

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 RETREAT**

- a. Standing Committees
  - i. Establish permanent committees intended to consider all matters pertaining to designated subjects under the purview of the Board (p.2)
    1. (BP)<http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Policies/2000/BP%202220%20Committees%20of%20the%20Board%204-9-15.pdf> (p.4)
    2. (Resource) <http://agb.org/briefs/board-standing-committee-charters> (p.5)
- b. Review Board Self-Evaluation (p.9)
- c. Review 2014-2015 Board Goals (p.36)
- d. Establish 2015-2016 Goals
- e. The Board shall establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations (BP2200)
- f. Officer Roles
  - i. At the annual organizational meeting the Board of Trustees shall elect officers from among its members. The terms of officers shall be for one year. The Board will review the roles of the board officers and out protocols for board members.
    1. (process resource) <http://www.austincc.edu/board/roles.php#Methods>
    2. (Duties resource) <http://www.austincc.edu/board/roles.php#Officers>

4. **ADJOURN** – the next Board of Trustees Meeting will be September 8, 2015 at 12pm - SBCCD Board Room

## Survey Results of Other College District Committees and Meeting Schedules

### Marin

- Board of Trustees Self-Evaluation Committee meets as needed
- President Evaluation Committee meets as needed
- Policy Review Committee meets as needed
- Fund Development Committee meets as needed

### MiraCosta College

- None

### Delta College

- None

### Long Beach

- None

### North Orange County

- Board Strategic Conversation Subcommittee meets as needed

### Santa Barbara City College

- Educational Policies Subcommittee meets as needed
- Facilities Subcommittee meets once per month
- Fiscal Subcommittee meets once per month
- Community Relations Committee meets as needed

### Foothill-De Anza Community College District

- Audit and Finance Committee meets quarterly

### Chabot-Las Positas Colleges

- Foundation meets as needed
- Audit Subcommittee meets as needed
- Alameda County School Boards Association meets as needed

### *West Valley-Mission Community College District*

- Audit and Budget Oversight Committee meets once per month

#### Lassen Community College

- The Policy Committee meets on an “as need” basis
- The Finance Committee meets starting around April for a preliminary meeting regarding the tentative budget. A second meeting is called June prior to the regular board meeting to discuss the tentative budget and forward their recommendation to the board for that night’s meeting on approval of the tentative budget. The Finance Committee will meet again the same month (August or September) that we bring forward the final budget for approval.
- The Audit Committee meets typically November and December when our audit is brought to the board for approval

#### Rancho Santiago Community College District

- Board Facilities Committee meets every Thursday before a board meeting
- Board Fiscal/Audit Committee once a year to review audit findings before audit goes to board for approval
- Board Legislative Committee once or twice a year to review legislative recommendations before going to board for support/opposition
- Board Policy Committee 3-4 times per year to review board policy updates and new policies
- Board Safety & Security Committee Ad Hoc Committee meets whenever needed – 2-3 times per year?

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San Bernardino Community College District  
Board Policy  
Chapter 2 – Board of Trustees

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**BP 2220 COMMITTEES OF THE BOARD**

*(Replaces current SBCCD BP 2220)*

The Board may, by action, establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by Board action shall comply with the requirements of the California Public Meetings Act (Brown Act) and with these policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Board that are advisory are not required to comply with the Brown Act, or with these policies regarding open meetings, unless they are standing committees.

Board committees that are only advisory have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

**Reference:** Government Code Section 54952

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**Adopted:** 1/11/01

**Revised:** 4/8/04, 4/9/15



# Board Standing Committee Charters

## TAKEAWAYS

The number of board standing committees varies by institution type and size; the average number of board standing committees is five at public institutions and eight at independent institutions.

Though a board standing committee's charge may be included in the institution's bylaws, a board committee is established through a board-approved committee charter.

A charter for a board standing committee should address the committee's mission, authority and responsibilities, composition, how and when meetings will be held, and how meeting minutes will be written and approved.

A well-operating governing board's work is grounded in the work of its standing committees, the number of which varies by institution size and type. The average number of board committees ranges from five standing committees at public colleges and universities to eight standing committees at independent institutions. Each committee is responsible for debating issues in its area of expertise and recommending decisions and actions to the full board.

A college or university's bylaws often define the board's committee structure, with many institutions including committee charges and other committee details in bylaw clauses. However, mention in the bylaws does not formally establish a board committee; that is accomplished through a separate board-approved committee charter that outlines the committee's mission, composition, responsibilities, and procedures for conducting its business.

## ELEMENTS OF A COMMITTEE CHARTER

An ideal board committee charter should include:

1. The committee's charge or mission statement. This statement should define the committee's purpose, primary goals, and objectives.
2. Authority and responsibilities of the committee. This should clarify how members will work together to fulfill the goals and objectives of the committee as a whole.
3. Board composition, including guidelines for appointing committee members, the committee chair, and the committee officers. This should address any professional staff relationships, for example, if the chief financial officer and a designee will be staff to the finance committee.

4. When and how committee meetings will be held, how the meeting agendas will be handled, and how meeting minutes will be drafted, reviewed, and approved. This should include a quorum requirement for meetings.

## **SAMPLE COMMITTEE CHARTER**

### **Investment Committee Charter for an Independent Institution Board\***

#### **Mission**

The purpose of the investment committee is to maintain the prudent and effective investment of the endowment, formulate investment policies, and oversee management of the endowment. It is responsible for the endowment, planned gift annuities and life income funds, and other investment assets of the institution.

#### **Authority and Responsibilities**

##### *Policies*

Establish, review, and update the investment policy for approval by the board. Oversee the adoption of appropriate risk management policies and procedures to manage, to the extent possible, market, liquidity, operational, credit, and other investment and asset management risks.

##### *Oversight of Implementation*

Delegate authority to the chief investment officer or other officer for management of the institution's investments, including selecting the investment managers and consultants. Develop guidelines for retaining investment managers, standards against which their performance will be measured, and a schedule for conducting evaluations.

##### *Evaluate Performance*

Review overall investment performance, asset allocation, and expenses.

##### *Educate the Board*

Understand the relationship between the operating budget (and spending policy) and the investment policy. Regularly report on investment performance and changes in investments to the board. Consult with the audit committee to ascertain that, to the extent possible, the custodian, brokerage, and investment manager accounts of the endowment have been appropriately examined and reconciled. Execute other such duties as delegated by the board.

#### **Organization**

##### *Review of Charter*

This charter shall be reviewed and reassessed by the investment committee at least annually, and any proposed changes shall be submitted to the board for approval.

##### *Membership/Structure/Quorum*

The investment committee shall consist of at least five but no more than seven members, including ex officio members. The committee chair shall be appointed by the board chair. The treasurer and the president shall be non-voting, ex officio members of the committee. At least three members of the committee must be board members. Committee members should have investment, business, or

endowment expertise.

#### *Staff Designee*

The chief investment officer or vice president for finance and operations and his/her designee shall be staff to the investment committee.

