



Meeting of the San Bernardino Community College District Board of Trustees
Annual Board Retreat
SBCCD Board Room
May 30-31, 2017, 8:30 a.m. – 4:00 p.m.

Facilitated by Dr. Pamila J. Fisher, ACCT Consultant
DAY ONE: "IMPLEMENTING BEST PRACTICES"

1. CALL TO ORDER – PLEDGE OF ALLEGIANCE

2. PUBLIC COMMENTS

The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the agenda will be heard after the board has heard all action agenda items. 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. PURPOSE AND OVERVIEW

4. UNDERSTANDING ONE OTHERS' COMMUNICATION STYLE

5. REFLECTING ON THE PAST YEAR: ACCOMPLISHMENTS AND CHALLENGES

6. BOARD OF TRUSTEES ANNUAL SELF-EVALUATION

7. ANNOUNCEMENT OF CLOSED SESSION ITEMS

- a. Update on Goals, Government Code Section 54957(b)(1), Title: Chancellor

8. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

9. CONVENE CLOSED SESSION

- 10. RECONVENE PUBLIC MEETING**
- 11. REPORT OF ACTION IN CLOSED SESSION**
- 12. EFFECTIVE TRUSTEESHIP: KEY BEST PRACTICES**
 - a. Policy vs. Operations**
 - b. Communication Protocols/Constituent Concerns**
 - c. Role of the Chair**
 - d. Board Committees**
 - e. Effective Meetings**
- 13. BOARD POLICY REVIEW**
 - a. Board Role in Policy and Procedure Development**
 - b. Status of Current Review**
 - c. Policy and Procedure Alignment**
 - d. Policy on Policies (BP and AP 2410)**
 - e. Policy and Procedures for Chancellor Evaluation (BP and AP 2435)**
 - f. Miscellaneous Board Policies and Procedures**
 - g. Next Steps**
- 14. ADJOURN**



San Bernardino Community College District Board of Trustees Annual Retreat (continued)
DAY TWO: "CREATING OUR FUTURE"
Agenda

15. CALL TO ORDER – PLEDGE OF ALLEGIANCE

16. PUBLIC COMMENTS

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17. SBCCD'S ORGANIZATIONAL CULTURE

- a. Strengths and Weaknesses
- b. Collegial Consultation
- c. District and Colleges Relationships
- d. Change Management

18. SBCCD'S OVERVIEW OF CURRENT PLANNING PROCESS

- a. Kinds of Plans, Terminology and Definitions
- b. Process: Who Does What and When?

19. THE BOARD'S ROLE IN PLANNING

- a. Opportunities and Responsibilities
- b. Board Imperatives
- c. Board's Goals
- d. Chancellor's Goals



20. CRITICAL ISSUES TO ADDRESS

- a. **Integration and Alignment of Components**
- b. **Utilization of Board Input and Direction**
- c. **Possible Process Changes Going Forward**

21. SUMMARY AND PROPOSED FOLLOW-UP

22. ADJOURN

The next meeting of the Board: June 8, 2017 at 4pm

Board Session Evaluation

College: San Bernardino Community College District
Facilitator: Pam Fisher
Date of Retreat: May 30-31, 2017

Please circle the appropriate number -- 5 indicating strong agreement, 3 being neutral and 1 indicating strong disagreement with the statement.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The session met my expectations.	5	4	3	2	1
2.	I gained knowledge of the focus topic of the session.	5	4	3	2	1
3.	The session allowed me to know more about the other trustees.	5	4	3	2	1
4.	The session had a clearer sense of direction regarding specific steps to make a better board.	5	4	3	2	1
5.	The facilitator was knowledgeable.	5	4	3	2	1
6.	The facilitator was a skilled communicator.	5	4	3	2	1
7.	The facilitator was a good listener.	5	4	3	2	1
8.	The facilitator was helpful in bringing the board together.	5	4	3	2	1
9.	The facilitator was courteous and fair.	5	4	3	2	1
10.	I would recommend the ACCT Board Services to other community or technical colleges.	5	4	3	2	1
11.	I would recommend this facilitator to other community or technical colleges.	5	4	3	2	1
12.	The session helped me in my job as a trustee.	5	4	3	2	1

13. What I enjoyed most about the session was:

14. What I enjoyed least about the session was:

15. Other comments:

16. May we refer to your comments in promoting the ACCT Board Services?

Yes No

Thank you for taking the time to complete this form. The information you have provided is greatly appreciated. Your comments will help us to continually evaluate and improve our services.

PLEASE PRINT

Name: _____ Title: _____

Email: _____

Signature: _____ Date: _____

TOP TWENTY TRUTHS FOR EFFECTIVE BOARDS

BOARD ROLES

1. The Board provides broad direction helps set goals but does not direct the President or other staff as to how to achieve those goals.
2. The Board operates as a unit and honors Board decisions once they are made.
3. The Board ensures all board members follow board bylaws and intervenes when necessary.
4. The Board conducts effective and efficient meetings.
5. The Board strictly follows parliamentary procedure.

