

# LOS ANGELES COMMUNITY COLLEGE DISTRICT

## BOARD OF TRUSTEES

### MINUTES – SPECIAL MEETING

Tuesday, October 22, 2013 • 5:30 p.m.  
Educational Services Center • Hearing Room  
770 Wilshire Boulevard • Los Angeles, California 90017

The special meeting of the Board of Trustees of the Los Angeles Community College District (LACCD) was called to order at 5:30 p.m. with President Miguel Santiago presiding.

It was noted that the following Board members were present: Mike Eng, Mona Field, Ernest H. Moreno, Nancy Pearlman, Miguel Santiago, and Steve Veres. Absent: Scott J. Svonkin (arrived at 5:40 p.m.). Student Trustee Michael J. Griggs was not present.

Student Trustee Griggs' attendance was not required.

Interim Chancellor Adriana D. Barrera was present.

#### **PUBLIC SPEAKERS**

None.

#### **REVIEW BOARD OF TRUSTEES' ROLES AND RESPONSIBILITIES AND SET DISTRICT GOALS FOR 2013-14**

A document entitled "Accreditation and Trustee Roles and Responsibilities – A Workshop for Trustees" was distributed.

(Trustee Svonkin arrived at 5:40 p.m.)

Dr. John Nixon, Associate Vice President, Accrediting Commission for Community and Junior Colleges (ACCJC), served as the Facilitator for this meeting. He presented and discussed the following topics with the Board:

- Accreditation Purposes, Processes, and Standards
- Roles and Responsibilities of Trustees
- Accreditation Standards and Board Policies

A question and answer session was conducted regarding the presentation.

#### **ANNOUNCEMENTS AND INDICATIONS OF FUTURE PROPOSED ACTIONS**

None.



# ACCREDITATION AND TRUSTEE ROLES AND RESPONSIBILITIES

A Workshop for Trustees

by

John Nixon, ACCJC Associate Vice President

For the

Los Angeles Community College District

Board of Trustees

October 22, 2013



# Ground Rules

- Everyone participates.
- Stay within the agreed upon objective / agenda.
- Say what's on your mind to all.
- Be specific and use examples, provide data when possible.
- It is okay to disagree but be open to new ideas and don't be caught up in your own visions.
- All topics/issues are fair game.



# What We'll Discuss

- Accreditation's Purposes, Process and Standards
- Roles and Responsibilities of Trustees
- Accreditation Standards and Board Policies



# Accreditation Purposes, Processes and Standards



# The Purposes of Regional Accreditation

- 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 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 are the Accreditation Standards?

- **Standard I: Mission and Institutional Effectiveness**
  - Data-driven assessment and improvement, focus on learning
- **Standard II: Student Learning Programs and Services**
  - Instructional, Support and Learning Services, focus on learning
- **Standard III: Resources**
  - Deployment of resources toward achievement of mission and fiscal integrity
- **Standard IV: Leadership and Governance**
  - Leadership to focus institution on mission and student success, roles





# Trustees Have Two Challenges

- 1) Mission Directed Leadership, and
- 2) High Performance/Educational Effectiveness

**Setting standards** of excellence and **measuring performance** linked to the District's mission will help meet both challenges. To perform well Trustees must be **prepared** for Board meetings.

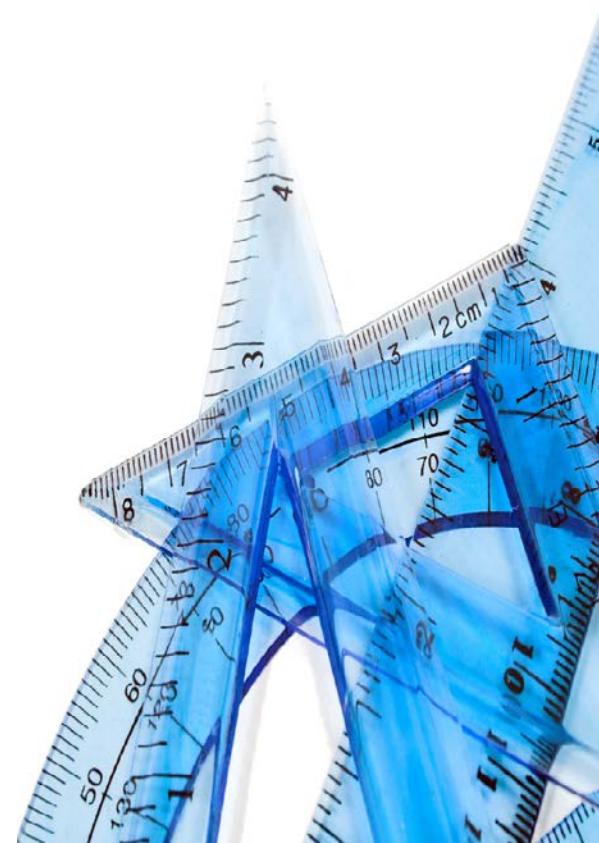


# Measuring Performance

- How does the Board assure itself that the District is fulfilling its mission and meeting its goals?
- How does the Board assure itself that the District will comply with the 2012 target date for the completion of the SLO process as required by ACCJC?
- Focus on the **what** not the how.