#### *Meetings*

The investment committee shall convene at least three times per year. A quorum of any meeting of the investment committee shall consist of a majority of its voting members. Committee members may participate by teleconference.

#### *Agenda, Minutes, and Reports*

The chair, in collaboration with the staff designee, shall be responsible for establishing the agendas for meetings. An agenda, together with relevant materials, shall be sent to committee members at least 10 days in advance of the meeting. Minutes for all meetings shall be drafted by the staff designee, reviewed by the committee chair, and approved by committee members at the following meeting.

#### **KEY QUESTIONS**

What does the board's work encompass and which standing committees integral to this work should be chartered?

Has the board chartered the fewest number of standing committees required to accomplish the board's work, as good practice dictates?

#### **LEARN MORE**

Additional examples of committee charters are included in AGB's Effective Committee Series publications: [The Audit Committee](#), by Richard L. Staisloff. AGB Press 2012, and [The Student Affairs Committee](#), by Shannon Ellis. AGB Press 2012.

#### **REFERENCES ▶**

#### **AGB REFERENCE LIBRARIAN**

Need more help? AGB's reference librarian (available to members only) is available to research specific governance questions, provide sample documents, or recommend resources. [Contact her here.](#)

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INVESTMENT COMMITTEES

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THE INVESTMENT COMMITTEE

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THE #1 STRATEGIC PRIORITY: BUILDING ENDOWMENT

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CONFLICT OF INTEREST

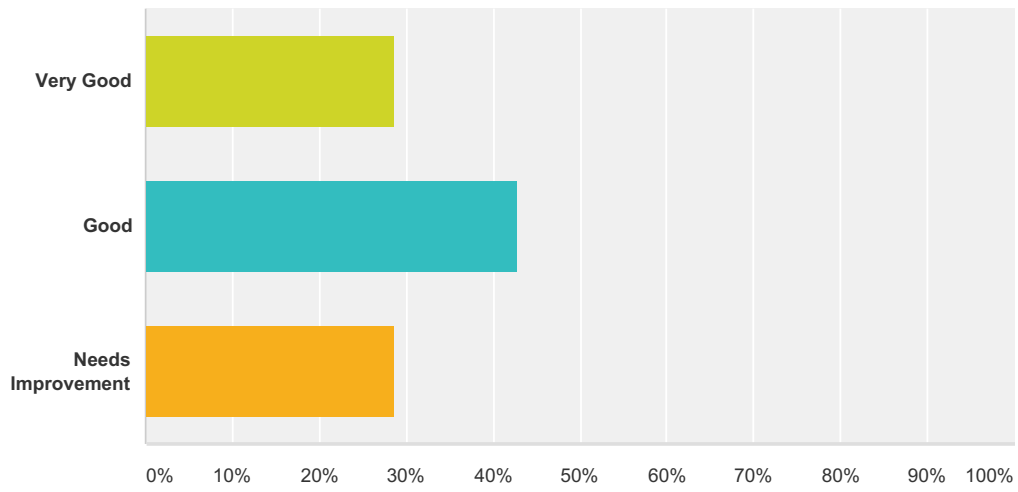
**AGB** 1133 20th Street N.W., Suite 300 Washington, D.C. 20036 Tel 202.296.8400

Fax 202.223.7053



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

Answered: 7 Skipped: 0



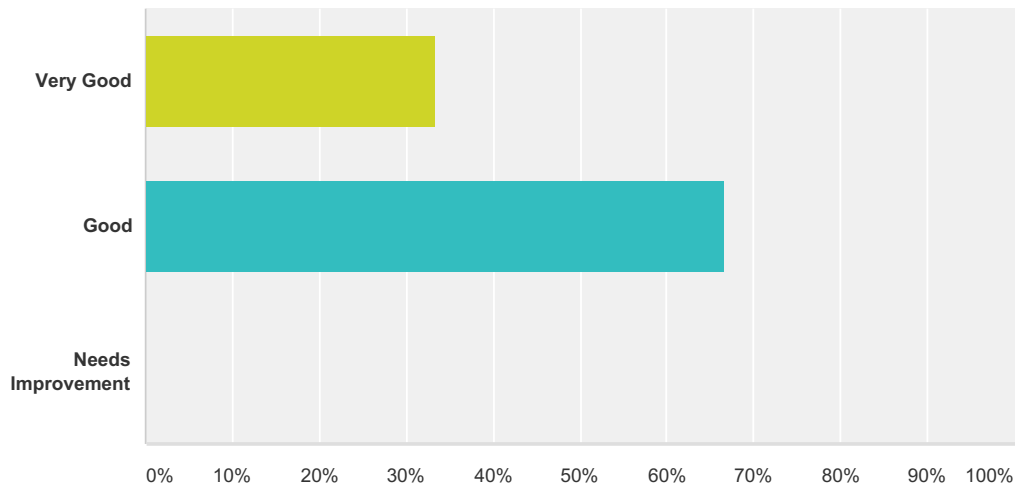
Answer Choices	Responses
Very Good	28.57% 2
Good	42.86% 3
Needs Improvement	28.57% 2
<b>Total</b>	<b>7</b>

