

## Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

### IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1.: The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a.: The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

### Descriptive Summary

The Contra Costa Community College District comprises three colleges (Contra Costa, Diablo Valley, and Los Medanos Colleges), San Ramon Campus and the Brentwood Center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year terms. Though elected by geographic region, Board members represent the interests of all county residents as stated in Board Policy 1010, Code of Ethics of the Governing Board (ARL 4.B.1a-1). Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

Governing Board meetings are well publicized on the District's web site, posted at the colleges, and open to participation by the public. Regular Board meetings are held at the District Office in Martinez. Community forums, which have a primary focus on the state of the District, are held annually each fall at each of the colleges and the centers. Hard copy and electronic invitations (ARL 4.B.1a-2) are sent to the public inviting them to attend the forums in which the Governing Board reviews its goals, the budget, and other topics of interest to the public. The community forums provide an opportunity for the Governing Board to hear the opinions of community

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

leaders on the work of the District and to obtain input on other ways the District could be valuable to the community.

The Governing Board meeting agendas (ARL 4.B.1a-3) provide a consistent format where the first public meeting agenda item, after the pledge of allegiance to the U.S. flag, is the opportunity for the public to address the Governing Board. In addition, members of the public may comment on agenda items as they are presented.

Most votes taken by the Board are unanimous. When decisions are not unanimous, members who dissent on an issue support the decision of the whole. A case in point is the discussion surrounding the approval and implementation of a Project Stabilization Agreement (PSA) for the District. The discussion of the issue was contentious and persisted over several months, involving construction unions supporting the agreement and other entities in opposition. Considerable pressure was placed on the Governing Board, with one Board member acknowledging a conflict of interest once an accusation was made from the public. College employees were concerned about what they observed as the Board's preoccupation with the PSA and its possible distraction from other significant educational issues the District was dealing with at the time. The Board worked through the matter, following its established policies and procedures, and finally approved the PSA on a four aye, one abstention vote. The agreement is now fully implemented. After the matter was settled, the Governing Board converted the District's resolution on conflict of interest to Board Policy 1020 (ARL 4.B.1a-4) and created Administrative Procedure 1020.01 (ARL 4.B.1a-5), Conflict of Interest, and strengthened its monitoring of and participation in conflict of interest, ethics, accreditation, and Brown Act training.

The Governing Board holds in high regard its mission to act as a whole. In 2013, concern arose for two reasons 1) as it became apparent that one Board member was communicating information to the public and District constituencies that had not been vetted through the Governing Board and 2) although the Board approved a provisional appointment process subsequent to the passing of the Board president, one Board member acted independently to augment that process, necessitating a modification of the previously approved process. Immediately following its acquisition of this knowledge, the Board scheduled a facilitated discussion on communication protocols. The discussion took place during the October 9, 2013, Board meeting in public session (ARL 4.B.1a-6). The discussion centered around five major components of Board communication: 1) communications between and/or among Board members; 2) communications between Board members and CEO/staff members; 3) public communication by Board members; 4) responding to needs or complaints expressed to an individual Board member; and 5) participation standards. In order to ensure the Governing Board would work as a whole, new Board Policy 1022, Governing Board Communication Protocols (ARL 4.B.1a-7), was developed and approved by the Board to codify communication protocols that hold the Governing Board accountable for acting as a team/unit, practicing ethical behavior, ensuring the reliability of information to be communicated and complying with accreditation standards.

### Self Evaluation

Board members work together to support the interests of the District and take an active role in advocating for the interests of the community as a whole. Throughout the year, Board members routinely attend college and/or community meetings to offer information, speak on behalf of, and seek support for the colleges and students of the District. Board members work with elected officials and other community members when necessary on behalf of the District. They ensure that the interests of the District are protected. When there are exceptions, the Board takes corrective action.

### Actionable Improvement Plans

None

**IV.B.1.b: The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

### Descriptive Summary

The Governing Board reviewed, revised, and approved the District's Mission Statement (ARL 4.B.1b-1) as part of its development and subsequent approval of the District Strategic Plan 2011-2015 (ARL 4.B.1b-2) on July 27, 2011. Board Policy 1012 (ARL 4.B.1b-3) and Administrative Procedure 1012.01 (ARL 4.B.1b-4), Institutional Effectiveness: Planning, Assessment and Continuous Improvement, ensure that each college shall have integrated planning processes that maintain strategic and operational plans that are linked to resource allocation decisions. Further, a regular cycle of review to assess the effectiveness of the District's organization, the delineation of roles and responsibilities of the District/colleges, and the District governance and decision-making processes is in place. Policies and procedures that ensure the financial health, the quality of the educational program offerings, standards for graduation, and processes for curriculum development and the subsequent curriculum approval process are in place to support the stated mission of the District. As shown in the Governing Board Policies and Administrative Procedures Manual and the Curriculum and Instruction Procedures Manual, the Governing Board exercises oversight of the college educational programs through policies (ARL 4.B.1b-5, Section 4000) and procedures (ARL 4.B.1b-6) that establish standards and processes in accordance with the District's stated mission to provide educational opportunities for students and communities.

The development of the educational and fiscal policies is conducted through the participatory governance process. Board Policy 1009, Institutional Leadership, Governance, and Decision-Making (ARL 4.B.1b-7), and Administrative Procedure 1009.01, Participatory Governance (ARL 4.B.1b-8), indicate the District's approach to participatory governance, delineating the five components of the District's decision-making structure (participatory governance, academic and professional matters, administrative, labor, and public interest) and the roles for faculty, staff

---

STANDARD IV: LEADERSHIP AND GOVERNANCE

(classified and management/supervisory/confidential), and student participation in institutional governance.

The college presidents and the Academic Senate presidents under the facilitation of the executive vice chancellor education and technology meet for consultation monthly (ARL 4.B.1b-9) on behalf of the Governing Board to discuss academic and professional matters and develop and review policies and procedures that ensure the quality, integrity, and improvement of student learning programs and services. The chancellor attends as needed. Agreements reached in these meetings are reviewed and approved by the Governing Board, as stipulated in Administrative Procedure 1009.02, Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters (ARL 4.B.1b-10).

**The Board ensures that educational programs are of high quality through the execution of Board Policy and Curriculum and Instruction Procedure 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs (ARL 4.B.1b-11) (ARL 4.B.1b-12). Board Policy 4008 directs that the Educational Planning Committee meet, at a minimum, once per year to review the educational program plans of the colleges and coordinate offerings across the District. The committee membership includes college presidents, instructional and student services managers, Academic Senate presidents, a faculty union representative, the chancellor, executive vice chancellors, and an economic development representative. Results of the committee's work are documented in the Educational Planning Committee report and presented annually to the Governing Board (ARL 4.B.1b-13).**

Further, Board Policy 4001 (ARL 4.B.1b-14) and Curriculum and Instruction Procedure 4001 (ARL 4.B.1b-15), Standards of Scholarship, evidence the Governing Board's mission to provide quality education, as do Board Policy 4011, Philosophy and Requirements for Associate Degree and General Education (ARL 4.B.1b-16), and Curriculum and Instruction Procedure 4007, Philosophy and Criteria for Associate Degree and General Education (ARL 4.B.1b-17).

Strategic Direction 1 in the District's strategic plan focuses on student learning and success with an emphasis on closing the achievement gap and increasing success and completion rates. The Governing Board bases its goals on the District strategic plan and participates in activities that ensure it understands its role in ensuring educational quality and the support required.

In 2012-13, the Board reviewed policies to ensure that policies exist to support the achievement of at-risk students who perform below college level and to ensure equitable treatment of all students (ARL 4.B.1b-18). The Board also received reports from staff on the amount of funds targeted for underprepared students (ARL 4.B.1b-19). In its July 24, 2013, meeting, the Governing Board participated in a training session on how to use the scorecard (ARL 4.B.1b-20).

