

Standard IV

DRAFT FOR PUBLIC COMMENT (Feb 20-March 15)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participatory processes are used to assure effective planning and implementation.

EVIDENCE OF MEETING THE STANDARD

Creating and encouraging innovation: Support for innovation starts with the San Mateo Community College District Board of Trustees (Board). The Board adopted the District Strategic Plan in 2015. Several of the District Strategic Plan goals require the College to identify and implement innovative practices concerning student success, student equity, as well as teaching and learning [IV.A.1-1].

An allocation for innovation is part of the District's general fund allocation to the College. The College is able to institutionalize innovative programs because the innovation funds are ongoing [IV.A.1-2]. Over the last 4 years the college has received a cumulative total of \$1,850,000 in ongoing innovation funds. These funds have funded the following initiatives: Project Change, the Year One Promise Program, Supplemental Instruction, the Spark Point Program, the Small Business Development Center, Workforce Development (Career Hub), expansion of Open Educational Resources, the Dream Center, and the adoption of a new curriculum model in mathematics. The College reports its use of District Innovation funds to the Board of Trustees for each new round of innovation funding [IV.A.1-3, 4, 5, 6].

In addition, the College has developed an infrastructure to encourage and support innovation.

The College supports innovation in several ways:

- *The Office of Planning, Research, Innovation and Effectiveness:* In 2017/18 the mission of the Office of Planning, Research and Institutional Effectiveness (PRIE) was expanded to include direct support for innovation. The dean of PRIE position was also redefined to include support for innovation [IV.A.1-7, 8]
- *Planning Processes:* The College's planning processes yield innovative practices. The College's Integrated Planning Committee (IPC), the Educational Equity Committee - formerly the Diversity in Action Group (DIAG) - and other institutional and academic senate committees regularly assess student success and achievement data, identify areas of need, and develop innovative practices and programs to meet needs.

For instance, the Umoja Learning Community was developed as a result of assessing the opportunity gap for African American students. The College's Diversity in Action Group (now known as the Educational Equity Committee) reviewed student data and recommended that the College develop a program to address the opportunity gap experienced by African American male students. IPC approved the program based upon a needs assessment. The program received funding and has been assessed at regular intervals [IV.A.1-9, 10, 11].

Several other innovative College programs have been developed in the same manner; these programs are summarized in the evidence section [IV.A.1-12].

- *Professional Development:* Professional Development is also part of the College's innovation infrastructure. Faculty, classified staff, and administrators participate in numerous professional development activities that address innovative programs and pedagogy [IV.A.1-13].

Furthermore, individual faculty, classified staff, and administrators attend conferences, which often lead to innovative practices and programs. For example, members of the Math department attended the California Acceleration Project conference. As a result, the faculty have adopted the Cuyamaca Math Acceleration model. The model was implemented in Fall 2018 [IV.A.1-14].

- *President's Innovation Fund:* The College has established a President's Innovation Fund, which is funded by the SMCCCD Foundation. Faculty and classified staff may apply for up to \$5,000 for seed funding for innovative projects. A college committee reviews innovation requests and makes funding recommendations to the college president [IV.A.1-15].
- *Grant Development:* The College and the SMCCCD have secured several grants over the last six years which help to fund innovative practices and programs [IV.A.1-16].

Supporting administrators, faculty, staff, and students regardless of title: The College has participated in the Leading from the Middle Initiative (LFM), which is sponsored by the Research and Planning Group (RP Group) -- a non-profit organization that provides professional and leadership development, technical assistance, research, and evaluation services for California Community Colleges. Eleven faculty, classified staff, and administrators have participated in LFM activities in the last two academic years. Innovative practices such as the Reading Apprenticeship Program were developed as a result of participation in LFM initiatives [IV.A.1-17]; in addition, participation in LFM has supported the Guided Pathways steering committee and transformational team to transition from the inquiry to the planning/implementation phase of Guided Pathways, and strengthened cohesion by including initiatives such as Year One Promise and ACCEL (AEB) [IV.A.1-18].

Finally, several college programs have been developed by individuals or groups as a response to student needs. Examples include Project Change, which was developed by a faculty member; the Mana program, which was developed by two classified staff members who found that the College was not addressing the specific needs of the Pacific Islander students; and Writing in the End Zone, which was developed by members of the English Department and the Football program to support student athletes [IV.A.1-19].

Using systematic participatory processes: The College's planning and participatory governance structure provides the formal means to identify, develop, fund, institutionalize, and assess innovative programs. The Planning Manual documents the participatory governance

processes, as well as the roles of the College constituency groups in developing innovative programs [IV.A.1-20].

Innovative programs and practices are identified several ways: through Program Review, through institutional committees and academic senate committees, through the institutional assessment process, or by groups or individuals. A summary of all of the College's innovative programs as well as their origination is summarized in the evidence section (see IV.A.1-12). IPC reviews new program requests and makes recommendations for initial program funding. Also, some programs are funded with restricted funds. In this case IPC reviews documentation such as institutional plans, grants, responses to State Chancellors Office requirements, and other relevant documents. Most new programs are first implemented as a pilot. IPC then assesses program results and makes recommendations including a decision to permanently fund the program [IV.A.1-21].

ANALYSIS AND EVALUATION

The College meets the standard. The College has developed an infrastructure and multiple funding streams that encourage and support innovation. Innovation is encouraged throughout the organization regardless of title. The College's planning and participatory governance processes assure that innovative ideas are systemically identified, funded, developed and assessed.

EVIDENCE LIST FOR IV.A.1

IV.A.1-1	District Strategic Plan Goals https://smccd.edu/strategicplanning/Strategic%20Plan%20Adopted%20by%20SMCCCD%20Board%2009-30-15.pdf
IV.A.1-2	2018/19 District Allocation Model
IV.A.1-3	Innovation Fund CSM Requests 2017-2018 Also: Board of Trustees discussion of Innovation Funds as part of the 2018-2019 budget – 6/21/2018, item 18-6-102B https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Minutes/2018-06-21Minutes.pdf
IV.A.1-4	Innovation Funds Requests for FY18-19 Budget
IV.A.1-5	Innovation Fund CSM Requests 2016-2017
IV.A.1-6	2016 Innovation Funds Annual Report

IV.A.1-7	Office of Planning, Research, Innovation and Effectiveness Mission Statement http://collegeofsanmateo.edu/prie/
IV.A.1-8	Dean of PRIE, Generic Job Description
IV.A.1-9	Umoja Needs Assessment: presentation of the Student Equity Plan to IPC: http://collegeofsanmateo.edu/ipc/docs/2015-2016/2015-11-20_StudentEquityPlanPresentation.pdf
IV.A.1-10	Strategic Plan 2015-16 (8/28/15) http://collegeofsanmateo.edu/ipc/docs/2015-2016/2015-08-28_SMCCCDStrategicPlan2015.pdf
IV.A.1-11	Institutional Planning Committee: Minutes 10/6/2017, “Annual Review of College Initiatives – Umoja” http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_UmojaProgramHandout.pdf
IV.A.1-12	Summary of Innovative Programs 2014-2019 (need to create this evidence)
IV.A.1-13	Summary of all Professional Development Activities 2018/19 Academic Year
IV.A.1-14	Mathematics Department Program Review, https://surveys.smccd.edu/ShowResponse.aspx?doid=c4c8f444edc64c62aa158d7d2f0250db&s=7dfd5d861cab40c698ca342141e96fec
IV.A.1-15	Schedule of President’s Innovation Fund Projects - 2017-present
IV.A.1-16	Schedule of College grant awards 2014-2019
IV.A.1-17	List of Leading From the Middle Participants with relevant projects
IV.A.1-18	Guided Pathways Institutional Plan http://collegeofsanmateo.edu/guidedpathways/docs/11-2018_GP_Five_Year_Plan.pdf
IV.A.1-19	Learning Communities webpage, http://collegeofsanmateo.edu/learningcommunities/
IV.A.1-20	Planning Manual, “Part II: Participatory Governance”
IV.A.1-21	New Program Request form (?)

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

EVIDENCE OF MEETING THE STANDARD

Establishing and implementing policy: Board Policy 2.08 establishes the policy regarding administrator, faculty, and staff participation in the decision-making process. The College's *Planning Manual* defines participatory governance, documents the major college decisions, identifies where each decision originates, defines the role of each constituency group in the decision, and identifies the position or group that has the final college-level authority for college recommendations to the Chancellor and the Board [IV.A.2-1, 2].

Provisions for student participation: The student role in college participatory governance is documented in *Board Policy 2.08* which states: "*The Board recognizes the Associated Students organizations as the official bodies representing students and considers students to be full participants in participatory governance on all items pertaining to their interests*" [IV.A.2-1].

Board Policy 1.05 establishes policy for the Student Trustee. The Student Trustee is the official voice of the students to the Board and provides an advisory vote on Board matters [IV.A.2-3].

The College's *Planning Manual* further details the role of students in the participatory governance process. The Associated Students of College of San Mateo appoint student members to all College participatory governance committees, including IPC [IV.A.2-4].

Bringing Forward Ideas and Working Together: Board Policy 2.08 establishes the Board's desire to ensure that all constituencies have a voice on district and college decisions. At the College level, IPC is responsible for

- Ensuring that participatory governance is properly followed across all participatory governance committees;
- Ensuring the integration of the planning process, including, but not limited to a coordinated, institutional approach in addressing college priorities and the interrelationship among institutional plans;

- Establishing regular communication with the campus community regarding the institutional planning process. [IV.A.2-5].

Finally, the *Planning Manual* provides details concerning how ideas are brought forward and how the constituencies work together [IV.A.2-6].

ANALYSIS AND EVALUATION

The College meets the standard. *Board Policy 2.08* explicitly defines the roles of faculty, classified staff, students and administrators in the decision-making process. The College's *Planning Manual* operationalizes Board Policy 2.08 for college-level decisions. The College's integrated planning process and committee membership structure assure that the constituencies work together to bring ideas forward.

EVIDENCE LIST FOR STANDARD IV.A.2

IV.A.2.1	Board Policy 2.08 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_08.pdf
IV.A.2-2	Planning Manual Excerpt: Roles and Responsibilities
IV.A.2.3	Board Policy 1.05 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_05.pdf
IV.A.2.4	College Committees/Committee Membership 2018/19
IV.A.2.5	Integrated Planning Committee: Mission and Tasks http://collegeofsanmateo.edu/ipc/docs/2009-07-27_IPCMissionAndTasks.pdf
IV.A.2.6	Planning Manual Excerpt: The Planning Cycle

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

EVIDENCE OF MEETING THE STANDARD

Administrators and faculty have a substantive and clearly defined role: *Board Policy 2.08* defines roles of the administration and the faculty in institutional governance. The Board relies primarily on the Academic Senate on academic and professional matters, which include policy regarding curriculum and programs, academic standards, faculty professional development, processes for program review, and faculty participation in planning, policy development, and budget development. *Board Policy 2.00* establishes the general administrative structure of the District and the role of the college presidents within the administrative structure [IV.A.3-1, 2].

Substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise: *Board Procedure 2.08.1* establishes detailed the procedures for the development of district-level polices, district level planning, and budget. The District Shared Governance Council (DSGC) is the primary participatory governance body that provides input on districtwide policies, planning, and budget matters prior to formal adoption by the Board. The DSGC has representatives from each college and from all four constituencies [IV.A.3-3].

The College's *Planning Manual* defines the role of the administration and faculty regarding college-level policies, planning and budget matters. Through the Academic Senate, the faculty have primacy with respect to academic and professional matters as defined in *Board Policy 2.08*. The administration maintains primacy on all other administrative and operational matters [IV.A.3-4].

