Standard IV: Leadership and Governance

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

Standard IV A.1. Decision-Making Roles and Processes

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

Evidence of Meeting the Standard

By means of board polices and administrative procedures, the Board of Trustees and the Office of the Superintendent/President work together to create an institutional environment that facilitates empowerment, innovation, and excellence among all constituency groups. Established participatory/shared governance processes, institutional planning, and ad hoc committees allow faculty members, administrators, classified staff, and students to initiate and improve College practices, programs, and services.

Analysis and Evaluation

The College meets this standard.

Faculty members, classified staff, administrators, and students have many opportunities to participate in and initiate improvements in the practices, programs, and services of the College. Their involvement is solicited and valued as integral to the participatory/shared governance process, which, alongside student learning, is the heart of the institution. The three primary mechanisms through which this is achieved are Board Policies (BPs) and Administrative Procedures (APs) (IV.A.01), the College model of shared decision-making practices and processes, and the Comprehensive Integrated Planning Model (I.A.13).

Board Policies and Administrative Procedures germane to this standard include BP and AP 2510: Participation in Local Decision-Making, (IV.A.02, IV.A.03) and BP and AP 3250: Institutional Planning, (I.B.53, IV.A.04). Board Policy and Administrative Procedure 2510: Participation in Local Decision-Making, (IV.A.02, IV.A.03) are the cornerstones of inclusive decision making at the College. They identify the constituencies and delineate the roles and responsibilities of each in local decision-making processes. They also specify the domains of responsibility of the faculty related to academic and professional matters. Board Policy and Administrative Procedure 3250 (I.B.53 and IV.A.04) Institutional Planning specify that the Superintendent/President ensures a "broad-based, comprehensive, systematic, and integrated system of planning" and that the processes serve all the District's constituencies.

Specifically, BP and AP 2510 not only create opportunities for participation in decision making but also enable participatory/shared contributions to institutional innovation because they necessitate the creation of a shared decision-making structure, which is described in detail in the College's *Organizational Structures and Governance Manual* (IV.A.05). This document identifies the governing bodies and committees of the College, detailing the roles and responsibilities of each entity in the participatory/shared governance process. The manual is on a two-year revision cycle, the process of which is described therein, and it is also an inclusive process that allows for maximum input from the entire College community. The College governance and decision-making structure is the backbone of inclusive decision making at the College and an engine of institutional innovation, change, and improvement. Two specific examples of innovation that demonstrate the inclusivity and flexibility of the College governance and decision-making structure are the development and implementation of Student Success Teams (IV.A.06) in support of Guided Pathways as well as Major Declaration Day (IV.A.07).

Finally, the annual planning and program review processes are also broad based and inclusive. Participation in institutional planning occurs at the program, unit, and area levels, where involvement is encouraged and fostered through team planning efforts. At the program level, everyone who chooses to participate has a voice. Annual program plans and every sixth-year program reviews inform unit plans; unit plans inform area plans; and area plans inform the annually revised goals and objectives and institution-set standards for the College. The culminating planning activity is the annual spring Institutional Planning Retreat (IV.A.08, I.B.48, I.B.49), where a broad swath of campus leaders review, discuss, and analyze the goals and objectives from the previous year and provide input on the revision of goals and objectives for the next year(s).

To illustrate, beginning in early spring 2020, and continuing into the 2020-2021 academic year, the College engaged in a broad-based planning effort in support of developing its Strategic Plan (IV.A.09), which is an essential component of the College's new Comprehensive, Integrated Planning Model (I.A.13, I.A.15). Development of the Strategic Plan included two planning retreats staffed by ad hoc committees, which included members of College constituencies and the Institutional Effectiveness Committee (IV.A.11). The ad hoc groups developed a set of themes and crafted them into goals, objectives, and activities, which were then reviewed by the Institutional Effectiveness Committee and forwarded to the Institutional Planning Retreat participants for review and input. The input was synthesized and a final recommendation moved through to the College's main participatory/shared governance committee, the Planning and Fiscal Council, for review and input before a recommendation was made to the Superintendent/President (IV.A.12).

Standard IV A.2. Decision-Making Roles and Processes

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

The Board of Trustees is responsible for setting board policies that frame District governance. Several Board Policies and Administrative Procedures describe faculty, classified staff, administrator, and student roles in College governance. The College's *Organizational Structures and Governance Manual* and corresponding shared governance structures specify the manner through which individuals may bring forward ideas and work collaboratively toward institutional change and improvement.

Analysis and Evaluation

The College meets this standard.

Although there are several Board Policies and Administrative Procedures delineating the roles of various constituencies in processes such as curriculum, planning, and decision making, the College governance apparatus relies heavily on Board Policy and Administrative Procedure 2510: Participation in Local Decision-Making (IV.A.02 and IV.A.03). In addition, the College's system of participatory/shared governance committees and corresponding shared decision-making model, described in detail in the *Organizational Structures and Governance Manual,* assure stable, reliable, and inclusive decision-making practices and processes (as detailed in Standard IV.A.1). This policy also identifies students as a constituency and describes their participation in the College governance process. In fact, BP 2510 states the following:

> The Associated Students of Rio Hondo College (ASRHC) shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the ASRHC will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made by the ASRHC.

Board Policy and Administrative Procedure 2510: Board Policies and Administrative Procedures are foundational to the College's participatory/shared decision-making efforts because they identify and authorize the participation of all constituencies in College decision making and ensure the inclusion of student voices as appropriate.

While BP and AP 2510 identify and authorize constituencies and frame roles in the decision-making process, decision making at the College is specifically delineated in the *Organizational Structure and Governance Manual* (IV.A.05). This manual specifies the means to ensure widespread participation in the planning and decision-making process and a listing, description,

and function of councils and committees, whose memberships consist of faculty members, classified staff, administrators, and in many cases, students. Crucially, students are included as part of the College's Planning and Fiscal Council (IV.A.13). Thus, the student voice is included in critical components of the College's decision-making structure.

Standard IV A.3. Decision-Making Roles and Processes

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

At Rio Hondo College, administrators, faculty, classified staff, and students are active participants in institutional decision making and have a clear and substantive voice in policies, planning, and budget as established in Board Policies and Administrative Procedures and evidenced by committee membership rosters, minutes, and documents supporting the prioritization of resource requests.

Analysis and Evaluation

The College meets this standard.

As stated in Standards IV.A.1 and IV.A.2, the College establishes the roles and responsibilities of all of its constituent groups, including administrators, faculty, classified staff, and students through Board Policy and Administrative Procedure 2510: Participation in Local Decision Making, (IV.A.02 and IV.A.03). This BP and its corresponding AP, along with the College governance structure, ensure that all constituencies are represented and can substantively engage in policies, planning, and budget, related to their areas of expertise.

For example, College policies and procedures are reviewed and revised by the newly established Policies and Procedures Council (PPC), a subcommittee of the Planning and Fiscal Council (IV.A.14). The PPC has representation from the College constituent groups and is charged with reviewing College policies and procedures on a six-year cycle. In accordance with the representative committee model, the members of the PPC are expected to consult with and receive feedback from their constituent groups (administrators, faculty, classified staff, and students) who may be impacted by revisions made to the Board Policies and Administrative Procedures under review. Changes impacting faculty are brought by the faculty PPC representatives to the Academic Senate, and changes impacting administration are brought by the administrative representatives of PPC to the impacted administrators for feedback and input. Additionally, once a recommendation has been developed by PPC (IV.A.15), it goes to the Planning and Fiscal Council for review and discussion (IV.A.16), and then as a recommendation to the Superintendent/President. Board Policies go to the Board of Trustees for final adoption (IV.A.17) and Administrative Procedures go the Board of Trustees as information items.

College planning and resource allocation are fully integrated processes that are both programmatic and institutional in scope and allow for substantive dialogue among all constituent groups regarding College performance and prioritization of resources. The annual planning and resource allocation process, as described throughout Standard I, starts with programs, then moves to units, and then to areas, such as Academic Affairs, Student Services, Finance and Business, or the President's Office (I.A.14). The final stage in the process is at the institutional level.

