OPEN SESSION
Meeting called to order at 5:00 p.m. by Trustee DePauw.

PLEDGE OF ALLEGIANCE
Trustee Donohue led the pledge of allegiance.

ROLL CALL
Present at roll call were:

Trustee DePauw
Trustee Donohue
Student Trustee Duran-Luchini
Trustee Freeman
Trustee Gonzalez-Castro
Trustee Montemayor
Trustee Padilla-Chavez
Trustee Pruneda

Willard Lewallen, Superintendent/President

PUBLIC COMMENTS
There were no public comments.

ACCJC Action Letter
Dr. Lewallen reviewed the action imposed by the ACCJC and spoke about the strategies that will be used to address the recommendations. He stated that the college has been placed on probation based on the assessment of the external evaluation visiting team citing that the college has deviated from the eligibility requirements, standards, and/or policies to a major extent. The college is required to submit two progress reports. The first report, due March 15, 2014, will address recommendations 2, 3, 4 and 12. The second report, due March 15, 2015, will address recommendations 1, 5, 6, 7, 8, 9, 10, and 11. However, Dr. Lewallen stated that the college will not wait until March 2015 to address the remaining recommendations. The college will address all recommendations in the March 2014 report. He stated that a lot work has already been done, but more work remains to be done.

The board received a self-planning agenda that listed the areas identified by the college that need to be addressed and improve on. The agenda is a living document that will be used to track progress to ensure nothing falls through the cracks.

Trustee Pruneda asked why the large number of adjunct versus fulltime faculty and asked if an assessment has been done to determine which is better for students. Dr. Lewallen responded that he is not aware of any assessment that compares the two and stated that community colleges are challenged with a state funding formula that does not allow more fulltime faculty; that currently 50% of the instructional program is taught by fulltime and 50% by adjunct.
Trustee Freeman stated that he blames the former superintendent and that he received a phone call from Penelope Hartnell, distant relative to William Hartnell, and she is upset. Mr. Freeman stated that he does not understand why nothing was done to correct the problem by the former superintendent and that he is really upset about this, but knows there is a competent person leading the college.

Trustee DePauw stated that she would like to focus on the college moving forward and that the college has a positive outlook. Trustee Padilla-Chavez stated that she’d like to focus on when the college acted as a community when faced with financial challenges; when everyone worked together. She commended faculty for stepping up and that she is confident that the college has the right skill set. While the report identified many procedural issues, the report did highlight some of the successes and is pleased the college has the financial stability to fix the issues.

BOARD RECESS
The Board took a fifteen minutes recess at 5:30 p.m.

BOARD’S ROLE IN ACCREDITATION
Dr. Barbara Beno, President, and Dr. Susan Clifford, Vice President, Accrediting Commission for Community and Junior Colleges (ACCJC) and were present to discuss the board’s role in accreditation purposes, processes and standards, and the roles and responsibilities of governing board members.

The board received the following four ACCJC publications: 1) Twelve Common Questions and Answers About Regional Accreditation, 2) Guide to Accreditation for Governing Boards, 3) ACCJC News: Accreditation and Governing Boards Roles and Responsibilities (Summer 2012), and 4) Accreditation Standards Annotated for Continuous Quality Improvement and SLOs. Dr. Beno noted that the publications are posted online: www.accjc.org and encouraged the board to refer to the documents as they do their work. Trustee Freeman asked whether the Commission could remove the college from probation after the first progress report. Dr. Beno responded that the college has two years to resolve all recommendation and stated the Commission will base their action on the work completed by the college at that time.

Dr. Clifford presented on the purpose of regional accreditation, the quality assurance purpose of accreditation, the improvement purpose of accreditation, and the process for comprehensive review, including the makeup of peers and public who serve as commissioners. In addition, she summarized the Standards highlighting the important ideas embedded in the Standards and she included data on college sanctions since 2009 that showed the top deficiencies causing sanctions.

