysis and Evaluation

The District's governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

In 2015, the Board adopted a comprehensive Strategic Plan, which focuses on student success, equity and social justice. With this Plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced-based practices will be required to identify and close these gaps.

The four overarching goals of the 'Students First' Strategic Plan^{lv} include:

- Develop and strengthen educational offerings, Interventions, and support programs that increase student access and success.
- Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.
- Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.
- Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.

There are a number of specific strategies and metrics for each goal that provide key indicators of student learning and achievement. The Board reviews the Strategic Plan annually and receives regular updates on the metrics and supporting activities, including extensive briefings in study sessions and in reports at business meetings. The College also brings forth to the Board various other reports and data, including the latest Integrated Plan^{lv}, which encompasses the Equity Plan and Student Success and Support Program Plan, and Educational Master Plan^{lvii}.

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.

Evidence of Meeting the Standard

[IV.C.9-1](#) SMCCCD Board of Trustees, Board Members

[IV.C.9-2](#) SMCCCD Board of Trustees, Board Policy 1.02 Organization of the Board

[IV.C.9-3](#) SMCCCD Board of Trustees, Board Policy 1.10 Duties and Responsibilities of the Board

Analysis and Evaluation

Ongoing and systematic professional development is at the core of improved learning for individual board members and the Board as a collective body. Board membership continuity and overlapping member terms are provided for in board policy and in the implementation of that policy.

Orientation and Training

Orientation and training for new and existing board members is outlined in Board Policy 1.10^{lviii}. In particular, the policy calls upon members, “To engage in ongoing development of the Board. The Board will conduct study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.” Further, an onboarding and training process is outlined in this policy for newly elected or appointed board members. The 2018 election cycle resulted in one new trustee being elected to the Board. As that member ran un-opposed, staff briefed the candidate prior to the election on issues facing the District, key student success initiatives, the financial and operational details of the District and an overview of how the community colleges work in the county and throughout the state. Staff continues to provide such briefings to onboard the new trustee.

Ongoing training includes study sessions where staff and external experts offer in-depth presentations and activities on important topics to keep the Board current on important areas of college programs, services, system funding and revenue, and accreditation. Furthermore, each year the Board conducts an annual retreat where goals are set and reviewed and areas of professional development are often identified. In addition to the activities noted, board members attend state and national conferences geared towards trustees, to learn effective and promising practices for board operations.

Membership Continuity

In order to maintain continuity of board membership, the Board has staggered terms of office^{lix}. The Board consists of five elected members. Two seats were up for election in 2018 and the three remaining seats will be up for election in 2020 and every four years thereafter, respectively. The term of office of each trustee is four years, commencing in December following the general election in November on a date determined by law.

The membership of the SMCCCD Board of Trustees has been highly stable. One trustee was first elected in 1995, a second in 1997, a third in 2003, a fourth in 2016 and the fifth in 2018. Collectively, they have nearly 65 years of combined service on the Board of Trustees^{lx}.

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.

Evidence of Meeting the Standard

[IV.C.10-1](#) SMCCCD Board of Trustees Meeting for 7 April 2018

[IV.C.10-2](#) SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct

IV.C.10-3 SMCCCD District Strategic Plan

Analysis and Evaluation

Prioritizing continuous improvement, academic quality, and institutional effectiveness are part of a mindset held by the SMCCCD Board of Trustees. Self-evaluation of practices and performance is a key component to maintaining and enhancing these values.

The process for Board evaluation is described in Board Policy 1.35^{lxii}. The goal of the self-evaluation process is to identify strengths and areas of opportunity for improvement.

To this end, the Board of Trustees annually evaluates and assesses its performance against and alignment with established institutional goals and priorities^{lxiii}, including those identified by the Strategic Plan^{lxiii}. The results of the survey conducted among members are discussed at open Board sessions.

