

**San Bernardino Community College District  
Regular Meeting of the Board of Trustees  
114 S. Del Rosa Drive, San Bernardino, CA 92408  
Tuesday, August 12, 2014 – 12:00-4:00 p.m. – Board Room**

**1. CALL TO ORDER – PLEDGE OF ALLEGIANCE**

**2. PUBLIC COMMENT**

The San Bernardino Community College Board of Trustees welcomes public comment on any issue within the jurisdiction of the District. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session.

Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the Board meeting as possible.

**3. ANNUAL BOARD PLANNING RETREAT**

- a. The Role of the Board in Policy Development vs. Micromanaging – 45 minutes
- b. How the Board Provides Leadership to Create an Environment for Student Success – 45 minutes
- c. The Role of the Board in Resource Development – 30 minutes
- d. How the Board Seeks Input from the Campuses and the Community – 30 minutes
- e. Review of 2013-2014 Board Goals – 30 minutes
- f. Establish 2014-2015 Goals – 60 minutes

**4. ADJOURN** – the next Board of Trustees Meeting will be Thursday, August 14, 2014 at SBCCD Board Room.



# San Bernardino Community College District

Board of Trustees Retreat

August 12, 2014

1:00 p.m. – 4:00 p.m.

SBCCD Board Room

San Bernardino, CA

Presented by: Benjamin T. Duran, Ed.D.

DURANGROUP  
2524 E. Yosemite Ave.  
Merced, CA 95340

# Agenda

- The Role of the Board in Policy Development vs. Micromanaging – 45 minutes
- How the Board Provides Leadership to Create an Environment for Student Success – 45 minutes
- Role of the Board in Resource Development – 30 minutes
- How the Board Seeks Input from the Campuses and the Community – 30 minutes
- Review of 2013-2014 Board Goals – 30 minutes
- Establish 2014-2015 Goals – 60 minutes

# Role of the Board in Policy Development vs. Micromanaging



# Role of the Board in Policy Development – Guiding Authorities

- Related Board Policies
  - [BP2170](#) Delegation of Authority to the Chancellor
  - [BP2200](#) Board Duties & Responsibilities
  - [BP2220](#) Committees of the Board
  - [BP2225](#) Collegial Consultation
    - [AP2225](#) Collegial Consultation

# WASC/ACCJC Accreditation

## Standard IV

### A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

# WASC/ACCJC Accreditation

## Standard IV, continued

### B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.

- I e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary. (See policies listed above)
- I j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively. (BP 2170)

# SBCCD Website/Trustee Publications Available

- [\*Orientation and Development for Community College Trustees\*](#)
- [\*Board Chair Handbook\*](#)
- [\*Trustee Handbook\*](#)
- [\*Trusteeship\*](#)





# Micromanaging – What is it and Why Does it Happen?

Micromanaging is not restricted to boards of education. It can happen when someone in any role tries to assume the functions and responsibilities of another role, no matter what the role is. Often times it is unintentional and with good intentions. Administrators can also be guilty of micromanaging.

But, micromanaging increases the workload for everyone. *When roles are out of alignment, everyone works harder and feels more frustrated, while actually getting less done.*

This is any easy trap for board members in particular to fall into, because most bring some real tactical knowledge to the board table – most board members want to serve on the board to put their professional and personal skills to the service of the District and its colleges. But the Board role calls for strategic, not tactical skills.

Van Clay and Soldwedel, 2009

# Micromanaging – What is it and Why Does it Happen?, continued

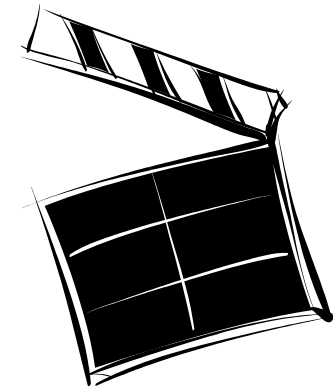
- There are a number of definitions but here are some indicators:
  - Directing how to do things
  - Expecting/requesting details and information beyond the Board's authority
  - Flooding the CEO and or staff with requests or suggestions
  - Communicating with College staff about students, faculty or staff or operations on an individual basis
  - Chairing/sitting on College committees (non-Board committees)

# Micromanaging – What is it and Why Does it Happen?, continued

- In short, the role of the Board is to govern, not manage the District, by
  - Conducting the business of the governing board
  - Establish policy
  - Running Effective meetings to establish that goal
- Of the 25 colleges on sanction by the ACCJC in 2013, 17 or 68% were the result of deficiencies in Board Roles and Responsibilities.

# Video Clips

- <http://youtu.be/c6wDSG2BD5Q>  
Brown Micromanage
- <http://youtu.be/wdmlq8IMOTY>  
Brown Details
- <http://youtu.be/wwjP-r0DXHQ>  
Brown Trust
- <http://youtu.be/-kIkjQ-w79s>  
Brown Cultural Governance
- <http://youtu.be/HKAfTfEqZ4M>  
Looney Tunes Board Member
- <http://www.ccleague.org/files/public/BF06win.pdf>  
Smith Micromanagement



# Scenario #1

## Board Member L – Soliciting information from College Staff

Board member L. would go on regular tours of the campus without checking in with me. As a former Dean and faculty member, he was well known by most of the staff. He would ask for specific information such as the cost of a ream of paper, the number of athletes graduating, and why we would cap classes at a certain level when their were seats in the classrooms. He would then bring that information to the board meeting and do a “gotcha”. Even though other board members told him that was micromanaging he insisted he was elected, not by other board members, but by his constituents.

We took this up in an extensive discussion at a board training and the board decided collectively that any information shared with one board member should be shared with all. They also agreed that if this information was so important, the ask should be at a board meeting and the entire board would ask for the information.

The concern of the Board was that 1.) Staff are very busy and a board member should not be assigning them work. The only person who works for the Board is the CEO, and 2.) A single board member has no legal or official authority, but staff is often not aware of this or are intimidated by a board member asking for information and they are reluctant to deny the request.

Board members need to be aware of how they are perceived on campus or in the District.

# Scenario #2

**Board Member H – Campus Police take student from class and arrest him.**

Our Police Department, like others in the system are Post Certified law enforcement officers and train with the local Sheriff's Office. Our Chief is actually a Sheriff's Sergeant who is contracted for from the Sheriff's office.

One of our officers, with the approval of the Chief, entered a classroom and, as quietly as possible, removed a student/suspect who had a complaint filed against him for domestic violence.

Board member H, who was an acquaintance of the suspect and knew the family, immediately jumped to conclusions about what had happened and the circumstances behind the arrest. He assumed the version of the story from the suspect and his family was correct without first initially checking with the Administration at the District Office. He called the Chief and the Chief would not discuss the case with him due to confidentiality. When he finally called me, it was evident that he had made up his mind that our officer was wrong in the way he approached the arrest. Even after I spoke with him at length, he was unwilling to see it our way. He made a scene at the Board meeting and because of privacy regulations we did not speak about the case in open session. In this case, Member H had dug himself a hole it was hard for him to extract himself from. In closed session we, as diplomatically as possible, explained to him and the rest of the Board what had happened without making him look bad.

After cooler heads prevailed, this case also became a subject for our board training with the intent of setting a protocol that would ensure there would be processes in place for dealing with similar cases in the future.

# Scenario Review

- In both cases, the Board of Trustees corrected the behavior of micromanagers. Only the Board can manage itself. The CEO is the employee and not the behavior enforcer for the Board.
  - Focus on the what, not the how.
  - Let the CEO do his job. If he is not implementing the policies of the Board as the Board wishes, it should come up during his evaluation.
  - The Board can address Micromanaging, by fostering Board dialogue on goal setting, institutional effectiveness and student success. Not only does this keep the whole Board focused on the business of the District but also meets part of Standard IV of the ACCJC Accrediting Standards.
  - When the Board entertains policy discussions in public meetings with, taking advantage of staff expertise and reports, many of the public's issues can be addressed and concerns tend to melt away.

## Quote from Mendocino-Lake Community College District Trustee, Wade Koeninger in *Board Focus – Preventing Micromanagement- Creating High Performance Boards*

“The starting point, indeed the *sine qua non*, of good trusteeship is to recognize that the board (not a single trustee) has the legal right to give direction to only one employee, the CEO. If an individual trustee wants anything done in the college, even trivial matters, the trustee’s first thought should be to talk with the CEO. In most instances the exchange of information between the trustee and the CEO will lead to a resolution.”





# Student Success

- How does the Board provide leadership to create an environment for student success?
  - In setting policies per Board Policy #2200 and assuring compliance with Accrediting Standards, the Board contributes to creating an environment for student success.
  - See SBCCD Board Goals under II – Learning Centered Institution for Student Access, Retention, and Success

# Recommendations from the Student Success Task Force

## Recommendation I

- Increase College and Career Readiness
  - I.I. Collaborate with K-12 to jointly develop common standards for college and career readiness

# Recommendations from the Student Success Task Force, continued

## Recommendation 2

- Strengthen Support for Entering Students
  - 2.1. Develop and implement common centralized diagnostic assessments
  - 2.2. Require students to participate in diagnostic assessment, orientation and the development of an educational plan
  - 2.3. Develop and use technology applications to better guide students in educational processes
  - 2.4. Require students showing a lack of college readiness to participate in support resources
  - 2.5. Require students to declare a program of study early in their academic careers

# Recommendations from the Student Success Task Force, continued

## Recommendation 3

- Incentivize Successful Student Behaviors
  - 3.1. Adopt system-wide enrollment priorities reflecting the core mission of community colleges
  - 3.2. Require students receiving Board of Governors Fee Waivers to meet various conditions and requirements
  - 3.3. Provide students the opportunity to consider attending full time
  - 3.4. Require students to begin addressing basic skills deficiencies in their first year

# Recommendations from the Student Success Task Force, continued

## Recommendation 4

- **Align Course Offerings to Meet Student Needs**

**4.1.** Give highest priority for courses advancing student academic progress

# Recommendations from the Student Success Task Force, continued

## Recommendation 5

- **Improve the Education of Basic Skills Students**
  - 5.1. Support the development of alternative basic skills curriculum
  - 5.2. Develop a comprehensive strategy for addressing basic skills education in California

# Recommendations from the Student Success Task Force, continued

## Recommendation 6

- Revitalize and Re-Envision Professional Development
  - 6.1. Create a continuum of mandatory professional development opportunities
  - 6.2. Direct professional development resources toward improving basic skills instruction and support services

# Recommendations from the Student Success Task Force, continued

## Recommendation 7

- **Enable Efficient Statewide Leadership & Increase Coordination Among Colleges**
  - 7.1. Develop and support a strong community college system office
  - 7.2. Set local student success goals consistent with statewide goals
  - 7.3. Implement a student success scorecard
  - 7.4. Develop and support a longitudinal student record system



# Recommendations from the Student Success Task Force, continued

## Recommendation 8

- **Align Resources with Student Success Recommendations**
  - 8.1.** Encourage categorical program streamlining and cooperation
  - 8.2.** Invest in the new Student Support Initiative
  - 8.3.** Encourage innovation and flexibility in the delivery of basic skills instruction

# Recommendations from the Student Success Task Force, continued

The Task Force's student success plan relies on the following key components to move students more effectively through our community college system:

- Development and implementation of a common diagnostic assessment tool to more accurately determine the skill levels of entering students;
- New technology and additional counselors to create more robust student services, including broader and more widespread use of student educational plans;
- Structured pathways to help students identify a program of study and get an educational roadmap to indicate appropriate courses and available support services;
- Enhanced professional development for both faculty and staff, especially related to the instructional and support needs of basic skills students;
- Revised financing, accountability, and oversight systems to ensure that financial and organizational resources are better aligned with student success;
- Stronger statewide coordination and oversight to allow for the sharing and facilitation of new and creative ideas to help students succeed, including the ability for California to “take to scale” the many good practices already in place; and
- Better alignment of local district and college goals with the education and workforce needs of the state.