BOARD MEMBERS' ETHICAL BEHAVIOR

6. The Board honors the confidentiality of all executive (closed) sessions.
7. Board members do not favor or protect any one college or community special group.
8. Board members operate ethically and without conflict of interests and honor commitments it makes to one another and to the President.
9. Board members always treat staff and each other respectfully in all public settings.
10. Board members do not conduct any college business outside of a formal board meeting.

BOARD/PRESIDENT RELATIONS

11. The Board supports the President, does not undermine her/his authority and counters misinformed public criticism.
12. Board members refer all constituent concerns to the President.
13. Individual board members do not direct the President or any staff member to do anything, and understand that direction must come only from the entire Board, and only to the President.

COMMUNITY RELATIONS

14. The Board builds a positive image of the college.
15. Board members do not speak to the press in any way that reflects negatively on their colleagues or the college.
16. Only the board chair speaks for the Board and only on matters where the Board has taken an official action.
17. Board members do not use their position to further their political career.

ACCREDITATION RESPONSIBILITIES

18. Board members understand the importance of accreditation and support the activities of a college required to retain its accreditation.
19. The Board understands that its performance is a contributing factor to whether or not a college retains its accreditation.
20. The Board demonstrates it puts the college's accreditation status above all other concerns.

Coordinated President and Board of Trustees' Evaluations

Prepared by Dr. Pamela Fisher, ACCT Leadership and Search Consultant

PRESIDENT'S EVALUATION

Other documents describe in detail the President Evaluation Services available through ACCT. Draft questionnaires with some sample items included also are available on line. Other items are listed only by topic and specific language will be developed upon request. The President Evaluation Service is essentially the same process as that for the Board Self-Evaluation Service.

A questionnaire (survey) is developed that is customized to the needs of the college and president. Prior to the board's completion of the questionnaire, it is recommended that the president prepare a self-evaluation/annual report that focuses on their adopted goals for the previous year, the state of the college, and any other relevant priorities. This self-evaluation is then distributed to the board, along with the customized questionnaire.

ACCT staff are responsible for distributing, collecting, analyzing and preparing a summary report. The ACCT consultant will facilitate the discussion of this summary report during the scheduled annual retreat. Following that discussion, draft goals and priorities for the upcoming year also should be developed.

BOARD'S SELF EVALUATION

The board's self-evaluation also includes a customized questionnaire which is distributed to all board members by ACCT. The results of this survey are analyzed and summarized. Comparisons to previous years, where available, also will be made. The summary report is presented to the board by the ACCT consultant and he/she facilitates a discussion of the findings. Additionally, the consultant will assist the board and president in the development of priorities for the coming year.

COORDINATION OF EFFORTS

Ideally, these two processes, the President's Annual Evaluation, and the Board's Self Evaluation occur in tandem. As a working team, there is considerable overlap in the goals and priorities of the board and the President, and in any case, there should be support of one another's goals. Thus, the process of self reflection and consideration of others' performance go together well. Similarly, the goals set for the coming year need to be complimentary, if not comparable.

TIMING OF EFFORTS

Approximately six weeks before the scheduled annual retreat (which generally is in May, June or July), the president would complete his/her self-evaluation. This would be distributed to the board along with the President's evaluation questionnaire AND the board's self-evaluation

questionnaire. Board members would be given 10 days to complete both and return them to the ACCT office. There the questionnaires would be compiled and a summary document created.

During the annual retreat, the morning session (closed) focuses on the president's evaluation. Time is allotted for the board to be privately first with the consultant, and then with the president to go over the findings. The consultant facilitates the discussion to ensure everyone is together on what is being said and what is expected. Discussion also begins at that time about possible future goals.

In open session the board then receives the report of findings for their self evaluation. These are discussed with the consultant and the president also is asked to comment on them. Priorities for the coming year also are tentatively identified.

Following both of these evaluation sessions, the focus is on the future. Relevant environmental information may be provided by the president. Everyone's thinking and perceptions are encouraged. The end result is a draft set of goals for the president and for the board. These are refined later refined by a small committee.

FOLLOW UP

The "final" version of the president's annual goals and the board's annual goals are brought back to the board for formal approval at a subsequent public meeting. They become a working document to which everyone can refer throughout the year. Some boards choose to do a mid-year update to check on their own and the president's progress. At a minimum, these approved goals become the basis for the president's and the board's evaluation the following year at the next annual retreat.

GUIDE TO TRUSTEE ROLES AND RESPONSIBILITIES

Community college boards of trustees are responsible for ensuring that their colleges are integral parts of their communities and serve their ever-changing needs. Boards are accountable to the community for the performance and welfare of the institutions they govern.

Effective boards consist of people who come together to form a cohesive group to articulate and represent the public interest, establish a climate for learning and monitor the effectiveness of the institution. Boards of trustees do not do the work of their institutions; they establish standards for the work through the policies they set. Their specific responsibilities are to:

ACT AS A UNIT

The board is a corporate body. It governs as a unit, with one voice. This principle means that individual trustees have authority only when they are acting as a board. They have no power to act on their own or to direct college employees or operations.

