

BOARD FOCUS



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Serving on an Accreditation Site Visit Team: An Opportunity for Both Board Members and CEOs

Few activities have a more significant impact on our colleges than accreditation. For trustees, the perspective of accreditation is usually in the role of a representative of the college or district going through the process. Last fall, Dustin Johnson, president of the Los Rios Community College District Board of Trustees, had an opportunity to serve as a team member on an accreditation visit. The experience provided a much broader understanding of the importance and complexity of the accreditation process. Brian King, chancellor of the Los Rios District, has served as chair of a number of visiting accreditation teams.

By design, trustees are not heavily involved in the day-to-day operations of the districts they oversee. For Johnson, serving on an accreditation team provided an enlightening and useful opportunity to observe a college at the operational level. For presidents and chancellors who lead teams, the visit is an opportunity to get out of the whirlwind of activity at their college or district and lead a diverse team of faculty, administrators and other professionals at a sister college.

For trustees serving on site visit teams, Johnson notes: “The interactions with faculty, staff and administration can be different from interactions we might have at home. Everyone is on level ground.” Johnson adds that, “I think trustees make a good addition to a team because, as an outsider, we don’t assume anything. Many things that might otherwise be taken for granted by the educators on the team must be explained to us.”

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President's Message

by Louise Jaffe, Ed.D.
President, CCCT Board



Dear Colleagues,
This has been a challenging, productive, and perhaps even pivotal year for the League. In 25-years of operation, the League has had only two permanent President/CEOs. On May 11th of this year, after a national search, the League Board of Directors announced the selection of a new President/CEO, Lawrence Galizio, Ph.D.

Dr. Galizio was selected from an exceptional pool of candidates from around the United States and joins the League on July 24. I welcome Larry to the League and look forward to working with him. I also want to thank Thuy Thi Nguyen, General Counsel of the Peralta District who stepped into the role as our Interim President/CEO at the beginning of January. Thuy has worked tirelessly to provide excellent leadership to League staff and Boards and has advanced the League's leadership position on behalf of our colleges and our students. Thank you Peralta for agreeing to release Thuy to work with us.

In spite of so much transition this year, the CCCT board has taken on new leadership roles in several key areas. Trustees now sit at the table on important statewide committees including the ACCJC planning group, Accreditation Task Force, Common Assessment Initiative (CAI), Institutional Effectiveness Partnership Initiative (IEPI), Success Center Advisory Board, and Workforce Task Force. As we strengthen our relationship with the Chancellor's Office and other colleagues through our work on these committees, we build alliances to support budget requests and legislative priorities. We are also collaborating more with the CCCCEOs by holding joint meetings of the CCCT and CEO boards.

Our League advisory committees have been especially effective this year in accomplishing League strategic objectives. The advisory committees, the Advisory Committee on Legislation (ACL) and the Advisory Committee on Education Services (ACES) are comprised of dedicated and hardworking trustees, CEOs, and administrators. This past year ACL pushed for dual enrollment legislation to improve pathways from high school to college success. ACES developed more integrated planning, fostering interactive, substantive and engaging learning opportunities - evidenced by increased trustee attendance at League events. Another ACES project, the Excellence in Trusteeship Program, has also positively influenced the development of League events. I offer an appreciative "Thank you!" to all the members of these committees for making such a big difference for the League.

Guided by the community college mission, responding to district needs with innovative solutions, providing leadership for our community college system in Sacramento and in Washington, the League is our organization. As we move forward with new leadership, I am confident the League will continue to fulfill its mission and to serve us well.

It has been my honor to serve as your CCCT board president this year. I look forward to working closely with new CCCT President Janet Chaniot and to seeing you all in November at our Annual Convention in Burlingame.

Thanks, Cheers, and Onward!