# What is the Role of the Board in Development?

**The Network of California Community College Foundations (NCCCF)** plays an essential part in the future of our community colleges. Our mission is to enhance and support the resource development capabilities of California Community College foundations through leadership, training, and networking.

Our specific goal is to help all our colleagues to become more effective fund-raisers and more efficient managers.

[www.foundationccc.org](http://www.foundationccc.org)

# What is the Role of the Board in Development?, continued

Excerpt from program schedule for the Conference for Community College Advancement but on by Council for Advancement and Support of Education and the Network of California Community College Foundations – Sacramento, Ca., September 17-19, 2011 – Hyatt Regency

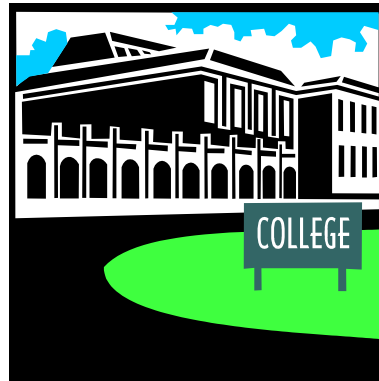
- **Recruiting, Managing and Maximizing Impact of Board Members** The ability of our advancement efforts to ultimately be effective rests heavily on the boards we create, inherit or reform. This panel of seasoned veterans will share best practices, priorities and expectations from foundation management and board perspectives. Whether your board is 15 or 50, you will learn not just what to expect from board members today, but what trends will influence board management moving forward. Come, bring your questions and be ready to engage with a panel of experts!

*Moderator:* **Murray Wood**, Chief Development Officer, College of the Canyons

- **Collaborative Foundation Leadership Relationships** Based on dissertation research conducted by the speaker, this session will identify contributing aspects of collaboration among the college president, foundation executive, foundation board chair and the governing board chair that lead to foundation effectiveness and fundraising success.

*Speaker:* **Catherine Brod**, Vice President for Development, College of DuPage

# For Discussion...



What is the status of things at SBCCD?

# How does the Board seek input from the campuses & community?

The Board and District have existing processes and protocols for soliciting input from the campuses and the community at-large.

- [District Strategic Plan - 2011-2014 \(PDF\)](#)
- [Strategic Planning Brochure 2010 - 2014](#)
- SBCCD Community Suggestion Box [Online Suggestion Form](#)
- [District-at-a-Glance](#) provides a pocket-size card of vital district information, including demographics, financials and contact information.
- [Calendar of Events](#)
- [Press Room and Publications](#)
- [California Community College Information](#)
- [Chancellor's Chat Newsletters](#)
- [Chancellor's Webcasts](#)
- \* [Crime Statistics](#)

# How does the Board seek input from the campuses & community?, continued

Some other suggestions:

- Charrettes
- Forums
- Blogs
- Foundation events
- Surveys
- Focus Groups
- Other strategies

The District and Colleges may utilize these and other strategies for both conveying to and soliciting information from the campuses and the community. A discussion by the Board as to the role of board members is essential. Let's talk.

# Review and Setting of Goals

- Review 2013-14 Board Goals (Board of Trustees discussion)

| Board Goal   | Activities & Tasks  | DRAFT<br>Status of Goal<br>(June 30, 2014)   |
|--|---|--|
| <b>I. Institutional Effectiveness</b>  |   |  |
| <p>Ensure that leadership positions currently held by interims are filled with permanent hires.</p> <p>Expect a District-wide emphasis on leadership development.</p> <p>Ensure that Board Policy is updated as needed and regularly reviewed.</p> | <p>Receive regular information on the progress of filling positions; approve hires as needed.</p> <p>Receive information on leadership development programs in the district.</p> <p>Receive information about the timeline for policy review and updating</p> | <p>District is currently working with college presidents to prioritize recruitments and fill positions. Information on the status of recruitments is periodically provided to the Board to keep it informed.</p> <p>There are several leadership development programs currently being utilized within the district to develop leaders. These include ACCCA 101 and 102; ACBO; and others. College Brain Trust engaged in spring 2014 to develop recommendations for a leadership training program that is consistent for district.</p> |



# Review and Setting of Goals, continued

| Board Goal                     | Activities & Tasks | DRAFT<br>Status of Goal<br>(June 30, 2014)   |
|--------------------------------|--------------------|--|
| I. Institutional Effectiveness |                    |  |
|                                |                    | <p>Project ongoing to update every Board policy involving Board work group and collegial consultation process. Ongoing evaluation of policies and procedures across all areas of the institution including instructional programs, student services, financial and resource management, and governance processes to assure up-to-date and effective support of quality instruction and services across the district.</p> |

# Review and Setting of Goals, continued

| Board Goal  | Activities & Tasks  | Status of Goal (June 30, 2014)  |
|---|---|---|
| <b>II. Learning Centered Institution for Student Access, Retention and Success</b>  |   |   |
| <p>Strengthen the Board's capacity to use metrics to monitor improvement in student access and success.</p> <p>Provide resources to support student success.</p> <p>Monitor programs that provide workforce training and experience for students.</p> | <p>Learn about and use state metrics such as the Student Success Scorecard and Salary Surfer to monitor student success.</p> <p>Receive and discuss local data and other information that helps the Board monitor improvement and provides the information needed for it to establish performance standards.</p> <p>Receive information during the budget development and approval process that links funding to student success strategies.</p> <p>Discuss reports on college programs that provide workforce training and experience.</p> | <p>Board has received information and presentation on Student Success Scorecard. Next annual update of student success scorecard to be presented to the Board in fall 2014.</p> <p>The Board has made a significant financial commitment (over \$500,000) to programs at each college (i.e. Left Lane at CHC and COMPASS at SBVC) to help improve student success. This is in addition to funds identified by the state and private gifts and grants for the purpose of increasing student success.</p> <p>The Board received a comprehensive presentation on the connection between CTE curriculum development and labor market projections. The Board receives information about workforce training programs, grants, and partnerships.</p> |

# Review and Setting of Goals, continued

| Board Goal  | Activities & Tasks   | Status of Goal (June 30, 2014)   |
|---|--|--|
| <h3>III. Resource Management for Efficiency, Effectiveness, and Excellence</h3> |  |  |
| <p>Continue to ensure the district's sound fiscal condition.</p>                | <p>Receive and discuss financial reports to ensure that general fund and other monies are budgeted and expended prudently. Make fiscal decisions that ensure the district's fiscal condition and future fiscal condition will be strong.</p> | <p>The Board receives monthly financial reports and can ask questions about the district's fiscal condition during the Board meeting. During the year the Board received a detailed discussion of the Tentative Budget for the upcoming fiscal year which included an analysis of enrollments, income and expenditures as well as the fund balance. In September, the Board will be asked to approve the Final Budget for 2014-2015 and will receive another budget presentation that will comprehensively provide information about the financial condition of the district. Also, in the winter, usually December, the Board will be presented with the district's annual financial audit, conducted by an outside audit firm. The firm will present to the Board and the Board members will have the opportunity to ask questions. During the past audit period of 2012-2013, the district had an unqualified audit with no findings of lacking internal controls. This is the best audit we could have received.</p> |

# Review and Setting of Goals, continued

| Board Goal  | Activities & Tasks   | Status of Goal<br>(June 30, 2014)   |
|---|--|---|
| <b>IV. Enhanced and Informed Governance and Leadership</b>  |  |   |
| <p>Strengthen the effectiveness of the Board of Trustees.</p> <p>Ensure the new trustees are fully integrated into the Board/CEO team.</p> <p>Review the process and standards for trustee elections.</p> | <p>Participate in individual and Board trustee development activities.</p> <p>Enhance local new trustee orientation strategies (meetings, a handbook, mentorship, etc.) to ensure a comprehensive, systematic, and customized approach.</p> <p>Complete the redistricting study.</p> | <p>The Board members individually have attended a number of workshops designed to help them to be more effective as Board members.</p> <p>A new Board of Trustee member orientation is being worked on by the Board and will be ready by the next term begins for new trustees.</p> <p>Redistricting has been completed and we have gone from an at-large district to seven individual districts to comply with the Voter's Rights Act.</p> |

# Review and Setting of Goals, continued

- Establish 2014-15 Board Goals

Setting and using annual Board goals or priorities in Board self-evaluation:

A few examples

*The following is adapted from Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation, by Cindra Smith, published by the Community College League of California, 2009.*

Effective boards identify specific goals or priorities that guide their work for the coming year. These priorities are designed to accomplish long-range institutional goals, respond to current issues, and improve board performance. They are developed in conjunction with the CEO and complement the CEO's annual goals and priorities.

Evaluating how well the priorities were addressed and if the board has achieved the tasks become key criteria in the board's annual self evaluation and its evaluation of the CEO the following year. Benchmarks or measures may be established as appropriate for certain goals

# Review and Setting of Goals, continued

## Board Roles regarding District Goals

Following are just a few examples of district goals, related board priorities or tasks, and a possible benchmark. *There are countless possibilities: priorities and goals will vary from district to district and year to year.*

### Example I. District Strategic Goal: Improve Student Success Board Priorities:

- a. Track progress on key indicators of student learning and success, using 2008-2009 as a base year.
  - Board Task: Become knowledgeable about key indicators of student success; review and discuss progress reports on key indicators
- b. Monitor progress on all campuses in the District on establishing and assessing Student Learning Outcomes.
  - Board Task: Review and discuss progress reports presented by staff on establishing and assessing student learning outcomes.

# Review and Setting of Goals, continued

## Example 2. District Strategic Goal: Maintain the Fiscal Stability of the District

- **Board Priority:** Ensure that all board members are knowledgeable about the district's fiscal condition.
  - **Board Task:** Hold board study sessions and support trustee education on budget principles and criteria, on state and other revenues, and long-range fiscal projections.
- **Board Priority:** Maintain a 10% unrestricted general fund balance.
  - **Board Task:** Expect and approve a budget that reflects a 10% unrestricted general fund balance.

