AGENDA

1. Minutes Dated February 27, 2012
3. Minutes of Special Meeting Dated March 29, 2012

OLD BUSINESS:
4. BP/AP 5300 Student Equity
   a. First read of revised BP and AP

5. AP 5075 Credit Course Adds and Drops
   a. End of Constituent Review

NEW BUSINESS:
6. Re-Numbering of Remaining Three Digit Policy and Procedure in Sections 100 and 200
   a. Review recommendations

7. Review of Accreditation Standard IV (information only)

POLICIES AND PROCEDURES CURRENTLY OUT FOR CONSTITUENT REVIEW

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Constituent Review Ends:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP 7310</td>
<td>NEPOTISM</td>
<td>04/23/2012</td>
</tr>
<tr>
<td>AP 7310</td>
<td>NEPOTISM</td>
<td>04/23/2012</td>
</tr>
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</table>

TRACKING ITEMS

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP/AP 7310</td>
<td>NEPOTISM</td>
<td>Constituent Review Ends 04/23/2012</td>
</tr>
<tr>
<td>MISC</td>
<td>SECTION 508: ACCESS TO INFO AND DATA</td>
<td>Mark W. to investigate and report to Council</td>
</tr>
<tr>
<td>AP 3410</td>
<td>NONDISCRIMINATION</td>
<td>Council requests review of best practices</td>
</tr>
<tr>
<td>MISC</td>
<td>GRANT FUNDED FACULTY CONVERSION PROCESS</td>
<td>Roxanne seeking legal precedent</td>
</tr>
<tr>
<td>AP 2435</td>
<td>EVALUATION OF PRESIDENT SUPERINTENDENT</td>
<td>Tables pending BOT discussion</td>
</tr>
<tr>
<td>AP 3435</td>
<td>DISCRIMINATION AND HARASSMENT INVESTIGATIONS</td>
<td>Council will consider Chancellor’s Office model</td>
</tr>
<tr>
<td>BP 3430</td>
<td>PROHIBITION OF HARASSMENT</td>
<td>To be redistributed with AP 3435</td>
</tr>
<tr>
<td>AP 3430</td>
<td>PROHIBITION OF HARASSMENT</td>
<td>To be redistributed with AP 3435</td>
</tr>
</tbody>
</table>
MEMBERS PRESENT
Mark Winter, Mike Richards, John Johnston, Mark Renner (phone), Martha Racine (phone), Keith Snow-Flamer, Utpal Goswami, Roxanne Metz

MEMBERS ABSENT
Isaac Cameron (ASCR), Kasey Merten (ASCR), Jose Ramirez, CSEA second rep, Jolene Gates, Ahn Fielding, Lee Lindsey

CALL TO ORDER
Utpal Goswami called the meeting to order at 12:30 p.m.

MINUTES
The minutes of 02/06/2012 were approved as presented.

UNFINISHED BUSINESS

BP/AP 3280 GRANTS
Support staff reported that BP, AP, and Exhibit 3280 in the packet included revisions incorporating feedback suggested at the Feb. 6th Council meeting. After discussion regarding the role of the Curriculum Committee and the grant application process, a motion was made, seconded and passed unanimously to approve BP and AP 3280. Exhibit No. 3280.A was approved with the following revisions:

Exhibit No. AP3280.A Grant Proposal Form: (add and/or delete)
Data Field 5: “How does the grant proposal link to planning (departmental, functional, strategic, ed master plan, outcomes assessment, etc.)?”
Data Field 13: “Stakeholders/Impacted Areas and Nature of Impact”

BP/AP 7310 NEPOTISM
The Council reviewed proposed BP and AP 7310. Support staff noted that BP and AP 7310 had been revised substantially based on constituent feedback resulting from the initial constituent review period.

A motion was made, seconded and passed unanimously to distribute BP and AP 7310 for a 60 day constituent review.

