



MARICOPA  
COMMUNITY  
COLLEGES®

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD WORK SESSION  
OCTOBER 18, 2011

MINUTES

A Work Session of the Maricopa County Community College District Governing Board was scheduled to be held at 5:30 p.m. at Estrella Mountain Community College, 3000 North Dysart Road, Avondale, Arizona to A.R.S. §38-431.02, notice having been duly given.

PRESENT

GOVERNING BOARD

Randolph Lumm, President  
Doyle Burke, Secretary,  
Debra Pearson, Member  
Dana Saar, Member

Absent:  
Don Campbell, Member

ADMINISTRATION

Rufus Glasper  
Maria Harper-Marinick  
Debra Thompson  
Steve Helfgot  
Anna Solley  
Paul Dale  
Shouan Pan  
Shari Olson  
Ernie Lara  
Janet Langley for Gene Giovannini  
Chris Bustamante  
Linda Lujan  
Jan Gehler  
Irene Kovala  
Nikki Jackson  
Lee Combs

Absent:  
George Kahkedjian

**CALL TO ORDER** The information session was called to order at 5:37 p.m.

**Welcome and Overview**

Estrella Mountain Community College President Dr. Ernie Lara welcomed everyone present to this Special Work Session on the HLC Accreditation Process for EMC, Rio, and GCC. He recognized board members in attendance, the Chancellor, and members of CEC.

Governing Board President Randolph Lumm also welcomed those in attendance and thanked fellow board members for being in attendance at this important session which would provide valuable information on the upcoming HLC visits to Estrella Mountain Community College, Rio Salado College, and Glendale Community College. He indicated that from the last HLC

meeting, board members had learned that they don't want board members to represent one district but rather the entire district. He commended the two new board members, Mr. Saar and Mr. Burke, for attending so many meetings and activities at the various campuses and also for their active participation in coming up with solutions.

**Context for HLC Accreditation and Team Visit: Dr. Irene Kovala, President, Glendale Community College**

Dr. Kovala explained that she would provide highlights on the three upcoming visits and each college (EMC, GCC, RIO) would present in the order in which the visits were scheduled to be held. She stated that she has served as an evaluator for the Higher Learning Commission and in the new millennium accreditation will have increased scrutiny on the process and on colleges. The visits will focus on new Federal requirements, including credit hour definition, gainful employment tracking and student debt ratios. In addition, there will also be a focus on fiduciary oversight.

Team visits are intended to find evident of what the self study proclaims. The team's role is to uncover facts and see if what is said in the self study is found on the campuses and what is the evidence of what is written. Board Members and the colleges should expect a thorough examination of college processes, policies, programs and performance. It is important to be transparent. The review/visit is done by experienced colleagues with expertise in the areas they review. Team members go through rigorous training and retraining. They come as a peer review team and all come because they have backgrounds that are rich on what they are looking at and how to approach certain processes. Their role is voluntary. Dr. Kovala emphasized that reviewers make recommendations to the HLC, they do not decide accreditation.

After the team visits, there are several steps that follow. They visit with Board Members either at a breakfast or dinner. Team talks very strictly with board members about suggestions or concerns. Board should be able to talk about the district/college mission. District mission should work with mission of each college. Paraphrase what each college is doing. The team will then drill down the key successes at each college, i.e., student outcomes, faculty development, challenges for each college, and how board members can support these. All of their work is focused on student success and student outcomes, how do student outcomes manifest themselves, and reporting the individual role each college plays in things that drive and things that challenge.

The HLC is revamping their ten-year cycle and asking for data that will be submitted electronically. They will ask for projects from each college. By this fall they should know what final documents should look like. Focus will continue to be on how well accreditation is doing. Citizens and Legislature are asking about accreditation. Federal government is getting more involved in accreditation. How do you know that students are actually learning and making living wages? Trying to align many of the accrediting process with the HLC so that they don't have to be reported.

The following dates are set for visits with EMC, Rio, and GCC:

EMC: November 7-9, 2011

RIO: March 5-7, 2012

GCC: April 16-18, 2012

Questions from Board Members included:

Mr. Lumm asked what they were looking for. Response was Chapter 3 on Student Learning Outcomes should be reviewed which shows how they know students are learning in the classroom.