Sound management of resources and fiscal practices to provide resources necessary to support student learning are evidenced in the budget development parameters reviewed and approved by the Board annually in the budget development process. Formulas are in place for the equitable

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

distribution of funds to support educational programs and services through the District general fund for college operating and part-time teaching budgets. Board Policy 5007, External Audit of District Funds (ARL 4.B.1b-21), provides for an external audit of all District funds. In addition, Board Policy 5034, Internal Audit Services (IAS) - Charter (ARL 4.B.1b-22), and Business Procedure 21.01, When to Contact Audit Services (IAS) (ARL 4.B.1b-23), provide internal auditing procedures. The implementation of sound fiscal practices is, in part, also addressed through the Board-approved position of the District director of internal audit services. In addition, the Board conducts a study session annually in April on the budget for the upcoming year, where funding priorities consistent with the mission and goals of the District are established (ARL 4.B.1b-24).

**Self Evaluation**

As noted in the Descriptive Summary, the Governing Board takes an active role in ensuring educational quality. A variety of actions taken by the Board demonstrate its commitment. The results of the meetings of the Educational Planning Committee are presented to the Governing Board for review and discussion. The Board monitors the progress made and the development of student learning outcomes through annual progress reports presented by each college at Governing Board meetings. The Board also annually reviews the findings of the Accountability Report for Community Colleges, recently replaced by the California Community Colleges Student Success Scorecard, and discusses the findings for each college.

The Board has based its annual goals and objectives on the strategic goals established by the District. Board members rate the Board's performance, as well as the performance of the chancellor, on goals that ensure the quality, integrity, and improvement of student learning and programs as set forth in the District strategic plan. Accountability measures have been established for each of the Board's activities. Despite the recent financial crisis, the Board has worked to provide the resources necessary to support the delivery of programs and services to students. The Board has consistently encouraged securing external sources of revenue, such as the Trade Adjustment Assistance Community College and Career Training grant (TAA CCCTG). Despite declining funding, the Board approved hiring a full-time dean to coordinate workforce and economic development District wide. This investment has resulted in the awarding of the TAA grant which resulted in \$14.6M in additional funding to support career technical education programs and meeting the needs of the regional workforce. The District conceived the idea and served as the lead in organizing the region for competing for the grant. As a benefit of the Governing Board's bond initiative in 2002, major improvements have been made to the educational facilities in the District. The passage of a second bond initiative in 2006 is providing more much-needed facility improvements. In November 2011, the Board placed a parcel tax measure on the ballot; it failed by a very small margin.

The Board is mindful of its responsibility to monitor its policies to ensure consistency between the mission and the actions taken on behalf of students and to ensure resources are available to support student achievement.

**Actionable Improvement Plans**

None

**IV.B.1.c: The governing board has ultimate responsibility for education quality, legal matters, and financial integrity.**

**Descriptive Summary**

Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity of the District rest with the Governing Board, as evidenced by the Board’s pledge “to carry out its policy-making responsibilities with the highest ethical standards as it fulfills its mission to promote student learning, progress and development” and to do so will “approve budgets that maintain the fiscal integrity and stability of the District” as found in Board Policy 1010, Code of Ethics of the Governing Board (ARL 4.B.1a-1).

The Board exercises its responsibility in educational quality by adhering to all policies relating to educational planning, standards of scholarship, and student success. Board members ensure that adequate funding is maintained to support high quality programs and services. In addition, the Board reviews and approves curricular offerings, educational and facility master plans, the five-year construction plan, and other activities related to the maintenance of educational quality. Board members participate in the development of and approve the District strategic plan.

The Board is apprised of and assumes responsibility for all legal matters associated with the operation of the three colleges, the San Ramon Campus, the Brentwood Center, and the District Office. Since the last accreditation visit, the Board has changed its approach to the use of legal services. Instead of having one primary legal service, the District now uses a panel of four legal firms with specializations in different areas. The Board is intimately involved in legal issues that arise in the District. Many matters are disclosed in closed session, and legal decisions requiring Governing Board awareness and input are reviewed and approved by the Governing Board.

Board Policy 5031, Fiscal Management (ARL 4.B.1c-1), indicates "District administration keeps the Governing Board current on the fiscal condition of the District as an integral part of policy and decision making." The Board plays a crucial role in fulfilling its ultimate responsibility in maintaining the fiscal integrity of the District by monitoring and/or participating directly in decisions related to District finances.

The Governing Board Agenda Master Planning Calendar (ARL 4.B.1c-2) outlines the reports the Governing Board will receive during any given fiscal year, noted by action or as information, in addition to topic-specific study sessions, such as facilities, budget, strategic directions accomplishments, etc.

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

On a quarterly basis, the Board reviews and/or approves the following reports in assessing the financial condition of the District.

- Budget transfers and adjustments. This report shares sources and uses of various District funds.
- Community College Fiscal Services (CCFS)-311Q prior to submission to the State Chancellor's Office. This report reviews the unrestricted portion of the general fund and includes a four-year comparison of revenues and expenditures, as well as significant fiscal events for current and future reporting.
- Financial statements. These reports show budget-to-actual revenue and expenditure data for all budgeted funds of the District.
- Report on investments. This report gives details of the types and yields on investments owned by the District.

Seven times a year, the Governing Board receives a fiscal trends report (ARL 4.B.1c-3) in which the status of spending in several areas, as well as enrollment information, is given. Annually, the Board participates in a study session focused only on the budget (ARL 4.B.1b-23) for the upcoming year. The session is inclusive in that it includes a report on the financial condition of the District in compliance with guidelines established by the State Chancellor's Office in the Sound Fiscal Management Checklist.

The Board has a Finance Committee made up of two Board members with the primary responsibility of dealing with external and internal audit issues. The committee meets at least three times a year and participates in the hiring of the external auditor, preparation for the annual audit, and review of audit findings (ARL 4.B.1c-4). In addition, the Board Finance Committee members consult with the District's director of internal audit services. The director has a dual reporting relationship to the Governing Board and the chancellor. The Board Finance Committee approves the internal audit plan and receives reports from the director on issues related to the financial integrity of the District. Minutes of the Board Finance Committee (ARL 4.B.1c-5) meetings are reviewed by the full Governing Board, and a verbal report is given on the work of the committee.

Since the last accreditation visit, the District has experienced a severe financial crisis, resulting in the downsizing of the District. During the crisis, the Board maintained its responsibility of ensuring the financial integrity of the District. In addition to the state-mandated five percent reserve, the Board has established and mandated an additional Board five percent reserve. As a result, the District's undesignated reserve was never below ten percent. All decisions related to the downsizing of the District were reviewed and approved by the Governing Board.

**Self Evaluation**

The Board takes seriously its role of having the ultimate responsibility for education quality, legal matters, and financial integrity. As noted in the Descriptive Summary, the Board ensures that systems are in place that guarantee members are aware of their role and participate accordingly by receiving and reviewing information and/or participating directly in final review and decisions regarding education quality, legal matters, and financial integrity.

**Actionable Improvement Plans**

None

**IV.B.1.d: The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

**Descriptive Summary**

The Rules and Regulations of the Governing Board (ARL 4.B.1d-1), approved by the Board and published in the Governing Board Policy Manual, describe the size, duties, responsibilities, structure, and operating procedures of the Board. The regulations provide for an election procedure for Board officers, a process for replacing Board officers who leave office prior to the end of their term, a process for removing any appointed officer, and stipulate the role and responsibilities of the Student Trustee. Further, the regulations provide for the selection of Board members to the Board Finance Committee. Board Policy 1010, Code of Ethics of the Governing Board (ARL 4.B.1a-1), addresses responsibilities as adopted by the Governing Board as does Board Policy 1009, Institutional Leadership, Governance, and Decision-Making (ARL 4.B.1b-7) and Board Policy 1012 and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement (ARL 4.B.1b-3) (ARL 4.B.1b-4). In 2013, the Board conducted a facilitated discussion on communication protocols and created a policy (ARL 4.B.1a-7) on same to ensure behavior on the part of Board members that supports the code of ethics.

**Self Evaluation**

The Board is consistent in adhering to the requirements set forth in state Education Code Section 70902 and its own Rules and Regulations regarding its “size, duties, responsibilities, structure, and operating procedures.” The information is included in the Board Policy and Administrative Procedures Manual in hard copy and on the District website.