NEW BUSINESS

UPDATE OF THREE DIGIT POLICY AND PROCEDURE
The Council discussed the process for converting remaining three digit policy and procedure to the four digit format. Some members of Council noted that having to research two different volumes of policy and procedure (old three digit and new four digit) to determine if policy or procedure was in place for any given subject matter was quite cumbersome. Some members of Council suggested that in order to hasten the conversion of all three digit policies and procedures to four digit (and therefor allow easier accessibility to subject matter) that the old three digit policy and procedure be re-numbered according to subject matter to the four digit format (without changing the content of the policy or procedure). Utpal recommended that when three digit policy or procedure were re-numbered without a change in
content, the re-numbered policy or procedure would clearly denote the
original three digit number and that the subject matter had not been
updated during the conversion process.

Support staff made the following comments regarding re-numbering existing
three digit policy and procedure:

1. In some cases the title and subject matter of existing three digit
policy and procedure matched quite nicely with a title and subject
matter of a four digit template. In these cases, the conversion
would be straight-forward.

2. In other cases, the CCLC templates contained no recommendation
regarding subject matter covered by existing CR three digit policy
and procedure. In these cases, College Council would need to
determine if the subject matter covered by the old three digit policy
and procedure ought to be housed in policy and procedure, or if the
old three digit policy and procedure should be sunsetted because
the topic is or should be covered by contract, office procedural
manual, etc.

Support staff noted that the Policy and Procedure Review Subcommittee
(PPRS) was compiling recommendations regarding renumbering/sunsetting
of existing three digit policy and procedure.

Utpal suggested that College Council review one chapter of existing three
digit policy and procedure at each Council meeting. The Council reviewed
the following table noting three digit policies and procedures yet to be
updated to the four digit format:

<table>
<thead>
<tr>
<th>Section Range</th>
<th>Subject Matter</th>
<th># of Policies Remaining</th>
<th># of Procedures Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>000-099</td>
<td>College Bylaws</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>100-199</td>
<td>Instruction</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>200-299</td>
<td>Organization</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Certificated and Administrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300-399</td>
<td>Personnel</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>400-499</td>
<td>Classified Service</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>500-599</td>
<td>Students</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>600-699</td>
<td>Finances</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>700-799</td>
<td>Property</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>800-899</td>
<td>Operations</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>900-999</td>
<td>Relations</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Total number of 3 digit policies/procedures remaining: 120 65

ADJOURN

Utpal Goswami adjourned the meeting at 12:54 p.m.
REDWOODS COMMUNITY COLLEGE DISTRICT

Minutes of the College Council
7351 Tompkins Hill Road, Eureka, CA, Board Room
Monday, March 19, 2012

MEMBERS
PRESENT

MEMBERS ABSENT

CALL TO ORDER         The meeting was not called to order because a quorum was not established.

ADJOURN
REDWOODS COMMUNITY COLLEGE DISTRICT

Minutes of the College Council Special Meeting with Dr. Barbara Beno
7351 Tompkins Hill Road, Eureka, CA, Board Room
Thursday, March 29, 2012

MEMBERS PRESENT
Mark Winter, Mike Richards, John Johnston, Jose Ramirez, Mark Renner, Marcia Williams, Keith Snow-Flamer, Utpal Goswami, Roxanne Metz, Ahn Fielding, Lee Lindsey

MEMBERS ABSENT
Isaac Cameron (ASCR), Kasey Merten (ASCR), CSEA second rep, Jolene Gates

CALL TO ORDER
Utpal Goswami called the meeting to order at 4:00 p.m.

2012-2017 STRATEGIC PLAN
Roxanne Metz, Director of Planning, Grants and Institutional Effectiveness, reviewed the development process for the draft 2012-2017 Strategic Plan.

Some members of Council commented that Roxanne’s review of the development process leading to the Strategic Plan was very informative and requested that a preamble describing the methodology for the development of the plan be added. Utpal Goswami reported that a development methodology section was already nearly complete and would be added to the plan.

ACTION
A motion was made, seconded, and passed unanimously to approve the 2012-2017 Strategic Plan.

DIALOGUE WITH DR. BENO REGARDING ACCJC CONCERNS
Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges, addressed College Council. Dr. Beno suggested that the Council review Accreditation Standard IV ‘Leadership and Governance’ and then use the Council’s voice to help move the College forward.

In response to College Council members’ questions, Dr. Beno addressed the following topics:

1. Although the ACCJC had no role in ensuring requirements of AB1725 are met, the ACCJC does seek to verify that institutions create and abide by effective policies and procedures
2. To be an effective institution the culture of the College needed to shift to a positive one
3. The College needs to demonstrate how it is committed to continuing the process of assessing student learning outcomes and using those assessments in becoming a more effective institution.