In order for boards to be cohesive and well-functioning units, trustees must work together as a team toward common goals. Boards should have structures and rules for operating that ensure they conduct their business effectively and efficiently, board agendas are clear and informative, and board meetings are run in an appropriate manner.

The power of governance is expressed through one voice. As individuals, trustees make no commitments on behalf of the board to constituents, nor do they criticize or work against board decisions.

To be effective boards must:

- Integrate multiple perspectives into board decision-making
- Establish and abide by rules for conducting board business
- Speak with one voice, and support the decision of the board once it is made
- Recognize that power rests with the board, not individual trustees

REPRESENT THE COMMON GOOD

Boards of trustees exist to represent the general public. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of their region.

Therefore, board members learn as much as they can about the communities they serve. They gain this knowledge by studying demographic, economic and social trends, by being aware of issues facing the community, and by talking with other community leaders and members of other boards. They use what

they learn to make decisions that respond to community interests, needs and values.

Boards discuss multiple viewpoints and issues in public, and have strategies to include the public in the policy-making process. Effective trustees and boards:

- Know community needs and trends
- Link with the community
- Seek out and consider multiple perspectives when making policy decisions
- Debate and discuss issues in public
- Serve the public good

SET THE POLICY DIRECTION

Governing boards establish policies that provide direction and guidance to the president and staff of the College. A major board responsibility is to define and uphold a vision and mission that clearly reflect student and community expectations. This responsibility challenges boards to think strategically, concentrate on the "big picture," and focus on the future learning needs of their communities. It requires that boards consult widely with community groups as well as the administration, faculty, staff, and students of the college. Trustees engage in exciting, creative, thoughtful discussions as they explore the future and envision what they want their communities to be. They:

- Are proactive, visionary and future-oriented
- Learn about and communicate with many different groups
- Focus on community needs and trends
- Establish the vision, mission and broad institutional goals as policy

EMPLOY, EVALUATE AND SUPPORT THE CHIEF EXECUTIVE OFFICER

Successful governance depends on a good relationship between the board and the chief executive officer (CEO). The chancellor or president is the single most influential person in creating an outstanding institution. Therefore selecting, evaluating and supporting the CEO are among the board's most important responsibilities.

The CEO and board function best as a partnership. The CEO implements board policies, while the board depends on the CEO for guidance and educational leadership. This occasionally paradoxical relationship works best when there are clear, mutually agreed-on expectations and role descriptions. The partnership thrives on open communication, confidence, trust, and support.

To be effective, trustees and boards must:

- Select and retain the best CEO possible
- Define clear parameters and expectations for performance
- Conduct periodic evaluations; provide honest and constructive feedback
- Act ethically in the relationship with the CEO
- Support the CEO; create an environment for success

DEFINE POLICY STANDARDS FOR COLLEGE OPERATIONS

Successful boards of trustees adopt policies that set standards for quality, ethics and prudence in college operations. Once policy standards are established, boards delegate significant authority to the CEO, allowing the CEO and staff the flexibility they need to exercise professional judgment. The policies:

- Define expectations for high quality educational programs
- Define expectations for student achievement and fair treatment of students
- Require wise and prudent use of funds and management of assets
- Set parameters to attract and retain high quality personnel and ensure fair treatment of employees

CREATE A POSITIVE CLIMATE

Boards set the tone for the entire system or institution. Through their behavior and policies, successful boards establish a climate in which learning is valued, professional growth is enhanced, and the most important goals are student success and adding value to the community. Alternatively, boards fail their institutions when they act in such a way that they create a stifling, negative, or dysfunctional atmosphere.

Boards of trustees create a positive climate when they look to the future, act with integrity, support risk-taking, and challenge the CEO and college staff to strive for excellence. Effective boards and trustees:

- Model a commitment to learning for students
- Focus on outcomes
- Support professional growth
- Seek consultation in developing policy
- Are ethical and act with integrity

MONITOR PERFORMANCE

Boards are responsible for holding colleges accountable for serving current and future community learning needs. The board adopts the college direction and broad goals as policy, and then

monitors the progress made toward those goals. For instance, if a board adopts a policy goal that the college programs will result in skilled employees for area business, then the board should ask for periodic reports on how that goal is being met.

Boards also monitor adherence to their policies for programs, personnel, and fiscal and asset management. They receive periodic reports from staff and review reports by and for external agencies, such as accreditation, audit, and state and federal accountability reports. All monitoring processes culminate in the evaluation of the CEO as the institutional leader.

A board's ability to monitor its institution is enhanced when it defines the criteria and standards to be used well in advance of when reports are required, so that the CEO and staff are clear about what is expected.

Effective boards and trustees:

- Monitor progress toward goals
- Monitor adherence to operational policies
- Use pre-established criteria for monitoring
- Schedule a timetable for reports

SUPPORT AND BE ADVOCATES FOR THE COLLEGE

Trustees are essential links with their communities. They govern on behalf of the public and ensure that the College meets the needs of external constituents. They are also advocates and protectors of the College. They promote the College in the community, and seek support for the college from local, state, and national policymakers. They support the college foundation in seeking community contributions.