**Actionable Improvement Plans**

None

**IV.B.1.e: The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

**Descriptive Summary**

Outlined in California Education Code Section 70902 (ARL B.1e-1), the Governing Board is charged with establishing broad policies, which govern the operation of the District, and has the expectation that all policies and procedures are followed properly. The Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges, and its own policies and procedures. The Rules and Regulations of the District Governing Board, Administrative Officers, No. 32 (ARL 4.B.1d-1), stipulate that the Board shall delegate to the chancellor the executive responsibility for administering the policies and execute all decisions of the Governing Board which require administrative action. In the initiation and formulation of District policies, the chancellor shall act as the professional advisor to the Governing Board. The development of Board policies and procedures is reflective of the participatory process, as noted in Administrative Procedure 1009.01, Participatory Governance (ARL 4.B.1b-8). A hard copy of the Governing Board policy manual is issued to District executive staff. In addition, the policy manual and all departmental procedures manuals are posted on the website. Links have been established between policy and procedure, ensuring the reader of full disclosure.

The District is an original member of the Community College League of California (CCLC) policy/procedure service and has subsequently reviewed and revised where appropriate all policies and procedures as CCLC notifications are received and on a regular two-, three-, or four-year cycle dependent upon the departmental manual to be reviewed/revised. As a result, all policies and procedures of the Governing Board are current, computerized, linked, uniformly formatted and posted on the Contra Costa Community College District website.

In 2010, the review and approval process for District wide policies and procedures was examined and subsequently revised. The District went to a primarily paperless system by eliminating 98 percent of the hard copy distribution, with continued access to policies/procedures via the District website. The review cycle was revised to address a more realistic approach to the number of policies/procedures under review by any one department. It was determined that historical files, either hard copy or electronic, would be maintained for each District wide policy/procedure from July 2010 forward. The actual revision work was moved from individual computers to the Insite Portal where all information, including final files, is available to those persons with the appropriate permissions. Those persons responsible for the coordination of the review/revision process were identified, and a desk reference (ARL 4.B.1e-2) for District wide policies and procedures was written, approved through the Chancellor's Cabinet, and posted to the District website.

As a first step in the policy/procedure revision process, all constituency groups (managers, faculty, classified staff, and student government representatives) through the District Governance Council, DGC, offer input for policies and procedures within an area of participatory governance, as do the three employee groups (United Faculty, Local 1, District Management

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

Council Executive Board), as prescribed in Administrative Procedure 1900.03, Administrative, Business, Curriculum and Instruction, Human Resources, Payroll, and Student Services Procedures (ARL 4.B.1e-3). There are one to two readings at DGC, United Faculty, Local 1, and Management Council Executive Board meetings for all policy/procedure change actions. With the exception of policies/procedures regarding academic and professional matters, the Chancellor's Cabinet gives final approval for all procedures, and the Governing Board gives final approval for all policies.

As the Governing Board's designee, the chancellor consults collegially with the Faculty Senates Coordinating Council, FSCC, for those policies and procedures that regard academic and professional matters as determined in Administrative Procedure 1009.02, Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters (ARL 4.B.1b-10). Once agreed upon by the chancellor and FSCC, the policy or procedure is forwarded to DGC and the three employee groups as an information item and then to the Governing Board for final approval.

**Self Evaluation**

With well-publicized notification and provision of attachments via the District website, the Governing Board establishes policies at its open Board meetings and acts within the established policy guidelines.

**Actionable Improvement Plans**

None

**IV.B.1.f: The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Descriptive Summary**

The District Board places a high value on Board development. Every April, July and November, the Board conducts a study session as a part of its regular meeting. The April and November meetings cover budget (ARL 4.B.1b-24) and accomplishments toward strategic directions (ARL 4.B.1f-1), respectively. The July meeting topic varies (ARL 4.B.1b-20). In addition, the Board conducts its retreat in June of each year in which it conducts its self-assessment. They identify areas of future interest for Board development and develop coming-year goals for the Board, in addition to reviewing and assessing the achievement status of prior-year goals. (ARL 4.B.1f-2)

All Board members are provided training in areas of importance, i.e., Brown Act, ethics, conflict of interest (ARL 4.B.1f-3) and accreditation (ARL 4.B.1f-3). Board members access ongoing

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

individual development through meetings with state and federal legislators, state and national conferences, community meetings, workshops, and reading. Time is set aside at Board meetings to convey the results of these individual efforts. The Board also holds special meetings in which it focuses on new initiatives. The Governing Board conducted District wide conversations in 2010-11 and 2011-12 on closing the achievement gap (ARL 4.B.1f-5, ARL 4.B.1f-6, ARL 4.B.1f-7, ARL 4.B.1f-8) and participated in a District wide discussion in 2011-12 on the state's Student Success Task Force recommendations. In 2012-13 and 2013-14, the Board formed a sub-committee to conduct facilitated discussions on improving the District's workforce diversity. Between March and December 2013, four meetings were conducted (ARL 4.B.1f-9, ARL 4.B.1f-10, ARL 4.B.1f-11, ARL 4.B.1f-12). As a result of the meetings, the Board increased its knowledge of the District's hiring processes and student, employee, and community demographics.

The chancellor and the Board president plan the new Board member orientation (ARL 4.B.1f-13), coordinating additional meetings with key staff members regarding budget, staff/personnel, facilities, technology, strategic planning, and other areas of interest to new members. Since the last accreditation visit, the Board had an election in 2010 seating one new Board member. In addition, Board member provisional appointments were made in 2011 and in 2013, and another election in 2012 resulted in seating two new Board members. Processes to fill a Board vacancy, either through special election or provisional appointment, were codified in new Board Policy 1021 (ARL 4.B.1f-14) and Administrative Procedure 1021.01 (ARL 4.B.1f-15), Vacancies on the Governing Board, both of which were finalized in 2013.

All five new Board members selected/elected since the last accreditation visit have been provided an orientation in which they received copies of all essential documents regarding Board agendas, policies and procedures, organizational structure, strategic planning, governance procedures and other important and current issues. The orientation session covered District operations and the roles and responsibilities of Governing Board members. In addition, individual sessions are provided to new Board members on specific topics as requested. For example, special sessions were held for new Board members elected in 2012 on seismic issues, acquisition of property for a campus center, and how District finances work in addition to the orientation session (ARL 4.B.1f-16). Each new Board member participates in a tour of each college provided by the District's director of communications and community relations. The tour includes a meeting with the college president and other employees at each of the sites. Further, Board members are encouraged to participate in the Community College League of California (CCLC) statewide meetings. New Board members also attend the workshop for new trustees sponsored by CCLC.

Provisions for Governing Board elections are provided for in Board Policy 1008, Governing Board Term of Office, Wards, and Election Regulations (ARL 4.B.1f-17). Each member serves a four-year term. The 2013 Governing Board is made up of one member in his fifth term; one member in the third year of his first term; two members in the first year of their first term, and one member fulfilling a provisional appointment until December 2014. Board member elections are staggered so that 40-60 percent of the members are elected every two years. Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by

rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Board president and the chancellor provide an orientation for the Student Trustee (ARL 4.B.1f-18). The Student Trustee meets individually with the chancellor to review the Student Trustee information packet, in addition to discussing the role of the Board, the responsibilities of the Student Trustee, and the operation of the District. The Rules and Regulations of the Governing Board, Student Representation, Nos. 9-15, (ARL 4.B.1d-1) stipulate the role and responsibilities of the Student Trustee. S/He also participates in all Board training activities and participates at the regional and state level in professional development activities that improve performance.

### **Self Evaluation**

Board development is a high priority for the Board. Board members participate in a variety of professional development activities to improve their performance and use mechanisms (study sessions, retreats, special meetings) to increase their knowledge and awareness of issues that have an impact on their decision-making. The Board has a long-standing, effective, and flexible orientation program for new members.

### **Actionable Improvement Plans**

None

### **IV.B.1.g: The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

#### **Descriptive Summary**

The Board's Code of Ethics (Board Policy 1010, ARL 4.B.1a-1) indicates, "The Governing Board is committed to regularly assessing its own ethical behavior and Board effectiveness in order to identify its strengths and areas in which it may improve."

In April and May 2013, the Board revised its evaluation policy (ARL 4.B.1g-1) and procedure (ARL 4.B.1g-2) to include not only self evaluation but also input from others who interact with the Board on a regular basis.