Serving on an Accreditation Site Visit Team

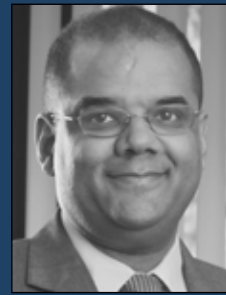
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Both trustees and CEOs benefit from serving on a team and seeing the inner workings of a college at the ground level. While every college is in some ways unique, California community colleges also share many similarities. In addition to evaluating whether a college meets accreditation standards, a team member also has an opportunity to observe what are potentially best practices at the college he or she visits.

A few quick tips for prospective team members:

- Make sure the team leader and college have the trustee team member's current home or business mailing address and email address.
- When a trustee has been confirmed as a member of a team, he or she should contact the team chair to ask when to expect to receive materials from the college, such as the institutional self-evaluation report and the college catalog.
- Set aside extra time to do the reading. The self-study report typically is several hundred pages, and team members will review hundreds of additional pages of evidence in preparation for the visit. As Johnson notes, "While 'drinking from a firehose' is a much-used cliché, it is apt in this situation. Not only is there a large volume of information that you need to read and process, but much of it will be new to you if, like me, you don't come from a background as a community college faculty member or administrator."

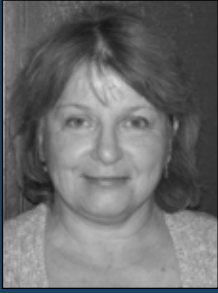
Because of the huge commitment of time and effort required in an accreditation site visit, it is understandable that many trustees and CEOs find it difficult to participate on a visiting team. However, few professional development activities provide anywhere near the breadth of experiences as serving on such a team. Because serving on a visiting accreditation team is a valuable opportunity for both board members and CEOs, colleges and districts should support participation on teams as much as possible. ■



Dustin Johnson is currently president of the Los Rios Community College District's Board of Trustees. He is a former student trustee and former Student Body president of Los Rios' American River College.



Dr. Brian King has served as chancellor of the Los Rios District since 2013.



*by Dr. Barbara Beno, President
Accrediting Commission for
Community and Junior Colleges*

How to Prepare to Be an Evaluation Team Member

Serving on an accreditation team can be a very valuable professional development experience. During the examination of a college seeking reaffirmation of accreditation, team members study and apply the accreditation standards holistically to the institution being evaluated, and in that work, learn a good deal about what the standards mean individually, what they mean when applied collectively, and how institutions can pursue quality practices that meet standards in the context of their own institutional mission. Serving as an evaluator is challenging and requires a great deal of work.

One can prepare to be an evaluation team member by completing the ACCJC online course, Accreditation Basics, and by getting additional experience in accreditation such as participation in institutional self-study, participation in various workshops on accreditation that ACCJC and partner organizations provide, and studying the standards carefully. Finally, individuals need to ask their college CEO to recommend them to ACCJC as potentially excellent team members. When the recommendation arrives at ACCJC offices, staff sends additional forms that request more detailed professional and experiential background information about the evaluator. When those forms are submitted to ACCJC, staff evaluates the qualifications of a person and then, if appropriate, places their names into the ACCJC pool of potential evaluators.

ACCJC's team selection process tries to balance several things. It tries to balance team size and attendant costs with college size and complexity, including providing the specially skilled team members (for example, an expert in career and technical training programs, in distance education, in assessment of learning outcomes, etc.) that the college being evaluated may request or that accreditation standards and institutional mission require.

ACCJC assigns team members with the knowledge and skills to work well together and provide the college with an objective, detailed, and accurate assessment and helpful peer advice on any improvements that may be needed. Important characteristics of team members include objectivity, collegiality, possession of a broad knowledge of how higher education institutions operate, attention to detail, ability to do analytic thinking, and ability to write well on the time schedule set by the team chair.

Each team needs to have persons whose work expertise is sufficient to qualify them to evaluate college operations and outcomes. The ACCJC seeks chief executive officers, chief financial and other business administrators, academic administrators such as vice presidents and deans, student services administrators, teaching, counseling faculty, librarians and learning services experts, persons with expertise in institutional research and planning, human resources, and physical and technology resources management, and persons knowledgeable about institutional governance and decision-making. Individuals with multiple kinds of expertise may be more likely to be chosen than individuals with limited breadth.