Because the process starts with programs, constituencies, including faculty and administrators, are afforded the opportunity to exercise a substantive voice in both planning and resource allocation. At the program level, faculty use outcomes and achievement data to analyze their performance with respect to institutional standards and make plans for the coming year (IV.A.18). The plans for the coming year include identifying objectives with corresponding resource requests to facilitate improvements or to sustain progress within their respective programs (IV.A.19). These plans and resource requests then move to the unit level, where division administrators/managers review plans and the resource requests with faculty and dialogue with them about priorities (IV.A.20). From the unit administrator/manager, the plans and resource requests move to the area level, which in the instructional area is Academic Affairs and is headed by the Vice President of Academic Affairs. The Vice President of Academic Affairs engages the instructional deans in dialogue about priorities for all academic programs (IV.A.21). Once prioritized at the area level, the plans and the resource requests move to the institutional level and are further prioritized by the College participatory/shared governance committees established for this purpose (IV.A.22). These

committees include representatives from the faculty and administration. The College resource allocation process is by nature a dialogue among constituent groups inclusive of administrators, faculty, and classified staff, and allows for contributions from multiple perspectives at the program and unit/division levels as well as in the participatory/shared governance committees that prioritize resource request for the entire institution. The same process described above for Academic Affairs is used in Student Services, Finance and Business, and the President's Office. Student perspectives are integrated through the Planning and Fiscal Council, which is the College's main participatory/shared governance body. Institutionally, performance with respect to institutional standards is discussed at the Institutional Planning Retreat as well as the annual prioritized resource requests (IV.A.23).

Ultimately, it is the Planning and Fiscal Council, the College's primary participatory/shared governance body, that receives planning and resource priorities from the various participatory/shared governance committees, reviews them, and makes recommendations to the Superintendent/President regarding resource priorities for the coming year.

Standard IV A.4. Decision-Making Roles and Processes

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

The College Board Policies, Administrative Procedures, and established processes, such as program review, assure that both faculty and administrators have responsibility for recommendations regarding curriculum and student learning programs and services.

Analysis and Evaluation

The College meets this standard.

Board Policy and Administrative Procedure 4020: Program, Curriculum, and Course Development (I.B.54) identify program and curriculum development as faculty-driven processes under the purview of the Academic Senate. Course development and revision, as well as new program development, are initiated by faculty and submitted for review and approval to the Curriculum Committee (IV.A.25). On the administrative side, the Dean of Career Technical Education and Instructional Operations represents administration on the Curriculum Committee in the review, revision, and approval of courses and programs.

Administrative Procedure 4021: Program Discontinuance establishes the procedures by which declining programs are identified and reviewed for possible discontinuance (IV.A.26). Both faculty and administration are identified as participants and collaborators in this process.

At Rio Hondo College, instructional program review is also a collaborative process among faculty and administration. The Program Review Committee is co-chaired by a faculty member and the Dean of Institutional Research and Planning and populated with representatives of all constituent College groups (IV.A.27). Completing the instructional program review is the responsibility of the faculty. As part of that process, faculty review course, degree, and certificate offerings. Both program faculty and their administrators participate in the program review meeting, during which time they collaborate in answering any questions the committee may pose or offer clarifications where needed. Each year, the program review process culminates in program-specific and institutional recommendations, which are brought to the Institutional Effectiveness Committee, the Academic Senate, the Institutional Planning Retreat, and the Planning and Fiscal Council (I.B.05, I.B.37, IV.A.28).

Standard IV A.5. Decision-Making Roles and Processes

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

The College ensures consideration of relevant perspectives and decision making aligned with expertise through its board policies, administrative procedures, and governance structure. Timely action is achieved through annually published calendars for key processes such as curriculum, annual planning, resource allocation, and program review processes.

Analysis and Evaluation

The College meets this standard.

As mentioned in previous standards, Board Policy and Administrative Procedure 2510: Participation in Local Decision-Making identify College constituencies and specify their importance in the participatory/shared decision making process of the College (IV.A.02 and IV.A.03). This Board Policy and Administrative Procedure lay the foundation for the College governance structure.

As described in the College's *Organizational Structure and Governance Manual*, the participatory/shared governance decision-making structure is an apparatus of committees that utilizes a representative approach (IV.A.05). Committee membership is based on committee charge and includes not only members from each of the constituencies but also those administrators, managers, and faculty who possess expertise in the target area. Often, those with specific expertise serve in a chair or co-chair capacity. For example, the Institutional Effectiveness Committee is a shared governance committee co-chaired by a faculty member and the Dean of Institutional Research and Planning (IV.A.29). The Dean of Institutional Research and Planning has administrative oversight over the annual planning, resource allocation, and program review processes. Another example is the Policies and Procedures Council, which is chaired by the Vice President of Academic Affairs along with an Academic Senate designee (IV.A.14). In like manner, this council includes members from all of the constituencies and the three College Vice Presidents because the policies and procedures under review by this council directly impact each of these administrative areas and their functions. Additionally, policies and procedures which impact the units reporting to the Superintendent/President, such as Human Resources, Government and Community Relations, Marketing and Communications, and Institutional Research and Planning are forwarded to the respective administrators of those areas for input during the revision process.

Timely action is facilitated by the annual workflow of activity in the areas of planning, resource allocation, and curriculum. Each year, the College publishes calendars associated with its curriculum process as well as its annual planning, resource allocation, and program review processes (I.B.48). Publication of the annual calendar assures timely participation by the constituencies as well as continuity in these processes and stability in the activities associated with institutional change. For example, the annual planning, resource allocation, and program review calendars, ensure that resource needs are connected to performance and that resources are prioritized on an annual schedule. This annual calendar stipulates that resource needs begin with programs, progress to units or divisions, and then to the areas of the Vice Presidents or Superintendent/President. From the area level, resource requests move to the institutional level for prioritization through participatory/shared governance committees specific to resource allocation. The results are reviewed institutionally at the Institutional Planning Retreat and by the Planning and Fiscal Council (I.B.23). Resource priorities are then sent to the Superintendent/President and finally to the Board of Trustees as information items (IV.A.32).

Standard IV A.6. Decision-Making Roles and Processes

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

Evidence of Meeting the Standard

Processes for decision making are documented and communicated widely across the institution through governance handbooks and models of decision making. Decisions are communicated through the representative decision-making model, committee minutes, Board of Trustees meeting minutes, reports made at the Institutional Planning Retreat, web-based platforms, and the College website.

Analysis and Evaluation

The College meets this standard.

The *Organizational Structure and Governance Manual* describes in detail the decision-making processes at the College (IV.A.05). Each of the shared governance committees is described in this document, including their charge and membership as well as the reporting relationship of the committee in the participatory/shared governance committee structure. The manual also includes a visual representation of the decision-making model of the College (IV.A.33). The governance structure is a central component of the College's operations and is appropriately considered in the domain of the Superintendent/President's Office. The manual is updated every two years, published on the College's website, and accessible to anyone (IV.A.34).

The College communicates the results of its decisions in a variety of ways. Fundamentally, the College uses a representative participatory/shared governance model. This means that committee members represent their constituencies on participatory/ shared governance committees and are expected to bring forward constituency concerns regarding potential decisions as well as communicate committee activities and decisions to their constituencies.

Agendas and minutes are another way the College ensures committee activities and decision making are communicated broadly. Each shared governance committee is required to post its committee roster, agendas, and minutes on the College website or within the web-based platform, BoardDocs (IV.A.35). Publishing of this information ensures the representative process is optimized because it enables anyone at the College to follow committee progress and resulting decisions on particular issues.

The Board of Trustees also uses the College website and BoardDocs to communicate to the College and members of the public about their activities and decisions. Board agendas, minutes, and supplemental materials are published on BoardDocs in accordance with legal requirements, such as the Brown Act (IV.A.35). Once published within BoardDocs, all College staff receives email notification that a Board item (agenda, minutes, etc.) has been published and is available for viewing (IV.A.36). Additionally, access to BoardDocs and the Board's agendas and minutes are made accessible to the general public through publication on the College's website, specifically the Board of Trustees page (IV.A.37). Utilization of a web-based platform to publish Board agendas and minutes and the College website to make the agendas and minutes accessible to the general public ensure the dissemination of critical decisions is widespread.

Finally, results from annual planning, program review, and resource allocation are communicated through presentations at the annual Institutional Planning Retreat as well as the Planning and Fiscal Council (I.A.02, I.B.05, IV.A.28, IV.A.38). Once annual planning, program review, and resource allocation processes have been completed, a report is sent to the Board as an information item (IV.A.32).

Standard IV A.7. Decision-Making Roles and Processes

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

The College regularly evaluates its governance and decision-making processes, revises its governance manual, and updates its Board Policies and Administrative Procedures.

Analysis and Evaluation

The College meets this standard.

In Fall 2019, the College established a three-year evaluation cycle for its governance committees and decision-making processes. This process is outlined in the *Organizational Structure and Governance Manual*.

Results from the governance evaluation are discussed within the governance committees as well as in the Planning and Fiscal Council, the primary participatory/shared governance body at the College. Recommendations for changes to committee leadership, representatives, functions, and by extension to the governance structure, are processed through the Planning and Fiscal Council and updates process to the governance manual, which is published on the College website (IV.A.39).

