

Follow-Up Report

To The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 2014

SANTA BARBARA CITY COLLEGE



Submitted by

**SB
CC**

SANTA BARBARA
CITY COLLEGE

| 721 Cliff Drive, Santa Barbara, CA 93101 | www.sbccc.edu

THIS PAGE WAS INSERTED FOR REPRODUCTION PURPOSES

Follow-Up Report

Submitted by
Santa Barbara City College
721 Cliff Drive, Santa Barbara, CA 93109

To The

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 2014

THIS PAGE WAS INSERTED FOR REPRODUCTION PURPOSES

Table of Contents

Report Certification Page	3
Introduction	4
Report Preparation	6
Commission Recommendation 1	7
Commission Recommendation 2	11
Commission Recommendation 3	13
Appendix: Listing of Evidence	20

THIS PAGE WAS INSERTED FOR REPRODUCTION PURPOSES

Report Certification Page

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Lori Gaskin, Ph.D.
Superintendent/President, Santa Barbara City College

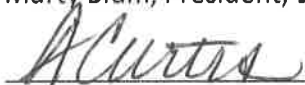
This report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in fulfillment of the requirement for a Follow-Up Report in the ACCJC notice of removal from Warning sanction issued to Santa Barbara City College in ACCJC correspondence dated July 3, 2013. We, the undersigned members of the Santa Barbara City College Accreditation Task Force, certify that the Follow-Up Report was prepared in an inclusive and broad-based manner and affirm that this document accurately reflects the nature and substance of the institution.



Liz Auchincloss, Chair, Classified Consultation Group



Marty Blum, President, Board of Trustees



Allison Curtis, Associate Dean, Educational Programs Student Support Services



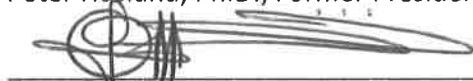
Robert F. Else, Sr. Director, Institutional Assessment, Research, and Planning




Lori Gaskin, Ph.D., Superintendent/President



Peter Haslund, Ph.D., Former President, Board of Trustees; current Board member



Elie Katzenson, President, Associated Student Body



Kenley Neufeld, President, Academic Senate; Library Director



Dean Nevins, Ph.D., Interim Dean, Educational Programs

THIS PAGE WAS INSERTED FOR REPRODUCTION PURPOSES

Introduction

On March 26, 2012, the Accrediting Commission for Community and Junior Colleges (ACCJC) [notified](#) Santa Barbara City College that it had been placed on Warning sanction as result of its findings that during the difficult period of Board and Superintendent/President transition in 2011, the College had not met certain Accreditation Standards having to do with leadership and governance. The ACCJC action required that SBCC prepare a Special Report providing evidence that the College has corrected the violations, and evidence that the College has adequately addressed three Commission Recommendations, resolved the deficiencies, and now meets the Eligibility Requirements and Accreditation Standards. On February 25, 2013, SBCC submitted its [Special Report to ACCJC](#). On April 30, 2013 an ACCJC Evaluation Team visited SBCC to conduct interviews and further evaluate the College in light of the Special Report.

At its meeting on June 5-7, 2013, the ACCJC reviewed the SBCC Special Report, the Evaluation Team's Report, and the presentation by a College representative at the Commission meeting. On July 3, 2013 the ACCJC [notified](#) SBCC of its decision to remove the Warning sanction, with the requirement that SBCC submit a Follow-Up Report by March 15, 2014 providing evidence of full and sustained resolution of Commission Recommendations 1 through 3 as noted below. The Follow-Up Report will be followed by a visit of Commission representatives sometime in Spring 2014.

- **Commission Recommendation 1:** In order to meet Accreditation Standards, the Board of Trustees should receive additional and topic-specific training from “outside experts” on the appropriate roles of the Board and Superintendent/President, and the requirements of Standard IV. This training should be agendized and occur at a public meeting. The Board should further demonstrate compliance with these roles and responsibilities in its processes for Board evaluation and the Superintendent/President's evaluation. (Standard IV.B.1.d, g and j)
- **Commission Recommendation 2:** In order to meet Accreditation Standards, the Board should revise its code of ethics policy to align With Accreditation Standards and policies (and the legal requirements of the board), identify a procedure, and the person(s) responsible for enforcement of the policy. The Board should also rectify its own behavior to comply. (Standard IV.B. I .h)
- **Commission Recommendation 3:** In order to meet Eligibility Requirements and Accreditation Standards, the Board of Trustees should re-direct its focus to creating an environment for empowerment, innovation, and institutional excellence. Through established governance structures, processes, and practices, the Board should work with administrators, faculty, staff, and students for the good of the institution. The

