FOOTHILL-DE ANZA
Community College District

Chancellor's Advisory Council

Meeting Agenda – October 28, 2022, 9:00-10:30 a.m.
Zoom link
https://fhda-edu.zoom.us/j/81791350269?pwd=ak1idE9ZZkhxaFpqenhJOEVHMWhqUT09&from=addon
(information to connect by phone below)

AGENDA TOPIC	PURPOSE/DESIRED OUTCOME	DISCUSSION LEADER
1. Welcome and introductions	*I* – Allow council members and guests to identify each other by name and constituent group represented and/or role at the colleges/district.	Judy Miner
2. Approval of June 10, 2022, and September 1, 2022, meeting summaries *(attachment 2)*	*A* – Provide accurate record of previous meetings.	Judy Miner
3. Review and reaffirmation of council Charge, Purpose, and Ground Rules *(attachment 3)*	*D/A* – Gain understanding of role of Chancellor's Advisory Council and expectations of council members. Recommend changes to improve processes. Reaffirm or revise.	Judy Miner
4. Ratification of change to AP 3507 COVID-19 Vaccination Requirement • AP 3507 COVID-19 Vaccination Requirement (Revised)	*A* – Ratification of change to administrative procedure enacted prior to the fall quarter.	Judy Miner
5. Input into Chancellor Search Profile - expectations, opportunities and challenges, and desired attributes • Aspen Institute's "Crisis in Opportunity: Aligning the Community College Presidency with Student Success" (please read parts 1 and 2 prior to the meeting)	*D* – Provide feedback regarding the challenges and opportunities facing the next chancellor and the ideal characteristics candidates should possess.	Anu Khanna
6. Accreditation items – participatory governance org chart update, planning cycle graphic update, resource allocation cycle graphic update. Governance survey results will be sent via email. Mission statement revision, and Strategic Plan refresh will occur in the Spring.	*D/A* – Review and approve the updated participatory governance org chart update, planning cycle graphic update and resource allocation cycle graphic update. *I* – Mission statement revision, and Strategic Plan refresh in the Spring.	David Ulate
7. District initiatives update (standing item) • Affordable Housing Task Force update	*I/D* – Broaden awareness regarding districtwide initiatives, provide feedback/advice, and share information with constituencies.	Eric Reed Judy Miner
8. Board of Trustees Priorities 2022-23 (standing item)	*I/D* – Gain understanding of 2022-23 priorities adopted by the Board of Trustees and how the priorities are being implemented at the colleges and Central Services. Provide feedback, and share information with constituencies.	Judy Miner
9. Enrollment management (standing item)	*I/D* – Gain understanding of enrollment initiatives, provide feedback/advice, and share information with constituencies.	Bernadine Fong Lloyd Holmes
10. District Governance Committee/Constituent Group Reports • District Budget Advisory Committee http://www.fhda.edu/_about-us/_participatorygovernance/C-budget-advisory-committee.html • Energy and Sustainability Advisory Committee https://www.fhda.edu/_about-us/_participatorygovernance/D-Energy-and-Sustainability-Advisory-Committee.html • Police Chief's Advisory Committee https://www.fhda.edu/_about-us/_participatorygovernance/F-Police-Chiefs-Advisory-Committee.html	*I* – Broaden awareness. Provide information for council members to disseminate to constituents about work/actions of districtwide governance groups and constituent groups.	All

• Human Resources Advisory Committee/District Diversity and Equity Advisory Committee http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html • Educational Technology Advisory Committee http://ets.fhda.edu/governance-committees/etac/index.html		
10. Dates to remember/other information and updates	*I* – Share information for council members to disseminate to constituents.	All

I – Information, D – Discussion, A – Action

2022-23 Chancellor's Advisory Council meeting dates:
October 28, 2022
December 2, 2022
January 13, 2023
February 24, 2023
March 17, 2023
April 28, 2023
May 26, 2023
June 16,2023

Judy Miner is inviting you to a scheduled Zoom meeting.

