

AGENDA ITEM

C

DATE May 22, 2013

PURPOSE

Discussion of Draft Responses for Accreditation Standard IV.B1 and B3

Each college in the District is in the process of writing its self-evaluation in preparation for the fall 2014 accreditation visit. As part of the new process being implemented by the Accrediting Commission for Community and Junior Colleges (ACCJC), a fourth team will review the extent to which the District meets accreditation standards that apply to the District as a whole. A team, consisting of representatives from each of the colleges and the District Office, has been formed to respond to issues in Accreditation Standard IV.B1 and B3. These standards address, respectively, Governing Board responsibilities and primary leadership for educational excellence throughout the District.

Attached for the Governing Board's review and comment is the draft response for Accreditation Standard IV.B1 and B3. This document is being simultaneously reviewed by the college Standard IV committees. Once the review is completed, a final draft will be developed and included verbatim in all college reports.

Helen Benjamin

4.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.

4.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.

- 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 has an advisory vote on actions other than personnel-related items.

Governing Board meetings are well publicized and open to participation by the public. Three of the 12 monthly meetings are rotated among the colleges with the remainder held at the District Office in Martinez. The Governing Board began conducting annual community forums in 2011 in the service areas of each respective District college and center. 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 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.

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.

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 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. The Board worked through the matter, following its established policies and procedures, and finally approved the Project Stabilization Agreement on a four-to-one vote. The agreement is now fully implemented and supported by all Board members. 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 Administrative Procedure 1020.01 (ARL 4.B.1a-5), Conflict of Interest, and strengthened its controls and participation in conflict of interest, ethics, accreditation, and Brown Act training.

Actionable Improvement Plans

None

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

Members of the District leadership team meet monthly (ARL 4.B.1b-9) with Academic Senate Presidents 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. 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 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs (ARL 4.B.1b-11). 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, Vice Chancellors, and an economic development representative. Results of the committee's work are documented in the Educational Planning Committee minutes (ARL 4.B.1b-12) and in annual reports 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).

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 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-20), provides for an external audit of all District funds. In addition, Board Policy 5034, Internal Audit Services (IAS) - Charter (ARL 4.B.1b-21), and Business Procedure 21.01, When to Contact Audit Services (IAS) (ARL 4.B.1b-22), 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-23).

Self Evaluation

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. The Board also reviews the Accountability Report for Community Colleges annually and discusses the status of 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. The Board has worked hard, despite the recent financial crisis, 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. 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. Despite declining funding, the Board approved hiring a full-time dean to coordinate workforce and economic development Districtwide. This investment has resulted in the awarding of additional funding to support career technical education programs and meeting the needs of the regional workforce.

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

- 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.

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.

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 trend report 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 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-2). 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 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. The District 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. 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

- 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, addresses responsibilities as adopted by the Governing Board as does Board Policy 1009, Institutional Leadership, Governance, and Decision-Making and Board Policy 1012 and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement.

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 Manual in hard copy and on the District website.

Actionable Improvement Plans

None

- 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. 31, 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. 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 Districtwide 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 Districtwide 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 Districtwide 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 Senates, Classified Senates, 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 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. 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

- 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. The Governing Board has a meeting schedule which provides, on a regular basis, quality time for study sessions to address such areas of interest as student learning outcomes, accomplishments toward strategic directions, budget implications, facilities, etc. In addition, the Board has recently adopted a new annual schedule for self-assessment, conducted at its retreat in June of each year (ARL 4.B.1f-1). During the self-assessment process, the Board identifies areas of future interest for Board development, reviews and objectively assesses the achievement status of prior-year goals, and develops coming-year goals for the Board.

All Board members are provided training in areas of importance to them, i.e., Brown Act, ethics, conflict of interest (ARL 4.B1f-2). Board members access ongoing 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 holds a retreat annually in which it conducts its self evaluation. Three regular Board meetings are designated as study sessions in which the Board takes an in-depth look at a topic of particular interest to them (facilities, funding options, international education, etc.). The Board also holds special meetings in which they focus on topics of interest. For example, the Governing Board conducted Districtwide conversations in 2009-10 and 2011-12 on closing the achievement gap. The Board participated in a Districtwide discussion in 2011-12 on the state's Student Success Task Force recommendation.

