

ACCREDITATION UPDATE

Board of Trustees Study Session
March 18, 2023

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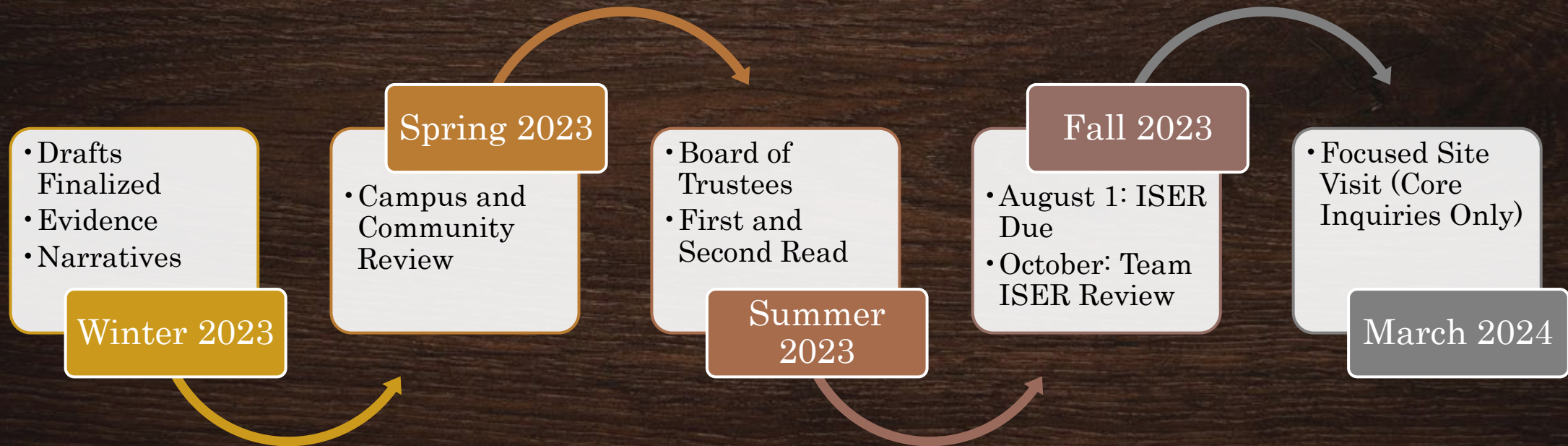
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Mt. SAC ISER Timeline



Structure of the Institutional Analysis

The ISER: Institutional Self
Evaluation Report

Evidence of Meeting the Standard

- Indicates **WHAT** specific evidence demonstrates alignment with the Standard
- Briefly describes the evidence in its context to explain **WHY** it is relevant

Analysis and Evaluation

- Indicates **HOW** the evidence demonstrates alignment with the Standard
- Evaluates the effectiveness of the policy, procedure, or practice
- *May* include improvement plans emerging from analysis and evaluation

Conclusions on Standard X (at the end of each major section)

- Summarizes the effectiveness of the College's efforts towards Standard
- Includes improvements the College determines would strengthen alignment

Reviewing the ISER: Best Practices

- **Always** begin with relevant evidence
- Focus on the core and language of the Standard
- Use the ISER Template & Guide
- Be concise – more is not necessarily better
- Use simple, clear, business-style writing
- Format as an electronic document from the start
- Link to evidentiary documents with the reader in mind
- “Freeze” any evidence from websites (PDF or Word)



Roles and Responsibilities of Trustees and Advice for Board Excellence

Two Challenges for Governing Boards:

1. Mission-Directed Leadership (IV.C.1, IV.C.5)
 2. High Performance of the Board and the District (IV.C.4, IV.C.10)
- Establishing expectations of excellence and measuring performance linked to the District's goals will help meet both challenges. To perform well, Trustees must be accountable as well as hold others accountable.

What Does Board Accountability Look Like?

- Policy leadership, representing the entire District and its stakeholders
- Establishing expectations for mission and vision fulfillment
- Delegating responsibility for implementation to the President/CEO
- Assuring that College/District goals are achieved
- **Focus on the “what” not the “how”**

Ensuring Educational Quality: Seven Roles for Boards

1. Develop board capacity for ensuring educational quality.
2. Ensure that policies and practices promote educational quality.
3. Ensure that learning is assessed, data are used, and improvements tracked.
4. Approve and monitor necessary financial resources.
5. Develop an understanding of academic programs.
6. Focus on the total educational experience.
7. Understand accreditation.

Association of Governing Boards, *Overseeing Educational Quality*. 2014

Fiduciary Responsibility: Representing the Public Trust

*ACCJC Guide to Accreditation for
Governing Boards, p. 7*

- (B)oard members **do not represent specific constituencies** in the sense of taking board actions in favor of their interests. All governing board members, appointed or elected, have a **fiduciary responsibility** to the institution and are expected to bring to board deliberations a broad understanding of the college's role in **servicing all students** and the institution's multiple stakeholders. There must be no implied obligation for any governing board member to serve the interests of a specific constituency over the interests of the broad mission of the college.

Common Accreditor Concerns Regarding Boards

Is the Board:

- Balancing the budget, planning for ongoing fiscal stability?
- Staying at the “policy level” and not intruding into daily operations?
- Acting as a collective entity, free from undue influence?
- Acting consistently with its policies, bylaws, and code of ethics?
- Delegating appropriately to the District CEO?
- Remaining engaged in strategic, integrated planning?
- Maintaining awareness and accountability for student success?

