Standard IVB: Board and Administrative Organization

IVB. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IVB.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IVB.1a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. 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.

Descriptive Summary

The State Center Community College District Board of Trustees is a seven-member board elected to staggered four-year terms. Each board member represents a specific area in the District. Members are sensitive to the specific needs of their constituencies. The SCCCD board policy on ethics states that decisions “reflect [their] dedication to promote higher education along with opportunities for professional, vocational, and technical growth and enhancement.” In keeping with the ethics statement, the board pledges “to work with fellow members in a spirit of cooperation” and “to avoid any situation that constitutes a conflict of interest.” In complying with this ethics statement, the board votes as one unified body, and makes or approves policy in the best interest of the institution (IVB.1 Board Policy 2010 Board Membership; IVB.2 Board Policy 2100 Board Elections; IVB.3 Board Policy 2715 Code of Ethics; IVB.4 Board Policy 2710 Conflict of Interest*).

Prior to the November 2, 2010 election, board members were elected in “from-trustee area” elections in which “each governing board member [is] elected by the registered voters of the entire school district... but reside[s] in the trustee area which he or she represents” (Ed. Code § 5030(c)). To comply with requirements of the Federal Voting Rights Act and the Federal and California Constitutions on January 12, 2010, the Board of Trustees approved new trustee area boundary plans consistent with the requirements of state and federal laws (IVB.28: Board of Trustees Meeting, January 12, 2010).

Furthermore, to comply with the Federal Voting Rights Act and the Federal and California Constitutions on January 12, 2010, members of the Board of Trustees adopted Resolution 2009-20 requesting that the Fresno County Committee on School District Organization change the manner of election of the District’s trustees to a “by-trustee area” electoral system; i.e., elections in which “one or more members residing in each trustee area [is] elected by the registered voters of that particular trustee area[,]” Cal. Elec. Code § 5030(b) (IVB.5: Board of Trustees Meeting December 8, 2009).

Vacancies on the board are filled either by an election, or by special appointment within 60 days of the vacancy (IVB.6: Board Policy / Administrative Regulation 2110 Vacancies on the Board).

There are two nonvoting student members of the board. These students must be in good standing in the District, enrolled in at least 5.0 units of coursework, and have a grade point average of 2.0. (IVB.7 Board Policy 2015 Student Members; IVB.7b Administrative Regulation 2105 Election of Student Members).

* Second and subsequent references to evidence will only include the evidence number.
The board meets monthly. The schedule of meetings, the agenda, and minutes are posted on the SCCCD website. At the beginning of each meeting, there is an open period for delegations, petitions, and communications for any individual to address the board. Each board agenda allows for staff reports and special presentations. Confidential personnel issues, and the discussion of other sensitive issues set forth with specificity, are conducted during the closed session of the meeting with the board returning to open session afterwards. Board decisions are by majority vote unless otherwise provided. (IVB.8: Board Policy 2310 Regular Meetings of the Board; IVB.9: Board Policy 2340 Agendas; IVB.10: Board Policy 2345 Public Participation at Board Meetings; IVB.11: Board Policy 2315 Closed Sessions; IVB.12: Board Policy 2330 Quorum and Votes; IVB.13: Administrative Regulation 2340 Agendas).

In addition to the powers and duties prescribed by law, the Board of Trustees requests and considers reports from the chancellor regarding the educational programs, financial position, and other matters pertaining to the welfare of the District. At each board meeting, for example, educational programs and processes are reviewed and often showcased. Examples are updates on Health Science Programs, Student Learning Outcomes, Accreditation, and Financial Aid. The Board of Trustees considers and acts on the curricular offerings of the colleges as recommended by the Educational Coordinating and Planning Committee (ECPC) on the recommendation of the chancellor. The ECPC reviews all curriculum approved by the college’s curriculum committees (IVB.14: Board Policy 2012 Role of the Board – Powers, Purposes, Duties).

The evaluation of and criteria for the evaluation of the chancellor are prescribed in Board Policy 2435 Evaluation of the Chancellor. The chancellor’s evaluation is conducted annually using a process mutually agreed to by the board and the chancellor (IVB.15: Board Policy 2435 Evaluation of the Chancellor).

**Self Evaluation**

The College meets the standard. The Board of Trustees is effective in representing a vast array of public interests that make up the District. Members are active in their local communities and advocate for the colleges and centers in the District as well as statewide. They attend campus events. Individual members can be reached by phone, email, written correspondence, and various District publications. Five board members each have over twenty years of service to the District. Furthermore, the Board of Trustees supports the development and evaluation of educational programs. It relies on the recommendations of the chancellor, who relies on the information from the College president, faculty and staff constituencies regarding student learning programs and services. The board also adheres to a policy on the evaluation of the chancellor.

**Planning Agenda**

None.

**IVB.1b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

**Descriptive Summary**

The governing board has established policies consistent with its mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them:

**SCCCD Mission Statement:** State Center Community College District is committed to lifelong learning and success for all students by providing accountable, accessible, innovative and quality educational programs and services that enable productive citizenship in a diverse, global society.

**SCCCD Vision Statement:** State Center Community College District will be recognized as the regional leader in educational programs and services in response to an ever-changing world.
Board Policy 4020 Program, Curriculum, and Course Development states: “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency” (IVB.16: Board Policy 4020).

The 5000 series of board policies address the quality, integrity and improvement of student services functions including admissions, enrollment, student records, matriculation, counseling, transfer center, financial aid, DSPS, EOPS, student health services, student standards of conduct, associated student organizations, and student athletics. (IVB.17: Board Policies 5000 series).

Self Evaluation

The College meets the standard. The board has established policies that ensure the quality, integrity, and improvement of student learning and student services programs. Moreover, the college’s student learning and student support services are consistent with the District’s mission.

