



ACCJC Conference 2017 Advanced ISER Training

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ISER Format

- o Institutional Organization
 - o Organizational Charts
 - o Function Maps
 - o List of Off-Campus Sites
- o Eligibility Requirements 1 – 5
- o Commission Policies/Federal Regulations
- o Accreditation Standards
 - o Evidence of Meeting the Standard
 - o Analysis and Evaluation
 - o Does Evidence Demonstrate that the Institution Meets the Standard?
 - o How did the Institution Reach this Conclusion?
- o Actionable Improvement Plans
 - o Not to be Confused with Quality Focus Essay
 - o Quality Focus Projects
- o Do Not Address Previous Recommendations

Format of the Report

- o Not Enough Narrative = Team Goes on a Treasure Hunt
- o Too Much Narrative = Hard to Read, Difficult to Evaluate
- o What is the Right Amount??

GOOD CONTENT

is not
storytelling.

IT'S TELLING YOUR STORY WELL

ISER Format



Narrative Responses Must be Supported by Evidence

Speaking of Evidence....

- Evidence Should be from the Data an Institution Uses to Provide Verification of a Particular Action or Existing Condition
 - Qualitative or Quantitative
 - Used as the Basis for a Decision
- Data and Relevant Analyses are both Referenced in the ISER and Included as Source Material in Evidence

Evidence

- o Documentation
 - o Policies
 - o Operational Documents
 - o Meeting Minutes
 - o Research and Analysis
 - o Screen Captures from Website
 - o Other Sources?
- o Make it Easy to Find for the Reader
 - o Highlight Relevant Portion of Documents

Institution Set-Standards

Standard I.B.3

- o Institution Must Demonstrate:
 - o Establishes Standards for its own Performance in Student Achievement
 - o Course Completion
 - o Job Placement
 - o Licensure Exam Pass Rates
 - o Analyzes how well it is Meeting its Own Standards

Disaggregation of Learning Outcomes Standard I.B.6



Quality Focus Essay

- o 2 – 3 Areas to Improve Student Achievement and Student Learning = Quality Focus Projects
 - o Should Arise Through the Self-Evaluation Process
 - o Realistic, Longer-Term Projects
 - o Action Steps
 - o Timeline
 - o Responsible Parties
 - o Assessment Plan to Evaluate Outcomes
- o When is the “Right” Time to Start the QFE?

Quality Focus Essay

- What will Teams do with the QFE?
 - The Commission?
- If it goes in the QFE, will we avoid receiving a recommendation on it?



Other Concerns?





I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Program and Support Alignment

The College engages in a robust Program and Services Review (PSR) process that takes the mission statement into account and requires programs and services to demonstrate how they support the College's mission. As noted in Standard [I.B.5](#) the PSR process requires consideration of program performance in terms of student success, including that of important student subpopulations. These considerations flow from the mission's goals of improving lives, inspiring success, and providing a supportive and excellent learning environment for the College's students. Programs must understand their impact and effectiveness if they are to help the College satisfy its mission ([I.A.33](#)).

The alignment with the mission extends to all programs and departments, but particularly instruction, instructional support, and student services programs that must explain how they connect to and fulfill the College's mission (see [II.B.3](#) and [II.C.2](#) for additional information).

Decision Making, Planning, and Resource Allocation

The College's mission guides institutional decision-making, planning and resource allocation and informs institutional goals for student learning and achievement. As explained in the Educational Vision and Integrated Planning Model ([I.A.5](#)), the College has a robust integrated planning cycle (please see Standard [I.B.9](#)). The Strategic Plan 2015-2018 is framed around the adopted, long-term institutional goals that flow directly from the mission and board policy and are reviewed through the shared governance process as reflected in meeting minutes ([I.A.5, pp. 36-43](#); [I.A.50](#), [I.A.51](#), [I.A.52](#), [I.A.53](#)).

The Resource Allocation Committee (RAC) ensures that resource allocation decisions concerning equipment, software, technology, and budget augmentations reflect the College's mission and are distributed in accordance with the College's plans to achieve that mission ([I.A.54](#), [I.A.55](#), [I.A.56](#)). RAC membership incorporates key members of the College's administration, faculty, and classified staff, including the associate superintendent of instruction and institutional effectiveness, the faculty senate president, and budgeting staff. The RAC reports through President's Cabinet to the superintendent/president.