Board Policies and Administrative Procedures are systematically reviewed and evaluated through the College's Policies and Procedures Council (PPC) (IV.A.14). All policies and procedures are on a six-year review and evaluation cycle, ensuring they are reviewed and revised regularly (I.B.34). The review process also has flexibility built in to ensure policies and procedures can be reviewed out of cycle, should the need arise. Revised policies and procedures go to the Planning and Fiscal Council for further discussion. Board policies go to the Board of Trustees for final approval and administrative procedures are presented as information items (IV.A.15, IV.A.16, IV.A.17). All Board Policies and Administrative Procedures are published and available to the general public on the College website, specifically on the Board of Trustees web page (IV.A.01).

Conclusions on Standard IV.A. Decision Making Roles and Processes

The College meets this standard.

The College has Board Policies and Administrative Procedures that identify, define, and demonstrate commitment to the roles and responsibilities of the Board of Trustees, the Superintendent/President, and the College community in participatory/ shared decision making and assurance of academic quality. Board Policies and Administrative Procedures are foundational to the College governance structure, which support and ensure inclusive practice and the continuity of College decision making. Further, these policies, procedures, and practices are regularly evaluated and communicated so that the College and the community at large are informed.

Improvement Plan(s)

Not Applicable

Evidence List

IV.A.01: Board Policies and Administrative Procedures Website

IV.A.02: Board Policy 2510

IV.A.03: Administrative Procedure 2510

IV.A.04: Administrative Procedure 3250

IV.A.05: Rio Hondo College *Organizational Structure and Governance Manual*

IV.A.06: Student Success Teams Packet

B. Chief Executive Officer

Standard IV B.1. Chief Executive Officer

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

The Superintendent/President of Rio Hondo College has primary responsibility for critical processes which are essential to the quality of the institution. These responsibilities are evidenced through the job description for the CEO, Board Policies and Administrative Procedures, reporting relationships, and communication with respect to the College's key institutional effectiveness processes.

Analysis and Evaluation

The College meets this standard.

The Superintendent/President job description specifies that the CEO has primary responsibility and authority for "institutional effectiveness that is grounded in student success . . . effective planning, data driven decisions, budget prioritization, [and] on-going assessment of student learning and outcomes." In addition, the CEO "establishes effective organizational structures that [attract] qualified individuals . . . and promote[s] a supportive and nurturing environment." (IV.B.01).

The College's Board Policies (BPs) and Administrative Procedures (APs) further underscore the critical role and responsibility of the CEO in ensuring quality. These are outlined below.

BP 3225 Institutional Effectiveness (IV.B.02)
BP/AP 3250 Institutional Planning (IV.B.03 & IV.B.04)
BP/AP 6200 Budget Preparation (IV.B.05 & IV.B.06)
BP/AP 6250 Budget Management (IV.B.07 & IV.B.08)
BP/AP 6300 Fiscal Management (IV.B.09 & IV.B.10)
BP/AP 6400 Audits (IV.B.11 & IV.B.12)
BP 7120 Recruitment and Selection (IV.B.13)
BP 7160 Professional Development (IV.B.14)

Board Policies 3250, 6200, 6300, 6400, and 7120 specify the Superintendent/President as the responsible party in the critical processes connected to institutional planning; budget preparation and fiscal management; and the recruitment, selection, and development of employees. While BPs 3225 and 6250 do not directly specify the Superintendent/President as the employee with primary responsibility, it is implied as the Board of Trustees delegates the management of the College to the Superintendent/President. Codifying the role and responsibilities of the Superintendent/President through the CEO job description, board policies, and administrative procedures ensure the Superintendent/President's primary responsibility and accountability is to carry out the mission of the College on behalf of the Board of Trustees.

Moreover, the organizational structure (IV.B.15) of the College directly supports this standard, ensuring the Superintendent/President exercises effective leadership in the areas of budgeting and fiscal management; recruitment, selection and development of employees; and the effectiveness of the institution. The Vice Presidents of Academic Affairs, Student Services, and Finance and Business, as well as the Vice President of Human Resources and the Dean of Institutional Research and Planning, report directly to the Superintendent/President. Within the organizational structure, these positions are responsible for carrying out the functions of budgeting and fiscal management; recruitment, selection and development of employees; and institutional planning and assessment of effectiveness. Having these positions report directly to the Superintendent/President ensures the CEO is fully engaged in these operations and ensures accountability and effective leadership for the quality of the institution.

In addition, the Directors of Government & Community Relations and Marketing & Communications also report directly to the Superintendent/President. These positions have primary responsibility for community relationships, monitoring legislation, and ensuring a positive presence of the College in the surrounding community. Reporting directly to the Superintendent/President ensures that the CEO is an active participant in shaping the College's image and reputation as well as establishing and maintaining critical relationships with the community and other legislators.

Finally, the Superintendent/President ensures effective leadership in the area of institutional quality through regular communication with the Board of Trustees and monthly meetings with individual Trustees, College constituencies, and representatives from the College's surrounding communities. Communication with the Board of Trustees is accomplished through presentations to the Board as well as through the Superintendent/President's monthly written report (IV.B.16), "Focus on Rio," (IV.B.17) which is distributed to the Board, students, all staff, and emeriti. Communication with the College's surrounding communities is facilitated through presentations (IV.B.18), press releases, (IV.B.19) social media presence, and the College's annual report, "In Service to Our Community" (IV.B.20). Communication with College constituencies is facilitated through institutional activities such as Flex Day (IV.B.21), the annual Institutional Planning Retreat (IV.B.22), and newsletters such as "Focus on Rio," and "Rio Connections," (IV.B.23) a weekly communiqué to all staff.

The Superintendent/President ensures accountability for institutional effectiveness through presentations to the Board of Trustees about progress in meeting institutional standards. Progress on initiatives such as Vision for Success (IV.B.24), the Student Equity and Achievement Plan (IV.B.25), and Guided Pathways (IV.B.26) are presented to the Board annually as is progress on the Five-Year Capital Outlay Plan.

Standard IV B.2. Chief Executive Officer

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 institution has policies and procedures which provide for the delegation of authority from the Superintendent/President to administrators and others consistent with their roles and responsibilities. The institutional planning processes and governance structures also provide the Superintendent/President with the information needed to ensure the administrative structure reflects the purposes, size, and complexity of the College.

Analysis and Evaluation

The College meets this standard.

As is specified in the College's *Organizational Structures and Governance Manual* (IV.A.05) and in institutional planning and resource allocation documents, the Superintendent/President proposes and evaluates the administrative structure for the College. In the current structure, the Vice Presidents of Academic Affairs, Student Services, Finance and Business, and Human Resources; and three administrators, Dean of Institutional Research and Planning (IRP), Director of Marketing and Communications, and Director of Government and Community Relations (GCR) report directly to the Superintendent/President, who delegates authority through them to the divisions and programs they supervise. Thus, not only does the Superintendent/President report directly to the Board of Trustees, the CEO also serves as a liaison between the Board and key governance units and constituencies on campus.

Board Policy and Administrative Procedure 3100: Organizational Structure (IV.B.27, IV.B.28) require the College to provide an organizational structure. The Office of the Superintendent/President publishes to the website revised editions of the *Organizational Structures and Governance Manual* (IV.A.05). Initiated in 2011, the Manual had been annually updated, but it is currently on a biannual revision cycle, the latest published in March 2021. Prior to the publication of each edition, constituencies review and edit as necessary to include up-to-date information. Proposed changes to the document are considered at President's Council. Final decisions rest with the Superintendent/President. Explanations for proposed changes that are not adopted are provided to the appropriate constituencies by means of the Council/Committee Response to Requested Revision to the Governance Manual form (IV.B.29). Once the document is published, it is sent to all staff with a link to its URL address on the College website (IV.B.30). If there are intra-cycle changes to the organizational structure, as

was done in June 2020, primarily to accommodate changes necessitated by the Covid-19 pandemic, they are communicated to all staff and the uploaded organization chart is revised to reflect the changes and published on the website.

To further comply with this standard, the College utilizes delegation of authority and a representative governance process. The College Governance Flow Chart (IV.A.33) illustrates the reporting relationships to the Superintendent/President. First, the Superintendent/President oversees the President's Council, comprised of the presidents of the Academic Senate, Classified School Employees Association (CSEA), and Management/Confidential Council (MCC) as well as the three vice presidents and four principal administrators whose charge is to represent and report back to their constituencies. The Superintendent/President holds monthly meetings with the elected Academic Senate Executive Board and CSEA President and Executive Board, during which time dialogue enhances effective communication. The Superintendent/President also meets monthly with the Management and Confidential Council President and President of Associated Students of Rio Hondo College (ASRHC). And finally, the Superintendent/President is a member of the College Foundation Executive Board.