Competent boards protect the College from undue pressure on the institution from political and special interests. They support the professional freedom of administrators and faculty to create quality learning environments that incorporate many different perspectives. They protect the ability of the College to fulfill its mission and promise to their communities. Effective trustees and boards:

- Promote the College in the community
- Foster partnerships with other entities in the community
- Advocate the needs of the College with government officials
- Support the foundation and fundraising efforts
- Protect the College from inappropriate influence

LEAD AS A THOUGHTFUL EDUCATED TEAM

Good trusteeship requires the ability to function as part of a team, and a team functions best when all members are encouraged to contribute their unique strengths and are committed to working together.

Effective boards are thoughtful and educated. Trustees on those boards listen well, ask good questions, analyze options, think critically, and clarify their most important values and priorities. They explore issues thoroughly and make policy decisions based on thorough deliberation and comprehensive understanding.

The best boards are future-oriented. They recognize that today's world requires flexible institutions and personnel who are willing to adapt and grow in response to the changing needs of society. Trustees who act with vision, with intelligence, with curiosity and with enthusiasm create a board that is an agent for positive change. Effective boards and trustees:

- Engage in ongoing learning about board roles and responsibilities
- Are curious and inclusive
- Are positive and optimistic
- Support and respect each other

For more information please contact:

Narcisa Polonio, Ed.D.,
Executive Vice President for Education, Research and Board Leadership Services
T. 202-775-4670
Mobile. 202-276-1983
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SBCCD Collegial Consultation and Institutional Planning

Changing the way we do business



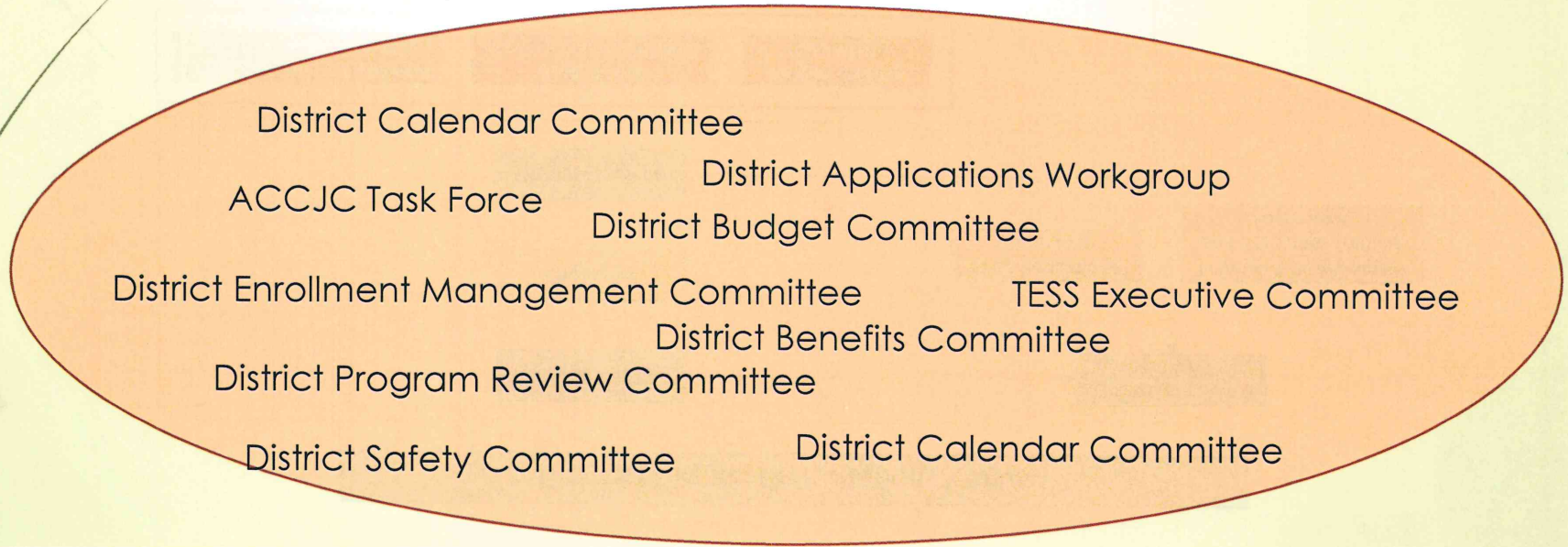
Changing the way we do business

- Challenge: Collegial Consultation
 - No clear purpose, charges, membership or relationship to other committees
 - Not recognized in Board Policy/Administrative Procedures
 - May find themselves working at cross-purposes
 - Wasted committee member time
 - No clarity on role of committee and scope of topic to be discussed
 - No output linked back to planning/consultation