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)

Evidence of Meeting the Standard

IV.C.11-1 SMCCCD Board of Trustees, Board Policy 1.35 Board Member Conduct

IV.C.11-2 SMCCCD Board of Trustees, Board Policy 2.21 Policy on Professional Ethics

IV.C.11-3 SMCCCD Board of Trustees, Board Policy 2.45 Conflict of Interest

IV.C.11-4 SMCCCD Board of Trustees, Administrative Procedure 2.45.1 Conflict of Interest

IV.C.11-5 SMCCCD Board of Trustees, Administrative Procedure 2.45.2 Conflict of Interest Code

Analysis and Evaluation

The Board of Trustees has established board policies for conflict of interest^{lxiv}, a code of ethics for performance^{lxv}, and a policy for Board member conduct^{lxvi}. Further, it has developed administrative procedures for conflict of interest^{lxvii, lxviii}.

Code of Ethics and Conflict of Interest

The relevant policies and procedures are posted and made available to the public through the District's website. When potential conflicts of interest or ethics matters arise, the Board consults with the chancellor and/or district legal counsel for advice. Violations of the Policy of Professional Ethics are addressed by the Board President, or Vice President in the event the President has committed the violation^{lxix}.

Disclosing Interests

Each year, board members file a Statement of Economic Interests (Form 700), from the California Fair Political Practices Commission, with San Mateo County as a public statement for review^{lxx}.

When a conflict or the appearance of a conflict arises, the board members recuse themselves, or are asked to recuse themselves^{lxxi}. A review of the Board's actions over the past accreditation cycle reveals no violations of these board policies regarding improper behavior.

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.

Evidence of Meeting the Standard

[IV.C.12-1](#) SMCCCD Board of Trustees, Board Policy 2.02, Chancellor of the District

[IV.C.12-2](#) SMCCCD Board of Trustees, Administrative Procedure 2.02.2, Chancellor of the District: Evaluation

[IV.C.12-3](#) SMCCCD Board of Trustees, Board Policy 8.02, Delegation of Authority

Analysis and Evaluation

Pursuant to Board Policy 2.02^{lxvii}, the chancellor serves as “chief executive officer of the District and whose principal responsibility is leadership of the educational program.” Further, through Board Policy 8.02^{lxviii}, “The Board delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons.” The chancellor is also responsible for administering all board policies through a system of administrative procedures and internal practices^{lxix}.

The Board of Trustees, in partnership with the chancellor, sets annual performance goals as a basis for evaluation^{lxxv, lxxvi}. The duties identified in board policies, and as incorporated in the job responsibilities, guide the development of the goals and evaluation of progress. The chancellor works with the Board’s role as an oversight and policy-making body and the role of the chancellor.

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.

Evidence of Meeting the Standard

[IV.C.13-1](#) SMCCCD Board of Trustees, Board Policy 2.70 Accreditation

[IV.C.13-2](#) SMCCCD Board of Trustees, Administrative Procedure 2.70.1 Accreditation

Analysis and Evaluation

The Board of Trustees is informed and regularly updated about all issues surrounding the accreditation process. The Board also participates in evaluating its own responsibilities in the process through various activities, including retreats and study sessions.