# 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 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.



# Accountability Responsibilities for Trustees

- Process / Frequency / Accountability
- Focus on Data, such as Lagging & Leading Indicators not stories / feelings
- Coordination with Strategic Plan / Mission and Vision
- Ethical Leadership and Behavior



# Are Institutions Expected To Meet All Accreditation Standards At All Times?

- Member institutions agree to adhere to Accreditation Standards at all times when they seek initial accreditation
- 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 two-year rule
- Commission works with institutions as they improve, and can extend the time allowed for “good cause”
- Accreditation team recommendations feed into institutional plans for improvement



# ACCJC Data on Sanctions – 4 years

Colleges on Sanction January 2009 – January 2012  
Top Deficiencies Causing Sanctions

COLLEGES ON SANCTION	PROGRAM REVIEW	PLANNING	INTERNAL GOVERNANCE	BOARD	FINANCIAL STABILITY OR MANAGEMENT
2009 SANCTIONS (N=24)	71% (17)	92% (22)	46% (11)	46% (11)	54% (13)
2010 SANCTIONS (N=19)	68% (13)	89% (17)	42% (8)	58% (11)	58% (11)
2011 SANCTIONS (N=21)	19% (4)	71% (15)	24% (5)	67% (14)	62% (13)
2012 SANCTIONS (N=28)	21% (6)	71% (20)	18% (5)	71% (20)	50% (14)



# **Roles and Responsibilities of Trustees and Accreditation and Board Policies**





## District Recommendation 5

To meet the Standard, the teams recommend that the Board of Trustees make visible, in behavior and in decision-making, their policy role and their responsibility to act as a whole in the public's interest. Further, the teams recommend continuing professional development for the Board of Trustees to ensure a fuller understanding of its role in policy governance and the importance of using official channels of communication through the Chancellor or his designee. (IV.B.1.a)



# Role of Trustees in Educational Quality

## Stewardship of Educational Quality and Fiscal Stability

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



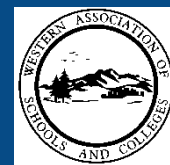
# Financial Health

- State budget projections are for at least 4 more years of deficits. No near term financial improvement.
- Limited FCMAT help on the horizon due to number of Districts in trouble.
- Thus, the Board's role is to redefine the focus of the District's educational mission to assure high performance.



# Good to Great

- Poor Boards respect their sacred cows and pet projects.
- Good Boards try to work around the cows and other pets.
- Great Boards hold barbeques!
- Your challenge is to identify your sacred cows and pet projects and to eliminate them in order to focus on core mission, goals and policies.



## Role of Trustees, continued

- The governing board has a conflict of interest policy that insures 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 quality** and **fiscal integrity** of the institution
- What is the LACCD Policy?

Eligibility Requirement #3



# Board Self-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 thru mentoring, education, coaching, establishing ground rules, and enforcing state and local laws, policies, regulations and ground rules.
- LACCD 2301.10
- **Only the Board can regulate its members!**



# Steps for Performance Changes

- Board Policies (LACCD 2300.11)
- New Trustee Orientation / Changes in BOT
- Mentoring
- Prompt feedback/correction when behaviors stray
- Continuous Training
- Individual Coaching
- **Board Warning**
- **Board Censorship**
- Legal Action



# 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?
- Does your Board, and its chair, enforce the policy?
- If either policy needs to be updated, when can this be accomplished?





## Role of Trustees, continued

- 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.

**Eligibility Requirement #2**



# Responsibility of Trustees: Wise Use of Resources to Fulfill 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.



# Good to Great

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



# 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.



# Budget Policy & Monitoring

(ACCJC District Recommendations 1, 2, 4 - June 2012)

- **Budget Policy Adoption**
  - Balanced
  - Focused on Student Success / District Goals and Priorities
  - Long Term / Multi-year Impacts
- **Monthly /Quarterly Financial Performance Reports**
  - Follows approved budget / Reports on benchmarks
  - Identifies potential fiscal issues
- **Annual Financial Audits**



# 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 board is an independent, policy making body that reflects the public interest (in quality education). Once it reaches a decision, it acts as a whole.
- 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**



# District 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 District policies including Board Members.
- Fulfills Board’s responsibility as Leaders.



