Clovis Community College

March 2016 Follow-Up Report

Submitted by:

Clovis Community College
10309 N. Willow Avenue
Fresno, CA 93730

Submitted To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
March 1, 2016

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CERTIFICATION OF THE FOLLOW-UP REPORT

Date: March 2016

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Deborah J. Ikeda
Clovis Community College
10309 N. Willow Ave.
Fresno, CA 93730

I certify that there was broad participation/review by the campus community, and believe this
Report accurately reflects the nature and substance of this institution.

_____   Ms. Deborah J. Ikeda
President
Clovis Community College

_____   Mr. Richard Caglia
President, Board of Trustees
State Center Community College District
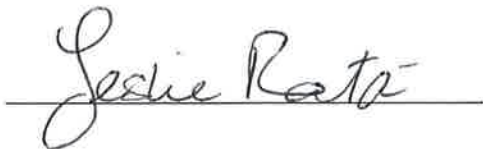
_____   Dr. William F. Stewart
Interim Chancellor
State Center Community College District

_____   Ms. Kelly Fowler
Accreditation Co-Chair
Accreditation Liaison Officer
Clovis Community College

_____   Ms. Jennifer Simonson
Accreditation Co-Chair
Clovis Community College

Ms. Leslie Rată
Accreditation Co-Chair
Clovis Community College

Mr. Dan Hoffman
Classified Senate President
Clovis Community College

Ms. Elizabeth Romero
Academic Senate President
Clovis Community College

Mr. Sergio Perez
Associated Student Government President
Clovis Community College

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REPORT PREPARATION

In a letter dated June 29, 2015 the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges granted initial accreditation to Clovis Community College. The letter also required that the College submit a Follow-Up Report by March 1, 2016. The report was to focus on District Recommendations 7, 8, and 9 from the External Evaluation Report (evidence: 001 External Evaluation Report) of the March 9-12, 2015 site visit.

After receipt of the letter and based on discussions between the Interim Chancellor and the College President, it was determined that a college workgroup along with the Interim Vice Chancellor of Educational Services and the Interim Direct of Grants & External Funding would be responsible for developing the responses to the District recommendations. The initial workgroup was constituted based on the recommendation of the Clovis Community College Council, which is chaired by the College President and is composed of the Vice-President of Instruction & Student Services, the Vice President of Administrative Services, the Dean of Instruction, the Dean of Student Services, the Director of Student Success, Equity & Outreach, the Director of the Herndon Campus, the Department Chair of Social Science & Business, the Department Chair of Humanities, the Department Chair of Math, Science & Health, the Department Chair of Student Support Services, the Academic Senate President, the Academic Senate Immediate Past President, the Student Learning Outcomes Coordinator, the Program Review Coordinator, a representative of the Adjunct Faculty, the Classified Senate President, a representative of the Classified Senate, a CSEA representative, the Institutional Researcher, the Technology Director, the Secretary to the College President, and an Associated Student Government representative.

The members of the workgroup to review the District Recommendations are: Ms. Deborah Ikeda the President of Clovis Community College, Ms. Kelly Fowler the Clovis Community College Accreditation Liaison Officer, Ms. Elizabeth Romero the Academic Senate President, English instructor Ms. Jennifer Simonson, Mr. Dan Hoffman the Classified Senate President, Mr. Sergio Perez the Associated Student Government President, Ms. Leslie Rată Classified representative, Dr. Barbara Hioco SCCCD Interim Vice-Chancellor of Educational Services & Institutional Effectiveness and Dr. Marilyn Behringer SCCCD Interim Director of Grants & External Funding.

The following table shows the accreditation follow up report timeline:

Activity	Date
Establish work group/review team	October 16, 2015
Meet with CCC College Council & present an update on progress, first draft and ACCJC materials	October 16, 2015
Meeting of CCC Accreditation Response Committee; update on progress; and review updated draft	November 6, 2015
Meeting of CCC Accreditation Response Committee; update on progress; distribute and review draft	November 20, 2015
Meet with CCC College Council to present an update on progress & review the draft	November 20, 2015
Meeting of CCC Accreditation Response Committee; update on progress; distribute and review draft	December 4, 2015
Constituency groups review, make recommendations/edits, signatures	December 2015 – January 2016
Board of Trustees first presentation	January 12, 2016
Board of Trustees Acceptance	February 2, 2016
ALO makes final changes and submits to ACCJC	March 1, 2016

Response to Recommendations

BACKGROUND

An ACCJC letter dated June 29, 2015, made recommendations based on the Clovis Community College's Self Evaluation of Educational Quality and Institutional Effectiveness and the External Evaluation Report. The letter stated that the Commission had granted initial accreditation to Clovis Community College. The letter also outlined three District Recommendations that were to be addressed in a Follow-Up Report by March 1, 2016 to be followed by a visit thereafter. The recommendations were:

District Recommendation 7 – Financial Resources
In order to increase institutional effectiveness, the team recommends the District Budget and Resource Allocation Advisory Committee evaluate the current resource allocation model to determine appropriateness and effectiveness, and communicate the process and results widely across the district. (IV.3.c)