# Review and Setting of Goals, continued

Example 3. District Strategic Goal: Promote a College Culture that Fosters Innovation, Excellence, and Commitment to Education.

- District Objective: Strengthen professional and leadership development opportunities for all staff.
  - Board Priority: Focus on enhancing management and leadership development to address retirements and turnover in administration.
    - Board Task: Expect and review a report on leadership development within the administration.
    - Board Task: Expect that the budget will include resources for professional and leadership development.



# Review and Setting of Goals, continued

These examples barely scratch the surface of possible criteria and approaches to goal setting. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks.



# Review and Setting of Goals, continued

## Board Performance Goals

In addition to priorities related to achieving institutional goals, effective boards will set goals related to improving their own performance as a governing body. These goals may reflect areas that respond to current conditions (such as holding a bond election or hiring a new CEO), foster board leadership, and/or respond to accreditation recommendations or areas that were not rated highly in a board self-evaluation. Examples include:

1. **Board Priority:** Strengthen the Board's evaluation of the CEO  
**Board Task:** Review current and best practices and adopt a new process for assessing CEO performance.
2. **Board Priority:** Ensure that board meetings are positive and productive.  
**Board Task:** Revise the board meeting agenda to include a consent agenda on routine items to allow more time to discuss issues.  
**Board Task:** Maintain respectful, inclusive and professional attitudes and language during board meetings.
3. **Board Priority:** Strengthen the board's policy role.  
**Board Task:** Approve an updated board policy manual by the end of the academic year.  
**Board Task:** Uphold the principle that delegation to the CEO is only through the board as a unit.

# Helpful websites

- Community College League of California:  
<http://www.ccleague.org/i4a/pages/index.cfm?pageid=1>
- Association of Community College Trustees: [www.acct.org](http://www.acct.org)
- Accreditation Commission for Comm. & Jr. Colleges:  
[www.accjc.org](http://www.accjc.org)
- California Community College Chancellor's Office: [www.cccco.edu](http://www.cccco.edu)
- Association of Governing Boards: [www.agb.org](http://www.agb.org)
- Complete College America: [www.completercollege.org](http://www.completercollege.org)
- Campaign for College Opportunity: [www.collegecampaign.org](http://www.collegecampaign.org)
- Inside Higher Education: [www.insidehighered.com](http://www.insidehighered.com)
- Institute for Higher Education Leadership & Policy:  
[www.csuc.edu/ihelp](http://www.csuc.edu/ihelp)
- Board Source:[www.boardsource.org](http://www.boardsource.org)
- Calif. Education Collation for Health Care Reform:  
[www.ccscenter.org/cehcr/](http://www.ccscenter.org/cehcr/)

**San Bernardino Community College District Board of Trustees  
Board Goals 2013-2014**

The Board of Trustees has the following priorities and goals related to the Board Imperatives (Board Policy 2270)

| Board Goal  | Activities and Tasks  | DRAFT<br>Status of Goal ( June 30, 2014)  |
|---|---|---|
| <b>I. Institutional Effectiveness</b>   |   |   |
| 1. Ensure that leadership positions currently held by interims are filled with permanent hires.<br><br>2. Expect a District-wide emphasis on leadership development | Receive regular information on the progress of filling positions; approve hires as needed.<br><br>Receive information on leadership development programs in the district. | 1. District is currently working with college presidents to prioritize recruitments and fill positions. Information on the status of recruitments is periodically provided to the Board to keep it informed.<br><br>2. There are several leadership development programs currently being utilized within the district to develop leaders. These include ACCCA 101 and 102; ACBO; and others. College Brain Trust engaged in spring 2014 to develop recommendations for a leadership training program that is consistent for district. |
| 3. Ensure that Board Policy is updated as needed and regularly reviewed   | Receive information about the timeline for policy review and updating   | 3. Project ongoing to update every Board policy involving Board work group and collegial consultation process. Ongoing evaluation of policies and procedures across all areas of the institution including instructional programs, student services, financial and resource management, and governance processes to assure up-to-date and effective support of quality instruction and services across the district.  |

|   |  |   |
|---|--|---|
| II. Learning Centered Institution for Student Access, Retention and Success                             |  |   |
| 4. Strengthen the Board's capacity to use metrics to monitor improvement in student access and success. | <p>Learn about and use state metrics such as the Student Success Scorecard and Salary Surfer to monitor student success.</p> <p>Receive and discuss local data and other information that helps the Board monitor improvement and provides the information needed for it to establish performance standards.</p> | 4. Board has received information and presentation on Student Success Scorecard. Next annual update of student success scorecard to be presented to the Board in fall 2014.   |
| 5. Provide resources to support student success.  | Receive information during the budget development and approval process that links funding to student success strategies.   | 5. The Board has made a significant financial commitment (over \$500,000) to programs at each college (i.e. Left Lane at CHC and COMPASS at SBVC) to help improve student success. This is in addition to funds identified by the state and private gifts and grants for the purpose of increasing student success. |
| 6. Monitor programs that provide workforce training and experience for students                         | Discuss reports on college programs that provide workforce training and experience.  | 6. The Board received a comprehensive presentation on the connection between CTE curriculum development and labor market projections. The Board receives information about workforce training programs, grants, and partnerships.   |
| III. Resource Management for Efficiency, Effectiveness and Excellence                                   |  |   |
| 7. Continue to ensure the district's sound fiscal condition   | <p>Receive and discuss financial reports to ensure that general fund and other monies are budgeted and expended prudently.</p> <p>Make fiscal decisions that ensure the district's fiscal condition and future fiscal condition will be strong.</p>  | 7. The Board receives monthly financial reports and can ask questions about the district's fiscal condition during the Board meeting. During the year the Board received a detailed discussion of the Tentative Budget for the upcoming fiscal year which   |

|  |  |   |
|--|--|---|
|  |  | <p>included an analysis of enrollments, income and expenditures as well as the fund balance. In September, the Board will be asked to approve the Final Budget for 2014-2015 and will receive another budget presentation that will comprehensively provide information about the financial condition of the district. Also, in the winter, usually December, the Board will be presented with the district's annual financial audit, conducted by an outside audit firm. The firm will present to the Board and the Board members will have the opportunity to ask questions. During the past audit period of 2012-2013, the district had an unqualified audit with no findings of lacking internal controls. This is the best audit we could have received.</p> |
| IV. Enhanced and Informed Governance and Leadership  |  |   |
| <p>8. Strengthen the effectiveness of the Board of Trustees.</p> <p>9. Ensure the new trustees are fully integrated into the Board/CEO team.</p> | <p>Participate in individual and Board trustee development activities</p> <p>Enhance local new trustee orientation strategies (meetings, a handbook, mentorship, etc.) to ensure a comprehensive, systematic, and customized approach.</p> | <p>8. The Board members individually have attended a number of workshops designed to help them to be more effective as Board members.</p> <p>9. A new Board of Trustee member orientation is being worked on by the Board and will be ready by the next term begins for new trustees.</p>   |
| <p>10. Review the process and standards for trustee elections</p>  | <p>Complete the redistricting study.</p>   | <p>10. Redistricting has been completed and we have gone from an at-large district to seven individual districts to comply with the Voter's Rights Act.</p>   |

## Setting and Using Annual Board Goals or Priorities in Board Evaluation: A Few Examples

*The following is adapted from Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation, by Cindra Smith, published by the Community College League of California, 2009.*

Effective boards identify specific goals or priorities that guide their work for the coming year. These priorities are designed to accomplish long-range institutional goals, respond to current issues, and improve board performance. They are developed in conjunction with the CEO and complement the CEO's annual goals and priorities.

Evaluating how well the priorities were addressed and if the board has achieved the tasks become key criteria in the board's annual self evaluation and its evaluation of the CEO the following year. Benchmarks or measures may be established as appropriate for certain goals

### Board Roles Re District Goals

Following are just a few examples of district goals, related board priorities or tasks, and a possible benchmark. *There are countless possibilities: priorities and goals will vary from district to district and year to year.*

#### Example 1. District Strategic Goal: Improve Student Success

Board Priorities:

- a. Track progress on key indicators of student learning and success, using 2008-2009 as a base year.  
Board Task: Become knowledgeable about key indicators of student success; review and discuss progress reports on key indicators
- b. Monitor progress on all campuses in the District on establishing and assessing Student Learning Outcomes.  
Board Task: Review and discuss progress reports presented by staff on establishing and assessing student learning outcomes.

#### Example 2. District Strategic Goal: Maintain the Fiscal Stability of the District

Board Priority: Ensure that all board members are knowledgeable about the district's fiscal condition.

Board Task: Hold board study sessions and support trustee education on budget principles and criteria, on state and other revenues, and long-range fiscal projections.

Board Priority: Maintain a 10% unrestricted general fund balance.

Board Task: Expect and approve a budget that reflects a 10% unrestricted general fund balance.

#### Example 3. District Strategic Goal: Promote a College Culture that Fosters Innovation, Excellence, and Commitment to Education.

District Objective: Strengthen professional and leadership development opportunities for all staff.

Board Priority: Focus on enhancing management and leadership development to address retirements and turnover in administration.

Board Task: Expect and review a report on leadership development within the administration.

Board Task: Expect that the budget will include resources for professional and leadership development.

These examples barely scratch the surface of possible criteria and approaches to goal setting. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks.

### Board Performance Goals

In addition to priorities related to achieving institutional goals, effective boards will set goals related to improving their own performance as a governing body. These goals may reflect areas that respond to current conditions

(such as holding a bond election or hiring a new CEO), foster board leadership, and/or respond to accreditation recommendations or areas that were not rated highly in a board self-evaluation. Examples include:

1. Board Priority: Strengthen the Board's evaluation of the CEO

Board Task: Review current and best practices and adopt a new process for assessing CEO performance.

2. Board Priority: Ensure that board meetings are positive and productive.

Board Task: Revise the board meeting agenda to include a consent agenda on routine items to allow more time to discuss issues.

Board Task: Maintain respectful, inclusive and professional attitudes and language during board meetings.

3. Board Priority: Strengthen the board's policy role.

Board Task: Approve an updated board policy manual by the end of the academic year.

Board Task: Uphold the principle that delegation to the CEO is only through the board as a unit.