Board Policy 1015, Governing Board Evaluation Policy (ARL 4.B.1g-1), notes the self evaluation and the comprehensive components of the Board's evaluation policy. Administrative Procedure 1015.01, Process to Conduct Governing Board Evaluation (ARL 4.B.1g-2), delineates the steps in the Board's evaluation process. The self evaluation is conducted each year in a Board retreat during June-July. Prior to the retreat, each Board member completes the self evaluation form, rating the extent to which the Board achieved the goals and objectives it established for that evaluation period. The self evaluation also includes questions on Board

behavior. Every two years, the Board conducts a 360-degree evaluation in which individuals who regularly attend Board meetings participate. An external facilitator gathers and summarizes all input received and compiles it into a report. The report serves as a basis for the Board evaluation which is conducted in an open meeting annually in June. Each individual selected to participate in the evaluation completes the Board-approved survey prior to the retreat. The results of the surveys of the Board members and others who participate in the evaluation are provided to the Board and discussed in open session, with future Board goals developed as a result. The first 360 evaluation was conducted in the Board's June 26, 2013, retreat (ARL 4.B.1g-3).

#### **Self Evaluation**

As it has for many years, the Governing Board conducts an evaluation annually and uses the results to improve its performance. The Governing Board demonstrates its commitment in this area as evidenced by its most recent evaluation following the new process that includes its self evaluation and input from others.

#### **Actionable Improvement Plans**

None

#### **IV.B.1.h: The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

##### **Descriptive Summary**

Board Policy 1010, Code of Ethics of the Governing Board (ARL 4.B.1a-1), adopted in 1992, was last revised early in 2014. In the policy, the Board commits itself to operating with the highest ethical standards, following the principles of service, respect, accountability, integrity, confidentiality, and openness. The policy includes a process for dealing with behavior that violates the code. In 2011-12, a member of the public indicated to the Board that one of its members might have a conflict in a particular matter. The Board policy was followed and the matter resolved.

In 2012-13, to strengthen the code of ethics policy, the Governing Board reviewed Administrative Procedure 1020.01 (ARL 4.B.1a-5) and adopted Board Policy 1020, Conflict of Interest (ARL 4.B.1a-4), on July 24, 2013. This policy and procedure clarify, per government code, areas of conflict, in addition to providing a Conflict of Interest Declaration to be completed and signed by Board members upon appointment or election to the Board and annually thereafter.

### Self Evaluation

The Governing Board adheres to its ethics code. Each year in December, when a new Board president is elected, the code of ethics is reviewed as a reminder to the Board. When conflicts are reported, the Board policy is followed. In approving the signing of the Conflict of Interest Declaration, each Board member commits him/herself to the resistance of engaging in activities that could be considered a conflict of interest or impair his/her fair judgment or of using the Board member position for personal benefit.

### Actionable Improvement Plans

None

### IV.B.1.i: The governing board is informed about and involved in the accreditation process.

#### Descriptive Summary

The Governing Board is informed about and involved in the accreditation process. In preparation for the 2014 visit, ACCJC Commission President Dr. Barbara Beno facilitated a Board study session on the accreditation process on January 15, 2013 (ARL 4.B.1f-3). Each Board member participated in the session. Additionally, the chancellor advises the Board of the accreditation process and status.

The college self evaluation reports (ARL 4.B.1i-1: Diablo Valley College and ARL 4.B.1i-2: Contra Costa College/Los Medanos College) are on the Board agenda in the meeting prior to the deadline for submission to the Commission. The Board members read the reports in advance of the meeting, and each college provides an overview of the report at the meeting. All correspondence relating to any visits or reports by the Commission are reviewed by the Board. The Board ensures recommendations resulting from any special mid-term and/or final accreditation reports are implemented.

The Board also participates in the development and review of the Accreditation Standard that applies to the Governing Board and the District (ARL 4.B.1i-3).

### Self Evaluation

Board members are aware of the purpose of the accreditation process in giving quality assurance, credibility, and stimulating improvement in the colleges. Further, they have demonstrated that they understand their role and responsibility as Board members in the accreditation process by participating in training sessions and taking an active role in the development, review, and implementation of matters related to the accreditation process.

### Actionable Improvement Plans

None

**IV.B.1.j: The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

### Descriptive Summary

Board Policy 2057 (ARL 4.B.1j-1) and Human Resources Procedure 1010.06 (ARL 4.B.1j-2), Hiring of Contract Administrators, clearly delineate all the steps involved in hiring contract administrators, including college presidents. The policy and procedure have been used consistently since their approval, with one notable exception. In spring 2011, the District conducted a hiring process for a permanent president at Diablo Valley College. The process did not yield a suitable candidate. As a result, the Board reassigned the Los Medanos College president as Diablo Valley College's permanent president and conducted a search for a permanent president for Los Medanos College following the established process.

The Governing Board has the responsibility for hiring the chancellor; the chancellor has the responsibility for hiring the college presidents. For both positions, a national search, managed by a search firm, is typically conducted. Representatives from each District constituency group (classified staff, faculty, managers, students) are selected to serve on the hiring committees as well as members of the community. Open forums are held for finalists, giving the entire District community the opportunity to interact and give feedback on the candidates.

Human Resources Procedure 2030.13, Evaluation of Academic Contract Administrators (ARL 4.B.1j-3), and Human Resources Procedure 3080.05, Evaluation of Classified Contract Administrators (ARL 4.B.1j-4), clearly establish the process for the evaluation of college presidents and the chancellor. Human Resources Procedure 3080.04, Participation in the Academic/Classified Management Evaluation Process (ARL 4.B.1j-5), delineates those management/supervisory positions to be included in the evaluation interview/survey. Beginning 2006-07, college presidents and the chancellor began annual evaluations because of a Governing Board-generated change in their contracts.

### Self Evaluation

An inclusive and effective process has been developed and implemented for the selection and evaluation of a chancellor for the District and a president for each of the colleges within the District. The goals for the chancellor's job performance are developed and jointly agreed upon by the Board and the chancellor; the goals for the presidents and other contract administrators are developed and jointly agreed upon by the chancellor and the respective president/contract administrator. The guidelines outlined in the processes are strictly followed.

The selection process was followed during 2012, resulting in the hiring of two highly qualified presidents.

### Actionable Improvement Plans

None

**IV.B.2: The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**IV.B. 2.a: The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### Descriptive Summary

According to the Board Policies for Contra Costa Community College District (CCCCD), the president has "...a large role in the planning and development of the educational program and of the internal organization of the college, and in staff selection and development" (EVIDENCE: Rules and Regulations of the Governing Board [#37 on p. 7]). Governing Board Rules and Regulations also delineate that the president "...shall be responsible to the Chancellor for the development of all aspects of the program on the campus, and for the administration of the college in accordance with State law, the policies adopted by the Governing Board, and administrative policies and procedures of the District." (EVIDENCE: Rules and Regulations of the Governing Board [#41 on p.87]).

Furthermore, as outlined in the CCCC job description and responsibilities of the position, the President "provides administrative direction in the development and initiation of college policies and procedures, as well as the organizational structure, which affect curriculum, instruction, student services and activities, and other college operations." S/he "supervises, coordinates, and evaluates the general activities of all college administrators, and delegates to them such authority

and responsibility as is required to perform their assigned duties.” (EVIDENCE: 4CD job description for President’s position)

### Self Evaluation

Los Medanos College meets Standard IV.B.2.a. LMC’s President, Bob Kratochvil, joined the college on July 3, 2012. Based on assessments of the previous organizational structure, personnel transitions, budgetary limitations and the fiscal outlook, and feedback from the campus community, the president developed a reorganization of the college’s administrative structure to be implemented as of July 1, 2013. The framework for the revised administrative structure was intended to: maximize organizational capacity; emphasize institutional needs and themes; identify efficiencies; determine areas of alignment; encourage collaboration to address issues and develop cross-college solutions; reduce fragmentation of services; maximize diminishing resources; enhance organizational effectiveness and accountability; and to support and promote student success. (EVIDENCE: College Assembly presentation – March 4, 2013 ).