Planning Agenda

None.

IVB.1c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The role of the Board of Trustees is defined in Board Policy 2012. The bylaws of the governing board list specific duties and responsibilities, which include acting on the curricular offerings of the College and establishing necessary procedures for the proper accounting of District and College funds. In addition, Board Policies 6200, 6250, and 6300 define the board’s legal obligation in complying with the Education Code of the State of California (IVB.14; IVB.18: Board Policy 6200 Budget Preparation; IVB.19: Board Policy 6250 Budget Management; IVB.20: Board Policy 6300 Fiscal Management).

Educational quality

Administrative Regulation 4020 states: “Faculty, staff, students, and administration may suggest changes to programs and curricula. Suggestions regarding changes to curriculum will be referred to the Curriculum Committee for the respective colleges. The Curriculum Committee will forward all proposed curriculum changes to the vice chancellor-workforce development and educational services, for consideration by the Educational Coordinating and Planning Committee (ECPC). Before the ECPC meeting, the vice chancellor may meet with the chairs of the Curriculum Committees, the presidents of the Academic Senates, vice presidents of students and instruction, and interested faculty. The ECPC, consisting of the presidents, vice chancellor-North Centers, vice presidents of instruction and students, Academic Senate presidents, the Curriculum Committee chairs, and the curriculum analysts will either recommend approval or disapproval of proposed curriculum changes. The ECPC generally meets during the first week of November and May of each year. The board will normally consider curriculum changes at its December and June regular meetings” (IVB.21: Administrative Regulation 4020 Program, Curriculum, and Course Development).

Legal matters

Legal matters are handled by a full-time District general counsel who is present to provide the board advice when appropriate during board meetings. Specific statutory issues such as real estate transactions, employee discipline, potential or actual litigation, and labor negotiations are discussed in closed session meetings, with the actions taken in closed session reported out in open session.

Fiscal integrity

Board Policy 2012 states that the Board of Trustees shall be responsible for fixing and approving the annual budget, and, through the adoption of the budget, for approving expenditures of funds. The vice chancellor of finance and administration presents the annual budget to the board, in a schedule that
complies with state law and provides adequate time for board study. The board is responsible for budget management and establishment of a reserve for contingencies. SCCCD’s unrestricted general reserves for economic uncertainty shall be no less than 6 percent of the District’s annual budget exclusive of funds designated by the board for special activities (IVB.14; IVB.18; IVB.19).

The board is responsible for fiscal management including adequate internal controls, assuring that fiscal objectives, procedures, and constraints are communicated, approving adjustments to the budget in a timely manner. An annual audit is conducted of SCCCD’s fiscal records by a certified public accounting firm approved by the board. The board has delegated to the chancellor the authority to enter into contracts on behalf of the District. Contracts are not enforceable obligations until they are ratified by the board. (IVB.20; IVB.22: Board Policy 6340 Bids and Contracts; IVB.23: Board Policy 6400 Audits)

### Table 1: Oversight of Budget Development Process (Major Board Input and Oversight Milestones)

<table>
<thead>
<tr>
<th>Month</th>
<th>Meeting type</th>
<th>Oversight Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Regular Board Meeting</td>
<td>Budget Development Calendar reviewed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Budget Development Criteria reviewed</td>
</tr>
<tr>
<td>March</td>
<td>Regular Board Meeting</td>
<td>1. Preliminary budget development information reviewed including</td>
</tr>
<tr>
<td></td>
<td>Board Retreat</td>
<td>• Revenue projections based upon anticipated State funded full-time equivalent students (FTES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Allocation of resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• New staffing considerations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Budget considerations for cost increases related to step/column (i.e. medical/retirement, worker’s compensation/unemployment benefits, utilities, and property/liability insurance)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Long range revenue and expenditure projections.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Short and long range facility planning</td>
</tr>
<tr>
<td>June</td>
<td>Regular Board Meeting</td>
<td>Tentative Budget presented for review and adoption</td>
</tr>
</tbody>
</table>

The Budget Transfer and Adjustment Report provides the board an opportunity to review changes in revenues and expenditures during the year (IVB.24: Budget Transfer and Adjustment Report examples).

The board receives a District Financial Status Report on a quarterly basis summarizing its fiscal condition. (IVB.17 Examples on the Intranet site) Updates are also provided as conditions develop and/or change at the State level that may fiscally impact District operations. An annual audit is conducted by an experienced certified public accounting firm selected by the Board of Trustees (IVB.25: Annual audit).

In compliance with BP 6200, the District maintains a reserve of at least 6%. For the past two years, the District reserve has been 13 percent when adjusted for special activities of the board. An example of special activity is to reserve lottery revenue in the year received for expenditures in the following fiscal year. Lottery funds are expended on items that enhance programmatic offerings, minor facility improvements, and equipment purchases to meet the growing need for technology upgrades (IVB.18).

The board receives updates/trainings on fiscal matters at its annual retreat in March. For example, presentations on GASB-43/45 (Other Post-Employment Benefits) are provided to the board by the vice chancellor, finance and administration. Budget updates are also provided (IVB.26: Reports to Board of Trustees).

During the current fiscal downturn, the vice chancellor of fiscal and administrative services conducted numerous special sessions to update the Board of Trustees on the financial status of the District. (IVB.27: Budget Workshop meeting minutes, August 26, 2010 and February 22, 2011).

The board is responsible for fiscal management including adequate internal controls, assuring that fiscal objectives, procedures, and constraints are communicated, approving adjustments to the budget in a timely manner. An annual audit is conducted of
SCCCD’s fiscal recordkeeping, including funds, books, and accounts by a certified public accountancy firm approved by the board. The board has delegated to the chancellor the authority to enter into contracts on behalf of the District. Contracts are not enforceable obligations until they are ratified by the board (IVB.20; IVB.22; IVB.23).