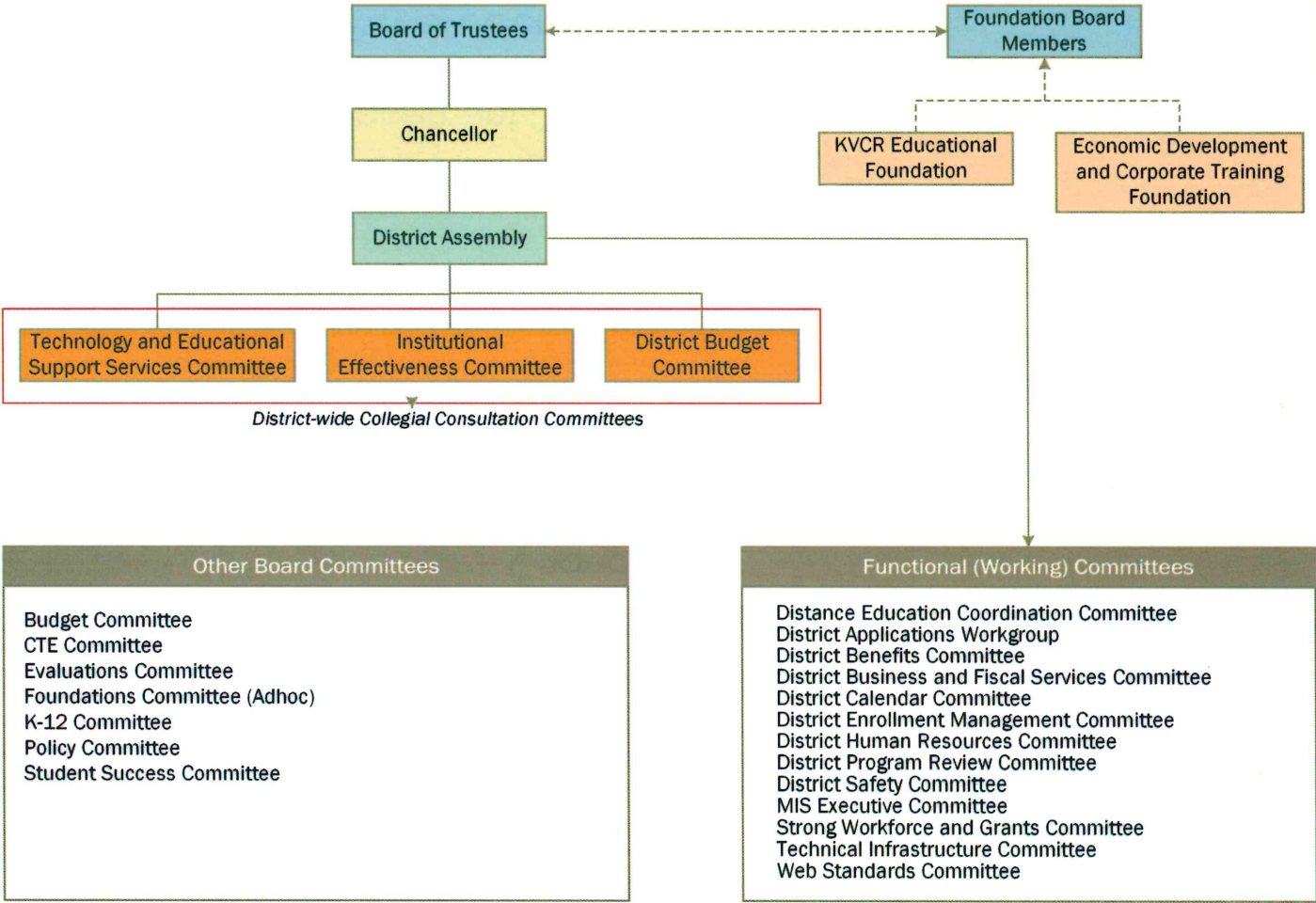


Existing Collegial Consultation Environment

Board of Trustees
Chancellor
Chancellor's Cabinet
District Assembly



District Collegial Consultation Overview





Changing the way we do business

- ▶ Challenge: Planning Processes
 - ▶ Planning sequence didn't make sense:
 - ▶ Varying timelines for Educational Master Plans;
 - ▶ Outcomes from colleges were not linked to District and vice-versa
 - ▶ Budget development was timed to allow colleges to know District assessment in advance, but was not link to planning
 - ▶ Board planning retreats are not informed of colleges' /District's progress and/or needs
 - ▶ Planning in silos....



