

#### **4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13).**

Los Medanos College (LMC), as part of the Contra Costa Community College District (4CD), upholds an explicit and well-defined commitment to academic freedom, academic integrity, and freedom of inquiry through Board policies, College policies, instructional practices, and clearly communicated procedures. District Board Policy on *Academic Freedom* affirms the rights of faculty, administrators, and students to teach, learn, conduct research, write, and challenge ideas without undue restriction, while also emphasizing professional responsibility, intellectual accuracy, and respect for diverse viewpoints. These principles are reinforced through the District's *Freedom of Expression* policy, which guarantees students' constitutional rights to free expression on college campuses and ensures that institutional regulations focus solely on reasonable time, place, and manner considerations. Together, these policies establish an institutional culture that values open inquiry, critical thinking, and the free exchange of ideas as foundational to the College's educational mission. **(Evidence: 4.1CCCCDBoardPolicy-AcademicFreedom\_2018, 4.1CCCCDBoardPolicy-Freedom of Expression\_2019)**

LMC communicates this commitment clearly and consistently to relevant stakeholders, including students, through multiple accessible and authoritative sources. The College Catalog prominently affirms District policies on academic freedom and freedom of expression, ensuring that students are informed of their rights and responsibilities related to inquiry and expression from the outset of their academic experience. In addition, the *Faculty Handbook* reinforces these principles for instructional staff, emphasizing academic freedom, academic balance, and professional responsibility in teaching and scholarship. By embedding these commitments in official, widely distributed publications, the College ensures that expectations regarding freedom of inquiry are transparent, consistent, and shared across the institution. **(Evidence: 4.1LMCCollegeCatalog 2025-26\_AcFreedom-Expressn\_Pg32, 4.1LMCFaculty Handbook-AcademicFreedom\_Pg8, 4.1LMC-AcademicSenate-AcademicIntegrityPolicy)**

At the course level, faculty operationalize these commitments by clearly articulating expectations for academic integrity, respectful discourse, and freedom of inquiry in syllabi shared directly with students. For example, the sample Humanities 20 syllabus explicitly frames academic freedom as essential to exploring complex and potentially challenging subject matter while establishing norms for civil exchange of ideas and adherence to the Student Code of Conduct. The syllabus also communicates clear standards for academic integrity, defines academic dishonesty, and directs students to established institutional policies and consequences, ensuring transparency and consistency. Together, these documents demonstrate that LMC not only communicates its principles broadly and consistently, but also follows clearly articulated procedures for addressing academic dishonesty and upholding academic freedom and freedom of inquiry in both policy and instructional practice. **(Evidence: 4.1SampleSyllabus-HUMAN20\_NNabas)**

LMC also follows clearly communicated and well-established procedures for addressing instances of academic dishonesty and alleged violations of institutional principles related to academic freedom and freedom of inquiry. The *Student Code of Conduct* provides comprehensive definitions of academic and nonacademic misconduct, outlines reporting and

investigation processes, and ensures due process through clear procedures for resolution, sanctions, and appeals. Complementing this framework, the College's *Student Grievance and "Help with Difficulties You May Encounter"* webpages provide step-by-step guidance for resolving concerns with instructors, grades, or alleged violations of student rights, emphasizing informal resolution when appropriate and clearly identifying escalation pathways and appeal options. These processes are publicly accessible, student-centered, and consistently applied. ***(Evidence: 4.1LMCStudentCodeofConductWebpageScreenshot, 4.1LMC-StudentGrievance WebpageScreenshot)***

Through clearly articulated Board and College policies, transparent communication to students and faculty, and consistent instructional and procedural practices, Los Medanos College demonstrates a sustained and explicit commitment to academic freedom, academic integrity, and freedom of inquiry. The College not only affirms these principles in policy, but actively communicates expectations, embeds them in teaching and learning practices, and ensures accountability through clearly defined and accessible procedures.

**Standard 4.1 Evidence Link and List:**

***4.1CCCCBoardPolicy-AcademicFreedom\_2018***

***4.1CCCCBoardPolicy-Freedom of Expression\_2019***

***4.1LMCCollegeCatalog 2025-26\_AcFreedom-Expressn \_Pg32***

***4.1LMCFaculty Handbook-AcademicFreedom \_Pg8***

***4.1LMC-AcademicSenate-AcademicIntegrityPolicy***

***4.1SampleSyllabus-HUMAN20 \_NNabas***

***4.1LMCStudentCodeofConductWebpageScreenshot***

***4.1LMC-StudentGrievance WebpageScreenshot***

**4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.**

Los Medanos College (LMC), guided by Contra Costa Community College District (4CD) policies and procedures, meets Accreditation Standard 4.2 by maintaining a clearly defined, well-documented, and participatory governance structure that ensures inclusive decision-making and accountability. District Board Policy 1009 and Administrative Procedure 1009.01 establish a comprehensive framework for institutional leadership and participatory governance, delineating lines of authority from the Governing Board to the Chancellor and college Presidents while mandating meaningful participation by faculty, classified staff, students, and management. These District policies provide the foundation for LMC's governance model, ensuring roles, responsibilities, and decision-making processes are appropriate to the institution's mission and consistently applied and communicated. *(Evidence: 4.2CCCCDBoardPolicy-Institutional-Leader-Govern-Decision\_1009, 4.2CCCCDAdministrativeProc-ParticipatoryGovernance\_1009.01)*