Board should focus its Work toward ensuring that it Works in a collegial manner to support the accomplishment of the college mission and improvement of student learning programs and services. (Eligibility Requirements 3, 4, and 21; Standards IV.A.l; IV.A.2.a and b; IV.A.3; IV.A.4; IV.A.5; IV.B.l; IV.B.l.a, b, e and j; and IV.B.2.a through e)

This March 2014 Follow-Up Report provides evidence of full and sustained resolution of Commission Recommendations 1 through 3 above.

Report Preparation

This Follow-Up Report was prepared by the Accreditation Task Force (ATF), consisting of the following representatives:

- Liz Auchincloss, Chair, Classified Consultation Group
- Marty Blum, President, Board of Trustees
- Allison Curtis, Associate Dean, Educational Programs Student Support Services
- Robert F. Else, Sr. Director, Institutional Assessment, Research, and Planning
- Lori Gaskin, Ph.D., Superintendent/President
- Peter Haslund, Ph.D., Former President, Board of Trustees; current Board member
- Elie Katzenson, President, Associated Student Body
- Kenley Neufeld, President, Academic Senate, Library Director
- Dean Nevins, Ph.D., Interim Dean, Educational Programs

The ATF was originally convened in mid-2012 to coordinate the College's response to the ACCJC warning sanction issued in January 2012. When the College was removed from warning in July 2013, the ATF continued its work on the required Follow-Up report. The ATF met bi-weekly to research, communicate with other constituent groups across campus, and prepare the Follow-Up report. The basic timeline is shown below:

- July 3, 2013: Letter from ACCJC removing the College from warning and requiring a Follow-Up report and subsequent follow-up visit.
- July through early December 2013: Research, prepare and review drafts of the Follow-Up Report
- December 10, 2013: First Reading of the Follow-Up Report by the College Planning Council
- Late December 2013 - January 2014: Semester Break
- February 4, 2014: Second Reading of the Follow-Up Report by the College Planning Council
- February 27, 2014: First Reading of the Follow-Up Report by the Board of Trustees
- March 13, 2014: Second Reading of the Follow-Up Report by the Board of Trustees
- March 14, 2014: Report mailed to ACCJC

Commission Recommendation 1

In order to meet Accreditation Standards, the Board of Trustees should receive additional and topic-specific training from “outside experts” on the appropriate roles of the Board and Superintendent/President, and the requirements of Standard IV. This training should be agendaized and occur at a public meeting. The Board should further demonstrate compliance with these roles and responsibilities in its processes for Board evaluation and the Superintendent/President’s evaluation.

This recommendation has two parts that are addressed separately below.

(1) The Board should receive training from “outside experts” during public meetings on the appropriate roles of the Board and Superintendent/President and the requirements of Standard IV.

The Board of Trustees has demonstrated its commitment to ongoing training relevant to the above recommendation, as evidenced by the following events. All Board members took part in each event, except where noted:

Academic Year 2011-12

- [January 21, 2012: Board Retreat](#), facilitated by George Haynes, PhD., Organizational & Communications Consultant. Topics included, but were not limited to:
 - Review of Board Self-Evaluation and Recommendations For Enhancing Board Effectiveness
 - Disagreements, Conflicts, Tensions
 - Role of the Board
 - A Shared Vision for SBCC
- January 2012: Effective Trustee Workshop, Community College League of California, Sacramento, CA
- May 4-6, 2012: Annual Conference, Community College League of California, San Diego. (Trustees Blum, Haslund, and Villegas)

Academic Year 2012-13

- November 2012: Annual Conference, Community College League of California, Los Angeles, CA
- [December 13, 2012](#): Brown Act and California Public Records Act Training facilitated by Craig Price, Partner, Griffith & Thornburgh, LLP