Two Levels of Planning

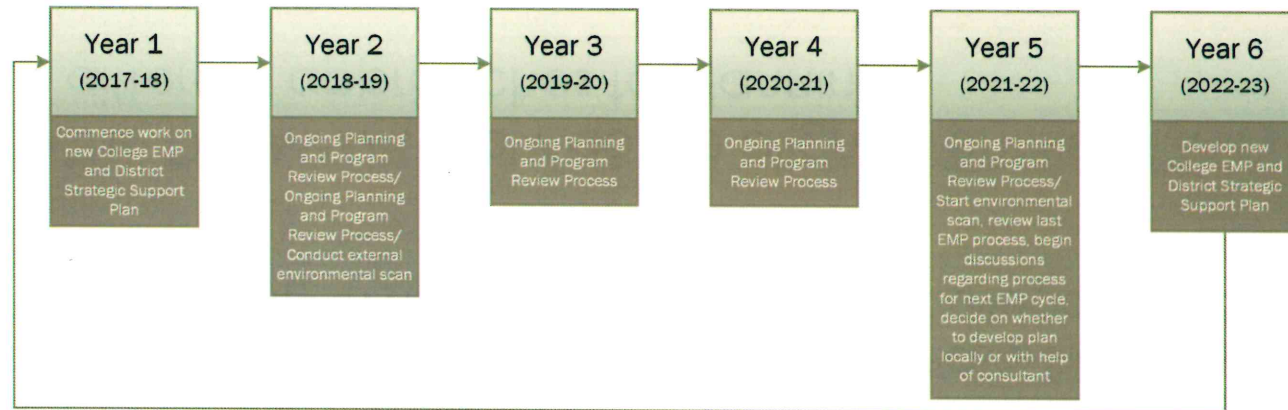
1) Educational Master Plan

- ▶ Ed Code requires colleges to have their own Educational Master Plan (EMP)
- ▶ Colleges have agreed to a 6-year EMP planning cycle
- ▶ Environmental Scan and Realignment done every 3 years

2) Annual Planning and Program Review

- ▶ Culminates with end of year “snapshot” of progress on all plans, challenges, needs, and opportunities

Educational Master Planning Cycle



Year 5 and 6 Timeline								
Year 5								
September	October	November	December	January	February	March	April	May
BoT Presentation on status to date, next steps, input and approval to environmental scan process	Work being done on Environmental Scan	Work being done on Environmental Scan	Work being done on Environmental Scan, Beginning dialogue on EMP process and vendor selection	Work being done on Environmental Scan, Beginning dialogue on EMP process and vendor selection	Share and discuss results from Environmental Scan, Develop RFP for EMP (if hiring consultant)	Continue dialogue on Environmental Scan results, Publish RFP (if hiring consultant)	Continue dialogue on Environmental Scan results, Review RFP (if hiring consultant)	If hiring, consultant get contracts in place
Year 6								
September	October	November	December	January	February	March	April	May
BoT Presentation by consultant on process to be used for EMP	Ongoing work on EMP	Ongoing work on EMP	Ongoing work on EMP	Ongoing work on EMP, BoT Update Presentation by consultant	Ongoing work on EMP	Finalization of EMPs for submission to April Board	Final Presentation to BoT on EMP, EMP Submitted for Review	EMP Board Approval