District Recommendation 8: Leadership and Governance
In order to increase institutional effectiveness the team recommends that the Board continue to make a concerted effort to learn about, and act in a manner that is consistent with, its policies and bylaws. The team also recommends the Board conduct regular reviews of its policies and procedures, particularly related to board operation and behavior. (IV.B.1.a-j)

District Recommendation 9: Leadership and Governance
In order to increase institutional effectiveness, the team recommends that the Board improve its performance through continuing its efforts to allow the Chancellor to fully exercise the authority of his/her position to improve the effectiveness of the District. (IV.B.1.a)

District Recommendation 7 – Financial Resources

In order to increase institutional effectiveness, the team recommends the District Budget and Resource Allocation Advisory Committee evaluate the current resource allocation model to determine appropriateness and effectiveness, and communicate the process and results widely across the district. (IV.B.3.c)

Analysis & Findings:

The External Evaluation Report states in the Findings and Analysis section of Standard III.D:

Clear guidelines and process for financial planning and budget development exist and are used to promote collaborative decision-making and prioritization between competing needs. These processes are well documented through College Council minutes, Board of Trustee meetings, lottery action plans and budget development records.

The External Evaluation Report also states in the Findings and Analysis section of Standard IV.B that:

The District has been reviewing and revising its allocation model to accommodate the potential new college.

However, the report expresses concerns about the evaluation of the model and the dissemination of information.

State Center Community College District resource allocation is guided by the Districtwide Budget and Resource Allocation Advisory Committee (DBRAAC) which is a participatory governance committee. (Evidence: 02 DBRAAC Operating Agreement) DBRAAC committee members include the Vice-Chancellor of Finance, the Vice-Chancellor of Human Resources, The Vice-Chancellor of Educational Services, the Director of Finance and representatives of the Academic Senate, Classified Senate and Associated Student Government from all three colleges. These individuals are expected to report back to their constituent groups. The Vice-Presidents of Administrative Services from each college are also on DBRAAC. They report on DBRAAC activities to the budget committees of their respective colleges on a regular basis throughout the year: College Council at Clovis Community College, the Budget Advisory Committee at Fresno City College, and the Budget Committee at Reedley College. These college committees are also participatory governance committees with representatives from all college constituency groups who are tasked with reporting back to the group that they each represent.

The District Budget Resource Allocation Model (DBRAM) was initially designed in 2013. In accordance with the District Budget and Resource Allocation Advisory Committee Operating Agreement, DBRAM is reviewed and evaluated by the DBRAAC annually to determine appropriateness and effectiveness. The original Districtwide Resource Allocation Model was approved by the Board of Trustees on January 14, 2014. The CCC External Evaluation Report

noted that evaluation of the model was scheduled during the 2014-2015 fiscal year. This evaluation took place as scheduled. The Modified Allocation Model was discussed at the August 21, 2014 Budget Workshop (Evidence: 03 Budget Workshop Presentation 8/21/14 slide 10) and approved by the Board of Trustees with the final budget at the September 2014 Budget Meeting (Evidence: 04 BOT Minutes 9/2/14 page 14).

During Fall 2014 DBRAAC sent out a request to 81 individuals who had knowledge of DBRAM to complete an electronic evaluation survey in order to collect feedback on the budget process and the allocation model. (Evidence: 05 DBRAAC Survey 02/20/15) Of those surveyed, 31 responded (38%). The survey revealed that 71% of the respondents felt that they had either a good or an excellent knowledge of the District Budget Resource Allocation Model and 87% felt that the district model allocates financial resources to support and sustain student learning programs and services at an acceptable, good or excellent level. Additionally 84% felt that the District follows the model's guidelines and processes for financial planning and budget development at an acceptable, good or excellent level. Based on this survey evaluation and discussion in DBRAAC meetings, the DBRAM allocation model was revised by DBRAAC on March 20, 2015. (Evidence: 06 Evaluation of the District Budget Resource Allocation Model; 07 Revised DBRAAC Allocation Model 3/20/15)

At the October 23, 2015 DBRAAC meeting, the committee received a review of the process used to develop the 2015-2016 budget. After discussion and questions, the committee affirmed that the allocation model had been followed. The committee also began the annual evaluation process of the allocation model and survey for 2016. (Evidence: 08 DBRAAC Approved Minutes 10/23/15)

The format for the annual evaluation of DBRAM for 2015-2016 was finalized by DBRAAC in November 2015. The DBRAM Evaluation Results Summary evaluation was conducted using Survey Monkey in late November. (Evidence: 09 DBRAM Evaluation 11/09/15) Results of the survey were reviewed at the December 4, 2015 DBRAAC meeting. (Evidence: 10 DBRAM Evaluation Results Summary 12/4/15) Some notable results were:
- Eighty-seven percent responded that the DRAM clearly defined its processes for District budget and resource planning.
- Most respondents (80%) indicated the DRAM is easily understood, flexible and responsive, adequately documented and communicated, and equitable while not being prescriptive.
- Most people (69%) replied that the 5 identified areas (base allocation; salary adjustments; fixed cost adjustments; new positions and/or districtwide initiatives; and additional allocation) were sufficient for the purposes of the DRAM. Those who did not agree the areas were sufficient were asked to elaborate and while they had varying suggestions, they did all agree on one: "unexpected, one time money" should be worked into the model so that the process remains intact.
- When asked what worked well, most people reported that the model worked well for the specific categories already outlined but not for new or unexpected money. It was also noted that given the influx this year of additional monies, it was easier to accommodate the Colleges' allocations.