At the college level, governance responsibilities are clearly articulated and operationalized through constituent bodies, including the Academic Senate, Classified Senate, and Los Medanos College Associated Students (LMCAS). Each group's authority and scope are defined in publicly available bylaws, position papers, and web-based resources, which document membership structures, election and appointment processes, meeting procedures, voting protocols, and participation pathways. The Academic Senate exercises primary responsibility for academic and professional matters through collegial consultation processes. The Classified Senate represents classified professionals in institutional planning and policy development, actively promoting equitable participation and broad engagement. LMCAS ensures that student perspectives are formally integrated into college and district governance, including representation on shared governance committees, with clear expectations for accountability and transparency. *(Evidence: 4.2LMC-AcademicSenate-Roles\_ResponsibilitiesWebpage Screenshot, 4.2ClassifiedSenateBylaws\_Rev10.10.22-BS, 4.2LMC-AssociatedStudents-Bylaws\_2024)*

Procedures for institutional decision-making and stakeholder participation are thoroughly documented and widely available through the *Academic Senate Bylaws*, which define Senate composition, election processes, meeting procedures, voting protocols, committee appointments, and avenues for faculty participation. Representation is structured to include faculty from all instructional areas, including full-time, part-time, at-large, and discipline-specific representatives, ensuring broad and inclusive participation. Faculty opportunities for engagement are further reinforced through Senate-confirmed appointments to college and district governance committees, as well as through formal consultation processes illustrated by the Senate's documented feedback and recommended revisions to the Student Equity Plan, which directly influenced Shared Governance Council decisions. Together, these practices demonstrate that LMC has established transparent, participatory, and mission-aligned decision-making structures in which roles, responsibilities, and opportunities for involvement are clearly defined and actively exercised by the Academic Senate. *(Evidence: 4.2-*

***LMCAcademicSenateByLawsRevision-ApprovedFinal-SP25, 4.2LMC-AS-Feedback-RecommendedRevisiontoSEP)***

In addition, the Classified Senate clearly communicates opportunities for participation and engagement through published goals, objectives, and regular campus communications. The *Classified Senate Mission, Core Values, and Goals (2021–2026)* emphasize inclusive communication, equitable participation, and increased classified representation on college, district, and statewide committees, reinforcing the Senate’s role in broad stakeholder engagement and institutional planning. Ongoing meeting updates further demonstrate transparent procedures for decision-making by regularly informing classified professionals of governance discussions, accreditation feedback opportunities, strategic planning initiatives, budget forums, and shared governance council requests for input. Together, these documents show that LMC has clearly defined and communicated the roles, responsibilities, and authority of the Classified Senate, and that the institution provides structured, accessible opportunities for classified professionals to participate in and inform institutional decision-making. ***(Evidence: 4.2LMCCSGoalsandObjectives2021-2026extendedinSP25, 4.2LMC-CSMeetingUpdatesEmail\_04.15.2026, 4.2LMC-CS-CallforNominationsEmail)***

Procedures for LMCAS decision-making and opportunities for student participation are thoroughly documented and widely accessible. The LMCAS website publicly outlines eligibility requirements, election and appointment processes, meeting schedules, agendas and minutes, and opportunities for students to serve as senators or representatives on shared governance committees. The bylaws further detail Senate composition, officer and senator duties, quorum and voting requirements, committee structures, budget authority, and compliance with the Brown Act and California Education Code, providing transparency and accountability in student governance operations. These roles and processes are further reinforced through the LMCAS Elections Packet, which outlines eligibility criteria, timelines, position descriptions, and ethical standards for candidates, ensuring students understand how leadership authority is established and exercised. LMCAS also demonstrates the effective use of its decision-making authority to elevate student perspectives and advance institutional equity. Board Resolution No. 9, advocating for the support of Asian and Pacific Islander students, illustrates how LMCAS uses its formal governance power to pass resolutions, collaborate with campus leadership, and influence institutional dialogue and priorities. Collectively, these practices confirm that LMC’s student governance structure not only defines authority clearly but also ensures inclusive participation and the integration of diverse, relevant perspectives in institutional decision-making. ***(Evidence: 4.2LMC-AssociatedStudentsWebsite Screenshot\_04.19.2026, 4.2LMCASBylaws2024, 4.2LMCAS-Minutes-RetreatDebrief&BylawsReview\_02.02.2026, 4.2LMCAS\_Election\_Packet\_2026-27, 4.2LMCAS-ResolutionNo9SupportofLMCAsian-PacIslandStudents)***