The board asked about the selection of commissioners and board members serving on external evaluation teams. Dr. Beno responded that board members have and do serve on teams, but that it is a challenge due to work commitments. In addition, she stated that the Commission accredits both public and private institutions and that federal law sets the requirements for the makeup of commissioners.

Dr. Beno then addressed the roles and responsibilities of a board stating that the board’s work is to support the mission of the college, they are stewards of educational quality and fiscal stability, responsible for setting policy, and that the board’s focus is on the “what” and not the “how.” Dr. Beno then addressed the importance of planning documents such as the mission, the strategic plan, the facilities master plan, and the annual budget stating that these documents help guide the work of the board. Dr. Beno’s presentation also included the board’s relationship with the CEO and their relationship with each other. (Appendix A)
Trustee Pruneda asked how the board could minimize local politics interfering because he believes decisions are based on local politics rather than facts and figures; although he focuses on need and not on the desires of others. Dr. Beno responded that the Standards drive board members to not make decisions based on politics and that local politics is complex and remains to be one of the greatest challenges. She encouraged the board to uphold the Standards to help deflect the politics of the community. She stated that she encourages boards to build a team; to build each other’s capacities, to do the right thing for the college and to act collectively. In addition, she encouraged the board to establish and review annual goals and to conduct an annual self-evaluation.

The board thanked Dr. Clifford and Dr. Beno for their thorough presentation.

**ADJOURNMENT**

The meeting adjourned at 7:45 p.m.

Candi DePauw  Willard Lewallen, Ph.D.
Board of Trustees President  Board Secretary
ACCREDITATION AND TRUSTEE ROLES AND RESPONSIBILITIES

A workshop for the
Hartnell Community College District
Board of Trustees

by
Dr. Barbara A. Beno, ACCJC President
and Dr. Susan Clifford, ACCJC Vice President

July 16, 2013

WHAT WE’LL DISCUSS

• Accreditation’s Purposes, Process and Standards
• The Roles and Responsibilities of Trustees and Advice for Board Excellence and Examples

ACCREDITATION PURPOSES, PROCESSES AND STANDARDS

• Provide quality assurance to the public, to students, to other institutions that an institution is achieving its stated mission
• Give credibility to degrees and credentials awarded to students
• Stimulate institutional improvement through evaluation, planning, implementation and evaluation again

THE PURPOSES OF REGIONAL ACCREDITATION
THE QUALITY ASSURANCE PURPOSE OF ACCREDITATION

• Conduct regular reviews of quality (six-year cycle) through a comprehensive evaluation
• Monitor certain aspects of institutional quality (USDE Regulations)
  ▪ Student Achievement/Institutional Effectiveness
  ▪ Substantive Changes/Distance Learning
  ▪ Financial Integrity/Financial Aid Issues
  ▪ Integrity in Relation to Students, the Public
• Inform the USDE, Students the Public of Results
• Evaluation reports and visits as needed

THE IMPROVEMENT PURPOSE OF ACCREDITATION

• The accreditation process is designed to help institutions focus on helping students learn what they are supposed to learn, and to complete courses, certificates, degrees, and transfer or get jobs
• The accreditation process builds institutional capacity for educational excellence and institutional effectiveness that produces desired forms of student success

WHAT IS THE PROCESS FOR COMPREHENSIVE REVIEW?

• Institutional self evaluation
• External evaluation by professional peers
• Commission evaluation – the body of 19 Commissioners renders a judgment on the accreditation status of the institution
• A decision on accredited status
• Institutional improvement if needed

A Six-Year Cycle of Review

WHO ARE THE COMMISSIONERS?