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

Answered: 2 Skipped: 5

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

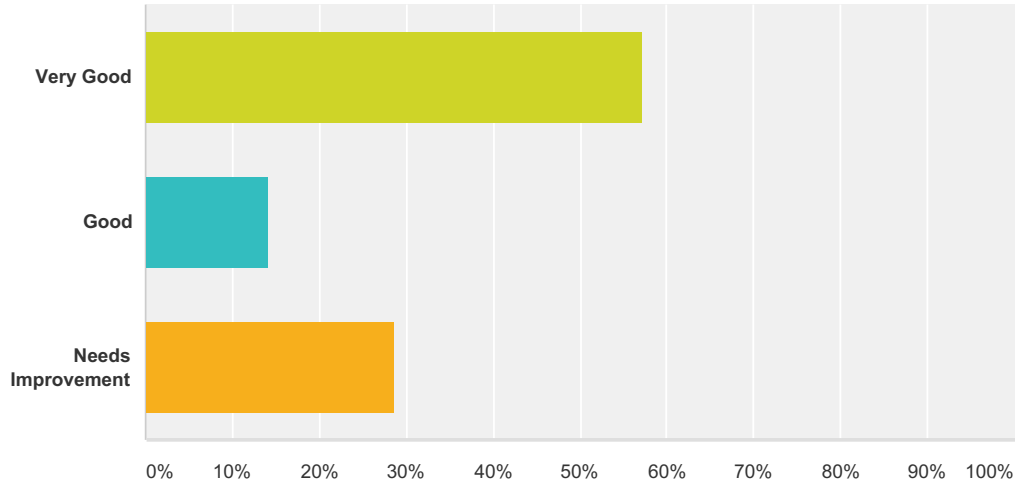
Answered: 6 Skipped: 1



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

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

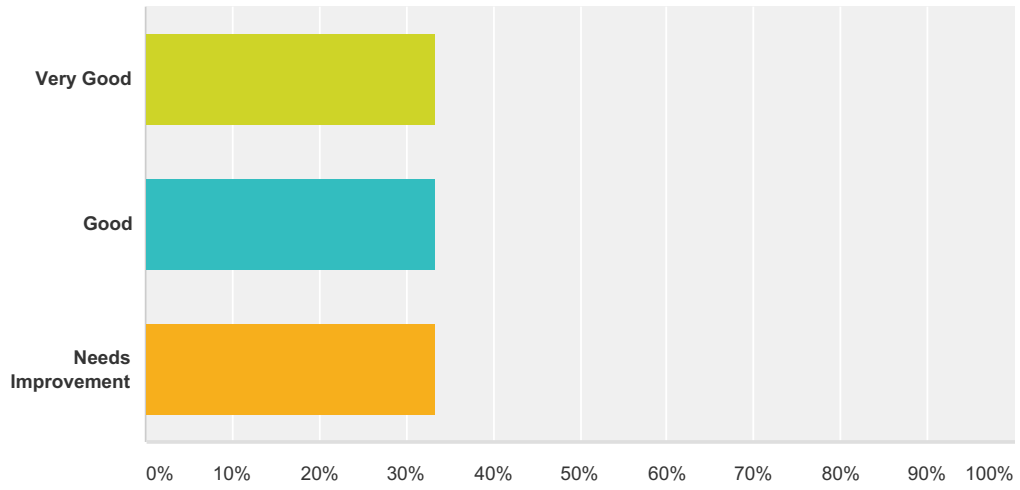
Answered: 7 Skipped: 0



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

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

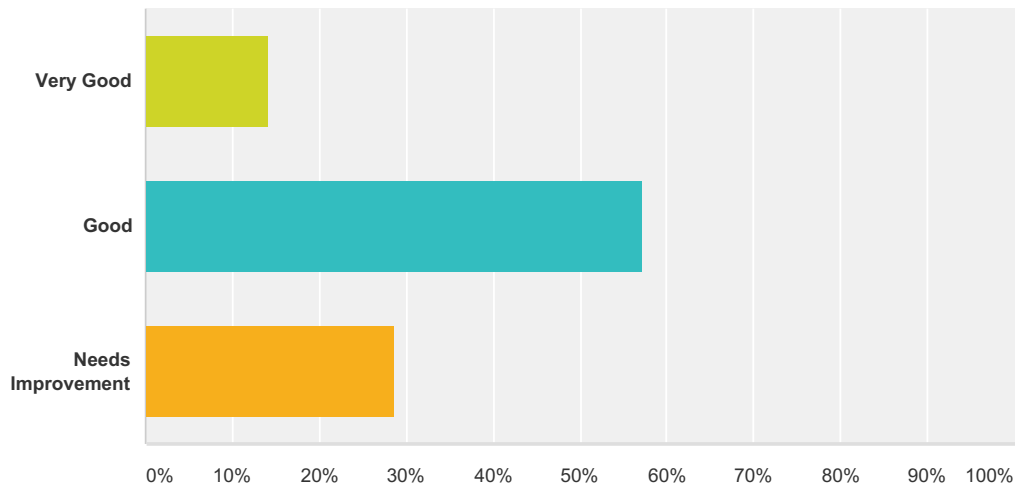
Answered: 6 Skipped: 1



Answer Choices	Responses
Very Good	33.33% 2
Good	33.33% 2
Needs Improvement	33.33% 2
<b>Total</b>	<b>6</b>