**DRAFT ONLY: For discussion only - Board of Trustees and President Review**

| PRIORITIES FOR 10-11   | BOARD TASKS  |
|--|--|
| <p><b>Focus Area 1 Student Success</b><br/>Continuously improve student learning outcomes, success, and achievement through a variety of programs and services and effective learning support processes.</p>   |  |
| <p>Continue to support and provide leadership for the college's work to foster and measure student success. Particular priorities include.</p> <ol style="list-style-type: none"> <li>1. Continue to expect and support the development of SLO's at the department and program level.</li> <li>2. Monitor student progress and success in basic skills areas, and be knowledgeable about and support a variety of instructional strategies</li> <li>3. Continue to expect and support outreach to local area high schools to maintain and increase enrollment from the high schools</li> <li>4. Strengthen Board knowledge about Dental Hygiene, Child Care, the TIL program and the college's participation in the CCCAID.</li> </ol> | <ol style="list-style-type: none"> <li>1. Receive and discuss reports and discussions of student success at board meetings</li> <li>2. Receive and discuss reports from the President that address progress on SLO's, relations with schools</li> <li>3. Participate in presentations from and visits to TIL/CCCAID, Dental Hygiene, and Child Care</li> </ol> |
| <p><b>Focus Area 2 Employee Success</b><br/>Ensure employee success for the long term health of the institution.</p>   |  |
| <ol style="list-style-type: none"> <li>1. Support the leadership of the interim S/P, and Provide leadership for an open, timely presidential search process that will result in highly qualified CEO for Taft. ensure</li> <li>2. Continue to support the president's leadership for employee success</li> <li>3. Maintain a strong effective working relationship with the president of the college.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Participate in the CEO search process.</li> <li>2. Respond to recommendations from the President,</li> <li>3. Continue to engage in practices and strategies that ensure respectful communication with and support for the president.</li> </ol>   |

|  |  |
|--|--|
| <b>Focus Area 3 Institutional Effectiveness</b><br>Ensure institutional effectiveness through effective, useful , and sustainable planning processes   |  |
| <ol style="list-style-type: none"> <li>1. Expect the college to finalize and solve the issues that resulted in a “warning” from ACCJC.</li> <li>2. Expect the college to complete the update the Educational Master Plan, and that it is tied to the strategic and facilities plan.</li> <li>3. Support re-structuring the planning process and council to improve planning and link to budgeting.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Review and approve a report to ACCJC resolving the issues by (date?).</li> <li>2. Review and approve the update to the Educational Master Plan</li> </ol>  |
| <b>Focus Area 4 Community Success</b><br>Continue to engage the community at all levels in order to support its long-term educational, social, and economic development.   |  |
| <ol style="list-style-type: none"> <li>1. Continue to explore expanding facilities and programs to support career and technical education in the local area.</li> <li>2. Continue to monitor involvement in WESTEC to assure effective management and outreach to local industry</li> <li>3. Continue to be involved in leadership for community and economic development in the city of Taft and surrounding areas.</li> <li>4. Support innovation in education that capitalizes on local strengths and resources, e.g. natural resources, agriculture, etc.</li> </ol> | <ol style="list-style-type: none"> <li>1. Review periodic progress reports on career and technical education facilities. Discuss CTE facility needs at a board meeting</li> <li>2. Continue representation on WESTEC board</li> <li>3. Remain active in community organizations</li> </ol> |
| <b>Focus Area 5 Enrollment</b><br>Maximize both its short-term and long-term enrollment opportunities  |  |
| <ol style="list-style-type: none"> <li>1. Expect that the processes of managing enrollment to respond to changes in funding and student needs be documented.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Receive a report.</li> </ol>   |

|   |  |
|---|--|
| <b>Focus Area 6 Sustainable Resources</b><br>Maximize resources to sustain future growth and development while linking planning to budgeting  |  |
| 1. Fulfill the board’s responsibility for financial strength and monitoring by expecting and reviewing regular financial reports that summarize key information<br>2. Expect that items requiring board approval are submitted in a timely fashion.<br>3. Assure that the Board is knowledgeable about grant management and strategies to transition programs from grant to college support.<br>4. Expect that a Facilities Master Plan is developed. Continue to monitor the current use and future need for educational facilities and sites throughout the district service area.<br>5. Monitor that construction is well-managed, efficient, and results in high quality facilities<br>6. Address issues related to compliance with 50% law | 1. Review regular financial and related reports<br>2. Review a report that summarizes grant management and transition strategies<br>3. Review a facilities master plan<br>4. Be able to support district response to complying with 50% law. |
| <b>Focus Area 7 Technology</b><br>Provide necessary technology for institutional success  |  |
| 1. Expect the development of a Technology Master Plan that addresses the support needed to enhance student success, and integrates technology planning and use throughout the institution.<br>2. Expect and monitor final implementation of the key components of the Banner program by January 2012. Expect that components improve college functioning, and that training is provided as necessary.   | 1. Receive and review a Technology Master Plan<br>2. Receive updates on the implementation of the Banner program.  |

**Focus Area 8 Board Functioning**

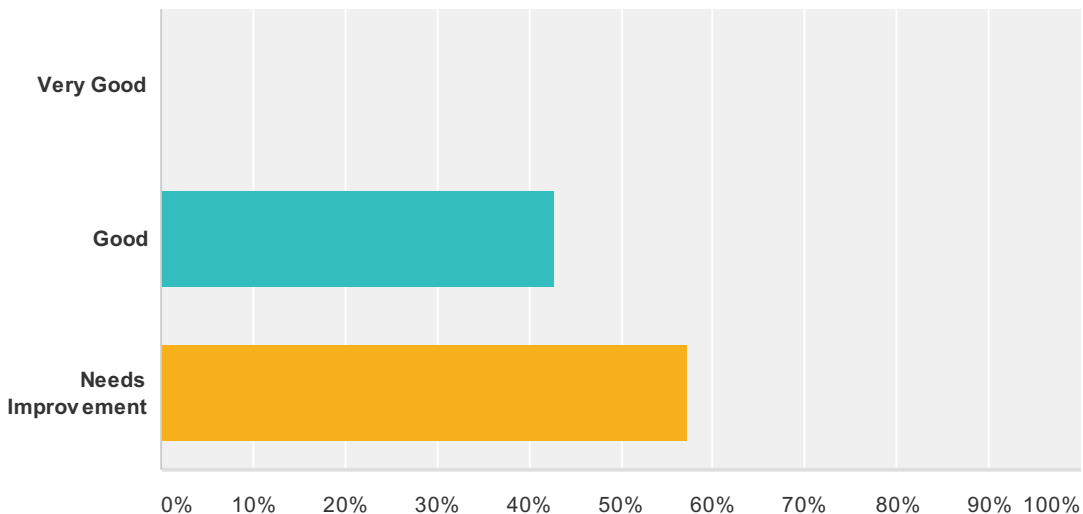
Maintain and enhance the current level of board effectiveness

1. Monitor progress on board priorities through regular reports from the president
2. Expect that the administrative procedures that implement board policies will be updated
3. Continue to support trustee attendance at conferences within budget constraints
4. Review recommendations and approve plans related to trustee elections

1. Comprehensive reports from the president on a quarterly basis; special reports and presentations as needed.
2. Attend conferences as funds allow
3. Discuss and approve plan to respond to trustee voting areas.

### Q1 Does the Board have a good working relationship with the Chancellor?

Answered: 7 Skipped: 0



| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 0.00% 0   |
| Good              | 42.86% 3  |
| Needs Improvement | 57.14% 4  |
| <b>Total</b>      | <b>7</b>  |

| # | Comments  | Date              |
|---|---|-------------------|
| 1 | Must be two-way street. Board members must be willing to work with Chancellor, even if they disagree with Board majority's support for him.     | 6/20/2014 4:09 PM |
| 2 | When board members are mentioned in public as trouble makers and other negative names, it is difficult to maintain a good working relationship, | 6/17/2014 2:43 PM |
| 3 | It is getting better.   | 6/9/2014 6:56 PM  |

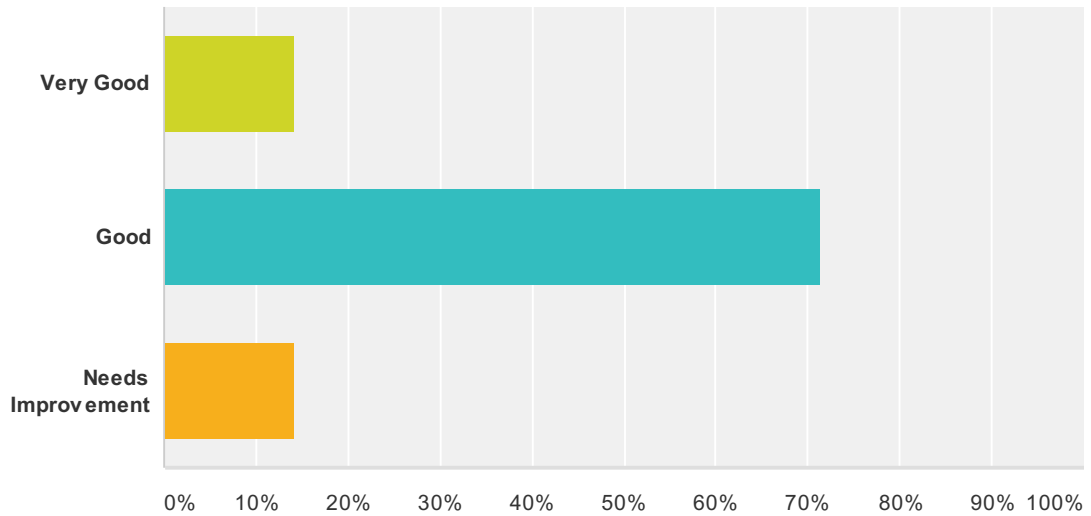
**Q2 Please provide specifics on ways the Chancellor or the Board can improve.**

Answered: 4 Skipped: 3

| # | Responses   | Date              |
|---|---|-------------------|
| 1 | Board members should communicate with Chancellor and respect his position, as he does with Board. | 6/20/2014 4:11 PM |
| 2 | Regular updates on ongoing issues need to be made   | 6/19/2014 6:43 PM |
| 3 | Better communication and less personal attacking  | 6/19/2014 5:20 PM |
| 4 | This was not a part of the evaluation as written by the board committee                           | 6/17/2014 2:47 PM |