**Self Evaluation**

The College meets the standard. Towards the goal of exercising its responsibility for the educational quality, legal matters, and financial integrity, the board receives regular reports and presentations concerning the status of various educational programs and student support services, strategic planning, fiscal planning, facility planning, voter approved bond measure project funding, and formal budget adoption. The board recommends suggestions for improvement, which are carried out by the respective District or college administrator.

**Planning Agenda**

None.

**IVB.1d** The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

**Descriptive Summary**

The board’s size, duties, responsibilities, structure, and operating procedures are defined by board policies in Chapter 2 adopted by the board as authorized by law. Board policies and administrative regulations are available to the public on the District’s web site. The board took action to change its manner of election from “at large” elections to “by trustee area” elections (IVB.5). The board also took action to adjust trustee area boundaries, consistent with the requirement of the law to periodically adjust trustee area boundaries to account for population growth (IVB.28). Revisions to Board Policy 2010, Board Membership, and Board Policy 2100, Board Elections, to reflect this change were approved by the Board of Trustees at its August 2, 2011 meeting (IVB.29: Board of Trustees Meeting August 2, 2011).

The District subscribes to the Community College League of California’s Board Policy and Administrative Procedure Service, a service provided by the League in conjunction with the law firm of Liebert Cassidy Whitmore. The service provides templates for policies and procedures that may be legally required or recommended and regular updates to keep policies current with the requirements of state and federal law. Board policy and administrative regulation revisions as recommended by the League and otherwise advised through consultation with the Chancellor’s Cabinet and representatives of the classified senates, academic senates, and exclusive representatives of the faculty and classified employees, is an ongoing process.

A major revision of SCCCD Board Policies and Administrative Regulations was conducted in 2008 for the purpose of bringing all District policies and regulations into conformity with the draft policies and procedures recommended by the Community College League of California. No further major revisions are expected prior to the submission of the self study, except as detailed below.

Prior to three years ago, board policies and administrative regulations were maintained as hard copies in red binders available in District offices, college libraries, and in the College President’s Office. Currently these documents are available electronically on the District’s webpage.

**Self Evaluation**

The College meets the standard. Board policies and administrative regulations are published and readily available via the District website. They clearly set forth *inter alia* the board’s size, duties, responsibilities structure, and operating procedures. Copies of all policies and administrative regulations are available to District employees through the Chancellor’s Office (IVB.30: Board Policy / Administrative Regulation 2410 Policy and Administrative Regulations).

**Planning Agenda**

None.
The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

**Descriptive Summary**

The board may adopt such policies that are authorized by law or determined by the board to be necessary for the efficient operation of the District (IVB.14; IVB.30a). The policies have been written to be consistent with the provisions of law, but do not encompass all laws relating to District activities.

Board policies may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. Proposed changes or additions are introduced no less than one regular meeting prior to the meeting at which action is recommended (IVB.30b; IVB.12).

Administrative regulations are issued by the chancellor as statements of method to be used in implementing board policy. Such administrative regulations are consistent with the intent of board policy. The process for proposing, reviewing, and revising administration regulations is delineated in Administrative Regulation 2410 Policy and Administration Regulations (IVB.30b).

The chancellor, biennially, provides each member of the board with copies of administrative regulations or any revisions since the last time they were provided (IVB.30).

Although board policies and administrative regulations are reviewed and revised as a result of changes in Title 5 and other statutory regulations, there is no established calendar to review them.

SCCCD’s general counsel is undergoing a review of board policies and administrative regulations to ensure that they are current and comply with statutory regulations.

**Self Evaluation**

The College meets this standard. Board policies and administrative regulations have been rewritten since the most recent self study in 2005. New policies have been approved by the board as they have been developed. The board policies and administrative regulations are reviewed through the District and College’s governance structures. There has been substantial input into the rewriting of the current board policies (IVB.31: Board Policy 2510 Participation in Local Decision-Making).

**Planning Agenda**

None.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Descriptive Summary**

Board Policy 2740 confirms the board’s commitment to education and a new trustee orientation. As a member of the Community College League of California, the SCCCD Board of Trustees has access to the board development programming offered by that organization (IVB.32: Board Policy 2740 Board Education).

Continuity of board membership and staggered terms of office are assured through BP 2100 (IVB.2), which states that elections shall occur on even numbered years and that, to the degree possible, one half of the trustees are elected each trustee election.

The board has a comprehensive program of trustee orientation and board development. There were several board development activities in 2010 as well as in previous years. For example, in September 2010, an orientation to the District was held for the two candidates for trustee of Area IV. The orientation included presentations by the college presidents and the vice chancellor for the North Centers, and District Administration (IVB.33: Candidate Orientation Agenda).

The board president attended a CCLC workshop for trustee chairs with the chancellor and the executive secretary, who assists the chancellor and the board (IVB.34: CCLC Effective Trusteeship Workshop Program).
Three trustees attended the CCLC Legislative summit in January 2011 in Sacramento (IVB.35: CCLC Legislative Conference Program).

In addition to other members of the College leadership, four trustees attended the CCLC conference in November 2010 (IVB.36 CCLC Conference Attendee Roster).

The newly elected trustee attended the CCLC new trustee orientation. Copies of the CCLC Trustee Handbook are provided to all board members. All trustees are also provided the CCLC’s *Fiscal Responsibilities: A Resource for Governing Boards* for review and discussion (IVB.37: Board of Trustees Handbook).