Each year, ACCJC fields about 24 comprehensive evaluation teams. In order to assure that an institution receiving a team visit has an accurate and fair review, ACCJC tries to limit the number of first time team members to no more than two per team. Therefore, there are usually no more than 48 possible opportunities for a new evaluator to be appointed to a team, and ACCJC is trying to develop new faculty, administrators as well as trustees as new evaluators using these same criteria.

While serving on an evaluation team is a great way to learn about accreditation, remember that participating in self-evaluation activities at one's own institution, completing the Excellence in Trusteeship certificate offered by the League, and studying the ACCJC publications, including the ACCJC News and the Guide to Evaluating Institutions are all great ways to learn more about accreditation principles and practices. ■

Hiring Exceptional Community College Presidents

Hiring highly professionally prepared leaders as community college presidents is a continuing challenge for governing boards and district chancellors. We seem to do well defining and screening for administrative expertise but quantifying leadership is an altogether different challenge.

The Yuba Community College District (YCCD) has been working to conform its expectations for administrative leaders to the attributes of exceptional college presidents identified in the Aspen Institute's paper "Crisis and Opportunity: Aligning the Community College Presidency with Student Success" (a copy can be downloaded from <http://www.aspeninstitute.org/publications/crisis-opportunity-aligning-community-college-presidency-student-success>).

Attributes of exceptional college leaders:

From its study of presidents of colleges that have been recognized with Aspen Excellence awards, the Institute has identified five attributes of exceptional leaders:

1. Deep commitment to student access and success;
2. Willingness to take significant risks to advance student success;
3. The ability to create lasting change within the college;
4. Have a strong, broad, strategic vision for the college and its students, reflected in external partnerships;
5. Raise and allocate resources in ways aligned to student success.

President and executive administrative searches:

For the past several years, since Aspen

published "Crisis and Opportunity," YCCD leaders have incorporated these attributes in to professional development for district leaders. More recently we have committed to incorporating them into hiring and performance expectations.

YCCD district and college leaders have been experimenting with embedding these attributes in several recent senior administrative searches. We have listed them as the primary expectations in the job announcements and used them as screening and selection criteria in the search processes, all with excellent results.

For one college presidential search, these attributes were used informally by a panel of district and community leaders in considering the pool of finalists. In another college presidential search, and in the search for the provost of a remote campus, these attributes were used formally throughout the process. We believe they made a difference. Firstly, the applicant pools included many "non-traditional" candidates; candidates with outstanding leadership experience in other industries even though with limited California Community College experience. Secondly, the members of the search advisory committees, key college and campus constituent leaders, engaged in deep, reflective dialog about the leadership needs of their institutions by focusing their efforts on finding strong leaders. Thirdly, those involved in the search advisory process were far more focused on the candidates' leadership success than they were on the candidates' administrative experience. As a consequence, those involved in the search processes, faculty, staff, trustees and community leaders, were able to evaluate prospective leaders from many different backgrounds in contemplating the best fit for these key



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positions.

(A copy of Aspen's Hiring Exceptional Community College Presidents: Tools for Hiring Leaders who Advance Student Success and Access can be found at <http://www.aspeninstitute.org/publications/hiring-exceptional-community-college-presidents-tools-hiring-leaders-who-advance>)

Next steps – performance management and sustainability:

In order to truly leverage these leadership in shaping college culture, we know that we must not only hire for them, we must hold ourselves and our leaders accountable to them. So as a next step, we have embedded these as expectations in performance criteria for all administrators and managers. All district administrative leaders will now be evaluated on leadership. The district has already implemented an evaluation process for senior leaders that is focused on quality improvement and professional development, so it was natural to incorporate these as our professional expectations.