IPC has established a Finance Committee in 2018, which is a subcommittee of IPC. The overall role of the Finance Committee is to provide general guidance regarding the College's annual budget, as well as long-term financial planning. The Finance Committee has representation from all four constituencies [IV.A.3-5].

ANALYSIS AND EVALUATION

The College meets the standard. *Board Policy 2.08* identifies the roles of faculty and administrators regarding institutional governance, polices, planning and budget. The *CSM Planning Manual* provides further detail regarding the roles of faculty and administration regarding these matters. Both faculty and administration have a substantive voice in matters of institutional governance.

EVIDENCE LIST FOR IV.A.3

IV.A.3-1	Board Policy 2.08 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_08.pdf
IV.A.3-2	Board Policy 2.00 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_00.pdf
IV.A.3-3	Board Procedure 2.08.1 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_08.1.pdf
IV.A.3-4	Planning Manual Excerpt: Roles and Responsibilities
IV.A.3-5	Finance Committee Mission and Tasks

IVA.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

EVIDENCE OF MEETING THE STANDARD

Faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services: *Board Policy 2.08* states that the Board will rely primarily on the faculty concerning “Academic and professional matters”, which includes curriculum and educational program development [IV.A.4-1]. According to the Mission Statement of the College of San Mateo Academic Senate, the Academic Senate “consults collegially with the Board of Trustees and the district/college administration when adopting policies and procedures” [IV.A.4-2].

The College has an established process for curriculum development and student learning programs and services, which is documented in the *Planning Manual*. Furthermore, detailed documentation regarding the development of curriculum is provided in the *CSM Curriculum Handbook* [IV.A.4-3, 4].

As documented in the *CSM Curriculum Handbook*, faculty initiate changes to curriculum and programs. The Division Dean reviews prospective curriculum modifications with faculty before they are submitted to the Instruction Committee. The College’s Instruction Committee, which is an Academic Senate Committee, approves all curriculum and programs at the College. The vice president of instruction serves as a non-voting member on both the Instruction Committee and on the Technical Review Sub-Committee. The vice president of instruction meets on a regularly with the Instruction Committee Chairperson.

ANALYSIS AND EVALUATION

The College meets the standard. *Board Policy 2.08* recognizes the faculty as the primary recommending body to the Board for academic and professional matters, which includes curriculum and student learning programs and services. Both the *CSM Planning Manual* and the *CSM Instruction Committee Handbook* document the detailed procedures and processes in curriculum and program development. Faculty work collaboratively with the administration regarding curricular and program modifications.

EVIDENCE LIST FOR IV.A.4

IV.A.2-1	Board Policy 2.08 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_08.pdf
IV.A.4-2	College of San Mateo Academic Senate Mission Statement https://collegeofsanmateo.edu/academicsenate/mission.asp
IV.A.4-3	Planning Manual Excerpt: Curriculum Development/Program Development
IV.A.4-3	CSM Curriculum Handbook http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf

IVA.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

EVIDENCE OF MEETING THE STANDARD

Ensuring appropriate consideration of relevant perspectives; decision making aligned with expertise and responsibility: *Board Policy 2.08* defines the roles of each constituency regarding decision making, including the role of the students [IV.A.5-1]. The *CSM Planning Manual* documents the specific *decision*-making roles of each constituency, the major decisions that the College makes, and each constituency's role in that decision [IV.A.5-2].

The Academic Senate is primarily responsible for academic and professional matters, while the administration is primarily responsible for all other administrative and operational matters. Both the Academic Senate and the administration are committed to ensure that all perspectives are taken into account for major College decisions [IV.A.5-3].

Finally, the College participatory governance structure, which includes membership from each constituency, ensures that multiple perspectives are considered regarding college decisions [IV.A.5-4].

Timely action on institutional plans, policies, curricular change and other key considerations: The College’s planning cycle of research, planning, resource allocation, implementation, and assessment assures that the College takes timely action on institutional plans, policies, curricular change and other key considerations. The College’s planning cycle is operationalized in the College’s *Annual Master Planning Calendar* [IV.A.5-5, 6].

In addition, each institutional committee provides an update to the IPC annually and IPC conducts an annual assessment at the end of the academic year [IV.A.5-7, 8].

Finally the Academic Senate, Classified Senate, and Associated Students of the College of San Mateo each establish goals relevant to their constituents; each body acts on these goals and regularly conducts its own assessments of these goals [IV.A.5-9, 10, 11].

ANALYSIS AND EVALUATION

The College meets the standard. The College’s participatory governance structure and its broad membership base assure consideration from multiple perspectives. All institutional planning committees consist of membership from all four college constituencies. The College’s planning cycle assures that the college takes timely action on institutional plans, policies, and curriculum changes.

Evidence List for Standard IV.A.5	
IV.A.5-1	Board Policy 2.08 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_08.pdf
IV.A.5-2	Planning Manual Excerpt: Roles and Responsibilities
IV.A.5-3	Planning Manual Excerpt: Academic Senate and Administration Roles
IV.A.5-4	Planning Manual (?): Cmmtte Structure/Roster of Committee Members 2018/19

IV.A.5-5	Planning Manual Excerpt: The Planning Cycle
IV.A.5-6	Planning Manual Excerpt: Annual Master Planning Calendar
IV.A.5-7	For example: Equity Committee / Finance Committee, 5/1/2019
IV.A.5-8	For example: Distance Education Committee, "Technology Committee" 4/17/2019
IV.A.5-9	Academic Senate Annual Assessment (check with Jeramy)
IV.A.5-10	Classified Senate Annual Assessment (Check with Fauzi)
IV.A.5-11	Semi-annual ASCSM reports to the Board (to be completed 2018/19) don't find these in the BOT minutes

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

EVIDENCE OF MEETING THE STANDARD

Decisions are documented and widely communicated across the institution: The Office of Planning, Research, Innovation, and Effectiveness (PRIE) maintains primary responsibility for communicating College decisions [IV.A.6-1]. PRIE accomplishes this by maintaining a comprehensive website for IPC and all of the related institutional planning committees [IV.A.6-2]. In addition, agendas and meeting notes for IPC meetings are sent to all members of the College community prior to every IPC meeting [IV.A.6-3].

The Academic Senate also sends its agenda and meeting notes to all faculty [IV.A.6-4]. Furthermore, the academic senate president regularly updates all faculty on academic and professional matters [IV.A.6-5, 6]. Also, Academic Senate Governing Council maintains a standing agenda item regarding committee reports for every Academic Senate meeting [IV.A.6-7]. Finally, the Academic Senate maintains a website that is accessible to all [IV.A.6-8].

The Classified Senate President communicates with the Classified Staff on major college decisions [IV.A.6-9].

Finally, the college president sends periodic emails to all members of the college community on items of special interest [IV.A.7-10, 11].

ANALYSIS AND EVALUATION

The College meets the standard. Agendas and minutes for all college committees are made available to the college community. Also, the Academic Senate and the Classified Senate maintain proper communications with their constituencies.

The College plans to broaden participation in the participatory governance process and improve campus communication, based upon focus group feedback from the *2018-2023 CSM Educational Master Plan (EMP)*, in which “Building on a Culture of Participation and Communication” is identified as a key institutional priority [IV.A.6-12]. **[Explain how we’re going to broaden participation.]**

EVIDENCE LIST FOR IV.A.6

IV.A.6-1	PRIE Website http://collegeofsanmateo.edu/prie/
IV.A.6-2	IPC website
IV.A.6-3	Sample email from PRIE – IPC Agendas and Meeting Notes, January 16, 2019
IV.A.6-4	Sample email from ASGC with minutes/ agenda
IV.A.6-5	Sample email from the President of the Academic Senate – 11/13/18
IV.A.6-6	Summary of email topics from Academic Senate President (to be completed 2018/19)
IV.A.6-7	Sample Academic Senate Governing Council Agenda
IV.A.6-8	Academic Senate website https://collegeofsanmateo.edu/academicsenate/
IV.A.6-9	Placeholder for Classified Senate Communications (to be completed 2018/19)
IV.A.6-10	Summary of email topics from college president (2018/19).
IV.A.6-11	Sample email from college president – 12/14/18 re Prog Rev / Resource Request decisions
IV.A.6-13	Educational Master Plan

IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD

Leadership roles, decision-making policies, procedures, and processes are regularly evaluated: Decision making policies, procedures and processes are evaluated on both formally and informally. The College constantly evaluates decision making policies, procedures and processes on an informal basis. This allows the College to respond expeditiously to concerns about the decision-making process. For instance, members of IPC recommended that a formal Finance Committee be re-established as a sub-committee to IPC after hearing concerns about financial transparency [IV.A.7-1].

IPC also prepares a formal evaluation of decision-making policies, procedures, and processes and committee structure on an annual basis. The evaluation includes a review of a periodic climate survey administered to all college personnel regarding the efficacy of the College’s participatory governance process [IV.A.7-2]. IPC’s evaluations have resulted in several changes to the College’s committee structure and functions over the last several years [IV.A.7-3].

Results are widely communicated and used as the basis for improvement: The discussion of results of the IPC evaluations are documented in the IPC meeting notes [IV.A.7-4, 5]. The *CSM Planning Manual* is updated annually to reflect changes to decision-making policies, procedures, and processes [IV.A.7-6].

ANALYSIS AND EVALUATION

The College meets the standard. The College has processes in place to evaluate the institution’s governance and decision-making processes. The College continuously evaluates its processes and makes changes as needed. The College also formally evaluates its processes on an annual basis. Results are communicated and used for improvement.

EVIDENCE LIST FOR STANDARD IV.A.7

IV.A.7.1 IPC minutes, 9/5/2018 http://collegeofsanmateo.edu/ipc/docs/2018-2019/2019-12-05_IPCMeetingSummary.pdf

IV.A.7.2	Initial discussion of Climate Surveys at IPC: 11/17/2017 http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_IPCMeetingSummary.pdf
IV.A.7.3	For example, the creation of the new Technology Committee with specific focus on the entire technology needs of the campus – IPC minutes 1/16/2019.
IV.A.7.4	For example, IPC minutes 10/6/2017: Umoja, Mana and Puente; IPC minutes of 10/20/2017 http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_IPCMeetingSummary.pdf
IV.A.7-5	Honors, Project Change, Supplemental Instruction, Year One and Promise http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_IPCMeetingSummary.pdf
IV.A.7-6	CSM Planning Manual

B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD

CEO has primary responsibility: As outlined in the SMCCCD College President Generic Position Description, the College President is the CEO of the College and is responsible for leading the college in delivering educational and other services, for supervising those programs and services, and for assessing them [IV.B.1-1].

CEO provides effective leadership: The CEO provides effective leadership in all aspects of the College work: planning, budgeting, hiring, and assessing institutional effectiveness. The CEO presides over

- a committee structure that ensures faculty control of curricular and pedagogical quality [IV.B.1-2, 3];

- an inclusive committee process dealing with planning and resources, that begins with departmental Program Review and Resource Requests [IV.B.1-4, 5, 6];
- selection of key personnel, through a two-stage committee process [IV.B.1-7];
- assessment of institutional effectiveness, through the Institutional Planning Committee review process (for instance, discussion of Program Reviews [IV.B.1-8], College Initiatives [IV.B.1-9, 10, 11], and other key plans [IV.B.1-12, 13]).

ANALYSIS AND EVALUATION

The College meets the standard. The position of CEO clearly assigns responsibility for overall institutional quality to the CEO, who provides effective leadership in all aspects of College life: budgeting, selecting key personnel, and assessing institutional processes.