Analysis and Evaluation

Chaffey College meets this standard. The programs and services offered by the College are directly linked to the educational purposes of the College and the intended student population. Program and Services Review processes require programs and services to demonstrate alignment with the College's mission and strategic plan. There are programs that address the needs of first generation students, second language learners, traditional transfer pathway students, and those needing support to do college-level work. The PSR process evaluates the learning and success needs of students, and from this process creates decision-making plans and sets resource allocation priorities. Programs must consider student learning and success data as part of the PSR process. Finally, there is a framework of evaluation of processes and systems to improve the way the College aligns support to student needs. Results from this analysis are used for programmatic and College improvement.



I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary (ER 6).

Evidence of Meeting the Standard

Widely Published

The mission statement is widely published. It is displayed in the College [catalog \(I.A.33, p. 3\)](#) alongside the message from the superintendent/president. It is on the [College website \(I.A.57\)](#). It is posted on walls in classrooms, offices, conference rooms, and other locations on all campuses. The mission statement is also included on the back of business cards. It is prominently displayed in the College's annual Report to the Community ([I.A.58](#)). Pursuant to [Board Policy 2410 \(I.A.59\)](#) and [Administrative Procedure 2410](#) (Board Policy and Administrative Procedures) ([I.A.60](#)), the College evaluates and revises (if necessary) the mission statement every five years. In practice, the College reviews its mission statement in connection with its preparation for its accreditation self-study, unless it determines it is necessary to do so sooner than that. As described in detail in Standard [I.B.7](#), the College is completing one review cycle and will begin a new one in fall 2016 ([I.A.61](#)).

portal site, it is routed first to the department chair and then to the OAC. Once the OAC reviews and approves new, modified, or deleted SLOs, the instructional technical support specialist updates the three systems that store SLOs:

- TracDat (generates reports departments use for program review)
- CurricUNET Meta (generates the official course outlines of record)
- Courseleaf (generates the annual MiraCosta College Catalog).

Institutional-level SLOs (ISLOs) and PSLOs are published in the online and print College Catalog ([I.C.1-1](#)). The Office of Instruction ensures the accuracy and currency of all information published in the catalog through an annual electronic review and approval workflow process (see Standard I.C.2).

Instruction office staff also review the annual student planner to ensure the institutional learning outcomes published within it are accurate. Course SLOs are included in the officially approved and publicly accessible course outlines, and instructors are expected to include SLOs from the official course outlines of record in their syllabi.

The program review document includes a reflection area where departments are required to summarize their program SLO (PSLO) assessment results ([I.B.2-5](#)). The program review process also asks authors to summarize course and institutional SLO assessment results in addition to the program results. The report is reviewed by the faculty in each department and by the respective instructional deans for accuracy. Once the annual program review reports are validated by the Institutional Program Review Committee (IPRC), each department's PSLO assessment summary is posted on the Student Learning Outcomes webpage for public review.

Educational programs

The Office of Instruction assures the educational program information (face-to-face and distance education) published in the catalog is accurate and current by utilizing a four-step electronic review and approval workflow process. Each area of study is routed from the technical writer in the Office of Instruction to the College's articulation officer, to the appropriate department chair, to the appropriate instructional dean, and back to the Office of Instruction for final review. The Office of Instruction then reviews and corrects, as appropriate, errors noted by reviewers to ensure the program information in the catalog is the same as the program information in the College's curriculum management system.

Educational program information is also publicly shared through brochures, fliers, and the College website. To assure that information published about the College's educational programs accurately reflects what is published in the current catalog, MiraCosta College's

Public Information Office (PIO) employs a thorough review process that includes various individuals and departments across campus.

The PIO, lead faculty, and instructional deans work collaboratively to write and review academic program brochures and fliers. Department chairs and the career technical education (CTE) dean review CTE program brochures annually to ensure the brochures clearly and accurately describe career paths, employment opportunities, licensure requirements, and other occupational or program requirements.

The Nursing and Allied Health Programs brochure, for example, tells prospective students that the Surgical Technology program will prepare them for the National Certifying Exam given by the Liaison Council of Certification for Surgical Technology ([I.C.1-2](#)). It also informs prospective students that satisfactory completion of the Licensed Vocational Nursing program makes them eligible to take the National Council of State boards of Nursing Licensing Exam for licensure as a licensed vocational nurse, and completion of the LVN-RN transition program prepares students to take the National Council Licensure Examination to become registered nurses.