After reviewing the survey results, there was considerable discussion during the December 4, 2015 meeting about the areas that had received comments about needing improvement. One concern that came out of the survey was how to deal with one-time money. After discussion, the committee recommended that the allocation of one-time money be determined by the Chancellor's Cabinet.

A concern that came from the survey was that there does not appear to be any contingency plan for allocating funds in years that require budget reductions. After considerable discussion, the committee recommended that this issue will be a priority topic in 2016, and recommendations for modifying the current model will be made to include criteria to be used in years when budget reductions are necessary. This is a direct result of evaluation of the allocation model being used to identify needed changes

The annual budget developed using the DBRAM, along with the rationale for the allocation method (the process), is communicated widely across the district. During the 2014-2015 year, budget presentations were made to the Board of Trustees in February, March, April, June and August. The Budget Study Session during the Board Meeting on February 18, 2014 (Evidence: 11 Budget Study Session 2/18/14) explained the guiding principles and priorities for development of the budget, showed the District Resource Allocation Model (DBRAM) (slide 19) and explained the relationship to accreditation (slide 20). The Tentative Budget that was presented during the June 3, 2014 Board of Trustees meeting showed the difference between the original DBRAM allocation and the modified DBRAM allocation. (Evidence: 12 Proposed 2014-2015 Tentative Budget 6/3/14 slide 4) The Budget Workshop that was part of the August 11, 204 Board of Trustees Meeting covered the final 2014-2015 budget based on the modified DBRAM. (Evidence: 13 Budget Workshop 8/21/14 slide 10)

Similarly, in 2015-2016 presentations about the budget and the District Budget Resource Allocation Model were made to the Board in February, May, June, July and August. (Evidence: 14 Budget Study Session 2/17/15 ; 15 BOT Minutes 5/5/15 page 2;16 Proposed 2015-2016 Tentative Budget Presentation 6/2/15: 17 Proposed 2015-2016 Tentative Budget 6/2/15; 18 2015-2016 Budget Workshop 8/4/15) All of the Budget presentations made to the Board for the years 2013-2014, 2014-2015 and 2015-2016 are available to the public on the district internet site map under the areas of the Board of Trustees agendas and minutes, and the 2014-2015 Business Office Budget Presentations and 2015-2016 Budget Presentations folders.

Representatives of the Academic Senate, Classified Senate and Associated Student Government from all three colleges attend all Board meetings. Part of their responsibility is to convey information from the Board meetings to their constituent groups.

In addition to the expectations that both district and college committee members will report back to the constituencies they represent, budget presentations are made to large groups at each college. All three colleges in SCCCD conduct a Duty Day at the beginning of each semester. Faculty and instructional administrators are required to attend this meeting. Classified employees may attend, but are not required to do so. As part of the duty day agenda each Fall, an update

about the condition of the district budget as well as the budget for that college is presented. For example, the Vice President of Administrative Services at Clovis Community College made a presentation about the budget and the college allocation (Evidence: 19 Fall 2015 Duty Day Presentation CCC) on duty day of the 2015 Fall semester. Similar presentations were made at both Fresno City College and Reedley College that same day by the Vice President of Administrative Services at each of those colleges. The college budget committees, led by the respective Vice Presidents of Administrative Services, provide wide-spread communication on their campuses.

Conclusion:

State Center Community College District provides a fair distribution of resources that is adequate to support the effective operations of the colleges as required by accreditation standard IV.B.3.c.

Allocations recommended by the participatory governance-compliant District Budget and Resource Allocation Advisory Committee are determined based upon the Districtwide Budget Resource Allocation Model which has been and will continue to be reviewed annually as specified in the DBRAAC Operating Agreement and changed/updated accordingly.

DBRAAC process and results are communicated to the college campuses by the college representatives who are part of the committee. Results are also communicated by the college representatives on the Chancellor's Cabinet. All budget presentations are available to the public on the District website. The college will continue to strive to continuously improve communication. The District meets the requirements of Standard IV.B.3.c.