In this way, we are confident that we are hiring and grooming exceptional leaders and that we are fostering an ethos of leadership excellence for our students and our communities. ■



by Lizette Navarette
Legislative Advocate

Advancing Our Advocacy

Serving the largest population of students in higher education, California community colleges are one of the state's most important strategic investments for meeting growing workforce demands and providing, for many Californians, the best chance to escape poverty. On May 14, Governor Brown released a May Revise budget proposal for California Community Colleges which reflected a real understanding of many of the needs that are important to address in order to continue rebuilding from years of deep cuts.

We support the direction of the Governor's May Revise and are advocating the following perspectives on the key budget components:

Base Allocation. We are grateful for additional unallocated funds to support general operations and more specifically to help relieve the burden of increased PERS/STRS contribution rates, employer health rates, and increasing energy costs. Additional funds will help stabilize and better prepare colleges for the "roller coaster" revenues that are likely to occur in future years. This budget augmentation is the League's highest priority and we strongly support the approval of the unallocated funds increase, as proposed in the May Revise.

Student Success and Student Equity Plans. We support the Governor's direction to locally address student achievement gaps through the colleges' unique Student Equity Plans, which emphasize local decision-making authority and implementation. This investment will encourage the current momentum on college campuses to identify best practices that work for all students and address longstanding systemic equity and opportunity gaps. As a statewide organization, the League has committed its own resources through training programs to assist colleges in their efforts to implement fully the equity plans, integrate them with other college processes, and institutionalize them using equity funding from the state.

Growth. The League is grateful for the Governor's targeted investment in enrollment growth. These dollars will help our colleges serve more students, particularly in regions where access to higher education has been constrained. Specifically, we strongly support the Governor's proposal allowing the community college system to revise the enrollment growth allocation formula, if necessary, to accommodate increased operating costs and improve instruction. The proposed growth rate (3 percent) also recognizes the importance of serving high-need student populations such as displaced Corinthian College students, foster youth, veterans, inmates in state correctional institutions, and those in poverty.

Full-Time Faculty. The League wholeheartedly supports the \$75 million augmentation to address long-standing full-time faculty parity. We strongly suggest distributing dollars on a per full-time equivalent student (FTES) basis using the League's Faculty Obligation Number (FON)-based proposal. We believe community college stakeholders will still need to seek long-term and long-overdue structural change to the FON to better ensure equitable faculty levels. Should the legislature seek to impose any additional parameters on dollars, we ask that you keep in mind the need for flexibility for part-time faculty and other faculty-related issues such as office hours and health benefits. We see this investment as an opportunity to challenge the community college system on faculty diversity and respectfully request that you support this augmentation.

UC Transfer Proposal. We support the Governor's increased emphasis on CSU and UC collaboration, specifically as it focuses on "unclogging" the transfer student pipeline to CSU and UC. Additionally, the requirement that UC develop Associate Degrees for Transfer (ADT) for the top 20 majors in two years will be a transformative improvement for students. California community colleges have proven to be able to move quickly in developing transfer degrees, with now more than 1600 ADTs.

Basic Skills. Basic skills course and curriculum improvement are essential ongoing needs for all colleges. While we support an investment in basic skills, we believe basic skills funds should be available to all colleges (instead of via a grant program) in a structure that builds on systemwide initiatives the Legislature has already invested in, such as the common assessment system, the education planning initiative, and professional development.

While we greatly value the investment the Administration has made in community colleges, the May Revise does not address two ongoing needs for colleges and students alike: Only an \$8 per student increase in the Cal Grant B program (as required by the College Access Tax Credit). Unfortunately this does little to mitigate the woeful lack of Cal Grant support for community college students and no funding or long-term proposal for capital outlay.

The proposed budget presents many opportunities for college restoration, however, we recognize the many cautionary projections that a recession is looming and the reality that all Proposition 30 funds will fully expire by 2018. Lawmakers and education leaders would be prudent to begin long-term fiscal planning that includes contingency plans for meeting the historical declines in educational revenues which are certain to come in the not-too-distant future. ■

Excellence in Trusteeship Program: The Data is In!

