

GUIDE TO EVALUATING & IMPROVING INSTITUTIONS

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C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)
 - *Does the institution have a policy manual or other compilation of policy documents that demonstrate that the governing board's role in academic quality, integrity, and effectiveness of learning programs and services, and financial stability? Are these policies reviewed on a regular basis?*
 - *What statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction?*
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.
 - *How does the Board demonstrate its support for its own policies and decisions?*
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.
 - *What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented?*
 - *Has the board used these processes in its most recent chief administrator searches?*
 - *What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals?*
 - *How does the board set clear expectations for regular reports on institutional performance from the chief administrator?*
 - *What is the written policy describing selection and evaluation of the chief administrator? Has the board followed it?*
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)
 - *Is the governing board appropriately representative of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution?*

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5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

- *What policies, institutional goals or other formal statements exist that describe governing board expectations for quality, integrity and improvement of student learning programs and services?*
- *Is the governing board aware of the institution-set standards and analysis of results for improvement of student achievement and learning?*
- *Is the governing board independent? Are its actions final and not subject to the actions of any other entity?*
- *Is the governing board aware of the institution-set standards and the analysis of results for improvement of student achievement and learning?*

Effective Practices

The governing board supports resource allocation (and re-allocation) for capacity building within the institution to promote and sustain student learning, equity, success, and achievement.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.
- *Do the records of governing board actions (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws?*
 - *Does the governing board have a system for evaluating and revising its policies on a regular basis? Is this system implemented?*
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.
- *What data on student performance does the Board regularly evaluate?*

Effective Practices

Include an item on each board agenda relevant to improving academic quality and student learning and achievement, closing the achievement gaps, and increasing success and completion of educational goals.

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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.
 - *What is the governing board's program for development and orientation?*
 - *Does the board have a formal, written method of providing for continuing membership and staggered terms of office?*

 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.
 - *What is the board self evaluation process as defined in its policies? Does the process as described present as an effective review?*
 - *Does the governing board policy call for regular self evaluation? Does the institution's board regularly evaluate its own performance?*

 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)
 - *What is the board's stated process for dealing with board behavior that is unethical? Does the governing board implement this process? Is there evidence of results?*
 - *Are less than half of the board members owners of the institution? Are a majority of governing board members non-owners of the institution?*

 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.
 - *How is the board delegation of administrative authority to the chief administrator defined? (In policy documents? In a contract with the chief administrator?)*
 - *Is this delegation clear to all parties?*
 - *How effective is the governing board in focusing at the policy level?*
 - *What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals?*
 - *How does the board set clear expectations for regular reports on institutional performance from the chief administrator?*
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- *How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity?*
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.
- *What training is provided to the board about the accreditation process and Accreditation Standards?*
 - *How does the board participate appropriately in institutional self-evaluation and planning efforts?*
 - *How do board actions indicate a commitment to improvements planned as part of institutional self evaluation and accreditation processes?*
 - *How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement?*
 - *Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution?*
 - *Is the board knowledgeable about Accreditation Standards, including those that apply to the board?*
 - *Does the board assess its own performance using Accreditation Standards?*
 - *Does the governing board development program address the need to learn about Accreditation Standards and expectations?*

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.
 - *What policies and practices demonstrate the delineation of roles and responsibilities for the district/system and the colleges?*
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.
 - *Does the district/system have a written delineation of responsibilities? Are institutional and district/system staff knowledgeable of this delineation?*