Central to LMC’s participatory governance structure is the Shared Governance Council (SGC), which serves as the College’s primary forum for integrated decision-making related to planning, policy review, and resource allocation. The SGC Position Paper clearly defines the Council’s role, authority, membership composition, voting processes, and relationship to the President and constituent groups. Equal representation from faculty, classified staff, students, and management ensures that diverse perspectives inform high-level institutional decisions. The Council’s

subcommittee structure further supports focused analysis and inclusive participation across key institutional priorities, including planning, equity, professional development, sustainability, technology, and student success. Subcommittee roles, reporting relationships, and operational expectations are documented and publicly accessible through the SGC website and committee operational guidelines, which promote transparency, consistency, and equity-minded decision-making. Student leaders are required to serve on committees such as the Shared Governance Council, District Governance Council, and Student Trustee Advisory Council, creating consistent pathways for student input into institutional planning, policy development, and resource allocation. Regular, open meetings with publicly posted agendas and minutes—documented through LMCAS meeting records—demonstrate transparent procedures for quorum, motions, voting, and public comment. Meeting minutes further show active student engagement in governance topics such as election planning, bylaws review, budget approvals, and shared governance discussions, reflecting informed participation and accountability in decision-making. ***(Evidence: 4.2LMC-SGCPositionPaper\_Revised\_05.13.2015, 4.2LMCAS-Minutes-RetreatDebrief&BylawsReview 02.02.2026, 4.2LMC-Associated StudentsWebpageScreenshot\_04.19.2026)***

LMC further demonstrates its commitment to effective governance through regular assessment and continuous improvement. The Participatory Governance Assessment Task Group Report (2024) reflects a comprehensive, cross-constituent evaluation of governance structures and practices, incorporating collegewide surveys, focus groups, assemblies, and comparative research. The resulting recommendations—reviewed and considered by the SGC—reinforce clarity of roles, strengthen communication, broaden participation, and refine governance operations to maintain alignment with accreditation standards and institutional priorities. Additionally, SGC’s budget and planning committee development materials illustrate how SGC actively solicits input from all constituencies when considering new governance structures, such as the creation of a Budget and Planning Committee, further reflecting transparent, participatory decision-making. Together, these documents demonstrate that SGC’s roles, responsibilities, procedures, and participation pathways are clearly documented, widely communicated, and actively used to guide informed, inclusive institutional decision-making at LMC. ***(Evidence: 4.2-SGC-Budget-Planning Committee-Brainstorm-Fdbck\_04.08.26, 4.2LMCParticipatoryGovernance AssessmentTaskGroup Report2024)***

LMC has a clearly structured and transparently operated shared governance subcommittee system, which supports inclusive, mission-aligned institutional decision-making. The SGC website publicly identifies its standing subcommittees—including Equal Employment Opportunity (EEO), Institutional Development for Equity & Access (IDEA), Planning, Professional Development Advisory Committee (PDAC), Strategic Enrollment Management (SEM), Sustainability, Teaching and Learning Committee (TLC), and the Technology Advisory Group (TAG)—and clearly situates them within the College’s shared governance framework. Each subcommittee addresses defined institutional priorities and reports through established governance pathways to the SGC, ensuring that policy development, planning, and recommendations reflect input from faculty, classified professionals, students, and administrators. The committee operational guidelines, which are publicly available and establish consistent expectations for roles, responsibilities, decision-making, communication, and evaluation across committees. These guidelines define responsibilities for chairs, members, and

recorders; require transparent agenda and minutes posting; articulate voting and participation practices; and emphasize equity-minded decision-making and inclusive dialogue. This structure is appropriate to the College's mission and organizational complexity, as it distributes decision-making across focused bodies while maintaining accountability through a centralized governance council. *(Evidence: 4.2SGC-Website-SubCommitteeScreenshot\_04.19.2026, 4.2LMC-SGC-CommitteeOperationalGuidelinesWebpage Screenshot)*

Together, District policies, college-level governance documents, and shared governance practices demonstrate that LMC clearly defines and communicates roles, responsibilities, and authority for institutional decision-making. Governance structures are mission-appropriate, procedures are thoroughly documented and widely accessible, and meaningful opportunities for participation are embedded across faculty, classified professionals, students, and administrators. Collectively, these transparent processes, equitable representation, and ongoing evaluations, LMC ensures inclusive, effective, and well-communicated institutional leadership and governance.

**Standard 4.2 Evidence Link and List:**

*4.2LMC-AcademicSenate-Roles\_ResponsibilitiesWebpage Screenshot*  
*4.2-LMC AcademicSenateByLawsRevision-ApprovedFinal-SP25*  
*4.2LMC-AS-Feedback-RecommendedRevisiontoSEP*  
*4.2ClassifiedSenateBylaws\_Rev10.10.22-BS*  
*4.2LMCCSGoalsandObjectives2021-2026extendedinSP25*  
*4.2LMC-CSMeetingUpdatesEmail\_04.15.2026*  
*4.2LMC-AssociatedStudents-Bylaws\_2024*  
*4.2LMC-AssociatedStudentsWebpageScreenshot\_04.19.2026*  
*4.2CCCCBoardPolicy-Institutional-Leader-Govern-Decision\_1009*  
*4.2CCCCAdministrativeProc-ParticipatoryGovernance\_1009.01*  
*4.2LMC-CS-CallforNominationsEmail*  
*4.2LMCAS-Minutes-RetreatDebrief&BylawsReview\_02.02.2026*  
*4.2LMCAS\_Election\_Packet\_2026-27*  
*4.2LMCAS-ResolutionNo9SupportofLMCAsian-PacIslandStudents*  
*4.2LMC-SGCPositionPaper\_Revised\_05.13.2015*  
*4.2-SGC-Budget-Planning Committee-Brainstorm-Fdbck\_04.08.26*  
*4.2LMCParticipatoryGovernanceAssessmentTaskGroup Report2024*  
*4.2SGC-Website-SubCommitteeScreenshot\_04.19.2026*  
*4.2LMC-SGC-CommitteeOperationalGuidelinesWebpageScreenshot*