Topic: Chancellor's Advisory Council
Time: Oct 28, 2022 09:00 AM Pacific Time (US and Canada)

Join Zoom Meeting
https://fhda-edu.zoom.us/j/81791350269?pwd=ak1idE9ZZkhxaFpqenhJOEVHMWhqUT09

Meeting ID: 817 9135 0269
Passcode: 722382

One tap mobile
+14086380968,,81791350269# US (San Jose)
+16694449171,,81791350269# US

Dial by your location
+1 408 638 0968 US (San Jose)
+1 669 444 9171 US
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 719 359 4580 US
+1 360 209 5623 US
+1 386 347 5053 US
+1 564 217 2000 US
+1 646 876 9923 US (New York)
+1 646 931 3860 US
+1 301 715 8592 US (Washington DC)
+1 309 205 3325 US
+1 312 626 6799 US (Chicago)
Meeting ID: 817 9135 0269
Find your local number: https://fhda-edu.zoom.us/u/knnjmNK3V

FOOTHILL-DE ANZA
Community College District
Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
June 10, 2022

Present: Rick Andrews, Anthony Cervantes, Susan Cheu, Karen Chow, Jory Hadsell, Adrienne Hypolite, Kurt Hueg, Kathryn Maurer, Kevin Metcalf, Judy Miner, Scott Olsen, Ray Quan, Stanley Saraos, Tim Shively, Sarah Wallace, Myisha Washington, Casie Wheat (for Mallory Newell)

Guests: Daniel Acosta, Becky Bartindale, Mary Donahue, Joy Garza, Anu Khanna, Christina Espinosa-Pieb, Eric Reed

1. Welcome and introductions

Chancellor Miner welcomed council members and guests.

2. Approval of May 20, 2022, meeting summary

The May 20, 2022, Chancellor's Advisory Council (CAC) meeting summary was approved by consensus.

3. District initiatives update

Reimagining Foothill-De Anza

Anu provided an update regarding the reimagining initiative, noting that she will be coming back to the council for help in defining reimagining and in developing guiding principles, plans and processes, and milestones.

She gave an overview of themes that have emerged thus far in discussions with people across the district, including improving collegiality across the colleges and creating a culture of collaboration versus competition; increasing transparency, trust, and communication districtwide; eliminating duplication in systems and processes; providing leadership opportunities and training; creating a culture of philanthropy; and providing opportunities for innovation funds for pilot projects.

In response to Scott's question, Judy advised that the district mission should drive the budget and plans need to be made to manage the drop in revenue that will occur when hold harmless funding expires. Anu added that she is hearing a lot of questions in her conversations about how funds are allocated.

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Affordable Housing Task Force update

Eric provided an update regarding the review of feasibility study proposals and advised that the task force will be recommending Brailsford and Dunlavey.

4. Proposed revised board policy (BP) and new and revised administrative procedures (AP) recommended by the Academic and Professional Matters Committee (second reading)

BP 7210 (formerly BP 4155) Academic Employees (revised)
AP 4225 Course Repetition (revised)
AP 5013 Admissions and Concurrent Enrollment of Adult Education Students as Special Admits (new)

Council members reviewed proposed changes to board policy 7210 and administrative procedure (AP) 4225 and proposed new procedure 5013. The policy and procedures were approved by the Academic and Professional Matters Committee on April 20, 2022, and included on the May 20, 2022, Chancellor's Advisory Council for information.

Karen reported that the Academic and Professional Matters Committee considered the suggestion made at the last Chancellor's Advisory Council meeting to add language to AP 5013 to define special admits, but the committee determined that information on the college websites and marketing materials could be worded in such a way as to clear up any potential confusion. No changes to the procedure were recommended.

Council members had no further comments regarding the policy and procedures. The board policy will be presented to the Board of Trustees for first reading at the July 11, 2022, regular meeting.

5. Proposed revised board policy (BP) and new administrative procedure (AP) (second reading)

BP 6870 (formerly BP 3320) Police Department (revised)
AP 6870 Police Department (new)

Susan reported that she received a suggestion to include emergency preparedness in the policy and/or procedure following the first reading at the May 20, 2022, Chancellor's Advisory Council meeting. She advised that information regarding emergency preparedness would better fit in BP 3315 Emergency Response Plan or a related procedure.

The council approved BP 6870 and AP 6870 by consensus. The board policy will be presented to the Board of Trustees for first reading at the July 11, 2022, regular meeting.

6. Review of draft timeline and committee charter for the chancellor search

Judy shared the draft timeline and committee charter for the chancellor search. She stated that the governing board is scheduled to consider approval of the timeline and charter at the June 13, 2022, meeting and noted that she would recommend at the meeting that the

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numbers of administrators, faculty, and classified staff be increased to match the numbers on the current Foothill College President Search Committee.