List of Evidence:

02   DBRAAC Operating Agreement revised 12/5/14
03   Budget Workshop Presentation 8/21/14
04   BOT Minutes 9/2/14
05   DBRAAC Survey 2/20/15
06   Evaluation of the District Budget Resource Allocation Model
07   Revised DBRAAC Allocation Model 3/20/15
08   DBRAAC Approved minutes 10/23/15
09   DRAM Evaluation 11/09/15
10   DRAM Evaluation Results Summary 12/4/15
11   Budget Study Session 2/18/14
12   Proposed 2014-2015 Tentative Budget 6/3/14
13   Budget Workshop 8/21/14
14   Budget Study Session 2/17/15
15   BOT Minutes 5/5/15
16   Proposed 2015-2016 Tentative Budget Presentation 6/2/15
17   Proposed 2015-2016 Tentative Budget 6/2/15
18   2015-2016 Budget Workshop 8/4/15
19   Fall 2015 Duty Day Presentation CCC

District Recommendation 8: Leadership and Governance

In order to increase institutional effectiveness the team recommends that the Board continue to make a concerted effort to learn about, and act in a manner that is consistent with, its policies and bylaws. The team also recommends the Board conduct regular reviews of its policies and procedures, particularly related to board operation and behavior. (IV.B.1.a-j)

Analysis & Findings from the March 2015 External Evaluation Report:

The 2015 External Evaluation Report documented and provided findings related to District Recommendation 8. These findings are relevant to the College's and District's resolution of this recommendation and are briefly reviewed in the following overview. This review is important as context for the work that has occurred after the Team visit in March 2015.

The accreditation visiting Team that visited the Center (now Clovis Community College) noted the following in the General Observations section of the External Evaluation Report:

The State Center Community College District Board of Trustees has undergone significant changes, both in its electoral process and its membership. In 2010 the board unanimously voted to move to a method of area voting. The Board of Trustees had been a stable board for many years but, at the time of the Accreditation Team visit, was made up of one long-time serving trustee and six trustees ranging from 6 years of service to just a few months of service. The team noted that this composition resulted in "some gaps in continuity and the understanding of District history. The team noted a need for the Board to develop a "dynamic for working together as a group."

In the Findings and Evidence section of Standard IV of the External Evaluation Report, the visiting team noted the following:

Excerpts from External Evaluation Report Relative to Brown Act and Board Policy
- *The District subscribes to the policy service provided by the Community College League of California (CCLC) for changes in the California Education Code and other relevant laws that would require a change in Board Policy.*

- *"There is no indication the Board has reviewed or updated Board Policy 2745 (Board Evaluation), although there is no specified timeline for review of Board policy.*

- *The visiting Team found that the "Board has not always acted in a manner consistent with Board Policies and Administrative Regulations" but that the "Board recognized this*

was an issue and is acting in compliance with Board Policy and regulations. Evidence was presented to the team that confirmed these changes."

- *The Board is "regaining ground in the area of knowing its policies and procedures", although the policy review for all new trustees did not happen following the 2014 election. The team noted that "recent changes in the CEO role have delayed the process for the regular review of policies, but the interim Chancellor and Board are regaining their momentum".*

- *The Board "would benefit by having additional information about the roles, responsibilities, and limits of individual board members".*

- *"There appears to be no systematic and ongoing effort to document trustees who attend conferences or critical local training for board members. There was no mention of Brown Act training on the agendas or minutes".*

- *"Some members of the governing board have violated BP 2430 and engaged in micromanaging instead of delegating authority to the chancellor. However, changes have been implemented and the Board is currently in compliance with BP 2430."*

Excerpts from External Evaluation Report Relative to Board Development
- *In 2014, "the Board did not conduct an evaluation although the Board has a history of evaluating its performance annually.*

- *"There is no indication the Board has reviewed or updated Board Policy 2745 (Board Evaluation), although there is no specified timeline for review of Board policy.*

- *"The Team found that the Board is making monumental efforts to improve their performance and move past some of their prior issues."*

- *The visiting Team verified that the "Board acts as an independent policy-making body that reflects the community interests" and that "Board minutes reflect the Board acts as the whole."*

- *"There appears to be no systematic and ongoing effort to document trustees who attend conferences or critical local training for board members. There was no mention of Brown Act training on the agendas or minutes".*

- *The visiting Team concluded that the "Board has been working hard to ensure compliance with Standard IV.*

- *The visiting Team noted that the question of the Board hiring attorneys outside of District policy was resolved and that the Board is "currently in compliance with its Board*

Policies and accreditation standards." Additional evidence regarding this matter is presented later in this Follow-Up Report.

In the Conclusions section of the External Evaluation Report, the visiting team noted the following:

'It is clear the Board has had some challenges as it transitions to a new board selection process with new board members. As a Board, the trustees are learning about their roles and responsibilities, district policies, delegating authority and developing a working relationship among themselves and with the interim chancellor."

Results and Analysis of Recommendation 8

As noted in the External Evaluation Report, the Board demonstrated its understanding of the concerns and items identified by the visiting Team. The Team also noted the progress made at that time in resolving these concerns, and efforts have continued to fully comply with Recommendation 8.

Significant effort has been made since the Team visit by the District and the Board in the area of training and professional development of board members.

As noted in the visiting Team comments above, the Team recommended that the Board and District needed to make improvements in policy training and evaluation, as well as training and application of Brown Act requirements. In response to this concern, the Board and District made the training, implementation, and operationalization of relevant board policies and Brown Act requirements a priority.