PEERS AND THE PUBLIC

• 5 Faculty from Member Institutions
• 3 Administrators from Member Institutions
• 1 from California Community Colleges System
• 1 from Pacific Island Institutions
• 1 from University of Hawaii System
• 1 ACSCU and 1 from ACS (4-year institutions and K-12)
• 1 from the private Member Institutions
• 5 representing the public
**WHAT ARE THE ACCREDITATION STANDARDS?**

- **Standard I: Mission and Institutional Effectiveness**
  - Data-driven assessment and improvement, focus on learning
    - Requirement that an institution set standards for student achievement

- **Standard II: Student Learning Programs and Services**
  - Instructional, Support and Learning Services, focus on learning and student outcomes

- **Standard III: Resources**
  - Deployment of resources toward achievement of mission, fiscal integrity maintained to insure continued operation

- **Standard IV: Leadership and Governance**
  - Leadership to focus institution on mission and student success, roles of governance structures, Chief Executive Officer (CEO) and governing board (board)

**IMPORTANT IDEAS EMBEDDED IN THE STANDARDS**

- Focus on achieving institutional mission, avoiding diversion to other purposes
- Integrity and honesty in institutional policies and actions
- Focus on student outcomes – completion of meaningful education, learning, demonstrable knowledge and skills
- Metrics and evidence used to assess institutional quality
- Ongoing *internal* Quality Assurance Practices
- Continuous improvement for high performance

**METRICS: INSTITUTIONAL MEASURES**

- Key metrics, or measures, must be identified by the institution to assess achievement of institutional mission
- These may be mission specific/ are related to the institution’s set of educational programs
- There should be data over five years prior to the Institutional Self Evaluation Report
- Institution should set standards, and goals or benchmarks, for student outcomes
- Institutional performance on key metrics should be examined regularly and used for decision making at the institution
- The Accrder must review these data/standards

**METRICS: ACCJC MEASURES**

- Common measures of institutional effectiveness include:
  - Course completion
  - Enrollment in next course in sequence
  - Completion of sequences, certificates, degrees
  - Graduation, transfer, job placement*
  - Student learning of general skills and knowledge areas broadly applicable to life and work* – degree student learning outcomes (SLOs)
  - Student learning of specific skill sets* and knowledge associated with the area of study – program SLOs

*Federal and national pressures are strong in this area.
CALIFORNIA COLLEGE DATA SOURCES

- MIS Data System
- IPEDS
- AARC Data Reports
- Individual institutionally collected data

ARE INSTITUTIONS EXPECTED TO MEET ALL ACCREDITATION STANDARDS AT ALL TIMES?

- Yes! Member institutions agree to adhere to Accreditation Standards at all times when they seek initial accreditation – Eligibility Requirement 21
- Institutions should have ongoing internal quality review and quality improvement processes – program review, planning, implementation of changes, assessment of learning outcomes, evaluation of institutional effectiveness
- Six-year cycle of accreditation checks on what should be ongoing institutional practices to review and improve quality

IF THE INSTITUTION IS FOUND TO BE NON-COMPLIANT WITH THE STANDARDS, HOW LONG MAY IT TAKE TO COMPLY?

- Federal regulations require accreditors to terminate accreditation if an institution has not complied in two years
- Commission works with institutions as they improve, and can extend the time allowed for “good cause”
- Accreditor’s recognition from U.S.D.E. is threatened by non-compliant institutions which don’t respond within two years

ACCJC DATA ON SANCTIONS – 5 YEARS

<table>
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<tr>
<th>Colleges on Sanction</th>
<th>Program Review</th>
<th>Planning</th>
<th>Internal Governance</th>
<th>Board</th>
<th>Financial Stability or Management</th>
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<td>2009 SANCTIONS</td>
<td>71% (17)</td>
<td>92% (22)</td>
<td>46% (11)</td>
<td>46% (11)</td>
<td>54% (13)</td>
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<tr>
<td>2010 SANCTIONS</td>
<td>68% (13)</td>
<td>89% (17)</td>
<td>42% (8)</td>
<td>58% (11)</td>
<td>58% (11)</td>
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<td>19% (4)</td>
<td>71% (15)</td>
<td>24% (5)</td>
<td>67% (14)</td>
<td>62% (13)</td>
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<tr>
<td>2012 SANCTIONS</td>
<td>21% (6)</td>
<td>71% (15)</td>
<td>18% (5)</td>
<td>71% (15)</td>
<td>50% (14)</td>
</tr>
<tr>
<td>2013 SANCTIONS</td>
<td>28% (7)</td>
<td>64% (14)</td>
<td>20% (5)</td>
<td>68% (17)</td>
<td>52% (13)</td>
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ROLES AND RESPONSIBILITIES OF TRUSTEES