- January 25-28, 2013: Effective Trustee Workshop and Legislative Conference, Community College League of California, Sacramento, CA (Trustees Haslund, Nielsen, Kugler, Blum, Macker, Gallardo)
- [January 31, 2013](#): Board Training on roles of the Board and Superintendent/ President, and requirements of Accreditation Standard IV, conducted by Dr. Ben Duran, retired Superintendent/President of Merced College.
- May 3-5, 2013: Trustee Conference Lake Tahoe (Trustees Kugler, Gallardo, Haslund)

Academic Year 2013-14

- [August 7, 2013](#) Board Retreat
 - Using [BP 2200 Board Duties and Responsibilities](#) as a framework, Superintendent/President Gaskin led the Board through a series of scenarios which were reviewed and discussed as a group within the context of the role and responsibilities of the Board of Trustees and the Superintendent/President.
- November 2013: Annual Conference, Community College League of California, San Francisco, CA
- [December 5, 2013](#): Brown Act and California Public Records Act Training facilitated by Craig Price, Partner, Griffith & Thornburgh, LLP
- [January 24-26, 2014: Effective Trusteeship Workshop](#), Community College League of California, Sacramento, CA (includes a special workshop on Ethics Training) (Trustee Blum and 2013-14 Board President Macker)
- [Excellence in Trusteeship Program](#) - Community College League of California (Trustee Blum, 2013-2014)

Note that the Brown Act and California Public Records Act trainings listed above in December 2012 and December 2013 are especially significant as they are directly relevant to Finding #6 as described in the ACCJC January 31, 2012 warning sanction letter to SBCC: “Board violation of the Brown Act, public disclosure, and employee contracts and agreements.”

The Board’s [2012-13 Annual Goals](#) include a goal relevant to Commission Recommendation 1:

- Board Relationships: Cultivate and maintain constructive working relationships among Board members and between the Board and the CEO.

In the Board’s [2013-14 Annual Goals](#), three of the seven goals deal with topics directly related to Commission Recommendation 1:

- Accreditation: Provide leadership in ensuring:
 - (a) The college meets the standards of accreditation as set forth by the Accrediting Commission for Community and Junior Colleges (ACCJC).
 - (b) The Board’s governance practices align with the standards of accreditation.

- (c) The structure and processes are in place to undertake the institutional self-evaluation study in preparation for ACCJC's comprehensive site visit in Fall 2015.
- Board Relationships: Foster constructive working relationships among Board members and between the Board and the Superintendent/President.
- Creation of a [Board Development Program](#) which includes regular and ongoing education and training. As stated in the [August 7, 2013](#) Board Retreat, "In December the Board will review the Board Policy on ethics. Every year a presentation on the Brown Act will be provided, and on election years, an orientation for prospective board members. Study Sessions will be noted as part of this plan."

(2) The Board should further demonstrate compliance with these roles and responsibilities in its processes for Board evaluation and the Superintendent/President evaluation.

Board Self-Evaluation

The processes for Board evaluation is defined in [Board Policy 2745: Board Self-Evaluation](#). The Policy references the appropriate section of Accreditation Standard IV.

The Board of Trustees has demonstrated its compliance with the roles and responsibilities regarding Board Self-Evaluation, through an institutionalized process of regularly-scheduled steps, as evidenced by the following agenda items:

Academic Year 2012-2013:

- [July 27, 2012](#) Board Retreat: Initial discussion of the [Board evaluation instrument](#), and initial draft of 2012-13 Board Goals.
- [August 9, 2012](#) Board Meeting: Continued discussion of Board self-evaluation instrument and 2012-13 Board Goals.
- [August 23, 2012](#) Board Meeting: Approval of [2012-13 Board Goals](#)
- [January 24, 2013](#) Board meeting: Mid-year check-in, review, and discussion of 2012-13 Board Goals
- [April 25, 2013](#) Board meeting: Establishment of Board working group to finalize the Board self-evaluation instrument.
- [May 23, 2013](#) Board meeting: Explanation of finalized Board self-evaluation instrument. The self-evaluation will be conducted, and the responses will be collected and collated.
- [June 27, 2013](#) Board meeting: Results of Board self-evaluation presented and discussed. This information will be used at the Board retreat in August 2013 to develop 2013-14 Board Goals.

