

In relation to each section, select the response (YES or NO) that most accurately reflects your perception of the Board's performance during the past year (2012 – 2013). **(To activate an "X" next to your response, click in the box next to Yes or No.) Comments can be keyed into the gray shaded area of each section.**

SELF-EVALUATION OF BOARD ANNUAL GOALS

GP-1: GLOBAL GOVERNANCE COMMITMENT

The Board of Trustees is committed to govern Shoreline Community College in accordance with the Constitutions of the United States and the State of Washington, and the Community and Technical College Act of the State of Washington. The Board of Trustees will always act in the best interest of Shoreline Community College, its students, employees, and the community it serves.

Accordingly, the Board of Trustees will see that:

1.1. The College achieves appropriate results for appropriate persons at an appropriate cost.

YES

NO

COMMENTS:

GP-2: GOVERNANCE STYLE

The Board will govern Shoreline Community College lawfully, with a style that emphasizes:

- *Outward vision rather than internal preoccupation*
- *Encouragement of diversity in viewpoints*
- *Strategic leadership rather than administrative detail*
- *Clear distinction of board and presidential roles*
- *Majority rather than individual decisions*
- *The future rather than the past or the present*
- *Proactivity rather than reactivity.*

Accordingly: the Board will:

2.1. Be responsible for excellence in governing, mindful always of its trusteeship obligation to the public. The Board will cultivate a sense of group responsibility, deliberating in many voices, but govern as one.

- 2.2. Not allow officers, members, or committees of the Board to hinder or be an excuse for not fulfilling its group obligations.
- 2.3. Be an initiator of policy, not merely a reactor to staff initiatives. The Board will use the expertise of individual trustees to enhance the work of the Board as a body, but not to substitute their individual judgments for those of the Board as a whole.
- 2.4. Direct, control, and inspire the organization through the careful establishment of the broadest organizational policies reflecting the Board's values and perspectives. The Board's major focus will be on the intended long-term impact outside the college, and not on the administrative or programmatic means of attaining those effects.
- 2.5. Enforce upon itself whatever discipline is needed to govern effectively, with efficiency and excellence. Discipline will apply to matters such as attendance, preparations for meetings, policy-making principles, respect of roles, speaking with one voice, and ensuring the continuity of governance capability.
- 2.6. Pursue continual development, including orientation of new members in the Board's governance process, periodic Board discussion of the vision, mission and values, outcome development, public stewardship, and attendance at state and national trustee conferences.
- 2.7. Monitor and discuss the Board's process and performance regularly. Self-monitoring will be conducted annually, including comparison of Board activity and discipline to policies in the Governance Process and Board-President Relationship categories.
- 2.8. Seek input from external constituencies and internal college constituencies on Board policies regarding Goals.
- 2.9. Make consensus-based decisions, to the extent possible.
- 2.10. Develop policy in the context of college and community needs. The Board will use environmental scans to ensure continued awareness of changing needs.

YES
 NO

COMMENTS:

GP-3: BOARD JOB DESCRIPTION

To distinguish the Board's own unique job from the jobs of the President and College employees, the Board will concentrate its efforts on its specific responsibilities.

Accordingly, the Board will:

- 3.1. Maintain the link between the College and the citizens of Shoreline and Lake Forest Park.

- 3.2. Keep in touch with relevant current and future issues.
- 3.3. Enact written governing policies that realistically, at the broadest levels, address:
 - a. *Goals:* College services, impacts, benefits, outcomes, recipients, impacted groups, and beneficiaries and their relative worth in cost or priority.
 - b. *Executive Limitations:* Constraints on executive authority that establish the prudent and ethical boundaries within which all executive activity and decisions must take place.
 - c. *Governance Process:* Specification of how the Board conceives, carries out, and monitors its own tasks.
 - d. *Board-President Relationship:* The President's authority and accountability, and how his power is delegated and its proper use is monitored.
- 3.4. Provide assurance of successful Presidential performance related to Board Goals and Executive Limitations.
- 3.5. Appoint Board representatives or liaisons annually, including but not limited to:
 - a. Trustees Association of Community and Technical Colleges (TACTC) Committees
 - b. Shoreline Community College Foundation and any associated non-profit organizations.

YES
 NO

COMMENTS:

GP-4: BOARD STRUCTURE AND ELECTIONS

The Governor of the State of Washington appoints all members of the Board of Trustees. The officers of the Board of Trustees shall be a Chair, a Vice-Chair, and a Secretary.