Staying Informed on Accreditation Issues

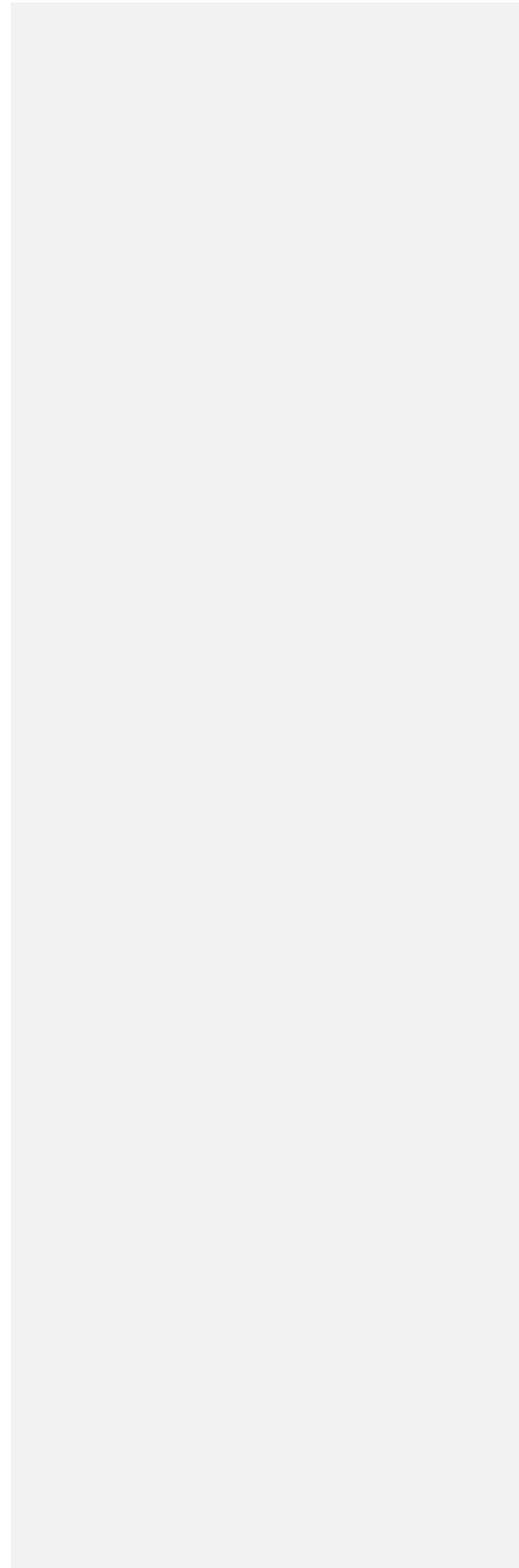
The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the college. In fact, the SMCCCD led efforts to reform the accreditation process, and as a result, the Board became very familiar with the standards, process, and practices of the Accreditation Commission.

Helping the College Improve and Excel

Board Policy 2.70^{lxxvii} and its corresponding Administrative Procedure 2.70.1^{lxxviii} outline the responsibilities of the Board and the chancellor regarding the accreditation process. Each year, the Board reviews the annual report and the annual fiscal report delivered to the ACCJC. In addition, the Board reviews any substantive change proposals for the college.

Evaluating Roles and Functions

For the current accreditation self-evaluation cycle, the Board of Trustees is scheduled to be fully briefed on the institutional self-study in April 2019 and May 2019, and final adoption of the report by July 2019. The Board is routinely provided with updates about the planning process and progress made on the college's self-evaluation.



Conclusions on Standard IV.C. Governing Board

[insert response]

Improvement Plan(s)

[insert response if applicable]

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- ⁱ [IV.C.1-7](#)
 - ⁱⁱ [IV.C.1-6](#)
 - ⁱⁱⁱ [IV.C.1-4](#)
 - ^{iv} [IV.C.1-5](#)
 - ^v [IV.C.1-10](#)
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lxxv IV.C.12-1
lxxvi IV.C.12-2
lxxvii IV.C.13-1
lxxviii IV.C.13-2

D. Multi-College Districts or Systems

1. 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.

Evidence of Meeting the Standard

[IV.D.1-1](#) SMCCCD Board of Trustees, Board Policy 2.02 Chancellor of the District

[IV.D.1-2](#) SMCCCD Board of Trustees, Board Policy 2.03 College Presidents

[insert link to functional map here]

Commented [SH28]: Working on this

Analysis and Evaluation

The District Chancellor provides leadership and guidance in the communication of expectations of educational excellence and integrity throughout the District. The Chancellor also works with the administrative leaders at both the district- and college-level to assure support for the effective operation of the college and the district overall. Three leadership teams carry out this work, each with its own function:

- Chancellor's Cabinet: The Cabinet consists of the chancellor, three college presidents, chief of staff, chief financial officer, vice chancellor for human resources, and vice chancellor for educational services and planning, provides guidance and ongoing oversight of district academic programs, operations, and resources (human and financial). The Cabinet meets bi-weekly.
- Chancellor's Council: The Council consists of the members of Chancellor's Cabinet plus the vice chancellor for facilities, vice chancellor for auxiliary services, provost for international education, and chief technology officer, guides additional operational functionality to the Cabinet in the areas above. The Council meets bi-weekly.
- Chancellor's Staff: the staff includes the chancellor, chief of staff, all vice chancellors, chief financial officer, chief technology officer, director of general services. It provides districtwide central service support to the district's colleges. The staff meets weekly.

Through the mission, vision, and values statements, and through the District's Strategic Plan, the chancellor works with these administrative leadership teams to set priorities for the work that is to be done throughout the district and the college. It is expected that the cabinet, council and staff members, including the college president, communicate with their team members any actionable and/or relevant information that is discussed at the meetings.

