

TO: BOARD OF TRUSTEES
FROM: SUPERINTENDENT

COMMUNICATION NO. 159-2009/10-S
Prepared by the Office of the Superintendent
for Presentation to the Board of Trustees
March 8, 2010

SUBJECT: ACCREDITATION - DISCUSSION OF ACCREDITATION STANDARD IV.B.1.g.

A. Background

At the April 22, 2009, retreat, the Board of Trustees recommended that specific accreditation standards related to the Board be discussed at each regular meeting.

The text of accreditation standard IV.B.1.g. Leadership and Governance, Board and Administrative Organization, has been included in the attachment. Also included is the district policy related to the standard and relevant questions from the Accrediting Commission for Community and Junior Colleges' (ACCJC) *Guide to Evaluating Institutions*.

In the accreditation workshop presented by the at the Board's special meeting of February 9, 2009, ACCJC President Dr. Barbara Beno suggested that trustees consider during the self-evaluation process to what degree the board has operated in a way that supports institutional excellence. At the Board's April 22, 2009, retreat, the *Community College League of California Board Self-Evaluation Resource Guide* was reviewed, and it was recommended that trustees:

- develop a questionnaire to solicit input from on-campus groups and the community;
- appoint a task force to work with the Director of Institutional Research and Planning to develop an evaluation survey instrument, the results of which could be used to identify goals and report back to the community on progress; and
- hold an annual special meeting that would allow trustees to specifically discuss the results of the evaluation as a group in an informal way.

The self-evaluation task force appointed at the May 11, 2009, regular meeting of the governing board developed the attached survey instrument to be tested during the 2009-2010 self-evaluation process and assessed thereafter.

B. Budget Implications

None.

C. Recommendation

It is recommended that the Board of Trustees provide input regarding how well the district is meeting accreditation standard IV.B.1.g. and recommend changes to or reaffirm the board policy related to the standard.

Respectfully submitted,

Jackie L. Fisher, Sr.
Superintendent/President

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.

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

ACCJC Guide to Evaluating Institutions

Questions for Standard IV.B.1.g.

What is the board self-evaluation process as defined in its policies? Does that process as described likely to be an effective review? (BP 2745) (*Consider plan to assess performance using accreditation standards and implement process to use annual evaluation results to improve Board's effectiveness*)

Does the policy call for regular self-evaluation? Does the institution's board regularly evaluate its own performance?

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BP 2745 Board Self-Evaluation

Reference:

Accreditation Standard IV.B.1.e & g

The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board has established the following processes:

Annual Evaluation

The five publicly elected members of the Board shall accomplish an annual evaluation of the Board of Trustees using an acceptable self-evaluation method. It is preferred that the evaluation be conducted during the spring semester.

Objectives

- a. Recognize the strengths and weaknesses of Board operation.
- b. Formulate ways for improving Board operation.

In reaching the above objectives, each trustee/participant shall be expected to refrain from defaming or ridiculing a fellow trustee. Suggestions for improvement shall be kept on a positive professional basis, and the suggestions shall be noted in a subsequent evaluation.

Evaluation Chairperson

The president of the Board may serve as chairperson of the evaluation meeting(s) or may assign the chair responsibilities to another trustee.

Adopted: 7/5/05

**Antelope Valley College
Board of Trustees
Self-Evaluation**

Answer each question yes or no. If you answer no, please describe how you feel the board can improve.

1. District Mission and Planning

Does the board spend an adequate amount of time planning for the future? _____

2. Board Policies

Is the board kept up-to-date on changes to the Board Policy Manual? _____

3. Board/CEO Relationship

Is there an open, respectful partnership between the board and the CEO? _____

4. Board/CEO Communication

Is there adequate communication between the board and the CEO? _____

5. CEO Expectations

Does the board clearly delegate and set clear expectations for the CEO? _____

6. CEO Success

Does the board create an environment that supports CEO success? _____

7. CEO Evaluation

Is there an effective CEO evaluation process? _____

8. Board/Community Knowledge

Is the board knowledgeable about community trends and needs? _____

9. Board/Community Image

Does the board help promote a positive image of the college in the community? _____

10. Board/State Advocacy
Does the board effectively advocate with state legislators on behalf of the college? _____

11. Educational Programs
Does the board understand the educational programs and services? _____

12. Educational Quality
Is there a process in place that enables the board to monitor educational quality? _____

13. Academic Freedom
Does the board support academic freedom? _____

14. Fiduciary Responsibility
Does the board ensure that the district is fiscally healthy? _____

15. Fiscal Management
Does the board effectively monitor fiscal management? _____

16. Facilities Plan
Does the board approve and monitor a facilities plan that addresses construction and maintenance?

17. Board/Staff Relations
Does board policy provide for equitable treatment of staff? _____

18. Faculty, Staff, and Student Participation
Does board policy and practice ensure faculty, staff, and student participation in decision making?

19. Board Leadership
Do board members work together for the good of the district? _____

20. Board Opinions
Do board members respect each other's opinions? _____

21. Board Meetings
Does the board have the information it needs to make good decisions? _____

22. Board Meeting Efficiency
Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently? _____

23. Board Education
Are all board members encouraged to engage in ongoing education about college and state issues?

24. Accreditation
Is the board adequately informed about accreditation? _____
