**David Ulate Aug 20 2016**

**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.

| **Query #** | **Sub-queries** | **Notes for Report** | **Evidence** |
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| **IV.C.1** - **Governing Board** - The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7) | | | |
| IV.C.1 Q1 | Does the institution have a policy manual or other compilation of policy documents that demonstrate that the governing board's role in academic quality, integrity, and effectiveness of learning programs and services, and financial stability? Are these policies reviewed on a regular basis? | Board Policies describe this. Changes to policies and procedures can happen at any time.  \**A process to develop a periodic review of policies is currently underway so there may be an amendment to AP 2410 this year.* | BP 2200 – Philosophy, Mission, and Roles and Responsibilities.  BP 3000 – Principles of Sound Fiscal Management  BP 3100 – Budget Preparation  BP/AP 2410 – Policy and Administrative Procedure |
| IV.C.1 Q2 | What statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction? | The Mission of the Board of Trustees as well as their Roles and Responsibilities make specific statements to this effect. They mention things such as establishing and protecting “…a climate in which teaching and learning are deeply valued…” and ensuring “quality teaching” and “to establish and oversee the District’s mission, purpose,…,programs, services…”  Also, the approval of the district strategic plan shows how the board supports these areas. | BP 2200  District Strategic Plan |
| **IV.C.2** - The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. | | | |
| IV.C.2 Q1 | How does the Board demonstrate its support for its own policies and decisions? | BP 2715 talks about how decisions are made and “respect the final majority decision of the Board”. | BP 2715 – Code of Ethics Standards of Practice |
| **IV.C.3** - The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. | | | |
| IV.C.3 Q1 | What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented? | The board establishes a process for the search that is “fair and open and comply with relevant regulations”. The regulations referred to are those from CCR Tile 5, Sections 53000 et seq. | BP 2431 – Chancellor or President Selection |
| IV.C.3 Q2 | Has the board used these processes in its most recent chief administrator searches? | Yes. | Documentation related to the Chancellor search in 2015 |
| IV.C.3 Q3 | What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals? | The board conducts an annual evaluation of the Chancellor. Such evaluation is based on board policies, and performance goals and objectives. | BP 2435 – Evaluation of Chancellor |
| IV.C.3 Q4 | How does the board set clear expectations for regular reports on institutional performance from the chief administrator? | The board requires reporting out on the planning efforts of the District. These planning efforts describe institutional performance. | BP 3250 – Institutional Planning |
| IV.C.3 Q5 | What is the written policy describing selection and evaluation of the chief administrator? Has the board followed it? | Written policies are found in the Board policies. The Board has followed it for the selection of the Chancellor in 2015 and the reviews conducted annually. | BP 2431 and BP 2435.  Documentation related to the Chancellor search in 2015. |
| **IV.C.4** - The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7) | | | |
| IV.C.4 Q1 | Is the governing board appropriately representative of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution? | The governing board is a publicly elected body. It openly welcomes and receives public input into board deliberations. Its policy around ethics and standards of practice describe the responsibility to act in the best interests of the community, free from any conflict of interest. | BP 2715 – Code of Ethics Standards of Practice  BP 2710 – Conflict of Interest |
| **IV.C.5** - The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. | | | |
| IV.C.5 Q1 | What policies, institutional goals or other formal statements exist that describe governing board expectations for quality, integrity and improvement of student learning programs and services? | Board approves curriculum, institutional plans, and budgets.  Through planning and budgeting processes, the board has established expectations in the development and maintenance of quality programs. | Board minutes reflecting approval of curriculum, plans, budgets.  BP 2200 – Philosophy, Mission, Roles and Responsibilities  BP 3250 – Institutional Planning  BP 3000 – Principles of Sound Fiscal Management |