This past Annual Trustees Conference marked the beginning of the third year of the Excellence in Trusteeship Program (ETP). At the conference, two years of data analysis was presented identifying the primary source of program completion methods. Also introduced were the Trustee Champion and recertification program. What follows are highlights of the information shared.

The data shows that local and regional board training options are the primary source for completing credits followed by attendance at League events. Other sources include online training for accreditation, ethics, and Brown Act, as well as publications and training opportunities offered through national and state organizations. Using these methods trustees are completing the program within one year, and this year a trustee completed within the first 6-months of their term.

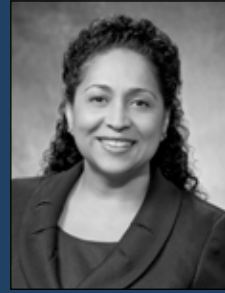
With local and regional board trainings being the primary source of program completion, what keeps trustees in your District from participating in or completing ETP? Why aren't boards completing the program as a team? According to the Accrediting Commission for Community and Junior Colleges (ACCJC), board governance continues to be an area of sanctions. Completing ETP provides a pathway to improved board governance, one that has been vetted by the ACCJC and the national Association of Community College Trustees (ACCT).

Ventura County CCD is the first board to complete ETP as a team. One of the reasons for doing so was to show their commitment to their continuing education. They made the completion of the program a board goal. Other boards have followed Ventura's example while others have adopted policy to support ETP completion. The Yuba CCD Board added to their policies Board Policy 2210 that states, "...completion of the "Excellence In Trusteeship Program" is recommended in order for a trustee to be eligible for nomination to the office of Board President."

An outcome of Ventura's experience of completing ETP as a team is a more unified board. Dianne McKay, Chair of the Ventura County Board states, "We work much more effectively together in all aspects of governance in particular, we're all up-to-date with financial training and board roles. One of the trainings we completed as a team was a communications workshop which has helped us work through our disagreements collegially." Prior to holding the position of board chair Dianne was the Trustee Champion for the board which her fellow board members agreed was a significant factor in their ability to complete the program as a team.

The role of the Trustee Champion would go to the board chair as the chair holds the responsibility of ensuring the continuing education of the board. However, the chair may choose to designate a board member as the Trustee Champion. Coordinating with the chair and CEO, the Trustee Champion would identify topics for local training opportunities using ETP competencies. The topics can be discussed at board meetings during the Future Agenda Items. Once topics are identified, training sessions can be planned and scheduled using the board meeting calendar. Trainings can be held as special sessions, workshops, and retreats. Using the board calendar for trainings will assist with monitoring board member participation in ETP ensuring completion of the program within the required 24 months. Monitoring progress will provide documentation for accreditation reports of continuing board education.

The next step of ETP is recertification. As was shared at the Annual Trustees Conference, "Education is the key to trustee success. Excellence = Continuous Improvement". The program is 12 units in 24 months; 2 units per competency with 1 unit each for Brown Act and Ethics updates. Program information and registration is available online at www.ccleague.org/etp. ■



*by Carmen T. Sandoval
Director, Education Services*

Congratulations to the most recent ETP graduates!

- Marshall Mitzman, Chabot-Las Positas CCD
- Lorraine Prinsky, Coast CCD
- Loren Steck, Monterey Peninsula CCD
- Manny Ontiveros, North Orange CCD
- Donna Miller, North Orange CCD
- Nancy Chadwick, Palomar CCD
- Richard Dorn, Redwoods CCD
- Marianne Tortorici, Victor Valley CCD
- Dawn Cole, West Kern CCD

COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

BOARD FOCUS

*Published to provide locally-elected
trustees and chief executives with
information and strategies for
effective boardsmanship.*

Louise Jaffe

*CCCT Board President
League Board Chair*

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