The Chancellor and the Board President plan the new Board member orientation meeting (ARL 4.B.1f-3), 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 has had an election in 2010 seating one new Board member, a Board member replacement in 2011, and another election in 2012 seating two new Board members. All four new Board members were 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 three-hour 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-4). 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-5). Each member serves a four-year term. The 2013 Governing Board is made up of one member in his fifth term; one member in her fourth term; one member in the third year of his first term; and two members in the first year of their first term. 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. 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, 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. They 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

- 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 has established an annual process to evaluate its effectiveness and performance, which includes self-evaluation and input from District employees who interact with the Board on a regular basis. During 2006 and with constituency group input, the Governing Board approved Board Policy 1015, Contra Costa Community College District Governing Board Self-Evaluation Policy (ARL 4.B.1g-1), with the latest revision in January 2012.

Administrative Procedure 1015.01, Process to Conduct Governing Board Self-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. Each Board member's opinion is gathered, with a summary provided to the Board, discussed in the open meeting, with future Board goals being developed as a result. The results of the evaluation serve as the basis for the Board's goals and objectives for the following year. In 2012-13, a component was added to the evaluation process to include input from those who regularly attend Board meetings.

Further, the Board's Code of Ethics (Board Policy 1010) 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."

Self Evaluation

The Governing Board has conducted an evaluation annually for many years and used the results to improve its performance. The Governing Board has demonstrated its commitment in this area as evidenced by its most recent self evaluation.

Actionable Improvement Plans

None

- 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, adopted in 1992, was last revised January 25, 2012. 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 code of ethics policy, the Governing Board reviewed Administrative Procedure 1020.01 and adopted Board Policy 1020, Conflict of Interest, on (To be determined), 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. The Board is meticulous in its intent to adhere to its code of ethics. 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

- 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.1i-1). 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-2: DVC and ARL 4.B.1i-3: CCC/LMC) 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.

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

- 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

The procedure for hiring contract administrators, approved by the Governing Board on September 29, 1999, and most recently revised on April 25, 2012, is found in Human Resources Procedure 1010.02, Uniform Employment Selection Guide, (ARL 4.B.1j-1). More specifically, Board Policy 2057 (ARL 4.B.1j-2) and Human Resources Procedure 1010.06 (ARL 4.B.1j-3), Hiring of Contract Administrators, clearly delineate all the steps involved in hiring college Presidents, the Chancellor, and Vice Chancellors. The policy and procedures have been used consistently since their approval.

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. All District constituencies are represented on the 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-4), and Human Resources Procedure 3080.05, Evaluation of Classified Contract Administrators (ARL 4.B.1j-5), 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-6), 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.

Actionable Improvement Plans

None

- 4.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.**

- 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

The District delineates the operational responsibilities and functions of the District and the colleges in the document titled "District and College Roles, Responsibilities, and Service Outcomes" (ARL 4.B.3a-1). The document was developed in 2010 by college and District 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 due to downsizing of the District. The document reflects accurately the roles and responsibilities of the colleges and the District 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.

Self Evaluation

The District has a system in place that satisfies the elements of this requirement. Although the document is on the District website and known to those who use it on a regular basis, broader distribution is required so that all employees are aware of the existence of the document.

Actionable Improvement Plans

Give broader distribution of the District and College Roles, Responsibilities, and Service Outcomes document beyond the departments/units that participate in its development and review.

- 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 information technology. The provision of educational programs, student support services, staff development, direct 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, 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 Districtwide coordinated research and planning services model (ARL 4.B.3b-1). In an ongoing effort to eliminate the duplication of services or to make them more efficient, the Chancellor's Cabinet has reviewed and recommended a possible consolidation of financial aid. The District will go forward with this recommendation in the near future.

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. In that effort, District Office departments/units provide the following services.

Chancellor's Office

Under the direction of the Contra Costa Community College District Governing Board, the Chancellor's Office provides leadership, facilitation and support for the work of the colleges, District Office staff, and the Governing Board in meeting the educational needs of students and the community. Communications and Community Relations provides leadership, expertise and support for the colleges and District Office in the areas of public relations, safeguarding and advancing the standing of the District through the development and nurturing of relationships with community, business and political leadership. Internal Audit Services plans and conducts a comprehensive internal audit program that provides more efficient and effective use of educational funding through sound fiscal management practices.

Administrative Services

District Administrative Services provides financial, facility, bond, and police/safety services. It is committed to providing a broad range of payroll, procurement, accounting, regulatory compliance, budget and other financial services to the colleges, District administration, students and community in order to ensure sound fiscal management and accountability that meets the standards of the District. Within the Facilities Planning arm, the department seeks funding and plans and executes capital improvements and major maintenance programs and projects for the District and its colleges and centers, in addition to providing real estate, engineering, and facilities program services in support of Districtwide and college plans and goals. Police Services provides protection and service to the college community and ensures a safe and secure environment. The primary responsibility of Police Services is law enforcement and investigation within the District and its properties and to provide a safe environment whereby meaningful learning takes place. Police Services also provides emergency planning and coordination and parking services.