The board has also established a retreat held each year at which time specific issues and projects are discussed (e.g., annual goals, planning, budget, facilities, diversity, Accountability Report for Community Colleges (ARCC), Disaster Preparation Training) (IVB.38: Board of Trustees Retreat Agenda).

**Self Evaluation**

The Board of Trustees meets this standard. The Board of Trustees has been consistent both in the rules regarding terms of office and in its processes for providing continuity and training to new board members.

**Planning Agenda**

None.

**IVB.1g** The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

**Descriptive Summary**

Board Policy 2745 addresses board self-evaluation and states that the board is committed to assessing its own performance in order to identify its strengths and areas in which it may improve its functioning. In addition, the discussion of board roles and responsibilities assists board members to build communication and understanding among the members; leads to a stronger, more cohesive working group; assists board members to identify areas for improvement as well as goals, and criteria for future evaluations; encourages understanding of what they expect from themselves and each other in order to be an effective board; and allows the opportunity to summarize accomplishments and positive characteristics.

To conduct its self-evaluation, all board members complete an evaluation instrument. A summary of evaluations is discussed at a board meeting scheduled for that purpose to identify accomplishments and set goals for the coming year (IVB.39: Board Policy 2745 Board Self Evaluation).

On July 22, 2010, the board held a special board session facilitated by a consultant from ACCT to review self-evaluation worksheets and to set goals with the chancellor for the coming year (IVB.40: Board of Trustees Agenda July 22, 2010).

**Self Evaluation**

The College meets the standard. The SCCCD Board of Trustees has an ongoing commitment to accountability and assessment. The process for the board’s self-evaluation is carried out according to the process defined and published in Board Policy 2745 (IVB.39).

**Planning Agenda**

None.

**IVB.1h** The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

**Descriptive Summary**

The SCCCD code of ethics is articulated in Board Policy 2715 Code of Ethics—Standards of Conduct. As stipulated in this policy, the members of the State Center Community College District Board of Trustees “…recognize that as elected public servants our actions, behaviors, and verbal statements will be under the watchful eye of the citizenry at all times. Therefore, the decisions we make as a Board must reflect our dedication to promote higher education along with opportunities for professional, vocational,
and technical growth and enhancement. As officials of public education, we must be a positive reflection of those for whom we speak.” In addition to the standards of conduct included in the policy, it also includes a censure policy to which a board member may be subject for violating the code of ethics and standards of conduct policy (IVB.38 Board Policy 2715 Code of Ethics – Standards of Conduct).

Self Evaluation

The College meets the standard. BP 2715 clearly defines the code of ethics and provides for censure of board members that violate it (IVB.3).

Planning Agenda

None.

**IVB.1i** The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Regular reports are presented to the Board of Trustees regarding the status of the accreditation process. The October 5, 2010 meeting of the Board of Trustees included a presentation on the status of the self-study. The Board of Trustees received a draft copy of the self study for review at its July 5, 2011 meeting before approving the self study at its August 2011 meeting (IVB.41: Board of Trustees Meeting October 5, 2010; IVB.42: July 5, 2011; IVB.29).

Self Evaluation

The College meets the standard.

Planning Agenda

None.

**IVB.1j** The governing board has the responsibility for selecting and evaluating the district/ system chief administrator (most often known as the chancellor) in a multi-college district/system for the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Board Policy 2430 Delegation of Authority to Chancellor clearly specifies that the board delegates to the chancellor the responsibility for administering board policies and executing board decisions that require administrative action. This policy also makes clear that carrying out these responsibilities form part of annual goal-setting and evaluation thus holding the chancellor accountable for carrying out the authority delegated to her (IVB.43: Board Policy 2430 Delegation of Authority to Chancellor; IVB.72: Chancellor’s 2010-2011 Goals).

Board Policy 2431 Chancellor Selection specifies that the Board of Trustees establish the process to be used to select the chancellor. The process is to be “fair and open and complies with relevant regulations.” In searches for a chancellor the Board of Trustees has utilized the services of an outside consultant—most recently the Association of Community Colleges Trustees (ACCT). ACCT’s role is to ensure the District’s commitment to conducting an open and equitable search process that conforms to the District’s policies and regulations as well as the legal requirements of the state (IVB.44: Board Policy 2431 Chancellor Selection).
With help from the ACCT consultant, SCCCD’s Board of Trustees set up a search process that began with District wide open forums to gather input on the desirable qualifications for the new chancellor. A position announcement was developed incorporating the profile criteria from the Board of Trustees and the public forums. The position announcement was placed on the District website and nationwide advertisement took place via multiple websites, industry publications, and national newspapers.

The Search Advisory Committee, consisting of 23 representatives from all campuses, including classified and certificated staff and members of the community at large, was approved at the board November meeting. Updates regarding the recruitment process were posted on the District website in order to keep all constituents informed of the search process.

Search Advisory Committee members were oriented by the ACCT consultant on Equal Employment Opportunity guidelines, confidentiality, and evaluating candidates’ application materials. All Search Advisory Committee members paper-screened and independently rated all of the applicants for the position of chancellor.

The Search Advisory Committee then met to evaluate and discuss applications and select the semi-finalists to be invited for interviews. Following the selection process, the Search Advisory Committee selected interview questions. The candidates were interviewed by the committee and three finalists were selected. Those three finalists took part in public forums held at Fresno City College and Reedley College as well as Chancellor Cabinet interviews and Board of Trustees interviews. Following a site visit the Board of Trustees selected a new chancellor.

