

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S CONFERENCE ROOM - HS 324
HEALTH SCIENCES/DISTRICT OFFICES BLDG., SADDLEBACK COLLEGE**

**MINUTES OF THE SPECIAL BOARD OF TRUSTEES' MEETING
September 29, 2018**

PRESENT

Members of the Board of Trustees:

Timothy Jemal, President
Marcia Milchiker, Vice President
T.J. Prendergast, III, Clerk
James R. Wright, Member
David B. Lang, Member
Barbara J. Jay, Member
Terri Whitt, Member

Also present for the duration of the meeting were:

Kathleen F. Burke, Chancellor
Ann-Marie Gabel, Vice Chancellor, Business Services
Denice Inciong, District Director Research, Planning and Data Management
Denise Kirwan, Consultant, Tracks Global Business Consulting
Cindy Viskocyl, Vice Chancellor of Human Resources
Robert Bramucci, Vice Chancellor of Technology and Learning Services

CALL TO ORDER: 8:00 A.M.

1.0 PROCEDURAL MATTERS

1.1 Call To Order

1.2 Public Comments

*Members of the public may address the Board on items listed on the agenda. **Speakers are limited to two minutes each.***

One public comment by a Saddleback College faculty member regarding the DRAC model and suggestions about how the colleges should be funded.

1.3 Invocation

Led by Trustee Terri Whitt

1.4 Pledge of Allegiance

Led by Trustee James R. Wright

2.0 DISCUSSION ITEM

2.1 Board of Trustees Self-Evaluation

Board President Tim Jemal gave introductory remarks and welcomed the board members, consultant and staff in attendance to the annual board self-evaluation retreat. Chancellor Burke introduced Denice Inciong, District Director of Research, Planning and Data Management, who assisted the chancellor in providing data on the Vision for Success of SOCCCD.

Chancellor Burke began with a presentation that covered ACCJC Accreditation Standard IV: Leadership and Governance. The standard integrates ethical and effective leadership throughout the organization and guides the accomplishments of the mission to support institutional effectiveness and improvement. Chancellor Burke focused her presentation on Standard IV. C. Governing Board, substandard 1, 4, 5 and 8.

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).
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)
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.
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.

Chancellor Burke presented the proposed Statewide CCC Goals for 2022 as outlined by the State Chancellor's Office's Vision for Success. She emphasized that in order to reach the ambitious system-wide goals proposed, every college in the state will have to do its part. She added that our board should consider aligning their goals with the system wide priorities and goals proposed to ensure that the entire system is moving in a consistent direction.

District Director Denice Inciong assisted Chancellor Burke by presenting initial data on Saddleback College and Irvine Valley College as it aligns with the Vision for Success goals. She explained the data presented for each goal and cautioned that the data was preliminary as the State Chancellor's Office has not released any data for the colleges or the methodology they will use to measure progress going forward. However, Ms. Inciong shared that the colleges have done extensive work in the areas identified in the Vision for

Success and she will be working with the college research offices this year to further develop a standard set of metrics on these goals.

Chancellor Burke ended her presentation by inviting the board to consider the following four relevant questions:

1. What are the issues we must confront in order to serve our mission in the years ahead?
2. What are the different ways of understanding some of these issues?
3. Where should we be in five years?
4. What are we committed to achieving?

Vice Chancellor Ann-Marie Gabel gave a presentation on the DRAC Model. The model is intended to determine revenue for allocation to both colleges and district services. The revenues include: SB 361 calculation, non-resident tuition, other income, EPA revenues, mandated costs, full-time faculty funds and part-time faculty office hours/benefits and local income. She described the Student Centered Funding Formula (SCFF) as the new formula that will align with the Vision for Success, will create outcome based metrics, it will move away from reliance on growth in FTES, will recognize the need for differential funding for students facing barriers and will provide three years of "hold harmless." Vice Chancellor Gabel compared the revenues for DRAC Model versus the Student Centered Funding Formula.

Board members had a healthy discussion, posed a number of questions and offered several suggestions on how to fund the DRAC model.