### Q3 Are the board members polite to each other and the public?

Answered: 7 Skipped: 0

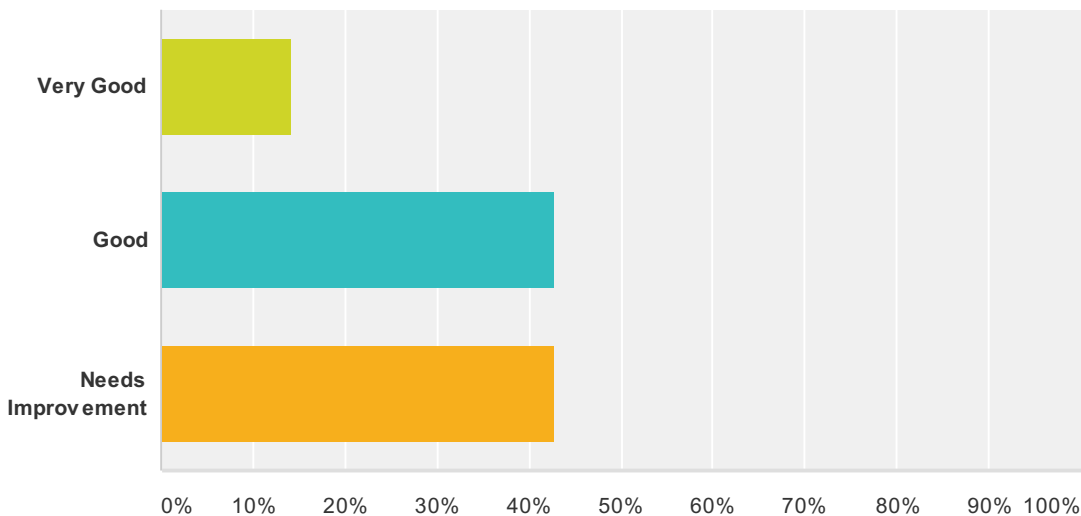


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 14.29% 1  |
| Good              | 71.43% 5  |
| Needs Improvement | 14.29% 1  |
| <b>Total</b>      | <b>7</b>  |

| # | Comment   | Date              |
|---|---|-------------------|
| 1 | On whole it's ok, there have been a few occasions when one trustee has interrupted another. | 6/19/2014 6:46 PM |
| 2 | No  | 6/19/2014 5:21 PM |

### Q4 Are the board’s actions aimed at forming policy and not at running the colleges?

Answered: 7 Skipped: 0



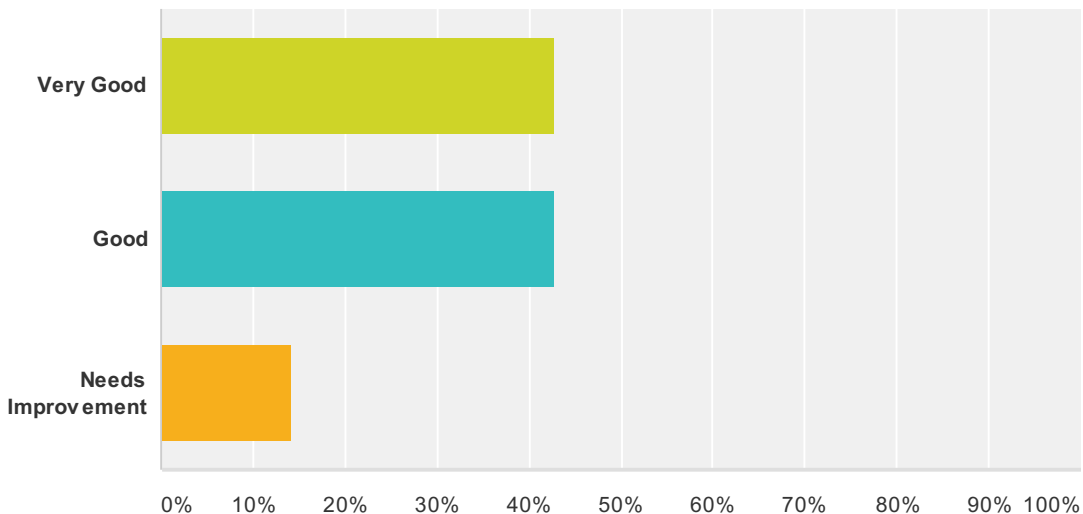
| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 14.29% 1  |
| Good              | 42.86% 3  |
| Needs Improvement | 42.86% 3  |
| <b>Total</b>      | <b>7</b>  |

| # | Comment  | Date              |
|---|--|-------------------|
| 1 | Because at times a board member did not receive a complete answer from the Chancellor, there are questions that border on micromanaging.   | 6/19/2014 6:48 PM |
| 2 | sometimes there are ideas or suggestions that cross these boundaries. Feel this area needs discussion and clarification, especially ways in which board members who have ideas they wish to discuss can have those discussions | 6/17/2014 2:49 PM |



### Q5 Do board members pay attention during board meetings?

Answered: 7 Skipped: 0

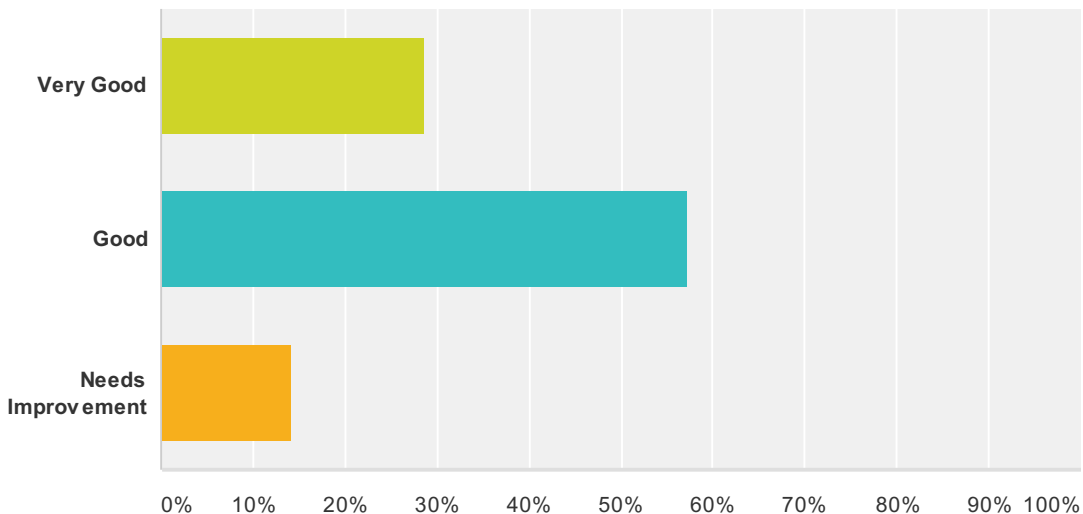


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 42.86% 3  |
| Good              | 42.86% 3  |
| Needs Improvement | 14.29% 1  |
| <b>Total</b>      | <b>7</b>  |

| # | Comment  | Date              |
|---|--|-------------------|
| 1 | Most of the Board is attentive although there has been some texting during Board meetings by at least one Board member | 6/19/2014 7:05 PM |
| 2 | Still have cell phones out and there is speaking with each other during the meeting.                                   | 6/17/2014 3:17 PM |

### Q6 Do board members come prepared for board meetings?

Answered: 7 Skipped: 0

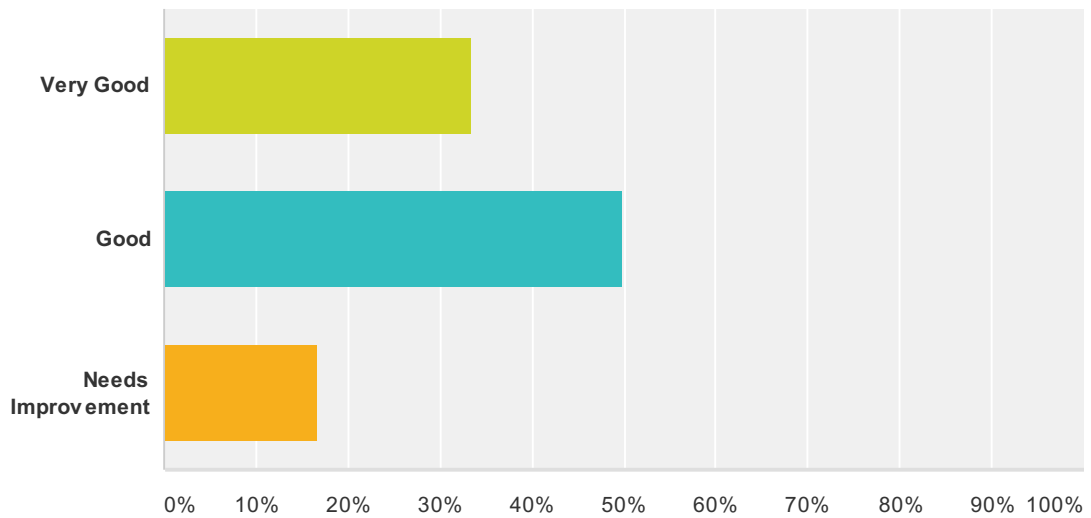


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 28.57% 2  |
| Good              | 57.14% 4  |
| Needs Improvement | 14.29% 1  |
| <b>Total</b>      | <b>7</b>  |

| # | Comment  | Date              |
|---|--|-------------------|
| 1 | Board members should seek answers to questions before meetings. Sometimes we wish to raise questions for audience benefit, and that is valid, but we would get more useful answers that would benefit all involved if we don't attempt to blindside staff. | 6/20/2014 4:17 PM |
| 2 | I believe so   | 6/19/2014 7:05 PM |

### Q7 How does the board provide leadership or create an environment for success?

Answered: 6 Skipped: 1

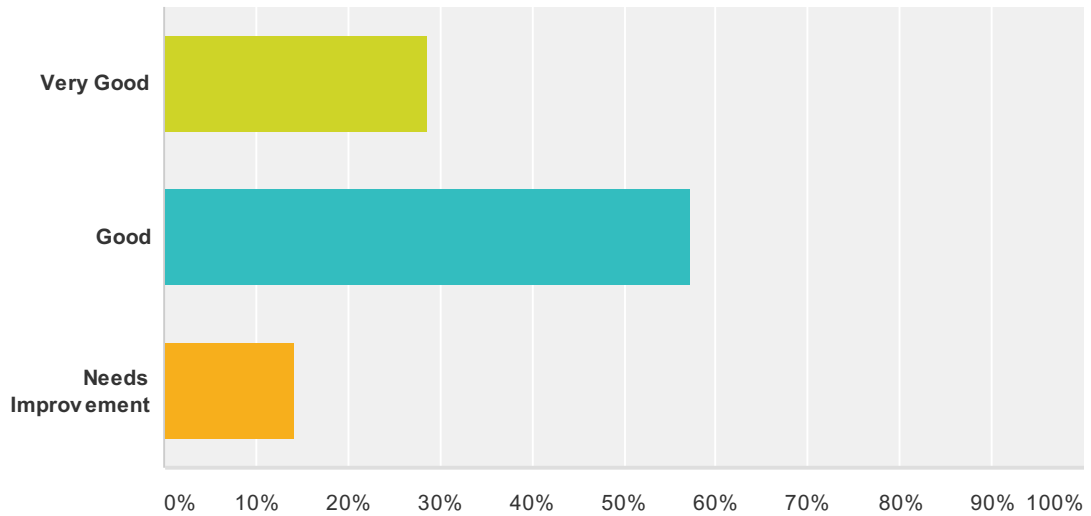


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 33.33% 2  |
| Good              | 50.00% 3  |
| Needs Improvement | 16.67% 1  |
| <b>Total</b>      | <b>6</b>  |

| # | Other (please specify)   | Date              |
|---|--|-------------------|
| 1 | All board members seem sincerely concerned with student success and attempt to enhance ability of students to succeed.   | 6/20/2014 4:17 PM |
| 2 | I do think the board is willing to listen to new ideas and fund them when necessary and they are encouraging to the camouses, students and staff who have been successful or who have innovative ideas | 6/17/2014 3:17 PM |
| 3 | I am not sure about this.  | 6/9/2014 7:02 PM  |

