

**Santa Ana College and Santiago Canyon College Accreditation Self-Evaluation
Notes from Interview Regarding Questions for Standard IVB with Board of Trustees
Friday, November 1, 8:00 a.m., District Office, Rm. 114**

Present:

RSCCD Board of Trustees: Claudia Alvarez and John Hanna

RSCCD: Raúl Rodríguez, Chancellor, and John Didion, Executive Vice Chancellor, Human Resources and Educational Services and Standard IV Liaison
College Standard IV Representatives;

SAC: Sara Lundquist, Vice President of Student Services, Peggy Card-Govela, Scholarship Coordinator, and Don Mahany, Assistant Dean of Fire Technology

SCC: Corinna Evett, English Professor and Academic Senate President, Lynn Manzano, Assistant to the President, Craig Rutan, Physics Professor and Curriculum and Instruction Chair, and Aaron Voelcker, Assistant Dean of Assessment and Institutional Effectiveness.

Question 1

IVB.1.i. - The governing board is informed about and involved in the accreditation process.

- **Can you please describe the board's role in the accreditation process?**

Fundamentally, the Board makes sure laws are complied with and funds are spent appropriately. Select chancellor. Make sure chancellor is knowledgeable about accreditation process.

Enthusiasm and attentiveness regarding accreditation process.

Chancellor keeps board informed about accreditation process.

Chancellor ensures accreditation process is completed and all requirements are fulfilled.

Reflects as role of board because chancellor is Board's employee.

Oversight role on policies is through chancellor.

Participate directly especially by being knowledgeable of process.

Ensure we review policies to ensure compliance with standards, and make ourselves available to accreditation team that will be writing the document, and send informed and representative group for site visit interviews.

Don't want to step on toes of accreditation team.

- **Does the board assess its own performance using Accreditation Standards?**

Everything has steps to follow.

Currently going through process of Board self evaluation.

Pattern is in place with conversations about specifics.

Process/structure is developed and being followed.

Process is better than 10 years ago with board.

Accreditation Standards blended into evaluation process - policies and standards better now.

How robust now?

Current evaluation instrument incorporates much of Standard IV.

The evaluation instrument in 1998 was 5 questions. Current board evaluation document is much better.

Standards are laid out and process is in place.

Who does it?

Board members previously completed the Board evaluation, but now faculty, staff and the public participate in the evaluation.

A select representative group is aware of the responsibilities of the board, their communication and process.

Every year, the board analyzes who should participate in the process (currently 88 on the list).

Need to listen to community and what they have to say.

All recipients have insight into participation, or not enough participation.

Watch what board does to improve after receipt of current evaluation information.

Question 2

IVB.1.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.

IVB.1.c. - The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

- **What are the primary ways in which the board fulfills its responsibilities in these areas?**

We are an oversight board - we develop policy and need to make certain the policies are followed.

Example: 10 plus 1. Board has good cross section, but no one could step into role of faculty member.

Variety of expertise from each board member is utilized (Example: Phillip Yarbrough – finance)

Qualified staff are also present at meetings to answer questions posed by the Board.

By the end of each Board meeting, assigned staff has direction as to what the Board needs.

The Board is accountable (the buck stops there).

Board gets to lead and to brag about accomplishments.

If anticipated need, there is a lawyer at the board meetings to address legal matters. Members have the ability to ask questions of lawyers at the meetings as a resource for district business.

Attorneys representing varied subjects are available to the board for questions during board meetings.

Legal questions are also answered following the meeting, if necessary.

Board has a structure that facilitates the standard - a Policy Committee - a permanent committee governed by the Brown Act.

Policy Committee provides an agenda to an open meeting where the community can participate (meets 8-10 times per year).

Ninety percent (90%) of policies adopted come up through the college community.

Working to make district policies comparable to state-wide policies. Constantly update policies to be compliant and to take responsibility, through Policy Committee process.

Brown Act makes certain community or board members can have input.

Ideas for new policies or policy changes may originate with a board member.

Example: events held within district to bring money back to community.

Example: "in god we trust" To get in front of the possible issue, all items were placed in board room available for comment (constitution, bill of rights, etc) - no one has commented.

Example: Student athlete code of conduct - Board got in front and adopted code of conduct that would remind athletes that even outside of colleges/playing field, they are

representatives of the college. College has choice of who is on the playing field through code of conduct. Disciplinary process determines class participation.

John Didion noted the district subscribes to the Community College League of California (CCLC) service for state policy updates, and they do update based on accreditation standards. Federal law citations in relevant policies - some have accreditation standards referenced for contextual reference to policy.

Where do agendas go from Policy Committee?

Published agenda and minutes are posted on the web and the meetings are open to the public. Assistant to the Board completes the minutes and emails notice to the college community. Policy Committee meeting reviewing Dream Act included 2 guest faculty members.

How does the Board ensure fiscal stability while still offering quality education to students?

The Board selects a good CEO (Chancellor) to ensure a good grasp of fiscal affairs, and makes sure the chancellor is responsible for hiring and evaluating a good CFO (Vice Chancellor of Business Operations and Fiscal Services).

Next step is that through shared governance, a consultation with constituency groups and leadership groups at colleges to make sure financial expenditures are successful.

Being constantly informed of current financial state of the district.

Example: During every board meeting, the CFO provides a report, keeping the board informed of budget process and financial stability.

On the exterior level, the board moved to support Prop 30. Best thing to happen for district.