Board Annual Retreat

- At the annual Board Retreat, held on April 10-11, 2015, the topics included (1) Board Policy and Accreditation Standards Review & Training; (2) Brown Act Mechanics, (3) Board Policy Training; (4) Role of Board Members and Board Chair; (4) Discussion of Future Agenda Items Section on Board Agendas. All seven Trustees attended this retreat. District General Counsel conducted the training and facilitated the discussion on the Brown Act Mechanics. As an example, from this training the Board entered into a discussion of identifying future board meeting agenda items without entering into discussion of these items at that same time. It was agreed that Future Board Items must be properly agendized on a future meeting agenda before discussion ensues. In addition, several of the Board policies that were reviewed (see list below), were also Brown Act items. (Evidence 20 Board Retreat agenda 4/10-11/15)

- Board Policy training, in compliance with BP 2405 Review of Board Policies (Evidence: 21 BP 2405 Review of Board Policies) was conducted by General District Counsel and the Vice Chancellor of Educational Services. It was determined that board policy review

will be part of every annual retreat. The policy review at the 2015 retreat included the following policies:

- BP 2012 Role of the Board (Powers Purposes, Duties);
- BP 2210 Officers (Duties)
- BP 2220 Committees of the Board
- BP 2270 Board Member Authority
- BP 2310 Regular Meetings of the Board
- BP 2315 Closed Sessions
- BP 2320 Special and Emergency Meetings
- BP 2340 Agendas
- BP 2405 Review of Board Policies
- BP 2430 Delegation of Authority to Chancellor
- BP 2720 Communications Among Board Members

(Evidence 22 BPs reviewed at Board Retreat)

Board Development Workshop

Board development and professional development were also identified as priorities for the Board and District, based on the 2015 External Evaluation Report and Team Recommendation 8. A Board Development Workshop was held on August 17, 2015. This workshop was preceded by each Trustee receiving a copy of the Rogue Trustee by Terry O'Banion (League for Innovation), The Community College League of California Trustee Handbook, and an information packet designed to prepare them for the workshop items. The information packets included a copy of, workshop agenda, Resources for Governing Board on Codes of Ethics, excerpt on Board Chair Roles & Responsibilities from Community College League of California Board Chair Handbook, Board & CEO Roles, and Education Code Powers & Duties of Board of Governors. All Trustees had received the Trustee Handbook when they first took office. The information packets also included information relevant to the Chancellor search and the Fresno City College President search. (Evidence 23 Board Development Workshop agenda 8/17/15; 24 Board Development Workshop information packet 8/17/15)

The Board Workshop was conducted by an external consultant, Dr. Tom Harris, who has extensive experience as a college president, district chancellor, and board development consultant. An observer, the interim Vice Chancellor of Educational Services and Institutional Effectiveness, attended the workshop and was tasked with documenting the agenda items, discussion, and results. (Evidence 25 Dr. Tom Harris Resume)

The agenda items focused **on Best Practices for Boardsmanship; Trust Between Trustees and Chancellor; Board Policy Training, and Board Self-Evaluation.** The consultant provided the Board with many documents for review and for discussion. The Board self-evaluation process was reviewed, and the self-evaluation was completed as a result of the extensive discussion between the Board and the consultant, the Board and the interim chancellor, and among the Board members.

The Consultant provided the board with the following documents for discussion
- Examples of another district's accreditation recommendation and response that was accepted by ACCJC
- Sample of board policy from another district on evaluation of the chancellor and board self-evaluation
- ACCJC Standard IV: Leadership and Governance
- Excerpts from accreditation standards and eligibility requirements/requirements of affiliation from all regional accrediting agencies across US related to the roles and responsibilities of governing boards/board of trustees
- Association of Community College Trustees Expectations of Trustees: Positive Strategy for creating and maintaining a strong and productive board/CEO relationship
- Association of Community College Trustees Expectations of Trustees expectations of chancellors/presidents: positive strategy for creating and maintaining a strong and productive board/CEO relationship.
- Sample of board policy from another district on board duties and responsibilities. SCCCD BP 2012 Role of the Board (Powers, Purposes, and Duties) was reviewed at April 2015 retreat.)
- Sample of board policy from another district on Delegation of Authority to CEO. (SCCCD BP 2430 Delegation of Authority to Chancellor was reviewed at April 2015 retreat.)