### Q8 Are the roles of the board chair and other officers clear?

Answered: 7 Skipped: 0

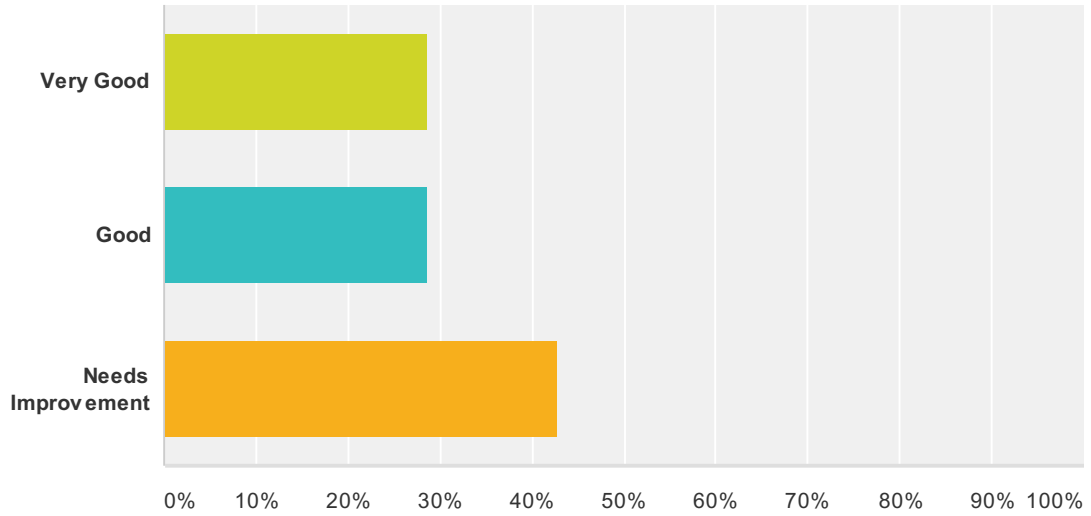


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 28.57% 2  |
| Good              | 57.14% 4  |
| Needs Improvement | 14.29% 1  |
| <b>Total</b>      | <b>7</b>  |

| # | Other (please specify)  | Date              |
|---|---|-------------------|
| 1 | It is in Board policy but I do not know if every trustees has read the policy.  | 6/19/2014 7:05 PM |
| 2 | If the officers check on what their duties are, they are clear. When orientation of new board members improves, I believe the roles will become more clear as well. | 6/17/2014 3:17 PM |

### Q9 Does the board have strategies for seeking input from diverse interests?

Answered: 7 Skipped: 0

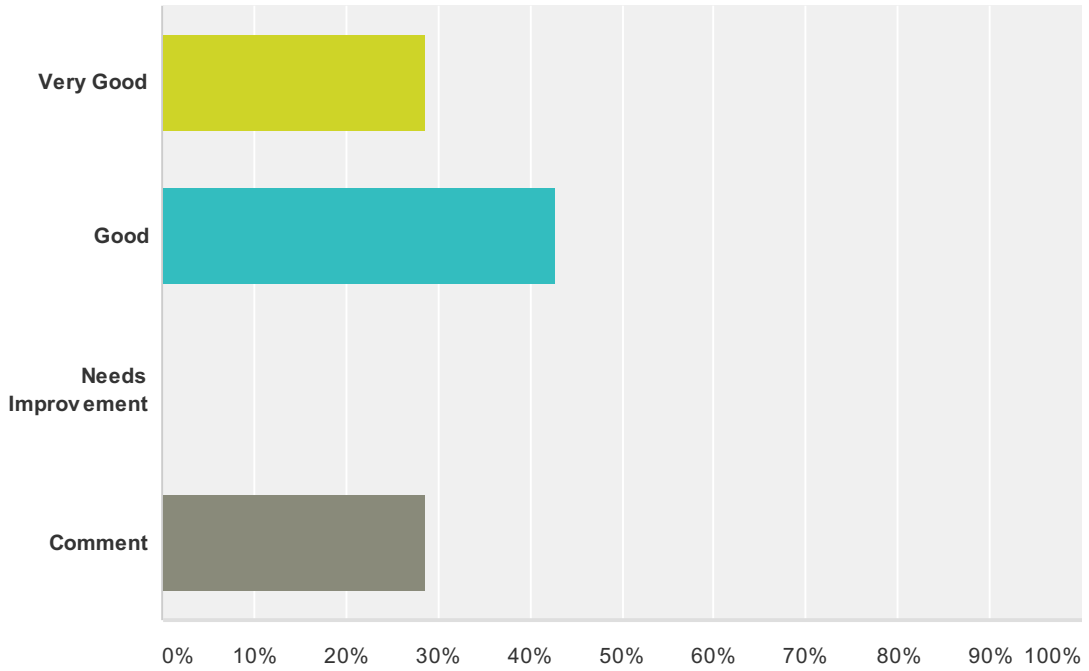


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 28.57% 2  |
| Good              | 28.57% 2  |
| Needs Improvement | 42.86% 3  |
| <b>Total</b>      | <b>7</b>  |

| # | Other (please specify)  | Date              |
|---|---|-------------------|
| 1 | Other the public comment at the meetings, there is no other plan for input.   | 6/19/2014 7:05 PM |
| 2 | We do not have strategies as a group and I think this is a good topic for the retreat. We listen of course but as far as seeking, we don't have strategies. | 6/17/2014 3:17 PM |

**Q10 Does the board help promote the images of the colleges in the community?  
How? How can we improve?**

Answered: 7 Skipped: 0

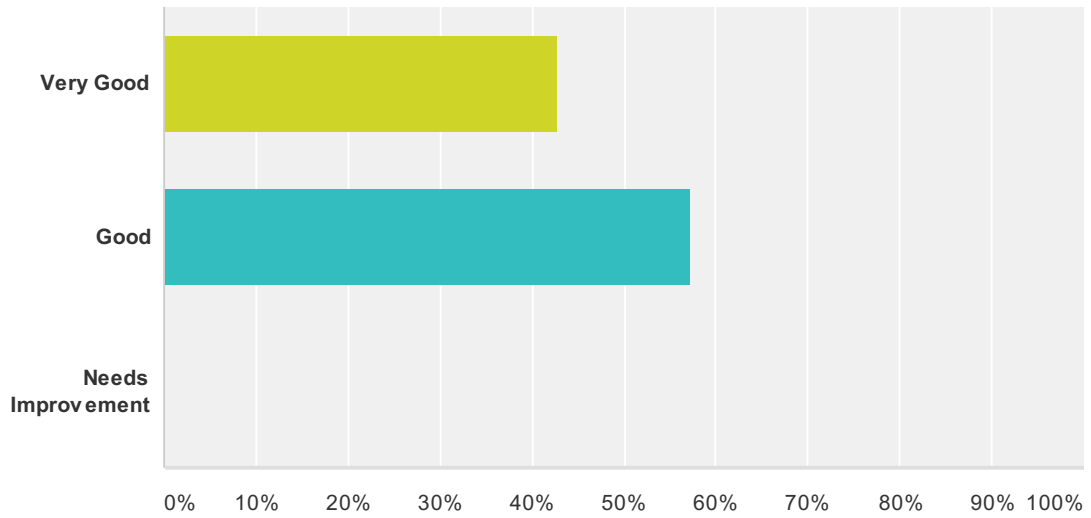


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 28.57% 2  |
| Good              | 42.86% 3  |
| Needs Improvement | 0.00% 0   |
| Comment           | 28.57% 2  |
| <b>Total</b>      | <b>7</b>  |

| # | Comment  | Date              |
|---|--|-------------------|
| 1 | Some talking points need to be developed so that every trustee has the same information and there is consistent message. | 6/19/2014 7:05 PM |
| 2 | have a strategic plan that the board promotes  | 6/19/2014 5:23 PM |

### Q11 Do agendas focus on policy issues that are the board's responsibility?

Answered: 7 Skipped: 0

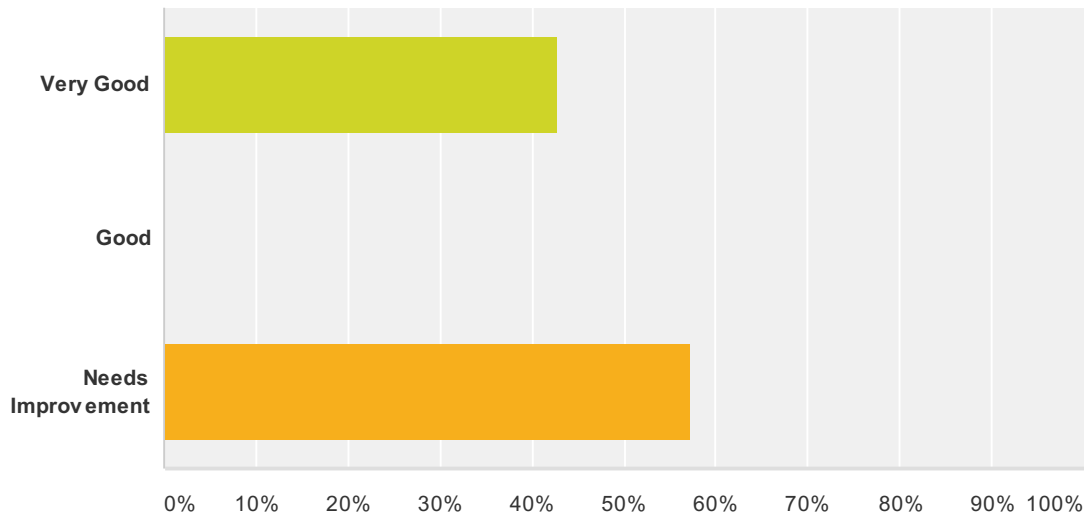


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 42.86% 3  |
| Good              | 57.14% 4  |
| Needs Improvement | 0.00% 0   |
| <b>Total</b>      | <b>7</b>  |

| # | Comment                 | Date |
|---|-------------------------|------|
|   | There are no responses. |      |