Provided a huge financial difference in the budget, and without it, we would still be cutting classes. Political cost for the board members, but best for district.

Legislative lobbyist seeks to get legislation for grants to assist facilitation and works directly through chancellor.

Very aggressive in exterior level to take tough political stands and invest in exterior efforts to bring more dollars to district.

Example: VLFA funds with county fight - made sure dollars came back to district.

Fiscal integrity - independent auditors work for the board. The auditor's report on integrity of financials, which is made public (watchdog role of trustees).

Comments from Chancellor Rodríguez:

Board had to support VLFA before Chancellor could fight for it.

Does board respond to district - yes, they had to fight normal allies. (outside political pressures fought in support of fiscal at district).

Weekly confidential memo to board from chancellor, a large portion which is financial information.

Question 3

IVB.1.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.

- How is the board development and new member orientation structured? How do continuing members participate?

Claudia Alvarez (new board member)

New board members receive a binder with a tremendous amount of information (Role, 10+1, Brown Act, etc.)

All new members appreciate the binder, especially those that have not served in an elected position previously.

After swearing in, training sessions were coordinated and the entire board was invited for three separate sessions (10+1, ethics and Brown Act, conflict of interest).

Board members also attend conferences that include sessions on their role and what to look for (recipe to follow).

Other trustees help new members. Learn from each other.

John Hanna (board member since 1997)

Still learning. We have board policy that encourages members to continue education about the different areas of advocacy and governance.

At times travel has been restricted. To make certain there is always a good return on travel by Board members, a Board policy ensures that when trustee travels that they come back and give a report on what they learned.

Conferences provide awareness and new ideas from other institutions/sources.

Members bring back the ideas and share, and possibly use the new ideas.

Legislative experience of new trustees brings skill sets that help, but it is a different type of environment.

Agree to disagree, if necessary at dais, remaining collegial; respect each other's opinion.

Note: Copy of orientation binder is available from Executive Assistant to the Chancellor.

Question 4

IVB.1.g. - The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

• How does the board assess the effectiveness of its process for self-evaluation?

Incorporated measurement of success by adopting policy that they did. In 1998 had five questions, now there is a document in Board Policy that defines what it is. An instrument of self evaluation has been developed.

District election process - changed self evaluation instrument to capture if members are only representing one college, not the district as a whole.

Responses from public showed there is a concern that Board member interest is geographically narrow.

Shows success of how we measure evaluation process.

Follow up is communication.

Example: Expenditure of Measure E funds. Board needs to communicate better with thought process.

Board has to look at results of evaluation and ask questions of itself - are we doing this for district, or our particular area or college?

To measure success and effectiveness of evaluation tool - look at responses and every year look to see if Board needs to add different people to the evaluation mailing.

Process effectiveness is in part by effectiveness of process.

Sent out document, received responses, and will respond to those items.

The next year will show if they had effectiveness to their evaluation responses.

Question 5

IVB.1.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.

- How does the board clarify and reinforce its intention to delegate authority and responsibility to the chancellor for the implementation of board policies without board interference?
- How does the board hold the chancellor responsible for this (provide examples if possible)?

Weekly memo received from Chancellor - good job in going into detail on issues faced by district. Board members go through Chancellor when they need things addressed, not directly to staff member. The machine works well and the Chancellor is responsive.

Example: Perception of Measure E funds split too much to SCC – perception/reality explained by Chancellor. Handled correctly and funds were expended appropriately by Board and Chancellor. Chancellor extends frequent invitation to board members for lunch or an appointment. When Trustee Alvarez has had questions for the Chancellor, he picks up phone immediately.

Quick response is appreciated.

Board primary function is to set policies. One of the resolutions of board policies is that the Board delegates to Chancellor to manage and operate district and the Board manages the Chancellor. Board sets policy. In annual district review, the focus is on policy. Board has to be more than just rubber stamp.

Example: 72 hour payment. Board was concerned in terms of policy of access. Board members started to drift to how to solve the problem. Chancellor brought the board back to focusing on policy not the process.

Job is to advocate for students and encourage comprehensive process.

Role of Chancellor is to work with board to make sure Board is looking at policy and oversight role.

Interactive process with Chancellor. Board is allowed to talk with staff with this Chancellor, provided the Chancellor is informed.

Mutual respect between Board and Chancellor.

Evaluation process in place for Chancellor.

During the year, the Chancellor puts his evaluation on the Board agenda to get feedback so it is not considered just once a year.

Process is accessible, but the content of the Chancellor's evaluation is private.

Under contract, but at will (3 yr contract).

Board holds Chancellor responsible.

Board counts on Chancellor if he is having a problem with a trustee.

Trustee Code of Conduct - by California code of law - Board President considers member who is micromanaging a problem that needs to be addressed.

Board holds Chancellor accountable at his evaluation. The Chancellor must also challenge the Board who are determining his salary, etc.

Trustee Hanna is considering submitting resolution which will add board policy that talks about The Board's delegation to Chancellor to review in December.

Accreditation Standard IV.B.

STANDARD IV.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.

SECTION IV.B.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.

SECTION IV.B.1.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.

SECTION IV.B.1.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.

SECTION IV.B.1.c

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

SECTION IV.B.1.d

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

SECTION IV.B.1.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.

SECTION IV.B.1.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.

SECTION IV.B.1.g

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

SECTION IV.B.1.i

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

SECTION IV.B.1.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.