Academic Year 2013-2014:

- [August 7, 2013](#) Board Retreat: Initial discussion and establishment of 2013-14 Board Goals.
- [August 22, 2013](#) Board Meeting: Approval of [2013-14 Board Goals](#)
- [January 9, 2014](#) Board meeting: Mid-year check-in, review, and discussion of 2013-14 Board Goals
- Upcoming meetings to be conducted, following the previous year's pattern:

- April 2014: Establishment of Board working group to finalize the Board self-evaluation instrument
- May 2014 Explanation of finalized Board self-evaluation instrument. The self-evaluation will be conducted, and the responses will be collected and collated.
- June 2014 Results of Board self-evaluation presented and discussed. This information will be used at the Board retreat in August 2013 to develop 2013-14 Board Goals.

The roles and responsibilities of the Board of Trustees are also discussed in response to Recommendation #3.

Superintendent/President Evaluation

The process for Superintendent/President evaluation is defined in [Board Policy 2435: Evaluation of Superintendent/President](#) and [Administrative Procedure 2435: Evaluation of Superintendent/President](#). Both the BP and the AP include appropriate references to Accreditation Standard IV. Compliance with the roles and responsibilities with regard to evaluation of the Superintendent/President is evidenced by the following agendized events:

Academic Year 2012-13 Superintendent/President Evaluation

- [July 27, 2012](#) Board Retreat
- [September 27, 2012](#) Board Meeting
- [January 10, 2013](#) Board Meeting
- [May 9, 2013](#) Board Meeting
- [June 6, 2013](#) Board Meeting
- [June 27, 2013](#) Board Meeting
- [July 25, 2013](#) Board Meeting

Academic Year 2013-14 Superintendent/President Evaluation

- [September 12, 2013](#) Board Meeting
- [January 9, 2014](#) Board Meeting
- Upcoming meetings to be conducted, following the previous year's pattern

Summary

In summary, the Board has amply demonstrated compliance with **Commission Recommendation 1** through recurring topic-specific public agendized trainings on appropriate roles and the related accreditation standards. The Board demonstrates plans to continue relevant training. The Board has also demonstrated compliance with these roles and responsibilities for Board evaluation and Superintendent/President's evaluation through well-established, institutionalized processes.

Commission Recommendation 2

In order to meet Accreditation Standards, the Board should revise its code of ethics policy to align with Accreditation Standards and policies (and the legal requirements of the board), identify a procedure, and the person(s) responsible for the enforcement of the policy. The Board should also rectify its own behavior to comply. (Standard IV.B.I.h)

The Board continues to demonstrate its commitment to reviewing and revising [Board Policy 2715: Code of Ethics](#) as evidenced by the most recent policy revision dated July 25, 2013. The Board began its review of the policy at the [January 10, 2013](#) Board Study Session. The revision clarified and strengthened the policy by adding the following headers which grouped the code of ethical behavior thematically:

- Act in a manner that reflects the values of the institution
- Demonstrate effective leadership
- Promote and maintain good relations with other Board members
- Promote a healthy professional relationship with the Superintendent/President, faculty and staff

BP 2715: Code of Ethics was previously revised in March 2012. The evidence supports the dynamic nature of how the Board regularly reviews and updates BP 2715 Code of Ethics.

BP 2715: Code of Ethics is compliant with Accreditation Standards and state and federal legal requirements. The policy delineates the process to be followed to address violations by any member(s) of the Board. It designates the Board President as the person responsible for the enforcement of the policy. If it is alleged that the Board President has violated the policy, the responsibility is delegated to the Vice President of the Board.

The Board further demonstrates its commitment to BP 2715 by scheduling ethics training at regular Board meetings. This is evidenced by the minutes of the [December 13, 2012](#) meeting reflecting that the Board President distributed and stressed the importance of BP 2715 with the newly elected and incumbent Board members. Ethics training was also conducted at the regular Board meeting on [December 5, 2013](#).

The Board has also implemented orientation training for new members, as evidenced by the minutes of the [August 9, 2012](#) and [August 7, 2013](#) Board meetings.

The Board acts with civility and is attentive to ethical conduct. As evidenced by the [videos of its meetings](#), the Board is no longer a contentious assembly of decision makers. Honest

disagreements are heard, trustees listen to each other with respect, and policy decisions are made. The Board continues to modify and update its policies, approve recommendations designed to ensure student success, develop evaluation procedures for itself and the Superintendent/President and engage in training programs (both new member orientation and ongoing board development) consistent with ACCJC standards and recommendations.