As a result of the functional review of current operations, several areas of the organization were restructured to improve institutional performance and service to students. Following the retirement of the vice president of administrative services, that position was redesigned (and then filled) as the vice president of instruction and student services; the new vice president now serves as the chief instructional officer for the institution. This change was aimed at enhancing the alignment between academic programs and support services. The senior dean of instruction, another position made vacant by a retirement, was repurposed into the senior dean of planning and institutional effectiveness; this position reports to the president and serves as the College’s Accreditation Liaison Officer. A third dean position was created within the Office of Instruction in order to provide a more equitable distribution of responsibilities and better support for faculty and instructional programs. Within Student Services, administrative responsibilities were shifted among several management positions. One of the student services manager positions was expanded and upgraded to the dean of counseling and student support. The existing dean of student development, now made responsible for the coordination of learning/cohort communities, was re-titled dean of student success. The senior dean of student services has taken on oversight of the Brentwood Center, in addition to her other duties. In the area of administrative services, several reporting relationships have changed. The technology systems manager and the buildings and grounds manager – who had previously reported to the vice president of administrative services and then temporarily reported directly to the president – now reports to the recently-hired director of business services. Two management positions, the executive dean (.50 FTE) and a senior academic/student services manager (1.0 FTE), were eliminated. A program manager position (1.0 FTE, 100 percent grant funded) was added to support the institution’s efforts in the area of workforce development. (EVIDENCE: College Assembly presentation – April 1, 2013 ) (EVIDENCE: CCCC Governing Board approval – May 22, 2013).

The president communicates and interacts regularly with administrative personnel. Weekly meetings are held with the President’s Cabinet, which consists of the vice president of instruction and student services, senior dean of student services, senior dean of planning and institutional effectiveness, director of business services, and senior foundation director. There is also a

monthly meeting held with the entire management team. In both meetings, the president engages the group in discussions of college issues and initiatives, upcoming activities, and updates from all units. Additionally, the president disseminates District information and delegates appropriately, trusting and empowering the managers to provide leadership in their respective areas. (EVIDENCE: Schedule[s] of management team meetings).

#### Actionable Improvement Plans

None.

#### IV.B.2.b: The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

#### Descriptive Summary

The president's responsibilities include presiding over the decision-making processes of the campus and participating in the governance structure of the college, to ensure that final decisions and college policies are in keeping with District policies and decisions enacted by the Governing Board (EVIDENCE: CCCC job description for President's position). The president advocates for and supports the College's shared governance, planning and decision-making structure by promoting collaboration, collegial consultation, and respect among all constituents. Through broad-based sharing of information, responsibility, and accountability – and with participation from both internal and external stakeholders – the president provides stewardship in creating the organization's collective vision for the future (EVIDENCE: Excerpts from LMC Presidential job description/recruitment brochure). This vision, along with the College's values and goals, are informed by its mission statement, which is central to all of the programs and services offered by the institution (EVIDENCE: LMC Mission, Vision & Values Statements). These principles and priorities are set forth and collectively developed with leadership from the president, and drive the college's planning efforts and allocation of resources (EVIDENCE: Program Review documents, Educational Master Plan, and RAP forms). The president is ultimately responsible for ensuring that allocations are based on institutional and program-level plans, that those funds contribute to institutional improvement of the teaching and learning environment, and that the use, effectiveness, and impact of those resources are assessed.

The president approaches all college wide policy decisions through a collaborative process of dialogue, ensuring that constituent groups have appropriate opportunities for discussion and input. As the chief executive officer for the College, the president is a member of several key

---

#### STANDARD IV: LEADERSHIP AND GOVERNANCE

campus committees, including the Shared Governance Council, Accreditation Steering Committee, and Planning Committee (EVIDENCE: membership rosters/minutes for SGC, ASC, and Planning Committee). President's Cabinet, comprised of the College's senior management team, is often utilized for initial delineation of and discussion about policy issues. Such matters are also shared with the Shared Governance Council for consultation and recommendations on decisions (EVIDENCE: SGC Position Paper).

Another important responsibility of the president is facilitating student success, which can be measured by way of multiple metrics such as retention, persistence, completion, and transfer (EVIDENCE: Excerpts from LMC Presidential job description/recruitment brochure). The evaluation of learning outcomes also plays a key role in examining and achieving both student and institutional success, and the effective analysis of these quantitative factors requires a collective understanding about the role and use of data in college processes.

#### Self Evaluation

Los Medanos College meets Standard IV.B.2.b. The president works to strengthen the shared governance process by fostering communication and promoting engagement. Examples of these efforts include ensuring that the work of the Shared Governance Council is accessible on the college website and that constituent representatives report out significant actions of the group (EVIDENCE: SGC webpage and sample agenda/minutes). The president also works with college and committee leaders to ensure that materials from participatory governance meetings and constituency groups are posted online in a timely manner. Email and electronic formats are used for significant sharing of information campus wide, and important information is communicated to faculty and classified staff at monthly College Assembly sessions (EVIDENCE: College Assembly presentations).

Key elements of the president's role include: supporting an environment where teaching and student achievement are central to the college mission; encouraging faculty and staff excellence, creativity, and innovation for instruction and student services; and promoting collaboration across operational units. To that end, a significant management structural change was implemented in fall 2013. Organizationally, academic and support services were joined under the oversight of a single position – vice president of instruction and student services – in an effort to link these critical aspects of learning (EVIDENCE: VP Instruction and Student Services job description/ search announcement).

During the 2012-13 academic year, the college-at-large reviewed and reaffirmed its institutional mission statement. This process – guided by direction from the Shared Governance Council and facilitated by the president – included all constituent groups of the college, including community members. It involved multiple venues for discourse and administration of a survey of internal and external constituents (EVIDENCE: Mission statement survey). The statement was approved by the Shared Governance Council (EVIDENCE: SGC minutes) and approved ultimately by the District Governing Board (EVIDENCE: Governing Board minutes). This mission statement is prominent on the college website (EVIDENCE: Mission statement link) and in the College Catalog. (EVIDENCE: College catalog).

---

STANDARD IV: LEADERSHIP AND GOVERNANCE

Another area of responsibility delineated for the president is to ensure that the College's strategic plan and program review process drive resource allocation, facilities planning, and future development. While a strategic planning process is underway in 2013-14, the college has a current educational master plan (EVIDENCE: Ed Master Plan), interim strategic goals (EVIDENCE: interim goals), and a recently reaffirmed mission statement (EVIDENCE: Governing Board action/minutes) to guide its decisions and operations. Each of these important planning documents links directly with the resource allocation process utilized by the College. Plans are aligned with the mission statement and goals, and resource requests submitted through the RAP process must be specifically identified in the program review process, which ties directly to College priorities (EVIDENCE: RAP forms/criteria). The resource requests are reviewed, analyzed, and discussed by the Shared Governance Council, with recommendations being made to the president. Based on resource availability, the president determines allocations and informs the campus accordingly (EVIDENCE: RAP memos, forms).

The president is further engaged in the institution's planning efforts as a member of its Planning Committee. During spring 2013, the president also served as chair of that body until such time the reorganization plan for the college could be developed and implemented (EVIDENCE: Planning Committee minutes). Throughout that period, the president was deeply involved in the comprehensive program review process of the college, including revisions in the program review tool and the resource allocation process (EVIDENCE: President's memo to college). In addition, the Planning Committee led revisions to, and administration of, the student satisfaction survey, which was conducted in spring 2013 (EVIDENCE: Planning Committee agenda and minutes; copy of survey; list of participating class sections).

The College has historically recognized the importance of planning and data. The current resource allocation process (RAP), in effect since the early 2000s and conducted as part of participatory governance, supports that notion through the strong linkage between program review and resource allocation. In spring 2013, recognizing the importance of planning and assessment as a critical role in the organization, the College established a new position as a part of the management reorganization plan. The senior dean of planning and institutional effectiveness reports directly to the president and creates a vital linkage with the campus regarding all planning, data gathering, evaluation, and continuous improvement. (EVIDENCE: administrative organization chart). In addition, the senior dean serves as accreditation liaison officer for the institution.

#### Actionable Improvement Plans

None.

**IV.B.2.c: The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

### Descriptive Summary

The president has primary responsibility at the College for assuring implementation of governing board policies, statutes, and regulations. In addition, it is the president's role to ensure that institutional practices are consistent with the mission and policies of both the District and College (EVIDENCE: CCCCD job description for President).