**4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.**

Los Medanos College (LMC) employs clearly defined and consistently applied decision-making structures that support collaboration, innovation, and a sustained focus on equitable student outcomes. Through its participatory governance framework, the College ensures that faculty, classified professionals, students, and administrators meaningfully contribute to institutional decisions that advance the mission. The Academic Senate, Classified Senate, LMC Associated Students and Shared Governance Council (SGC) each play distinct yet interconnected roles in this framework, using transparent processes, shared accountability, and data-informed practices to guide decision-making and continuous institutional improvement. *(Evidence: 4.3AcademicSenateWebsite Screenshot, 4.3ClassifiedSenateWebsite Screenshot, 4.2LMC-AssociatedStudentsWebpageScreenshot\_04.19.2026, 4.3SGCWebsiteScreenshot)*

The Academic Senate demonstrates consistent and effective governance through established processes that ensure inclusion, transparency, and shared understanding of academic decisions. Senate meetings follow structured agendas with first and second readings, recorded deliberations, and formal votes, providing multiple opportunities for faculty input and constituent feedback. These practices ensure accountability while maintaining alignment with the College's mission and academic integrity. A notable example of the Senate's effectiveness is its substantive engagement with the Student Equity Plan (SEP). Faculty review of longitudinal, disaggregated equity data led to thoughtful feedback that prompted further analysis by the IDEA Committee and resulted in a refined, more precise prioritization of Hispanic male students for the persistence metric. This iterative, data-driven collaboration strengthened the equity focus of the SEP and illustrates how Academic Senate decision-making supports innovation, mission advancement, and improved outcomes for disproportionately impacted students. *(Evidence: 4.3AcademicSenate-SEPDataAnalysisSummary, 4.3AcademicSenate-SEPREcommendedRevisions, 4.3Academic SenateMeetingAgenda-Item10c\_11.17.2025)*

The Classified Senate similarly demonstrates consistent and inclusive decision-making practices that elevate classified professional perspectives within college-wide governance. Classified Senate meetings follow formal procedures, including quorum, approved agendas, motions, and minutes, ensuring transparency and accountability. Through active participation in accreditation processes, mission, vision, and values review, and governance structure discussions, classified professionals meaningfully contribute to institutional planning and evaluation efforts. The Senate's formal feedback to SGC on the Mission, Vision, and Values statements exemplifies how classified voices are integrated into core institutional decisions. In addition, classified-led initiatives such as Caring Campus reflect how decision-making practices foster collaboration, innovation, and a culture of care and belonging. Engagement with DEIB leadership and involvement in governance assessments further demonstrate the Classified Senate's role in evaluating practices and recommending improvements that strengthen institutional effectiveness and equity. *(Evidence: 4.3CS-FeedbacktoSGC-MissionVisionValues, 4.3CSMinutes-Item#8-MVV\_10.20.2025, 4.3CaringCampus-PDCollab\_Workshop SeriesFlyer\_11.14.2025, 4.3Caring Campus Overview 09.04.25, 4.3CSMinutes-Chatwith DEIBDeans\_03.09.2026)*

Los Medanos College Associated Students (LMCAS) demonstrates the consistent and effective use of institutional decision-making structures through regular participation in shared governance, cross-constituent collaboration, and evidence-informed discussion of student equity challenges. LMCAS representatives actively serve on key committees, including the Shared Governance Council, Curriculum Committee, IDEA Committee, and District Governance Council, and regularly report back to the Senate to inform deliberations and votes. Meeting records document LMCAS engagement in collegewide planning conversations, such as the formal appointment of student representatives to the Curriculum Committee and structured feedback on committee proposals and institutional initiatives, illustrating the reliable integration of student voice into established governance pathways. Decision-making within LMCAS also supports a collaborative and innovative climate by directly engaging students in discussions grounded in institutional data and equity-focused priorities. During Spring 2026 meetings, LMCAS reviewed and provided feedback on the draft Educational Strategic Plan goals, which emphasize equitable student access, learning, and outcomes, partnerships, and continuous improvement. This work aligns with themes presented during the Joint Senates FLEX Session, where faculty, classified professionals, and students jointly examined persistence, early connection, and equity gap data to inform collective action. LMCAS representatives brought these shared insights into governance discussions, reinforcing a culture in which decision-making is transparent, data-informed, and responsive to student experience, particularly for disproportionately impacted populations. ***(Evidence: 4.3LMC-JointSenates-FlexSessionMaterials\_SP25, 4.3LMCAS-MINUTES-Item15-CurriculumCommitteeRepresentation \_09.29.2025)***