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

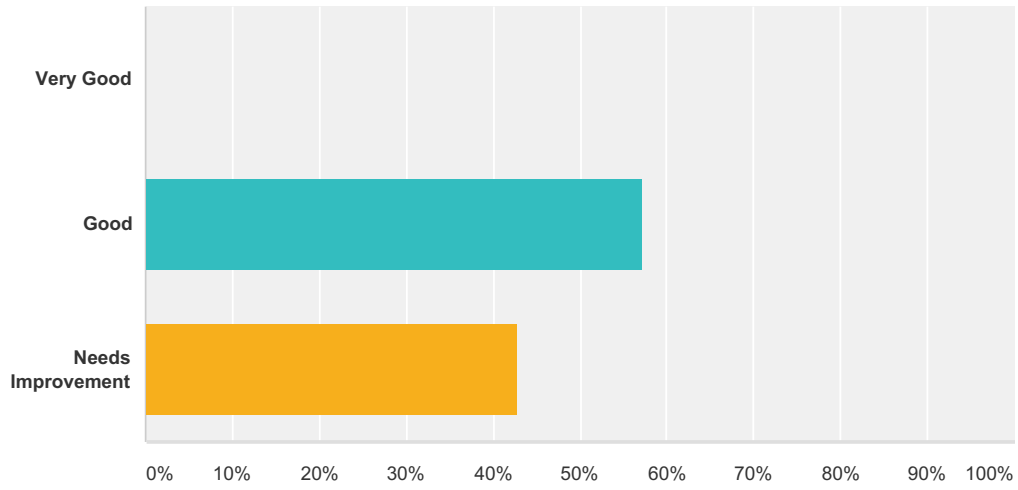
Answered: 7 Skipped: 0



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

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

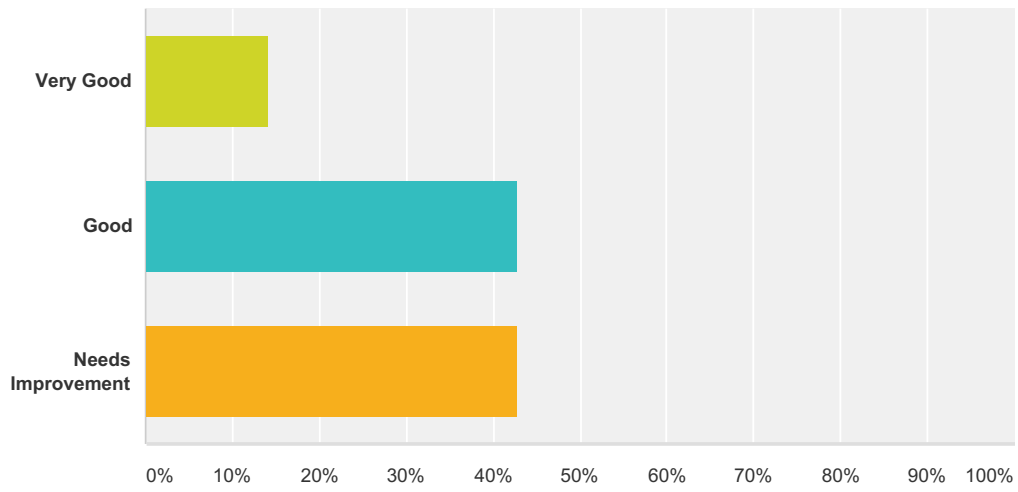
Answered: 7 Skipped: 0



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

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

Answered: 7 Skipped: 0

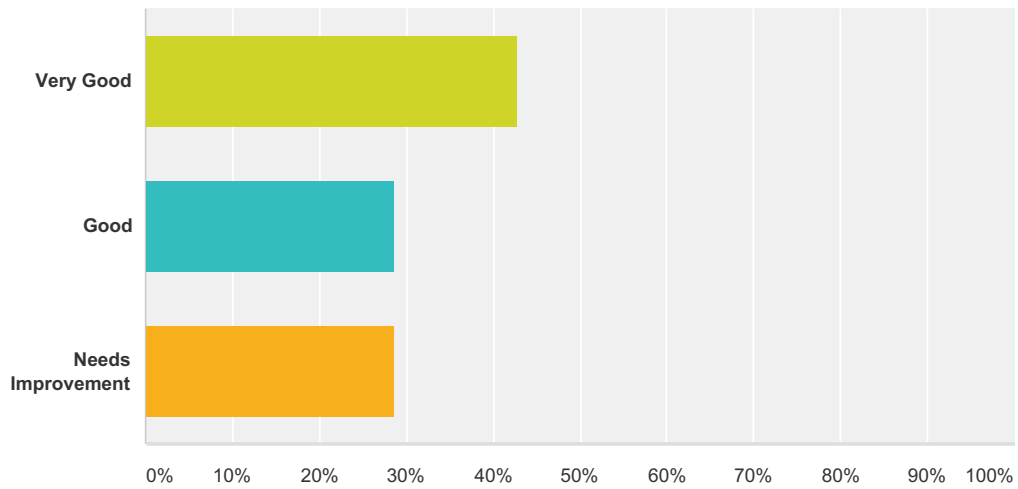


Answer Choices	Responses
Very Good	14.29% 1
Good	42.86% 3
Needs Improvement	42.86% 3
<b>Total</b>	<b>7</b>



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

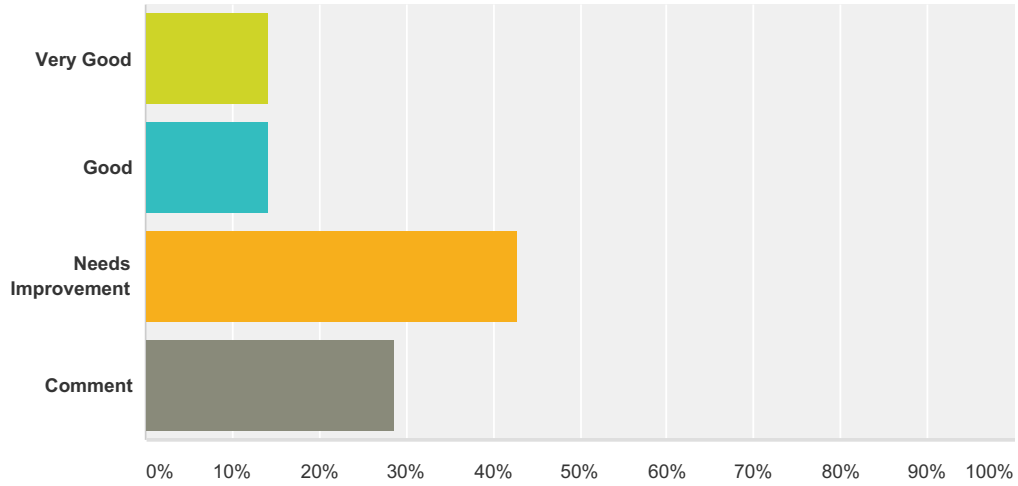
Answered: 7 Skipped: 0



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

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

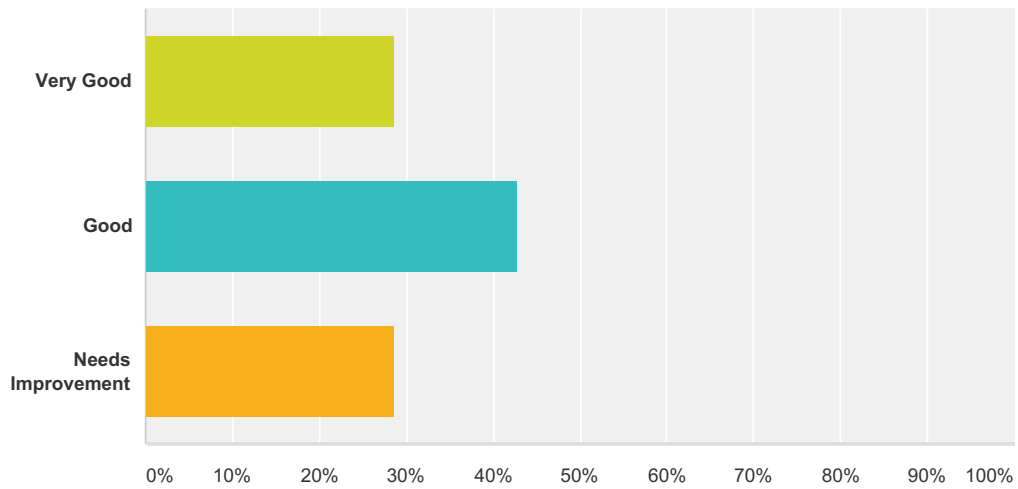
Answered: 7 Skipped: 0



Answer Choices	Responses
Very Good	14.29% 1
Good	14.29% 1
Needs Improvement	42.86% 3
Comment	28.57% 2
<b>Total</b>	<b>7</b>