The CTE program brochure review cycle begins in April when the Perkins Planning Team approves Perkins expenditures for the coming fiscal year. Faculty members review their current brochures and submit any edits to the CTE dean for approval. The PIO then updates the brochures, has them printed, and distributes them on the three MiraCosta College campuses. Current and prospective students may access program brochures on the College website (by discipline) or via the PIO's webpage, which also provides an online order form for those who want a printed program or student service brochure mailed to them ([I.C.1-3](#)).

The discipline pages on the College website provide current and accurate information about their respective departments, including degree and certificate opportunities and requirements. Discipline webpages take their program information directly from the College catalog to ensure accuracy and consistency. Disciplines with certificate programs that lead to employment also include a gainful employment disclosure link ([I.C.1-4](#)), which provides information about a program's cost (assuming normal time to completion), financing options (if any are available), and estimated time to completion. The Financial Aid Office, Office of Instruction, Academic and Information Services, and Office of Research, Planning, and Institutional Effectiveness work together to update the gainful employment information annually.

The Online Education webpage provides information about online and hybrid courses, scheduling of classes, the requirements and expectations for success in online classes, and

Student success measures included in the trustee dashboard include course success, retention, and persistence of overall completion (degrees, certificates, or transfer). The institution-set standards were first established in spring 2014 through College-wide review of five-year trends and county and statewide averages. Based upon this, the College set standards through its collegial governance process, and the standards were included in the trustee dashboard. Institution-set standards and five-year performance trends are detailed in the introduction section of this report and have been set for the following:

- Course success
- Fall-to-fall persistence
- Degree completion
- Certificate completion
- Transfer volume
- Nursing pass rates
- Vocational nursing pass rates
- Certified nursing assistant pass rates
- Surgical technology pass rates.

The trustees mostly recently reviewed this information as part of a board workshop focused on student success outcomes in July 2015 and as part of the annual report that was submitted to ACCJC in spring 2015. The trustees also reviewed the IEPI measures at the July 2015 workshop. Similarly, the BOT will again review student success data, along with IEPI target goals and ACCJC institution-set standards in August 2016.

The BOT regularly reviews the College's plans for improving student success and achievement. This occurs through the periodic review of the College's basic skills plan, the Student Success and Support Program (SSSP) Plan, and the Student Equity Plan. The progress on these plans and future actions were reported to the board in July 2015 in a workshop focused on student success. At that time, the board received updates on the current plans, future priorities, and actions as well as success and outcome metrics. In addition, monthly divisional updates are submitted to the BOT that include student achievements and departmental efforts toward student success ([IV.C.8-1](#)).

Additionally, the BOT has been very supportive of the College's efforts to join Achieving the Dream, a national community college network focused on ensuring that more students achieve successful outcomes. The College sees this as a way to unite the multiple success efforts at the MiraCosta, and the BOT has appointed Dr. David Broad as its liaison to this effort. In summer 2015, the board reflected on its self-assessment, constituent feedback, and progress toward goals. The resulting goals for 2015/16 included support for the College in its efforts to scale up student learning and success efforts to effectively reach more students.

The BOT committed to the GISS, a one-and-a-half-day conference sponsored by the Association of Community College Trustees (ACCT) and held September 24–25, 2015, in San Diego. The conference was attended by six of the seven publicly elected trustees as well as the student trustee. At GISS, the board engaged in focused discussions about the its role in student success and equity. The trustees reviewed the SSSP, Student Equity, and Basic Skills Plans and considered methods for keeping an intense focus on student success and equity and creating an environment that supports the College in this work. In March 2016, they again participated at GISS where the specific goals for the institute included engagement of trustees in the use of data to achieve better understanding of student needs and the design of a case study to serve as a framework for how the superintendent/president and trustees can facilitate student success, equity, and completion.

The BOT also reviews curricular and programmatic changes to improve institutional quality at least twice per year as recommended by the College’s governance process and has been extremely supportive of the College’s efforts to offer a baccalaureate in biomanufacturing. This degree builds on the established strengths of the existing associate degree and certification in biotechnology and helps to meet a demonstrated community need.

Finally, the BOT annually receives a distance education update whereby the Online Education Plan is reviewed along with goals and student outcomes. Crucial information regarding distance education students, distance education offerings, and student outcomes and achievement are reviewed and discussed during an open board meeting ([IV.C.8-2](#); [IV.C.8-3](#); [III.B.2-9](#)).