### Q12 Do agendas provide adequate information and time for planning, analysis, and discussion?

Answered: 7 Skipped: 0



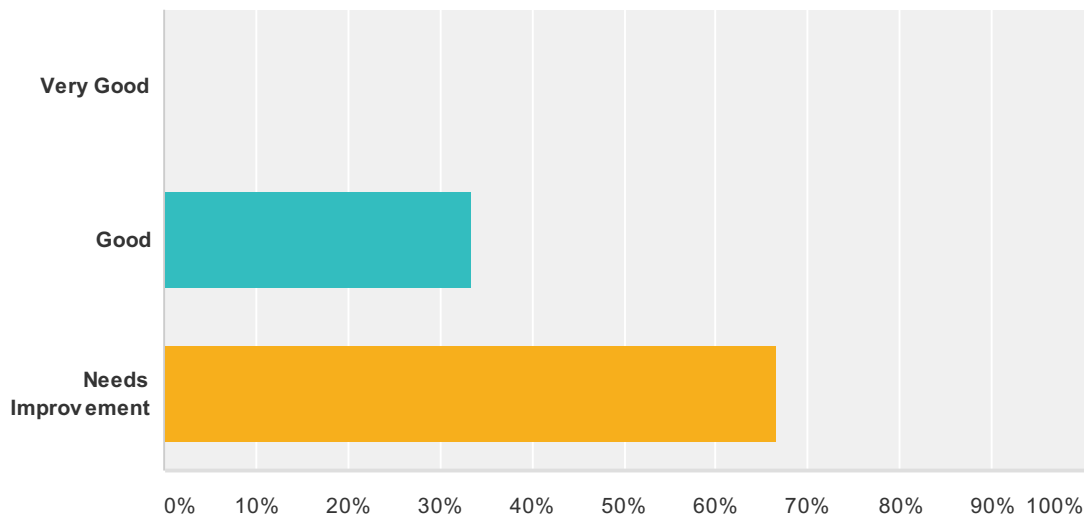
| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 42.86% 3  |
| Good              | 0.00% 0   |
| Needs Improvement | 57.14% 4  |
| <b>Total</b>      | <b>7</b>  |

| # | Comment  | Date              |
|---|--|-------------------|
| 1 | We usually receive a Board book late on the Friday before the next Thursdays meeting. On some issues more time is needed for questions and clarification.  | 6/19/2014 7:05 PM |
| 2 | The agendas provide only basic information. Other information must be obtained by asking questions before the board meeting. Sometimes the answers come out and are not really what is being asked. There is as much time as we need for discussion during the meetings. | 6/17/2014 3:17 PM |



### Q13 Do new board members, including student trustees, receive an orientation to the District’s mission and policies?

Answered: 6 Skipped: 1

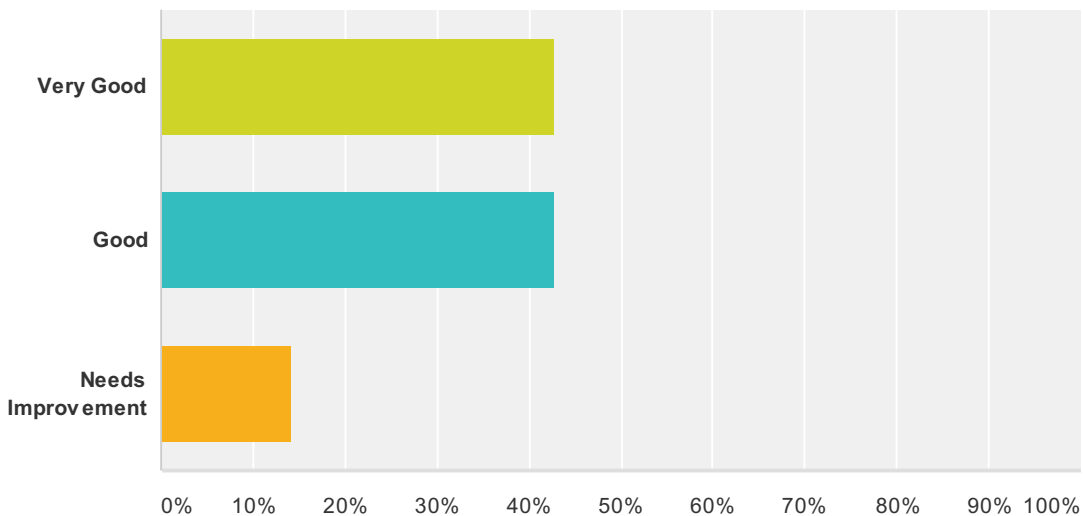


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 0.00% 0   |
| Good              | 33.33% 2  |
| Needs Improvement | 66.67% 4  |
| <b>Total</b>      | <b>6</b>  |

| # | Comment   | Date              |
|---|---|-------------------|
| 1 | I did not receive an orientation and I do not know if the others did or did not.  | 6/19/2014 7:05 PM |
| 2 | The district orientation is lacking and inadequate. However a new board policy orientation manual is in the process of being written and as long as the board president takes the orientation process seriously, I think this will be solved. | 6/17/2014 3:17 PM |
| 3 | I do not know.  | 6/9/2014 7:02 PM  |

### Q14 Do board members attend and participate in training seminars appropriate to the Board of Trustees?

Answered: 7 Skipped: 0

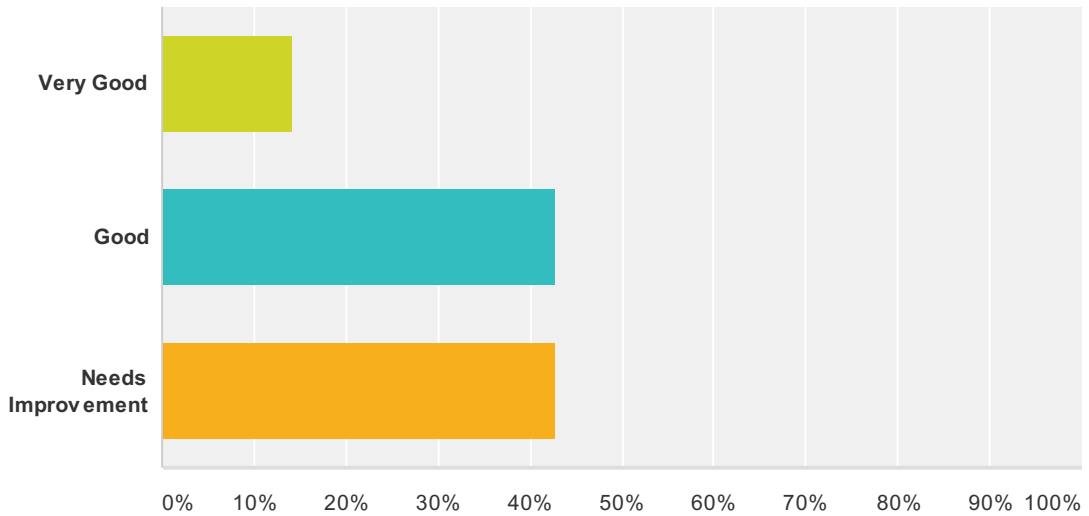


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 42.86% 3  |
| Good              | 42.86% 3  |
| Needs Improvement | 14.29% 1  |
| <b>Total</b>      | <b>7</b>  |

| # | Comment  | Date             |
|---|--|------------------|
| 1 | More members might attend professional meetings. | 6/9/2014 7:02 PM |

### Q15 Does the board review the Board Policy Manual annually?

Answered: 7 Skipped: 0

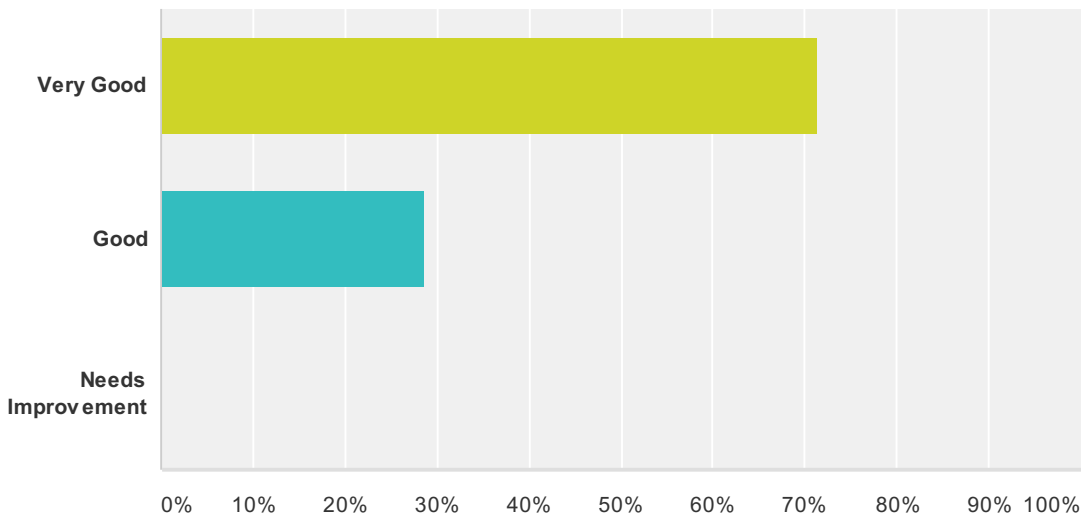


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 14.29% 1  |
| Good              | 42.86% 3  |
| Needs Improvement | 42.86% 3  |
| <b>Total</b>      | <b>7</b>  |

| # | Comment  | Date              |
|---|--|-------------------|
| 1 | A sub committee of the Board is reviewing the policies because of accreditation since a review has not been done recently. | 6/19/2014 7:05 PM |
| 2 | Not in an organized manner. We need to get documented process down;  | 6/17/2014 3:17 PM |
| 3 | We are doing better here.  | 6/9/2014 7:02 PM  |

### Q16 Does the board reflect the community it serves?

Answered: 7 Skipped: 0

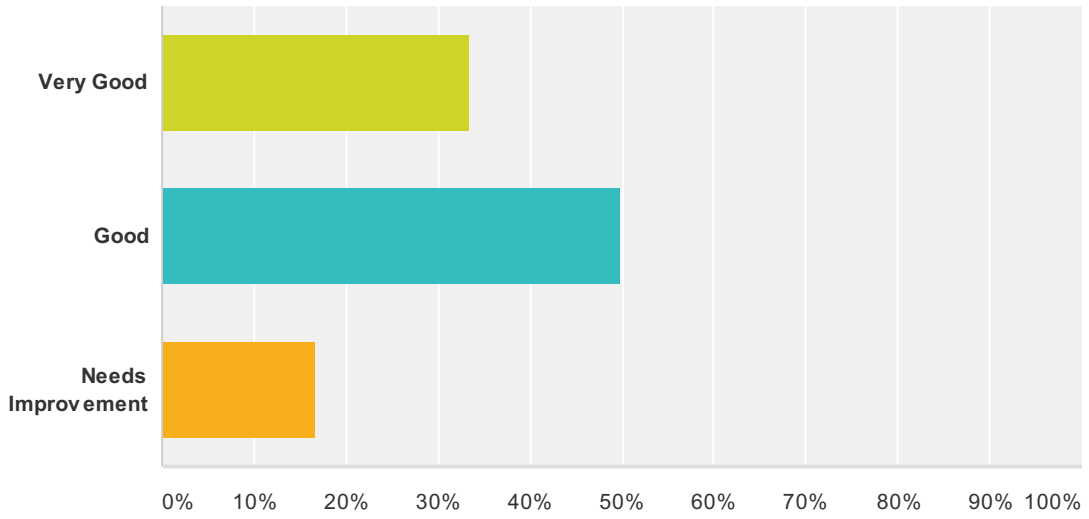


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 71.43% 5  |
| Good              | 28.57% 2  |
| Needs Improvement | 0.00% 0   |
| <b>Total</b>      | <b>7</b>  |

| # | Comment                 | Date |
|---|-------------------------|------|
|   | There are no responses. |      |