District Director Denice Inciong led discussion on the results of the board self-evaluation surveys. This year's employee survey (2018) captured responses from 162 employees and out of those surveyed, 104 employees attended or watched at least one board meeting over the last year. Board members reviewed the ratings from the trustee and employee surveys. Ms. Inciong announced that the board survey was completed by all seven trustees. Ms. Inciong provided the board members with a dashboard that compared ratings of the twenty common questions in the board's self-evaluation and the employee evaluations in 2017 and 2018. The board discussed the differential between their ratings and the employee ratings and reviewed the questions that had the biggest gaps and examined the possible reasons for this gap and strategies to address or improve. The board also discussed the implementation of the survey and survey questions. Board members recognized that participation this year was much lower than in 2017 and concluded that it was difficult to interpret the items with the biggest gaps.

The board members agreed on the following action items:

1. Review evaluation instrument to allow for more open-ended comments and further explore areas identified in the discussion of the results.
 - a. Review questions on the evaluation instrument and determine if items can be reduced.
2. Review communication plan to increase participation in the annual board evaluation by employees.

Consultant Denise Kirwan facilitated discussion among the board members as they reviewed the context for the District's Strategic Planning and Goal Setting. The board committed to the following goals for the upcoming year:

1. Increase by at least 5% the number of SOCCCD students who acquire associate degrees, credentials, certificates or specific skill sets that prepare them for an in-demand job.
2. Increase by 10% the number of SOCCCD students transferring to 4-year colleges or universities.
3. Increase the percent of exiting CTE students who report being employed or advanced in their field of study.
4. Decrease the average number of units accumulated by SOCCCD students earning their associates degrees by at least 3%.
5. Research and identify equity gaps and report back to the Board on a plan to reduce achievement gap(s).
6. Maintain life-long learning and emeritus program enrollment at (at least) current levels.
7. Research and identify non-academic barriers and report findings to the Board on strategies to address these barriers.
8. Review the current status of ATEP for the purpose of establishing measurable goals.

Consultant Denise Kirwan led discussion on the 12 Principles of Governance that Power Exceptional Boards as outlined in *The Source* publication. These principles define governance as a creative and collaborative process that supports chief executives, engages board members, and furthers the causes they all serve. The principles provide board members with a vision of what is possible and a way to add lasting value to the organizations they lead. The board identified four principles as areas of focus for this coming year.

1. *Constructive Partnership*: Govern in constructive partnership with the chief executive, recognizing that the effectiveness of the Board and the Chief Executive are interdependent.
2. *Sustaining Resources*: Link bold visions and ambitious plans to financial support, expertise and networks of influence.
3. *Results-Oriented*: Measure the organization's advancement towards the mission and evaluate the performance of major programs and services.
4. *Continuous Learning*: Embrace the qualities of a continuous learning organization, evaluating the Board's own performance and assessing the value the Board adds to the organization.


The Board of Trustees ended the day by proposing the following suggestions for implementation:

1. Implement new board member orientation program.
2. Update or establish board policy on board education
3. Implement new board member orientation within 45 days of taking office.
4. Establish a board member mentor program.

5. Establish a board policy subcommittee or taskforce comprised of three board members to review policies pertaining to the chancellor, board, budget, president search and evaluation of the chancellor.
6. The Board will review the board policies that involve students and will address the policies that have barriers that prevent students from being successful.
7. When a board member has a question(s) about an agenda item, the chancellor will send the answer(s) to all board members.
8. Following the board officer conference call, the chancellor will send all board members the answers to the questions that were addressed during the call.
9. After the agenda is posted, board members will call the chancellor with questions in order for staff to research the questions ahead of time. Board members will call the chancellor first and not the individual who wrote the agenda item.
10. The Board will meet with the chancellor half way through the year to see how things are going and will review the goals and progress being made.

ADJOURNMENT

The meeting was adjourned at 1:38 p.m.



Kathleen F. Burke
Secretary, Board of Trustees