There are specific College Board Policies and Administrative Procedures that stipulate the delegation of authority for various functions of the College. For example, BP 2430: Delegation of Authority (IV.B.46) section II states, "The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, including the administration of educational centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties." This board policy allows the Superintendent/President to delegate authority and responsibility for key functions, such as institutional planning and effectiveness, to the appropriate administrators. Under this BP, the Superintendent/President delegates authority and supervises progress in the areas of institutional planning and resource allocation to the Dean of Institutional Research and Planning. Administrative Procedure 6100: Delegation of Authority (IV.B.32) specifically stipulates that the Vice President of Finance and Business is the delegated authority to prepare the budget; oversee fiscal management of the District; and contract for purchase, sale, lease, or license real and personal property. This delegated authority is subject to the review and approval of the Superintendent/President as deemed necessary.

Modifications to the structure of the College occur when the Superintendent/President deems it necessary to align staff and resources to existing and changing priorities, as was the case during the Covid-19 pandemic, resulting in a reorganizational structure in June 2020 (IV.B.33). Normally, however, through the institutional planning and resource allocation processes, programs examine their performance with respect to institutional standards and request resources so that they can continue to meet standards and/or improve performance (IV.B.34). These resource requests include position requests for new/additional faculty, staff, and/or administrators. The requests for new/additional positions to support achievement of performance standards are prioritized institutionally through the participatory/shared governance process and are forwarded to the Superintendent/President as a recommendation from the Planning and Fiscal Council (IV.B.35). The Superintendent/President receives the recommendation and finalizes new resource allocations according to available resources and institutional goals, priorities, and performance.

Standard IV B.3. Chief Executive Officer

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

The Superintendent/President guides institutional improvement of the teaching and learning environment by overseeing the institutional effectiveness function of the College, which includes all institutional planning activities and the setting of institutional performance targets. Through supervision of the Dean of Institutional Research and Planning, the Superintendent/President accepts ultimate responsibility for all College planning and resource allocation processes and ensures these processes and assessments are aligned with the mission, vision, and values of the College and are collaboratively developed by constituent groups in line with institutional goals and objectives.

Analysis and Evaluation

The College meets this standard.

Board Policy 3225: Institutional Effectiveness and Board Policy 3250: Institutional Planning (I.B.52, I.B.53) are the starting points for College planning and effectiveness and direct the planning process in identifying institutional directions as well as priorities and strategies to inform the acquisition and allocation of resources. As stipulated in BP 3250, the duty of the Superintendent/President is to oversee District planning processes. The policy further outlines the task of the Superintendent/President to implement a broad-based, comprehensive, systematic, and integrated system of planning that is supported by institutional effectiveness research.

The day-to-day operations and functions relating to institutional effectiveness and institutional planning fall under the auspices of the Dean of Institutional Research and Planning (IRP), who reports directly to the Superintendent/President of the College. The IRP Dean apprises the Superintendent/President about all aspects of planning, effectiveness, and resource allocation. The Dean of IRP also serves as the co-chair of the Institutional Effectiveness Committee (IEC), a committee that facilitates and evaluates the planning processes, analyzes evidence of institutional effectiveness, and makes recommendations for improvement to the planning process (IV.B.36).

The Office of Institutional Research and Planning assists the Superintendent/President in meeting this standard by providing a standard complement of research to the College through Tableau, the College platform for publicly making data visualizations accessible and meaningful. These visualizations incorporate institutional standards so that programs, and the College as a whole, can assess performance, and therefore effectiveness, in meeting or exceeding institutional standards. Each year, the Office of Institutional Research and Planning, in consultation with the Institutional Effectiveness Committee, reviews the College's performance on the ACCJC Institutional and Aspirational Standards and makes recommendations regarding College standards for the upcoming year (IV.B.38, IV.B.38a). Adjustments to the standards are incorporated into the data visualizations in support of the upcoming year's planning and assessment of effectiveness. In-depth analysis, such as special disaggregation or help in understanding data, is also provided by IRP when requested (IV.B.38b). The role of IEC as a representative shared governance body and the annual Institutional Planning Retreat ensure there is collegial, broad-based participation in the College planning and resource allocation processes. Finally, yearly evaluation of planning takes place through feedback from members of the IEC, College constituencies, and the yearly evaluation and assessments of the planning processes which occur at the annual Institutional Planning Retreat (IV.B.39). The distribution of responsibility in planning helps assure that sound planning leads to good decision-making processes that are integrated into all aspects of the College.

The College planning and resource allocation process is integrated, not separate (I.A.14). Programs identify resource needs as part of the planning process though analysis of data and assessment of performance in relation to institutional standards. These needs are linked to College institutional goals and objectives, which are connected to institutional standards (I.A.09). Once the annual planning process has concluded, resource needs are prioritized by various participatory/shared governance committees and recommendations of resource needs and priorities are made to the Superintendent/President, who finalizes the recommendations in accordance with institutional goals, objectives, and available funds (I.A.14, I.A.16, IV.B.33).

The Comprehensive Integrated Planning Model, outlined in the College's Educational Master Plan (IV.B.40), and created by IRP, thoroughly explains the College planning process. As specified in the model, annual planning and resource allocation are short-term planning activities, which are shaped by the College mission and mid- and long-range planning through the establishment of goals and standards-based objectives. In this way, planning at the College is both institutional in scope and program based. Institutional goals and objectives are monitored annually and programs are expected to connect performance to broader institutional performance by linking performance and resource needs to broader institutional goals and objectives.

Standard IV B.4. Chief Executive Officer

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

The Superintendent/President assumes the leading role in accreditation processes and demonstrates commitment to ongoing compliance and issues of academic quality through participation in institutional processes and adherence to governance and administrative structures, policies, and procedures directly connected to the accreditation standards. Faculty, staff, and administrative leaders ensure academic quality and compliance with accreditation standards through participatory/shared governance structures associated with the standards and through collaboration and consultation with the Accreditation Liaison Officer (ALO).

Analysis and Evaluation

The College meets this standard.

The Superintendent/President is the designated leader for accreditation as specified in Board Policy 3200: Accreditation (I.C.38). By means of this policy, the Board of Trustees designates the Superintendent/President's role and responsibilities with respect to accreditation. These include ensuring compliance with standards, regulations, and requirements; keeping the Board informed as to any and all matters related to the College's accreditation; and assuring that reports are submitted to the Superintendent/President and reviewed by the Board in advance of submission to the Commission (IV.B.42).

Leadership in ensuring compliance with standards, requirements, and policies is also evidenced by College structures and processes put into place to support accreditation. First, the Accreditation Liaison Officer reports directly to the Superintendent/President. The ALO meets regularly with the Superintendent/President and communicates matters regarding compliance and reporting. The Superintendent/President is also an active participant in the Accreditation Leadership Team and the Accreditation Steering Committee. Second, the Superintendent/President regularly builds support for and informs the College community on matters related to accreditation through institutional Flex Day presentations (IV.B.43) and by working with the Dean of Institutional Research and Planning, who also serves as the ALO, to guide the content of the Institutional Planning Retreat to include material on performance on institutional standards. The Superintendent/President works actively to ensure that the Board is engaged in all aspects of accreditation and is informed about the progress in developing and completing Commission reports, such as the Institutional Self-Evaluation Report (ISER) (IV.B.44). Finally, the Superintendent/President also demonstrates commitment to compliance through regular communication and response to Commission inquiries. These include the Annual and Financial Reports, and more recently, responses to Commission requests related to the COVID-19 emergency and substantive change requirements (IV.B.45).

Standard IV B.5. Chief Executive Officer

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

In accord with Board Policy 2430: Delegation of Authority, the Board of Trustees delegates authority to the Superintendent/President to administer board policies and to implement all appropriate federal, state, and local statutes and regulations. Directed by this policy, the Superintendent/President ensures that administrative procedures and other institutional practices are in accord with the College Mission Statement and board policies.

Analysis and Evaluation

The College meets this standard.

The District has several board policies, administrative procedures, and institutional governance structures that assure compliance with this standard. Board Policy 2430: Delegation of Authority (IV.B.46) states that all board policies must comply with appropriate federal, state, and local statutes and regulations. Participatory/shared governance procedures are outlined in BP 2410: Policy and Administrative Procedure and AP 2410: Board Policies and Administrative Procedures

(IV.B.47) and recognize those principles of governance while affirming the authority and responsibility of the Board of Trustees and Superintendent/President in decision making on behalf of the College.

The Policies and Procedures Council (PPC) (IV.B.48), systematically reviews and revises all Board Policies and Administrative Procedures on a six-year cycle and forwards recommendations to the Planning and Fiscal Council (PFC) (IV.B.49). Once consensus on revision is achieved by the PFC, those policies and procedures are forwarded to the Board for review and discussion (IV.B.50). The Board of Trustees is integral to the systematic review of policies and contributes to compliance with this standard by reviewing policies to ensure they agree with all relevant statutes and regulations. Ultimately, the Superintendent/President is responsible for monitoring the implementation procedures and practices, ensuring adherence to the College's Mission Statement and any applicable federal, state, and local statute and regulations.