Per Board Policy 2.02ⁱ, the chancellor serves as the chief executive officer of the district and has the principal responsibility of providing leadership of the educational program. According to BP 2.02, the chancellor may, and does, delegate authority for the administration of the college to the college president. The role of the chancellor is outlined in the aforementioned policy, and the role and duties of the college president are outlined in Board Policy 2.03ⁱⁱ.

Delineation of functions, roles, and responsibilities are understood among the executive leadership teams. Any questions about roles and responsibilities are discussed at the council level and any clarifications or necessary changes are addressed. The chancellor takes responsibility for ensuring district-level support for campus operations that are centralized,

delegating the functional responsibility to the vice chancellor responsible for that centralized area.

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.

Evidence of Meeting the Standard

IV.D.2-1 Annual Bond Audit Reports

IV.D.2-2 Annual Financial Audit Reports

IV.D.2-3 Auxiliary Services Annual Report

IV.D.2-4 [SMCCCD Board of Trustees, Board Policy 2.02 Chancellor of the District](#)

[IV.D.2-5 SMCCCD Board of Trustees, Board Policy 8.02 Delegation of Authority](#)

[IV.D.2-6 SMCCCD Financial Services, 2018-19 Final Budget Report](#)

Analysis and Evaluation

Chancellor Delineates, Documents, and Communicates Operational Responsibilities

The chancellor, as CEO of the district, clearly delineates, documents, and communicates operational responsibilities and functions of the district from those of the colleges and adheres to this delineation in practiceⁱⁱⁱ. Board Policy 8.02^{iv} outlines those areas which have been delegated to the chancellor and which the chancellor may—and in practice does—delegate to others. In particular, “Subject to established administrative procedures, the Presidents of the Colleges are responsible to the Chancellor for the development of all aspects of the educational and student services program at their Colleges and for the administration and operations of the Colleges.” Further areas of delegation to central administrators of the district are included in the policy^v.

The chancellor meets weekly with the college presidents, vice chancellors and district senior staff to discuss strategic and operational issues. Additionally, districtwide participatory governance groups, such as the Vice President’s Council (comprised of all vice presidents from all of the District’s three colleges), and District Budget Council (including representatives from each of the District’s three colleges), facilitate communication between the District and College, providing a forum for expressing concerns about district services that support the college in achieving its mission and acting as a feedback mechanism to provide assessment of the effectiveness of district services.

The districtwide strategic, technology, and facilities master plans further differentiate the responsibilities of the colleges and district and provide data-driven metrics for measuring success. The District Strategic Plan in particular demonstrates how District services are focused on meeting the needs and priorities of the institution as an overwhelming majority of the District strategies incorporated into the plan are directly related to supporting specific college goals.

This approach is also evident in the prioritization of spending illustrated in the resource allocation cycle, which also provides ample opportunity for communication and feedback^{vi}

The Chancellor Ensures that the Colleges Receive Effective and Adequate Services

To support the college mission, the District provides high-quality, central services to all of the District's colleges and serve to minimize costs, ensure consistency, and avoid duplication of effort. These areas include:

- Chancellor's Office provides districtwide leadership and guidance on all areas of policy and operation to the District and colleges
- Educational Services and Planning coordinates academic and student support services throughout the District, as well as monitoring and implementing the District Strategic Plan
- Financial Services provides general financial oversight and support, including accounting, budget, payroll, purchasing and contracts, bond financing and grants
- Facilities Planning, Maintenance and Operations coordinates facilities planning and construction, facilities operations and maintenance, and public safety
- Human Resources coordinates recruitment, hiring, classification, compensation, benefits, training, diversity and equal opportunity
- Information Technology provides educational technology support, including systems and infrastructure, website, email, accessibility, and equipment
- International Affairs coordinates recruitment and matriculation of international students

The services of these operations are reviewed regularly at the various executive team meetings (Cabinet, Council, Staff), and as issues arise, they are addressed promptly by those leaders responsible for the functional areas.