7. Board of Trustees Priorities 2021-22

Judy advised that the next report of progress on achieving goals related to the Board's priorities is scheduled for the August 1, 2022, Board meeting.

8. Enrollment management

Kurt reported that Foothill College has seen some improvement in summer enrollment numbers. He noted that almost all of the offerings during summer are online, and the college is adding sections for courses with waitlists and cutting those with low enrollment. Lloyd advised that De Anza College is working to find the right balance between online and face-to-face classes.

9. District governance evaluation survey

Jory reminded everyone to complete the evaluation survey that was recently sent to all district governance committee representatives. Judy advised in response to Kathryn's question that the survey results would be shared with the Chancellor's Advisory Council in the fall.

10. Reminder – District Opening Day workshop proposals needed by July 1

Judy advised that Compton Community College District Chancellor Keith Curry will be serving as keynote speaker for District Opening Day. She added that a small group will be getting together during the summer to plan the day's events and invited anyone interested in helping to contact Paula.

Karen spoke about the possibility of bringing in facilitators to work with employees on restorative healing, and Cheryl indicated that she has heard from faculty that there is a desire to have time set aside for follow up or interaction after the keynote.

Adrienne suggested that the district and college opening days center on a particular theme and that the work continue through the year. Scott suggested training people to lead and organize themselves to ensure sustainability of equity practices.

11. Recognition of outgoing council members

Judy recognized and thanked Myisha Washington, Adrienne Hypolite, and Karen Chow for their service to the Chancellor's Advisory Council.

12. District Governance Committee/Constituent Group Report

District Budget Advisory Committee http://www.fhda.edu/_about-us/_participatorygovernance/C-budget-advisory-committee.html

Susan reported that at the May meeting, the District Budget Advisory Committee reviewed the Third Quarter Report and the Governor's May Revision to the 2022-23

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budget proposal. She advised that the May Revision reduced the amount of funding for scheduled maintenance and added money for student housing.

Human Resources Advisory Committee/District Diversity and Equity Advisory Committee http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html

Myisha advised that the committee plans to resume meeting next week. She advised that quite a few people from across the district attended the National Conference on Race & Ethnicity in Higher Education. Kathryn made positive comments about the conference, calling it a valuable investment.

Educational Technology Advisory Committee http://ets.fhda.edu/governance-committees/etac/index.html

Jory reported that the Educational Technology Advisory Committee held an exceptional conversation at its last meeting about ways to support faculty and staff in Zoom and Hyflex classes and hybrid meetings.

13. Dates to remember/other information and updates

No comments.

The meeting adjourned at 10:24 a.m.

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FOOTHILL-DE ANZA
Community College District
Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
September 1, 2022

1. <u>Approval of biennial revision to board policy 2712 Conflict of Interest Code</u>

On August 17, 2022, proposed revisions to board policy 2712 Conflict of Interest Code were distributed to the Chancellor's Advisory Council by email for review. The revisions were shared by email, rather than at a regular meeting, because Chancellor's Advisory Council was not scheduled to meet until fall, and the district faced an October 31 deadline to submit changes approved by the Board of Trustees to the Santa Clara County Board of Supervisors for final approval. Council members were asked to review the changes, share with constituents, and contact the Chancellor's Office with questions or concerns.

No concerns or questions were received by the deadline, so the board policy was considered approved by consensus on September 1, 2022. The changes to the board policy were presented to the Board of Trustees for first reading on September 12, 2022, and approval on October 3, 2022.

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FOOTHILL-DE ANZA
Community College District

Book	Administrative Procedures
Section	Chapter 3 - General Institution
Title	COVID-19 Vaccination Requirement
Code	AP 3507
Status	Up For Revision
Legal	California Code of Regulations, Title 8, Section 3203 California Constitution, Article IX, Section 14 Education Code, Section 70902 Education Code, Section 76020 Education Code, Section 76403 Education Code, Section 87408 United States Code Title 29 Section 654(a)(1) United States Equal Employment Opportunity Commission guidance California Community Colleges Chancellor's Office 2021-01 Advisory
Adopted	June 30, 2021
Last Revised	May 24, 2022
Origin	CAC approved 6/30/21
Office	Chancellor
Upload	June 30, 2021

In order to access campus/programs, a student or employee will be asked to provide certification of having received an approved COVID-19 vaccine and up-to-date boosters. Visitors may be asked to provide certification except when attending activities governed by the Brown Act. Students and employees may claim an exemption to the approved vaccine requirement in accordance with District procedures. Any student or employee who does not provide certification may be denied access to campus/programs.