Accordingly:

- 4.1. The Board will elect from its membership the Chair and Vice-Chair. As specified by state law, the Secretary will be the President of Shoreline Community College, or his/her designee.
- 4.2. The Board will elect the Chair and Vice-Chair at the regularly scheduled Board meeting in June, to serve for the ensuing year, from July through the following June.
- 4.3. The term of the office of Chair and Vice-Chair shall be for one year. The Board may elect the Chair to serve a consecutive term under extraordinary circumstances. Discussions concerning the extraordinary circumstances are to be held in a full Board open meeting.
- 4.4. The responsibility as Chair and Vice-Chair will be rotated through all members in the order of appointment or reappointment.

- 4.5. The Vice Chair will move into the position of Chair of the Board.
- 4.6. If a Board member does not wish to serve when his/her name is moved into officer position, the replacement will be the next senior Board member who qualifies according to the order of appointment or reappointment.
- 4.7. Board members reserve the right to nominate candidates to stand for election in addition to those who qualify on the basis of the order of appointment or reappointment. This nomination process and discussion can take place only in an open meeting attended by all Board Members unless any Board Member is excused.
- 4.8. In the event of a vacancy in the office of the Chair, the Vice-Chair will succeed as Chair for the remainder of the unexpired term, plus the term for which he/she was elected. The Board will conduct an election to elect a new Vice-Chair at the next regular meeting after a vacancy has occurred. The new Vice-Chair will serve for the remainder of the unexpired term.
- 4.9. The Vice-Chair will serve as the Board liaison to the Shoreline Community College Foundation.

YES

NO

COMMENTS:

GP-5: CHAIR'S ROLE

The Chair assures the integrity of the Board's process and secondarily, represents the Board to outside parties. The Chair is the only Board member authorized to speak for the Board (beyond simply reporting Board decisions), other than in specifically authorized instances.

Accordingly, the Chair will:

- 5.1. Ensure that the Board and individual Board members consistently behave in accordance with the Board's own rules and policies and those legitimately imposed upon the Board from outside the College. Specifically:
 - a. Meeting discussion content will be on those issues that, according to Board policy, belong to the Board, not to the President, to examine and or decide.
 - b. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and to the point.
 - c. The Chair will stimulate discussion among the Board members and will attempt to arrive at Board decisions through consensus.
 - d. The Chair will confirm accuracy of transcribed, approved minutes, will sign the minutes of all special and regular meetings of the Board, and will sign other documents as required by law.

- 5.2. Make decisions that fall within the topics covered by Board policies on the Governance Process and Board-President Relationship, with the exception of employment or termination of the President, and where the Board specifically delegates portions of this authority to others. The Chair is authorized to use any reasonable interpretation of the provisions in these policies.
- 5.3. Not make decisions about policies created by the Board within the Goals and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.
- 5.4. Chair board meetings with all the commonly accepted power of the position, to include ruling, recognizing, agenda setting and calling special meetings as required.
- 5.5. Ensure that other Board members are informed of current and pending Board issues and processes.
- 5.6. After Board discussion, appoint members to committees established by the Board.
- 5.7. Designate the Vice-Chair to preside at Board meetings in the absence of the Chair or to fulfill the duties of the Chair as needed.

YES
 NO

COMMENTS:

GP-6: BOARD COMMITTEE PRINCIPLES

Board committees, when used, will be assigned so as to reinforce the wholeness of the Board's job. The committees will operate to minimally interfere with the wholeness of the board's job and never to interfere with delegation of authority from the Board to the President. Committees will be used sparingly.

Accordingly, Board Committees are:

- 6.1. To help the Board do its job, not to help, guide or advise the employees of the College do their jobs. Committees typically will assist the Board by preparing policy alternatives and implications for Board deliberation. In keeping with the Board's broader focus, Board committees will, by and large, not have direct dealings with current staff operations.
- 6.2. Not to speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the President.
- 6.3. Not to exercise authority over College employees. The President works for the full Board; therefore the President is not required to obtain approval of a Board committee before an executive action.

- 6.4. To avoid identification with organizational parts rather than the whole. A Board committee that has helped the Board create policy on some subject will not be used to monitor organizational performance on that same subject.
- 6.5. Not to have standing committees. When necessary, the Board will form an *ad-hoc* committee. Committees will never consist of more than two Board members.
- 6.6. This policy applies only to committees that are formed by Board action, whether or not the committees include non-board members. It does not apply to committees formed under the authority of the President.