# Responsibility 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 governing board has ultimate responsibility for educational quality, legal matters and financial integrity.
- The governing board has a program for board development and new member orientation, and a mechanism for providing continuity of membership and staggered terms of office.

**Standards IV.B.1.a, c, and f**





# Build a Team

- To achieve high performance, Trustees need to work as a team and critical to functioning as a team is retaining a climate of **trust and respect**. The Chancellor is also part of the Team.
- To achieve high performance, Trustees must adhere to their role so that the Chancellor, Presidents and others can perform their roles.
- Only the Board has any authority & not individual trustees.



# Diversity of Opinions / Single Direction

- Many 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 District wide perspective.
- Once a Board decision is made **all** Trustees are expected to support the majority decision.



# Responsibility of Trustees: Integrity in Board Operations

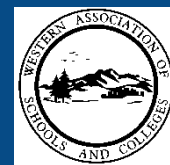
- The governing Board publishes board bylaws and policies specifying the board's size, duties, responsibilities, structure, and **operating procedures (e.g., Robert's Rules, Brown Act, etc.)**
- The governing board acts in a manner consistent with its policies and bylaws, and evaluates and revises its 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. **(i.e., The board members are willing to require proper behavior of their colleagues.)**

**Standard IV.B.1, d, e, g, and h**



# Board Quality is Job 1

- Board building is on-going process of continuous improvement.
- Ask yourself, “What can I do as a Trustee...”
  - “To make our Board more effective?”
  - “To help our Chancellor be successful?”
  - “To help the District be successful?”
  - Then ask, “What can our Board do better?”



# Self-Assessment / QI

- 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.



# Board Behavior

- Board behavior sends a message
  - Focus on Student Success & Learning
  - Represent the **entire** Community / District
  - Support District & 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 district/system chief administrator.
- 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 district or college.
- In multi-college systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.



**Standard IV.B.1.j**



# The Board / Chancellor 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 Chancellor's role.**

(Focus on **what** not how, and don't allow your focus to be diverted.)



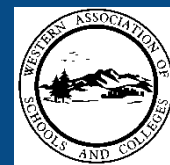
# What's Next?

- How can the Board become a High Performing Board?
- What actions / steps must the Trustees take in the next year?



# Summary

- Work as a Team w/ Chancellor & w/ BOT
- Build trust, avoid destructive conflict, provide commitment, be accountable, and focus on student success.
- Act with intelligence, respect, care, and integrity
- Base decisions on data not conversations or stories
- Be future-oriented
- Represent the entire community / not single interests.



# ACCJC Publications of Interest to Governing Boards

- Twelve Common Questions and Answers About Accreditation
- Newsletters at [www.accjc.org](http://www.accjc.org)
- Accreditation Guide for Governing Boards (2012)
- ACCJC Rubric on Institutional Effectiveness
- New Manual for Institutional Self Evaluation (2012)
  - General Information about Accreditation
  - Role of CEO is articulated



# Thank you for your attention

**John Nixon, ACCJC Associate Vice  
President**

[www.accjc.org](http://www.accjc.org)

Los Angeles Community College District

Board of Trustees

Goal Statements, 2013-14

The Board of Trustees convened a Special Meeting on October 22, 2013 to discuss its priorities for the 2013-14 academic year. The Board's discussion was facilitated by Dr. John Nixon, Associate Vice President, Accrediting Commission for Community and Junior Colleges.

The themes by which the Board will guide the District and set goals are:

- Stability and Progress
- Excellence in Leadership
- Openness and Transparency
- Mutual Respect

In line with these themes, the Board sets the following goals:

1. The District's nine colleges will be fully accredited at the end of the 2013-14 academic year.
- The Board directs the chancellor to ensure that Los Angeles Mission College, Los Angeles Southwest College and Los Angeles Valley College address fully the recommendations made following the most recent accreditation visits in advance of follow-up visits scheduled for spring 2014.
    - The Board President established the **Ad Hoc Committee on Accreditation Matters** which convened meetings at each of these colleges and has submitted a summary report to the committee on Institutional Effectiveness and Student Success.
    - The Board's committee on **Institutional Effectiveness and Student Success** will receive and analyze reports from each college on its Institutional Effectiveness measures.
    - The Committee received reports from each college on these performance measures and the Committee of the Whole has received a report on the

2013 Student Success Scorecard (Accountability Report for Community Colleges).

- The Board's committee on **Budget and Finance** will receive fiscal reports and direct implementation of interventions as noted in the recently adopted statement on Financial Accountability Measures.
- The Accrediting Commission for Community and Junior Colleges voted at its January 2014 meeting to accept the District's report on its implementation of reform measures on financial and construction management; no additional reports will be necessary until that to be developed in preparation for the next scheduled comprehensive accreditation visits in spring of 2016.
- The **Budget and Finance** committee has approved a policy that holds college presidents accountable for ensuring that college funds are expended in accordance with their budgets and not overspent.
- The Board held a study session in December to learn the specifics of colleges' enrollment targets and their plans to track and meet these targets. Members of the **Budget & Finance and Institutional Effectiveness & Student Success** committees continue to track college enrollments.