Analysis and Evaluation

The BOT has regular access to student outcome and achievement data as well as institutional effectiveness metrics to support their role in ensuring academic quality. The board reviews key indicators of student outcomes and success through the data dashboard as well as through scheduled workshops. Trustees also review the institution-set standards as well as IEPI metrics via the dashboard.

The BOT is kept up-to-date and reviews plans for improvement, including the Basic Skills, SSSP, and Student Equity Plans and the more recent unifying efforts of Achieving the Dream. Additionally, the board reviews and approves curricular and programmatic changes as well as reviews the Online Education Plan regularly. Taken together, this indicates the BOT’s strong interest in, and responsibility for, student success and achievement as well as the academic quality of programs and offerings at the College.

The College meets Standard IV.C.8.

Evidence

- III.B.2-9 Online Education Plan, 2015-18
- IV.C.8-1 Monthly Divisional Report to the BOT
- IV.C.8-2 DE Plan, BOT Minutes, 11-18-15
- IV.C.8-3 DE Plan Presentation

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The BOT has established policies and procedures for ongoing training for board development including new member orientation. This commitment to ongoing board development, including new trustee orientation and board study sessions, is established in BP/AP 2740 ([IV.C.9-1](#); [IV.C.9-2](#)). AP 2740 clearly lays out the process by which board candidates (prior to election) may be oriented to the District, and it addresses the education of the student trustee. Each August, the student trustee attends the statewide student trustee orientation sponsored by the CCLC.

An ongoing part of trustee education has been CCLC and Association of Community College Trustees (ACCT) conferences. In 2014/15, two trustees attended the January 23–25 CCLC conference, which offered new trustee training as well as board chair training. Also in spring 2015, one trustee attended the ACCT meeting. New trustee orientation activities attended by the newly elected trustees included the CCLC new trustee conference in January 2015 as well as the ACCT New and Experienced Trustees Governance Leadership Institute in August 2015. Additionally, nearly all trustees as well as the student trustee attended the Governance Institute for Student Success (2013 in Long Beach and 2015 in El Cajon, California). This intensive, ACCT-sponsored training is designed to help trustees set an environment and tone for enhancing student outcomes and achievement. Finally, six trustees also attended the ACCT Conference in San Diego in October 2015, and the newly elected board president and student trustee attended the CCLC conference in January 2016. Most recently, a trustee attended the CCLC transfer conference in spring 2016, and the student trustee attended the statewide student trustee meeting. In addition, the board president attended a board chair training session and met with state legislators as part of the San Diego-Imperial County Community College Association (SDICCCA) delegation in January of 2015 and 2016.

The MiraCosta College superintendent/president's office provides each new trustee with a Student Services Division Primer, census and enrollment data, and a notebook of information consisting of the following:

- MiraCosta College at a Glance information sheet
- San Diego and Imperial Counties Community Colleges Association At a Glance information sheet
- Community College League of California Fast Facts information sheet
- Board of trustees annual goals
- Superintendent/president annual goals
- Board policies/administrative procedures 1000 and 2000 chapters
- District organizational charts
- MiraCosta College Foundation newsletter, The *MiraCostan* (latest edition)
- MiraCosta College Foundation annual report.

In addition to regularly scheduled conference attendance, the BOT has had periodic study sessions conducted by national experts or by staff. These included a legal training conducted by Laura Schulkind (2013) of Liebert Cassidy Whitmore and training conducted by Dr. George Boggs, President Emeritus of the American Association of Community Colleges (January 14, 2015), on understanding the board's role in accreditation as well as the roles and responsibilities of board members in leading the institution. Additionally, Dr. Cindra Smith has conducted a work session on board-superintendent/president relations ([IV.C.9-3](#)) and also on visioning for the future ([IV.C.9-4](#)).

The BOT has a mechanism for providing continuity of board membership and staggered terms of office. BP 2100: Board Elections clarifies that elections for trustees should occur every two years on even numbered years. Approximately half of the trustees are elected every two years for a term of four years with terms starting on the first Friday in December following the November election. The terms of trustees are staggered so that approximately one half of the trustee are elected at each trustee election to ensure continuity in leadership of the District. Trustees are elected by specified areas of the District and only by registered voters of the same area. If a vacancy should occur, Board Policy 2110 ([IV.C.9-5](#)) specifies the actions that may be taken to call for a special election or provisional appointment. This procedure was recently used to provisionally appoint a trustee in Area 4 in April 2015.