YES
 NO

COMMENTS:

GP-7: BOARD SELF-EVALUATIONS

The Board of Trustees shall conduct an annual self-evaluation prior to the annual planning retreat, with discussion during the retreat.

YES
 NO

COMMENTS:

GP-8: AGENDA PLANNING

The Board, in order to carry out its responsibilities with a governance style consistent with Board policies, will follow an annual agenda that will include:

- *Completing a re-examination of Goals policies annually*
- *Continually improving its performance through Board education, through enriched input and deliberation.*

Accordingly, the Board will:

- 8.1. Hold an annual planning retreat in the early autumn each year so that administrative planning and budgeting can be based on accomplishing a one-year segment of the board’s most recent statement of long-term Goals. At the annual planning retreat, the Board will:
 - a. Review the Board and College Mission
 - b. Establish priorities and budget parameters
 - c. Develop subjects for Board discussion and action during the following year
 - d. Review Board self-evaluation results
 - e. Prepare the annual agenda.

- 8.2. Establish, not later than October of each year, a Board meeting calendar, listing the dates and places for the regular monthly Board meetings for the ensuing year.
- 8.3. Request the agenda and supporting materials for each Board meeting to be delivered to the Board at least three (3) days before the meeting.
- 8.4. Be mindful that education, input, and deliberation will be paramount in structuring meetings and other Board activities.
- 8.5. Provide an opportunity for public input at each regular Board meeting.
- 8.6. Approve the College budget each June, or at a later date if circumstances dictate otherwise.
- 8.7. Decide the President’s remuneration during the month of June, or at a later date if circumstances dictate otherwise, after a review of the President’s annual performance evaluation, including any monitoring reports received during the year.

YES
 NO

COMMENTS:

GP-9: BOARD MEMBERS CODE OF ETHICS

The Board of Trustees believes that ethical behavior fosters trust and confidence in the college and its Board of Trustees. Therefore, the Board accepts and commits itself to the responsibility of setting the tone for Shoreline Community College by conducting itself with the highest degree of ethical standards. Trustees shall strive to constantly practice basic ethical values inherent in public service, to promote individual development and the common good, and to do good for the satisfaction of contributing to society and not for personal gain.

Values and Principles of Ethics in Public Service

The values and principles of ethics in public service form the underlying moral foundation for the Board Members’ Code of Ethics. The Board believes that such standards promote trust, confidence, and integrity in the working relationship between Trustees and staff. While a code of ethics alone cannot guarantee ethical behavior, the values and principles set forth in this code are intended as a moral guideline for trustees in carrying out their public service.

Accordingly, the Board of Trustees is committed to the following ethical values:

Honor. Honor is having a strong sense of what is right, just, and true. A trustee with honor has a strong sense of duty, pursuing good deeds as ends.

Integrity. Integrity means adherence to a strict moral or ethical code. A trustee with integrity is principled, honorable, upright, and courageous.

Fidelity. Fidelity implies faithfulness; trustworthy, loyalty, adherence to right; careful observance of duty, and exact discharge of obligations. A trustee worthy of trust demonstrates fidelity and loyalty to persons and institutions by friendship and support in adversity, and does not use or disclose information learned in confidence for personal or political advantage.

Respect. Respect is the act of feeling or showing deferential regard for human dignity, privacy and a right to self-determination. A respectful trustee is courteous and decent, listening and respecting the opinions of others.

Civility. Civility implies polite and courteous behavior towards others. Civility is showing regard for others, contributing to smoothness and ease in dealings with others. Therefore practicing civil and courteous behavior is essential when engaging in discussions with fellow trustees and the president, particularly when disagreements arise. A civil trustee does not try to live others' lives for them, and accepts their perspectives, and judges only on their core ethical values.

Responsibility. Responsibility means being willing to make decisions and choices and being accountable for them. It implies that one is entrusted to achieve and/or maintain an outcome, is expected to have the relevant knowledge and skills, and to make a conscientious effort. Responsibility involves self-restraint, thoughtfulness and consideration. A responsible trustee recognizes and knows the importance of role modeling good behavior.

Fairness. Fairness means being just, equitable, impartial, unprejudiced, unbiased, objective, and open. It involves an open and impartial process, gathering and evaluating information, so that all can understand how a decision was made. Fairness is a commitment to avoid bias or favoritism, and to respect cultural differences as part of decision-making. It implies an open-mind and a willingness to admit when wrong, and where appropriate, change position or belief. A fair trustee does not overreach, or take advantage of another's mistakes or difficulties.