The Board's behavior demonstrates compliance with [BP 2715: Code of Ethics](#). A review of minutes of meetings of the Academic Senate, College Planning Council, Student Senate, Curriculum Advisory Committee, and Board of Trustees since the ACCJC Warning sanction in March 2012 reflects that there is no evidence that the Board has engaged in intrusive behavior into College matters, including College governance committees and processes, curriculum processes and college operations, or other actions as described in the ACCJC January 2012 findings. The Board has adhered to Board policies and administrative procedures as evidenced by its conduct during its meetings, its official Board actions, and the work carried out in its active subcommittees.

Further, as a direct example of the Board understanding its role and that of the Superintendent/ President, the Board reviewed [Board Policy 2410: Board Policy and Administrative Procedure](#) on July 27, 2013. The revised policy appropriately delegates the responsibility for administrative procedures to the Superintendent/President:

“Administrative procedures are statements of specific methods to be used in implementing Board policies. Administrative procedures are issued and revised by the Superintendent/President, in consultation with the appropriate participatory governance groups as stipulated in Board Policy 2510 titled Participation in Local Decision Making. Such administrative procedures shall be consistent with the intent of Board Policy.

The Board recognizes the role of the Superintendent/President in operationalizing Board policy through administrative procedure. As part of the Board's oversight function, the Board will hold the Superintendent/President accountable for ensuring that administrative procedures are consistent with Board policies.”

Summary

In summary, the Board has amply demonstrated compliance with **Commission Recommendation 2** by revising its code of ethics policy to align with Accreditation Standards and policies and the legal requirements of the board, and has identified the procedure and persons responsible for the enforcement of the policy. The Board acts with civility and is attentive to ethical conduct.

Commission Recommendation 3

In order to meet Eligibility Requirements and Accreditation Standards, the Board of Trustees should re-direct its focus to creating an environment for empowerment, innovation, and institutional excellence. Through established governance structures, processes, and practices, the Board should work with administrators, faculty, staff, and students for the good of the institution. The Board should focus its work toward ensuring that it works in a collegial manner to support the accomplishments of the college mission and improvement of student learning programs and services.

As detailed in the [March 2013 Special Report](#), the Board addressed this recommendation and continues to focus its attention on these fundamental aspects of governance. This March 2014 Special Report provides an update of the Board's efforts in this regard by examining the three parts of Commission Recommendation 3:

- (1) Board re-direction of its focus;
- (2) Board should work with the College for the good of the institution;
- (3) Board should work in a collegial manner.

(1) Board Role and Responsibilities

Evidence of the Board re-directing its focus, working with the College for the good of the institution, and working in a collegial manner can be measured by its actions. The Board has accomplished this by further stepping back from a more involved role in operational aspects of the college and assuming an appropriate place within the governance structure of the institution more congruent with the policy-level responsibilities of a board of trustees. The Superintendent/President assisted (and continues to assist) the Board in this effort by ensuring that the Board has a perspective of its role as the governing body of a community college district.

The Board has also taken steps to insure the broad dissemination and timely discussion of Board subcommittee outcomes and recommendations by adding a separate line item to the agenda of regular Board meetings requiring the standing committee chairs to report about these activities (see the [December 6, 2012](#) Board minutes).

In addition, the Superintendent/President, in conjunction with the Board president, is deliberate and purposeful regarding the nature and scope of items which are presented to the Board for consideration and action. Such careful consideration ensures that Board discussion and action are focused on issues that are aligned with the roles and responsibilities of a governing board. Examples include the following agenda items on the Board agenda over the past year. These topics document the policy-level nature of Board dialog, interaction, and engagement:

Policy-Level Topic	Date Discussed by Board of Trustees
Institutional Capacity	August 7, 2013 Study Session
Future bond consideration	February 21, 2013 Study Session March 14, 2013 Study Session August 8, 2013 Study Session
Educational Master Plan	March 14, 2013 Study Session September 12, 2013 Study Session January 9, 2014 Regular Meeting (First Reading) January 23, 2014 (Final Reading and approval)
Board policy revision and update initiative	January 26, 2012 Board Meeting March 8 2012 Study Session March 22, 2012 Board Meeting May 24, 2012 Board Meeting July 12, 2012 Study Session July 26, 2012 Board Meeting December 13, 2012 Study Session January 10, 2013 Study Session January 24, 2013 Board Meeting June 27, 2013 Board Meeting July 25, 2013 Board Meeting September 26, 2013 Board Meeting
Board Self-Evaluation	July 27, 2012 Board Meeting August 9, 2012 Study Session September 13, 2012 Study Session April 25, 2013 Board Meeting May 23, 2013 Board Meeting June 27, 2013 Board Meeting
Mission statement redefinition	January 10, 2013 Study Session March 28, 2013 Board Meeting April 25, 2013 Board Meeting
High School to Postsecondary transition: Joint meeting with the two local K-12 school districts	April 16, 2013
Defining budget reserves	August 26, 2013 Board Fiscal Subcommittee October 7, 2013 Board Fiscal Subcommittee