Beyond the metrics included in institutional plans and feedback received through the governance process, District services are assessed through a variety of surveys and reports. The District's external auditors conduct an annual financial audit of all funds, books, and accounts; and the District contracts for an annual performance audit of the bond program ([link to audit reports](#)). Additionally, the Auxiliary Services operations publish an annual report detailing their operations and achievements ([link to Aux Svs annual report](#)).

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.

Evidence of Meeting the Standard

[insert response] **We are waiting for this section; it will be updated soon.**

Analysis and Evaluation

Evidence of Meeting the Standard will be provided by the District Office of Finance.

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.

Evidence of Meeting the Standard

[IV.D.4-1](#) SMCCCD Board of Trustees, Board Policy 2.03 College Presidents

[IV.D.4-2](#) SMCCCD Board of Trustees, Board Policy 8.02 Delegation of Authority

Analysis and Evaluation

The chancellor delegates full responsibility to the college president for the operation and function of the College^{vii}. Board Policy 8.02^{viii} stipulates that the Board of Trustees delegates the administration of the District to the Chancellor, who in turn delegates the administration of the college to the college president. The chancellor evaluates the president based upon their performance and goals related to this delegation of authority.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

[IV.D.5-1](#) SMCCCD District Strategic Plan

[IV.D.5-2](#) SMCCCD District Strategic Plan, Scorecard and Metrics

Analysis and Evaluation

District planning is integrated with college planning through the District and college strategic plans. With an emphasis on student success, the District Strategic Plan^{ix} was completed in 2015, and is reviewed annually. The strategic plan process included participation by members of all constituencies (faculty, staff, students, administrators, board of trustees) from the District office and each college. The strategic plan objectives are linked to those of the college and are evaluated based upon set targets and the completions of activities that are delegated to members of the leadership at the District and the college. The Strategic Plan is documented on the District's website and is monitored for effectiveness using the Scorecard^x. This scorecard tracks metrics annually that are linked to the goals and objectives of each strategic initiative. In addition, the activities associated with the strategic initiatives are assigned to leaders at the district and the college to ensure that they are completed.

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.

Evidence of Meeting the Standard

[IV.D.6-1](#) SMCCCD Board of Trustees, Board Agenda Packets

[IV.D.6-2](#) SMCCCD Board of Trustees, Board Policy 2.08 District Participatory Governance Process

Analysis and Evaluation

The District has a number of mechanisms to promote communication between the college and the District and to ensure effective and timely operations. Ongoing committees exist for the purpose of working jointly with the college and throughout the District. The Districtwide Participatory Governance Council (DPGC) consists of members of all constituency groups (CSEA, AFT, AFSCME, Faculty Senate, Associated Students, management representatives and chancellor representative) whose role it is to communicate any business to their

constituents^{xii}. Feedback gathered from constituent groups is brought back to the DPGC and shared with the other groups. Minutes of the DPGC meetings can be found on the District website.

The Chancellor's Cabinet meetings are the place where the senior leadership discusses the business of the colleges, and its membership includes all college presidents in the district and the chief of staff, chief financial officer, vice chancellor for human resources and vice chancellor for educational service and planning. The purpose of the Chancellor's Cabinet is to discuss and collaborate on the academic, fiscal and personnel matters of the college and the District. Cabinet members are tasked with taking back relevant information to their departments and/or colleges. A second and extended group that further discusses District and college issues is the Chancellor's Council, which includes members of the Cabinet, plus the vice chancellor for auxiliary services, vice chancellor for facilities and chief technology officer. This group discusses and plans for issues relating to general operation and administration of the district and the colleges.

An additional group central in assuring effective communication is the Vice President's Council. This group, consisting of the vice presidents (administration, instruction, and student services) from each college, meets once each month to review and discuss issues of common concern to the District and impact all three of the district's colleges. This Council aids in formulating policy and procedures and gathers and disseminates information to their respective colleges and departments. The Council also works as a unit and provides support and counsel to each other and is a network of administrators across the District that helps identify and communicate matters of interest.

In compliance with the Brown Act, agenda and minutes items for each Board meeting are posted to the District's website for the public to view. Seventy-two hours before each Board of Trustees meeting, the Chancellor's office post a board meeting agenda and associated documents on the website^{xiii}.

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.