Caring. Caring is to genuinely feel and exhibit concern, compassion and empathy for the welfare of others, and to avoid harming others. Each trustee is asked to care about the diverse community it serves. To function effectively, a trustee needs the public's respect and confidence that its power will be used on behalf of the community as a whole.

Citizenship. Citizenship is an ethical obligation, which involves behaving in accordance with the rights, duties, and privileges of the community one lives in, obeying laws, contributing to the community and protecting the environment. Citizenship is concerned with the future health and welfare of society. A trustee practices citizenship with compassion, respect, responsibility and courage.

Trustworthy. A trustworthy person keeps promises, fulfills commitments, and takes responsibility for his/her conduct, obligations and actions. A trustworthy trustee abides by the spirit as well as the letter of an agreement, and does not interpret agreements in an unreasonable technical or legalistic manner to rationalize non-compliance or create justification for escaping his/her legal commitments.

Excellence. An ethical person demonstrates excellence by actions that are of high quality and worth. A trustee demonstrates excellence by accepting responsibility for his/her decisions, for the foreseeable consequences of his/her actions and inactions, and for setting an example for others.

Public Trust. The Board of Trustees, in its role of public officer, is obligated to lead by example to safeguard and advance the integrity and reputation of Shoreline Community College. The Board will avoid even the slightest appearance of impropriety and will take whatever actions necessary to correct or prevent any inappropriate conduct of its individual members and the President.

YES
NO

COMMENTS:

GP-10: BOARD MEMBERS CODE OF CONDUCT

The Shoreline Community College Board of Trustees commits itself to ethical, businesslike, and lawful conduct. Such conduct includes the proper use of authority and appropriate decorum when acting as Board members.

Accordingly, Board Members will:

- 10.1. Maintain loyalty to the College. This loyalty supersedes any conflicting loyalty to or advocacy for staff, other organizations, interest groups, membership on other boards or organizations. This loyalty supersedes the personal interest of any Board member acting as an individual consumer of College services.
- 10.2. Avoid any conflict of interest with respect to their fiduciary responsibility. Specifically:
 - a. There will be no self-dealing or any conduct of private business or personal services between any Board member and the College.
 - b. When the Board is to decide upon an issue that a member has an unavoidable conflict of interest, that member will withdraw without comment not only from the vote, but also from the deliberation.
 - c. Board members will not use their positions to obtain employment by the College or to furnish services or goods to the College on behalf of themselves, family members, friends, or associates.
- 10.3. Not attempt to exercise individual authority over the College or on behalf of the Board as a whole, except as explicitly set forth in Board policies. Specifically:
 - a. Board members will recognize the lack of authority in any individual Board member when interacting with the President or with College employees, except when explicitly authorized by the Board.
 - b. Board members will recognize the same limitation and the similar inability of any Board member or Board members to speak for the Board in interaction with the public, press, or other entities.

- 10.4 Support the legitimacy and authority of the final determination of the Board on any matter, irrespective of the member's person position on the issue.
- 10.5. Not permit themselves to be used to circumvent established lines of authority or to interfere in normal procedures for the handling of complaints or grievances.
- 10.6. Not present an item for action at board meetings that is not on the agenda, without consensus of the Board.
- 10.7. Be properly prepared for board deliberation.
- 10.8. Strive to participate in educational activities, including local, state, regional, and national meetings, to enhance their ability to serve effectively as members of the College's Board of Trustees.
- 10.9. Aim to be honest and ethical in their dealings with each other, with college employees, partners, suppliers and the public.
- 10.10. Treat each other and all people with respect, and will foster a productive environment free of harassment, intimidation and discrimination.
- 10.11. This policy will not restrict a Board member from communicating informally with the President, College staff, the public or other entities about College educational services or activities.

YES
NO

COMMENTS:

2012 – 2013 BOARD OF TRUSTEES GOALS ⇔ CORE THEMES
(Approved at the October 31, 2013 Regular Meeting of the Board of Trustees)

Core Theme 1: Educational Attainment/Student Success

•The College will align its goals with some or all of the components contained in the AACCC's (American Association for Community Colleges') 21st Century Implementation Framework (see pages 13 – 28).

•The Board will continue to monitor Core Theme objectives that do not meet an overall acceptable threshold of 75% of indicators for each objective.

YES

NO

COMMENTS:

Core Theme 2: Program Excellence

•The Board will continue to monitor Core Theme objectives that do not meet an overall acceptable threshold of 75% of indicators for each objective.