Analysis and Evaluation

MiraCosta has an effective means of ensuring BOT continuity and for providing new trustee and ongoing trustee professional development and growth opportunities. Trustee training may begin with candidates and continues for newly elected trustees through established conferences and specified discussions about roles, responsibilities, organizational structure,

and campus tours. Finally, trustees are encouraged to attend local, state, and national conferences, and ongoing board workshops are held to keep board members informed and engaged in discussions on specific topics pertinent to the College.

The College has established policies and procedures to ensure continuity of board leadership through staggering of board elections and ongoing trustee training. Approximately one-half of the seven-member board is scheduled to be elected at each trustee election, which occurs every two years on even numbered years.

The College meets Standard IV.C.9.

Evidence

- IV.C.9-1 BP 2740: Board Education
- IV.C.9-2 AP 2740: Board Education
- IV.C.9-3 BOT/CEO Roles, BOT Workshop, 2-28-15
- IV.C.9-4 Board Visioning, BOT Agenda, 8-26-15
- IV.C.9-5 BP 2110: Vacancies on the Board

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

BP/AP 2745 clearly establish a process for annual board evaluation and goal setting ([IV.C.10-1](#)). The annual evaluation consists of each board member's assessment and a compilation of the assessment that is discussed by the trustees. The BOT may also choose to solicit feedback from College constituents in an anonymous survey.

In addition to its annual assessment of its effectiveness in promoting academic quality and institutional effectiveness, the BOT assesses progress toward established board goals. The results of this evaluation are discussed in a scheduled retreat, and the results of the evaluation are used to set future goals and board priorities to improve the board's performance as well as to improve the institution's academic quality and effectiveness. The results are published as part of public BOT minutes ([IV.C.10-2](#); [IV.C.10-3](#); [IV.A.7-1](#)).

The BOT utilized information from its 2014 evaluation to design a workshop held January 14, 2015 (by Dr. George Boggs) to focus on the board's role in accreditation and also February 28, 2015 (by Dr. Cindra Smith) to discuss areas where improvements were needed in board/superintendent/president roles and communication.

The BOT's goals for the coming year are established based upon the evaluation results and discussion as well as important matters before the College. For 2015/16, the goals of the board included the following:

- Maintaining full accreditation status by monitoring progress on the College's preparation and by following the expectations in Standard IV related to the board's role and responsibilities.
- Preparing for long-term facilities needs and funding by ensuring an established timetable is generated along with a comprehensive master plan update, an information strategy, and a means to evaluate the scope and timing of a potential bond in 2016.
- Supporting efforts to increase student success and completion rates through Achieving the Dream and other scalable programs.
- Supporting activities to make MiraCosta College a model for inclusion and diversity.

These goals indicate the board's keen interest in supporting the accreditation, fiscal, and physical needs of the College and in ensuring a focus on student outcomes and achievement as well as equity and inclusion efforts.

Analysis and Evaluation

The MiraCosta BOT has an established policy and procedure for assessing its effectiveness as a board through individual reflection, group discussion, and constituent feedback. This process is articulated in BP 2745 and documented in workshop minutes. The results of the annual evaluations are used to improve board performance, academic quality, and institutional effectiveness and to set future goals.

The College meets Standard IV.C.10.

Evidence

- IV.A.7-1 BOT Self Evaluation and Constituent Feedback Template
- IV.C.10-1 BP 2745: Board Self Evaluation
- IV.C.10-2 Board Evaluation, BOT Agenda, 6-11-14
- IV.C.10-3 Board Evaluation, BOT Agenda, 6-13-15

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The BOT has established a code of ethics ([I.C.8-2](#)) and a conflict of interest ([I.C.14-1](#)) policy. Trustees are asked to review the code of ethics and standards of practice once per year and to certify, through signature, that they have reviewed the code and relevant BPs. Additionally, BOT members are prohibited from using public resources for personal use in BP 2717 ([IV.C.11-1](#)). BP 2715: Code of Ethics and Standards of Practice establishes the standards of ethical behavior for trustees to act within to ensure the board's obligation to the College's primary mission, and it includes references to time spent on BOT duties, voting based on fact, representation of the District as a whole, confidentiality, and professional development.