| IV.C.5 Q2 | Is the governing board aware of the institution-set standards and analysis of results for improvement of student achievement and learning? | They are through the reporting of institutional planning documents that, among other things, use student achievement data to set standards. | BP 3250 – Institutional Planning  Board minutes regarding college Educational Master Plans, Equity Plans, SSSP plans. |
| IV.C.5 Q3 | Is the governing board independent? Are its actions final and not subject to the actions of any other entity? | The governing board is a publicly elected body. Its policy around ethics and standards of practice describe the responsibility to act independently, free from any conflict of interest. | BP 2715 – Code of Ethics Standards of Practice  BP 2710 – Conflict of Interest |
| IV.C.5 Q4 | Is the governing board aware of the institution-set standards and the analysis of results for improvement of student achievement and learning? | They are through the reporting of institutional planning documents that, among other things, use student achievement data to set standards. | BP 3250 – Institutional Planning  Board minutes regarding college Educational Master Plans, Equity Plans, SSSP plans. |
| **IV.C.6** - The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures. | | | |
| **IV.C.7** - The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. | | | |
| IV.C.7 Q1 | Do the records of governing board actions (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws? | The board regularly evaluates its work and seeks input on its performance from CAC, Foundation Board Executive Committee, and public members of Bond Oversight and Audit & Finance committees. | BP 2745 – Board Self-Evaluation  Minutes reflecting the self-evaluation process.  *Minutes from CAC et al. input?* |
| IV.C.7 Q2 | Does the governing board have a system for evaluating and revising its policies on a regular basis? Is this system implemented? | The board conducts an evaluation on an annual basis.  *Evaluation of policies?* | BP 2745 – Board Self-Evaluation |
| **IV.C.8** - To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. | | | |
| IV.C.8 Q1 | What data on student performance does the Board regularly evaluate? | Board annually reviews student success scorecard data as well as student performance data found in institutional planning documents (Ed. Master Plans, Equity plans, SSSP plans) | Minutes from board study session.  Minutes from reporting out of institutional plans. |
| **IV.C.9** - The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. | | | |
| IV.C.9 Q1 | What is the governing board's program for development and orientation? | Development and orientation are a priority of the board, articulated in Board Policies. | BP 2210 – Officers of the Board  BP 2740 – Board Education  Feb. 2014 Agenda minutes reflect the priority of professional development. |
| IV.C.9 Q2 | Does the board have a formal, written method of providing for continuing membership and staggered terms of office? | Elections (staggered) are part of Board Policy. | BP 2010 – Board Membership  BP 2100 – Board Elections  BP 2110 – Vacancies on the Board |
| **IV.C.10** - Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. | | | |
| IV.C.10 Q1 | What is the board self evaluation process as defined in its policies? Does the process as described present as an effective review? | The board regularly evaluates its work and seeks input on its performance from CAC, Foundation Board Executive Committee, and public members of Bond Oversight and Audit & Finance committees. | BP 2745 – Board Self-Evaluation  Minutes reflecting the self-evaluation process.  *Minutes from CAC et al. input?* |
| IV.C.10 Q2 | Does the governing board policy call for regular self evaluation? Does the institution's board regularly evaluate its own performance? | Board policies call for annual self-evaluation. | BP 2745 – Board Self-Evaluation |
| **IV.C.11** - The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7) | | | |
| IV.C.11 Q1 | What is the board's stated process for dealing with board behavior that is unethical? Does the governing board implement this process? Is there evidence of results? | Board policies discuss dealing with unethical behavior. | BP 2715 – Code of Ethics Standards of Practice  *Is there an example of when this process actually took place?* |
| IV.C.11 Q2 | Are less than half of the board members owners of the institution? Are a majority of governing board members non-owners of the institution | The majority of board members are non-owners of the institution. | *Evidence?* |
| **IV.C.12** - The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively. | | | |
| IV.C.12 Q1 | How is the board delegation of administrative authority to the chief administrator defined? (In policy documents? In a contract with the chief administrator?) | Delegation of authority is articulated in Board Policies | BP 2430 – Delegation of Authority to Chancellor  BP 2410 – Policy and Administrative Procedure |