(Evidence 26 Consultant documents Board Development Workshop 8/17/15)

As a result of the workshop and the self-evaluation, the trustees discussed their role in governance and concluded that there is a need for more training and agreed that review of board policies and administrative regulations should continue at the board retreats. The Board also agreed that policy review should continue on a regular basis and as needed when there are state, federal or district changes. They noted that there is a need for new policies on student trustees as a result of a third college being accredited in the District and also to clarify roles in hiring committee composition and appointments. (Evidence 27 Board Development Workshop Summary Report 8/17/15)

The Board engaged in a discussion of what constitutes micromanaging and concluded that training, similar to the workshop, is beneficial; and they would like to see more sessions. (Evidence: 27 Board Development Workshop Summary Report 8/17/15)

The Consultant discussed the recruitment process for hiring the new chancellor and the board's role in helping the new chancellor be successful. There was also extensive discussion of ACCJC standards with particular emphasis on Standard IV. (Evidence: 26 Consultant documents Board Development Workshop 8/17/15; 27 Board Development Workshop Summary Report)

The content of the workshop and the accompanying discussion constituted an expanded and enhanced annual Board self-evaluation; and the Board agreed that a plan for on-going review of board policies needs to be developed and should be an item for the annual retreat. However, they identified two new policies to be developed prior to the retreat, which are currently being developed by the District Counsel and will be brought forward for constituency groups and

Board review as soon as possible. They also clarified their roles and the role of the chancellor, and discussed appropriate Trustee engagement with the District and Colleges that does not constitute micromanaging. (Evidence: 24 Board Development Workshop information packet 8/17/15; 26 Consultant documents Board Development Workshop 8/17/15; 27 Board Development Workshop Summary Report 8/17/15; 28 BP 2012 Role of the Board (Powers, Purposes, Duties).

Board Professional Development

As noted previously, the Board of Trustees is comprised of one long-time serving trustee and six trustees ranging from 6 years of service to just a few months of service. A key component of trustees' professional development is attendance and participation in conferences. Trustees attended the 2015 ACCT Annual Leadership Congress. One of the trustees, co-presented a session on "Young Elected Officials Leading the Charge for Change", along with trustees from Imperial Valley College, San Jose-Evergreen Community District and City College of San Francisco and was elected to national office as the Pacific Region Representative ACCT Nominating Committee. (Evidence 29 ACCT Annual Leadership Congress Agenda Booklet page 68; 30 ACCT National Office Election Results)

Trustees also attended the 2015 Community College League of California annual conference. The District is now tracking trustee attendance at conferences. (Evidence: 31 Conference & Travel Tracking Spreadsheet). A system of trustees preparing a report on their conference attendance and professional development experiences is underway. (Evidence: 32 Trustee Conference & Travel report samples)

Board Actions Consistent With Policies and Bylaws

With the emphasis of the Board on professional development and learning about and reviewing policies and bylaws, there has been improvement in the Board acting as a whole and following established board policies and bylaws. There are specific actions that demonstrate this improvement.

As previously noted, the External Evaluation Report indicated there was a question of the Board hiring attorneys outside of District policy. This issue was fully resolved and the External Evaluation Report stated that the Board is "currently in compliance with its Board Policies and accreditation standards." The private lawyer was released and the board approved the final compromise payment to Burke, Williams & Sorenson which ended the issue of board member or members engaging unauthorized legal services for the district. (Evidence: 33 BOT Minutes 4/7/15 pages 8-9; 34 BOT Agenda 9/1/15 pages 5, 70; 35 BOT Minutes 9/1/15 pages 8-9)

Brown Act violations were studied and, to the best of our knowledge, have been eliminated as a result of Brown Act training occurring at the April 2015 Board retreat. District counsel is

regularly consulted during board meetings if there is a question about Brown Act compliance during discussions. (Evidence 20: Retreat agenda 4/10-11/15)

Conclusion:

The Board is making a concerted effort to operate as a whole and to comply with Board policies and procedures in the decision-making process. The Trustees have participated in a variety of professional development activities including their annual retreat, a special board development workshop, review of board specific policies, Brown Act training, the ACCT Leadership Development Congress, and the Community College League of California annual conference and others. The result is more effective and productive relationships with the Interim Chancellor, college presidents, and district/college administrators. The Board is more consistently operating at the policy level, rather than at the operational level. The District meets the requirements of Standard IV.B.1.a-j.

While the Board, as a whole, is making good progress and meets the standard requirements, in order to increase institutional and district effectiveness, continued professional development of the Board must remain a priority.

List of Evidence

20   Board Retreat Agenda 4/10-11/15
21   BP 2405 Review of Board Policies
22   BPs reviewed at Board Retreat
23   Board Development Workshop Agenda 8/17/15
24   Board Development Workshop Information Packet 8/17/15
25   Dr. Tom Harris Resume
26   Consultant documents Board Development Workshop 8/17/15
27   Board Development Workshop Summary Report 8/17/15
28   BP 2012 Role of Board (Powers, Purposes, Duties)
29   ACCT Annual Leadership Congress Agenda Booklet Page 68
30   ACCT National Office Election Results
31   Conference & Travel Tracking Spreadsheet.
32   Trustee Conference & Travel Report Samples
33   BOT Minutes 4/7/15
34   BOT Agenda 9/1/15
35   BOT Minutes 9/1/15

District Recommendation 9: Leadership and Governance

In order to increase institutional effectiveness, the team recommends that the Board improve its performance through continuing its efforts to allow the Chancellor to fully exercise the authority of his/her position to improve the effectiveness of the District.
(IV.B.1.a)

Analysis & Findings:

The 2015 External Evaluation Report documented and provided findings related to District Recommendation 9. These findings are relevant to the District's resolution of Recommendation 9 and are briefly reviewed in the following overview. This review is important as context for the work that has occurred after the Team visit in March 2015.