At the college-wide level, the Shared Governance Council provides an integrative forum for cross-constituent collaboration and collective accountability. As defined in its charge sheet, SGC is intentionally structured to include balanced representation from faculty, classified professionals, students, and managers, operates under Brown Act principles, and uses clearly articulated procedures to guide deliberation and recommendations to the President. SGC plays a central role in synthesizing input from the Senates and committees, managing resource allocation, and aligning institutional planning with the mission. Importantly, SGC has demonstrated its commitment to evaluating and improving decision-making practices by commissioning the Participatory Governance Assessment Task Group. This comprehensive, evidence-based review engaged the campus community through surveys, focus groups, college assemblies, and comparative research, resulting in actionable recommendations to improve clarity, participation, communication, and equity in governance. The development of revised charge sheets, standardized guidelines, and proposed governance refinements reflects SGC's role in fostering a culture of continuous improvement and innovation. ***(Evidence: 4.3AcademicSenate-SGC-2025ChargeSheetRevisions\_Sep2025, 4.3CS-FeedbacktoSGC-MissionVisionValues, 4.3AcademicSenateMeetingMinutes-Items 9aAND9c\_10.06.2025, 4.3Participatory Governance Assessment Task Group Report 2024)***

In summary, Los Medanos College meets ACCJC Standard 4.3 through consistently applied, transparent, and inclusive decision-making structures that support collaboration and mission-driven innovation. The coordinated work of the Academic Senate, Classified Senate, LMC

Associated Students, and Shared Governance Council ensures that decisions are informed by data, grounded in shared understanding, and responsive to equity considerations. Collectively, these practices demonstrate that LMC not only uses institutional decision-making structures consistently, but does so in ways that foster collaboration, encourage innovation, and prioritize equitable student outcomes in alignment with the College mission. Through regular evaluation and refinement of governance practices, the College demonstrates an ongoing commitment to effectiveness, accountability, and equitable student success.

**Standard 4.3 Evidence Link and List:**

- 4.3AcademicSenateWebsite Screenshot***
- 4.3ClassifiedSenateWebsiteScreenshot***
- 4.2LMC-AssociatedStudentsWebpageScreenshot\_04.19.2026***
- 4.3SGCWebsiteScreenshot***
- 4.3AcademicSenate-SEPDataAnalysisSummary***
- 4.3AcademicSenate-SEPRecommendedRevisions***
- 4.3Academic SenateMeetingAgenda-Item10c\_11.17.2025***
- 4.3CS-FeedbacktoSGC-MissionVisionValues***
- 4.3CSMinutes-Item#8-MVV\_10.20.2025***
- 4.3CaringCampus-PDCollab\_Workshop SeriesFlyer\_11.14.2025***
- 4.3Caring Campus Overview 09.04.25***
- 4.3CSMinutes-Chatwith DEIBDeans\_03.09.2026***
- 4.3LMC-JointSenates-FlexSessionMaterials\_SP25***
- 4.3LMCAS-MINUTES-Item15-CurriculumCommitteeRepresentation\_09.29.2025***
- 4.3AcademicSenate-SGC-2025ChargeSheetRevisions\_Sep2025***
- 4.3CS-FeedbacktoSGC-MissionVisionValues***
- 4.3AcademicSenateMeetingMinutes-Items 9aAND9c\_10.06.2025***
- 4.3Participatory Governance Assessment Task Group Report 2024***

**Standard 4.4: Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.**

The Governing Board takes responsibility for the overall quality and stability of the District by effectively acting through policy and governing in accordance with the authority granted and duties defined in California Education Code Section 70902, the Rules and Regulations of the Governing Board, and Board Policy 1009 (Institutional Leadership, Governance, and Decision-Making). *(Evidence: 4.4CaliforniaStateEducationCode-EDC70902, 4.4CCCCDGoverningBoard-PolicyReview\_RulesRegulations\_07.09.2025, 4.4CCCCDGoverningBoard-RulesandRegulations1.1CCCCDBoardPolicy-Institutional LeadershipGovernanceandDecision Making\_1009)*

The Governing Board establishes and is accountable for policies that ensure academic quality and successful student outcomes, including policies governing educational planning, curriculum, standards of scholarship, equity, and degree requirements (Governing Board Policies and Administrative Procedures, Series 4000). Representative policies include Board Policies 4001 (and companion Curriculum and Instruction Procedure 4001) - Standards of Scholarship, 4008 - Review, Establishment, Modification and Discontinuance of Courses and Programs, 4011 - Philosophy and Requirements for Associate Degree and General Education, 1023 - Equity in Student Achievement, and the Curriculum and Instruction Procedure Manual. *(Evidence: 4.4CCCCDGoverningBoard-Policies\_AdminProcedures-AcademicSeries\_4000, 4.4CCCCDBoardPolicy-StandardsOfScholarship\_4001, 4.4CCCCDCurriculumInstructionProcedure\_4001, 4.4CCCCDBoardPolicy-ReviewEstabModDC-CourseProg\_4008, 4.4CCCCDBoardPolicy-Policy-Reqmnts-AssocDegreeandGE\_4011, 4.4CCCCDBoardPolicy-EquityinStudentAchievement\_1023, 4.4CCCCD-Curriculum-InstructionProcedures\_TableOfContents)*