Educational and Technology Services

Educational Services provides leadership, administrative support and facilitation of strategic Districtwide planning processes; student services and curriculum and

instruction policy and procedure review and guidance; and Districtwide workforce, economic development, and grants facilitation to support student learning and success at the colleges. Since the last visit, in support of the colleges' mission, the Governing Board approved the hiring of a District dean of workforce development whose primary responsibility is to coordinate workforce and economic development efforts within the District as well as at the regional, state, and national levels. The District's Educational Planning Committee ensures that Board policies and procedures on the addition, reduction and elimination of programs are followed. Information Technology services provides data needs for educational program planning purposes as well as wide area network, local area network, e-mail, Ellucian's Colleague Administrative and Student Enterprise Resources Planning System, WebAdvisor, Data warehouse, Districtwide Portal, and Voice-over Internet Protocol telephone system support for the entire District. In addition, IT plans for, develops, and maintains technology resources and services essential to the instructional, student services, and administrative needs of the District. District Research provides leadership, coordination, and implementation of college and Districtwide research activities and initiatives in support of the college and District planning agendas and organizational mission. The Office of International Education, housed at one of the colleges, is responsible for the oversight of international student and study abroad programs at the three colleges. The director of the program provides leadership for District and local college international education staff associated with the programs and as a liaison between District and college administrators, faculty, classified staff, resident and international students and the local and international communities.

Human Resources

The Human Resources department interfaces with staff and the colleges to carry out the mission of the Contra Costa Community College District. The department is responsible for handling personnel-related matters for academic, classified, confidential, management, hourly, temporary, student, and short-term employees. Some of the services provided include organizational and staff development and training, employee relations, labor relations including collective bargaining negotiations, recruitment and selection, classification, benefits and compensation, employment verifications, on-line Human Resources systems and performance evaluations.

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. 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-2), 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-3) 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.

Actionable Improvement Plans

None

- c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

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 them. 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 CCCCD 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 ninety-seven 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 generated. After appropriating a portion of total revenues to support Districtwide 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.

Self Evaluation

The revenue allocation model (Business Procedure 18.01) was reviewed in 2012-13, its third year of implementation. No major changes were advocated, only clarifications and inclusion of situations that were not anticipated during the original drafting of the procedure. The colleges believe the model creates performance incentives and perceive the model to be fair and easily understood. 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

- d. The district/system effectively controls its expenditures.**

Descriptive Summary

The District has systems in place to control its expenditures. Business Procedure 11.00, Purchasing (ARL 4.3d-1), and Business Procedure 11.01, Purchasing Procedure (ARL 4.3d-2), 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 college and District budgets and discuss procedures and protocols in conducting business within the District. Also under discussion are budget issues/guidelines, projections and internal controls/audits.

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 trend reports, quarterly financial statements, and an annual budget study session.

Self Evaluation

The District has made a substantial and successful effort to effectively control its expenditures. As a result, Districtwide 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 crisis. 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.

Actionable Improvement Plans

Continue to pursue a philosophy of fiscal conservatism with an eye toward future opportunities.

- 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

The Rules and Regulations of the Governing Board, Administrative Officers, No. 37, dictate that the college Presidents have full responsibility and authority in implementing District policies as indicated below.

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. 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. 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.

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

- 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. The Board agenda and minutes are posted to the District website. The colleges 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 sends a monthly newsletter, *Board Reports* (ARL 4.B.3f-1), 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.

The college Presidents participate in Chancellor's Cabinet where Districtwide issues as well as individual college issues are discussed. Districtwide committees and operation workgroups (ARL 4.B. 3f-2) 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-3) and 2) *The News* (ARL 4.B.3f-4) (a summary of events and news across the District). Further, the Chancellor conducts office hours (Chancellor's Chats - ARL 4.B.3f-5) in the fall term at six District locations to encourage interaction between the Chancellor and all employees.

The Chancellor meets at least once per semester with the District managers and supervisors. Informal communications are sent frequently to managers/supervisors throughout the District. The Chancellor and the District Administrative Services Officer conduct budget workshops at all six District sites in the spring term (ARL 4.B.3f-6). The Chancellor's Advisory Team, CAT (ARL 4.B.3f-7), and the Chancellor's Cabinet (ARL 4.B.3f-8) 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 Districtwide to all employees, speaks at each college and the District Office at the beginning of each academic year, and sends budget messages Districtwide as needed.