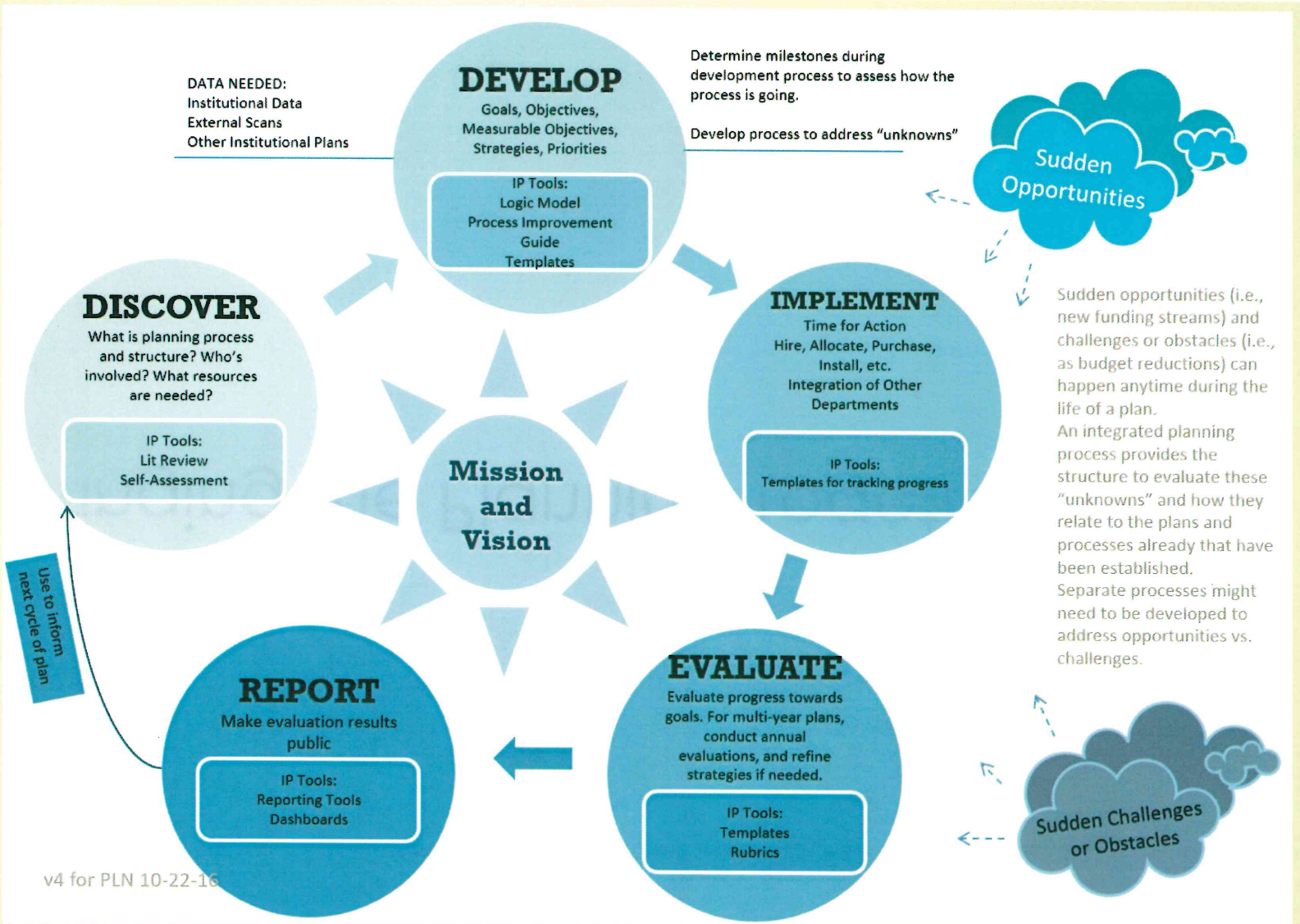


Changing the way we do business

- ▶ Challenge: Lack of Integrated Planning
 - ▶ Colleges and District have different plans;
 - ▶ Budget Development not directly linked to Program Review or Planning;
 - ▶ Accreditation requires colleges to have high degree of flexibility in how they plan to meet college's unique needs

- ▶ The DILEMMA! How do we align all entities if they are using different approaches to planning?

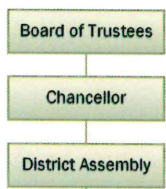
- ▶ The SOLUTION! The IEPI Integrated Planning Model





Bringing the Planning Together...

District Integrated Planning Diagram - Working Draft

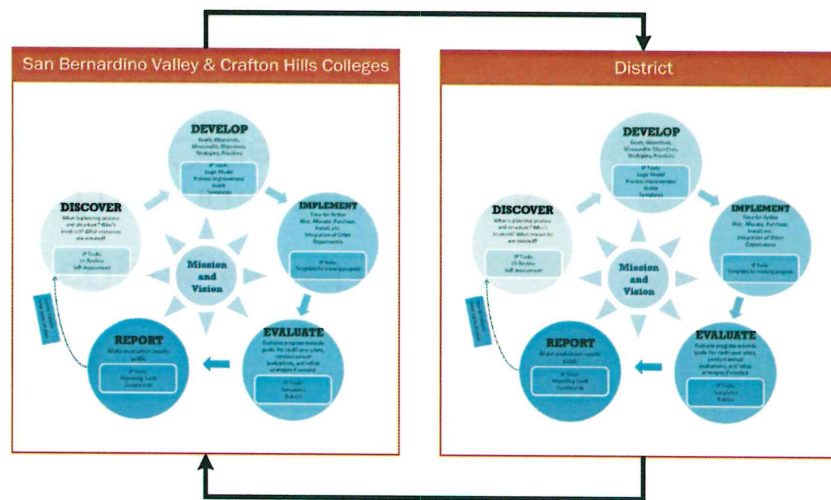


Institutional Effectiveness Committee - Ongoing Planning/Process Review and Oversight

Fall - Spring

-Colleges review progress on all colleges plans, report program review priorities, and report progress, challenges, emerging opportunities and threats to Board, highlighting priorities and needs to best align resource requirements with subsequent year priorities

-District incorporates outcome from college progress reports and presentation of emerging opportunities, threats, and needs as input data to their planning program review cycle



Fall - Summer

-District reviews progress on all District plans, report program review priorities, and report progress, challenges, emerging opportunities and threats to Board and colleges, highlighting priorities and needs to best align resource requirements with subsequent year priorities

-Colleges incorporates outcome from District progress reports and presentation of emerging opportunities, threats, and needs as input data to their planning program review cycle



Changing the way we do business

- ▶ Challenges

- ▶ Board Engagement

- ▶ Board has not been adequately engaged in the development of District/College planning process;
 - ▶ Colleges/District is unclear on Board's expectations on when and how the Board should be engaged in planning

Board Annual Planning Engagement Calendar

July	August	September	October	November	December
No Meetings	No Meetings	Board Study Session on District Program Review and Progress on District Support Services Strategic Plan	Board updates via Board Student Success and Board Budget Committee	Board updates via Board Student Success and Board Budget Committee	No Meetings
January	February	March	April	May	June
Board Study Session on progress on accomplishments, opportunities and challenges in working towards the EMPs, DSSSP, and Accreditation	Board updates via Board Student Success and Board Budget Committee	Board updates via Board Student Success and Board Budget Committee	Board updates via Board Student Success and Board Budget Committee	Board Study Session on Colleges' Program Review and Progress on Educational Master Plans	Board Annual Planning Retreat inclusive of presentation on accomplishments, opportunities and challenges in working towards EMPs, DSSSP, and Accreditation. Board presented with prioritized policy/resource needs to be used in Board Planning