Face coverings are **highly recommended and may be** required indoors for classes and public-facing services. Face coverings are highly recommended and may be required by staff in outdoor settings where social distancing cannot be maintained. The district's requirements regarding face coverings will follow the guidelines of federal, state, and local public health agencies, which may be relaxed or strengthened from time to time. In the event that the directives of federal, state, and local governing public health agencies differ, the District will comply with the most stringent or restrictive mandate or practice.

In order to access campus/programs, any person, including a visitor, who has not obtained an approved vaccine or claimed an exemption may be subject to other safety measures, as determined by the District.

Contractors shall ensure that their agents and employees undertake appropriate other safety measures. In consideration of the nature of the contractor's services (including proximity to members of the District community), duration, and extent of on-campus

presence, the District may also require that a contractor's agents and employees receive an approved vaccine.

This procedure supplements and does not replace District policies and procedures governing other safety measures.

Definitions

Approved Vaccine: A COVID-19 vaccine that has received full approval from the U.S. Food & Drug Administration (FDA) and is recommended for use by the U.S. Centers for Disease Control and Prevention (CDC). The following COVID-19 vaccines shall also be deemed to be approved vaccines for the purpose of satisfying the vaccination requirement in this policy: (a) a COVID-19 vaccine administered under an FDA Emergency Use Authorization; or (b) a COVID-19 vaccine administered outside of the United States that has been approved by the World Health Organization (WHO).

Fully Vaccinated: Two weeks after receiving the second dose in a two-dose series or following a single-dose vaccine.

Up-to-Date Boosters: Received any booster doses of a COVID-19 vaccination for which eligible as authorized or approved by the FDA, including by way of an emergency use authorization, or by the WHO.

Campus/Programs: Any campus, property or facility owned or operated by the District in connection with its teaching, public service, or other programs and services. Any in-person program or activity (on- or off-campus) operated or controlled by the District.

Certification: Submission of information establishing that a student or employee has received an approved vaccine or qualifies for an exemption from the vaccine requirement. The colleges and Central Services may collect from every student or employee who seeks access to campus/programs the following, as applicable: (1) declaration of current COVID-19 vaccination status (with an approved vaccine); (2) declaration of medical exemption; or (3) declaration of religious exemption. Each certification shall include an attestation by the student or employee that the information provided is accurate and truthful. The District may request other information including, but not limited to, date of full vaccination, vaccine type, and lot number.

Contractor: A person or entity, including an auxiliary organization, that agrees to conduct work for the District as specified under the terms of a contract or agreement.

Employees: Faculty, staff, volunteers, student workers, and administrators of the Foothill-De Anza Community College District.

Exemptions: A student or employee may be excused from the vaccine requirement in this policy as described below. A person who is granted an exemption may be required to adhere to other safety measures for the health and safety of the campus community.

> Medical Exemption: due to a medical (including mental health) condition for which an approved vaccine presents a significant risk of a serious adverse reaction. The District may ask for proof of a medical exemption to be verified by a certified or licensed healthcare professional.
>
> Religious Exemption: due to either (i) a person's sincerely held religious belief, observance, or practice, which includes any traditionally recognized religion, or (ii) beliefs, observances, or practices which an individual sincerely holds and that occupy a place of importance in that individual's life, comparable to that of traditionally recognized religions.

Other Safety Measures: Any action, as determined by the District, other than getting an approved vaccine, that decreases the likelihood of COVID-19 transmission or illness and allows the core mission and activities of the campus to continue. Other safety measures may include asymptomatic (public health surveillance) testing and symptomatic testing; physical/social distancing; avoiding large gatherings; wearing face coverings or personal protective equipment; frequent handwashing and cleaning; practicing respiratory etiquette; improving ventilation of indoor spaces; and staying home and/or quarantining when warranted.

Student: Any admitted or enrolled Foothill-De Anza student participating in any in-person activities.

General Provisions

Confidentiality of Information. This procedure (including in connection with data collection) shall be governed by applicable District policies regarding confidentiality, privacy, and security of health records, as well as state and federal law. Information shall be used only for the specific purpose intended and only be accessible to District personnel who have a business need-to-know.

Accessibility. This procedure shall be governed by applicable District policies regarding accessibility, as well as applicable state and federal law.

Documentation to Support Certification.