Chancellor Glasper came forward and explained that it would be recommended that the Board go back to what the Board adopted as their Vision, as well as State of Arizona statute requirements. He recommended staying at policy level. Dr. Lara commented that the team will address list of major challenges. Dr. Bustamante stated that in Rio's case, their enrollment has grown very fast from 62,000 to 70,000 and there is more demand for services. However, they have experienced success in granting more degrees and certificates.

**Estrella Mountain Community College Overview by Dr. Bryan Tippett, Vice President of Academic Affairs, and Dr. Stephanie Fuji, Division Chair of Counseling, Self-Study Co-Chairs**

Dr. Tippett and Dr. Fuji provided the following comments regarding the self-study and their findings:

The Goal of the EMCC presentation was to (1) share a little bit about their process and their journey, (2) give a brief overview of some of the major findings and recommendations, and (3) share how what the Governing Board supports the work they do, on a college level, specific to the Governing Board Outcomes of:

1. University Transfer Education and General Education
2. Workforce and Economic Development
3. Developmental Education
4. Community Development and Civic and Global Engagement

As there was a lot of information, and they only had a short period of time, they encouraged the board members to read through the EMCC Self Study to allow themselves time to reflect and absorb upon the work the college is doing in preparation for our HLC Visit on November 7-9. In addition to the actual Self Study (less than 200 pages), Board Members would also have the Executive Summary and the EMCC Self Study website. All of these resources can provide Board Members with greater depth and information as well as any additional information they can give.

Estrella Mountain's self-study report outlines how the Institution is meeting its mission as a vibrant learning college, alive with growth, opportunity and achievement and serves to identify those areas where we can work to improve.

The EMCC Self Study represents a 2 ½ year process that began in March 2009 and involvement of over 120 employees from all employee groups in the collection, documentation, and analysis of evidence in evaluation of their efforts to serve students as a college that serves as an "innovative higher learning organization responding to the diverse needs of West Valley communities, where learners have an opportunity to successfully accomplish their educational and personal goals." Recognizing and desiring to be more purposeful and intentional in their

work with students, during Spring 2008, EMCC began transition from culture driven by full time student equivalency (FTSE) to one focused on learning as core driver in decision making process. As a learning college, EMCC seeks to put learning first – any way, any place, and at any time. Examples of the way they do this is through

-Identification of learning outcomes throughout the college, not just in the classroom, but outside, asking the questions:

- Do our practices impact learning?” and
- “How do we know?”

This is evident in the college’s support of innovative & best teaching & learning practices, such employee development opportunities, offering of alternative schedules, integrated learning communities, module math classes, and their student peer mentoring program

Continued accreditation is necessary in order to remain Title IV eligible, meaning that EMC can continue to offer financial aid to the 70% or so of EMCC students who need that level of assistance. Also, if they lose their status of being regionally accredited, students will not be able to transfer EMCC credits to other regionally accredited schools. Accreditation is their Quality Assurance Stamp of Approval. Last spring the District allocated funds to EMCC to open an educational center in Buckeye which has been completed. Approval is specifically necessary when a college opens a new location that offers 50% or more of courses to complete a degree pathway. It is planned that BEC will offer a full complement of courses whereby students can complete associate degrees and certificates thus HLC approval is required in advance. They were pleased to report that the Center is operational and has received paper approval from the HLC, however, a site visit is necessary to confirm what they have said in writing.

Similar to the BEC, colleges and universities must also receive HLC approval to offer distance delivery courses (any course where 50% or more of the content is online). In accordance with the GB outcome that asks them to offer students flexible learning options to complete their goals, the college has been increasing its online and hybrid course options. However, they must now request HLC approval to continue to increase those options so that additional degrees and certificates can be completed totally in an e-learning format.

Last year the College determined that it was necessary to develop a new model for responding to the learning needs of employees. The College agreed to rethink delivery options within the Center for Teaching and Learning which historically focused on faculty professional development only. This year the role of the CTL has been expanded to include development opportunities for all employees and changes in staffing have occurred to support this pilot program. They are asking for consultation from the HLC team. They want them to review their research which includes best practices, the allocation of resources provided to support the program, and program offerings. It is their hope that they will provide recommendations for improvement that they can quickly implement to move us further along our path as a college focused on learning.