The chancellor is evaluated annually by the board using an evaluation process developed and jointly agreed to by the board and the chancellor and includes performance goals and objectives for the year. The most recent evaluation of chancellor was conducted in May 2011 (IVB.15; IVB.45: Board of Trustees Agenda May 31, 2011)

The process for selecting college presidents is governed in part by Board Policy 3420 Equal Employment Opportunity, Board Policy 7100 Commitment to Diversity, and Administrative Regulation 7220 Administrative Recruitment and Hiring Procedures.

The most recent search for the president of Fresno City College occurred in fall 2010, and the District utilized the services of Association of Community College Trustees (ACCT) to ensure the District’s commitment to conducting an open and equitable search process that conforms to the District’s policies and regulations as well as the legal requirements of the state (IVB.46: Board Policy 3420 Equal Employment Opportunity; IVB47: IVB.47: Board Policy 7100 Commitment to Diversity; IVB.48: Administrative Regulation 7220 Administrative Recruitment and Hiring Procedures).

After approval of its contract, the search consultant (ACCT) met with the District human resources staff to discuss the recruitment process and to present a draft timeline. Input from campus-wide constituent groups was sought regarding characteristics of the new president. A position announcement was developed that incorporated the profile criteria from the constituents. The announcement also included the direction provided by the chancellor and Board of Trustees in terms of qualifications, opportunities and challenges, duties and responsibilities, and preferred personal and professional characteristics the board would be looking for in a new College president. The position announcement was advertised locally and nationally.

A broad-based Search Advisory Committee was comprised of academic and classified senate representatives, a student representative, academic and classified bargaining unit representatives, management representatives, community members, a K-12 representative, and a board member. The search consultant conducted an orientation for all committee members relative to the EEO guidelines, confidentiality, and evaluation of candidates’ application materials. All Search Advisory Committee members paper-screened and independently rated all of the applicants.

Search Advisory Committee then reviewed applications and selected semi-finalists for interviews. After the interviews, finalists were selected. The finalists took part in public forums, and were also interviewed.
by the Chancellor’s Cabinet and the chancellor. The Board of Trustees also interviewed all finalists. After conducting site visits and the withdrawal of one of the finalists, the chancellor recommended to the board that the search be reopened. The search for president of Fresno City College will begin in fall 2011.

The evaluation process for college presidents and similar level administrators is specified in Board Policy 7125 Employee Evaluations and Administrative Regulation 7125 Evaluation. The College president is a member of the Chancellor’s Cabinet; therefore, the chancellor evaluates the College president annually based on an agreed upon process which includes the attainment of the annual goals that were developed by the president with input from the chancellor and the completion of an evaluation form (IVB.49: Board Policy / Administrative Regulation 7125 Evaluations; IVB.50: Evaluation Form).

Following the completion of each annual job performance evaluation, and based thereon, the chancellor recommends to the Board of Trustees whether to extend the term of the agreement for an additional one (1) year period or to decline to extend the term one (1) year.

Self Evaluation
The College meets the standard. The board delegates the responsibility to implement board policies and holds the chancellor accountable by means of defined evaluation process for the chancellor. The board also has in place board polices and administrative regulations which specify the process for the selection of the College president. Additionally, there are process in place for the evaluation of the chancellor and the College president.

Planning Agenda
None.

**IVB.2** The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**IVB.2a** The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
The president works with College administrators to ensure that the College is managed efficiently and effectively. The president delegates authority and responsibility as appropriate through the President’s Advisory Council, Budget Advisory Committee, and President’s Cabinet. The President’s Advisory Council meets every week and membership includes the College president, vice president of instruction, vice president of student services, vice president of administrative services, director of technology, and director of marketing and communications. The Budget Advisory Committee meets at least every two weeks and membership includes the College president, vice president of instruction, vice president of student services, vice president of administrative services, director of technology, one Associated Student Government representative, and one representative each from the Academic Senate, Classified Senate, AFT, and CSEA. President’s Cabinet is composed of the president, the vice presidents, deans, directors, the president of the Academic Senate, the president of the Classified Senate, the president of the Associated Student Government, a CSEA representative, and the director of athletics. Representatives of different areas of the College are expected to disseminate information discussed during President’s Cabinet to their respective areas.
Every year the Strategic Planning Council (SPC) along with the president determines the annual priority College goals from the strategic plan. Responsibility for ensuring that goals are met is often delegated to specific administrators who have expertise in given areas (IVB.51: Annual Priority Goals; IVB.52: SPC minutes – Annual Priority Goals).

One of the goals of the Educational Master Plan is to complete an evaluation of the organizational structure of the College (IVB.53: FCC Educational Master Plan).

Self Evaluation

The College meets the standard. There is a hierarchy in the College where the president delegates to senior level management, who in turn delegate to middle level management with the expectation that all constituent groups are involved in the decision making process (IVB.54 Integrated Planning Handbook).

Planning Agenda

None.

IVB.2b The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

The SPC has established a review process every other year to set priority goals and draw up a calendar for meeting them. Any changes go to all constituent groups for review (IVB.54). Every two years, the SPC reviews the college’s vision, mission, and core values statements for possible revisions. If any revisions occur, they are submitted to the constituent groups and Board of Trustees for approval (IVB.55: SPC minutes – Mission, Vision, Core Values).

Every fall semester, the Institutional Research Coordinator presents an environmental scan on external and internal conditions to the SPC. The scan results are used to revise the strategic plan and determine planning priorities for the next year. The environmental scans are posted on Blackboard and on the college’s Institutional Research website (IVB.56: Fall 2010 Environmental Scan).