The accreditation visiting Team that visited the Center (now Clovis Community College) noted the following in the Findings and Evidence section of Standard IV of the External Evaluation Report:

- *"The Center and District recognize the designated responsibilities of the governing board for setting policy and for the Chancellor to ensure effective operation of the District. The report noted that Board Policy 2270 (Evidence: 36 BP 2270 Board Member Authority) prescribes that the members of the board only have authority when acting as a whole."*

- *"In BP 2430 (Evidence: 37 BP 2430 Delegation of Authority to Chancellor) the board delegates authority to the Chancellor to implement board policies.*
  Some members of the governing board have violated BP 2430 and engaged in micromanaging instead of delegating authority to the chancellor. However, changes have been implemented and the Board is currently in compliance with BP 2430. It was evident in the interviews with board members and senior staff, and a review of the board agendas, that the Board is aware it was not adhering to processes and has made positive progress to ensure it is currently adhering to board policies and procedures, as well as accreditation standards. The team found that the Board is making monumental efforts to improve their performance and move past some of their prior issues. (IV.B.1.j)"

At the Board annual retreat that was held on April 10-11, 2015, Board Policy training in compliance with BP 2405 Review of Board Policies, was conducted by General District Counsel and the Vice Chancellor of Educational Services. The policy review at the 2015 retreat included the following policies that are relevant to this recommendation:
- BP 2012 Role of the Board (Powers Purposes, Duties);
- BP 2270 Board Member Authority
- BP 2430 Delegation of Authority to Chancellor

(Evidence: 21 BP 2405 Review of Board Policies; 22 BPs reviewed at Board Retreat)

The Board continues to allow the Chancellor to fully exercise the authority of his position, as defined in BP 2430, to improve the effectiveness of the District. This is evidenced in a number of different ways.

During the August 2015 Board Workshop, the Trustees engaged in a discussion of what constitutes micromanaging and concluded that training, similar to the workshop, is beneficial; and they would like to see more sessions. (Evidence: 27 Board Development Workshop Summary Report 8/17/15 page 4)

There are a number of examples of significant district achievements over the last two years and appropriate board involvement that demonstrate board acknowledgement of the chancellor's authority. One of these achievements was the successful negotiation of 3-year labor contracts (through June 30, 2017) with all four unions that were approved by the board. Another major achievement is the large amount of scheduled maintenance that the interim Chancellor and his staff recommended, the Board approved, and that has subsequently been completed. (Evidence: 38 Interim Chancellor-led accomplishments reviewed during 2015 evaluation)

While the Board does not always unanimously approve the recommendations that the Chancellor and his staff submit to them, the recommendations are almost always approved after discussion takes place. All personnel recommendations that have been submitted to the Board have been approved, although again, a number have not been unanimous as can be seen by a review of the Board minutes. One example of this is the numerous new positions that were approved by the Board with 6 yes votes and 1 abstention for the colleges' Student Success and Student Equity Plans. (Evidence: 34 BOT Agenda 9/1/15 pages 1, 37-38, 35 BOT minutes 9/1/15 page 5)

This year the Board conducted a Budget Workshop on August 4, 2015, followed by a Board Development Workshop on August 17, 2015. At the next regular meeting of the Board on September 1, 2015, the budget was approved unanimously. (Evidence: 39 BOT minutes 8/4/15, 23 Board Development Workshop Agenda 8/17/15; 35 BOT minutes 9/1/15 pages 9-10)

Another significant undertaking that shows the Board working with the Chancellor and recognizing his authority is the future facilities bond proposal. The Interim Chancellor, in conjunction with his staff and the colleges, using the facilities master plan, determined the specific campus projects to be proposed for inclusion in the bond. On September 22, 2015 the Board held a special Facilities Workshop at which the interim Chancellor and Special Assistant to the Chancellor presented information on potential facilities bond projects and plans for an

informational campaign. (Evidence: 40 BOT minutes 9/22/15) At the November 13, 2015 Board meeting, several members of the public and representatives of community organizations addressed the Board regarding potential new facilities projects, and two Academic Senate presidents spoke in favor of moving the facilities bond forward. They both spoke about how the campuses were part of the process in recommending the proposed bond measure projects, and they urged the board to go forward with the informational campaign. Based on the recommendation of the interim Chancellor, the Board voted unanimously to move forward with the facilities bond information campaign. (Evidence: 41 Clovis Community College letter to BOT 11/13/15; 42 Reedley College letter to BOT 11/13/15; 43 BOT minutes 11/13/15 pages 2-10)

The interim Chancellor and the President of the Board work together closely. The interim Chancellor meets on a regular monthly basis with the President of the Board. They also meet other times as needed.

The visiting evaluation team expressed concern that the search for a new Chancellor had not yet started in March 2015. As stated in the External Evaluation Report (page 66):

A change of leadership was announced at the March 17, 2014 meeting when the Board appointed an interim Chancellor. BP 2431 (Evidence: 44 BP 2431 Chancellor Selection) states that in the event of a vacancy in the office of Chancellor, the Board will establish a search process to fill the vacancy. The search process for a new chancellor has not commenced.