**C1 Mission and Integrity.** Estrella Mountain finds that it meets the requirements for Criterion 1 given the inclusivity of the culture which provides open access to all members of the public who desire to learn. Their community of learners is very diverse, yet they find that they can still do better in terms of how they define and address issues of diversity. The College has solicited

feedback on ways to strengthen its commitment to diversity and is supported by the Governing Board through alignment with the Outcome Statement, “Students will have access to civic, political, and global learning opportunities”. Board Members will find numerous examples throughout the institution to document the many diverse learning opportunities for students such as International Education, Diversity in the Curriculum Projects, and hiring practices that provide access to all who meet position criteria.

*Summary:*

A hallmark of Estrella Mountain’s vision, mission, core values, and governance structures is the focus on learning. After a two-year comprehensive review of its vision, mission and core values statements that gathered input from students, community members and employees. The College revised their vision, mission and core values to clearly and publicly articulate the College’s commitment to helping their diverse community of learners achieve their educational and workforce goals.

Estrella Mountain finds that it meets the requirements for Criterion 1 given - Inclusivity of the culture which provides open access to all members of the public who desire to learn.

While their community of learners is very diverse, yet they find that they can still do better in terms of how they define and address issues of diversity.

The College has solicited feedback on ways to strengthen its commitment to diversity and is supported by the GB Outcome of Community Development & Civic & Global Engagement which states that “**Students will have access to civic, political, and global learning opportunities**”.

Board Members will find numerous examples throughout the institution to document the many diverse learning opportunities for students such as International Education, Diversity in the Curriculum Projects, and hiring practices that provide access to all who meet position criteria.

**C2 Preparing for the Future.** Estrella Mountain enjoys a culture committed to strategic and operational planning in support of student and employee learning. The strategic use of limited resources has enabled the college to support a number of new initiatives as well as planning for the future while maintaining quality programming where over 78% of resources directly support student learning. General Education Outcome statement B says “students will demonstrate post-secondary competency in communication, humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics.” Board Members’ continued approval of the college expanding its use of alternative funds (NSF, DOE, private donors, reallocation of current resources) is critical if they are to respond to the Self-Study recommendation.

Also, General Education, Workforce Development, and Developmental Education outcome statements say “Students will benefit from enhanced educational delivery options” with a measurement of increasing the percentages of students engaged in non-traditional courses (hybrid, online, accelerated formats) is being met. Currently, approximately 30% of EMCC students take online and/or hybrid courses. Further, 91% of the courses needed to complete the AGEC are available via e-learning platforms. Efforts are already underway to provide more

flexible delivery options to students, including 5, 8, 10, and 16 week courses that are guaranteed not to cancel.

**C3 Student Learning and Effective Teaching.** EMCC has created a culture of assessment that has been continuously strengthened since the 2002 accreditation visit. As a college focused on learning they ask two key questions, “does this policy, practice, procedure improve learning, and how do you know?” Faculty have established learning outcomes that document learning both in and out of the classroom as well as both direct and indirect metrics to measure the learning, yet they know they can improve by encouraging even greater faculty involvement. Assessment efforts document student learning and effective teaching at the course, program, and institutional levels. For example, the College hosts an annual student conference. The faculty have developed, and use rubrics to assess the conference submissions to determine if a proposal should be part of the conference. Students receive feedback on ways to improve their writing skills and ability to follow directions. If accepted, students are assessed again on their oral communication/presentation skills and once again receive feedback for improvement. The data are also shared with faculty so they have a better understanding of where curricular improvements should be made. The data are also used to inform the institution as to how it should allocate scarce resources. This cycle of assessment occurs in all of EMCC’s programs of study. Additionally, common language is being developed that will appear in all job postings to attract faculty and staff who are dedicated to effective teaching and student/employee learning as well as the assessment of that learning. The College is aligned with the Board’s requirements that assessment form the basis for all decision-making.

**C4 Acquisition, Discovery, and Application of Knowledge.** Estrella Mountain believes that knowledge is the domain of every person who engages with the college, regardless of whether it is for a longer term pursuit of a degree or certificate, or a very short experience through community education. Board Members will find that employees have opportunities to grow through numerous experiences offered by the District (Creative Pathways, Talent Management, or the Maricopa Center for Learning and Instruction), the College (CTL, Day of Learning) and various external conferences and workshops. Board Members’ continued support of these programs is critical to the College’s ongoing success.