FCC Strategic Planning Advisory Committees provide recommendations for resource allocation to the SPC. Budget, human resources, facilities, and technology recommendations come from the appropriate advisory committees. A few examples can be given from the SPC’s 2009-10 Program Review Year-End Report:

- Technology for smart classrooms was identified as an instructional need by several departments such as engineering and fine arts through their program reviews. As a result, the Technology Advisory Committee submitted an action plan to develop smart classrooms throughout the campus. The SPC approved the action plan on April 12, 2007. As of October 1, 2010, 75 smart classrooms have been installed on campus, bringing the total to 99 out of 158 rooms (IVB.57: Smart Classroom Action Plan Final Report).
- Through an action plan with a program review recommendation, Dental Hygiene received $460,000 in spring 2011 to replace patient chairs with new chairs with computers. This equipment will enable the department to fulfill course SLOs such as the ones detailed for DH 3A. One SLO is to “Record medical and dental histories”, which the computers will help fulfill. Another is to “Demonstrate correct fundamental skills for the use of scaling instruments, polishing procedures and fluoride applications” to prepare students for the performance test- the chairs will help fulfill this SLO (IVB.58: Dental Hygiene Clinic Renovation Action Plan End-of-Year Report).
• Geology requested $1,000 in an Action Plan for Augmentation of Earth Science and Natural Science lab materials to help with student success (IVB.59: Geology Action Plan Final Report)

The SPC and its processes are evaluated every spring and the results are posted on Blackboard. All constituency groups were surveyed for input on potential changes to the strategic planning processes. In 2010, 57 percent of the respondents from all constituency groups indicated that they were satisfied with the work of the SPC; this was equal to the percentage who expressed satisfaction in spring 2008. However, there was a significant decrease in the number of respondents who answered, "don't know." This could indicate an improvement in communication between the SPC and College community. This would fulfill one of the three recommendations given in the spring 2008 report.

The survey instrument was revised spring 2011 and submitted to the entire College community (rather than constituency representatives) for feedback. The new survey asks questions about how individuals would like to receive and distribute strategic planning information. An overwhelming majority of respondents identified e-mail as their preferred information source (87%), followed by “my department or division” (56%). Due to the change in survey sampling, improvements in perceptions about planning communications will be evaluated during spring 2012 (IVB.60: Strategic Planning Council Evaluations).

Survey respondents gave the Strategic Planning Support Team (SPST) high ratings ranging from 51 percent to 91 percent. The SPST also completes self-evaluations every spring, which are posted to Blackboard. The 2010 SPST self-evaluation includes a positive assessment of the sharing of co-chair responsibilities by the four constituent groups as a change that “improved communication and sped-up strategic planning decision making” (IVB.61: Spring 2010 SPST Evaluation).

The Program Review Committee and its processes were evaluated in spring 2010 by the faculty and staff who participated in program review. The results have been posted to Blackboard. A majority of respondents gave the process a favorable review. Only 15 percent of respondents disagreed or strongly disagreed that the process had been helpful to their departments. This was down from a similar figure of 16.7 percent for the same survey administered in spring 2009. Although this is a minor change, it still represents progress for the Program Review Committee and its processes (IVB.62: Spring 2010 Program Review Evaluation Survey Results).

**Self Evaluation**

The College meets the standard. As a member of SPC, the president guides the process for institutional improvement; survey results for the SPC, the SPST, and the Program Review Committee indicate ongoing improvement.

**Planning Agenda**

None.

**IVB.2c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**Descriptive Summary**

The president adheres to all laws, regulations, and board policies. The president regularly attends the meeting of the Board of Trustees, Chancellor’s Cabinet, Communications Council, and other management meetings. The president demonstrates knowledge of regulations and mandates. The president communicates to the College the importance of following the College mission including: participating in the review and update of the College mission with the Strategic Planning Council every other year; encouraging the President’s Cabinet to continually review the mission statement and assess how the College areas are fulfilling the mission; and reviewing the College mission statement with faculty, staff, and administrators at opening day meetings. The president works with the Strategic Planning Council to ensure that College documents align with the District mission, vision, and strategic plan (IVB.55; IVB.63 President’s Cabinet Minutes; IVB.74: Communication Council Minutes).
Self Evaluation

The College meets this standard. The president is actively involved at the District and College to insure that all practices are consistent.

Planning Agenda

None.

IVB.2d The president effectively controls budget and expenditures.

Descriptive Summary

The president meets frequently with the vice president of administrative services and all other senior management to review the budget weekly meetings with the President’s Advisory Council, bi-weekly meetings with the SPC and President’s Cabinet, and regular meetings with the Budget Advisory Committee. These groups make budget recommendations to the president who in-turn makes final budget decisions. Under the leadership of a new chancellor, the District is developing a budget allocation model and the president is involved in that process (IVB.64: President’s Cabinet Minutes; IVB.65: Budget Advisory Committee minutes).

The College routinely conducts audits for compliance with state and federal laws and regulations. Grants are audited for compliance and the results show very few audit exceptions. Through an approved action plan, an accounting technician was hired in spring 2009 to monitor grants (IVB.66: Action Plan).

Self Evaluation

The College meets this standard. All final budget decisions are made by the president and the budget is balanced every year.

Planning Agenda

None.

IVB.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IVB.3a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The president has an established presence in the community and makes a concerted effort to communicate effectively with diverse audiences. The president is an active member of a number of community organizations including Rotary, the High Speed Rail Authority, and the Central Valley Higher Education Consortium. He also represents the College at community meetings and events that directly and indirectly involve the college. Through his involvement, he continues to develop positive relationships and important partnerships with agencies and industry.
ties for which the District has primary responsibility and those for which the College assumes responsibility. There are, however, operational responsibilities that are shared.

In spite of this delineation, there are instances where the operational responsibility is not consistent or changes without timely communication. For example, a decision was made to no longer support Blackberry to access email from off campus. This was not communicated until after it was suggested by the College. However, in many cases these inconsistencies are addressed when they become known.