Evidence List for IV.B.1

IV.B.1-1	SMCCCD College President – Generic position description: https://downloads.smccd.edu/pr/hr/President_Generic.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2FHR%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2FHR%2FShared%2520Documents%2FPosition%2520Descriptions%2FExecutives%2FPresident_Generic.pdf%27%29 NOTE: Unable to open this Sharepoint doc!
IVB1-2	Planning Manual, Part II (about participatory governance)
IV.B.1-3	Planning Manual, diagram of committee structure
IV.B.1-4	For example, Communication Studies Program Review https://surveys.smccd.edu/ShowResponse.aspx?doid=855076767e6b4486befad823f81284a7&s=7dfd5d861cab40c698ca342141e96fec
IV.B.1-5	Resource request worksheet
IV.B.1-6	Meeting discussions about budget allocation (?)
IV.B.1-7	Planning Manual – Hiring Committees
IV.B.1-8	IPC minutes: Establishing themes & trends from Program Review 3/17/17 http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf
IV.B.1-9	For instance, the College Initiatives review documented in IPC minutes: Year One http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_AnnualReview_YearOne.pdf

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| IV.B.1-10 | Or Writing in the End Zone http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_WEZReviewOfCurrentCollegeInitiatives.pdf |
| IV.B.1-11 | Or the Supplemental Instruction Program, http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_AnnualReview_SupplInstruction.pdf |
| IV.B.1-12 | For example, discussions of the Educational Master Plan http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-05-18_IPCMeetingSummary.pdf |
| IV.B.1-13 | For example, discussions of the Sustainability Plan http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-06_IPCMeetingSummary.pdf |

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

EVIDENCE OF MEETING THE STANDARD

The administrative structure is organized and staffed to suit institutional purposes and needs:

In alignment with Board Policy, the Board of Trustees and the Chancellor grants the College President primary responsibility for the overall structure of the College [IV.B.2-1]. The College President has executive responsibility for Administrative Services; the Office of the President; the Office of the Vice Presidents of Instruction and Student Services; Planning, Research, and Institutional Effectiveness (PRIE); and Public Relations and Marketing. The Director of Equity also reports directly to the College President [IV.B.2-2].

While the administrative structure has stayed largely constant, the process permits the president to create or consolidate administrative positions in response to emerging needs and priorities. For instance, the College hired a Director of Equity in 2016, as part of the implementation of a Student Equity Plan [IV.B.2-3] created by the Diversity in Action Group [DIAG]. This was an institutional committee charged with ensuring that “the college’s operational decisions – from the executive to the unit level – support its commitment to diversity and student success” [IV.B.2-4]. (DIAG is now a work group; as an institutional committee, it has been united with the Basic Skills Initiative leadership to form a new Educational Equity Committee (EEC) [IV.B.2-5].

CEO delegates authority to administrators and others as appropriate: The Planning Manual’s planning calendar clarifies the process by which different decisions are made, and identifies in each case which College bodies originate decisions, which bodies are involved in consultation, and who has final authority. For instance, budget matters originate in the collective planning process, involve widespread consultation, but ultimately are decided by the President. Issues of academic planning, on the other hand, such as learning outcomes assessment or curricular revision, originate primarily with faculty inside and outside the Academic Senate Governing Council, involve widespread consultation, but are ultimately decided by the Academic Senate Governing Committee. [IV.B.2-6].

The need for more effective delegation also can trigger creating or consolidating administrative positions, as noted above. A recent example would be the creation, in 2014, of a new Academic Support and Learning Technologies division and dean reporting to the Vice Principal of Instruction. This emerged from a recognition that, with increasing emphasis on initiatives such as learning communities, Guided Pathways, dual enrollment, and other innovative collaborations across disciplines and services, the Vice President of Instruction’s responsibilities exceeded what was feasible for one position. The President, in consultation with Cabinet and others, established a new division to support a “thriving academic culture outside the classroom” [IV.B.2-7].

ANALYSIS AND EVALUATION

The College meets the standard. The CEO plans and oversees the College’s administrative structure, and ensures that the staffing and organization reflects the institution’s evolving purposes and needs. Authority is clearly and appropriately delegated, with clear guidelines about the role of consultation and decision-making bodies at all steps of each College process.

Evidence List for IV.B.2

IV.B.2-1	SMCCCD Board Policy 2.03 – College Presidents: http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_03.pdf
IV.B.2-2	CSM Organizational Chart: http://collegeofsanmateo.edu/prie/docs/CSMOrgChartCollege2018.pdf
IV.B.2-3	Diversity in Action Group: Student Equity Plan, p. 38 http://collegeofsanmateo.edu/institutionalcommittees/diag/2016-01-25_DIAGSEPFinal.pdf
IV.B.2-4	Diversity in Action Group website, http://collegeofsanmateo.edu/institutionalcommittees/diag.asp

- IV.B.2-5 Educational Equity Committee website <http://collegeofsanmateo.edu/eec/>
- IV.B.2-6 Planning Manual Who Does What Chart
- IV.B.2-7 ASLT web page <http://collegeofsanmateo.edu/divisionoffices/aslt.asp>

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

EVIDENCE OF MEETING THE STANDARD

A collegial process that sets values, goals, and priorities including research on external and internal conditions: The CEO presides over institutional processes that ensure that the College defines goals and values, and sets priorities.

- *Institutional Planning Committee:* The principal planning body is the Institutional Planning Committee (IPC). Through this group, the College President guides the College through improvement of the teaching and learning environment. IPC is comprised of representatives from all the campus constituencies and meets on a regular basis to review college initiatives, make recommendations regarding college governance, and promote student achievement [IV.B.3-1]. IPC works with relevant groups, such as Academic Senate, to create values and priorities.

One example is the recent revision of the College's Mission Statement. Between Spring 2017 and Spring 2018, a subcommittee of IPC worked to review and revise the College's

Mission Statement. This process included representatives from the Faculty Academic Senate, the Classified Senate, the Associated Students, and Cabinet Plus (a working group comprised of Cabinet, the six instructional deans, two student service deans, the dean of PRIE, the Director of Equity, and Director of Community Relations & Marketing). The subcommittee recommended a rewording of the Mission Statement as well as the addition of a set of Values Statements to provide additional context to the College's mission [IV.B.3-2, 3, 4, 5, 6, 7]. After review by each College constituency and adoption by IPC, the revised Mission and Values Statements were forwarded to the Board of Trustees [IV.B.3-8]. The College's strategic priorities are derived from the Mission Statement as well as the District's mission [IV.B.3-9]. The strategic priorities are routinely reviewed by IPC to ensure they are still relevant and align with the District's overall Strategic Plan [IV.B.3-10].

- *Planning, Research, Innovation and Effectiveness:* Through this office, at the direction of the CEO, the College regularly researches demographic, student achievement and other data to support the College's mission. The College has recently revised its Educational Master Plan through a collaborative process [IV.B.3-11]. This plan is grounded in detailed demographic research about our current student population, likely areas of growth, potential challenges, trends in employment, and other internal and external factors that drive planning. In addition, through a process of active outreach, faculty and staff from across the campus gave their input on what they perceive as key challenges, opportunities, needs, and strengths facing the College. The EMP identifies five Strategic Priorities for the coming five years, and has been discussed by the IPC to determine the next steps for College planning [IV.B.3-12, 13].

Educational planning is integrated with resource planning and allocation to support teaching and learning: The College's resource planning is driven primarily by the program review process and the resource request process. As part of program review, departments, divisions, and programs may request faculty positions, classified staff positions, equipment, capital improvement projects, and other resources. These requests are prioritized first at the division and service level by faculty and staff [IV.B.3-14]. These requests are then reviewed by the Administrative Council, which in turn prioritizes across divisions and services [IV.B.3-15]. Ultimately, the College President, with input from the President's Cabinet and the Finance Committee, has final determination over these requests [IV.B.3-16].

Procedures evaluate overall institutional planning and implementation efforts: The President oversees the College's Planning Cycle [IV.B.3-17], which relies on comprehensive research to drive planning, resource allocation and institutional assessment.

The College establishes institutional standards for student performance: The College establishes indicators with benchmarks for each institutional priority [IV.B.3-18]. The data source for these benchmarks was, until Summer 2018, the College Index [IV.B.3-19]; starting Fall 2018, the College has moved to using the District's Scorecard and Metrics, sorted by college

[IV.B.3-20]. The assessment of these metrics is used to provide feedback on the effectiveness of College actions [IV.B.3-21].

ANALYSIS AND EVALUATION

The College meets the standard. The CEO guides institutional improvement across the board.

The CEO's leadership has been particularly in evidence in recent years, as the College focuses on exploring new ways to support a changing student body. These new initiatives often cross discipline boundaries, and thus require coordination and leadership from the top as well as faculty energy from the bottom: Guided Pathways, Dual Enrollment, revised assessment processes, and the creation of scaled-up learning communities such as Year One Promise. Our new Educational Master Plan lays out guidelines for the next five years, and will inform and support planning as we go forward.

Evidence List for IV.B.3

- | | |
|----------|--|
| IV.B.3-1 | IPC Mission and Tasks: http://collegeofsanmateo.edu/ipc/docs/2009-07-27_IPCMissionAndTasks.pdf |
| IV.B.3-2 | March 17, 2017 IPC Meeting Summary (College Mission Statement Revision): http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf |
| IV.B.3-3 | May 5, 2017 IPC Meeting Summary (College Mission Statement Revision): http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-05-05_IPCMeetingSummary.pdf |
| IV.B.3-4 | Oct. 20, 2017 IPC Meeting Summary (College Mission Statement Revision): http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_IPCMeetingSummary.pdf |
| IV.B.3-5 | Nov. 3, 2017 IPC Meeting Summary (College Mission Statement Revision): http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-03_IPCMeetingSummary.pdf |
| IV.B.3-6 | Nov. 17, 2017 IPC Meeting Summary (College Mission Statement Revision): http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_IPCMeetingSummary.pdf |
| IV.B.3-7 | April 6, 2018 IPC Meeting Summary (College Mission Statement Revision): http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-06_IPCMeetingSummary.pdf |

- IV.B.3-8 Oct. 24, 2018 SMCCCD Board of Trustees Meeting Agenda (Approval of Revised Mission Statement):
<https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Agendas/2018-10-24%20Agenda.pdf>
- IV.B.3-9 Educational Master Plan, Strategic Priorities, p. 3
- IV.B.3-10 District Strategic Plan <https://smccd.edu/strategicplan/>
- IV.B.3-11 EMP planning process, presented to IPC
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-05-04_EMPPlanningProcess.pdf
- IV.B.3-12 EMP “Strategic Priorities,” Educational Master Plan p. 3
- IV.B.3-13 Minutes, IPC, 12/5/2018 http://collegeofsanmateo.edu/ipc/docs/2018-2019/2019-12-05_IPCMeetingSummary.pdf
- IV.B.3-14 For example, the Language Arts Division prioritized its requests from the Fall 2018 Program Review cycle (Language Arts Division Meeting 11-1-2018)
- IV.B.3-15 **Agenda of the Administrative Council meeting in November 2018, prioritizing requests**
- IV.B.3-16 Planning manual, decision-making
- IV.B.3-17 Planning Manual, College Planning Cycle graphic, p. 13
- IV.B.3-18 Planning Manual, setting benchmarks
- IV.B.3-19 IPC, discussion of College Index for 2015-2016
http://collegeofsanmateo.edu/ipc/docs/2016-2017/2016-09-16_IPCMeetingSummary.pdf
- IV.B.3-20 District Strategic Plan – Scorecard and Metrics <https://smccd.edu/strategicplan/>
- IV.B.3-21 **Example of using the assessment to make improvements (?)**

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation

Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

EVIDENCE OF MEETING THE STANDARD

Compliance with Eligibility Requirements, Accreditation Standards and Commission policies shared among faculty, staff, and administrative leaders: The CEO presides over the process that ensures that the institution complies with relevant Commission Standards, Eligibility Requirements, and policies.