According to General Education Statement A, “Students will have access to quality higher education programs and support services necessary to increase retention and achieve their learning goals”, and Workforce Development Outcome B, “Students will complete Certificates of Completion and Associate of Applied Science degrees that prepare them for success in high demand or emerging careers”, thus EMCC students are provided strong and innovative opportunities to learn through a very comprehensive general education program, workforce development curriculum, and student services. Faculty have determined that there are 7 abilities that all students should have upon completion of the curriculum, such as critical thinking skills, numeracy, scientific inquiry, technological literacy, composition, communication, and social/civic/and global responsibility. Assessment of these abilities occurs in cyclical fashion across the college, not just the curriculum.

The College has also implemented program review across all four administrative divisions so that each division can make improvements based on current data and trends. As students are asked to take greater responsibility for their learning, it has become apparent that some do not understand the importance of doing original work. Technology makes this more and more

challenging. They are asking the faculty to make students even more aware by including this information in their syllabi.

**C5 Service and Engagement.** Estrella Mountain has established a firm foundation for supporting students in activities that include clubs, partnerships with business, industry, and other educational institutions. Students welcome opportunities to explore beyond the traditional walls of the classroom and really need more opportunities to combine theory with practice as well as support from advisors to point them in appropriate directions.

Recently the College established an Athletics Program and Student Government structure. Students are actively involved and participation is growing. The Governing Board has said in Outcome C, Community Development and Civic and Global Engagement, “Students will develop the competencies to analyze and participate in democratic processes through community, civic, and global learning activities”. EMCC measures this outcome through CCSSE and Noel Levitz instruments in terms of volunteering for community service projects and contributing to the welfare of the community.

Because the College currently has a shortage of space, the ongoing support of the Governing Board to approve the use of bond funds to build additional facilities will make it possible for the College to expand services such as an office dedicated to Service Learning and Honors.

### *Summary*

Coordinated planning and budget activities are driven by the College’s vision, mission and academic priorities. Integrated planning processes reflect an ongoing strategic planning process that is reviewed, analyzed, supported, and exhibited through the College’s strategic directions and evidences a strong commitment to learning. Aligned with the Learning College objectives identified by the League for Innovation in the Community College, while remaining consistent with the Maricopa County Community College District, the Strategic Plan guides all planning and resource allocation processes that occur across the Institution.

As a result Estrella Mountain enjoys a culture committed to strategic and operational planning in support of student and employee learning.

The strategic use of limited resources has enabled the college to support a number of new initiatives as well as planning for the future while maintaining quality programming where **over78% of resources directly support student learning.**

The Governing Board Outcome of General Education statement B says “**students will demonstrate post-secondary competency in communication, humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics.**”

Board continued approval of the college expanding its use of alternative funds (NSF, DOE, private donors, reallocation of current resources) is critical if they are to respond to the Self-Study recommendation re: expansion of alternative funding sources.

Also, the Governing Board’s General Education, Workforce Development, and Developmental Education outcome statements say “**Students will benefit from enhanced educational delivery options” as measured by the metric of increasing the percentages of students engaged in**

**non-traditional courses** (hybrid, online, accelerated formats) is being met at EMCC with currently, **approximately 30% of EMCC students take online and/or hybrid courses.** Further, **91% of the courses needed to complete the AGEC are available via e-learning** platforms. Efforts are already underway to provide more flexible delivery options to students, including 5, 8, 10, and 16 week courses that are guaranteed not to cancel.

**Rio Salado College Self-Study 2011-12, Innovation and Improvement – Dr. Vernon C. Smith, Vice President of Academic Affairs, and Ms. Hazel Davis, Faculty Chair, Library Services, Self-Study Co-Chairs**

Ms. Davis came forward to present the following update of their Self-Study Report:

At Rio Salado, the self-examination process to prepare for their visit about three years ago. Early on, they identified the co-chairs, and a six member planning team. The steering team included a tri-chair group for each criterion. Employees from all groups at the College served on criterion teams that studied processes and gathered data. Their self-study process has been a truly inclusive one and all employees have had the opportunity for input and feedback.

They also held a contest to develop a slogan for their self-study that would embody the spirit of Rio Salado, and you can see the winner on the screen: innovation and improvement. Rio Salado is known for their innovative culture, and they also use an ongoing improvement cycle with their processes that is known as the Plan-Do-Check-Act cycle. Their self-study logo also represents this cycle, showing their Rio wave symbol integrated into a circle of improvement. So all-in-all, they felt that this slogan and design fitted their College and their culture very well.