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

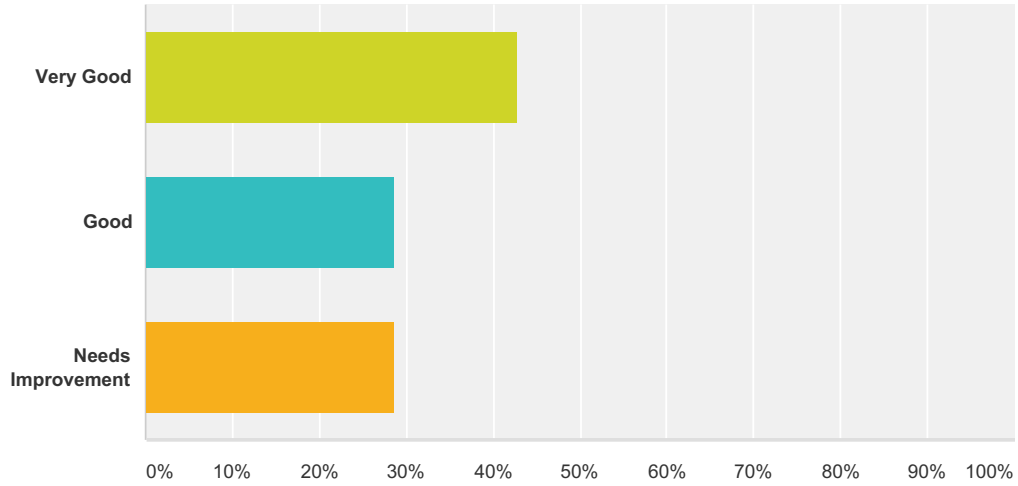
Answered: 7 Skipped: 0



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

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

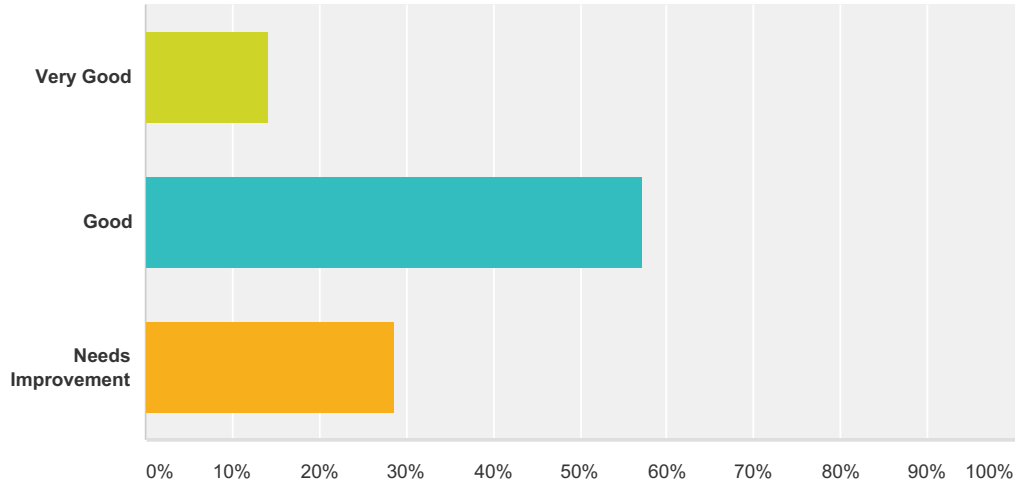
Answered: 7 Skipped: 0



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

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

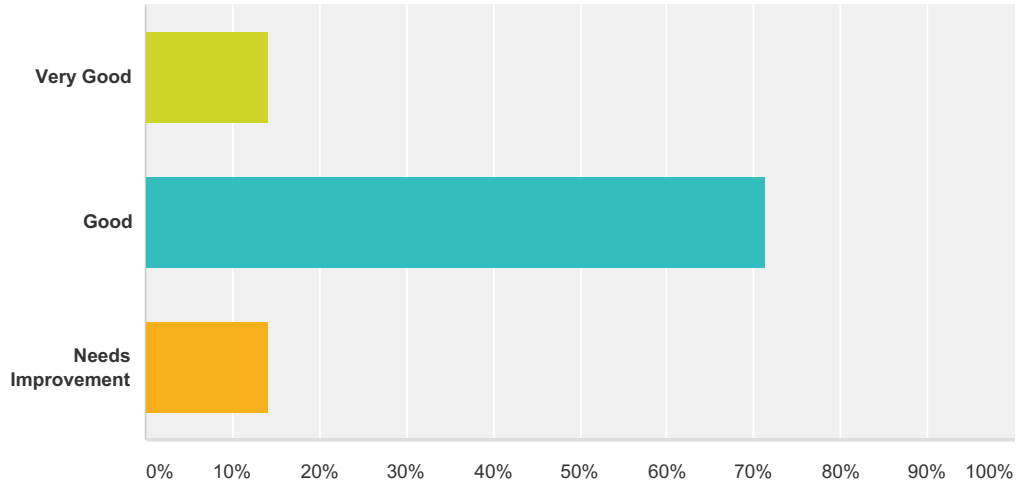
Answered: 7 Skipped: 0



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

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

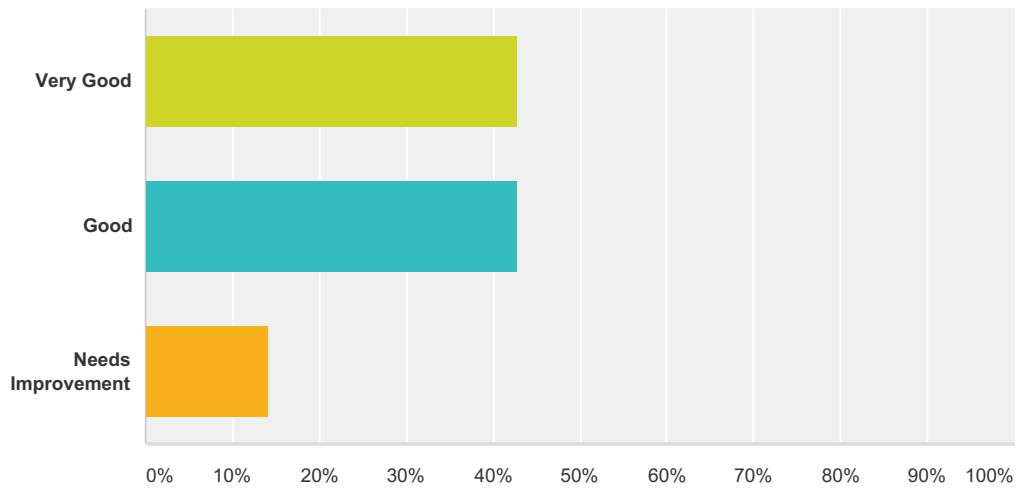
Answered: 7 Skipped: 0



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

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

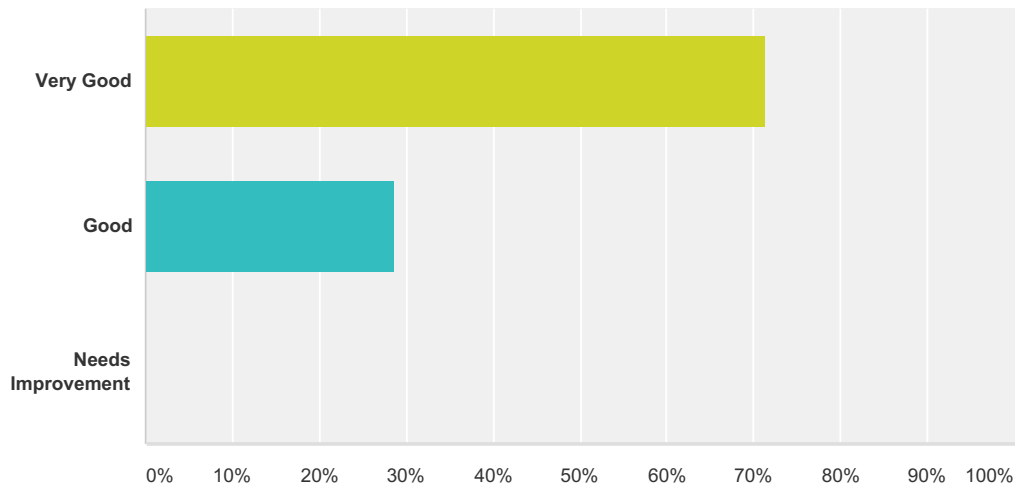
Answered: 7 Skipped: 0



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

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

Answered: 7 Skipped: 0

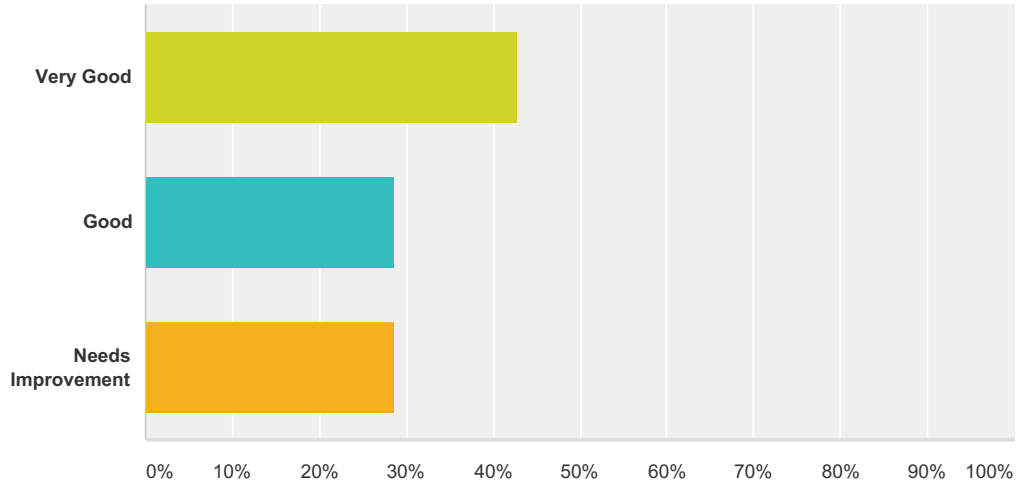


Answer Choices	Responses
Very Good	71.43% 5
Good	28.57% 2
Needs Improvement	0.00% 0
<b>Total</b>	<b>7</b>