The president receives information about changes in policies through multiple channels; these mechanisms include face-to-face, electronic, and print communications at the national, state, and local levels. Implementation strategies are then vetted and discussed with managers and other college leaders. In keeping with Governing Board policies and District procedures, the president is required to review and sign a wide range of approval forms to indicate the institution's compliance with relevant guidelines and regulations. (EVIDENCE: links to/samples of forms requiring president's signature [e.g. curriculum/degrees, out-of-state fieldtrip, contracts, etc...])

### Self Evaluation

Los Medanos College meets Standard IV.B.2.c. The president assures the implementation of statutes, regulations, and Governing Board policies, making certain that administrative policies and procedures are disseminated, discussed, and understood and ensuring that institutional practices are consistent with mission and goals.

The president is a frequent recipient of correspondence, alerts, policy and procedural updates from external agencies and associations. These sources provide important information regarding implementing actions and policy interpretations about regulations, laws, and procedures impacting the college. Among those external groups providing such information are the American Association of Community Colleges (AACC), California Community College Chancellor's Office, and the Community College League of California.

The president also contributes to dialogue about changes in national, state, and Governing Board policies at the bi-monthly meeting of the district's Chancellor's Cabinet. This group is comprised of the executive leadership within the district, including the chancellor, three college presidents, two district vice chancellors, the district facilities manager, and the district public information officer (EVIDENCE: Chancellor's Cabinet org chart). Changes in laws and regulations are addressed in this venue; and, in preparation for upcoming Governing Board meetings, specific board agenda items are discussed and clarified. Notable items and/or actions taken are also reported out in various campus settings, such as management meetings, committee sessions, or College Assemblies. Highlights are also posted online at the district website (EVIDENCE: Chancellor's Cabinet Highlights).

### Actionable Improvement Plans

None.

**IV.B.2.d: The president effectively controls budget and expenditures.**

**Descriptive Summary**

An important aspect of the president's role is to protect, expand and leverage college resources by advocating for state and federal spending and creatively pursuing alternative funding sources (EVIDENCE: CCCCD job description for President's position). As a result, the president stays highly informed about, and engaged in, the budget development and administration process at the College.

All new campus budget allocations are ultimately approved by the president, either via recommendations from the President's Cabinet or the Shared Governance Council (EVIDENCE: RAP forms/timeline and college-wide memo). The president is actively engaged in the budgeting and expenditure control process throughout the fiscal year, working within the college's shared governance process to set institutional priorities.

Through collaboration and communication with the Business Offices at the College and District, the president effectively plans, manages, and controls the LMC's budget and expenditures. In turn, financial information is then provided to the campus community.

**Self Evaluation**

Los Medanos College meets Standard IV.B.2.d. The president receives updates about budget developments and trends from a variety of sources. Each week, the president and director of business services meet regarding budget and accounting, facilities, and information technology issues. The District and LMC's director of business services also provide the president with routine updates about the institution's financial status, including a mid-year estimate. The president also stays informed about national, state, and District budget issues through presentations and discussions at Chancellor's Cabinet and via updates/reports from external agencies. In addition, the president receives weekly enrollment reports from the District Office, which is a vital metric related to the college's finances. Throughout the fiscal year, updates on the college's financial condition are periodically presented to the campus community at college wide sessions at the Shared Governance Council, and at committee meetings (EVIDENCE: Post-Election Mtg on Prop 30 [November 2012], Opening Day [January 2013], and College Assembly [September 2013]).

Resource allocations are made consistent with the process set forth by the Shared Governance Council and by the faculty contract (EVIDENCE: RAP timeline/process overview and UF contract language on Box2A). Recommendations made by SGC inform the president for decisions related to funding program improvements and classified positions. Proposals are submitted by department representatives, approved by respective deans/managers and vice president, and put forward for consideration by the SGC.

Separately, decisions about full-time faculty position priorities results from what historically has been called the "Box 2A" process (EVIDENCE: Box2A guidelines and forms). An administration representative (now the vice president of instruction and student services), the

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

Academic Senate president, and the local faculty union representative prioritize requested full-time faculty position needs based on requests submitted by college departments. Priority recommendations coming from this group are submitted to the president for consideration and approval. The president bases the approval of all recommendations on institutional need, as well as dollars and positions available (EVIDENCE: Box2A memo[s] to campus community).

**Actionable Improvement Plans**

None.

**IV.B.2.e: The president works and communicates effectively with the communities served by the institution.**

**Descriptive Summary**

An essential responsibility of the president is to maintain a highly visible leadership role in the communities served by the College and to develop strategic partnerships between educational institutions, corporations, businesses, civic, and cultural organizations. In addition, the president advocates for the College and articulates locally and regionally the mission and vision of the College and community colleges in general. (EVIDENCE: President's classification specification)

Furthermore, the president participates in activities that enhance the College's image and community relations; develops effective working relationships between the College and community-based organizations; strengthens cooperative engagement with secondary, post-secondary schools, and other colleges and universities. The president also develops and maintains channels of communication regarding college operations; promotes the College's connection to and role within the community; and makes efforts to increase community awareness about institutional mission, goals, and strategic direction.

**Self Evaluation**

Los Medanos College meets Standard IV.B.2.e. The president works in a variety of ways to maintain effective communication with both the internal and external campus communities. For example, during the summer 2013, the President's Office developed a "President's Page" on the college website. This site houses essential information, links, and other resources about institutional initiatives, programs, and leadership. In addition, the site provides information about governance processes, accreditation updates, and other vital information for the community (EVIDENCE: President's Office webpages).

Another example of this engagement and communication was the involvement of external community members in the review of the college's mission statement process. More than 200 local residents and community partners received email invitations to participate in the review process through an online survey, which was also posted on the college website (EVIDENCE:

[mission statement survey and/or email to participants](#)). Similarly, the survey was sent to all LMC students via their college email address. These efforts resulted in broader participation and input from the aforementioned stakeholder groups ([EVIDENCE: mission statement survey results](#)).

The president represents the College as a member or participant in multiple community organizations, including the Inter-agency Cooperation Committee, Antioch Redevelopment Successor Agency Oversight Board, Oakley Redevelopment Successor Agency Oversight Board, and the EC2 Educational Collaborative ([EVIDENCE: links to meeting agendas/membership rosters](#)). Additionally, the president attends and makes presentations about the institution and its offerings at various community civic and governmental meetings, such as: annual CCCCDD “State of the District” meetings held at the college’s Pittsburg campus and Brentwood Center; Pittsburg Chamber of Commerce “State of Education” event; and meetings of Rotary Clubs based in Antioch and Brentwood ([EVIDENCE: links to organization websites/schedules](#)). The president also plays a crucial role with the LMC Foundation. He builds relationships with potential donors in order to get them to invest in educational programs that benefit the College, its students, and the community at large.

Similarly, the president works to engage members of the community and broaden awareness of the College by facilitating opportunities for local partners and residents to visit the campus. Such occasions and events include: holding bi-annual “Educational Partners Breakfast” meetings with K-12 leaders; re-establishing the college’s Latino Advisory Committee; hosting statewide colleagues by way of events for the CCCCCO “Chancellor’s Circle,” California Legislative Staff Education Institute, and California Community College League Advocacy Training; and serving as the site of county-wide youth activities, such as the Academic Decathlon, Science Fair, and Youth Summit ([EVIDENCE: links to event websites/agenda](#)). [Connection with industry?](#)

**Commented [RG1]:** Kiran – just noticed this question. This portion was written by Bob and I will run it by him.

#### Actionable Improvement Plans

None.

**IV.B.3: In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

**IV.B.3.a: The district/system clearly delineates and communicates the operational responsibilities and functions for the district/system from those of the colleges and consistently adheres to this delineation in practice.**

### **Descriptive Summary**

Operational responsibilities and functions of the District Office and the colleges are delineated in the document titled “District and College Roles, Responsibilities, and Service Outcomes – Functional Map” (Functional Map) (ARL 4.B.3a-1). The document was developed in 2010 by college and District Office personnel who have responsibility for the functions listed in the document. Every major function performed in the District is listed, and the role of the colleges and the District Office for each function is stated. The document was updated in 2013 as a result of more centralization and consolidation due to restructuring at the District level. The document reflects accurately the roles and responsibilities of the colleges and the District Office and is followed in practice.