Vaccination Status. Any person submitting a declaration of current COVID-19 vaccination status (with an approved vaccine) shall verify that, at the District's request, they will promptly provide proof of vaccination. The District will not request any health or medical information for the purpose of enforcement of this policy other than proof of vaccination.

Medical Exemption. Students and employees may decline vaccination due to medical contraindications or precautions recognized by the U.S. Food & Drug Administration or Centers for Disease Control and Prevention or due to a disability. Any person submitting a declaration of medical exemption shall verify that they will promptly provide documentation from a certified or licensed healthcare professional to support their declaration upon request by the District. A person who is granted medical exemption may be required to adhere to other safety measures.

Religious Exemption. Students, faculty, and staff may decline vaccination based on a sincerely held religious belief, practice, or observance. A person who is granted religious exemption may be required to adhere to other safety measures. Any person submitting a declaration of religious exemption shall verify that they will promptly provide a statement that describes the applicable religious or other comparable belief that is the basis for their exemption upon request by the District. A person who is granted religious exemption may be required to adhere to other safety measures.

Accommodations. The District will provide an individualized interactive process to identify appropriate accommodations for individuals claiming an exemption. Accommodations may involve adjustments to job duties, remote work or learning, isolation of individuals in certain campus locations, limiting of interactions, and other safety measures.

Broad Dissemination of Policy Information. Information about the COVID-19 vaccination requirement shall be widely disseminated through any combination of written information statements, verbal communications, or online or in-person training programs. Such information shall provide appropriate point(s) of contact, including email and telephone numbers.

Access and Availability of Vaccinations and Testing. COVID-19 testing required by the District shall be provided to students and employees at no charge. Information about the availability of approved vaccines and COVID-19 testing, including those offered free-of-charge, shall be widely disseminated through any combination of written information statements, verbal communications, or online or in-person training programs.

All students and employees shall receive information as part of ongoing training and education, concerning:

a. The potential benefits for COVID-19 vaccination;
b. The potential health consequences of COVID-19 illness for themselves, family members and other contacts, coworkers, patients, and the community;
c. Occupational exposure to COVID-19;
d. The epidemiology and modes of transmission, diagnosis, and non-vaccine infection control strategies in accordance with their level of responsibility in preventing COVID-19 infections.
e. The safety profile and potential risks of any COVID-19 vaccine; and
f. Requirements for compliance with the COVID-19 vaccination interim policy.

Superseding Public Health Directives. In the event that a federal, state, or local governing public health agency imposes a requirement that restrictively conflicts with this policy or implementation of this policy, the applicable public health mandate shall govern and be implemented.

Dual Enrollment Students. The District shall coordinate with local K-12 school districts and their respective county offices of education regarding applicability of the provisions of the COVID-19 vaccination interim policy and this administrative procedure.