**Self Evaluation**

The College meets the standard.

**Planning Agenda**

None.

**IVB.3b** The district/system provides effective services that support the colleges in their missions and functions.

**Descriptive Summary**

Although the District provides services that support the college’s mission and functions, they are not as efficient as they could be. For example, the District has not taken advantage of the technology available to streamline processes and make them more effective and efficient. For example, the District has not adopted electronic forms and process for requisitions, maintenance requests, and forms commonly used in human resources. Instead, a simple change of address requires a hardcopy with at least four different signatures before it can take effect.

**Self Evaluation**

The College meets the standard; however, the District needs to develop a plan to use technology to make processes that support the College more effective and efficient.

**Planning Agenda**

None.

**IVB.3c** The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

**Descriptive Summary**

How the District allocates resources to the College is not transparent in that a District Resource Allocation Model is in the initial stages of being developed and implemented. The District provides Fresno City College with many administrative and delivery services, recognizing economies of scale. However, over 90% of Fresno City College’s budget is dedicated to salaries and benefits, which has made it increasingly difficult to provide the necessary support services to students.

Fresno City College is fulfilling its mission. It is, however, unclear as to whether Fresno City College receives an allocation proportionate to the amount of FTES generated. There appears to be no change from the last accreditation study when the Accreditation Faculty and Staff Survey indicated that Fresno City College administrators, faculty, and staff did not believe that the District provides fair distribution of resources.

The chancellor is aware of the perception that resources may not be allocated appropriately to the various campuses. In response to the need to identify and implement a Resource Allocation Model, she has established a Resource Allocation Task Force. This Taskforce is group of representatives from constituency groups from the District, Colleges, and centers who are tasked with the development of a resource allocation model for the district. The Taskforce met before the end of the spring semester and will continue to meet every other Friday through the academic year. Its task is to provide a framework for the development and implementation of a Resource Allocation Model (IVB.67: Resource Allocation Taskforce Minutes; IVB.68: Resource Allocation Taskforce Membership).

**Self Evaluation**

In order for the College to meet the standard, the District will need to develop and implement a District Resource Allocation Model that is transparent and data driven.
Planning Agenda

As noted in IIID.1a, the College will be actively involved in the development and implementation of a District Resource Allocation Model.

IVB.3d The district/system effectively controls its expenditures.

Descriptive Summary

The board receives regular financial reports from the vice chancellor of finance and administration. Board retreats are regularly held to discuss the budget and other District policy issues. The independent auditors’ report is presented on a regular basis at the board of trustees meetings.

Although the budget difficulties at the state level have had a serious impact on the District’s finances, the District’s finances are in good shape, as indicated by the auditor’s report. There have been no furloughs or layoffs of full-time or non-grant funded staff.

While in good financial shape, the District now has to use reserves. In 2009-10 Fresno City College used $1.8 million unspent money to balance the budget. Fresno City College will be using $1.5 million in reserves for 2010 – 2011.

The District and Fresno City College completed the last fiscal year with a positive ending balance.

Self Evaluation

The College meets the standard. The District’s and Fresno City College’s most recent annual independent audit report and audited financial statements indicate effective control of expenditures (IVB.25).

Planning Agenda

None.

VB.3e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The organizational chart of the District delineates authority from the chancellor to the Fresno City College president to administer the college. As the chief executive officer of the college, the president has the delegated authority to administer all aspects of the College without interference from but with full accountability to the chancellor.

Self Evaluation

The College meets the standard. The chancellor delegates the responsibility and authority to president to carry out District policies and administrative regulations in administering Fresno City College without interference. Through regular meetings and an annual evaluation, the president is held accountable for Fresno City College fulfilling its mission and functions.

Planning Agenda

None.

IVB.3f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

Information about College issues and events is conveyed to Board members by the District in a variety of ways. Reports are presented by the College president at each of the regularly scheduled Board
meetings. These reports include upcoming events and accomplishments by faculty, staff, and students. The chancellor also sends out a weekly update every Friday by email to each Board member to provide any new information on events or issues. The District also communicates with the Board as needed when urgent issues regarding the College are being addressed by the news media.

The District uses various methods to communicate with the College community. Up until recently, a monthly electronic newsletter had been emailed following each regularly scheduled Board meeting. One has not been published since the retirement of the previous chancellor. The newsletter included messages by the Board president and the chancellor and any other issues of importance. The District also makes Board meeting agendas and minutes readily available online. The chancellor is also planning to schedule “town meetings” each semester on the campus to give the College community a chance to dialog with her on any issues of concern.

Self Evaluation

The College meets the standard.

Planning Agenda

None.

IVB.3g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The State Center Community College District developed a new functional map to describe the role delineation between the District Office and campuses. This document was developed with input from the accreditation liaison officers at each campus and reviewed at each campus for input and comments. The discussions about the functional map included both how the District currently delineates roles as well as recommendations for changes in role definition to improve effectiveness. After the first draft of the functional map was completed, it was presented to a broader group of stakeholders from across the District for further review and revision. Finally, the functional map was reviewed by the Chancellor’s Cabinet, recommendations were made, and the functional map was adopted.

The functional map will continue to be utilized as a tool to evaluate the role delineation between the District and the colleges and centers. Roles and functions will be evaluated through the strategic planning process and the shared governance committee, Communications Council. Proposed changes to specific roles will be vetted through campus and district-wide shared governance groups and will be implemented as appropriate.