The Chancellor meets regularly with the District Governance Council (DGC), faculty (Academic/Faculty Senate Presidents), classified staff bi-monthly (CSCC), student leadership, and managers/supervisors/confidentials (Management Council) and the leadership from both employee unions to discuss District issues. College activities and concerns are shared in these meetings as well as District concerns.

Self Evaluation

The Governing Board, the Chancellor, and the colleges Presidents believe communication to be an important factor in running an effective District. A mixture of in-person and written communication 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

- 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 and Administrative Procedure 1012.01, 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. In addition, there is a review of each instructional, student services, and administrative program and department/unit in the District. The results of these assessments are used to ensure continuous improvement, and budget allocations are linked to improving institutional effectiveness. The District's governance and decision-making structures 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. The Chancellor's Cabinet established a vision, mission, and core values/operating principles (ARL 4.B.3g-1) for itself in 2005, with periodic updates since that time, and evaluates its effectiveness at the annual Chancellor's Cabinet retreat. Faculty and staff are well represented on Districtwide committees. Students have a voice through the Student Trustee, monthly Student Trustee Advisory Committee (STAC) meetings that include the Chancellor and Vice Chancellor Education and Technology, and through their participation on the District Governance Council.

Self Evaluation

Mechanisms are in place for role delineation and governance and decision-making structures, in addition to a formal system for administering a District-Level Governance and Decision-Making Assessment (ARL 4.B.3g-2) shared Districtwide. The District-Level Governance and Decision-Making Survey was administered in 2010, 2011, and 2012. A comparison report (ARL 4.B.3g-3) was developed as an assessment tool to compare ratings culled from one year to the next, with the most recent comparison for 2011-2012. DGC reviews and shares the results of the survey with all constituency groups as evidenced in its meeting minutes (ARL 4.B.3g-4). Also in place is an annual evaluation conducted by the Chancellor's Cabinet of itself (ARL 4.B.3g-5).

Actionable Improvement Plans

None

**ACCREDITATION RESOURCE LIBRARY
STANDARD FOUR**

<u>Reference Number</u>	<u>Evidence</u>
ARL 4.B.1a-1	Board Policy 1010, <u>Code of Ethics of the Governing Board</u>
ARL 4.B.1a-2	State of the District invitation
ARL 4.B.1a-3	Sample Board Agenda
ARL 4.B.1a-4	Board Policy 1020, <u>Conflict of Interest</u>
ARL 4.B.1a-5	Administrative Procedure 1020.01, <u>Conflict of Interest</u>
ARL 4.B.1b-1	District Mission Statement
ARL 4.B.1b-2	District Strategic Plan 2011-2015
ARL 4.B.1b-3	Board Policy 1012, <u>Institutional Effectiveness: Planning, Assessment and Continuous Improvement</u>
ARL 4.B.1b-4	Administrative Procedure 1012.01, <u>Institutional Effectiveness: Planning, Assessment and Continuous Improvement</u>
ARL 4.B.1b-5	Governing Board Policies and Administrative Procedures Manual, Section 4000
ARL 4.B.1b-6	Curriculum and Instruction Procedures Manual
ARL 4.B.1b-7	Board Policy 1009, <u>Institutional Leadership, Governance, and Decision-Making</u>
ARL 4.B.1b-8	Administrative Procedure 1009.01, <u>Participatory Governance</u>
ARL 4.B.1b-9	Minutes of meetings between Chancellor/college Presidents and FSCC Presidents
ARL 4.B.1b-10	Administrative Procedure 1009.02, <u>Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters</u>
ARL 4.B.1b-11	Board Policy 4008, <u>Review, Establishment, Modification and Discontinuance of Courses and Programs</u>
ARL 4.B.1b-12	District Educational Planning Committee minutes
ARL 4.B.1b-13	Educational Planning Report to the Governing Board, December 12, 2012
ARL 4.B.1b-14	Board Policy 4001, <u>Standards of Scholarship</u>
ARL 4.B.1b-15	Curriculum and Instruction Procedure 4001, <u>Standards of Scholarship</u>
ARL 4.B.1b-16	Board Policy 4011, <u>Philosophy and Requirements for Associate Degree and General Education</u>
ARL 4.B.1b-17	Curriculum and Instruction Procedure 4007, <u>Philosophy and Criteria for Associate Degree and General Education</u>
ARL 4.B.1b-18	Governing Board General Agenda Item B, April 24, 2013 (Board Policies and Procedures Supporting Student Success)
ARL 4.B.1b-19	Governing Board Study Session: Budget, April 24, 2013
ARL 4.B.1b-20	Board Policy 5007, <u>External Audit of District Funds</u>
ARL 4.B.1b-21	Board Policy 5034, <u>Internal Audit Services (IAS) - Charter</u>
ARL 4.B.1b-22	Business Procedure 21.01, <u>When to Contact Audit Services (IAS)</u>
ARL 4.B.1b-23	Board 2012-13 Budget Study Session, April 25, 2012
ARL 4.B.1c-1	Board Policy 5031, <u>Fiscal Management</u>
ARL 4.B.1c-2	CCCCD Financial Audit (Years Ended June 30, 2011, and 2012)
ARL 4.B.1d-1	Rules and Regulations of the Governing Board
ARL 4.B.1e-1	California Education Code Section 70902

