Questions on Standard IV. Leadership and Governance (2002 Standards)[[1]](#footnote-1)

B. Board and Administrative Organization

3. Multi-College Districts or Systems

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.7

* 1. 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.
		+ Does the district/system have a written delineation of responsibilities? Are institutional and district/system staff knowledgeable of this delineation?
		+ Is the delineation of responsibilities evaluated for effectiveness?
	2. The district/system provides effective services that support the colleges in their missions and functions.
		+ What feedback mechanisms does the district/system have in place to provide assessment of the effectiveness of district/system services?
		+ Is the assessment of district/system services data driven? Does it reflect the needs and priorities of the institutions?
		+ Are district/system services regularly evaluated with regard to their support for institutional missions and functions?
	3. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
		+ What is the district/system's method of distributing resources to its institutions? Is the district/system based in a realistic assessment of needs of each institution? Is it a fair process?
		+ Is the district/system's resource distribution method data-driven? Does it reflect the needs and priorities of the institutions?
	4. The district/system effectively controls its expenditures.
		+ What are the institution's financial control mechanisms? Does the institution follow standard good practice in fiscal management?
		+ Does the institution consistently end the fiscal year with a positive ending balance?
		+ What do the institution's most recent annual independent audit reports and audited financial statements reveal about control of expenditures?
	5. 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.
	6. 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.
		+ What methods of working jointly do the district/system and institutions use?
		+ Do these methods result in clear and timely communications in all directions?
		+ Are the institutions well informed about district/system issues, governing board actions and interests that have an impact on operations, educational quality, stability or ability to provide high quality education?
	7. 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.
		+ What are the district/system’s methods for evaluating its effectiveness?
		+ Does it conduct regular assessments? How does it communicate the results?
1. From *Guide to Evaluating Institutions*, ACCJC, July 2013 [↑](#footnote-ref-1)