2. The Board will ensure that the vacant positions of chancellor and college presidents are filled on a permanent basis no later than June 30, 2014.

- The Board's **Ad Hoc Committee on Presidential Selection** will:
  - review the current Board Rule on the recruitment and selection of college presidents
  - recommend steps to streamline the recruitment and selection processes
    - ✓ The **Ad Hoc Committee on Presidential Selection** met and ultimately determined to maintain the current Board Rule on Presidential Selection.
    - ✓ The ELS Group was selected to conduct the search processes for the three presidential vacancies at Harbor, Southwest and Valley Colleges.
    - ✓ The presidential Interview Committees are being established and the search processes are set to launch after February 26, 2014.
- The Board will ensure that the chancellor follows the revised processes in recommending permanent presidents to begin their respective terms by July 1, 2014.

- The Interim Chancellor has ensured that the ELS Group consultants are each paired with the college president serving as chair of the respective college Interview Committee. Together the consultant and the president will be prepared to team up in communicating with the respective college committee and the Board of Trustees.
  - The eminent appointment of the permanent chancellor will allow the District's chief administrator to participate in the final selection of the three presidents.
  - The Board will continue its open and inclusive process by naming a permanent chancellor to begin his/her term by July 1, 2014.
    - The appointment of a permanent chancellor will have this person commence the assignment on or before July 1, 2014.
3. The Board will begin planning for the end of the bond program's construction.
- The Board's committee on **Facilities Master Planning and Oversight** will review each college's revised/updated master plans to ensure completion of funded projects.
    - The Committee has begun to review the colleges' master plans.
  - This committee will review the bond construction budgets of each college to determine best use of remaining balances.
    - The process of reconciling each college's bond construction budget has been completed and will be reported to the Committee.
  - The Board will direct the chancellor to develop a District staffing plan for the Facilities Planning and Development unit to ensure the sustainability and maintenance of the physical plants district wide.
    - A report with one year of data has been developed and has now been presented to the College Directors of Facilities as a first step.
    - Based on this report, a resolution will be brought forward for the Committee's consideration, and later that of the full Board, of centralized maintenance and operations responsibilities.
4. The Board will focus on student success.
- The Board's committee on **Legislative and Public Affairs** will address student success in seeking a revision to the state's funding formula to include a factor for the number of underprepared students enrolled in the District's colleges.
    - The Governor's preliminary budget released in January 2014, includes \$100 million for serving the state's underprepared students at community colleges.



- The Board will continue to convene meetings at each college and will receive reports from the college presidents, faculty, students and staff on work that is being carried out in the name of student success.
    - The first Board meeting of the month continues to be scheduled at a college to ensure that the discussions focusing on student success are held.
  - During meetings, Board members will ask how a program, service or contract will address student success to inform their decision making.
    - Board minutes reflect that the Board has been asking questions regarding the impact of their decisions on student success.
    - The **Ad Hoc Committee on Adult Education and Workforce Development** has directed the District's attention and efforts in preparation of meeting the Governor's proposal which calls for a new regional approach for delivery of adult education.
  - The Board will act as a whole in approving special projects and/or requesting that new initiatives be scaled up district wide from successful pilot projects or best practices at a few colleges.
    - The Board committees of **Institutional Effectiveness & Student Success** and **Budget & Finance** will consider how boutique projects can be scaled up using the new funding proposed by the Governor.
5. In keeping with the District Strategic Plan goal of Organizational Effectiveness, the Board president has named two Ad Hoc Committees:
- The **Ad Hoc Committee on the Personnel Commission**: to review the Board Rule regarding the Personnel Commission and to participate in the appointment process for filling a vacancy on the panel of Personnel Commissioners.
  - The **Ad Hoc Committee on National/Federal Lobbyist**: to set in motion the process for identifying an advocacy firm which can further the District's interest at the national level.
  - The Board has charged the Interim Chancellor with responsibility for planning and implementation of emergency preparedness plans at all District locations to ensure the safety and security of students and employees.