Policy-Level Topic	Date Discussed by Board of Trustees
Institutional Capacity	August 7, 2013 Study Session
Future bond consideration	February 21, 2013 Study Session March 14, 2013 Study Session August 8, 2013 Study Session
Accreditation Status	July 26, 2012 Board Meeting July 27, 2012 Board Special Meeting September 13, 2012 Board Meeting September 20, 2012 Board Meeting November 8, 2012 Board Meeting July 25, 2013 Board Meeting September 26, 2013 Board Meeting March 13, 2014 Board Meeting
Board Organization and Structure	December 6, 2012 Study Session December 5, 2013 Study Session
2013-14 Board Goals Mid-Year Review	January 9, 2014
Future Bond Programs: Proposed Projects	January 23, 2014 Board Meeting February 13, 2014 Board Meeting
Student Success Scorecard Review	May 23, 2013 Board Meeting February 27, 2014 Board Meeting
Measure V (Bond) Annual Report	February 27, 2014 Board Meeting

Further, the [2013-2014 Board Goals](#) provide insight the Board’s focus and direction. These goals are suitable for a governing body of a community college district and emphasize the appropriate role and responsibilities of such boards.

(2) Board Education and Development

The Board’s commitment to ongoing education and professional development has helped the trustees clarify and affirm their role and responsibilities vis-à-vis that of the Superintendent/President and that of college employees. This has shaped and directed their focus and efforts. Of primary importance in this regard is the focus of presentations and discussions placed on the Board agendas at monthly study sessions and regular meetings. Presentation and discussion topics are of an educational, fiduciary, strategic planning, and institutional policy nature. Examples include the following which have engaged the Board in matters aligned with its role and responsibilities:

Board Education and Development Topic	Date Discussed by Board of Trustees
Facility Needs and Future Bond Program	March 14, 2013
California Assembly Bill 955: Intersession Extension Programs	March 28, 2013

Board Education and Development Topic	Date Discussed by Board of Trustees
Facilities Planning	April 11, 2013
Joint Board meeting with Santa Barbara Unified School District and Carpinteria Unified School District	April 16, 2013
Title IX In Intercollegiate Athletics	May 9, 2013
California Student Success Scorecard	May 23, 2013 February 27, 2014
SBCC's One College Initiative	June 27, 2013
Status of Accreditation	July 25, 2013
Role of the Board of Trustees: Scenarios Our Capacity as an Institution	August 7, 2013
Facility needs and future bond program	August 8, 2013
Educational Master Plan	March 14, 2013 September 12, 2013 January 9, 2014 January 23, 2014
Facility needs and future bond program New Educational Program Initiatives	October 10, 2013
Simms/Mann Early Childhood Development Think Tank and Fellowship Program	October 24, 2013
Overview of SBCC Programs in Support of Underserved Populations	November 7, 2013
Brown Act Workshop/Ethics Training Facilities improvement projects	December 5, 2013
Mid-year review of Board Goals	January 9, 2014
Co-curricular Academic Programs	February 13, 2014
Information Technology Update: A Review of Campus IT Initiatives	March 13, 2014

The Board's commitment to ongoing education and professional development is further demonstrated by the development of a schedule of study session topics for 2013-14, discussed at the [September 12, 2013](#) Board meeting, that is aligned with the roles and responsibilities of governing boards.

In addition, the Board's commitment to education and professional development is demonstrated by the trustees' attendance at conferences and workshops including ongoing participation at the Community College League of California's annual Effective Trusteeship Workshop each January, the annual Trustees Conference each May, and the annual League Convention each November. Specific conferences and workshops, with dates of attendance, are listed under the response to Recommendation #1.