ADVICE FOR BOARD EXCELLENCE AND EXAMPLES

ADVICE: TRUSTEES HAVE TWO CHALLENGES

1) Mission Directed Leadership, and
2) High Performance of the Board and Institution

Setting standards of excellence and measuring performance linked to the District's goals will help meet both challenges. To perform well Trustees must be accountable as well as hold others accountable.

DEFINING MISSION, ASSURING ACHIEVEMENT

The institution’s educational mission is clearly defined, adopted and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning. The institution reviews its mission on a regular basis and revises as necessary; mission is central to planning and decision making.

Stewardship of Educational Quality and Fiscal Stability

• The governing board is responsible for the quality, integrity and financial stability of the institution and for ensuring that the mission is being carried out and is achieved.
  - The mission of a college is student achievement and student learning!
• The governing board is responsible for ensuring that the financial resources of the institution are used to provide a sound educational program.

MEASURING PERFORMANCE

- The Board leads the College – the Board representing the entire community establishes the mission and vision for the College and from that mission, staff develops the strategic goals and methods of achieving them. The respective roles of Board and college staff are iterative, the final mission and vision must be approved by the Board.

- The Board must then assure itself that the College goals are achieved (as an example, the 2012 target date for the completion of the SLO process as required by ACCJC).

- Focus on the “what” not the “how.”

ACCOUNTABILITY RESPONSIBILITIES

- Coordination with Strategic Plan / Mission and Vision – how does the Board know mission and goals are being achieved?

- Process / Frequency / Accountability - how often and when in the planning cycle is the Board given data and analyses?

- Focus on reliable data, trends and lagging & leading indicators not stories / anecdotes/feelings – systematic program review data, institutional summative data

- Ethical Behavior – apply expectations to all programs, transparency

IMPORTANCE OF COLLEGE PLANNING DOCUMENTS

- Sample Planning Documents that must fit together to help organize and direct college efforts:
  - The Mission and Vision of the College
  - The College’s Strategic Plan and Educational Master Plan
  - The Facilities Master Plan, a Technology Master Plan, and Annual Budget.
  - Unit Plans and Program Plans

- How does the Board hold the College accountable to assure compliance and timeliness?
  - Review performance reports on a regular basis, set goals and timelines for improvement or change where warranted; link in resource allocation

ADVICE: REVIEW OF MISSION AND EFFECTIVENESS

- The Board should regularly review institutional effectiveness data at the institutional and the programmatic level(s).

- The review of mission should answer the questions, “How effectively is our institution(s) or program achieving its stated mission?”

- The Board should consider plans for change in educational programs as it sets institutional plans and goals, and annual and multiple year resource allocation plans (i.e., budgets).
ROLE OF TRUSTEES: POLICY-MAKING

- Institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

- The institution has a governing board responsible for setting policies to assure the quality, integrity and effectiveness of the student learning programs and services and the financial stability of the institution.

*Standard IV.B.1*

ROLE OF TRUSTEES: POLICY GOVERNANCE

- The governing board establishes policy to assure the quality, integrity and effectiveness of the student learning programs and services, and the financial stability of the institution.

- The board establishes policies consistent with the mission statement to assure quality, integrity and improvement of student learning, and resources necessary to support them.

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

*Standard IV.B.1.b,c*

COLLEGE POLICIES

- Periodically update policies on a scheduled basis

- Test policies by linking to Mission, Strategic Plan, Budget, and do a “Sacred Cow” test!