In January 2018, the Dean of Planning, Research, and Institutional Effectiveness was designated as the College’s Accreditation Liaison Officer [IV.B.4-1]. The Dean of PRIE reports directly to the College President and also chairs the College’s Accreditation Oversight Committee. Besides the College President, the Accreditation Oversight Committee is comprised of the Chair of the College’s Assessment Committee (who also serves as co-chair); the Faculty Academic Senate President; the Classified Senate President; the Vice Presidents of Instruction, Student Services, and Administrative Services; and a student representative [IV.B.4-2]. Since [need to check date], the Accreditation Oversight Committee has been a permanent, standing committee of the College.

Evidence List for IV.B.4	
IV.B.4-1	IPC Meeting Summary 1/19/2018 http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-01-19_IPCMeetingSummary.pdf
IV.B.4-2	Accreditation Oversight Committee http://collegeofsanmateo.edu/accredinfo/

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

EVIDENCE OF MEETING THE STANDARD

The CEO assures implementation of statues and policies consistent with mission: The College President serves on the Chancellor’s Cabinet and attends all Board of Trustees meetings. The President consults with the Cabinet, Cabinet +, Management Council and the Administrators

Council, which includes instructional deans and student services and staff [IV.B.5-1, 2].

Effective control of budget and expenditures: The Vice President of Administrative Services and the College Budget Officer have primary responsibility for budget monitoring and maintenance [IV.B.5-3]. The budget is routinely reviewed by the President’s Cabinet. In Fall 2018, the College President recommended the re-establishment of the Finance Committee. This subcommittee of IPC will be comprised of representatives from all constituencies and provide oversight of the College’s budgeting process [IV.B.5-4, 5].

Evidence List for IV.B.5

IV.B.5-1	Administrative Committees http://collegeofsanmateo.edu/institutionalcommittees/Administrative_Groups.asp
IV.B.5-2	Cabinet + Agenda, 2/11/2019
IV.B.5-3	Planning Manual – who does what
IV.B.5-4	IPC Meeting Summary for Sept. 5, 2018 Finance Committee creation: http://collegeofsanmateo.edu/ipc/docs/2018-2019/2018-09-05_IPCMeetingSummary.pdf
IV.B.5-5	Finance Committee description

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

The CEO communicates with all communities inside the College, and served by the College, through a variety of channels, including convening all-College meetings; attendance at meetings for divisions, departments, Academic Senate, Associated Students, and other committees; service on relevant Boards; collaborations with community education leaders; and written communication, including email and the Bulldog Bulletin.

EVIDENCE OF MEETING THE STANDARD

Regular communication with College communities through email and print: The College President routinely sends out all-campus email messages for matters of campus importance [IV.B.6-1, 2, 3]. This is in addition to the Bulldog Bulletin, a round-up of important events [IV.B.6-4, 5].

Reports to the Board: The CEO submits and publishes a monthly report to the Board of

Trustees [IV.B.6-6, 7].

Attendance at meetings: The College President also utilizes all-college meetings during Flex Days and at various points throughout the academic year to update the College community on important matters [IV.B.6-8]. The President also meets frequently with other College committees, such as the Classified Senate (for instance, in March to discuss results of the campus' Climate Satisfaction Surveys) [IV.B.6-9], the Academic Senate [IV.B.6-10, 11, 12], or department or division meetings (for instance, at the English department meeting of 11/29/2017 to discuss dual enrollment) [IV.B.6-13]. The CEO frequently appears at retreats or other special gatherings to touch base and underline commitment (for example, at a Leadership Retreat in March 2018) [IV.B.6-14]. The CEO attends all Board of Trustee meetings [IV.B.6-15]. The College President also routinely meets with the Academic Senate and its President [IV.B.6-16].

Community involvement: In the community, the College President serves on the boards of or is a member of several organizations. He currently serves on the San Mateo Community Colleges Foundation Board and is a member of that group's Audit Committee [IV.B.6-17]. He is also a member of the San Mateo Chamber of Commerce Advisory Committee the Board of the San Mateo Credit Union, and the San Mateo Rotary Club. As the face of the College, the President also works closely with the principals and superintendents of local high schools and high school districts [IV.B.6-18]. These connections have become extremely important as the College has started and expanded its Year One/Promise Scholarship program.

ANALYSIS AND EVALUATION

The College meets the standard. The CEO is engaged with the community, and participates actively in community organizations such as the San Mateo Credit Union, the Rotary Club and the Chamber of Commerce. In addition, there are clear and well-established channels of internal communication through various means.

Evidence List for IV.B.6

- | | |
|----------|---|
| IV.B.6-1 | Example of email from Mike ("Free Speech on Campus," 9/13/2018) |
| IV.B.6-2 | Example of email from Mike ("Tragic Loss," 11/24/2018) |
| IV.B.6-3 | Example of email from Mike ("California Fires and Air Quality," 11/12/2018) |
| IV.B.6-4 | Bulldog Bulletin 11/2017 |
| IV.B.6-5 | Bulldog Bulletin 8/31/2018 |

- IV.B.6-6 For instance, the report from 12/7/2017
http://collegeofsanmateo.edu/president/docs/2017-12-07_CSMPresReport.pdf
- IV.B.6-7 Office of the President, Reports to the Board of Trustees
<http://collegeofsanmateo.edu/president/presidentsreports.asp>
- IV.B.6-8 Oct. 10, 2018 Flex Day Agenda - All-College Meeting:
<https://calendar.collegeofsanmateo.edu/events/index.php?com=detail&eID=21095&year=2018&month=10>
- IV.B.6-9 **Minutes, Classified Senate, March 2018** (not yet uploaded)
- IV.B.6-10 Academic Senate Minutes Sept. 12, 2017
https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2017.09.12_AS_minutes.pdf
- IV.B.6-11 Academic Senate Minutes Oct. 24, 2017
https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2017.10.24_AS_minutes.pdf
- IV.B.6-12 Academic Senate Minutes Feb. 13, 2018
https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2018.02.13_AS_Minutes.pdf
- IV.B.6-13 English department Agenda, Nov 29 2017
- IV.B.6-14 Agenda, CSM Leadership Retreat, March 16 2018
- IV.B.6-15 **Evidence that Mike goes to BofT meetings**
- IV.B.6-16 For example, see the minutes of the Academic Senate meeting from 9/12/2017
- IV.B.6-17 San Mateo County Community Colleges Foundation – Board of Directors
<https://foundation.smccd.edu/board-of-directors.php>
- IV.B.6-18

IV.C. Governing Board

Standard IV.C.1: The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution.

EVIDENCE OF MEETING THE STANDARD

Board of Trustees has authority and responsibility for policies assuring institutional quality, effectiveness and integrity: The San Mateo County Community College District (SMCCCD) Board of Trustees is an independent, policy-making body charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. As required by California Education Code, the SMCCCD Board of Trustees has adopted a set of policies that detail accreditation expectations as well as delineate expectations for these matters. The Board's policies are publicly posted on the District's website and reviewed regularly for accuracy, currency and relevance [IV.C.1-1]. The Board of Trustees' authority and responsibilities are outlined within Board Policy (BP) 1.10 – Duties and Responsibilities of the Board, and include oversight of establishing policies, assuring the fiscal health and stability of the District and its colleges, monitoring institutional performance and quality, and representing the public interest [IV.C.1-2]. Additional governing policies include the delegation of duties to the district chancellor and college presidents, conduct of board elections, decorum at meetings, code of ethics for evaluating actions and the identification and handling of conflicts of interest [IV.C.1-3]. In this way, the Board aligns its duties and responsibilities with the institutional mission, accreditation standards, and federal and state regulations to set prudent, ethical and legal standards for the performance and operations of the District and its colleges.

The San Mateo County Community College District is co-terminus with the boundaries of San Mateo County. The Board of Trustees consists of five members, each elected by the voters within the county. In 2017, the Board adopted a new election model, moving from an at-large election system – whereby trustees ran countywide – to trustee areas in which each trustee represents a discrete area within the District/county. Trustees are elected to staggered four year terms [IV.C.1-4]. The Board also has one non-voting student trustee who is elected by

representatives of students of the District's three colleges. The student trustee is elected annually [IV.C.1-5].

The Board generally meets twice per month, with the first meeting being a study session format that allows the Board to thoroughly review and discuss topics, generally those relating to student success, and become more familiar with issues facing students, faculty and staff. The second meeting is typically a business meeting where matters relating to personnel, finances, facilities, information technology, curriculum, policies and other operational issues are discussed and approved [IV.C.1-6, 7].

Academic quality and effectiveness of student learning and support programs and services: In 2015, the Board adopted a districtwide Strategic Plan that focuses on 'Students First' and emphasizes success, equity and social justice. A comprehensive set of metrics and a corresponding data scorecard have been established and published on the District's website to allow for regular monitoring and review of the key targets outlined in the plan [IV.C.1-8]. Additionally, to ensure the academic quality of the District and its three colleges, the Board receives updates and reviews progress in a number of key areas throughout the year [IV.C.1-9]. These include the California Community College Chancellor's Office Student Success Scorecard and the Institutional Effectiveness Partnership Initiative Framework of Indicators. The Board also receives updates on accreditation reports, substantive change proposals, institutional plans [IV.C.1-10] the District Strategic Plan [IV.C.1-11], and the college Educational Master Plan [IV.C.1-12].

Supporting institutional integrity: In the area of institutional integrity, the Board examines its internal practices and processes through guidelines established by a code of ethics and policy on conflict of interest [IV.C.1-13, 14]. The Board receives performance reports from the District's three colleges and from District divisions and delegates to the Chancellor the authority to administer policies, set procedures, and report back to the Board on the status of the District and the colleges [IV.C.1-15].

Supporting financial stability of the institution: To steward the financial integrity and stability of the institution, the Board receives and reviews quarterly financial statements and reports from the District's Finance Office [IV.C.1-16]. District and college leaders provide updates on important matters of internal stability and long-term fiscal viability [IV.C.1-17]. The District's Annual Budget is published on their website [IV.C.1-18, 19].

Independent, external audits are performed to ensure that the District's internal controls, processes, guidelines, and policies are adequate, effective and in compliance with accepted

standards for higher education. These audits include District operating and voter-approved bond monies. Results of these audits are presented to the Board in a public session each year [IV.C.1-20].

ANALYSIS AND EVALUATION

The College meets this standard. The Board of Trustees is an independently elected body, responsible to the citizens of the County. The Board has the authority to represent the public interest and establish policies for the direction of the District and the District's three colleges. The Board accepts ultimate responsibility for ensuring that the quality and fiscal integrity of the District is sound, and that appropriate processes are in place to monitor and report on these matters. The size and selection of membership of the board is appropriate and consistent with law and District policy and, as such, the Board maintains its role as an independent policy-making body.