The Superintendent/President regularly communicates statutory and compliance expectations to the Board of Trustees in order to assist in informed decision making. The Superintendent/President ensures that all governance decisions are linked to the College mission (IV.B.51).

Standard IV B.6. Chief Executive Officer

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

Evidence of Meeting the Standard

The Superintendent/President uses multiple and regular mechanisms to engage with the community, including business, nonprofits, service and school entities, as well as federal, state, and local elected officials and city councils.

Analysis and Evaluation

The College meets this standard.

The Superintendent/President communicates both directly and indirectly with the communities served by the College, which include business, nonprofits, service and school entities as well as federal, state, and local elected officials and city councils through a variety of mechanisms including meetings, presentations, community forums, legislative advocacy, newsletters, and community reports.

Through the Directors of Government & Community Relations (GCR) and Marketing & Communications, communication is ongoing, regular, and widespread throughout the College service area. Implicit in this communication is effective listening to the community, which enables the Superintendent/President to be informed of changing needs, to become aware of what is working well, and to learn what can be improved. The Superintendent/President hosts regular quarterly meetings with the community through the President's Advisory Committee, comprised of leaders from the surrounding communities in the College service area (IV.B.52). Advisory committee members include educators, business leaders, non-profit executives, faith leaders, and College alumni (IV.B.53). These meetings, organized with assistance from GCR, focus on sharing information regarding College programs, state and federal guidelines, and upcoming College events. The meetings present opportunities for constructive dialogue among participants to collaborate on ways the College can address community needs.

Appropriate legislative advocacy is also an important aspect of community engagement and communication. Several times each year, the Superintendent/President directs the Director of Government & Community Relations to schedule meetings with federal, state, and local officials in efforts to maintain strong relationships with legislators (IV.B.54). During the meetings, the Superintendent/President informs the participants about College initiatives, explains how they can help the College, solicits support on relevant and appropriate legislation, and fosters mutually beneficial working relationships to benefit students.

The Office of the Superintendent/President also delivers State of the College presentations to the five city councils within the College district on a biennial basis (IV.B.55). A State of the College address includes information on demographics, budget, noteworthy trends in higher education, and other appropriate items of interest to the audience. An ancillary benefit that increases community communication is the televised component of the city council meetings, which means the College presentations are available to all members of the community via the public access network. The Superintendent/President regularly delivers similar presentations at several local service organizations, such as the Pico Rivera and Santa Fe Springs Rotary Clubs, Whittier Soroptimist Club, Whittier Host Lions Club, and Whittier Rotary Club.

The Superintendent/President in collaboration with the Director of Government & Community Relations also arranges community forums, which are held in each of the trustee service areas. Community members are invited to the forums and provide the District with their perceptions about community needs and College programs and services. This information informs District planning processes.

The Superintendent/President employs regular and multiple methods of written communication with the entire Rio Hondo campus community, including students, as well as the College's surrounding community. In conjunction with the Director of Marketing & Communications, the Office of the Superintendent/President creates and distributes a brief monthly e-newsletter titled "Focus on Rio" (IV.B.17), which summarizes awards, special events, campus activities, and Board actions as well as the Annual Report (IV.B.20), a compendium of highlights, metrics, accomplishments, and special interest stories of the College. Finally, the Superintendent/President works closely with the Director of Marketing & Communications to prepare press releases highlighting campus events and initiatives to local and regional media contacts (IV.B.19).

Conclusions on Standard IV.B. CEO

The College meets this standard.

The College has enacted and adheres to its board policies and procedures, governance structures, and planning processes, which are designed to ensure the College's primary concern, to provide academic quality and uncover areas for improvement through careful analysis of data. Moreover, the College has systematic processes in place to ensure that these policies and procedures, structures, and processes are reviewed and revised as necessary to facilitate ongoing academic quality and improvement. Together, they support the Superintendent/President, the Board of Trustees, and the College constituent groups in their collective responsibility for ensuring that the institutional mission is achieved and that student learning is at the forefront of the College's activities.

Although these structures are in place, it is ultimately the leadership of the Superintendent/President that enables the College to stay in compliance with Commission standards, regulations, and requirements. The Superintendent/President leads and is held accountable to the District through these structures.

Improvement Plan(s)

Not Applicable

Evidence List

IV.B.01: 2019 Superintendent/President Position Description

IV.B.02: BP 3225 Institutional Effectiveness

IV.B.03: BP 3250 Institutional Planning

IV.B.04: AP 3250 Institutional Planning

IV.B.05: BP 6200 Budget Preparation

IV.B.06: AP 6200 Budget Preparation

IV.B.07: BP 6250 Budget Management

IV.B.08: AP 6250 Budget Management

IV.B.09: BP 6300 Fiscal Management

IV.B.10: AP 6300 Fiscal Management

IV.B.11: BP6400 Audits

IV.B.12: AP 6400 Audits

IV.B.13: BP 7120 Recruitment and Selection

IV.B.14: BP 7160 Professional Development

IV.B.15: RHC Organizational Chart

IV.B.16: President's Report Superintendent's Report

IV.B.17: RHC Focus On Rio June 2021

IV.B.18: Biennial State of the College presentations to City Councils in the District Fall 21

IV.B.19: Press Release on $28 Million of Funding COVID Relief

IV.B.20: RHC Annual Report 2020 Rising Together for Our Students

IV.B.21: Flex Day Agenda for Fall 2021 - In progress not yet final

IV.B.22: Planning Retreat Agenda, April 2021

IV.B.23: Rio Connections 08.06.2021

IV.B.24: Vision for Success Presentation 05.12.21

IV.B.25: Student Equity and Achievement Plan BOT Presentation March 2021

IV.B.26: Board Presentation from February 24, 2021

IV.B.27: BP 3100 Organizational Structure

IV.B.28: AP 3100 Organizational Structure

IV.B.29: Council/Committee Response Form

IV.B.30: RHC Governance Manual Webpage

IV.B.32: AP 6100 Delegation of Authority Finance and Business

IV.B.33: Board Agenda June 2020 Administrative Reorganization

IV.B.34: Institutional Research and Planning Objectives and Resource Requests

IV.B.35: PFC Agenda Resource Prioritization

IV.B.36: 2021 IEC Governance Committee Membership

IV.B.37: 2021 IEC Planning and Program Review Recommendations to PFC

IV.B.38: IEC Minutes Institutional Recommendations Planning and Program Review

IV.B.38a: IEC Minutes Regarding ACCJC Institutional Standards

IV.B.38b: Data Support from IRP

IV.B.39: 2021 Planning Retreat Evaluation Survey

IV.B.40: 2020 RHC Educational Master Plan

IV.B.41: BP 3200 Accreditation

IV.B.42: Board Agenda ISER Approval November 2021

IV.B.43: Flex Day Agendas Spring 2020 Fall 2021

IV.B.44: ISER Board Presentation Calendar

IV.B.45: ACCJC Annual Reports

C. Governing Board

Standard IV C.1. Governing Board

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

A primary function of the Board of Trustees is to exercise ultimate authority over and responsibility for College policies that assure the academic quality, integrity, and effectiveness of student learning services, the financial stability of the College, and the College Mission Statement. This authority and responsibility is evident through the institution's board policies specific to the Board of Trustees, as outlined below.

Analysis and Evaluation

The College meets this standard.

The Board of Trustees has the authority and responsibility to make informed decisions in those areas to which it is charged by federal and state laws and regulations, namely Program, Curriculum, and Course Development (I.B.54) and Fiscal Management (I.B.62).

The Rio Hondo Community College District is governed by a five-member Board of Trustees (BOT) and a student representative who votes in an advisory capacity.   Trustees are elected to four-year terms to represent regions within the District, as outlined in Board Policy 2100: Board Elections (IV.C.02). The foundational policy addressing the authority of the Board of Trustees is Board Policy 2200: Board Duties and Responsibilities, (IV.C.03), which states: "The Board of Trustees governs on behalf of the citizens of the Rio Hondo Community College District in accordance with the authority granted and duties defined in Education Code Section 70902." This policy ensures the Board's commitment to and authority over the College through its responsibility for the following charges:

- Represent the public interest.
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.
- Hire and evaluate the Superintendent/President.
- Delegate power and authority to the Superintendent/President to effectively lead the District.
- Assure fiscal health and stability.
- Monitor institutional performance and educational quality.
- Advocate and protect the District (Board Policy 2200).

Board Policy 2410: Board Policies and Administrative Procedures further outlines the Board's authority and responsibility for the institution's polices and their revisions to assure academic quality and effectiveness within the participatory/shared governance process (IV.C.04). This document states that "[t]he Board will regularly review and evaluate board policies to ensure that they are consistent with the mission of the College and are in compliance with requirements established by appropriate external agencies."