YES

NO

COMMENTS:

Core Theme 3: Community Engagement

•The College will initiate and complete a new branding and marketing of the College to reflect and promote Shoreline Community College as an Institution of Excellence.

•The Board will continue and increase its participation at College events as well as those held in the community-at-large.

•The Board will continue to monitor Core Theme objectives that do not meet an overall acceptable threshold of 75% of indicators for each objective.

YES

NO

COMMENTS:

Core Theme 4: Access and Diversity

- The Board will monitor the progress of the College’s Strategic Initiatives related to the Virtual College and Campus Internationalization at least semi-annually.

- The Board will continue to monitor Core Theme objectives that do not meet an overall acceptable threshold of 75% of indicators for each objective.

YES

NO

COMMENTS:

Core Theme 5: College Stewardship

- The Board will continue to monitor Core Theme objectives that do not meet an overall acceptable threshold of 75% of indicators for each objective.

- The Board will monitor the progress of the College’s Strategic Initiatives related to the Virtual College and Campus Internationalization at least semi-annually.

- The Board will monitor the College’s progress on the Recommendations set forth in the Evaluation Committee’s Report to the NWCCU (Northwest Commission on Colleges and Universities).

YES

NO

COMMENTS:

21st Century Implementation Framework



- 1 Steering Committee
- 9 Implementation Teams



Implementation Team 1: Community College Completion Commitment and Short-Term Strategies for Increasing College Completion

Charge

The Implementation Team on the Community College Completion Commitment and Short-Term Strategies for Increasing College Completion will address Recommendation 1 from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.*
- *Devise strategies to identify students who have earned 30 credit hours at community colleges and to assist them in earning credentials.*



Implementation Team 2: Re-Imagining Pathways for Students

Charge

The Implementation on Re-imagining Pathways for Students will address Recommendation 1 from the report of the 21st-Century Commission on the Future of Community Colleges and a related implementation strategy:

- *Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.*
- *Construct coherent, structured pathways to certificate and degree completion. This strategy should aim to incorporate high-impact, evidence-based educational practices; integrate student support with instruction; promote implementation at scale; rigorously evaluate the effectiveness of programs and services for students; and courageously end ineffective practices.*



Implementation Team 3: Community College/K-12 Collaboration for College Readiness

Charge

The Implementation Team on Community College/K-12 Collaboration for College Readiness will address Recommendation 2 from the report of the 21st-Century Commission on the Future of Community Colleges, focusing on two associated implementation strategies:

- *Dramatically improve college readiness: by 2020, reduce by half the numbers of students entering college unprepared for rigorous college-level work, and double the number of student who complete developmental education programs and progress to successful completion of related freshman-level courses.*
- *Align explicit expectations defining readiness for college-level work with enhanced expectations for high school graduation, while collaborating in implementation of the Common Core State Standards.*
- *Implement large-scale and effective collaborations with K-12 districts at both leadership and faculty levels, aimed at developing a college-going culture, building students' college success skills, and expanding dual/concurrent enrollment and other strategies for accelerating the progress of students on the college pathway.*



Implementation Team 4: Developmental Education Re-Design — Resources for Community Colleges

Charge

The Implementation Team on Developmental Education Redesign will address Recommendation 2 from the report of the 21st-Century Commission on the Future of Community Colleges, focusing on one associated implementation strategy:

- *Dramatically improve college readiness: by 2020, reduce by half the numbers of students entering college unprepared for rigorous college-level work, and double the number of student who complete developmental education programs and progress to successful completion of related freshman-level courses.*
- *Redesign developmental education fundamentally, creating new evidence-based pathways that accelerate students' progress toward successful college-level work. Incorporate design principles emerging from community college research and practice: acceleration, contextualization, collaborative learning, and integrated student and academic support.*



Implementation Team 5: Closing the Skills Gap and Credentialing

Charge

The Implementation Team on Closing the Skills Gap and Credentialing will address Recommendation 3 and all three related implementation strategies from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Close the American skills gaps by sharply focusing career and technical education on preparing students with the knowledge and skills required for existing and future jobs in regional and global economies.*
- *Ensure students' opportunities for career advancement and upward mobility through design of coherent career pathways leading to "stackable" credentials—multilevel, industry-recognized credentials reflecting attainment of the knowledge and skills required at different stages of a career.*