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

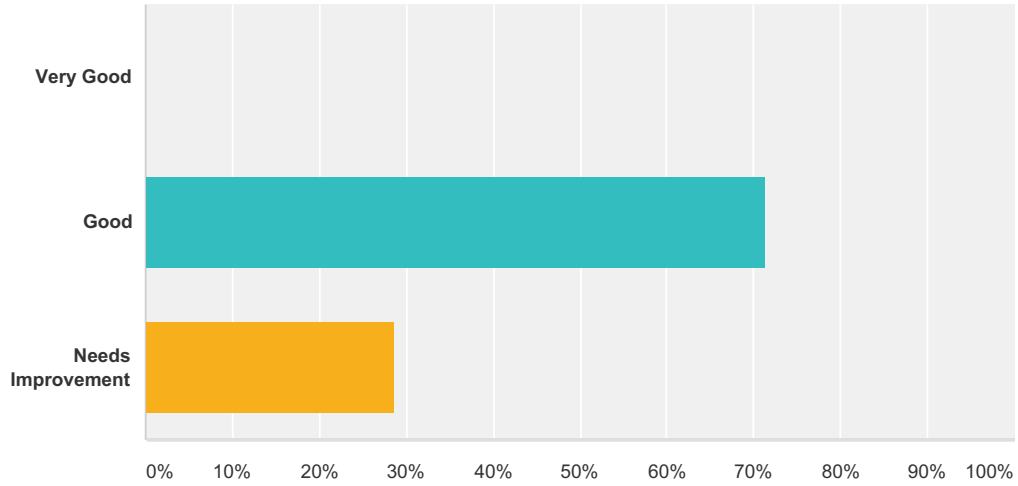
Answered: 7 Skipped: 0



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

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

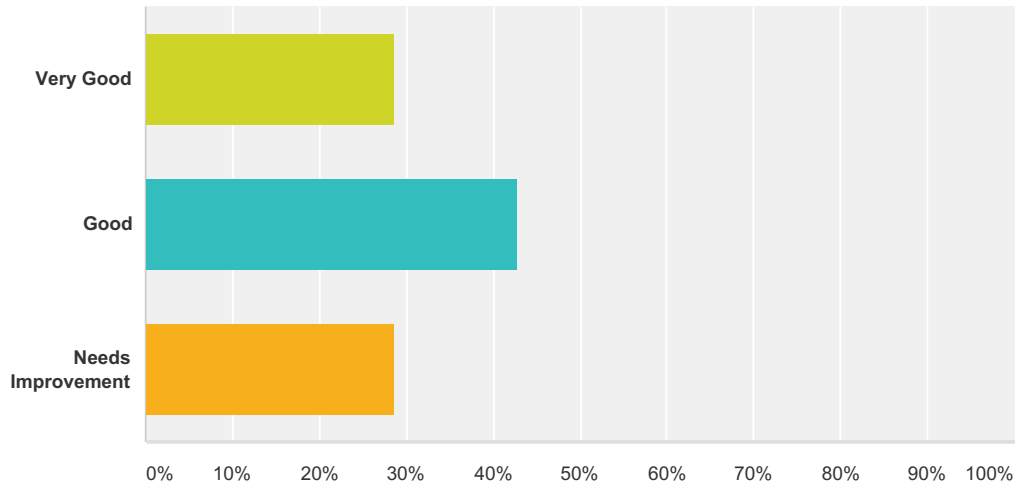
Answered: 7 Skipped: 0



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

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

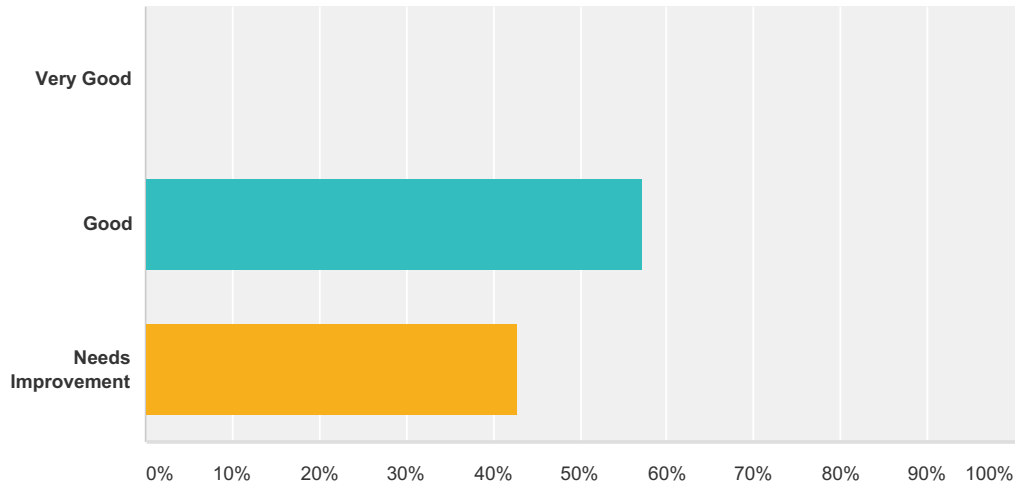
Answered: 7 Skipped: 0



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

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

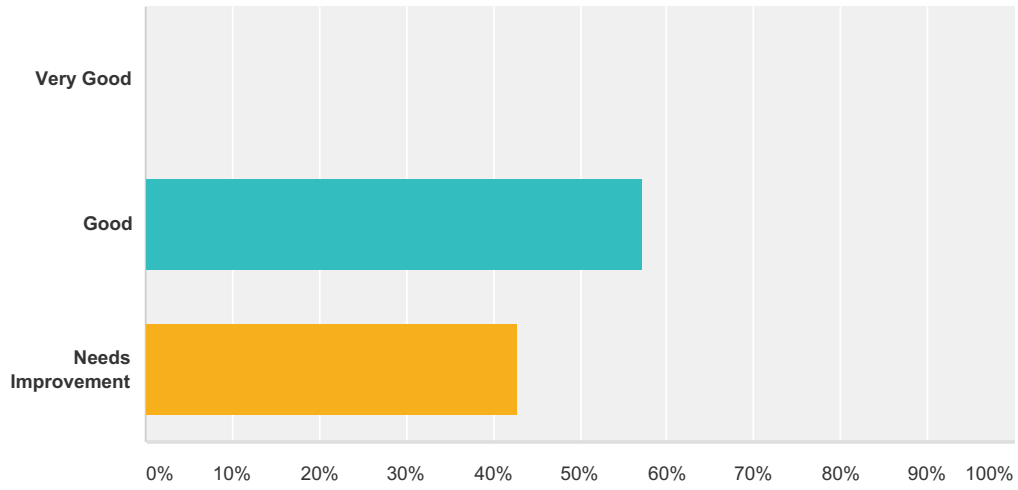
Answered: 7 Skipped: 0



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

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

Answered: 7 Skipped: 0



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

## 2014-2015 Self Evaluation Survey Comments

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

- Most (but not all) trustees have good or very good working relationships with the Chancellor.
- There are healthy differences of opinion, but overall I think that the relationship is good.
- Everyone is respectfully allowed their opinion and it is considered.
- I think the Chancellor sees some Trustees as his enemy, instead of simply those who are willing to be honest with him about their thoughts and ideas.
- The chancellor needs to communicate on current issues and future potential issues and problems. He also need to include all trustees not just those that agreed with him.

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

- Get to mutual trust
- xxxx
- Chancellor needs improve communication with the Trustees. The Trustees need to hold accountable while at the same support the Chancellor.
- Chancellor needs to communicate upcoming issues and proposals so the Board knows ahead of time instead of finding out when the Board agenda is posted. He needs to communicate with all the members not only those that he likes.
- There needs to be open and honest communication, one on one and within the group.

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

- There are rare exceptions.
- No problem here; everyone is treated with respect
- Only rarely has there been an inappropriate response in open session.

**Q4: Are the board's actions aimed at forming policy and not at running the colleges?**

- This is mostly true, but some trustees have difficulties adhering to the appropriate role consistently.
- Need to focus on policy and not implementation of such.
- Mostly, I believe the questions are for clarification and because the Chancellor has not communicated all the specifics and ramifications of a particular issue.
- The board doesn't form its own policy; staff develops the policy for the board to adopt. The current is no procedure for board derived policy. Generally the board does not get involved with running the colleges.

**Q5: Do board members pay attention during board meetings?**

- This has improved since no one is texting or checking emails during the meeting.
- There are cell phones and tablets being used during the meeting. I think this is totally inappropriate and appears rude to the audience. This includes the Chancellor.

**Q6: Do board members come prepared for board meetings?**

- Although the Chancellor attempts to meet with all trustees individually before each board meeting to assist them with any questions they may have, not all trustees are willing or able to do so consistently.
- This has also improved, but not everyone reads the fine print nor asks enough questions
- Some more than others.

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

- This hard to answer but I believe the situation is improving since we have better goals in place and one of them is student success and we are asking for more accountability and transparency.
- We really have not talked about how we might do this.

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