Board policies dealing with academic quality include Board Policy 4020: Program, Curriculum and Course Development, which asserts that "[t]he programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency (I.B.54)."

Although Board Policy 2510: Participation in Local Decision Making states that "[t]he Rio Hondo College Board of Trustees is the ultimate decision-maker [sic] in those areas assigned to it by state and federal laws and regulations," it also acknowledges the participatory/shared governance process and purviews, which are more specifically detailed in Administrative Procedure 2510: Participation in Local Decision Making and Administrative Procedure 2410: Board Policies and Administrative Procedures, as well as the *Organizational Structures and Governance Manual* (IV.A.02 and IV.A.03). This is particularly relevant because it outlines the role and responsibility of each constituency in academic quality, with ultimate authority vested in the Board to approve courses, academic programs, and services.

Board Policy 3225: Institutional Effectiveness (I.B.52) and Board Policy 3250: Institutional Planning (I.B.53) outline the Board's expectation that the College engage in efforts that demonstrate a systematic planning process based upon data and performance with respect to institutional measures of effectiveness. The College regularly presents information on effectiveness to the Board of Trustees in the form of presentations and reports related to the Vision for Success, Student Success Scorecard, and Student Equity and Achievement Plan. All of these initiatives include student performance measures of institutional effectiveness (IV.C.07).

In terms of financial stability, Board Policy 6300: Fiscal Management indicates "[a]s required by law that the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District (I.B.62). Other examples of fiscal oversight include the presentation and adoptions of Tentative and Adopted Budgets for fiscal years 2015-2020 (IV.C.61), as well as the Board's fiscal responsibility regarding the Measure R Bond, reported in The Fiscal Report 2018-2019 of the Rio Hondo College Citizen's Oversight Committee (IV.C.09).

Standard IV C.2. Governing Board

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

The Trustees of the Board make decisions by majority at Board meetings during open session, at which time they act as a collective body, as one voice. Rio Hondo College Trustees have authority only when meeting as a Board and not as individual trustees.

Analysis and Evaluation

The College meets this standard.

Board Policy 2330: Quorum and Voting stipulates the conditions in which a simple majority or unanimous vote is required by the Board (IV.C.10). Board Policy 2715: Code of Ethics/Standards of Practice states that the Board shall "[e]xercise authority, not as individuals, only as a Board (I.C.29)." Although the student Trustee is considered a member of the Board of Trustees for a one-year term, Board Policy 2015: Student Member of the Board stipulates that the student vote is advisory only and not included "in determining the vote required to carry any measure" (IV.C.12). In practice, the Board votes on action items and Board members support the decision of the entire Board, irrespective of how they voted.

Standard IV C.3. Governing Board

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

Policies and procedures for selecting and evaluating the Superintendent/President are delineated in Board Policy 2431: Superintendent/President Selection, Administrative Procedure 2431: CEO Selection Process, and Board Policy and Administrative Procedure 2435: Evaluation of Superintendent/President.

Analysis and Evaluation

The College meets this standard.

Board Policy 2431: Superintendent/President Selection Process and Administrative Procedure 2431: CEO Selection Process (IV.C.13) clearly define and outline the process for selecting a superintendent/president/CEO when a vacancy is anticipated. This process was enacted during the last few years, when the College's Superintendent/President retired in 2019. Following the selection process outlined in Board Policy and Administrative Procedure 2431: Superintendent/President Selection, a new Superintendent/President was appointed in 2019. But in 2020, that Superintendent/President was placed on administrative leave and subsequently resigned. The previous Superintendent/President, who initially retired in 2019, was brought back until the selection process can be completed again, which is anticipated in 2022.

With regard to the evaluation of the Superintendent/President, Board Policy 2435: Evaluation of the Superintendent/President states that "[t]he Board of Trustees shall conduct an evaluation of the Superintendent/President at least annually (IV.C.15)." In addition, Administrative Procedure 2435: Evaluation of Superintendent/President states that the process "consists of an evaluation instrument that includes input from staff, faculty, students, and managers (IV.C.16)."

In the main, the Board has followed the annual evaluation process for the Superintendent/President. However, during 2018-2019 the College entered a period of transition, which began when the Superintendent/President announced her intention to retire. During this time, the Board and the District searched for a new Superintendent/President who was appointed in August 2019. After the new Superintendent/President was hired July 2019, the evaluation should have taken place in August 2020. However, during July 2020, the Board brought back the previous Superintendent/President to serve until a new, permanent Superintendent/President could be selected. Prior to this brief transition period, the Board annually evaluated the Superintendent/President (IV.C.18).

Standard IV C.4. Governing Board

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

Through Board Policy 2200: Board Duties and Responsibilities and Board Policy 2716: Political Activity the Board assures that it reflects the public interest and defends the institution from undue influence or political pressure.

Analysis and Evaluation

The College meets this standard.

Board Policy 2200: Board Duties and Responsibilities emphasizes the Board's responsibility to the public by specifically stating that the Board "governs on behalf of the citizens of the Rio Hondo Community College District in accordance with the authority granted and duties defined in Education Code Section 70902 (IV.C.03)."

Board Policy 2716: Political Activity addresses possible undue influence or political pressure that the Board could face and underscores the impartial position of the District by prohibiting Trustees from using College resources to endorse any ballot measure or candidate, thereby maintaining the independent position of the College (IV.C.19). However, when, if, and/or in the best and "legitimate" interest of the College, "[T]he Board may by resolution express the Board's position on ballot measures (IV.C.20)."

Board Policy 2710: Conflict of Interest assures that "[m]embers of the Board of Trustees shall not have a financial interest in any contract made by the Board or in any contract they make in their capacity as Board members" (IV.C.21). This assurance is evidenced by the filing of Form 700, "Statement of Economic Interests," a one-page document that Trustees sign upon their election to the Board and annually thereafter, verifying their impartiality in the contracts the College enters into.

Additionally, Board Policy 2715: Code of Ethics/Standards of Practice states that Trustees must "[p]revent conflicts of interest and the perception of conflicts of interest" by demonstrating their responsibility to do so, as they "[a]ct only in the best interest of the District, [e]nsure public input into Board of Trustees deliberations, "[s]upport the District mission, and [e]nsure that students receive the highest quality education" (I.C.29, IV.C.11).

Standard IV C.5. Governing Board

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

The Board of Trustees is ultimately responsible for the educational quality, legal matters, and financial integrity of the institution. They approve degrees, curriculum, and articulation agreements and oversee the legal position and fiscal health of the institution in accordance with the California Education Code, the Rio Hondo College Mission, and Board Policies.

Analysis and Evaluation

The College meets this standard.

The overarching policy that guides compliance with this standard is Board Policy 2200: Board Duties and Responsibilities (IV.C.03). This policy specifically states that the Board is committed to fulfilling its responsibilities to "[e]stablish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations." Additionally, this policy affirms the Board's responsibility to "monitor institutional performance and educational quality" and "[a]ssure fiscal health and stability of the District in accordance with the authority granted and duties defined in Education Code Section 70902."

Board Policy 2040: Program, Curriculum, and Course Development ensures that the College's "programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency" (IV.C.23).

Board Policy 1200: District, Vision, Mission, and Values Statement mandates the College regularly review and update its Vision, Mission, and Values Statements as required by the Western Association of Schools and Colleges (WASC)/Accreditation Commission of Community and Junior Colleges (ACCJC) accreditation standards (IV.C.24). As an example, the College undertook a review and revision of its Mission, Vision, and Values statements during Spring 2020 and during the 2020-2021 academic year. The reviews and revisions of the Mission, Vision, and Values statements were done in accordance with the College's Comprehensive Integrated Planning Model. The Comprehensive Integrated Planning Model stipulates that the Mission, Vision, and Values are reviewed every six years to coincide with the College's six-year strategic plan cycle (I.A.14, I.A.15).

With respect legal matters, Board Policies 1300: Legal Counsel and 2315: Board Meetings: Closed Sessions shape the Board's attention and safeguarding of the District with respect to legal matters. Board Policy 1300 allows the Board to employ attorneys to provide legal services as needed as well as request attorney services through the Superintendent/President on an individual basis provided the services requested are in alignment with Board functions defined in the Education Code (IV.C.26). Board Policy 2315 states the Board prudently relies on "[a]dvice of counsel on pending litigation, as defined by law" (IV.C.26). Legal counsel assists the Board in their responsibilities for matters associated with the College, such as real estate transactions, personnel litigation, and liabilities related to claims against the institution.

Standard IV C.6. Governing Board

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 policies specifying the size of the Board, its duties, responsibilities, structures, and operating procedures are published on the District's website in the Board Policies and Administrative Procedures section.