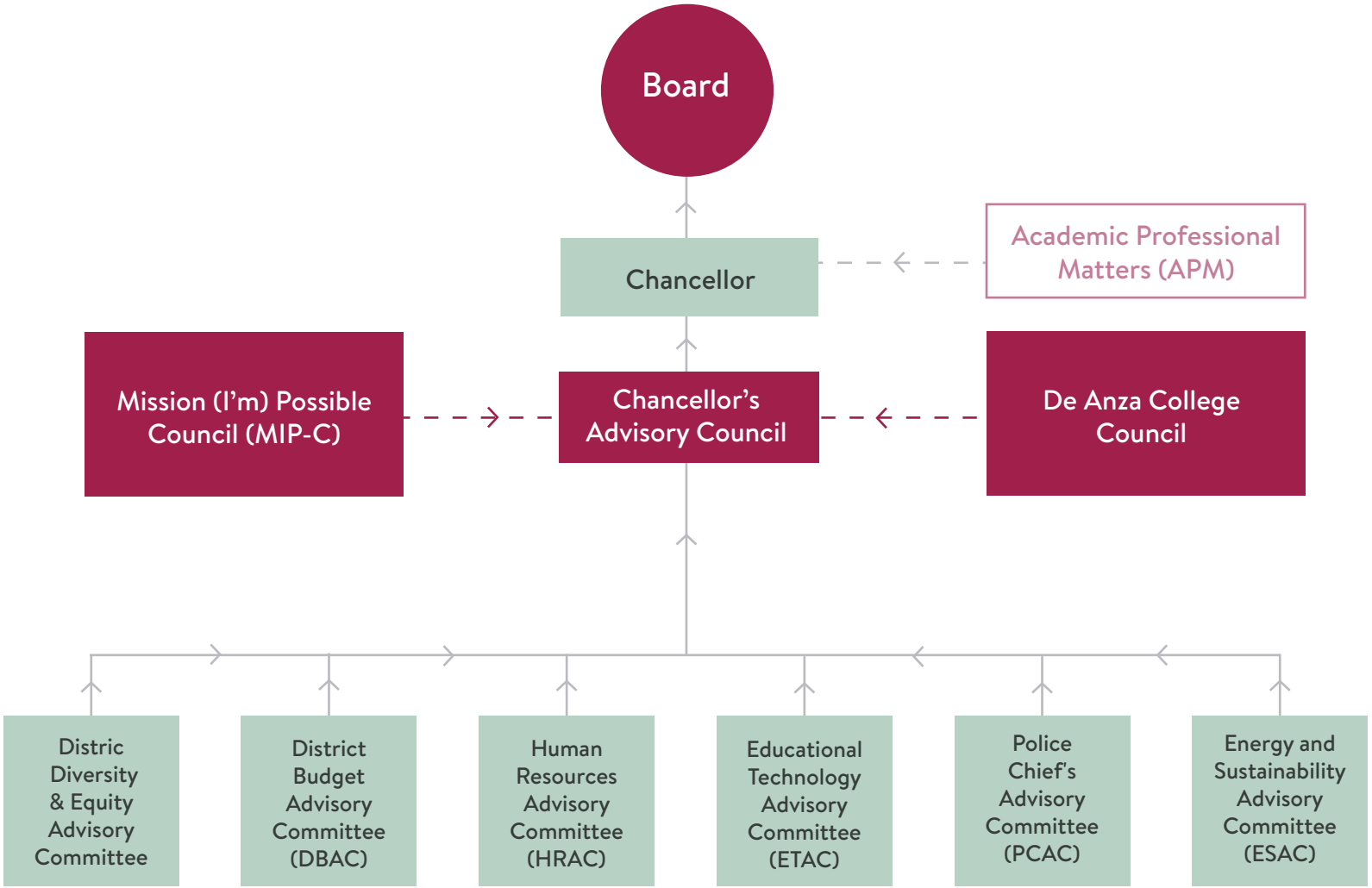
Apprenticeship Sites. Apprenticeship sites are not operated and controlled by the district and are not subject to this administrative procedure.

See Board Policy 3507 COVID-19 Vaccination Interim Policy
See Board Policy 5077 Academic Accommodations for Students with Disabilities
See Administrative Procedure 5077 Academic Accommodations for Students with Disabilities

Approved 6/30/21
Revised 8/2/21, 2/11/22, 5/24/22

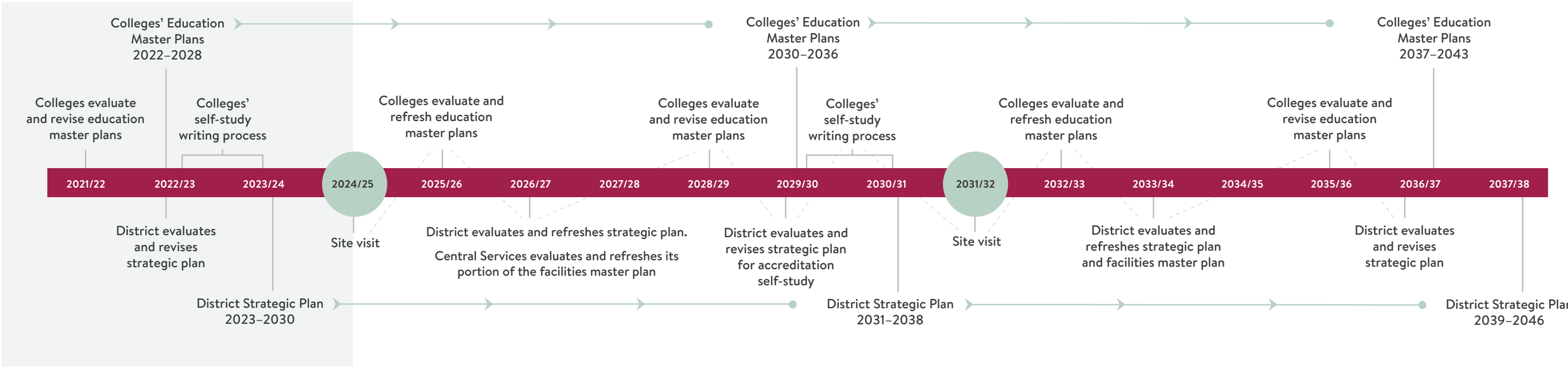
Foothill-De Anza Community College District
Participatory Governance Structure