The Governing Board regularly reviews special reports and informational items that include key indicators of student learning and achievement, as well as institutional plans to improve academic quality and support successful outcomes for all students (2025-2026 Governing Board Master Planning Calendar). Regularly scheduled reports include special reports on Student Enrollment and Success Trends; High School Outreach, Enrollment, and Success; and updates on Student Equity and Achievement. The Governing Board also reviews annual Educational Planning Reports (GB Agenda January 21, 2026) from the Districtwide Educational Planning Committee as required in Curriculum and Instruction Procedure 4008, high school graduate studies (GB Agenda November 12, 2025; High School Graduate Studies), and college Student Equity and Achievement Plans (GB Agenda November 12, 2025). *(Evidence: 4.4CCCCDGoverningBoard-MasterPlanningCalendar2025-26\_StudentLearningReview, 4.4CCCCDGoverningBoard-SpecialReport\_StudentEnrollment-SuccessTrends, 4.4CCCCDGoverningBoard-SpecialReport\_HSOutreach-Enrollment-Success, 4.4CCCCDGoverningBoard-SpecialReport\_SEAP, 4.4CCCCD-GB-Agenda\_AuditReports\_01.21.2026, 4.4CCCCD-Curriculum-InstructionProcedure\_4008, 4.4CCCCD-GB-Agenda\_HSGradStudy\_11.12.2025, 4.4LMC\_2024-2025HSGradStudy, 4.4CCCCD-GB-Agenda-SEAPPlans\_11.12.2025)*

The Governing Board maintains responsibility for the fiscal health and stability of the District through clearly defined policies, including Board Policy 5031 (Fiscal Management), the Rules

and Regulations of the Governing Board, the Governing Board Policies and Administrative Procedures (Series 5000), and the Business Procedure Manual. ***(Evidence: 3.4CCCCDBoard Policy\_FiscalManagement-5031, 3.6CCCCD-GovBard-RulesandRegulations, 4.4CCCCD-GB-Policies-AdminProcedures\_TableOfContents, 4.4CCCCD-GB-BusinessProcedures\_TableOfContents)***

The Governing Board regularly reviews key fiscal information and documents regarding the stability of the District, as outlined in the 2025-2026 Governing Board Master Planning Calendar. Examples include special reports on the development of upcoming budgets (GB Agenda April 16, 2025), including budget assumptions; holding public hearings on the adoption budgets and reviewing the District's annual attendance reports (CCFS-320) (GB Agenda September 10, 2025); reviewing and approving the District budget schedule, quarterly budget transfers, and the financial status report (CCFS-311Q) (GB Agenda November 12, 2025); and receiving annual independent audits (GB Agenda January 21, 2026). ***(Evidence: 4.4CCCCD-GB2025-26MasterPlanningCalendar\_FiscalInformationReview, 4.4CCCCD-GB-Agenda-BudgetDevelopment\_04.16.2025, 4.4CCCCD-GB-Agenda-Items#8-12-13-19\_09.10.2025, 4.4CCCCD-GB-Agenda-Item#15\_11.12.2025, 4.4CCCCD-GB-Agenda-EdPlanningReports\_01.21.2026)***

The Governing Board has an established process for regularly evaluating and revising its policies in alignment with the Community College League of California (CCLC) policy review cycle. Recent policy review examples include Board Policy 3013 - Student Records, Directory Information and Privacy (GB Agenda February 19, 2025), Board Policy 5014 – Contracts (GB Agenda February 19, 2025), Rules and Regulations of the Governing Board (GB Agenda July 9, 2025), and Board Policy 4011 - Philosophy and Requirements for Associate Degree and General Education (GB Agenda August 13, 2025). Board Policy 1010 (Code of Ethics of the Governing Board), Board Policy 1020 (Conflicts of Interest), and Administrative Procedure 1020.01 (Conflict of Interest) are reviewed each year at the Governing Board's Annual Retreat (GB Special Meeting Agenda June 12, 2025). ***(Evidence: 4.4CCCCD-GBAgenda-PolicyReviewBP3013\_02.19.2025, 4.4CCCCD-GB-Agenda-PolicyReviewBP5014\_02.19.2025, 4.4CCCCD GoverningBoard-PolicyReview\_RulesRegulations\_07.09.2025, 4.4CCCCD-GB-Agenda-PolicyReviewBP4011\_08.13.2025, 4.4CCCCD-BoardPolicy-CodeofEthics\_BP1010, 4.4CCCCD-BoardPolicy-ConflictofInterest\_BP1020, 4.4CCCCD-AdministrativeProc-ConflictofInterest\_AP1020.01, 4.4CCCCD-GB-SpecialMtgAgenda\_06.12.2025)***