- Policies (and thus the Board) determine the “What” not the “How”

- Hold all accountable to approved College policies including Board Members

- Fulfills Board’s responsibility as Leaders

ADVICE: GOOD TO GREAT

- Poor Boards respect their “sacred cows.” “We don’t want to touch that, or we don’t want to open that Pandora’s box.”

- Good Boards try to work around the cows. “How can we avoid that problem and still get some things done?”

- Your challenge is to identify your “sacred cows” and eliminate or change them in order to keep the institution focused on core mission and goals. Remember “sacred cows” will have defenders.
ROLE OF TRUSTEES: INDEPENDENCE AND INTEGRITY OF THE INSTITUTION

- The governing board is an independent policy-making body capable of reflecting constituent and public interest in Board activities and decisions.

- The governing board has a conflict of interest policy that ensures that its interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Role of Trustees: Board Development and Improvement

- The governing board has a program for Board development and new member orientation.

- The governing board has a self-evaluation process for assessing Board performance, and implements it.

- The governing board is informed about and involved in the accreditation process.

Advice: Board Evaluations

- Performed annually / timely review of results / establishment of goals / corrective actions

- Watch out for conflicts of interest and poor preparation by Board members

- More specifically, Boards must recognize which Trustees need help, and then provide the help through mentoring, education, coaching, establishing ground rules, and enforcing state and local laws, policies, regulations and ground rules

- Only the Board can regulate its members!

Advice: Steps for Performance Changes

- Board Policies
- New Trustee Orientation / Changes in Board of Trustees (BOT)
- Mentoring
- Prompt feedback/correction when behaviors stray
- Continuous Training
- Individual Coaching
- Board Warning
- Board Censorship
- Legal Action
**Advice: Trustee Development**

- Does your Board’s Policy on Conflict of Interest need to be updated?
- Does your Board’s Policy on Trustee Code of Conduct / Practices meet the accreditation standards by including remedial steps? Do members of the Board need to improve adherence to your conduct and ethics code?
- If either policy needs to be updated, when can this be accomplished?

**Responsibility of Trustees: Wise Use of Resources to Achieve Mission**

- Financial Resources are sufficient to support student learning programs and services and to improve institutional effectiveness.
- The distribution of resources supports the development, maintenance and enhancement of programs and services.
- The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.
- The level of financial resources provides a reasonable expectation of both short term and long term financial solvency.
- Financial planning is integrated with institutional planning.

**Responsibility of Trustees: Financial Integrity**

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

**Good to Great**

- Good Boards assure that the College’s mission is periodically re-evaluated and is adequately funded.
- Good Boards protect their core mission by not creating potential unfunded liabilities for the College.
- Great Boards assure their policies and budget allocations are linked and correspond to the educational priorities in the College’s Missions and Strategic Plans.
ADVICE: FINANCIAL HEALTH

- State budget reduced funding for colleges by more than 20% over the last five years; funding has historically been erratic, with multiple mid-year reductions. Plan for uncertainty.

- It may be that funding, mission for California community colleges is being permanently restructured. Student Success Task Force priorities are part of the mission restructuring.

- The Board’s role is to redefine the focus of the District’s educational mission to assure continued high performance with fewer resources.

ADVICE: BUDGET POLICY & MONITORING

- Budget Approval (Policy Adoption)
  - Balanced
  - Focused on Student Success / College Goals
  - Long Term / Multi-year Impacts

- Monthly /Quarterly Financial Performance Reports
  - Follows approved budget / Reports on benchmarks
  - Identifies potential fiscal issues

- Annual Financial Audits
  - Provides budgetary accountability
  - Assure staff respond timely to any audit findings

ROLE OF TRUSTEES: COHERENT ACTION AND DIRECTION

- 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.

- The board acts in a manner consistent with its policies and bylaws. It evaluates its policies and practices and revises them as necessary.

- The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates the code.
  