Analysis and Evaluation

The College meets this standard.

The Board of Trustees maintains a web presence which can be accessed through the College's Homepage where the Board documents, policies, and procedures can be easily accessed. Specifically, there are links to the following items.

- Agenda and Minutes (IV.C.28)

- Board Code of Ethics (I.C.29)

- Board Goals (IV.C.29)

- Board Policies and Administrative Procedures (I.C.48)

- Board Protocols (IV.C.30)

- CCLC Trustee Handbook (IV.C.31)

- Meeting Calendar (IV.C.32)

- Public Comment Card (IV.C.33)

- Contact the Board of Trustees (IV.C.34)

Board Policy 2010: Board of Trustees Membership specifies that "[t]he Board of Trustees shall consist of five regular members." In addition, Board Policy 2100: Board Elections specifies the five geographical areas represented by each of the Trustees: Trustee Area 1 (El Monte), Trustee Area 2: (Pico Rivera and West Whittier), Trustee Area 3: (North Whittier and South El Monte), Trustee Area 4: (Los Nietos, North Norwalk, Santa Fe Springs and South Whittier), and Trustee Area 5: (South Whittier and East Whittier) (IV.C.35).

Board Policy 2200: Board Duties and Responsibilities delineates the purview and responsibilities of the Board of Trustees to the College to perform the following duties and responsibilities (IV.C.03).

- Represent the public interest.

- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.

- Hire and evaluate the Superintendent/President.

- Delegate power and authority to the Superintendent/President to effectively lead the District.

- Assure fiscal health and stability of the District.

- Monitor institutional performance and educational quality.

- Advocate and protect the District (BP 2010).

Board Policy 2715: Code of Ethics/Standards of Practice codifies the "high standards of ethical conduct for [the Board] and adopts Standards of Good Practice to promote a healthy working relationship among its members and its Superintendent/ President, based upon mutual trust and support." This policy includes an extensive list of ethical responsibilities and procedures to implement in cases of violation of this policy (I.C.29, IV.C.11).

Board Policy 2310: Regular Meetings of the Board details the time, place, and manner of the regular monthly meetings of the Board as well as the situations and conditions where other Board meetings may be convened (IV.C.36).

Board Policy 2305: Annual Organizational Meeting outlines the time frame for elections of the officers of the Board (IV.C.37). Board Policy 2210: Board of Trustees Officers delineates the specific responsibilities of each of the officers (IV.C.38). And Board Policy 2110: Vacancies on the Board of Trustees specifies the procedure(s) to invoke should a vacancy occur (IV.C.39). Recently, this policy was invoked after the resignation of the Area 1 Trustee in 2020, and a public election was called for and occurred in March, 2021 (IV.C.40).

Board Policy 2330: Quorum and Voting stipulates the conditions for establishing a quorum and voting of the Board, as well as the public nature of the proceedings (IV.C.10).

Board Policy 2320: Special and Emergency Meetings specifies the conditions under which a meeting may be called by the President of the Board of Trustees within a 24-hour time frame (IV.C.41).

Board Policy 2315: Closed Sessions describes the conditions and protocols for confidential meetings (IV.C.27).

Board Policy 2355: Decorum outlines the rules of conduct and sanctions for improper conduct for all participants at Board meetings (IV.C.42).

Standard IV C.7. Governing Board

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 of Trustees acts in accordance with its policies, which they review, evaluate, and revise as necessary. The Board adopts policies of intent authorized by law or deemed necessary for the operations of the College.

Analysis and Evaluation

The College meets this standard.

Board Policy 2200: Board Duties and Responsibilities states that the Board "[d]elegate[s] power and authority to the Superintendent/President to effectively lead the District." Board Policy 2430: Delegation of Authority "delegates to the Superintendent/President . . . all decisions of the Board requiring administrative action." And Board Policy 2330: Quorum and Voting stipulates the particular situations and votes the Board needs to pass certain items (IV.C.03, IV.C.43, IV.C.10).

In accordance with BP/AP 2410: Board Policies and Administrative Procedures, all Board Policies and Administrative Procedures are updated and/or revised on a six-year cycle, or as needed with the assistance of the Policies and Procedures Council (PPC), which facilitates the reviews (IV.C.04).

Standard IV C.8. Governing Board

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 Board is committed to fulfilling its responsibilities to monitor institutional performance and educational quality. The Board of Trustees, including the Student Member of the Board, regularly reviews key indicators of student learning and achievement as well as institutional plans for improving academic quality.

Analysis and Evaluation

The College meets this standard.

Board Policy 3225: Institutional Effectiveness states: "[t]he Board of Trustees is committed to supporting college goals that measure the effectiveness of the District's operational and educational environment. The Board regularly assesses the District's institutional effectiveness outcomes (I.B.52)."

The Comprehensive Integrated Planning Model calls for each program to assess its progress in relation to institutional goals and objectives. These goals and objectives, and corresponding performance measures, are sourced from the ACCJC Institutional Standards, the Vision for Success, and the Student Equity and Achievement Plan (I.A.13, I.A.05, I.B.69, I.B.70). As described in Standard I, the College requires each program to link improvement actions and resource requests to institutional goals and objectives (I.A.16). This information is in the Taskstream platform. Additionally, the Board has established a Board annual goal in student completion of degrees, certificates, and transfer. The Board meets this standard and monitors its own progress toward meeting this particular Board goal through regular presentations of progress toward meeting Vision for Success goals and the Student Equity and Achievement Plan. Both the Office of Institutional Research and Planning and the Office of the Equity and RISE Scholars annually present measures of success to the Board of Trustees.

Standard IV C.9. Governing Board

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

Evidence of Meeting the Standard

The District provides training for new members of the Board of Trustees through orientations. As well, trustees participate in ongoing professional development opportunities as they arise. Existing board policies provide mechanisms for continuity of board membership and staggered terms of office.

Analysis and Evaluation

The College meets this standard.

The College provides a minimum of two opportunities for new trustees to acclimate to the District and to their roles as trustees. The first is an orientation that the College holds for those candidates who are running for office as a trustee (IV.C.45). The Candidate Orientations include information about the College's demographic profile and enrollment, key success measures, budget, and academic and student services programs. Elected trustees also participate in a Trustee Orientation after they are elected. The Trustee Orientation includes some of the same information as was presented in the Candidate Orientation. New trustees are also provided with opportunities to receive more in-depth presentations and information about various aspects of the College. Typically, these information sessions are arranged by the Superintendent/President's Office on an as-requested basis (IV.C.46).

The College is also a member of the Community College League of California (CCLC), as well as the California Community College Trustees (CCCT) and Association of Community College Trustees (ACCT), all of which sponsor annual conferences and new trustee orientations (IV.C.49). In addition, the CCLC Trustee Handbook is provided to trustees to instruct and guide effective trusteeship (IV.C.31).

In addition, all trustees participate in ongoing professional development opportunities throughout the year (IV.C.49). These opportunities are sponsored by the California Community College Chancellor's Office and the Community College League of California, among others. Board Policy 2740: Board Education assures the Board's "commitment to ongoing development as a Board and to a trustee education program that includes new trustee and student trustee orientation" (IV.C.48). Regularly scheduled study sessions and attendance at appropriate conferences are among the professional development activities the Board engages in. Board Policy 2015: Student Member of the Board specifies that student trustees will "receive a formal Board orientation upon certification of election and before being seated at the first regular Board meeting, as provided to regular members" (IV.C.45).

With regard to continuity of board membership, Board Policy 2100: Board Elections states "[t]he term of office of each trustee shall be four years." Elections shall be held every two years in odd-numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." And in accord with Board Policy 2100: Board Elections the Superintendent/President recommends boundary adjustments of each Trustee area to the Board, should the decennial federal census indicate its necessity.

Standard IV C.10. Governing Board

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

The Board of Trustees is committed to assessing and improving its performance through annual self-evaluations. In consultation with the Dean of Institutional Research and Planning the Board establishes the annual evaluation process, which specifies the methods and any survey instruments that are used. Results of the self-evaluations highlight accomplishments, areas for improvement. Goals and objectives are discussed in open session and within the context of College institutional effectiveness measures.

Analysis and Evaluation

The College meets this standard.

Board Policy 2745: Board Self-Evaluation states that "[t]he Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning" (IV.C.50). The Board reviews its progress in meeting its goals at least annually, reviews the results of the self-evaluation in advance of setting new goals for the coming year, and discusses new goals within the context of College institutional effectiveness measures. The Board then reaches consensus on its goals and adopts them (IV.C.52, IV.C.53, IV.C.54).