Ongoing Board Improvement



Ask: What can I/we do...

- ...to make our Board more effective?
- ...to help our CEO be successful?
- ...to help our Colleges be successful?

Then ask: What can our Board do better?

Resources

ACCJC's Accreditation Standards:

<https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf>

ACCJC's Guide to Accreditation for Governing Boards:

<https://accjc.org/wp-content/uploads/Guide-to-Accreditation-for-Governing-Boards-September-2020.pdf>

Association of Community College Trustees (ACCT):

<https://www.acct.org/governance-basics>

Association of Governing Boards (AGB):

<https://agb.org/knowledge-center/boardfundamentals/board-roles-responsibilities/>

Standard IV.C Governing Boards



- 13 Standards
- **Eligibility Requirement #7:** The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.
(Standard IV.C.1, IV.C.4, and IV.C.11)

Standard IV.C.1:

Let's Review a few key Standards, Evidence, and Narrative

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Mt. SAC Board of Trustees (BOT) has the authority under Board Policy (BP) 2200 to assure the academic quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution (**IV.C.1.1 BP 2200 Board Duties and Responsibilities**). The authority and responsibility of the Board is outlined in policies and procedures which are regularly reviewed and updated through a process that ensures broad institutional dialogue, in accordance with BP 2410 and Administrative Procedure (AP) 2410 (**I.B.7.5 BP 2410 Board Policies and Administrative Procedures; I.B.7.4 AP 2410 Process for Revision of APs and BPs; IV.C.1.2 BP and AP Update List**). Review of BPs and Administrative Procedures (APs) are facilitated by the College subscription to the Community College League of California (CCLC) policies and procedure service, which publishes changes to BPs and APs twice a year (**I.B.7.2 CCLC Policy Update Subscription**). The College uses these opportunities to review and make revisions, aligned with the mission and vision, through a shared governance process (**IV.C.1.3 BOT Meeting Agenda 12-8-21**). The APs and BPs are proposed, revised, updated, or edited for a variety of reasons including changes to Title 5 language, recommendations from the Community College League of California, Academic Senate resolutions, or recommendations from units across the campus. The Distance Learning Committee (DLC) revised the AP 4105 on Distance Learning based on new Department of Education guidelines. The new AP was approved by Academic Senate, President's Advisory Council, and the Board of Trustees (**I.B.7.8 BOT approval of Revised AP 4105**).

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recommendations from the Community College League of California, Academic Senate
revised, updated, or edited for a variety of reasons including changes to Title 5 language.

Standard IV.C.2

Let's Review a few key Standards,
Evidence, and Narrative

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees (BOT) acts as a collective entity. Once decisions are made, all members abide by these decisions and support their implementation. Under BP 2330, "the Board shall act by majority vote of all of the membership of the Board." A unanimous vote of all members of the Board is required in matters "regarding sale or lease of District real property to the State, any county, city, or to any other school or community college district; and resolution authorizing lease of District property under a lease for the production of gas." (**IV.C.2.1 BP 2330**). College Board Policy 3255 guides the College BOT in overseeing the participation in local decision making (**I.B.7.3 BP 3255 Participation in Local Decision Making**). As outlined in the policy, the Mt. SAC BOT hears recommendations from the constituencies of the College and makes the final decision after receiving input. The Board heard multiple arguments on the continuation of a COVID-19 vaccine mandate and campus testing system. The Board carefully considered all points of view and ultimately decided in favor of voluntary vaccinations and encouraged all to get vaccinated (**IV.C.2.2 BOT minutes 10-16-21**).

Analysis and Evaluation

The Mt. SAC Board of Trustees acts as a collective entity; once they reach a decision, they all act in support of that decision.

Standard IV.C.12

Let's Review a few key Standards, Evidence, and Narrative

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Mt. SAC's Board Policy (BP) 2430 provides the College President, "The executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (**IV.B.5.1 BP 2430 Delegation of Authority to the College President**). Administrative Policy (AP) 2410 gives the President the final approval of all Administrative Procedures with changes going to the Board of Trustees (BOT) as an information item (**I.B.7.4 AP 2410 Process for Revision of APs and BPs**). The BOT's role is articulated to the campus community and actions taken are regularly communicated to the public through "Board Briefs" (**IV.C.12.1 BOT 101 FLEX Day; IV.C.12.2 Board Briefs**). Under BP 2430, "The College President/CEO shall act as the professional advisor to the Board in policy formation" (**IV.B.5.1 BP 2430**). In this way, the President/CEO provides context and direction for the actions of the Board.

BP 3250 provides the expectations for regular approval and reports on institutional planning (**I.A.3.1 BP 3250 Institutional Planning**). Monthly reports to the Board by constituencies provide opportunities for accountability and oversight of the role and responsibilities of the President/CEO in ensure appropriate institutional performance (**IV.C.12.3 Board Information Reports Schedule**). The Board also evaluates the President/CEO as a part of their responsibilities to ensuring educational equality, legal compliance, and financial integrity (**IV.C.3.6 BP 2435; IV.C.3.7 AP 2435 Evaluation of College President/CEO**). There are two BOT study sessions per year where cabinet-level administrators provide reports on academic performance and institutional effectiveness (**IV.C.12.4 BOT Study Session 3-20-21; IV.C.9.2 Board Study Session 10-16-21**).

QUESTIONS?