Every four years, as part of its administrative services review process (ARL 4.B.3a-2, ARL 4.B.3a-3), each department at the District Office meets with its college counterpart(s) to review and update the document (ARL 4.B.3a-4). In addition to the process for updating the Functional Map, the executive vice chancellors conduct informational sessions at various workgroup meetings at each of the colleges to communicate the application and reinforcement of the document. Further, the chancellor engages the college presidents and the Cabinet in the discussion and review of the Functional Map (ARL 4.B.3a-5).

### **Self Evaluation**

The District has a system in place that satisfies the elements of this Standard. Although the Functional Map is on the District website and known to those who use it on a regular basis, it was also distributed District wide in spring 2014.

### **Actionable Improvement Plans**

None

### **IV.B.3.b: The district/system provides effective services that support the colleges in their missions and functions.**

#### **Descriptive Summary**

The District Office has the following key responsibilities: 1) maintaining the integrity and stability of each college as well as the District as a whole; 2) providing for efficiency and continuity of services and programs; and 3) focusing on services for the common good, reducing delivery costs and liability, and increasing responsiveness. The main services involve instructional and student services support, policy development, institutional research, workforce and economic development, human resources services, business services, financial services, legal services, public relations, facilities planning and capital improvements program management, utilities and energy management, and information technology. The provision of educational

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

programs, student support services, staff development, campus operations, and various ancillary functions are the responsibility of each college. The District Office and the colleges work as a collective in providing educational opportunities for the students and communities served.

As a result of a prior organizational restructuring, unnecessary duplication of services has been eliminated in some areas, whereby services to support the colleges are delivered and resources are used in a more efficient and effective manner. In order to provide efficiencies and streamline research and planning functions, the District implemented a District wide coordinated research and planning services model (ARL 4.B.3b-1), effective July 1, 2011.

The research consolidation has resulted in response to college requests and improved satisfaction with timeliness, accuracy, helpfulness, knowledge/expertise, information availability, and overall quality as illustrated through the pre-survey and the post-survey conducted one year after the new structure was implemented (ARL 4.B.3b-2).

Additionally, the network support and management function within the information technology unit was consolidated. This consolidation was implemented in phases beginning with Los Medanos and followed by Diablo Valley and Contra Costa, resulting in a District wide Network Operations Center (NOC). The consolidation was recommended as a best practice from several consulting organizations that provided assistance to the District, including Strata Information Group, Western Telecommunication Consultants, and Secure20. The timing for this restructuring is important as the District is in a multi-year process of implementing the Infrastructure and Telecommunications Plan (to be completed by April 2014) which will result in an upgrade of the entire network backbone at each site, implementation of a robust wireless network throughout the District, and migration to a new Voice Over Internet Protocol telephone system.

The District has also been updating other technology services, including moving email to the Microsoft Office 365 cloud, moving to a single directory for user accounts, and implementing a single District wide course management system, Desire2Learn. The District also made a decision to implement similar information technology management structures across the colleges. The plethora of concurrent technology updates and changes experienced by the employees have resulted in some level of dissatisfaction. As a result, the executive vice chancellor of education and technology developed and presented information at a variety of venues to communicate the changes and to solicit feedback. Additionally, the college and District technology leaders meet regularly to discuss all facets of technology.

District Office departments/units provide leadership and direction through the following departments/units: Chancellor's Office, Administrative Services, and Educational and Technology Services (ARL 4.B.3b-3). Each departmental unit at the District Office conducts an administrative review every four years. That review includes a survey of users, Department/Unit Services Assessment Survey (ARL 4.B.3b-4), to determine the extent to which clients who make use of the services are satisfied with the services they receive. The survey includes 12 questions common to all District Office departments/units. The form can be augmented to include customized questions. The results of the surveys (ARL 4.B.3b-5) are

used to make improvements that ensure the colleges are provided with support to meet the educational goals of the students served. In addition, work group meetings with financial aid directors, business officers, managers for instruction and student services, marketing directors, information technology, and process expert teams are held monthly wherein college support is discussed.

### **Self Evaluation**

The District Office provides a variety of services to the colleges to ensure that the mission of each college as well as the District mission is met. The District Office strives for a customer service orientation and a cooperative and collaborative approach in working with the colleges. As a result, each departmental unit within the District Office ensures that every service it provides is of the highest quality, adds value, and is cost effective. There is in place a process to review the roles and responsibilities for the District Office and the colleges and a document that delineates the services provided by the District Office. District Office administrators meet with appropriate college administrators to ensure that each college is supported in the fulfillment of its mission and function.

### **Actionable Improvement Plans**

The colleges and District Office technology units will assess and address areas for improvement by soliciting feedback from various college constituencies on an ongoing basis.

### **IV.B.3.c: The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

#### **Descriptive Summary**

The budgeting process includes both long-range and short-term planning, and utilizes the latest information on all significant sources of revenue and operating costs in order to support effective operations of the colleges. Recommendations on resource allocation are encouraged from staff groups, and information related to budget estimates and procedures is reviewed with employees through the District Governance Council. Full and open disclosure is essential to the District's budget process and was critical to the review and input of the revenue allocation model by all constituency groups and, ultimately, approval by the Governing Board.

The District's revenue allocation model is codified in Business Procedure 18.01, The CCCCCD General Fund Budget (ARL 4.B.3c-1). Implemented in 2010-11 and built upon agreed principles of transparency, flexibility, accountability, simplicity, local control and shared governance, the model allocates financial resources in the manner in which the District receives funding from the state. Since approximately 97 percent of the District's unrestricted revenues are directly related to enrollment, the allocation to the colleges is almost entirely based upon full-time equivalent students (FTES) generated. After allocating a portion of total revenues to support District wide

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

costs and services, i.e., utilities, legal fees, retiree health benefits and other contractual obligations, the remainder is allocated to the colleges using the distribution methodology set forth in the allocation model. After each college receives its revenue distribution, local control of the funds allows the college the flexibility to spend in a fashion that suits the needs of each unique college community while still being accountable to the District for achieving its FTES goal.

The revenue allocation model (Business Procedure 18.01, ARL 4.B.3c-1) was reviewed in 2012-13, its third year of implementation (ARL 4.B.3c-2). No major changes were advocated, only clarifications and inclusion of situations that were not anticipated during the original drafting of the procedure.

**Self Evaluation**

The model used by the District for the distribution of funds creates performance incentives and is perceived by most to be fair, easily understood, and adequate to support the effective operations of the colleges. Moreover, the model has been tested in years of growth and decline, which gives confidence in its design and ability to function in times of expansion or contraction.

**Actionable Improvement Plans**

None

**IV.B.3.d: The district/system effectively controls its expenditures.****Descriptive Summary**

Board Policy 5033, Budget Development, provides development criteria and values in the preparation of the budget (ARL4.B.3d-1). The District has systems in place to control its expenditures. Business Procedure 11.00, Purchasing (ARL 4.B.3d-2), and Business Procedure 11.01, Purchasing Procedure (ARL 4.B.3d-3), provide guidance on purchasing within the District and are understood by those who use them. Other procedures delineate day-to-day purchases. The Enterprise Resource Planning (ERP) system has approvals embedded within it requiring management approval for purchases over \$1,000. The college business directors and District Office finance staff meet monthly to monitor District wide budgets and discuss procedures and protocols in conducting business within the District. Also under discussion are budget issues/guidelines, projections and internal controls/audits. Reserves for the colleges, District Office and the Governing Board are addressed in Board Policy 5033, Budget Development (ARL4.B.3d-1), and Business Procedure 18.01, The CCCCD General Fund Budget (see ARL 4.B.3c-1).

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

The District's external audit assesses the effectiveness of its financial management. The internal auditor conducts systematic audits, including controls on expenditures. The Governing Board, college presidents, and the public are provided periodic updates and presentations regarding the District's financial condition. These updates include monthly fiscal trends reports (ARL 4.B.1c-3), quarterly financial statements, and an annual budget study session (ARL 4.B.1-23).