  Standards IV.B.1.a, e and h

ADVICE: BUILD A TEAM

- To achieve high performance, Trustees need to work as a team and critical to being a team is retaining a climate of trust and respect. The CEO is also part of the team.

- To achieve high performance, Trustees must adhere to their role so that the CEO, President and others can perform their roles.

- Only the Board has any authority and not individual trustees.
ADVICE: DIVERSITY OF OPINIONS / SINGLE DIRECTION

• Many governing boards are unclear about how to engage in open discussion of policy issues

• To do so effectively you need a base of Trust & Respect, a focus on Student Success, the use of data not feelings or rumors, and most importantly a College-wide perspective

• Once a Board decision is made all Trustees are expected to support the majority decision

ROLE OF TRUSTEES: INTEGRITY IN BOARD OPERATIONS

• The governing board publishes Board bylaws and policies specifying the Board’s size, duties, responsibilities, structure, and operating procedures (e.g., Robert’s Rules, Brown Act, etc.)

• The governing board acts in a manner consistent with its policies and bylaws, and evaluates and revises its own practices as needed

• The governing board’s self evaluation processes are clearly defined, implemented, and published

• The Board has a code of ethics and a policy for dealing with behavior that violates the code (The Board members are willing to require proper behavior of their colleagues.)

BOARD QUALITY IS JOB 1

• Board building is an ongoing process of continuous improvement.

• Ask yourself, “What can I do as a Trustee….
  • “To make our Board more effective?”
  • “To help our CEO be successful?”
  • “To help the College be successful?”
  • Then ask “What can our Board do better?”

SELF-ASSESSMENT / QUALITY IMPROVEMENT

• Self-assessment should not be a cursory glance in the mirror or performed in a vacuum

• Rather it needs to be a periodic & exhaustive culling of quantitative and qualitative data, some of it longitudinal

• Once you identify the issues, the Board needs a self-improvement plan or goals and time lines

• Return to the issues at 6 months or a year and re-evaluate. Complete the Quality Improvement circle
**ADVICE: BOARD BEHAVIOR**

- Board behavior sends a message
  - Focus on Student Success & Learning
  - Represent the entire Community / College
  - Support College leadership
  - Develop a team culture / Build Trust & Respect

**ROLE OF TRUSTEES: PARTNERSHIP WITH THE CEO**

- The governing board has the responsibility for selecting and evaluating the College CEO.
- The governing board delegates full responsibility and authority to the chief administrator to implement and administer board policies without Board interference and holds the CEO accountable for the operation of the College.

**ADVICE: THE BOARD / CEO TEAM**

- Build Trust between the Board & the CEO
- Avoid Public Conflict – Be Respectful (Prevent a hostile work environment)
- Expect & Provide Commitment to Board decisions
- Hold the CEO Accountable
- Focus on Results
- Maintain Open Communication
- The CEO is not only an employee but also a team member!

**FOCUS ON THE RIGHT WORK!**

Establishing and sticking to an overarching level of engagement helps Trustees set expectations and ground rules for their roles relative to the CEO’s role.

Set expectations that the college meets accreditation standards and other external requirements. Don’t accept poor performance.

(Focus on “what” not the “how”, and don’t allow your focus to be diverted.)
SUMMARY

• Work as a Team with CEO and with BOT
• Build trust, avoid destructive conflict, provide commitment, be accountable, and focus on retaining the College’s accreditation.
• Act with intelligence, respect, care, and integrity
• Base decisions on data not stories
• Be future-oriented
• Represent the entire community / not single interests

ACCJC PUBLICATIONS OF INTEREST TO GOVERNING BOARDS

• Guide to Evaluating Institutions at www.accjc.org
• Newsletters at www.accjc.org
• Manual for Institutional Self Evaluation
  • General Information about Accreditation
  • Role of CEO is articulated

THANK YOU FOR YOUR ATTENTION

Dr. Barbara A. Beno, ACCJC President
Dr. Susan Clifford, ACCJC Vice President

www.accjc.org