Evidence List for IV.C.1

- IV.C.1-1 BP 2.06 – Board Policies and Administrative Procedures
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_06.pdf
- IV.C.1-2 BP 1.10 – Duties and Responsibilities of the Board
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_10.pdf
- IV.C.1-3 Board Policies <https://smccd.edu/boardoftrustees/policies.php>
- IV.C.1-4 BP 1.02 – Organization of the Board
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_02.pdf
- IV.C.1-4 District Strategic Plan <https://smccd.edu/strategicplan/>
- IV.C.1-5 BP 1.05 – Student Trustee
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_05.pdf

- IV.C.1-6 For example, Study Session 10/10/2018
<https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Minutes/2018-10-10Minutes.pdf>
- IV.C.1-7 Second meeting, 10/24/2018
<https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Minutes/2018-10-24Minutes.pdf>
- IV.C.1-8 Scorecard and Metrics <https://smccd.edu/strategicplan/>
- IV.C.1-9 For example, see the discussion “Update on District Strategic Plan” 10/10/2018
<https://smccd.sharepoint.com/sites/downloads/BoT/Packets/2018-10-10Packet.pdf#search=update%20%22metrics%22%202018>
- IV.C.1-10 For example, the Student Success and Support Program (SSSP) plan, discussed by the Board on 11/29/2017
<https://smccd.sharepoint.com/sites/downloads/BoT/Packets/2017-11-29%20Packet.pdf#search=2017%20Student%20Success%20Scorecard%20and%20the%20Framework%20of%20Indicators>
 Also: Board of Trustees session, 4/14/2015 (review of Substantive Change)
 Also: BOT meeting 3/28/2018, item 18-3-4-C
- IV.C.1-11 Adoption of the District Strategic Plan by the Board of Trustees: BOT minutes, 9/30/2015, item 15-9-2B
 Update of District Strategic Plan by Board of Trustees: BOT minutes, 9/12/2018, item 18-9-1C
<https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Minutes/2018-09-12Minutes.pdf>
- IV.C.1-12 Educational Master Plan, [date of presentation to Board – March 2019]
- IV.C.1-13 BP Policy on Professional Ethics
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf
- IV.C.1-14 BP 2.45 – Conflict of Interest
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_45.pdf

IV.C.1-15 Example of a performance report to the Board

- IV.C.1-16 Board Packet, December 12 2018
<https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Packets/2018-12-12Packet.pdf>
- IV.C.1-17 For example, see discussion “Adoption of the 2018 tentative budget” at the Board of Trustees meeting 6/21/2018
<https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Minutes/2018-06-21Minutes.pdf>
- IV.C.1-18 Annual Budget reports are available online at the District website
<https://smccd.edu/financialservices/annualbudget.php>
- IV.C.1-19 Annual Budget Report 2018-2019 <https://smccd.edu/financialservices/2018-19%20Final%20Budget%20Report.pdf>
- IV.C.1-20 Board Packet, January 24 2018
<https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Packets/2018-01-24%20Packet.pdf>

Standard IV.C.2: The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

EVIDENCE OF MEETING THE STANDARD

Board members discuss and support collective decisions: Each business matter for review or action by the Board of Trustees is considered in full and openly discussed at board meetings. Matters that are confidential in nature are discussed in closed session, with reports out to the public regarding any actions taken during those sessions [IV.C.2-1]. All votes of the Board take place and decisions are made in public, and most voting matters are resolved unanimously. In those instances when a board member holds unique and individual perspectives, viewpoints are shared and votes are taken in the normal course of action. After a decision is made, the Board moves forward as a collective entity on all related actions.

Acting collectively, divergent voices: The Board assures that topics discussed are addressed using existing policies and practices, such as proper decorum [IV.C.2-2]. As a result, members engage in debate professionally, with respect and civility. The Board of Trustees also complies with state laws regarding discussion of topics outside of open forums, and meetings are publicly announced and open to all in accordance with the Brown Act [IV.C.2-1].

The Board of Trustees conducts a self-evaluation each year that reflects the Board’s opinion that trustees are adhering to the philosophy statement and to each of the code of ethics statements regarding collective action [IV.C.2-2]. Trustees are careful to assess whether Board actions align with the district policies and mission. While the Board does not always vote unanimously to support administration’s recommendations, trustees accept and support the decision of the majority.

The Board of Trustees participates in effective trustee training workshops and holds periodic retreats, typically at least once each year. In 2018, the Board held a special retreat to focus exclusively on Board organization, partnerships and actions as a collective unit [IV.C.2-3].

ANALYSIS AND EVALUATION

The College meets the standard. Adopted board policies provide a system and framework for collective decision-making that effectively guides board processes of open discussions, voting, and actions. Board members freely engage in debate and present multiple, and sometimes divergent perspectives on issues facing the College. Nevertheless, the Board comes to collective decisions on all matters and supports those decisions once reached.

Evidence List for IV.C.2

IV.C.2-1	BP 1.40 – Meetings of the Board https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_40.pdf
IV.C.2-2	BP 1.35 – Board Member Conduct https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_35.pdf
IV.C.2-3	Board Agenda, 4/7/19 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Agendas/2018-04-07Agenda.pdf

Standard IV.C.3: The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

EVIDENCE OF MEETING THE STANDARD

Clearly defined policies for selecting the CEO: The Board has clearly defined policies and procedures for the selection and evaluation of the District chancellor [IV.C.3-1]. The college president is employed and evaluated by the Board of Trustees and the chancellor [IV.C.3-2]; an accompanying procedure outlines the selection process for the college president [IV.C.3-3].

Selection and evaluation of Chancellor: The SMCCCD has enjoyed an extended period of stability in its senior leadership ranks, with the current chancellor serving for the past 19 years. However, the Board of Trustees does have a documented process [IV.C.3-4] for conducting the search and selection of the chancellor, who is the chief executive officer of the District. Board policy 2.02 states that “In the case of a vacancy for the position of Chancellor, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations” [IV.C.3-1]. As such, Administrative Procedure 2.02.1 outlines the principles that shall guide all activities related to the screening and selection of a new chancellor, including the development of a position description, composition of a selection committee, interview process and evaluation and selection of candidates [IV.C.3-4].

Board Policy 2.02 requires that the chancellor “be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the Chancellor and in accordance with any other provisions of the Contract of Employment for Chancellor. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor.” Further, accompanying Administrative Procedure 2.02.2 outlines the performance evaluation categories [IV.C.3-5], including:

- Institutional Performance
- Relationship with the Governing Board
- State, Public and Community Relations
- Faculty, Staff, Student, and Administrative Relations
- Educational Planning
- Institutional Leadership
- Budgetary and Fiscal Management
- Personal Qualities

Additionally, AP 2.02.2 includes an instrument for the chancellor’s evaluation [IV.C.3-6].

ANALYSIS AND EVALUATION

The College meets this standard. The Board has clearly defined policies for the selection and evaluation of the chancellor. In keeping with the chancellor selection policy, a comprehensive, fair, and open process is outlined for selecting a new chancellor, though through the long tenure of the current chancellor, this has not been necessary for the last 19 years. A process for evaluating the chancellor is defined in policy and procedure, and the chancellor's evaluation is conducted in accordance with policy each year. The evaluation includes an annual review and refinement of goals.

Evidence List for IV.C.3

- | | |
|----------|---|
| IV.C.3-1 | BP 2.02 – Chancellor of the District
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_02.pdf |
| IV.C.3-2 | BP 2.03 – College Presidents
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_03.pdf |
| IV.C.3-3 | AP 2.03.1 – College Presidents: Selection Procedures
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_03.1.pdf |
| IV.C.3-4 | AP 2.02.1 – Chancellor of the District: Selection Procedures
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_02.1.pdf |
| IV.C.3-5 | AP 2.02.2 – Chancellor of the District: Evaluation
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_02.2.pdf |
| IV.C.3-6 | Chancellor Evaluation instrument
https://downloads.smccd.edu/pr/hr/Chancellor_Evaluation.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2FHR%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2FHR%2FShared%2520Documents%2FPerformance%2520Evaluations%2FChancellor_Evaluation.pdf%27%29 |

Standard IV.C.4: The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

EVIDENCE OF MEETING THE STANDARD

The District’s Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board’s policies and practices uphold its commitment to reflecting the public interest, ensuring broad representation from local constituencies, and maintaining independence in decision-making, in support of the institution’s educational mission [IV.C.4-1].

Board reflection of public interest: To better serve the interests of public interest in San Mateo County, in 2017, the Board transitioned away from an at-large election system to a by-trustee-area system, with each member of the Board representing a distinct and separate area of the county [IV.C.4-2]. The Board also includes a Student Trustee, who serves a one-year term on the Board and votes on related business items (except for closed-session issues) in an advisory capacity [IV.C.4-3, 4].

The Board’s commitment to reflecting public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. There is a standing item on every regular Board meeting agenda for public comment, and Board minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board. Each Board agenda contains two opportunities for public comment, on items from the closed session and on items not covered as agenda items in the open session [IV.C.4-5]. Additionally, the District is transparent in its actions and posts all board meeting agendas, minutes of meetings and policies and procedures on the District’s website [IV.C.4-6, 7].

Broad representation, independence, and reflection of public interest are ensured by various Board policies on public interest. Board Policy 1.35 regarding board member conduct reinforces that, “No member of the Board shall make, participate in making or, in any way, attempt to use his or her official position to influence a governmental decision in which he or she knows or has reason to know that he or she has a financial interest” [IV.C.4-8]. A formal conflict of interest policy is outlined in Board Policy 2.45, which stipulates that, “A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or

inimical to his/her duties as an officer of the District” [IV.C.4-9]. The policy further states that, “Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members.” If such an interest or conflict arises, the board member has a duty to disclose the interest or conflict. Further, members are prohibited from concurrently serving on a high school district board of trustees [IV.C.4-2].

ANALYSIS AND EVALUATION

The College meets the standard. The Board remains a stable advocate for the District, College and the community. While it occasionally faces challenges from the community regarding actions and policies, the Board strives to listen and respond to individual public interests expressed as much as possible, while maintaining the well-being of the institution its priority. Public input is encouraged and welcomed by the Board and members of the community are given an opportunity to voice their opinions about District operations and actions. Further, the Board adheres to clear policies and practices about conflicts of interest and holds themselves and the employees of the District to a high standard of transparency, accountability and integrity.

Evidence List for IV.C.4

- | | |
|----------|---|
| IV.C.4-1 | BP 1.10 – Duties and Responsibilities of the Board
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_10.pdf |
| IV.C.4-2 | BP 1.02 – Organization of the Board -
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_02.pdf |
| IV.C.4-3 | BP 1.05 – Student Trustee -
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_05.pdf |
| IV.C.4-4 | AP 1.05.1 – Selection of Student Member
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/1_05.1.pdf |
| IV.C.4-5 | For example, see minutes, Board of Trustees, 8/14/2018 |
| IV.C.4-6 | Board of Trustees – Minutes https://smccd.edu/boardoftrustees/minutes.php |

IV.C.4-7	Board of Trustees – Policies and Procedures https://smccd.edu/boardoftrustees/policies.php
IV.C.4-8	BP 1.35 – Board Member Conduct https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_35.pdf
IV.C.4-9	BP 2.45 – Conflict of Interest https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_45.pdf

Standard IV.C.5: The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

EVIDENCE OF MEETING THE STANDARD

Board policies ensure quality and integrity and support student learning: All policies of the Board are designed to help the organization better meet its mission as a community college in the California system. Educational quality, legal matters, and financial stability are ultimately the responsibility of the Board. Board policies make sure that the institution’s programs and services are provided resources and support to maintain a high degree of quality and integrity. Board Policy 1.10 outlines the duties and responsibilities of the Board. Among the 21 different areas covered in the policy, which represent the public interest, the Board states commitment to:

- Establish, enforce, and periodically review Board policies consistent with the goals and operation of the District and its Colleges.
- Appoint and annually evaluate the Chancellor of the District.
- Provide guidelines on funding levels, allocations, and District reserves; review and consider staff-prepared District and College budgets; adopt annual budget; assure fiscal health and stability.
- Approve all District and College programs, insuring that program offerings are responsive to and reflect community needs.