In November 2010, SCCCD contracted with the College Brain Trust (CBT), a consulting group specializing in strategic and educational planning for community colleges statewide, to evaluate district/system role delineation and decision-making structures and processes. The CBT conducted an in-depth evaluation of the services and structures in place at the District Office to assist the colleges and centers in meeting their educational goals. After an extensive survey of faculty, staff, and students, and interviews with key institutional leaders, the CBT made recommendations to the chancellor and board on ways to improve District Office functions. All of these recommendations are under consideration and some have been implemented as feasible (IVB.69: College Brain Trust Report).

The District Office is also preparing for its first administrative program review. Each unit in the District Office will be evaluated through a program review process to define effective operations and recommend improvements (IVB.70: Presentation on District Office Administrative Services Unit Review; IVB.71: District Office Administrative Services Unit Review Calendar).

SCCCD is working to improve district-wide shared
governance processes as the result of a recommendation that emerged from the 2011 strategic planning process update. The Communications Council has formed a subcommittee that consists of faculty, classified staff, and administrative staff, to research District shared governance models and make a recommendation to the Council as a whole (IVB.73: Communications Council Agenda May 31, 2011). As evidence of improvement that resulted from evaluation of process and procedure, the District is revising Administrative Regulation 2410, which addresses approval of administrative regulations through the shared governance council.

**Self Evaluation**

The College meets the standard.

**Planning Agenda**

None.
Evidence for Standard IVB

IVB.1 Board Policy 2010 Board Membership
IVB.2 Board Policy 2100 Board Elections
IVB.3 Board Policy 2715 Code of Ethics
IVB.4 Board Policy 2710 Conflict of Interest
IVB.5 Board of Trustees Meeting December 8, 2009
IVB.6a Board Policy 2110 Vacancies on the Board
IVB.6b Administrative Regulation 2110 Vacancies on the Board
IVB.7a Board Policy 2015 Student Members
IVB.7b Administrative Regulation 2105 Election of Student Members
IVB.8 Board Policy 2310 Regular Meetings of the Board
IVB.9 Board Policy 2340 Agendas
IVB.10 Board Policy 2345 Public Participation at Board Meetings
IVB.11 Board Policy 2315 Closed Sessions
IVB.12 Board Policy 2330 Quorum and Votes
IVB.13 Administrative Regulation 2340 Agendas
IVB.14 Board Policy 2012 Role of the Board – Powers, Purposes, Duties
IVB.15 Board Policy 2435 Evaluation of the Chancellor
IVB.16 Board Policy 4020 Program, Curriculum, and Course Development
IVB.17 Board Policy 5000 series
IVB.18 Board Policy 6200 Budget Preparation
IVB.19 Board Policy 6250 Budget Management
IVB.20 Board Policy 6300 Fiscal Management
IVB.21 Administrative Regulation 4020
IVB.22 Board Policy 6340 Bids and Contracts
IVB.23 Board Policy 6400 Audits
IVB.24 Budget Transfer and Adjustment Report examples
IVB.25 Annual audit
IVB.26 Reports to Board of Trustees
IVB.27 Budget Workshop meeting minutes, August 26, 2010 and February 22, 2011
IVB.28 Board of Trustees Meeting January 12, 2010
IVB.29 Board of Trustees Meeting August 2, 2011
IVB.30a Board Policy 2410
IVB.30b Administrative Regulation 2410
IVB.31 Board Policy 2510 Participation in Local Decision-Making
IVB.32 Board Policy 2740 Board Education
IVB.33 Candidate Orientation Agenda
IVB.34 CCLC Effective Trusteeship Workshop Program
IVB.35 CCLC Legislative Conference Program
IVB.36 CCLC Conference Attendee Roster
IVB.37 Board of Trustees Handbook
IVB.38 Board of Trustees Retreat Agenda
IVB.39 Board Policy 2745 Board Self Evaluation
IVB.40 Board of Trustees Agenda July 22, 2010
IVB.41 Board of Trustees Meeting October 5, 2010
IVB.42 Board of Trustees Meeting July 5, 2011
IVB.43 Board Policy 2430 Delegation of Authority to Chancellor
IVB.44 Board Policy 2431 Chancellor Selection
IVB.45  Board of Trustees Agenda May 31, 2011
IVB.46  Board Policy 3420 Equal Employment Opportunity
IVB.47  Board Policy 7100 Commitment to Diversity
IVB.48  Administrative Regulation 7220 Administrative Recruitment and Hiring Procedures
IVB.49  Board Policy / Administrative Regulation 7125 Evaluations
IVB.50  Evaluation Form
IVB.51  Annual Priority Goals
IVB.52  SPC minutes – Annual Priority Goals
IVB.53  FCC Educational Master Plan
IVB.54  Integrated Planning Handbook
IVB.55  SPC minutes – Mission, Vision, Core Values
IVB.56  Fall 2010 Environmental Scan
IVB.57  Smart Classroom Action Plan Final Report
IVB.58  Dental Hygiene Clinic Renovation Action Plan End-of-Year Report
IVB.59  Geology Action Plan Final Report
IVB.60  Strategic Planning Council Evaluations
IVB.61  Spring 2010 SPST Evaluation
IVB.62  Spring 2010 Program Review Evaluation Survey Results
IVB.63  President’s Cabinet minutes - Mission
IVB.64  Budget Discussion – President’s Cabinet Minutes
IVB.65  Budget Advisory Committee Minutes
IVB.66  Action Plan – Accounting Technician
IVB.67  Resource Allocation Taskforce Agenda and Minutes
IVB.68  Memo from chancellor on the Resource Allocation Taskforce Charge
IVB.69  College Brain Trust Report
IVB.70  Presentation on District Office Administrative Services Unit Review
IVB.71  District Office Administrative Services Unit Review Calendar
IVB.72  Chancellor’s 2010-2011 Goals
IVB.73  Communications Council Agenda May 31, 2011
IVB.74  Communications Council Minutes