**Quality Assurance and Relentless Improvement.**

At Rio Salado, they have had roots in the Quality Movement for 2 decades, so the process of determining how they are doing and aiming for improvement where it is needed is always ongoing. In order to judge whether they have met quality assurance, they establish performance targets. If they meet or exceed those targets—above that dotted line—then they are in Quality Assurance or Q.A. mode. If they are below their targeted performance measure, that indicates the need for improvement. They have “Rio-ized” the indication that improvement is needed and they call it Relentless Improvement, or R.I. All Rio employees know what Q.A. and R.I. stand for—and they all have buttons like the ones their team members were wearing this evening.

Ms. Davis spoke talk briefly about each of the five criteria, and highlighted one or two findings that they noted as they moved through their process of self-evaluation and data gathering and analysis.

**For Criterion 1, Mission and Integrity**, they found that over 95% of their employees were aware of the College’s mission documents, which are displayed on a Culture page that appears on their website, and on the walls in their departments, in their meeting rooms, and in their elevators. Also, they developed a template that they used to gather first draft information for their self-study chapters, and as part of that, they asked their employees to explain how the work they did in their departments fitted in with College’s mission documents. They found that employees were able to articulate this connection very clearly. In fact, they got so much

wonderful evidence that they are going to provide this as additional material in their Resource Room for the visiting team to view.

**For Criterion 2, Preparing for the Future**, which addresses the use of Physical, Financial and Human Resources, they have evidence that Rio Salado College operates at 48% less instructional cost than similar IPEDS peer institutions. This statistic was published in a report called *Winning by Degrees* that was funded by the Bill & Melinda Gates Foundation and McKinsey & Company. The report came out in November 2010 and featured Rio Salado as one of eight highly productive higher education institutions that use technology to become more cost effective.

Another item of interest in Criterion 2 was documenting and evaluating the very extensive orientation, training, and development of our employees. We are doing well with this, and the need to keep it up is ongoing.

**Criterion 3 deals with Student Learning and Effective Teaching.** Rio had lots of really wonderful evidence here, including documented, solid student learning outcomes data at the course level, program level, and college level. Also, Rio Salado elected to join the HLC Academy for Assessment of Student Learning in 2007, and they have created a formal and sustainable Program Review Model, their Academy Project. This model is being used at Rio for review of all programs, including Gen Education.

Still in Criterion 3, they noted that they have an opportunity for Relentless Improvement in their numbers of Certificate and Degree completers. The downward trend that they saw during 2007-2010 related to the economy, and the fact that their business and industry partners were less able to subsidize educational opportunities for their employees. They have seen this trend reverse over the past year, and they will continue to implement interventions to increase their completion numbers. Even though this is an opportunity for improvement, Rio Salado has been ranked in the top ten of one-year certificate providers nationally by Community College Week in seven of the last eight years.

**Criterion 4 deals with the Acquisition, Discovery, and Application of Knowledge.** They have very strong evidence of the work that they are doing to ensure ethical use of information by their students. Our innovative Peer-to-Peer Plagiarism detector was developed in-house and works by scanning student assignments submitted for online courses across course sections and terms. The software is not “fooled” by changes in paragraph order, punctuation and capitalization. An automated Plagiarism Alert email is sent to the faculty chair, who can then investigate the incident and decide whether further action is needed. This won the national WCET Outstanding Work (or WOW) award in 2010. Also, they have established a cross-functional Academic Integrity Team to investigate systemic issues related to cheating. They also have a centralized copyright process housed in their library, that takes care of all licensing and copyright permissions for third party materials that are used in our online courses.

**Criterion 5 covers Engagement and Service.** Rio Salado has strong and innovative connections with their community partners. Their Communiversity at Surprise is a stellar example of a facility that provides for educational opportunities while partnering with community stakeholders. They also have lots of good data on our radio stations. In addition to those 200,000 daily listeners, they also have a strong Web presence. KJZZ distributes its

streaming signal to computers and mobile devices an average of 130,000 hours per month, and KBAQ an average of 124,000 hours per month. Their Sun Sounds reading service for the print-challenged serves 49,000 eligible listeners. They can listen on a special radio, stream the broadcast from the web, use a telephone system, listen to podcasts, and of course, there is an app for that—iBlink Radio for the iPhone.