**Q17 Are meetings conducted in such a manner that purposes are achieved effectively and efficiently?**

Answered: 6 Skipped: 1

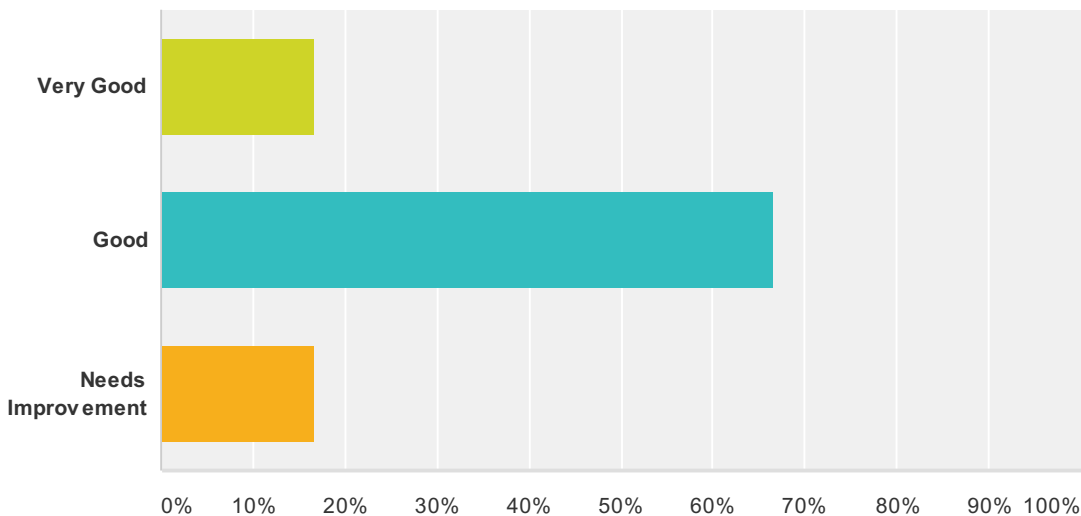


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 33.33% 2  |
| Good              | 50.00% 3  |
| Needs Improvement | 16.67% 1  |
| <b>Total</b>      | <b>6</b>  |

| # | Comment                 | Date |
|---|-------------------------|------|
|   | There are no responses. |      |

### Q18 Does the board have its own goals for the year and evaluate itself on how it has achieved them?

Answered: 6 Skipped: 1

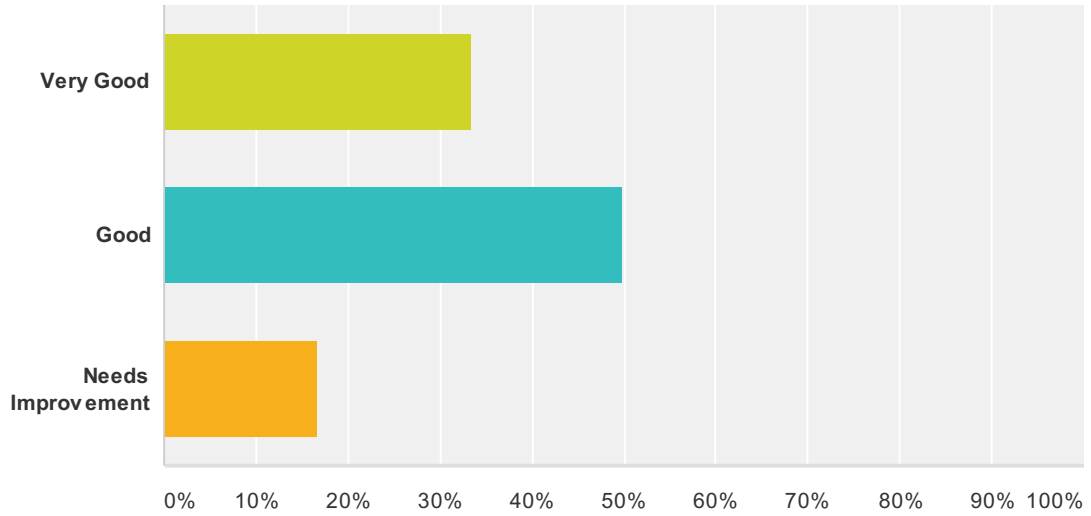


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 16.67% 1  |
| Good              | 66.67% 4  |
| Needs Improvement | 16.67% 1  |
| <b>Total</b>      | <b>6</b>  |

| # | Comment                           | Date             |
|---|-----------------------------------|------------------|
| 1 | We are doing better in this area. | 6/9/2014 7:02 PM |

### Q19 Does the board attend campus functions on both campuses equally?

Answered: 6 Skipped: 1

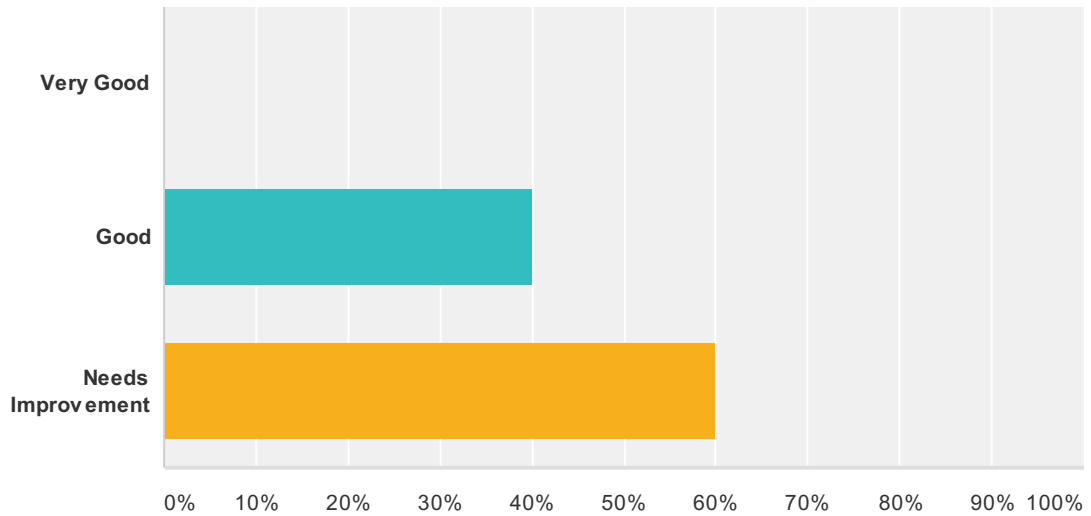


| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 33.33% 2  |
| Good              | 50.00% 3  |
| Needs Improvement | 16.67% 1  |
| <b>Total</b>      | <b>6</b>  |

| # | Comment  | Date              |
|---|--|-------------------|
| 1 | We do not keep documentation on this. However it seems that a few trustees do try to attend events on both campuses. | 6/19/2014 7:05 PM |
| 2 | This has improved greatly, however it is the same members attending. It would be good if all took a role.            | 6/17/2014 3:17 PM |
| 3 | I do not know.   | 6/9/2014 7:02 PM  |

### Q20 Does the board engage in resource development for the District?

Answered: 5 Skipped: 2



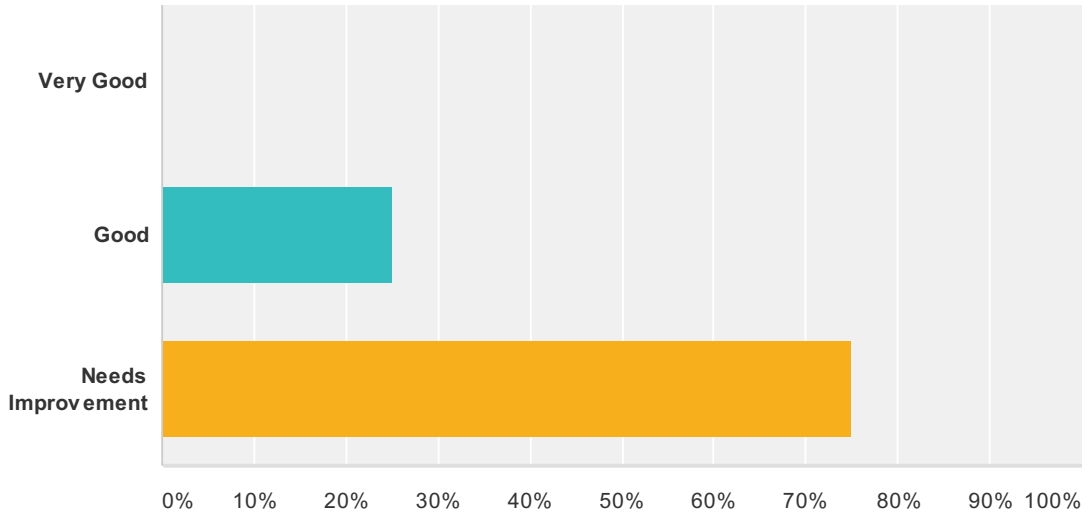
| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 0.00% 0   |
| Good              | 40.00% 2  |
| Needs Improvement | 60.00% 3  |
| <b>Total</b>      | <b>5</b>  |

| # | Comment                           | Date              |
|---|-----------------------------------|-------------------|
| 1 | This is a new area for the Board. | 6/19/2014 7:05 PM |
| 2 | Question unclear.                 | 6/19/2014 6:57 PM |
| 3 | We need to discuss this -         | 6/17/2014 3:17 PM |
| 4 | I do 'not know                    | 6/9/2014 7:02 PM  |



### Q21 Does the board conduct a community needs assessment with the campuses?

Answered: 4 Skipped: 3



| Answer Choices    | Responses |
|-------------------|-----------|
| Very Good         | 0.00% 0   |
| Good              | 25.00% 1  |
| Needs Improvement | 75.00% 3  |
| <b>Total</b>      | <b>4</b>  |

| # | Comment  | Date              |
|---|--|-------------------|
| 1 | I am not aware of any joint needs assessment   | 6/19/2014 7:05 PM |
| 2 | I don't think we ever really ask the campuses what their greatest needs are as a board. We may get some info through other channels. | 6/17/2014 3:17 PM |
| 3 | I am not sure what this means.   | 6/9/2014 7:02 PM  |