"Meeting and Serving the Needs of the Community"



Rev 08-2022

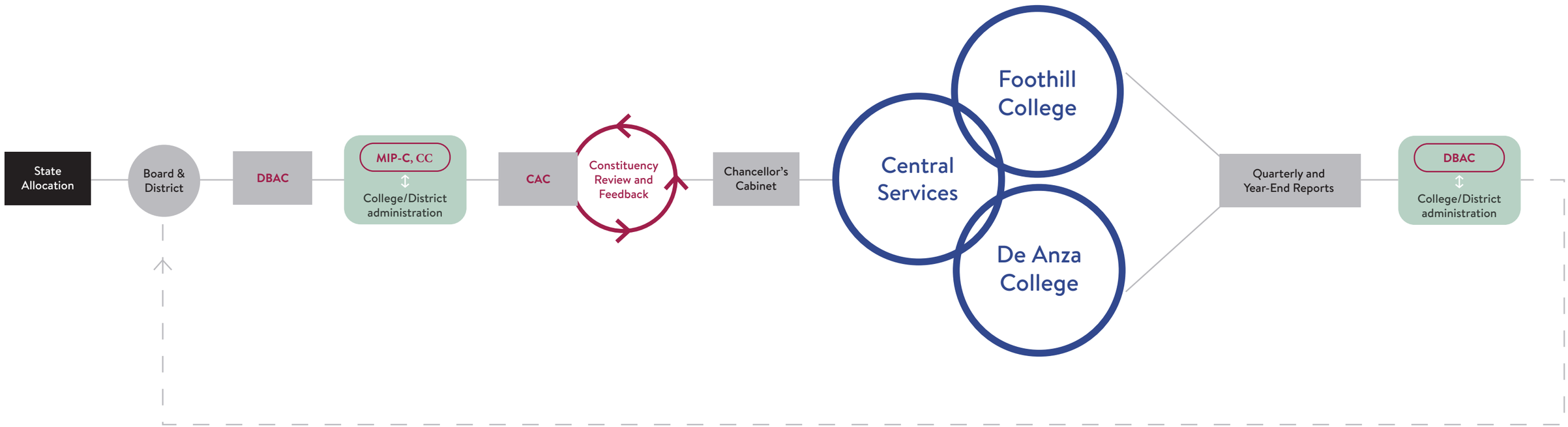
Foothill-De Anza Community College District
Planning Cycle



Rev 09-2022

Foothill-De Anza Community College District

Resource Allocation Cycle



Governance Groups

MIP-C= Mission (I'm) Possible Council (FH)

CC= College Council (DA)

DBAC= District Budget Advisory Committee (District)

CAC= Chancellor's Advisory Council (District)

- District resource allocation pathway
- Participatory spending prioritization
- Constituency review and feedback
- Constituency input

Rev 09-2022

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

		College	District
Standard I:	**Mission, Academic Quality and Institutional Effectiveness, and Integrity** The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.		
I.A:	**Mission**		
I.A.1	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	**P**	**P**
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	**P**	**P**
I.A.3	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	**P**	**P**
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	**P**	**P**
I.B:	**Assuring Academic Quality and Institutional Effectiveness**		
	Academic Quality		
I.B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	**P**	**S**
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	**P**	**S**
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	**P**	**S**
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	**P**	**S**
	Insitutional Effectiveness		
I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	**P**	**S**
I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	**P**	**S**
I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	**P**	**P**
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	**P**	**S**

I.B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	**P**	**P**
I.C:	**Institutional Integrity**		
I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	**P**	**S**
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	**P**	**S**
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	**P**	**S**
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	**P**	**S**
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	**P**	**P**
I.C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	**P**	**S**
I.C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	**P**	**P**
I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	**SH**	**SH**
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	**P**	**S**
I.C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	**P**	**P**
I.C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	**N/A**	**N/A**
I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	**P**	**P**

I.C.13	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	**SH**	**SH**
I.C.14	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	**SH**	**SH**