ARL 4.B.1e-2	Policies and Procedures Desk Reference
ARL 4.B.1e-3	Administrative Procedure 1900.03, <u>Administrative, Business, Curriculum and Instruction, Human Resources, Payroll, and Student Services Procedures</u>
ARL 4.B.1f-1	Governing Board Retreat Agenda, June 27, 2012, and July 25, 2012, Self-Evaluation Follow-up
ARL 4.B.1f-2	Governing Board Special Meeting Agenda, February 20, 2013
ARL 4.B.1f-3	Board Member Orientation Agenda, December 11, 2012
ARL 4.B.1f-4	Governing Board Special Meeting Agenda, January 16, 2013
ARL 4.B.1f-5	Board Policy 1008, <u>Governing Board Term of Office, Wards, and Election Regulations</u>
ARL 4.B.1g-1	Board Policy 1015, <u>CCCCD Governing Board Self-Evaluation Policy</u>
ARL 4.B.1g-2	Administrative Procedure 1015.01, <u>Process to Conduct Governing Board Self-Evaluation</u>
ARL 4.B.1i-1	Governing Board Agenda, January 15, 2013, Accreditation Training
ARL 4.B.1i-2	Governing Board General Agenda Item, Focused Midterm Report for Diablo Valley College, September 14, 2011
ARL 4.B.1i-3	Governing Board General Agenda Item, Focused Midterm Reports for Contra Costa College and Los Medanos College, October 12, 2011
ARL 4.B.1j-1	Human Resources Procedure 1010.02, <u>Uniform Employment Section Guide</u>
ARL 4.B.1j-2	Board Policy 2057, <u>Hiring of Contract Managers</u>
ARL 4.B.1j-3	Human Resources Procedure 1010.06, <u>Hiring of Contract Administrators</u>
ARL 4.B.1j-4	Human Resources Procedure 2030.13, <u>Evaluation of Academic Contract Administrators</u>
ARL 4.B.1j-5	Human Resources Procedure 3080.05, <u>Evaluation of Classified Contract Administrators</u>
ARL 4.B.1j-6	Human Resources Procedure 3080.04, <u>Participation in the Academic/Classified Management Evaluation Process</u>
ARL 4.B.3a-1	District and College Roles, Responsibilities, and Service Outcomes
ARL 4.B.3a-2	District Office Department/Unit Review Guide and Report Template
ARL 4.B.3a-3	District Office Operational and Administrative Program Review Planning Calendar
ARL 4.B.3b-1	Research and Planning Services: A Coordinated Model
ARL 4.B.3b-2	Department/Unit Services Assessment Survey
ARL 4.B.3b-2	Department/Unit Services Assessment Survey Results Summary
ARL 4.B.3c-1	Business Procedure 18.01, <u>The CCCC General Fund Budget</u>
ARL 4.3.d-1	Business Procedures 11.00, <u>Purchasing</u>
ARL 4.3.d-2	Business Procedure 11.01, <u>Purchasing Procedure</u>

ARL 4.B.3f-1	<i>Board Reports (Samples)</i>
ARL 4.B.3f-2	Districtwide Committees and Operational Workgroups
ARL 4.B.3f-3	<i>Cabinet Highlights (Samples)</i>
ARL 4.B.3f-4	<i>The News (Samples)</i>
ARL 4.B.3f-5	Chancellor's Chats schedule
ARL 4.B.3f-6	Budget Workshop agendas
ARL 4.B.3f-7	Chancellor's Advisory Team (CAT) meeting minutes
ARL 4.B.3f-8	Chancellor's Cabinet meeting minutes

ARL 4.B.3g-1	Chancellor's Cabinet Mission, Vision, and Core Values/Operating Principles
ARL 4.B.3g-2	District-Level Governance and Decision-Making Assessment, 2010 and 2011
ARL 4.B.3g-3	District-Level Governance and Decision-Making Assessment, Comparison report 2011 – 2012
ARL 4.B.3g-4	DGC meeting minutes for June 14, 2011
ARL 4.B.3g-4	Chancellor's Cabinet Self-Evaluation