ADJOURN
After concluding comments, Utpal Goswami adjourned the meeting at 5:00 p.m.
REDWOODS COMMUNITY COLLEGE DISTRICT
Board of Trustees Policy

STUDENT EQUITY

The Board is committed to assuring student equity in educational programs and college services. The President shall implement the Student Equity Plan (that meets the Title 5 standards for such a plan) guided by the recommendations of the Student Equity Committee and it will be maintained and updated under the direction of both the VP of Academic Affairs and the Chief Student Services Officer.

See Administrative Procedure AP 5300

Reference: Education Code Sections 66030; 66250, et seq.; 72010 et seq.; Title 5, Section 54220

Adopted by Board of Trustees: xx/xx/xxxx
Former BP# 537 “Student Equity” Adopted by Board of Trustees November 7, 1994
STUDENT EQUITY

The District has a student equity plan. The plan is filed as required to the Chancellor’s Office for the California Community Colleges, following approval by the Board. The District’s Student Equity Plan addresses:

- the active involvement of constituent groups on campus.
- involvement by appropriate people from the community who can articulate the perspective and concerns of historically underrepresented groups.
- campus-based research as to the extent of student equity.
- institutional barriers to equity.
- goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for each historically underrepresented group.
- activities most likely to be effective to attain the goals, including coordination of existing student equity related programs.
- sources of funds for the activities in the plan.
- a schedule and process for evaluation of progress towards the goals.
- an executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the District will undertake to achieve the goals, the resources budgeted for that purpose, and
- the District officer or employee who can be contacted for further information.

The President/Superintendent is responsible for the implementation of the Plan and shares joint responsibility with the Senate for the collective promotion of the plan and its activities through the Student Equity Plan Committee. General oversight continues throughout the year under the supervision of the Chief Student Services Officer. The Student Equity Plan Committee updates the plan, after at least one annual cycle, and promotes the Plan and reports its progress annually to the Board of Trustees, the Academic Senate and College Council. The Student Equity Plan Committee Chair shall be appointed by the President/Superintendent from the membership as stipulated in the Plan:

- The President/Superintendent
- Co-President of the Academic Senate
- College Council Representative
- Two additional members appointed by the College Council
- Senior Vice President, Chief Instructional Officer
- Vice President, Chief Student Services Officer
- One Senator of the Academic Senate
- One individual from the administrative team of the College
- Two members of the Associated Students of College of the Redwoods (ASCR)

Reference: Education Code Sections 66030; 66250, et seq.; 72010 et seq.; Title 5, Section 54220

Approved: XX/XX/XXXX
New Administrative Procedure
CREDIT COURSE ADDS AND DROPS

Adding Courses

Students may add classes through the registration period.

Students may use the online registration process to add classes as detailed on the college’s web site.

After the registration period concludes, classes may only be added by obtaining permission from the class instructor.

Classes may not be added after the census date.

Withdrawals

While an instructor may drop a student for excessive absences, it is the student’s responsibility to officially withdraw from a class. Instructor approval is not required to withdraw from class(es).

Students must drop their class(es) by the appropriate deadline date through the current registration system.

Withdrawals, or drops, are authorized through the last day of the tenth week of instruction or 62.5% of the class, whichever is less.

Instructors shall clear their rolls of inactive students not later than the end of the last business day before the census day for the course section. Census rosters will be utilized to report dropped students before census day. Instructors may continue to drop students from a semester length class until the end of the tenth week of the semester (62.5% of the class for all other classes and in the summer). To drop students, instructors shall submit signed drop cards to the Admissions and Records Office. Instructors shall drop students from classes by the appropriate deadline date using census rosters. Instructors must indicate a last date of attendance. Inactive students are those who were no shows or those who have discontinued participation in instructional activities. Include:

A. Students identified as no-shows.
B. Students who officially withdraw.
C. Students who are no longer participating in the courses and are therefore dropped by the instructor.
D. Students with excessive absences as defined by the instructor in the syllabus for the course.
Reference: Title 5, Sections 55024 and 58004.