| IV.C.12 Q2 | Is this delegation clear to all parties? | Board Policies are public documents, which ensures clarity to all parties. | BP 2430 – Delegation of Authority to Chancellor  BP 2410 – Policy and Administrative Procedure |
| IV.C.12 Q3 | How effective is the governing board in focusing at the policy level? | Board self-evaluation suggests the board is effective at the policy level. | Board self-evaluation 2016 summary…found in 7/11/16 agenda. |
| IV.C.12 Q4 | What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals? | The board conducts an annual evaluation of the Chancellor. Such evaluation is based on board policies, and performance goals and objectives. | BP 2435 – Evaluation of Chancellor |
| IV.C.12 Q5 | How does the board set clear expectations for regular reports on institutional performance from the chief administrator? | The board requires reporting out on the planning efforts of the District. These planning efforts describe institutional performance. | BP 3250 – Institutional Planning |
| IV.C.12 Q6 | How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity? | The board requires reporting out on the planning efforts of the District. These planning efforts describe institutional performance. | BP 3250 – Institutional Planning  BP 3100 – Budget Preparation |
| **IV.C.13** - The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process. | | | |
| IV.C.13 Q1 | How does the board participate appropriately in institutional self evaluation and planning efforts? | The board is informed of the collages’ self-evaluation and planning efforts. | BP 3250 – Institutional Planning  Board study session minutes showing updates on institutional reports. |
| IV.C.13 Q2 | How do board actions indicate a commitment to improvements planned as part of institutional self evaluation and accreditation processes? | The board places a priority on staying informed on accreditation and supporting improvement through accreditation. | BP 3200 – Accreditation  Minutes showing approval of substantive change reports: May 2016 (Ed Center), March 2016 (Distance Education). |
| IV.C.13 Q3 | How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement? | The board is continuously informed on “actions taken or to be taken in response to recommendations in an accreditation report”. Also, a study is conducted after each accreditation visit to determine what can be done to address deficiencies. | BP 3200 – Accreditation |
| IV.C.13 Q4 | Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution? | The Board is informed of reports made to the commission. | BP 3200 – Accreditation  Minutes showing approval of substantive change reports: May 2016 (Ed Center), March 2016 (Distance Education). |
| IV.C.13 Q5 | Is the board knowledgeable about Accreditation Standards, including those that apply to the board? | The Chancellor keeps the board informed on accreditation standards specifically relevant to the board. In a study session, the board is also informed about accreditation. | BP 3200 – Accreditation  Minutes from Aug. 2016 study session showing accreditation reports. |
| IV.C.13 Q6 | Does the board assess its own performance using Accreditation Standards? | Delineation of functions work assesses if the board is meeting accreditation standards. | *Delineation of functions map and evidence spreadsheet.* |
| IV.C.13 Q7 | Does the governing board development program address the need to learn about Accreditation Standards and expectations? | ?? | ?? |
| **IV.D.1 - Multi-College Districts or Systems** - In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system. | | | |
| IV.D.1 Q1 | What policies and practices demonstrate the delineation of roles and responsibilities for the district/system and the colleges? | Board policies and the organizational structure show the delineation of roles and responsibilities. | BP 2430 – Delegation of Authority  BP/AP 3100 – Organizational Structure  Minutes from: Chancellor's Cabinet meetings, Senior Administrators meetings, All Administrators and Supervisors meetings, Chancellor's Advisory Council, Academic and Professional Matters Committee. |
| **IV.D.2** - The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution. | | | |
| IV.D.2 Q1 | Does the district/system have a written delineation of responsibilities? Are institutional and district/system staff knowledgeable of this delineation? | The delineation of functions map was led by the district but completed in collaboration with the colleges. | *Link to the delineation of functions map.*  *CAC minutes showing the approval of the document.*  Board study session on 8/2016. |
| IV.D.2 Q2 | Is the delineation of responsibilities evaluated for effectiveness? | The governance process is evaluated for its effectiveness.  *Do we evaluate the delineation of responsibilities?* | *Governance evaluation survey.* |