BP 2715 also refers to BP 3050: Institutional Code of Ethics ([I.C.8-1](#)), which defines ethics and establishes appropriate behavioral norms in the context of the institution, profession, colleagues, and the student.

BP 2715 clarifies the process used to investigate if a trustee has been in violation of the code of ethics by way of an ad hoc ethics committee appointed by the board president and vice president. Following investigation, the consequences of a violation are to be determined by the BOT and may include any sanction which the board deems appropriate. There have been no violations of board policy within the last accreditation cycle.

Finally, BP 2720 prohibits the violation of public meeting laws by prohibiting the simultaneous or serial sharing related to BOT matters in such a way as to circumvent the public deliberation process ([IV.C.11-2](#)).

None of the seven trustees has employment, family, ownership, or other personal financial interest in the institution. BOT members are not to have any financial interest in matters of contract considered before the board. Board members are also required to declare any remote interest in a contract in public session and are prohibited from debate or influence on the matter. BOT members are also required to disclose financial interests in annual form 700 filings as specified in BP 2710 and are not allowed to accept gifts in any year over the

prevailing gift limitation. BP 2714: Gift Ban clarifies the process used when tickets to important community events are provided to the agency from outside organizations, including the MiraCosta College Foundation ([III.A.13-5](#)).

The BOT reviewed its code of ethics/standards of practice policy at its regularly scheduled December 2014 meeting; all trustees signed the code of ethics at the scheduled budget workshop on January 4, 2015 and again during the organizational meeting on December 9, 2015. Board member interests are disclosed and do not interfere with impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Analysis and Evaluation

The MiraCosta BOT has well established policies and procedures to ensure that board members act with the highest ethical standards and represent with honest conviction the best interest of the District and the residents of the College. The BOT has established a code of ethics and standards of practice through policy that also establishes an investigative process and the right of the board to sanction or take other appropriate actions as required if a violation occurs. The code of ethics and standards of practice policy are reviewed annually and signed by each board member at the start of each calendar year.

The College meets Standard IV.C.11 and Eligibility Requirement 7.

Evidence

- I.C.8-1 BP 3050: Institutional Code of Ethics
- I.C.8-2 BP 2715: Code of Ethics-Standards of Practice
- I.C.14-1 BP 2710: Conflict of Interest
- III.A.13-5 BP 2714: Gift Ban
- IV.C.11-1 BP 2717: Personal Use of Public Resources
- IV.C.11-2 BP 2720: Communications Among Board Members

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

Evidence of Meeting the Standard

Through BP 2430 ([IN-6](#)), the BOT delegates full responsibility and authority to the superintendent/president to implement and administer board policies without interference and holds her responsible for the operations of the District. The associated administrative procedure ([IV.B.1-1](#)) allows the superintendent/president to interpret policy and to act in the absence of policy. It also makes clear that the superintendent/president is to ensure compliance with all applicable laws and to perform all job duties and goals set forth as a result of the superintendent/president evaluation ([III.A.5-8](#); [III.A.5-9](#)).

BP 2410 designates the BOT's role in establishing BPs that are defined as statements of intent by the board ([I.B.7-1](#)). The AP ([I.B.7-2](#)) establishes the processes used by the College to create or revise policies and administrative procedures in accordance with board policies. The AP defines the roles for committees, councils, the College Council, and the superintendent/president in establishing administrative procedures.

The BOT president and vice president collaboratively establish board agendas with the superintendent/president and also set expectations about the kinds of reports, presentations, and workshops that would benefit the board in fulfilling its role. Through regular reports on accreditation, student success, program innovations, and the data dashboard, including student outcome and achievement metrics, the BOT is able to regularly focus on and monitor progress in these important areas.

The BOT annually receives feedback on progress toward the board's goals, mission, policies, planning, and board-CEO relations. Additionally, the evaluation includes information about the board's fiduciary responsibility and human relations, board leadership, and education. Within the section of the BOT's annual evaluation termed "board-CEO relations," an item allows the board to reflect upon, and the campus community to respond to, the delegation of duties to the superintendent/president ([IV.A.7-1](#)).

Analysis and Evaluation

The BOT, through policy, has delegated to the superintendent/president the authority to interpret and implement board policy and to establish procedures for implementing the policies. This delegation is clearly defined in BP 2430 and 2410. Additionally, the board holds the superintendent responsible through evaluation and goal setting as defined in