- We need protocols to clarify the role of the officers especially the chair as far as communication beyond running a meeting.
- They will be more clear when the policies and the board orientation manual are through the consultation process and board.

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

- Not sure the board does, but we do hear how the campuses are getting input and the results of that input.
- None that I am aware of. At each meeting there is agenda item for different campus and organized unions to speak beyond the public comment section. We as a Board have never discussed this.

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

- By attending events and participating at various levels in the community.
- Have a few meetings in various locales away from the District office.

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

- Non-action presentations often are too long. Most of these should be moved to workshops, which should be scheduled every month to accommodate trustee interest.
- The board agenda mainly focus on items that deal with the day to day operations of the District.



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

- Excessive non-action presentations eat into time that should be devoted to decision-making.
- At times reports take too long
- Sometimes when there is more than one plan or report that needs to be read, we don't have enough time. An example would be the student equity plans and the accreditation reports.
- It's gotten better
- Agendas do but at times we do not have the time for full discussion due to the length of reports.

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

- I never received any from the District but did attend one provided by CCLC.
- This is being taken care of now by the board policy ad hoc committee and it is going through the consultation process.

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

- This is now the case, but wasn't consistently done prior to the current Chancellor's tenure.

**Q15: Does the board review the Board Policy Manual annually?**

- This started last year and it is ongoing
- A newly formed committee worked this past year on reviewing policies but it need to be an ongoing committee so policy review is done annually.
- In process. Have reviewed all of Chapter 1 and 2 this year. Have made some changes. They are going through the consultation process and from now on policies are on a 6 year review cycle. The recommendations made by the ACCJC have been addressed.

**Q16: Does the board reflect the community it serves?**

- The board reflects the decisions made by the voters. Those who choose not to vote inevitably are less well reflected.

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

- This continues to improve.
- Effectively but not always efficiently.
- Meetings are too long and there are too many reports-all necessary- so we have to reexamine the agenda.
- This varies depending on the board president.
- Sometime staff presentations are too long and read various presented.

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

- This is improving and I believe the Board is looking at how to review, follow up and set measurable goals for itself.
- We are doing a better job in this than in prior years.

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

- Some do, some don't
- I certainly try to do so but I feel most members attend the Valley functions primarily.
- In my opinion, SBVC functions are more frequently attended.
- Everyone does their best, there at times when events and activities are scheduled at the same time.
- I do not know.

**Q20: Does the board conduct a community needs assessment with the campuses?**

- Each campus/entity has done a needs assessment at one time or another but as a District, I don't know.
- I don't believe we have ever done this
- Now that the board has established Districts it should conduct input gathering sessions in each District.
- Perhaps we do informally but not formally.