| IV.D.2 Q3 | What feedback mechanisms does the district/system have in place to provide assessment of the effectiveness of district/system services? | Surveys. The planning and finance cycles provide opportunity for feedback on district/system services. | *Accreditation survey*  *Governance evaluation survey*  *Info. graphics and narratives for the planning and finance cycles.*  *District Strategic Plan metrics* |
| IV.D.2 Q4 | Is the assessment of district/system services data driven? Does it reflect the needs and priorities of the institutions? | They are data driven. The District Strategic Plan in particular looks to address the specific college and district goals that support the achievement of the mission. | *Accreditation survey*  *Governance evaluation survey*  *District Strategic Plan metrics* |
| IV.D.2 Q5 | Are district/system services regularly evaluated with regard to their support for institutional missions and functions? | Through the AUR process, district/system services report on their effectiveness to meet the mission of the district. | *District AUR documents* |
| **IV.D.3** - The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. | | | |
| IV.D.3 Q1 | What is the district/system's method of distributing resources to its institutions? Is the district/system based in a realistic assessment of needs of each institution? Is it a fair process? Is it well-understood across the district/system? | The financial planning cycle describes how resources are allocated throughout the district. | *Financial planning cycle info. graphic and narrative* |
| IV.D.3 Q2 | Is the district/system's resource distribution method data-driven? Does it reflect the needs and priorities of the institutions? | ?? Kevin | ?? Kevin |
| IV.D.3 Q3 | What do the institution's most recent annual independent audit reports and audited financial statements reveal about control of expenditures? | ?? Kevin | ?? Kevin |
| **IV.D.4** - The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges. | | | |
| IV.D.4 Q1 | What policies and practices demonstrate delegation of authority to college CEO’s that meets the criteria of the Standard? | This is articulated in board policy. | BP 2430 – Delegation of Authority to Chancellor. |
| **IV.D.5** - District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. | | | |
| IV.D.5 Q1 | How are planning and evaluation integrated between district/system and the colleges? | The development of college EMPs and the district strategic plan happen in a cycle that informs each other. The District Strategic Plan integrates both college and district goals to achieve the mission of the district; and includes metrics by which the district is evaluated. | *Planning cycle info. graphic.*  *District Strategic Plan.* |
| IV.D.5 Q2 | How do the district/system and the colleges determine the effectiveness of the integrated planning? | Survey. Attainment of institutional and district goals as articulated and evaluated in college plans and district strategic plan. | Accreditation survey  College plans (EMP, equity, SSSP)  *District strategic plan and AURs* |
| **IV.D.6** - Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively. | | | |
| IV.D.6 Q1 | What methods of working jointly do the district/system and institutions use? | Participatory governance and membership of those groups. | http://www.fhda.edu/\_about-us/\_participatorygovernance/index.html |
| IV.D.6 Q2 | Do these methods result in clear and timely communications in all directions? | Participatory governance committee meetings are scheduled in a way to facilitate timely communication. | *Is there a calendar showing when they meet?* |
| IV.D.6 Q3 | Are the institutions well informed about district/system issues, governing board actions and interests that have an impact on operations, educational quality, stability or ability to provide high quality education? | District governance survey shows if folks feel they are informed. | *Governance survey.* |
| **IV.D.7** - The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. | | | |
| IV.D.7 Q1 | What are the district/system's methods for evaluating its effectiveness? | Governance survey; accreditation survey; strategic plan metrics, institutional plan reports. | Governance survey  Accreditation survey  District Strategic Plan metrics  Education Master Plans  Equity Plans  SSSP Plans |
| IV.D.7 Q2 | Does it conduct regular assessments? How does it communicate the results? | Surveys are conducted regularly as are updates for district and institutional plans. Communication of results happens in governance meetings as well as board sessions. | Governance surveys  Accreditation surveys  District Strategic Plan/AURs  Minutes from meetings showing communication of results. |
| IV.D.7 Q3 | What changes/improvements have been made as a result of these evaluations? | ?? | ?? |