Implementation Team 5: Charge Continued

- *Build community college capacity for accurately identifying unfilled labor market needs and for ensuring that career education and training programs are streamlined to address those high-need areas. Develop technology-based tools that will help local colleges access available labor market data to identify and monitor skills gaps in their regions.*
- *Mobilize powerful local, regional, and national partnerships (involving community colleges, employers, and government agencies) to accomplish a collaborative agenda that...ensures that program planning targets skills gaps; promotes the associate degree as a desired employment credential; establishes alternative models for completing skills-based credentials, including classroom instruction, online learning, credit for prior learning, and on-the-job learning; and develops a national credentialing system.*



Implementation Team 6: Policy and Advocacy Agenda for Reclaiming the American Dream

Charge

The Implementation Team on a Policy and Advocacy Agenda for Reclaiming the American Dream will address Recommendation 1 and one associated implementation strategy, along with Recommendation 6 and four associated implementation strategies from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.*



Implementation Team 6: Charge Continued

- *Promote transfer from community colleges to baccalaureate institutions through state policy stipulating that students who complete an agreed-upon core of transfer courses and earn an associate degree may transfer to junior standing at a public university without loss of credits.*
- *Target public and private investments strategically to create new incentives for all institutions of education and their students and to support community college efforts to reclaim the American Dream.*
 - *Advocate at the local, state, and national levels for renewed public investment in the public good—the development of the nation’s people—as necessary both to economic competitiveness and to a vibrant democracy.*



Implementation Team 6: Charge Continued

- *Incorporate incentives for student performance and progress into student financial aid programs at the federal, state, and local levels, while also elevating the priority of need-based aid.*
- *Implement funding strategies that put money toward providing incentives and support for collaborative work across education sectors (preK-12, community college, and university) to facilitate student transitions and accelerate their educational progress.*
- *Develop public funding models that include provisions for making student success and college completion matter, incorporating incentives for community colleges to preserve access and continue serving high-risk and traditionally underserved students.*

Implementation Team 6: Charge Continued

- *Create accessible and interactive statewide data systems, learning analytics, and other tools essential to the capacity of community colleges to monitor student progress, institutional performance, and changes in community and labor force needs.*

Implementation Team 7: Redefining Institutional Roles and Functions

Charge

The Implementation Team on Redefining Institutional Roles and Functions will address Recommendation 4 and the first associated implementation strategy, and Recommendation 5 and the first associated implementation strategy:

- *Refocus the community college mission and redefine institutional roles to meet 21st-Century education and employment needs.*
- *Ensure that students can learn what they need to learn, when and how they need to learn it, but shifting community colleges from playing the restricted role of local provider of direct instructional services to an expanded role as broker of educational access, connecting students to learning opportunities available through multiple providers and multiple modes of delivery. Of necessity in an increasingly open learning environment, the brokering role will require expanding community college work in academic advising, learning assessment, and credentialing.*



Implementation Team 7: Charge Continued

- Invest in support structures to service multiple community colleges through collaboration among institutions and with partners in philanthropy, government, and the private sector.
 - *Create partnerships or consortia for the development and support of student data systems, data analytics, educational diagnostics, learning management systems, institutional research, and professional development.*

Implementation Team 8: Accountability

Charge

The Implementation Team on Accountability will address Recommendation 7 and two related implementation strategies from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Implement policies and practices that promote rigor, transparency, and accountability for results in community colleges.*
- Implement the Voluntary Framework of Accountability nationwide, while also developing strengthened approaches to measuring student learning and employment-related outcomes.



Implementation Team 8: Continued

- Implement state data systems that permit colleges to track students on their educational and career pathways. By following students into higher education and workforce, education leaders can demonstrate the employment- and wage-related impacts of a community college education...
- ...Simultaneously, they should work with states, funders, and national associations to develop a concise set of indicators of student progress and success.



Implementation Team 9: Faculty Engagement and Leadership Development

Charge

The Implementation Team on Faculty Engagement and Leadership Development will address and promote faculty roles in accomplishment of Recommendations 1 and 2 from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.*
- *Dramatically improve college readiness: by 2020, reduce by half the numbers of students entering college unprepared for rigorous college-level work, and double the number of student who complete developmental education programs and progress to successful completion of related freshman-level courses.*



Walter G. Bumphus, Ph.D.

President and CEO

American Association of Community Colleges

One Dupont Circle, NW, Suite 410

Washington, DC 20036

202.728.0200, Ext. 235

wbumphus@aacc.nche.edu

<http://www.aacc.nche.edu>