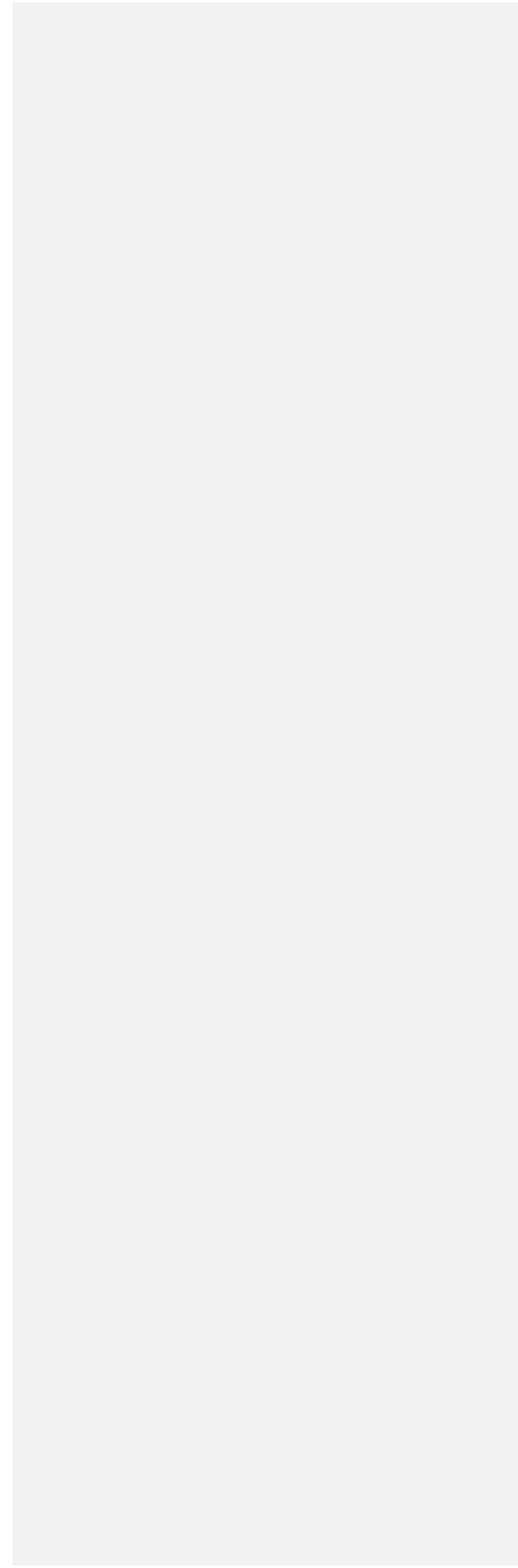
Evidence of Meeting the Standard

[IV.D.7-1](#) SMCCCD Board of Trustees, Board Policy 2.08 District Participatory Governance Process

Analysis and Evaluation

The District participates in a number of assessments of its effectiveness. The District participates in a District Office Program Review to obtain feedback on District services. The Office of General Services coordinates this effort, with each functional leader being responsible for their respective departments. The Chancellor's Staff serve as a coordinating body and results are reviewed and shared with this team, who communicates feedback to the respective area of responsibility.

Additionally, in accordance with Board Policy 2.08ⁱⁱⁱ, the District ensures the participation of appropriate members of district and college constituencies (Academic Senate; Classified Staff; students) in decision-making through the Districtwide Participatory Governance Council. Each year, the DPGC reviews the policy and the effectiveness of the groups work and recommends changes to the policy as needed. Information discussed in the DPGC is widely shared with the various stakeholder groups across the District.



Conclusions on Standard IV.D. Multi-College Districts or Systems

[insert response]

Improvement Plan(s)

[insert response if applicable]

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- ⁱ IV.D.1-1
 - ⁱⁱ IV.D.1-2
 - ⁱⁱⁱ IV.D.2-4
 - ^{iv} IV.D.2-5
 - ^v IV.D.2-5
 - ^{vi} IV.D.2-6
 - ^{vii} IV.D.4-1
 - ^{viii} IV.D.4-2
 - ^{ix} IV.D.5-1
 - ^x IV.D.5-2
 - ^{xi} IV.D.6-1
 - ^{xii} IV.D.6-2
 - ^{xiii} IV.D.7-1