- Delegate appropriate authority for implementation of State law, regulations, and Board policies.
- Monitor institutional performance and educational quality.
- Provide the best possible learning experiences for students of the Colleges.
- Represent the general interests of the entire College District and to act only on the basis of what is in the best interests of the College District and the community.
- Hire and evaluate the Chancellor [IV.C.5-1].

The District mission is set forth in Board Policy 1.01 [IV.C.5-2], and is embodied in the Equity and Social Justice statement prefacing the District Strategic Plan [IV.C.5-3] which ensures that the mission is at the heart of the planning process. The Board has approved policies, institutional goals, and other formal statements that describe Board of Trustees expectations for quality, integrity, and improvement of student learning programs and services for students, the college, and the community. The Board regularly reviews the District’s Strategic Plan, to ensure proper alignment with these policies [IV.C.5-4].

To help in its work, the District subscribes to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California [IV.C.5-5].

ANALYSIS AND EVALUATION

The College meets the standard. Board policies are developed consistent with the mission. The chancellor and staff advise the Board on all legal, financial, and educational issues. The Board ultimately exercises authority to provide oversight for all district and college operations, especially educational quality, legal matters, and financial integrity and stability.

Evidence List for IV.C.5

IV.C.5-1	BP 1.10 – Duties and Responsibilities of the Board https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_10.pdf
IV.C.5-2	BP 1.01 – District mission https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_01.pdf
IV.C.5-3	District Strategic Plan https://smccd.edu/strategicplan/
IV.C.5-4	Evidence that the board reviews the plan

Standard IV.C.6: The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees has adopted and published policies online relating to the Board’s size, duties, responsibilities, and operating procedures, including:

- Board Policy 1.02 – Organization of the Board, which outlines the authority, membership, election, term of office and filling of vacancies for the Board. [IV.C.6-1]
- Board Policy 1.05 – Student Trustee and Administrative Procedure 1.05.1, which outlines the selection, duties, term of office and compensation for the student trustee [IV.C.6-2, 3].
- Board Policy 1.10 – Duties and Responsibilities of the Board, which establishes the areas for which the Board has authority and responsibility [IV.C.6-4].
- Board Policy 1.15 – Officers of the Board, which outlines the officers to be elected on an annual basis, and Board Policy 1.20 enumerates the duties of each of the officers of the Board, including the secretary, which is outlined in Board Policy 1.25 [IV.C.6-5, 6, 7].
- Board Policy 1.30 – Compensation of Board Members, which outlines salary, benefits, reimbursable expenses and retirement of Board members [IV.C.6-8].
- Board Policy 1.35 – Board Member Conduct, which provides the framework by which members are to conduct themselves as members of the Board [IV.C.6-9].
- Board Policy 1.40 – Meetings of the Board [IV.C.6-10]
- Board Policy 1.45 – Agendas for Meetings [IV.C.6-11]
- Board Policy 1.50 – Minutes of Meetings [IV.C.6-12]
- Board Policy 1.55 – Order of Business and Procedure [IV.C.6-13]
- Board Policy 1.60 – Rules of Order for Board Meetings, which all relate to how meetings are structured, conducted and materials and information produced and covered [IV.C.6-14].

ANALYSIS AND EVALUATION

The college meets this standard. The Board makes its policies available to the public by publishing them online. These policies are reviewed on a regular six-year cycle and updated under the supervision of the chancellor and the Board.

Evidence List for IV.C.6

- IV.C.6-1 BP 1.02 – Organization of the Board
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_02.pdf
- IV.C.6-2 BP 1.05 – Student Trustee
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_05.pdf
- IV.C.6-3 AP 1.05.1 – Selection of Student Member
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/1_05.1.pdf NOTE: This policy is blank!
- IV.C.6-4 BP 1.10 – Duties and Responsibilities of the Board
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_10.pdf
- IV.C.6-5 BP 1.15 – Officers of the Board
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_15.pdf
- IV.C.6-6 BP 1.20 – Duties of Officers
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_20.pdf
- IV.C.6-7 BP 1.25 – Secretary of the Board
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_25.pdf
- IV.C.6-8 BP 1.30 – Compensation of Board Members
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_30.pdf
- IV.C.6-9 BP 1.35 – Board Member Conduct
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_35.pdf
- IV.C.6-10 BP 1.40 – Meetings of the Board
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_40.pdf
- IV.C.6-11 BP 1.45 – Agendas for Meetings
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_45.pdf
- IV.C.6-12 BP 1.50 – Minutes of Meetings
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_50.pdf

IV.C.6-13	BP 1.55 – Order of Business and Procedure https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_55.pdf
IV.C.6-14	BP 1.60 – Rules of Order for Board Meetings https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_60.pdf

Standard IV.C.7: The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

EVIDENCE OF MEETING THE STANDARD

The board acts in a manner consistent with its policies: The SMCCCD Board of Trustees consistently acts in accordance with all board policies and administrative procedures and regularly reviews how effective they are in fulfilling the mission.

Board policies provide a clear framework for all of the Board’s activity. Specifically, Board Policy 2.06 [IV.C.7-1], Administrative Procedure 2.06.1 [IV.C.7-2], and Board Policy 2.07 [IV.C.7-3] describe the processes by which the Board accomplishes its work. In addition to the creation and implementation of board, the Board also has established a timeline for review of the policies for currency, relevance, and purpose at least every six years [IV.C.7-2].

As part of the policy formulation and review process, the Board has also outlined in Policy 2.08 the role of the District Participatory Governance Council (DPGC) in policy matters. Particularly, the policy outlines that, through the Chancellor, the Council should advise the Board of Trustees on, among other things, Board policies that directly affect faculty, staff and students of the District [IV.C.7-5]. All other Board policies will be brought to the DPGC as information items.

ANALYSIS AND EVALUATION

The College meets the standard. The Board consistently acts in accordance with all policies and procedures [IV.C.7-6]. Board policy review is conducted on a regular cycle every six years or more often as needed [IV.C.7-7].

Evidence List for IV.C.7

IV.C.7-1	BP 2.06 – Board Policy and Administrative Procedure https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_06.pdf
IV.C.7-2	AP 2.06.1 – Board Policy and Administrative Procedure https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_06.1.pdf
IV.C.7-3	BP 2.07 – Policy Development https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_07.pdf
IV.C.7-4	BP 2.08 – District Participatory Governance Process https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_08.pdf
IV.C.7-5	For example, District Participatory Governance Council minutes 4/16/2018
IV.C.7-6	Evidence that “The board consistently acts in accordance with all policies and procedures”
IV.C.7-7	Evidence that “Board Policy is conducted on a regular cycle every six years or more often as needed.”

Standard IV.C.8: To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

EVIDENCE OF MEETING THE STANDARD

The District’s governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

In 2015, the Board adopted a comprehensive Strategic Plan, which focuses on student success, equity and social justice [IV.C.8-1]. With this Plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced-based practices will be required to identify and close these gaps.

The four overarching goals of the 'Students First' Strategic Plan include:

- Develop and strengthen educational offerings, Interventions, and support programs that increase student access and success.
- Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.
- Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.
- Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.

There are a number of specific strategies and metrics for each goal that provide key indicators of student learning and achievement. The Board reviews the Strategic Plan annually and receives regular updates on the metrics and supporting activities, including extensive briefings in study sessions and in reports at business meetings [IV.C.8-2]. The College also brings to the Board various other reports and data, including the Student Equity and Achievement Integrated Plan (prior to Fall 2017, this was the Success and Support Program Plan), its state-mandated Student Equity plan [IV.C.8-3, 4, 5] and Educational Master Plan [IV.C.8-6].

ANALYSIS AND EVALUATION

The College meets this standard. The governing board regularly reviews and discusses student performance data and sets aside time for in-depth examination of the College's plans for improving academic quality and student success.

Evidence List for IV.C.8

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|----------|--|
| IV.C.8-1 | District Strategic Plan https://smccd.edu/strategicplan/ |
| IV.C.8-2 | Review of Strategic Plan, Board of Trustees meeting 9/12/2018
https://smccd.sharepoint.com/sites/downloads/BoT/Agendas/2018-09-12Agenda.pdf#search=District%20Strategic%20Plan |

IV.C.8-3	Student Equity and Achievement Integrated Plan, 11/23/2017
IV.C.8-4	Student Equity and Achievement Plan discussed at the Board https://smccd.sharepoint.com/sites/downloads/BoT/Packets/2017-11-29%20Packet.pdf#search=2017%20Student%20Success%20Scorecard%20and%20the%20Framework%20of%20Indicators
IV.C.8-5	Student Equity Plan to go to the Board 5/15/2019
IV.C.8-6	Educational Master Plan brought to the Board

Standard IV.C.9: The governing board has an ongoing program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

EVIDENCE OF MEETING THE STANDARD

Ongoing and systematic professional development is at the core of improved learning for individual board members and the Board as a collective body. Board membership continuity and overlapping member terms are provided for in board policy and in the implementation of that policy.

Orientation and training: Orientation and training for new and existing board members is outlined in Board Policy 1.10 – Duties and Responsibilities of the Board. In particular, the policy calls upon members, “To engage in ongoing development of the Board. The Board will conduct study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education” [IV.C.9-1]. Further, an onboarding and training process is outlined in this policy for newly elected or appointed board members. The 2018 election cycle resulted in one new trustee being elected to the Board. As that member ran unopposed, prior to the election, staff briefed the candidate on issues facing the District, key student success initiatives, the financial and operational details of the District and an overview of how the community colleges work in the county and throughout the state. Staff continues to provide such briefings to onboard the new trustee [IV.C.9-2].

Ongoing training includes study sessions where staff and external experts offer in-depth presentations and activities on important topics to keep the Board current on important areas of college programs, services, system funding and revenue, and accreditation [IV.C.9-3]. Furthermore, each year the Board conducts an annual retreat where goals are set and reviewed and areas of professional development are often identified [IV.C.9-4]. In addition to the activities noted, board members attend state and national conferences geared towards trustees, to learn effective and promising practices for board operations.

Membership continuity: In order to maintain continuity of board membership, the Board has staggered terms of office. The Board consists of five elected members. Two seats were up for election in 2018 and the three remaining seats will be up for election in 2020 and every four years thereafter respectively. The term of office of each trustee is four years, commencing in December following the general election in November on a date determined by law [IV.C.9-5].

The membership of the SMCCCD Board of Trustees has been very stable. One trustee was first elected in 1995, a second in 1997, a third in 2003, a fourth in 2016 and the fifth in 2018. Collectively, they have nearly 65 years of combined service on the Board of Trustees [IV.C.9-6].

ANALYSIS AND EVALUATION

The college meets the standard. The SMCCCD Board of Trustees has an orientation program for new members as well as ongoing training for existing members' professional development. Members pursue professional development opportunities such as state and national conferences that inform board members on best practices for board operations. Finally, board policy provides for continuity of board membership with staggered terms.

Evidence List for IV.C.9

IV.C.9-1	BP 1.10 – Duties and Responsibilities of the Board https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_10.pdf
IV.C.9-2	evidence of staff briefings to new trustee (?)
IV.C.9-3	Example of study session where staff gives in-depth presentation on an important topic
IV.C.9-4	Annual Retreat – February 2017 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Minutes/2017-02-11%20Minutes.pdf
IV.C.9-5	BP 1.02 https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_02.pdf

IV.C.9-6

Board of Trustees Website

<https://www.smccd.edu/boardoftrustees/members.php>

Standard IV.C.10: Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD

Prioritizing continuous improvement, academic quality, and institutional effectiveness are part of a mindset held by the SMCCCD Board of Trustees. Self-evaluation of practices and performance is a key component to maintaining and enhancing these values.