#### **Standard 4.4 Evidence Link & List**

***4.4CaliforniaStateEducationCode-EDC70902***

***4.4CCCCDGoverning Board-PolicyReview\_RulesRegulations\_07.09.2025***

***4.4CCCCDGoverningBoard-Rulesand Regulations***

***1.1CCCCDBoardPolicy-Institutional LeadershipGovernanceandDecision Making\_1009***

***4.4CCCCDGoverningBoard-Policies\_AdminProcedures-AcademicSeries\_4000***

***4.4CCCCD BoardPolicy-StandardsofScholarship\_4001***

***4.4CCCCDCurriculumInstructionProcedure\_4001***

***4.4CCCCDBoardPolicy-ReviewEstabModDC-CourseProg\_4008***

***4.4CCCCDBoard Policy-Policy-Reqmnts-AssocDegreeandGE\_4011***

***4.4CCCCDBoardPolicy-Equityin StudentAchievement\_1023***

*4.4CCCCD-Curriculum-InstructionProcedures\_TableOfContents*  
*4.4CCCCDGoverningBoard-MasterPlanningCalendar2025-26\_StudentLearningReview*  
*4.4CCCCDGoverningBoard-SpecialReport\_StudentEnrollment-SuccessTrends*  
*4.4CCCCDGoverningBoard-Special Report\_HSOutreach-Enrollment-Success*  
*4.4CCCCDGoverningBoard-SpecialReport\_SEAP*  
*4.4CCCCD-GB-Agenda\_AuditReports\_01.21.2026*  
*4.4CCCCD-Curriculum-Instruction Procedure\_4008*  
*4.4 CCCCCD-GB-Agenda\_HSGradStudy\_11.12.2025*  
*4.4LMC\_2024-2025HSGradStudy*  
*4.4CCCCD-GB-Agenda-SEAPPlans\_11.12.2025*  
*3.4CCCCDBoard Policy\_FiscalManagement-5031*  
*3.6CCCCD-GovBard-RulesandRegulations*  
*4.4CCCCD-GB-Policies-AdminProcedures\_TableOfContents*  
*4.4CCCCD-GB-BusinessProcedures\_Table OfContents*  
*4.4CCCCD-GB2025-26MasterPlanningCalendar\_FiscalInformationReview*  
*4.4CCCCD-GB-Agenda-BudgetDevelopment\_04.16.2025*  
*4.4CCCCD-GB-Agenda-Items#8-12-13-19\_09.10.2025*  
*4.4CCCCD-GB-Agenda-Item#15\_11.12.2025*  
*4.4CCCCD-GB-Agenda-EdPlanningReports\_01.21.2026*  
*4.4CCCCD-GBAgenda-PolicyReview BP3013\_02.19.2025*  
*4.4CCCCD-GB-Agemda-PolicyReviewBP5014\_02.19.2025*  
*4.4CCCCD GoverningBoard-PolicyReview\_RulesRegulations\_07.09.2025*  
*4.4CCCCD-GB-Agenda-PolicyReviewBP4011\_08.13.2025*  
*4.4CCCCD-BoardPolicy-CodeofEthics\_BP1010*  
*4.4CCCCD-BoardPolicy-ConflictofInterest\_BP1020*  
*4.4CCCCD-AdministrativeProc-ConflictofInterest\_AP1020.01*  
*4.4CCCCD-GB-SpecialMtgAgenda\_06.12.2025*

**Standard 4.5 - The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.**

The Governing Board selects and evaluates the Chancellor, who serves as the District's chief executive officer, and delegates to the Chancellor full authority to implement board policies, ensure effective operations, and fulfill the District's mission.

Board Policy 2057 and Human Resources Procedure 1010.06 (Hiring of Contract Administrators) define the processes for selecting the Chancellor and were followed most recently in the 2024 hiring of the current Chancellor (GB Special Meeting Agenda July 22, 2023, GB Special Meeting Minutes July 22, 2023, GB Minutes August 9, 2023, and Chancellor Recruitment Timeline). The Chancellor's evaluation is governed by Human Resources Procedure 2030.13 (Evaluation of Academic Contract Administrators). The Chancellor is evaluated annually using established criteria and processes, including the development of annual goals and objectives aligned with the District's strategic plan, which are jointly reviewed by the Governing Board and the Chancellor. *(Evidence: 4.5CCCCD-BoardPolicy-HiringofContractAdmin\_BP2057, 4.5CCCCD-HRProcedure-HiringContractAdmin\_HR1010.06, 4.5CCCCD-GB-Agenda-ChancellorRecruitment\_07.22.2023, 4.5CCCCD-GB-Minutes-ChancellorRecruitment\_07.22.2023, 4.5CCCCD-GB-Agenda-ChancellorRecruitment\_08.09.2023, 4.5CCCCD ChancellorRecruitmentTimeline, 4.5CCCCD-HRProcedure-EvalContractAdmin\_HR2030.13)*

Board Policy 1009 (Institutional Leadership, Governance, and Decision-Making) and the Rules and Regulations of the Governing Board (Number 17) formally delegate full administrative authority to the Chancellor to implement Board policies and ensure effective District operations in fulfillment of the District's mission. The Chancellor, in turn, delegates operational authority to College presidents while remaining accountable to the Governing Board for institutional performance and policy implementation. *(Evidence: 4.2CCCCDBoardPolicy-Institutional-Leader-Govern-Decision\_1009, 4.4CCCCDGoverningBoard-RulesandRegulations)*

**Standard 4.5 Evidence Link & List:**

***4.5CCCCD-BoardPolicy-HiringofContractAdmin\_BP2057  
4.5CCCCD-HRProcedure-HiringContractAdmin\_HR1010.06  
4.5CCCCD-GB-Agenda-ChancellorRecruitment\_07.22.2023  
4.5CCCCD-GB-Minutes-ChancellorRecruitment\_07.22.2023  
4.5CCCCD-GB-Agenda-ChancellorRecruitment\_08.09.2023  
4.5CCCCD ChancellorRecruitmentTimeline  
4.5CCCCD-HRProcedure-EvalContractAdmin\_HR2030.13  
4.2CCCCDBoardPolicy-Institutional-Leader-Govern-Decision\_1009  
4.4CCCCDGoverningBoard-RulesandRegulations***