(3) Board Actions

Evidence of the Board re-directing its focus, working with the college for the good of the institution, and working in a collegial manner can be found by an examination of its actions - specifically the absence of behaviors incongruent with the roles and responsibilities of trustees. The Board has consistently demonstrated an absence of involvement in day-to-day operations of the college. In the period of more than 2 years following the events cited in the [January 31, 2012 ACCJC findings](#), Board members have not attended college governance meetings unless invited. Minutes from January 2012 onward of the [College Planning Council](#), [Academic Senate](#), and [Curriculum Advisory Committee](#) meetings attest to the absence of Board member influence into the nature and content of the college-level governance meetings. The Board has engaged in appropriate discussion, commentary, and inquiry during Board meetings and study sessions. Complete minutes of Board meetings from [2012](#) and [2013](#), along with [video recordings](#) of those Board meetings, provide ample evidence as to the absence of comments, directives, and questions by the Board that stray into operational details and administrative responsibilities.

That is, it is the absence of actions and behaviors cited in the January 31 2012 ACCJC findings that attest to the Board's redirection of its focus, its efforts to work for the good of the college, and its commitment to work in a collegial manner.

(4) Empowerment, Innovation, and Institutional Excellence

In March 2013, the Aspen Institute announced that SBCC was awarded the Aspen Prize for Community College Excellence. This award was given on the basis of the following (as excerpted from the overview on the [Aspen Institute website](#)):

“... in recognition of the education and workforce imperatives facing our country, the Aspen Institute, the Joyce, Lumina and W.K. Kellogg Foundations, and the Bank of America Charitable Foundation have partnered to launch the \$1 million Aspen Prize for Community College Excellence.

The purpose of the Aspen Prize is to recognize community colleges with outstanding academic and workforce outcomes in both absolute performance and improvement over time. By focusing on student success and lifting up models that work, the Aspen Prize will honor excellence, stimulate innovation, and create benchmarks for measuring progress.”

Such an honor could not be achieved absent a board committed to empowerment, innovation, and institutional excellence.

Further evidence of the Board’s commitment to empowerment, innovation, and excellence are two prominent awards recently garnered by SBCC employees. In May 2013, an SBCC classified staff member was honored as [Classified Employee of the Year](#) by the California Community Colleges Chancellor’s Office. And in November 2013, an SBCC faculty member was honored as [California Professor of the Year](#) by the Council for the Advancement and Support of Education (CASE) and the [Carnegie Foundation for the Advancement of Teaching](#).

(5) College-Level Governance

Empowerment is fueled by genuine engagement in decision-making and participatory governance. The Board and Superintendent/President are aligned in their commitment to empowerment of the College principally through engagement of College Planning Council (the primary constituent-based participatory governance body of the College) on decision-making matters of import. This has been borne out by the following examples of initiatives launched over the past year through College Planning Council’s oversight:

- Zero-based budgeting to build the 2013-14 budget
- Classified staffing prioritization needs
- Educational master planning process
- Integrated planning process
- Budget reserve principles
- Adding a second summer session
- Facility prioritization

As further evidence, beginning in 2012-13 the Board embarked upon an extensive review and update of its policies and administrative procedures. It was recommended through the College’s governance process that the Board focus its review solely on Board policies and delegate oversight of the review and updating of the administrative procedures to the President. The Board acknowledged the appropriateness of this recommendation and codified this practice in [BP2410: Board Policy and Administrative Procedure](#).

(6) Collegiality

THIS PAGE WAS INSERTED FOR REPRODUCTION PURPOSES

The Board engages as a governing body and as individual trustees in an effective, ethical, and professional manner. They treat each other and all who come before them with respect. This is evidenced by Board dialog, interchange, and commentary of the Board’s meetings (see [recordings of meetings](#)). Further, the professional conduct of the Board is supported by examining the comments and outcomes of its [2013 Board self-evaluation](#), as discussed at the June 27, 2013 Board meeting. Of particular note, 100% of the Board ranked the statement “*once the Board makes a decision, it acts as a whole*” with marks of *outstanding* and/or *excels* on its June 2013 Board self-evaluation. An additional marker is the ratings for the following Board self-evaluation question: *cultivates and maintains constructive working relationships among Board members and between the Board and Superintendent/President*. One hundred percent of the Board ranked this statement with marks of *outstanding*, *excels*, and/or *good* on its June 2013 Board self-evaluation.

