

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
114 South Del Rosa Drive, San Bernardino, CA 92408

Minutes of the Regular Meeting of the Board of Trustees
Thursday, April 25, 2013 – 4:00 p.m. – Board Room

1. CALL TO ORDER

Dr. Singer called the meeting to order at 4:00 p.m.

Members Present:

Dr. Donald L. Singer, President
John Longville, Vice President
Donna Ferracone, Clerk
Gloria Macias Harrison
Dr. Kathleen Henry
Joseph Williams
Nickolas W. Zoumbos

Members Absent:

Kyle Hundley, Student Trustee, CHC
Ferny Arana Garcia, SBVC

Administrators Present:

Bruce Baron, Chancellor
Dr. Cheryl Marshall, President, CHC
Dr. Gloria Fisher, Interim President, SBVC
Tanya Rogers, Interim Vice Chancellor Human Resources

Administrators Absent:

Charlie Ng, Vice Chancellor Fiscal Services

2. PLEDGE OF ALLEGIANCE

Trustee Ferracone led the Pledge of Allegiance.

3. PUBLIC COMMENT

None.

4. APPROVAL OF MINUTES

Trustee Longville moved, Trustee Zoumbos seconded, and the Board members voted as follows to approve the April 11, 2013 minutes:

AYES: Ferracone, Harrison, Henry, Longville, Singer, Williams, Zoumbos

NOES: None

ABSENT: Garcia (advisory), Hundley (advisory)

ABSTENTIONS: None

5. ACCJC BOARD TRAINING WORKSHOP

Chancellor Bruce Baron introduced Dr. Barbara Beno, President of the Accrediting Commission of Community and Junior Colleges, and Dr. Susan Clifford, Vice President of the Commission. The purpose of the workshop was to present the Governing Board's role and responsibilities in the accreditation process.

The purpose of regional accreditation is to 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 and stimulate institutional improvement through evaluation, planning, implementation and evaluation again.

ACCJC conducts regular reviews of quality in six-year cycles through a comprehensive evaluation and monitors certain aspects of institutional quality, and informs the U.S. Department of Education, students and the public of the results. Evaluation reports and visits are done as needed. 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 transfers to get jobs.

The process for a comprehensive review consists of an institutional self-evaluation, external evaluation by professional peers, the Commission evaluation, a decision on accredited status, and institutional improvement if needed.

The accreditation standards are:

- Standard I Mission and Institutional Effectiveness.
- Standard II Student Learning Programs and Services
- Standard III Resources
- Standard IV Leadership and Governance

Ideas embedded in the standards include:

- focusing on achieving institutional mission
- integrity and honesty in institutional policies and actions
- a focus on student outcomes, metrics and evidence used to assess institutional quality
- ongoing internal quality assurance practices
- continuous improvement for high performance

Institutions are expected to meet all accreditation standards at all times. If an institution is found to be non-compliant with the standards, federal regulations require accreditors to terminate accreditation if an institution has not complied in two years. The Commission works with institutions as they improve, and can extend the time allowed for “good cause”. Accreditation team recommendations and institutional plans for improvement can work together.

The commission requires the colleges to provide data on student learning outcomes.

Trustees have two challenges: 1) mission directed leadership, and 2) high performance of the Board and institution. Setting standards 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. The Board leads the college. The Board represents the entire community, establishing the mission and vision for the college and from the mission, staff develops the strategic goals and methods of achieving them. The final mission and vision must be approved by the Board. The Board must assure itself that the college goals are met.

Sample college planning documents that must fit together to help organize and direct college efforts include: the mission and vision of the college, the college’s strategic plan and educational master plan, the facilities master plan, a technology plan, annual budget, and unit and program plans.

The college plans roll up to the district plans and at the same time the chancellor is setting strategic goals to align with the college goals. The Board should regularly review institutional effectiveness data at multiple levels. The data should tell the district how well the mission is being achieved. The Board should consider plans for change in educational programs as it sets institutional plans and goals and annual and multiple year resource allocation plans.

The Governing Board is responsible for the quality, integrity and financial stability of the institution and for ensuring that the mission is being carried out and is achieved. The Governing Board is responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The Governing Board publishes its bylaws and keeps them current. The Board’s responsibility is to assure the wise use of resources to achieve its mission. The chief administrator is responsible for the effective operation of the institution.

College policies include periodically updating policies on a scheduled basis, testing policies by linking to the Mission, Strategic Plan, Budget and doing a “Sacred Cow” test, determining the “what” not the “how”, holding all accountable to approved college policies including Board members.

The Governing Board is informed and involved in the accreditation process. Responsibilities of the Governing Board include:

- a program for Board development and new member orientation.
- a self-evaluation and implementation process for assessing Board performance.
- a code of ethics that includes a clearly defined policy for dealing with behavior that violates the code.

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. To achieve high performance, trustees need to work as a team and critical to being a team is retaining a climate of trust and respect. The CEO is also part of the team. To achieve high performance, trustees must adhere to their role so that the CEO, President and others can perform their roles. Only the Board has any authority and not individual trustees.

The Governing Board has the responsibility for selecting and evaluating the CEO and 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.

Effective boards focus on student success, represent the entire community, support college leadership and develop a team culture, building trust and respect.

The Commission will examine the institution’s analysis of performance, using student achievement data, and will note both effective performance and areas in which improvement is needed. External evaluation teams will determine whether or not the institutional-set standards are appropriate.

The trustees had the opportunity to ask questions.

On behalf of the trustees, Dr. Singer thanked Drs. Beno and Clifford for their presentation.

6. ADJOURN

Dr. Singer adjourned the meeting at 7:05 p.m.

Donna Ferracone, Clerk
San Bernardino Community College District
Board of Trustees