In February 2015 the District identified the need to conduct a national search for a new Chancellor and began a discussion on the need for an inclusive and transparent process. In March 2015 an RFP was disseminated to find an external firm to assist with the search. At the April 7, 2015 Board meeting, the Board representatives to the RFP Evaluation Team recommended the ELS Group to be the designated search consultants. (Evidence: 33 BOT Minutes 4.7.15 page 9)

At the April 11, 2015 Board Retreat, the trustees received input and recommendations from the ELS Group regarding the search process and gave the firm direction to proceed. During the retreat, an in-depth discussion of search committee composition resulted in a better understanding of shared governance procedures. In May focus sessions were held at four locations throughout the district to receive community input into the Chancellor selection process. At the June 2nd meeting the Board received the findings of the ELS group and took comments from community members. The Board also received and unanimously approved a job announcement that included desired qualities of the next Chancellor and the duties and responsibilities of the position. (Evidence: 45 SCCCD Chancellor Search, 46 BOT Minutes 6.2.15 page 2) The Board also received and unanimously approved the search committee structure for both the Chancellor and the Fresno City College President positions.

As discussed in the Recommendation 8 section of this report, at the August 2015 Board Workshop, the Consultant discussed the recruitment process for hiring the new chancellor and the board's role in helping the new chancellor be successful. There was also extensive

discussion of ACCJC standards with particular emphasis on Standard IV. (Evidence 27 Board Development Workshop Summary Report 8/17/15; 26 Consultant documents Board Development Workshop 8/17/15)

The Chancellor search proceeded smoothly with the search committee reviewing applications and narrowing the applicant field to a few finalists. On November 12, 2015 three finalists presented in public forums at each of the three colleges and interviewed with the Board. At the January 12, 2016 meeting the Trustees unanimously voted to appoint Dr. Dale Paul Parnell, Jr. as the next chancellor of State Center Community College District. Dr. Parnell will assume the position on April 1, 2016.

Conclusion:

The Board has improved its performance through continuing its efforts to allow the Chancellor to fully exercise the authority of his/her position to improve the effectiveness of the District and is in compliance with Standard IV.B.1.a. Additional Board professional development will contribute to continued quality improvement and improved institutional effectiveness.

List of Evidence:

  36   BP 2270 Board Member Authority
  37   BP 2430 Delegation of Authority to Chancellor
  38   Interim Chancellor-led accomplishments reviewed during 2015 evaluation
  39   BOT minutes 8/4/15
  40   BOT minutes 9/22/15
  41   Clovis Community College Letter to BOT 11/13/15
  42   Reedley College Letter to BOT 11/13/15
  43   BOT minutes 11/13/15
  44   BP 2431 Chancellor Selection
  45   SCCCD Chancellor Search
  46   BOT minutes 6/2/15

Appendix A --- Evidence

01	External Evaluation Report
02	DBRAAC Operating Agreement revised 12/5/14
03	Budget Workshop Presentation 8/21/14
04	BOT Minutes 9/2/14
05	DBRAAC Survey 2/20/15
06	Evaluation of the District Budget Resource Allocation Model
07	Revised DBRAAC Allocation Model 3/20/15
08	DBRAAC Approved minutes 10/23/15
09	DRAM Evaluation 11/09/15
10	DRAM Evaluation Results Summary 12/4/15
11	Budget Study Session 2/18/14
12	Proposed 2014-2015 Tentative Budget 6/3/14
13	Budget Workshop 8/21/14
14	Budget Study Session 2/17/15
15	BOT Minutes 5/5/15
16	Proposed 2015-2016 Tentative Budget Presentation 6/2/15
17	Proposed 2015-2016 Tentative Budget 6/2/15
18	2015-2016 Budget Workshop 8/4/15
19	Fall 2015 Duty Day Presentation CCC
20	Board Retreat Agenda 4/10-11/15
21	BP 2405 Review of Board Policies
22	BPs reviewed at Board Retreat
23	Board Development Workshop Agenda 8/17/15
24	Board Development Workshop Information Packet 8/17/15
25	Dr. Tom Harris Resume
26	Consultant documents Board Development Workshop 8/17/15
27	Board Development Workshop Summary Report 8/17/15
28	BP 2012 Role of Board (Powers, Purposes, Duties)
29	ACCT Annual Leadership Congress Agenda Booklet Page 68
30	ACCT National Office Election Results
31	Conference & Travel Tracking Spreadsheet.
32	Trustee Conference & Travel Report Samples
33	BOT Minutes 4/7/15
34	BOT Agenda 9/1/15
35	BOT Minutes 9/1/15
36	BP 2270 Board Member Authority
37	BP 2430 Delegation of Authority to Chancellor
38	Interim Chancellor-led accomplishments reviewed during 2015 evaluation
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44	BP 2431 Chancellor Selection
45	SCCCD Chancellor Search
46	BOT Minutes 6.2.15