Adopted: XX/XX/XXXX
(New)
## Three Digit BP and AP revision recommendations for Old Sections One and Two

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<thead>
<tr>
<th>Old Number</th>
<th>Title</th>
<th>CCLC Template?</th>
<th>Recommendation</th>
<th>Notes</th>
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<tr>
<td>BP 105</td>
<td>Course Outlines</td>
<td>No</td>
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<td>AR 105.01</td>
<td>Course Outlines</td>
<td>No</td>
<td>Re-Number to AP 4024 Course Outlines</td>
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<td>BP 107</td>
<td>Supplementary Materials and Services</td>
<td>Yes</td>
<td>Re-Number to BP 4040 Library Services</td>
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<td>AR 107.01</td>
<td>Instructional Materials and Services</td>
<td>Yes</td>
<td>Re-Number to AP 4040 Library and other Instructional Support Services</td>
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<tr>
<td>BP 110</td>
<td>Educational and Vocational Counseling</td>
<td>Yes</td>
<td>Replace with new BP 5110 Counseling</td>
<td>1st read of revised 5110 scheduled for 04/23/12 meeting</td>
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<tr>
<td>AR 110.01</td>
<td>Counseling Services</td>
<td>Yes</td>
<td>Replace with new AP 5110 Counseling</td>
<td></td>
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<tr>
<td>BP 112</td>
<td>Field Trips</td>
<td>Yes</td>
<td>Re-Number to BP 4300 Field Trips and Excursions</td>
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<td>AR 112.01</td>
<td>Field Trips</td>
<td>Yes</td>
<td>Re-Number to AP 4300 Field Trips and Excursions</td>
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<td>BP 116</td>
<td>Classroom Guest Speakers</td>
<td>No</td>
<td>Re-Number to BP 3911 Classroom Guest Speakers</td>
<td>In future, will be incorporated into BP/AP 3900 Speech, Time, Place, Manner</td>
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<td>AR 116.01</td>
<td>Classroom Guest Speakers</td>
<td>No</td>
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<td>BP 117</td>
<td>Campus Guest Speaker</td>
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</tr>
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<td>AR 117.01</td>
<td>Campus Guest Speaker</td>
<td>No</td>
<td>Re-Number to AP 3910 Campus Guest Speaker</td>
<td></td>
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<tr>
<td>BP 118</td>
<td>Staff Development</td>
<td>No</td>
<td>Re-Number to BP 7160 Professional Development</td>
<td></td>
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<tr>
<td>AR 118.01</td>
<td>Paid Professional Development</td>
<td>Yes</td>
<td>Re-Number to AP 7160 Professional Development</td>
<td></td>
</tr>
<tr>
<td>BP 121</td>
<td>Community Services</td>
<td>Yes</td>
<td>Re-Number to BP 4400 Community Service Programs</td>
<td></td>
</tr>
<tr>
<td>BP 123</td>
<td>Prerequisites, Corequisites, Advisories, and Enrollment Limitation</td>
<td>Yes</td>
<td>Re-Number to BP 4260 Prerequisites and Co-requisites</td>
<td></td>
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<tr>
<td>BP 124</td>
<td>Articulation</td>
<td>Yes</td>
<td>Re-Number to BP 4050 Articulation</td>
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<td>BP 203</td>
<td>Responsibilities of the Academic Senate</td>
<td>No</td>
<td>Re-Number to BP 2520 Responsibilities of the Academic Senate</td>
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<tr>
<td>BP 228</td>
<td>Job Description</td>
<td>No</td>
<td>Re-Number to BP 7111 Job Description</td>
<td></td>
</tr>
</tbody>
</table>
2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

   a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

   b. Appropriate financial information is provided throughout the institution.

   c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

   d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

   e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

   f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.5

   g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.
A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
   a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
   b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

5. The role of leadership and the institution’s governance and decisionmaking structures 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.
B. Board and Administrative Organization

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

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

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

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

   c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

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

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

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

   g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

   h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
i. The governing board is informed about and involved in the accreditation process.

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

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

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

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

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

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

   d. The president effectively controls budget and expenditures.

   e. The president works and communicates effectively with the communities served by the institution.
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.6

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

   b. The district/system provides effective services that support the colleges in their missions and functions.

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

   d. The district/system effectively controls its expenditures.

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

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

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