**Standard 4.6 - The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.**

The Governing Board functions as a collective entity in support of the District's mission, values, and fiduciary responsibilities through clearly articulated policies, ethical standards, and established self-governance practices. The Rules and Regulations of the Governing Board and Board Policy 1010 (Code of Ethics of the Governing Board) define the Board's authority, expectations for collective action, ethical conduct, and decision-making in the best interest of students and the institution. The regulations and policy emphasize accountability and affirm the Board's commitment to operating as a unified body once collective decisions are made. *(Evidence: 4.4CCCCD Governing Board-Rules and Regulations, 4.4CCCCD-Board Policy-Code of Ethics\_BP1010)*

The Board demonstrates independence and integrity through Board Policy 1020 and Administrative Procedure 1020.01 (Conflict of Interest), which outline requirements for avoiding conflicts of interest and delineate incompatible activities. These policies, together with Board Policy 1010, reinforce the Governing Board's commitment to act free from undue influence. Documented procedures for effective self-governance and addressing conduct that does not align with Board expectations are established in Board Policy 1010 and Board Policy 1022 (Governing Board Communication Protocols). Board Policy 1022 defines standards for communication among Board members, between the Board and the Chancellor, and for responding to concerns raised by individual Board members, ensuring ethical behavior and adherence to best practices in board governance. *(Evidence: 4.4CCCCD-Board Policy-Conflict of Interest\_BP1020, 4.4CCCCD-Administrative Proc-Conflict of Interest\_AP1020.01, 4.4CCCCD-Board Policy-Code of Ethics\_BP1010, 4.6CCCCD-Board Policy-GB Communication Protocols\_BP1022)*

The Governing Board regularly evaluates and improves its effectiveness through formal evaluation, orientation, and professional development. Board Policy 1015 (Governing Board Evaluation) and Administrative Procedure 1015.01 (Process to Conduct a Governing Board Evaluation) outline a comprehensive evaluation process that includes an annual self-evaluation and a biennial 360-degree evaluation with input from individuals who regularly interact with the Board. *(Evidence: 4.6CCCCD-Board Policy-GB Evaluation Policy\_BP1015, 4.6CCCCD-Administrative Proc-Process Conduct GB Eval\_AP1015.01)*

The Governing Board conducts an annual Board Retreat at which Board evaluation results are discussed, progress toward prior-year goals is assessed, and goals for the upcoming year are established in alignment with the District Strategic Plan (Board Retreat Agenda June 12, 2025). The Governing Board also reviews Board Policies 1010 and 1020 and engages in professional development focused on foundational governance practice, Board effectiveness, delegation of authority to the CEO, and avoidance of conflicts of interest. The most recent 360-degree Governing Board evaluation was conducted in May 2025. *(Evidence: 4.6CCCCD Strategic Plan 2025-2030 Website Screenshot, 4.6CCCCD-GB-Special-Mtg Agenda\_06.12.2025, 4.6CCCCD Governance PD\_GB Special Retreat\_June 2025)*

New Board members receive a comprehensive orientation coordinated by the Board President and Chancellor, covering Board roles and responsibilities, District operations, governance processes, and strategic priorities (New Board Member Orientation Agenda). The Board President and Chancellor also provide orientation and ongoing support to the student trustee, consistent with the Rules and Regulations of the Governing Board related to student representation. *(Evidence: 4.6CCCCD-GB-NewEmployee-OrientationAgenda, 4.4CCCCD GoverningBoard-RulesandRegulations)*

Governing Board members are further supported through regular study sessions and are encouraged to participate in state and national professional development opportunities, including those offered by the Community College League of California. Conferences and training opportunities for Governing Board members are discussed annually at the December Board meeting (GB Agenda December 17, 2025). *(Evidence: 4.6CCCCD-GB-Agenda-Conferences \_12.17.2025)*

*Standard 4.6 Evidence Link & List:*

*4.4CCCCDGoverningBoard-RulesandRegulations*  
*4.4CCCCD-BoardPolicy-CodeofEthics\_BP1010*  
*4.4CCCCD-BoardPolicy-ConflictofInterest\_BP1020*  
*4.4CCCCD -AdministrativeProc-ConflictofInterest\_AP1020.01*  
*4.4CCCCD-BoardPolicy-CodeofEthics\_BP1010*  
*4.6CCCCD-BoardPolicy-GBCommunicationProtocols\_BP1022*  
*4.6CCCCD-BoardPolicy-GBEvaluationPolicy\_BP1015*  
*4.6CCCCD-AdministrativeProc-ProcessConductGBEval\_AP1015.01*  
*4.6CCCCDStrategicPlan 2025-2030WebsiteScreenshot*  
*4.6CCCCD-GB-Special-MtgAgenda\_06.12.2025*  
*4.6CCCCD GovernancePD\_GB Special Retreat\_June 2025*  
*4.6CCCCD-GB-NewEmployee-OrientationAgenda*  
*4.4CCCCD GoverningBoard-RulesandRegulations*  
*4.6CCCCD-GB-Agenda-Conferences \_12.17.2025*