Summary

In summary, the Board has amply demonstrated compliance with Commission Recommendation 3 through its deliberate focus on creating an environment for empowerment, innovation, and institutional excellence. The Board has worked through established governance structures, processes, and practices in a collegial manner to support the college mission and the improvement of student learning programs and services.

Appendix: Listing of Evidence

1. _Academic Senate 2012-2013 All Meetings.pdf
2. _BOT 2012 All Regular and Special Agendas and Minutes.pdf
3. _BOT 2013 All Regular and Special Agendas and Minutes.pdf
4. _College Planning Council 2012-2013 All Meetings.pdf
5. _Curriculum Advisory 2012-2013 All Meetings.pdf
6. 2012-13 Board Evaluation.pdf
7. 2012-2013 Board Goals.pdf
8. 20120121 Board Retreat Jan 21 2012.pdf
9. 20120126 Board Minutes Jan 26 2012.pdf
10. 20120308 Board Minutes Mar 8 2012.pdf
11. 20120322 Board Minutes Mar 22 2012.pdf
12. 20120524 Board Minutes May 24 2012.pdf
13. 20120712 Board Minutes Jul 12 2012.pdf
14. 20120726 Board Minutes July 26 2012.pdf
15. 20120809 Board Minutes Aug 9 2012.pdf
16. 20120927 Board Minutes Sep 27 2012.pdf
17. 20121206 Board Minutes Dec 6 2012.pdf
18. 20121213 Board Minutes Dec 13 2012.pdf
19. 2013-2014 Board Goals.pdf
20. 20130110 Board Minutes Jan 10 2013.pdf
21. 20130124 Board Minutes Jan 24 2013.pdf
22. 20130131 Board Meeting Jan 31 2013.pdf
23. 20130221 Board Meeting Feb 21 2013.pdf
24. 20130314 Board Minutes March 14 2013.pdf
25. 20130328 Board Minutes March 28 2013.pdf
26. 20130411 Board Minutes April 11 2013.pdf
27. 20130416 Board Minutes Apr 16 2013.pdf
28. 20130425 Board Minutes April 25 2013.pdf
29. 20130509 Board Minutes May 9 2013.pdf
30. 20130523 Board Minutes May 23 2013.pdf
31. 20130606 Board Minutes June 6 2013.pdf
32. 20130627 Board Minutes June 27 2013.pdf
33. 20130725 Board Minutes July 25 2013.pdf
34. 20130807 Board Retreat Aug 7 2013.pdf
35. 20130808 Board Minutes Aug 8 2013.pdf
36. 20130822 Board Minutes Aug 22 2013.pdf

37. 20130826 Board Fiscal Subcommittee August 26 2013.pdf
38. 20130912 Board Minutes Sep 12 2013.pdf
39. 20131007 Board Fiscal Subcommittee Oct 7 2013.pdf
40. 20131010 Board Minutes Oct 10 2013.pdf
41. 20131024 Board Minutes Oct 24 2013.pdf
42. 20131107 Board Minutes Nov 7 2013.pdf
43. 20131205 Board Meeting Dec 5 2013.pdf
44. 20140109 Board Minutes Jan 9 2014.pdf
45. 20140123 Board Agenda Jan 23 2014.pdf
46. 20140213 Board Meeting Feb 13 2014.pdf
47. 20140227 Board Minutes Feb 27 2014.pdf
48. 20140313 Board Minutes Mar 13 2014.pdf
49. ACCJC Letter July 3 2013.pdf
50. ACCJC Letter January 31 2012.pdf
51. ACCJC Letter March 26 2013.pdf
52. AP 2435 Evaluation of Supt-President.pdf
53. Board Development Program for 2013-14.pdf
54. Board Evaluation Instrument 2011-12 template.pdf
55. Board Minutes Aug 23 2012.pdf
56. Board Retreat July 27 2012.pdf
57. Board Study Session Topics for 2013-14.pdf
58. BP 2200 Board Duties and Responsibilities.pdf
59. BP 2410 Board Policy and Administrative Procedure.pdf
60. BP 2435 Evaluation of Supt-President.pdf
61. BP 2715 Code of Ethics.pdf
62. BP 2745 Board Self-Evaluation.pdf
63. Ed Policies May 14, 2013.pdf
64. SBCC Special Report March 2013.pdf