The process for Board evaluation is described in Board Policy 1.35 – Board Member Conduct. The goal of the self-evaluation process is to identify strengths and areas of opportunity for improvement [IV.C.10-1].

To this end, the Board of Trustees annually evaluates and assesses its performance against and alignment with established institutional goals and priorities, including those identified by the Strategic Plan [IV.C.10-2, 3]. The results of the survey conducted among members are discussed at open Board sessions [IV.C.10-4], and the results used to improve board performance and institutional effectiveness [IV.C.10-5].

ANALYSIS AND EVALUATION

The College meets the standard. The process for evaluation of the Board is described in Board Policy 1.35. The methods and instruments used evaluate board effectiveness determined by recognized trustee organizations. Results of the evaluations are publicized [IV.C.10-6] and used to improve board performance, academic quality, and institutional effectiveness.

Evidence List for IV.C.10

IV.C.10-1	BP 1.35 – Board Member Conduct https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_35.pdf
IV.C.10-2	Agenda, Board of Trustees meeting 4/7/2018 https://smccd.sharepoint.com/sites/downloads/BoT/Agendas/2018-04-07Agenda.pdf#search=2018-04-07
IV.C.10-3	Strategic Plan https://smccd.edu/strategicplan/
IV.C.10-4	Example of Board discussing the results of a survey
IV.C.10-5	Example of board using results of survey to improve performance / inst effectiveness
IV.C.10-6	Results of evaluations are publicized – evidence?

Standard IV.C.11: The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER7)

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees has established board policies for conflict of interest, Board Policy 2.45 – Conflict of Interest, a code of ethics for performance, Board Policy 2.21 – Policy on Professional Ethics, and a policy for Board member conduct, Board Policy 1.35. Further, it has developed administrative procedures for conflict of interest, Administrative Procedure 2.45.1 – Conflict of Interest, and Administrative Procedure 2.45.2 – Conflict of Interest Code. [IV.C.11-1, 2, 3, 4, 5]

Code of ethics and conflict of interest: The relevant policies and procedures are posted and made available to the public through the District’s website. When potential conflicts of interest or ethics matters arise, the Board consults with the chancellor and/or district legal counsel for advice. Violations of the Policy of Professional Ethics are addressed by the Board President, or Vice President in the event the President has committed the violation [IV.C.11-6].

Disclosing Interests: Each year, board members file a Statement of Economic Interests (Form 700), from the California Fair Political Practices Commission, with San Mateo County as a public statement for review [IV.C.11-1].

When a conflict or the appearance of a conflict arises, the board members recuse themselves, or are asked to recuse themselves [IV.C.11-1]. A review of the Board’s actions over the past accreditation cycle reveals no violations of these board policies regarding improper behavior.

ANALYSIS AND EVALUATION

The College meets the standard. The SMCCCD Board of Trustees adheres to an established code of ethics, a conflict of interest policy, and all relevant statutory law as to the conduct, notice, and reporting of meeting actions and information. During this evaluation period, there have been no violations of these board policies and administrative procedures.

Evidence List for IV.C.11

IV.C.11-1	BP 2.45 – Conflict of Interest https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_45.pdf
IV.C.11-2	BP 2.21 – Policy on Professional Ethics https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf
IV.C.11-3	BP 1.35 – Board Member Conduct https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/1_35.pdf
IV.C.11-4	AP 2.45.1 – Conflict of Interest https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_45.1.pdf
IV.C.11-5	AP 2.45.2 – Conflict of Interest Code https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_45.2.pdf

IV.C.11-6 BP 2.21 – Policy on Professional Ethics
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf

Standard IV.C.12: The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

EVIDENCE OF MEETING THE STANDARD

Pursuant to Board Policy 2.02, the chancellor serves as “chief executive officer of the District and whose principal responsibility is leadership of the educational program” [IV.C.12-1]. Further, through Board Policy 8.02, “The Board delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons” [IV.C.12-2]. The chancellor is also responsible for administering all board policies through a system of administrative procedures and internal practices [IV.C.12-1].

The Board of Trustees, in partnership with the chancellor, sets annual performance goals as a basis for evaluation [IV.C.12-1, 3]. The duties identified in board policies, and as incorporated in the job responsibilities, guide the development of the goals and evaluation of progress. The chancellor works with the Board to make clear the difference between the Board’s role as an oversight and policy-making body and the role of the chancellor.

ANALYSIS AND EVALUATION

The College meets the standard. Through board policies and administrative procedures, the Board authorizes the Chancellor to implement and administer its policies without interference. They have further provided a structure for the Board to hold the chancellor accountable for managing the operations of the institution.

Evidence List for IV.C.12

IV.C.12-1 BP 2.02 – Chancellor of the District
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_02.pdf

IV.C.12-2	BP 8.02 – Delegation of Authority https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/8_02.pdf
IV.C.12-3	AP 2.02.2 – Chancellor of the District: Evaluation https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_02.2.pdf

Standard IV.C.13: The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees is informed and regularly updated about all issues surrounding the accreditation process. The Board also participates in evaluating its own responsibilities in the process through various activities, including retreats and study sessions.

Staying informed on accreditation issues: The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the college [IV.C.13-1]. In fact, the SMCCCD led efforts to reform the accreditation process, and as a result, the Board became very familiar with the standards, process, and practices of the Accreditation Commission.

Helping the College improve and excel: Board Policy 2.70 and its corresponding Administrative Procedure 2.70.1 outline the responsibilities of the Board and the chancellor regarding the accreditation process [IV.C.13-2, 3].

Evaluating roles and functions: For the current accreditation self-evaluation cycle, the Board of Trustees is scheduled to be fully briefed on the institutional self-study in April 2019 and May 2019, with final adoption of the report by July 2019 [IV.C.13-4, 5]. The Board is routinely provided with updates about the planning process and progress made on the college’s self-evaluation [IV.C.13-6].

ANALYSIS AND EVALUATION

The college meets the standard. The Board of Trustees stays informed and updated about all issues surrounding the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from staff regarding the process. The Board will thoroughly review and be briefed on the college's self-evaluation in April and May 2019.

Evidence List for IV.C.13

- | | |
|-----------|---|
| IV.C.13-1 | Accreditation update, Board minutes 1/23/2018 (item 19-1-4C)
https://smccd.sharepoint.com/sites/downloads/BoT/Packets/2019-01-23Packet.pdf#search=2018-01-23 |
| IV.C.13-2 | BP 2.70
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_70.pdf |
| IV.C.13-3 | AP 2.70.1
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_70.1.pdf |
| IV.C.13-4 | BOT minutes from the 4/25/19 |
| IV.C.13-5 | Accreditation timeline (get from Hilary) |
| IV.C.13-6 | Example of board being "routinely provided with updates about the planning process and progress made on the college's self-evaluation" |

D. Multi-College Districts or Systems

Standard IV.D.1: In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/ system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

EVIDENCE OF MEETING THE STANDARD

Leadership and communication: The district chancellor provides leadership and guidance in the communication of expectations of educational excellence and integrity throughout the District. The chancellor also works with the administrative leaders at both the district- and college-level to assure support for the effective operation of the college and the district overall. Three leadership teams carry out this work, each with its own function:

- Chancellor's Cabinet – which consists of the chancellor, three college presidents, chief of staff, chief financial officer, vice chancellor for human resources, and vice chancellor for educational services and planning – provides guidance and ongoing oversight of district academic programs, operations, and resources (human and financial). The Cabinet meets bi-weekly.
- Chancellor's Council – which consists of the members of Chancellor's Cabinet plus the vice chancellor for facilities, vice chancellor for auxiliary services, provost for international education, and chief technology officer – guides additional operational functionality to the Cabinet in the areas above. The Council meets bi-weekly.
- Chancellor's Staff – which includes the chancellor, chief of staff, all vice chancellors, chief financial officer, chief technology officer, director of general services – provides districtwide central service support to the district's colleges. The staff meets weekly.

Through the mission, vision, and values statements, and through the District's Strategic Plan, the chancellor works with these administrative leadership teams to set priorities for the work that is to be done throughout the district and the college [IV.D.1-1]. It is expected that the cabinet, council and staff members, including the college president, communicate with their team members any actionable and/or relevant information that is discussed at the meetings.

Per Board Policy 2.02, the chancellor serves as the chief executive officer of the district and has the principal responsibility of providing leadership of the educational program. The chancellor may, according to BP 2.02, and does delegate authority for the administration of the college to

the college president. The role of the chancellor is outlined in the aforementioned policy, and the role and duties of the college president are outlined in Board Policy 2.03 [IV.D.1-2, 3].

Delineation of functions, roles, and responsibilities are understood among the executive leadership teams. Any questions about roles and responsibilities are discussed at the council level and any clarifications or necessary changes are addressed [IV.D.1-4]. The chancellor takes responsibility for ensuring district-level support for campus operations that are centralized, delegating the functional responsibility to the vice chancellor responsible for that centralized area [IV.D.1-5]. Different functions are clearly indicated in the different District departments and services (e.g., Human Resources, Information Technology Services, Auxiliary Services, etc.) [IV.D.1-6].

ANALYSIS AND EVALUATION

The College meets the standard. The chancellor has established clear roles for the executive leaders of the organization, including the college president, and has delegated necessary authority for those leaders to perform their duties. The executive leadership team works as a cohesive unit and meets, in different configurations, regularly to discuss, plan and evaluate district and college issues.

Evidence List for IV.D.1

IV.D.1-1	District Strategic Plan https://smccd.edu/strategicplan/
IV.D.1-2	BP 2.02 – Chancellor of the District https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_02.pdf
IV.D.1-3	BP 2.03 – College Presidents https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_03.pdf
IV.D.1-4	Example of a discussion around roles & responsibilities in council?
IV.D.1-5	Example of the chancellor delegating responsibility, etc.
IV.D.1-6	District Website http://www.smccd.edu

Standard IV.D.2: The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

EVIDENCE OF MEETING THE STANDARD

Chancellor delineates, documents, and communicates operational responsibilities: The chancellor, as CEO of the district, clearly delineates, documents, and communicates operational responsibilities and functions of the district from those of the colleges and adheres to this delineation in practice [IV.D.2-1]. Board Policy 8.02 outlines those areas which have been delegated to the chancellor and which the chancellor may – and in practice does – delegate to others. In particular, “Subject to established administrative procedures, the Presidents of the Colleges are responsible to the Chancellor for the development of all aspects of the educational and student services program at their Colleges and for the administration and operations of the Colleges.” Further areas of delegation to central administrators of the district are included in the policy [IV.D.2-2].

The chancellor meets weekly with the college presidents, vice chancellors and district senior staff to discuss strategic and operational issues [IV.D.2-3]. Additionally, districtwide participatory governance groups, such as the District Joint Vice Presidents Council (comprised of all vice presidents from all of the District’s three colleges), and District Budget Council (which includes representatives from each of the District’s three colleges), facilitate communication between the District and college, providing a forum for expressing concerns about district services that support the college in achieving its mission and acting as a feedback mechanism to provide assessment of the effectiveness of District services [IV.D.2-4, 5].