**Q21: Does the board engage in resource development for the District?**

- This a fairly new concept for the Board and we need more focus on this area.
- To my knowledge we are not doing this.
- The has set no goal in this area. However board members do try to provide information regarding resources they are aware of.
- Question needs clarity

**San Bernardino Community College District Board of Trustees  
Board Goals 2014-2015**

The Board of Trustees has the following priorities and goals related to the Board Imperatives (Board Policy 2200)

Board Goal	Activities and Tasks	Results
<b>I. Institutional Effectiveness</b>		
<p>1. Ensure that leadership positions currently held by interims are filled with permanent hires.</p> <p>2. Create a District-wide emphasis on leadership development.</p>	<p>Receive regular information on the progress of filling positions via Chancellor’s Chat.</p> <p>Present Brain Trust Report and cost projection of implementation.</p> <p>Start development of process to create professional development plans for all employees.</p>	<p>All interim leadership positions have been filled permanently except for the Vice Chancellor of Fiscal and Business Services, which is currently in a new recruitment.</p> <p><i>The Board felt this goal has improved and does not need to remain a goal for next year. Chancellor to provide updates to the Board on a quarterly basis.</i></p> <p>The Chancellor engaged the Collegiate Brain Trust to look at establishing a “Leadership Academy” program. This is a feasible concept that will be reviewed by the new Vice Chancellor for Human Resources.</p> <p>This use of professional development plans for all employees is a goal for the new Vice Chancellor for Human Resources and is included as part of the current reorganization process which will develop a focus and capacity for district-wide professional development and leadership activities.</p>

		<p>Currently, each college has a professional development committee, comprised on faculty, management and classified staff members. The role of this committee on each campus is to determine professional development needs of the campus and to provide funding for various activities on campus that support the strategic plans and missions of the college.</p> <p>The overall evaluation process is currently being reviewed by the Vice Chancellor for Human Resources. It has been noted that our process needs improvement and that managers can benefit from training in how to deliver effective evaluations and integrate professional development/growth plans within the process. This is a goal for 2015-2016.</p> <p><i>The Board would like to change “implement” to “create” and have a sub-committee work with HR to further develop the policy to include leadership development and succession planning to the Vice Chancellor level.</i></p>
<b>II. Learning Centered Institution for Student Access, Retention and Success</b>		
<p>3. Develop collaborative partnerships with other educational institutions, especially Pre-12.</p>	<p>Board to Board meetings of Pre-12 schools (initial meeting with Chancellor, superintendents, and board presidents.</p>	<p>We were not able to have Board focus on developing a priority and an agenda for this regional meeting to occur. If this remains a Board priority, the Chancellor recommends that an Ad-Hoc Committee be established to develop and agenda and plan the meeting.</p> <p><i>The Board agreed a sub-committee should be</i></p>

	<p>Study to determine cost and feasibility of expanding Middle College High School to a broader range of students across our service area.</p>	<p><i>developed to discuss general conversations (i.e. What other trustee group should we be working with? Trustees to talk about issues that affect both groups and how the groups help each other?). It was suggested the board ask how they define student success and how they measure it.</i></p> <p>During 2014-2015 SBVC entered into a contractual agreement with the Rialto High School District to begin a “middle college experience” by offering classes at the high school, with SBVC instructors. These for credit classes are being paid for through a contract with the Rialto Unified School District. Other, similar agreements are being developed with Colton and discussions are taking place with other high schools as well.</p> <p>The Chancellor will be meeting to discuss this issue with the CHC president to determine next steps for the implementation of a middle college high school in the Yucaipa area.</p>
<p>4. Strengthen the Board’s capacity to use metrics to monitor improvement in student access and success.</p>	<p>Review and accept, by resolution, the recommendations from the state pertaining to the Student Success Initiative (if it was not previously accepted).</p> <p>Keep informed on regional economic indicators.</p>	<p><i>The Board would like to have the goal to include the measurement utility (as used by Contra Costa).</i></p>
<p>5. Monitor student success initiatives and outcomes.</p>	<p>Develop timeline for Board updates on student success initiatives and student scorecard outcomes.</p>	<p>The Board receives information annually regarding the student success data and how each college has done as compared to the pre-selected peer group. The Board will once again have a study session on this topic in the fall</p>

		2015.  <i>The Board agreed to remove this goal for 2015-2016.</i>
6. Monitor all District programs that provide workforce training and experience for students.	Discuss and/or receive reports on programs that provide workforce training and experience.	<p>One March 13, 2014, the Board received a comprehensive presentation entitled, "Labor Market and Curricular Alignment". This presentation provided information on how the labor market informs the development of new programs and curriculum updates at each college and in the Economic Development and Corporate Training Center.</p> <p>Additionally, all programs are part of the campus educational master plan and program review process which is provided to the Board for information purposes.</p> <p><i>The Board would like for a sub-committee to continue the work and bring back to the Board (how many students are trained and how many are gainfully employed?).</i></p>
<b>III. Resource Management for Efficiency, Effectiveness and Excellence</b>		
7. Continue to ensure the district's sound fiscal condition. Reports should reflect long-term analysis.	<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>	<p>The District has continued to perform with financial integrity and excellence according to the most recent 2014 report from its external audit firm. There were no fiscal problems noted and there were only minor internal process areas to improve.</p> <p>The Board has continued to maintain at least a 15% fund balance and has followed all</p>

		<p>policies/procedures and guidelines in the development of the budget and expenditure of funds.</p> <p>Working with the collegial consultation process and the Collegiate Brain Trust, the district has adopted a new enrollment model and Budget Allocation Model (BAM). Additionally, a new, multi-year forecast has been part of the budget development process. One goal of this process is to help Crafton Hills College grow its enrollment to a level that allows it to be self-sustaining. This requires an FTES level of over 5,000. The current multi-year financial plan, with current funding assumptions, shows the District with a sound financial future.</p> <p><i>The Board agreed this is ongoing and can be removed for 2015-2016.</i></p>
<p><b>IV. Enhanced and Informed Governance and Leadership</b></p>		
<p>8. Strengthen the effectiveness of the Board of Trustees.</p>	<p>Participate in individual and Board trustee development activities.</p> <p>Report back to the Board on attendance and experience of meetings, workshops, and conferences.</p>	<p>The Board members have continued to participate individually in professional development opportunities, particularly with the Community College League. In addition, the Board has held district-based workshops, with trained facilitators, to continue their growth as Board members. For example, the Board held a workshop on understanding its role in relationship to the ACCJC accreditation recommendations on June 1, 2015.</p> <p><i>It was suggested for the board to build bridges</i></p>



		<p><i>between each other to agree on common goals. The Chancellor has to be a part of the team to be effective and the board needs to help the Chancellor be successful. It was also suggested the board keep video record and review themselves. 360 evaluations with the community would depend on how transparent the board has been with the community. The Board might consider bringing in a facilitator who specializes in communication styles to improve the communication with the board.</i></p>
<p>9. Ensure new trustees are fully integrated into the Board/CEO team.</p>	<p>Enhance local new trustee orientation strategies (meetings, a handbook, mentorship, etc.) to ensure a comprehensive, systematic, and customized approach.</p>	<p>The Board is working within the collegial consultation process to enhance the internal orientation for new Board members. Many steps have been added to the process that will introduce new Board members to the policies/processes/departments/structures of the district and its campuses. We anticipate the new orientation process and accompanying handbook will be moved through collegial consultation this fall and be ready for implementation soon thereafter.</p> <p><i>The Board agreed this goal can be removed.</i></p>