As an example, during the early 2020-2021 academic year, the Board reviewed results from the Board Self-Evaluation Survey during October 2020 and used the results to develop and adopt a new set of goals for the remainder of 2020-2021 (IV.C.54). As part of the process, the Board recommended improvements to the self-evaluation process, which included a mid-year progress report and a request to create a final report of progress on goals prior to completing the Board Self-Evaluation Survey (IV.C.55). These changes were incorporated into the Board self-evaluation process. To measure progress toward achieving their goals, the Board also sets tasks associated with each goal during the goal development process (IV.C.55). The Superintendent/President's Office as well as the Office of Institutional Research and Planning assist the Board in monitoring progress toward their goals, implementing the Self-Evaluation Survey, and compiling and presenting the results of the self-evaluation.

Standard IV C.11. Governing Board

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board has established policies concerning its Code of Ethics and Conflict of Interest. In addition, each board member is required to file Form 700, Statement of Economic Interests, which discloses economic interests and facilitates the District's effort to ensure impartiality in contracts that are approved by the District.

Analysis and Evaluation

The College meets this standard.

Board Policy 2715: Code of Ethics/Standards of Practice codifies the "high standards of ethical conduct for its members [the Board] and adopts Standards of Good Practice to promote a healthy working relationship among its members and its Superintendent/President, based upon mutual trust and support." This policy includes an extensive list of ethical responsibilities and procedures to implement in cases of violation of this policy (IV.C.11).

Board Policy 2710: Conflict of Interest assures that "[m]embers of the Board of Trustees shall not have a financial interest in any contract made by the Board or in any contract they make in their capacity as Board members (IV.C.21)." This assurance is evidenced by the annual filing of Form 700, "Statement of Economic Interests," a one-page document that trustees sign upon their election to the Board and annually thereafter, verifying their impartiality in the contracts the College enters into.

Standard IV C.12. Governing Board

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

The Board of Trustees delegates responsibility and authority to the Superintendent/President to implement board policies and holds the CEO accountable for the operation of the College.

Analysis and Evaluation

The College meets this standard.

Board Policy 2200: Board Duties and Responsibilities specifically "[d]elegate[s] power and authority to the Superintendent/President to effectively lead the District (IV.C.03).

Board Policy 2430: Delegation of Authority states "[t]he Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (IV.C.43). In addition, the "Superintendent/President shall act as the professional advisor to the Board in policy formation and keep the Board President or the whole Board informed of news, events, and actions that may concern the Board" (IV.C.62).

As previously discussed in Standards IV.B. I and IV.B.2, the Board delegates full authority to the Superintendent/President in a variety of ways including planning, overseeing, and evaluating the administrative structure of the College, as well as holding the Superintendent/President accountable for academic quality and institutional effectiveness through board policies and the annual evaluation of the Superintendent/President.

However, during the research and writing of this ISER, the faculty, as a constituency, brought forward a concern regarding the Board's practice of voting in closed session on the Superintendent/President's recommendations to hire full-time faculty and administrators. Although the Board has the prerogative to vote in closed session on prospective hires, the faculty, as a constituency, feel that this practice is not in alignment with the majority of California Community Colleges hiring practices for faculty and administrators, which is to place these recommendations on the Human Resources Consent Agenda. To that end, the faculty, as a constituency, will follow the College participatory/shared governance practice and ask the Policies and Procedures Council (PPC) to review the administrative procedures related to hiring practices. The review of cogent administrative procedures is discussed further as an improvement plan at the end of this standard.

Standard IV C.13. Governing Board

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 Superintendent /President is responsible for keeping the Board of Trustees regularly informed and updated about the Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status. The College's Accreditation Liaison Officer reports directly to the Superintendent/President and frequently presents formal reports to the Board of Trustees on accreditation matters.

Analysis and Evaluation

The College meets this standard.

Board Policy 3200: Accreditation states, "[t]he Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) and of other District programs that seek special accreditation." Toward that goal, the Superintendent/President shall keep the Board of Trustees informed, updated, and involved in all accreditation matters and act as an "intermediary between the District and the Board in the development of accreditation materials" (I.C.38).

The College accomplishes this through regular interaction between the Board of Trustees and the Superintendent/President and through formal presentations to the Board by the Accreditation Liaison Officer, who reports directly to the President (IV.B.44).

In addition, when the College is engaged in preparing the Institutional Self-Evaluation Report (ISER), the Board establishes a subcommittee of the Board of Trustees, which is sanctioned through Board Policy 2220: Committees of the Board of Trustees. This subcommittee serves as an intermediary between the College and the Board to deal with matters related to the College's accreditation (IV.C.60).

Conclusions on Standard IV.C. Governing Board

As is demonstrated by various board policies, administrative procedures, and Board minutes, the Board is responsible for the academic quality and financial stability of the College. The evidence shows the Board works to ensure that the Board and the College adhere to all District policies. The Board engages in professional development and evaluation in order to increase knowledge and ensure accountability. Board Policies and minutes are readily available via the College's website and through BoardDocs. Board policy review is systematic and occurs at a minimum once every six years or as necessary depending on circumstances. The Board is informed, at a minimum, annually regarding the College's progress on key student success measures. Curriculum approval which includes the approval of the Board also ensures that all programs align with the College's mission and are of the highest academic quality.

Improvement Plan(s)

The concern of the faculty regarding full-time and administrator hiring will be reviewed by the PPC and proceed through the College's participatory/shared governance process as necessary.

With regard to the faculty concern raised in Standard IV.C.12, the Board of Trustees reviewed the board policy and consulted with legal counsel on the relevant board policy. Since no changes to the board policy in question have been recommended through the shared governance process during this accreditation cycle, the Board of Trustees recommends the college continue to engage in conversations to ensure our hiring practices, mission and values are aligned.

Evidence List

IV.C.01: BP 6300 Fiscal Management

IV.C.02: BP 2100 Board Elections

IV.C.03: BP 2200 Board Duties and Responsibilities

IV.C.04: BP 2410 Board Policies and Administrative Procedures

IV.C.05: BP 3225 Institutional Effectiveness

IV.C.06: BP 3250 Institutional Planning

IV.C.07: Presentations to the Board of Trustees, Student Equity, Vision for Success, Scorecard

IV.C.08: BOT Agenda Items Tentative and Adopted Budget

IV.C.09: COC Agendas and Annual Report

IV.C.10: BP 2330 Quorum and Voting

IV.C.11: BP 2715 Board Code of Ethics

IV.C.12: BP 2015 Student Member of the Board

IV.C.13: BP 2431 Superintendent/President Selection

IV.C.14: AP 2431 Superintendent/President Selection

IV.C.15: BP 2435 Evaluation of Superintendent/President

IV.C.16: AP 2435 Evaluation of Superintendent/President

IV.C.17: Board Agendas and Notices to Staff Appointment of Acting Superintendent/President

IV.C.18: Evaluation of Superintendent/President 2016_2018

IV.C.19: BP 2716 Political Activity

IV.C.20: Board Resolutions Supporting Props 15 and 16

IV.C.21: BP 2710 Conflict of Interest

IV.C.22: Form 700 Annual Statement of Economic Interest

IV.C.23: BP 4020 Program Curriculum Course Development

IV.C.24: BP 1200 District Mission Vision and Values

IV.C.26: BP 1300 Legal Counsel

IV.C.27: BP 2315 Board Meetings Closed Sessions

IV.C.28: Screenshot Public Link to Board Agendas and Minutes

IV.C.29: Screenshot Public Link to Board Goals

IV.C.30: Board Protocols

IV.C.31: CCLC Trustee Handbook

IV.C.32: Public Link BoardDocs BOT Meeting Dates

IV.C.33: Board Public Comment Card

IV.C.34: Screenshot Contact the Board of Trustees Webpage

IV.C.35: BP 2010 Board Membership

IV.C.36: BP 2310 Regular Meetings of the Board

IV.C.37: BP 2305 Annual Organizational Meeting

IV.C.38: BP 2210 Board of Trustee Officers

IV.C.39: BP 2110 Vacancies on the Board

IV.C.40: BOT Agenda Item Approval Resolution for Special Election Trustee Area 1

IV.C.41: BP 2320 Board Meetings Special and Emergency

IV.C.42: BP 2355 Decorum

IV.C.43: BP 2430 Delegation of Authority

IV.C.45: Board Orientation Agendas Board and Student Trustees

IV.C.46: Trustee Orozco Program Orientations

IV.C.48: BP 2740 Board Education

IV.C.49: Board Professional Development Activities

IV.C.50: BP 2745 Board Self Evaluation

IV.C.51: Board Goals 21-22 Agenda Item Adopted October 21

IV.C.52: Board Retreat Board Goal Review Oct 20

IV.C.53: Board Self Evaluation Results August 21

IV.C.54: Board Goals 20-21 Agenda Item Adopted Oct 20

IV.C.55: Board Goals Progress Report Feb 21