Rio is currently working on final drafts for their self-study chapters and they look forward to sharing their complete findings and data with the Governing Board on January 9<sup>th</sup>, 2012. That's the date when their documents are due to the Higher Learning commission. It's 12 weeks, minus one day, from today, and yes, they are counting!

**Board Member Questions:**

Mr. Saar stated that because Rio Salado was so unique, is the HLC Team also unique and do they understand how the college works? Does the data back up graduation rates and does it track students. Ms. Davis responded that they are always trying. Dana Reed, Rio Dean, indicated they collect data on what intent is.

Mr. Lumm asked if a student takes a class at Rio, can it be transferred back to another college. Response was yes, because there is a common curriculum.

**Glendale Community College, Dr. Irene Kovala, President; Dr. Alka Arora Singh, Director, Institutional Planning, Research and Effectiveness, Self Study Chair; and Ms. Christine Moore, Library Faculty, Master Writer**

Dr. Singh explained that the Draft Report was in progress. All eight chapter are in final draft process and will include a SWOT Analysis. The Executive Summary and Request for continuing accreditation will be written after the report is finalized. With reference to the Response to 2002 HLC Report, the Strategic Plan has been updated and a Stakeholder input section has been added, as well as Assessment and Review, and a Campus Climate Report which has included gauging the pulse of the college and gathering feedback. With the focus on Student Success, GCC is aligning outcomes, planning, assessment and budget.

Ms. Moore spoke about the Chronology of Putting Puzzle Pieces Together. In February 2011 they had their first draft and their second draft was ready in May, 2011. Upon review in August 2011, it was determined that their would require more evidence and evaluative writing. The HLC visit was postponed from February 2012 to April 2012. During the Fall of 2011, the Resource Room Committee will work on pdf links, have employees review the report and provide feedback via online survey, they will have a visit from Dr. Mary Breslin, their HLC Liaison, and the Master Writer will create a final draft per Steering Committee recommendations. GCC plans to finalize and submit their Self Study Report to the HLC in the Spring of 2012 and their visit is scheduled for April 16 -18.

**Closing**

Dr. Chris Bustamante, President of Rio Salado College, echoed that this is a very important HLC process, especially for new Presidents. All are anxious for it to come and also anxious for

it to go. Fortunately all colleges have very competent staff who are good leaders. It is important to have team members that understand the organization and are well matched to do peer reviews. In preparing the self study, it is important for colleges to have learned from the process and the final reports. EMC has set the standard. Rio and GCC are looking forward to sharing their self study reports. Rio's will be done in January and GCC's will be done in February. Participating in the HLC study provides an opportunity to get to know their colleges better. It also provides a way to be more accountable to the Board, students, employees, and the community. Prior to each team visit, staff will be available to help Board members who might have questions about accreditation at any of the three colleges to use members of the college teams as resources.

Chancellor Glasper stated that he was not unfamiliar with accreditation visits as he has been involved with these since 1987. During the first seventeen years, he did two visits per year. Colleges are preparing extensive self study reports that will provide board members with the same information that the visiting teams will have. From a policy perspective, the Board will be reaffirming their own policies. When visiting teams come in they come in with preconceived notions of how great their systems are. They get over-engaged to find the evidence that supports what is being done in the organization. They will try to come in to make an assessment. He described this as a pivotal time for visits and peer assessment. Need to step up the process and work with HLC. We recognize that we have grown in excess of 30,000 and that has put pressure in terms of faculty/student ratio. Our individual colleges are individually accredited. The solutions and the financial concerns are institutional. Overall lots of ideas about faculty/student ratio are moving forward. Ratios must change towards more fulltime faculty. Individually by colleges and system, there must be a optimization of the budget. There is a very clear message that institutions that have financial stability and established metrics that we are will to held accountable to and move forward as one. He noted that there is an increasing push on the part of federal officials to become involved regulating the way colleges are run. He stated that if the federal government can do this, it is because we have abdicated our responsibility to engage in peer review. He further added that colleges must be committed to the process of self-examination and peer review.

Speaking about the Governing Board's role in the accreditation process, Dr. Glasper said the Board should send a clear message that the District is financially stable and that the colleges' and the District's mission vision and values statements are aligned. He said he hopes that members of the visiting teams emerge from their visits with the impression that we are in control of our own destiny and that we are supported by a Governing Board that supports student success.

**Meeting adjourned at 7:34 p.m.**

---

Doyle W. Burke  
Governing Board Secretary