**Self Evaluation**

The District has made a substantial and successful effort to effectively control its expenditures. As a result, District wide reserves have been maintained at above ten percent, and the District Office and two of the colleges have been able to maintain fairly healthy reserves despite several years of severe budget crises. Further, this strong financial position has allowed the District to avoid borrowing funds through Tax Revenue Anticipation Notes (TRANS) which have become a normal course of business for other colleges in California. In addition, looking to its future liabilities, the District has funded its actuarially determined, annual-required contribution for its retiree health benefits, contributing \$35.8 million since 2009 to an irrevocable trust. The Governing Board has consistently promoted a very conservative approach to spending as supported in Board Policy 5033, Budget Development (ARL 4.B.3d-1), and Business Procedure 18.01, CCCCD General Fund Budget (ARL 4.B.3c-1).

**Actionable Improvement Plans**

None

**IV.B.3.e: The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

**Descriptive Summary**

As indicated below, the Rules and Regulations of the Governing Board, Administrative Officers, No. 37 (ARL 4.B.1d-1), dictate that the college presidents have full responsibility and authority in implementing District policies.

The Governing Board is committed to the philosophy that each present and future campus can best serve by having a uniqueness which relates to its service area. To assure this development, the Governing Board recognizes the desirability of a high degree of decentralization—with the presidents of each of the respective campuses having a large role in the planning and development of the educational program and of the internal organization of the college, and in staff selection and development. In these matters, the president shall involve the faculty. Further, it should be recognized that since uniformity in program is not sought, the chancellor as chief executive officer of the District must provide the leadership necessary to assure this individuality and a high standard of performance on all campuses. The chancellor is responsible for the development of

proposed policies and for the application of Governing Board policies. In the development of proposed policies, the chancellor must work closely with the presidents and through them with various other staff members of the colleges.

The presidents have full responsibility and authority to conduct their work without interference from the chancellor. Accountability is established through annual comprehensive evaluations that include the establishment of goals and objectives agreed upon between the chancellor and each president (ARL 4.B.3e-1). These goals and objectives are based on the District strategic directions. The presidents are held accountable for the extent to which the agreed-upon goals are achieved as well as other factors. In addition, the chancellor meets individually with each president to discuss issues of primary concern to them and twice monthly with the Chancellor's Cabinet, which includes the college presidents (ARL 4.B.3e-2). The mission of the Chancellor's Cabinet is to serve as the leadership team insuring the capacity of the District to effectively educate students and meet the needs of its communities in partnership with classified staff, faculty, and other managers (ARL 4.B.3e-3).

#### **Self Evaluation**

The chancellor delegates full authority to each college president for the effective management of the college. S/he serves as the chief executive and educational leader; supervises programs and services at the college; promotes the development and implementation of needed programs, provides administrative direction for college policies and procedures, presides over the decision-making structure and participates in the governance structure; assesses, plans, organizes and evaluates college resources, programs, and services; provides overall fiscal responsibility for the college; provides leadership in establishing bond projects and priorities, and much more.

#### **Actionable Improvement Plans**

None

**IV.B.3.f: The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

#### **Descriptive Summary**

The District does an effective job in its role as liaison between the colleges and the Governing Board. The Chancellor's Office develops the Board agenda with direction from the Governing Board and input from the colleges (ARL 4.B.3f-1). The Board agenda and minutes are posted to the District website. The college presidents participate in Board meeting closed sessions and interact with Board members on matters affecting their respective college and the District as a whole. In the Board meeting open session, the presidents give reports to the Board. The District Office sends a monthly newsletter, *Board Reports* (ARL 4.B.3f-2), to the District community summarizing Board action within three days of each Board meeting. Governing Board members attend college events and become more aware of college activities.

---

**STANDARD IV: LEADERSHIP AND GOVERNANCE**

The college presidents participate in Chancellor's Cabinet where District wide issues as well as individual college issues are discussed (ARL 4.B.3f-3) (ARL 4.B.3f-4). District wide committees and operation workgroups (ARL 4.B. 3f-5) meet regularly to facilitate the sharing of information and resolve issues affecting individual and multiple sites.

Employees at large receive at least two pieces of communication monthly: 1) *Chancellor's Cabinet Highlights* (ARL 4.B.3f-6) and 2) *The News* (ARL 4.B.3f-7) (a summary of events and news across the District). Further, the chancellor conducts office hours (Chancellor's Chats-ARL 4.B.3f-8) in the fall term at six District locations to encourage interaction between the chancellor and all employees.

The chancellor meets periodically with managers and supervisors District wide (ARL 4.B.3f-9). Informal communications are sent frequently to managers/supervisors throughout the District (ARL 4.B.3f-10). The chancellor and the District administrative services officer conduct budget workshops at all six District sites in the spring term (ARL 4.B.3f-11). The Chancellor's Advisory Team, CAT (ARL 4.B.3f-12), and the Chancellor's Cabinet (ARL 4.B.3f-13) meet bi-weekly and disseminate information from these meetings to their staff. At the beginning and end of each semester, the chancellor sends electronic messages District wide to all employees, speaks at each college and the District Office at the beginning of each academic year, and sends budget messages District wide as needed (ARL 4.B.3f-14).

The chancellor or a designee meets monthly with the District Governance Council (DGC) (ARL 4.B.3f-15), faculty (Academic/Faculty Senate presidents) (ARL 4.B.3f-16), classified staff bi-monthly (CSCC) (ARL 4.B.3f-17), student leadership (STAC) (ARL 4.B.3f-18), and the leadership from both employee unions (UF, Local 1) (ARL 4.B.3f-19 and ARL 4.B.3f-20) to discuss District issues. College and District activities and concerns are shared in these meetings.

### **Self Evaluation**

The Governing Board, the chancellor, and the college presidents believe communication to be an important factor in running an effective District. In-person and written communications are institutionalized within the District to ensure two-way communication between each college and the District Office as well as among all three colleges, constituency groups, and the District Office.

### **Actionable Improvement Plans**

None

**IV.B.3.g: The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### Descriptive Summary

Board Policy 1012 (ARL 4.B.1b-3) and Administrative Procedure 1012.01 (ARL 4.B.1b-4), Institutional Effectiveness: Planning, Assessment and Continuous Improvement, provide for a regular cycle of review for assessing the effectiveness of the delineation of roles and responsibilities of the District/colleges and the governance and decision-making processes. The District follows the process for assessing the delineation of roles as set forth in the policies and procedures through its Department/Unit Review process. As each department/unit conducts its evaluation, it meets with its college counterpart to update and assess the accuracy and effectiveness of the roles as delineated in the Functional Map (ARL 4B.3a-4).

Board Policy 1009, Institutional Leadership, Governance, and Decision-Making, (ARL 4.B.1b-7), clearly describes the District's governance and decision-making structures, with the Board, the chancellor, and college presidents providing leadership and direction to execute the mission. In evaluating the governance and decision-making processes, the District follows the steps outlined in Board Policy 1012 and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement, (ARL 4.B.1b-3 and ARL 4.B.1b-4, respectively). A formal system for administering a District-Level Governance and Decision-Making Assessment (ARL 4.B.3g-1) is shared District wide. The District-Level Governance and Decision-Making Survey was administered to employees District wide in 2010, 2011, 2012, and 2013. A comparison report (ARL 4.B.3g-2) was developed as an assessment tool to compare ratings culled from one year to the next, with the most recent comparison for 2011-2012. District Governance Council (DGC) reviews and shares the results of the survey with all constituency groups as evidenced in its meeting minutes (ARL 4.B.3g-3). Also in place is an annual evaluation conducted by the Chancellor's Cabinet of itself (ARL 4.B.3g-4).

The Chancellor's Cabinet established a vision, mission, and core values/operating principles (ARL 4.B.3e-4) for itself in 2005, with periodic updates since that time. Annual evaluations are conducted at the Chancellor's Cabinet retreat to assess effectiveness. Faculty and staff are well represented on District wide committees. Students have a voice through the Student Trustee, monthly Student Trustee Advisory Committee (STAC) meetings that include the chancellor and executive vice chancellor education and technology, and through their participation on the District Governance Council.

### Self Evaluation

The District's role delineation evaluation and governance and decision-making structures and processes are in place. They are collegial and inclusive, with constituents working together to help the colleges and the District reach their goals. District leadership actively seeks the participation of local college leaders in decisions that affect all the colleges.

### Actionable Improvement Plans

None