The districtwide strategic, technology, and facilities master plans further differentiate the responsibilities of the colleges and district and provide data-driven metrics for measuring success [IV.D.2-6, 7, 8]. The District’s Strategic Plan in particular demonstrates how District services are focused on meeting the needs and priorities of the institution as an overwhelming majority of the District strategies incorporated into the plan are directly related to supporting specific college goals. This approach is also evident in the prioritization of spending illustrated in the resource allocation cycle, which also provides ample opportunity for communication and feedback [IV.D.2-9].

The role of the colleges and the District is further clarified in the function map [IV.D.2.10].

The Chancellor ensures that the colleges receive effective and adequate services: To support the college mission, the District provides high-quality, central services to all of the District's colleges and serve to minimize costs, ensure consistency, and avoid duplication of effort [IV.D.2-11]. These areas include:

- Chancellor's Office – provides districtwide leadership and guidance on all areas of policy and operation to the District and colleges [IV.D.2-12]
- Educational Services and Planning – coordinating academic and student support services throughout the District, as well as monitoring and implementing the District Strategic Plan [IV.D.2-13]
- Financial Services – provides general financial oversight and support, including accounting, budget, payroll, purchasing and contracts, bond financing and grants [IV.D.2-14]
- Facilities Planning, Maintenance and Operations – coordinates facilities planning and construction, facilities operations and maintenance, and public safety [IV.D.2-15]
- Human Resources – coordinates recruitment, hiring, classification, compensation, benefits, training, diversity and equal opportunity [IV.D.2-16]
- Information Technology – provides educational technology support, including systems and infrastructure, website, email, accessibility, and equipment [IV.D.2-17]
- International Affairs – coordinates recruitment and matriculation of international students [IV.D.2-18]

The services of these operations are reviewed regularly at the various executive team meetings (Cabinet, Council, Staff), and as issues arise, they are addressed promptly by those leaders responsible for the functional areas [IV.D.2-19].

Beyond the metrics included in institutional plans and feedback received through the governance process, District services are assessed through a variety of surveys and reports. The District's external auditors conduct an annual financial audit of all funds, books, and accounts; and the District contracts for an annual performance audit of the bond program [IV.D.2-20]. Additionally, the Auxiliary Services operations publish an annual report detailing their operations and achievements [IV.D.2-21].

ANALYSIS AND EVALUATION

The College meets the standard. The chancellor has created an organizational structure that sets forth the authority of each operational unit that delineates operational responsibilities and functions of the colleges and the District. The District employs multiple measures to evaluate

the effectiveness of District services and to ensure that the colleges receive adequate support in achieving their missions.

Evidence List for IV.D.2

- IV.D.2-1 BP 2.02 – Chancellor of the District
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_02.pdf
- IV.D.2-2 BP 8.02 – Delegation of Authority
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/8_02.pdf
- IV.D.2-3 Evidence that the chancellor meets weekly with college presidents & senior admin (calendars?)
- IV.D.2-4 <https://www.smccd.edu/djvpc/>
- IV.D.2-5 District Budget Council (agenda?)
- IV.D.2-6 Strategic Plan, “Students First”
<https://smccd.edu/strategicplanning/SMCCCD%20Strategic%20Plan%20Brochure.pdf>
- IV.D.2-7 District Technology Master Plan
- IV.D.2-8 District Facilities Master Plan
- IV.D.2-9 District Budget Reports <https://smccd.edu/financialservices/annualbudget.php>
- IV.D.2-10 Function Map
- IV.D.2-11 District Website <https://smccd.edu/>
- IV.D.2-12 Chancellor’s Office (?)
- IV.D.2-13 Educational Services and Planning <https://smccd.edu/educationservices/>
- IV.D.2-14 Financial Services District Budget <https://smccd.edu/financialservices/>
- IV.D.2-15 Facilities Planning <https://smccd.edu/facilities/>
- IV.D.2-16 Human Resources <https://www.smccd.edu/humanresources/>
- IV.D.2-17 Information Technology Services <https://its.smccd.edu/>
- IV.D.2-18 International Student Education <https://www.smccd.edu/international/>
- IV.D.2-19 Example of a cabinet, council or staff discussion/review of these services
- IV.D.2-20 Example of an audit of bond program, books, accounts
- IV.D.2-21 Auxiliary Services Annual Report

Standard IV.D.3: The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the college and district/system. The district/system CEO ensures effective control of expenditures.

EVIDENCE OF MEETING THE STANDARD will be provided by the District Office of Finance.

Standard IV.D.4: The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

EVIDENCE OF MEETING THE STANDARD

The chancellor delegates full responsibility to the college president for the operation and function of the College [IV.D.4-1]. Board Policy 8.02 – Delegation of Authority stipulates that the Board of Trustees delegates the administration of the District to the Chancellor, who in turn delegates the administration of the college to the college president [IV.D.4-2]. The chancellor evaluates the president based upon performance and goals related to this delegation of authority [IV.D.4-3].

ANALYSIS AND EVALUATION

The College meets the standard. The college president is a member of the Chancellor's cabinet. Each cabinet member is evaluated annually based upon their performance relative to the District's strategic goals as well as professional and personal goals and objectives. Working with the chancellor, the college president establishes annual goals and is evaluated against these goals. The chancellor provides the review of the college president to the Board of Trustees [IV.D.4-4].

Evidence List for IV.D.4

- IV.D.4-1 BP 2.03 – College Presidents
http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_03.pdf
- IV.D.4-2 BP 8.02 – Delegation of Authority
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/8_02.pdf
- IV.D.4-3 Rubric for evaluating a president?
- IV.D.4-4 Example of the chancellor presenting the review of the president to the BoT (agenda?)

Standard IV.D.5: District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD

District planning integrated with college planning: District planning is integrated with college planning through the District and College strategic plans. With an emphasis on student success, the District Strategic Plan was completed in 2015, and is reviewed annually [IV.D.5-1]. The strategic plan process included participation by members of all constituencies (faculty, staff, students, administrators, board of trustees) from the District office and each college [IV.D.5-2].

The strategic plan objectives are linked to those of the colleges [IV.D.5-3] and are evaluated based upon set targets and the completions of activities that are delegated to members of the leadership at the District and the college. The Strategic Plan is documented on the District’s website and is monitored for effectiveness using the Scorecard [IV.D.5-4]. This scorecard tracks metrics annually that are linked to the goals and objectives of each strategic initiative. In addition, the activities associated with the strategic initiatives are assigned to leaders at the district and the college to ensure that they are completed.

ANALYSIS AND EVALUATION

The College meets the standard. The District has used its strategic planning process to guide decision-making, deploy resources, and refine policies. The college’s planning processes are linked to the District process.

Evidence List for IV.D.5

- | | |
|----------|--|
| IV.D.5-1 | District Strategic Plan: “Students First”
https://smccd.edu/strategicplanning/Strategic%20Plan%20Adopted%20by%20SMCCCD%20Board%209-30-15.pdf |
| IV.D.5-2 | District Strategic Plan: “Students First,” p. vii
https://smccd.edu/strategicplanning/Strategic%20Plan%20Adopted%20by%20SMCCCD%20Board%209-30-15.pdf |
| IV.D.5-3 | EMP: show how College’s priorities are aligned to District plan |
| IV.D.5-4 | Scorecard and Metrics https://smccd.edu/strategicplan/scorecard-and-metrics.php |

Standard IV.D.6: Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

EVIDENCE OF MEETING THE STANDARD

Comprehensive communication between colleges and the District ensures effective operation: The District has a number of mechanisms to promote communication between the college and the District and to ensure effective and timely operations. Ongoing committees exist for the purpose of working jointly with the college and throughout the District. The Districtwide Participatory Governance Council (DPGC) consists of members of all constituency groups (CSEA, AFT, AFSCME, Faculty Senate, Associated Students, management representatives and chancellor representative) whose role it is to communicate any business to their constituents [IV.D.6-1]. Feedback gathered from constituent groups is brought back to the DPGC and shared with the other groups. Minutes of the DPGC meetings can be found on the District website [IV.D.6-2].

The Chancellor's Cabinet meetings are the place where the senior leadership discusses the business of the colleges, and its membership includes all college presidents in the district and the chief of staff, chief financial officer, vice chancellor for human resources and vice chancellor for educational service and planning. The purpose of the Chancellor's Cabinet is to discuss and collaborate on the academic, fiscal and personnel matters of the college and the District. Cabinet members are tasked with taking back relevant information to their departments and/or colleges. A second and extended group that further discusses District and college issues is the Chancellor's Council, which includes members of the Cabinet, plus the vice chancellor for auxiliary services, vice chancellor for facilities and chief technology officer. This group discusses and plans for issues relating to general operation and administration of the district and the colleges [IV.D.6-3].

An additional group central in assuring effective communication is the Vice President's Council. This group, consisting of the vice presidents (administration, instruction, and student services) from each college, meets once each month to review and discuss issues of common concern to the District and impact all three of the district's colleges. This Council aids in formulating policy and procedures and gathers and disseminates information to their respective colleges and departments. The Council also works as a unit and provides support and counsel to each other and is a network of administrators across the District that helps identify and communicate matters of interest [IV.D.6-4].

In compliance with the Brown Act, agenda and minutes items for each Board meeting are posted to the District's website for the public to view. Seventy-two hours before each Board of Trustees meeting, the Chancellor's office post a board meeting agenda and associated documents on the website [IV.D.6-5].

ANALYSIS AND EVALUATION

The College meets the standard. Communication is essential to the operations of the District and the college. Through formal and informal channels, the District and the college gather, process and share information and effectively communicate matters in a timely and appropriate manner. The District engages multiple constituency groups in the communication process and utilizes these groups as an additional conduit to garner and disseminate information.

Evidence List for IV.D.6

IV.D.6-1	BP 2.08 – District Participatory Governance Process https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_08.pdf
IV.D.6-2	District Participatory Governance Council, minutes https://smccd.edu/dpgc/agendasandminutes.php
IV.D.6-3	Evidence of Chancellor’s Council meetings (calendars?)
IV.D.6-4	District Joint Vice Presidents Council https://www.smccd.edu/djvpc/
IV.D.6-5	Board Packets https://www.smccd.edu/boardoftrustees/packet.php

Standard IV.D.7: The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD

The District regularly evaluates its processes: The District participates in a number of assessments of its effectiveness. The District participates in a District Office Program Review to obtain feedback on District services [IV.D.7-1]. The Office of General Services coordinates this effort, with each functional leader being responsible for their respective departments. The Chancellor’s Staff serve as a coordinating body and results are reviewed and shared with this team, who communicates feedback to the respective area of responsibility.

Additionally, in accordance with Board Policy 2.08, the District ensures the participation of appropriate members of district and college constituencies (Academic Senate; Classified Staff; students) in decision-making through the Districtwide Participatory Governance Council [IV.D.7-2]. Each year, the DPGC reviews the policy and the effectiveness of the groups work and

recommends changes to the policy as needed [IV.D.7-3]. Information discussed in the DPGC is widely shared with the various stakeholder groups across the District [IV.D.7-4].

ANALYSIS AND EVALUATION

The College meets the standard. Review mechanisms are in place to ensure that governance and decision-making process have integrity and are effective. Through participatory governance groups, processes are evaluated and information is shared widely with multiple constituency groups.

Evidence List for IV.D.7

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|----------|--|
| IV.D.7-1 | “District participates in a Dist office program review to obtain feedback on dist services” |
| IV.D.7-2 | BP 2.08 – District Participatory Governance Process
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_08.pdf |
| IV.D.7-3 | For example, the agenda and minutes of the Districtwide Participatory Governance Council 9/17/2018 |
| IV.D.7-4 | For example, minutes from the DPGC meeting of 10/1/2018 |