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard II: Student Learning Programs and Support Services		College	District
	The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.		
2A:	**Instructional Program**		
2A1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	**P**	**S**
2A2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	**P**	**S**
2A3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	**P**	**S**
2A4	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	**P**	**S**
2A5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	**P**	**S**
2A6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	**P**	**S**
2A7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	**P**	**S**
2A8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	**P**	**S**
2A9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	**P**	**S**
2A10	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	**P**	**S**
2A11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	**P**	**S**

2A12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	**P**	**S**
2A13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	**P**	**S**
2A14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	**P**	**S**
2A15	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	**P**	**S**
2A16	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	**P**	**S**
2B:	**Library and Learning Support Services**		
2B1	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	**P**	**S**
2B2	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	**P**	**S**
2B3	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	**P**	**S**
2B4	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	**P**	**S**
2C:	**Student Support Services**		
2C1	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	**P**	**S**
2C2	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	**P**	**S**

2C3	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	**P**	**S**
2C4	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	**P**	**S**
2C5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	**P**	**S**
2C6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	**P**	**S**
2C7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	**P**	**S**
2C8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	**SH**	**SH**

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard III:	Resources	College	District
	The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).		
3A:	**Human Resources**		
3A1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	**SH**	**SH**
3A2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	**P**	**S**
3A3	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	**SH**	**SH**
3A4	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	**P**	**S**
3A5	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	**SH**	**SH**
3A6	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	**P**	**S**
3A7	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	**P**	**S**
3A8	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	**P**	**S**
3A9	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	**P**	**P**
3A10	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	**P**	**P**
3A11	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	**S**	**P**

3A12	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	**SH**	**SH**
3A13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	**SH**	**SH**
3A14	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	**P**	**P**
3A15	The institution makes provision for the security and confidentiality of personne records. Each employee has access to his/her personnel records in accordance with law.	**SH**	**SH**

3B: **Physical Resources**

3B1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	**SH**	**SH**
3B2		**SH**	**SH**
3B3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	**SH**	**SH**
3B4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	**SH**	**SH**

3C: **Technology Resources**

3C1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	**SH**	**SH**
3C2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	**SH**	**SH**
3C3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	**S**	**P**
3C4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	**P**	**P**
3C5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	**SH**	**SH**

3D: **Financial Resources**

Planning

3D1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	**SH**	**SH**

3D2	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	**SH**	**SH**
3D3	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	**SH**	**SH**
	Fiscal Responsibility and Stability		
3D4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	**SH**	**SH**
3D5	To assure the financial integrity of the institution and responsible use of its financia resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	**SH**	**SH**
3D6	Financial documents, including the budget, have a high degree of credibility anc accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	**SH**	**SH**
3D7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	**SH**	**SH**
3D8	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	**SH**	**SH**
3D9	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	**SH**	**SH**
3D10	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	**SH**	**SH**
	Liabilities		
3D11	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	**S**	**P**
3D12	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	**S**	**P**
3D13	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	**S**	**P**
3D14	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	**P**	**P**
3D15	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	**P**	**S**
	Contractual Agreements		

3D16	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	**P**	**P**

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard IV: Leadership and Governance		College	District
	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.		
4A:	**Decision-Making Processes**		
4A1	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.	**P**	**P**
4A2	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.	**P**	**P**
4A3	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.	**P**	**P**
4A4	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.	**P**	**S**
4A5	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.	**P**	**P**
4A6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	**P**	**P**
4A7	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.	**P**	**P**
4B:	**Chief Executive Officer**		
4B1	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.	**P**	**S**
4B2	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.	**P**	**S**

4B3	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	**P**	**S**
4B4	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.	**P**	**S**
4B5	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.	**P**	**S**
4B6	The CEO works and communicates effectively with the communities served by the institution.	**P**	**S**

4C: Governing Board

4C1	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)	**S**	**P**
4C2	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	**N/A**	**P**
4C3	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	**S**	**P**
4C4	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)	**N/A**	**P**
4C5	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.	**S**	**P**
4C6	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	**N/A**	**P**
4C7	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.	**S**	**P**
4C8	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.	**S**	**P**
4C9	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.	**S**	**P**
4C10	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.	**S**	**P**

4C11	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)	**N/A**	**P**
4C12	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.	**S**	**P**
4C13	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.	**S**	**P**

4D: **Multi-College Districts or Systems**

4D1	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.	**S**	**P**
4D2	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.	**S**	**P**
4D3	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.	**S**	**P**
4D4	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.	**S**	**P**
4D5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	**S**	**P**
4D6	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.	**S**	**P**
4D7	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.	**S**	**P**