Board Educational Master Planning Engagement Calendar

Year 5 of EMP Cycle

July	August	September	October	November	December
		Presentation/ discussion on EMP process and approval to start Environmental Scan	<i>*Work being done on environmental scan</i>	<i>*Work being done on environmental scan</i>	Begin Districtwide dialogue, including Board, on desired process and deliverables from EMP
January	February	March	April	May	June
	Board Study Session: Environmental Scan results <i>*Request For Proposals (FRP) being developed for EMP</i>	<i>*RFP published</i>	<i>*RFPs being reviewed and selected</i>	<i>*Contracts with vendor of choice put in place</i>	

Year 6 of EMP Cycle

July	August	September	October	November	December
		Board Study Session: Consultant to present on process to be used for EMP and collect Board input	Board updates via Board Student Success and Board Budget Committee	Board updates via Board Student Success and Board Budget Committee	Board updates via Board Student Success and Board Budget Committee
January	February	March	April	May	June
Presentation to Board on progress being made on EMP and collect Board input	Board updates via Board Student Success and Board Budget Committee	Board updates via Board Student Success and Board Budget Committee	Board Study Session: EMPS for the Colleges and District Strategic Support Plan for the District. Plans submitted for first read	Anticipated Board Approval	



Proposed Board Annual Planning Process

Updates provided in brief, bulleted format that are limited to:

- ▶ Accomplishments towards Educational Master Plans, District Strategic Support Plan, Accreditation, and “Board Imperatives;”
- ▶ Opportunities
- ▶ Challenges
- ▶ Prioritized policy/resource needs to better ensure success aligned with areas of focus for upcoming year



Proposed Board Annual Planning Process

Proposed Board Annual Planning Workshop Agenda:

- ▶ Review progress on previous year's Board Goals;
- ▶ Review progress on previous year's Board Imperatives;
- ▶ Presentations by key area updates;
- ▶ Discussion of District-wide challenges, priorities, and opportunities;
- ▶ Development of new Board Imperatives;
- ▶ Development of new Board Goals;
- ▶ Development of Board Budget Directives



Proposed Board Annual Planning Process

Ongoing Monitoring:

- ▶ Board Budget Committee
- ▶ Board Student Success Committee
- ▶ Mid-year Study Session



Next Steps

- ▶ All District Committees will formalize their membership and purpose as they related to the District Collegial Consultation Overview;
- ▶ Will recommend through the District Assembly that the “ACCJC Task Force” be institutionalized as the “District Institutional Effectiveness Committee;
- ▶ The Board BP/AP outlining District Collegial Consultation will be updated to reflect changes;



Next Steps

- ▶ Progress to date will be reviewed on September 18th with the IEPI;
- ▶ Inclusive of feedback from IEPI, will begin using consultative and planning process outlined in this presentation and update as opportunities for improvement present themselves



Origination: 10/2010
Last Approved: 02/2017
Last Revised: 02/2017
Next Review: 02/2023
Owner: Board Board:
Policy Area: Chapter 2 Board of Trustees
References:

BP 2410 Board Policies and Administrative Procedures

(Replaces SBCCD BP 2045)

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

Administrative procedures are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Chancellor through regular consultation processes and/or as required by revisions to laws and regulations. [\[SN1\]](#) Administrative procedures are forwarded to the Board of Trustees. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgement, be inconsistent with the Board's own policies.

Board policies and administrative procedures are to be reviewed on a six-year cycle per the schedule specified in AP 2410.

Board policies and administrative procedures shall be readily available on the District's website.

Reference:

Education Code Section 70902; ACCJC Accreditation Standards IV.C.7, IV.D.4, I.B.7, and I.C.5 (formerly IV.B.1.b & e)

[\[SN1\]](#) DA recommended striking the last sentence on lines 32-33 as it is addressed in lines 27-31.

Attachments:

[BP 2410 Board Policies & Admin Procedures - Comments](#)

Approval Signatures

Step Description	Approver	Date
Board of Trustees 2nd reading	Board Board: [SN]	02/2017
Board of Trustees 1st reading	Board Board: [SN]	02/2017
District Assembly 2nd reading	District Assembly District Assembly:	01/2017
District Assembly 1st reading	District Assembly District Assembly:	01/2017
Chancellor's Cabinet	Chancellor's Cabinet Chancellor's Cabinet:	01/2017

COPY



Origination: 10/2011
Last Approved: 12/2014
Last Revised: 12/2014
Next Review: 6 years after approval
Owner: Board Board:
Policy Area: Chapter 2 Board of Trustees
References:

AP 2410 Board Policies and Administrative Procedures

(Replaces SBCCD AP 2045)

Pursuant to Education Code Section 70902(a)(1), the Board of Trustees shall establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the Board of Trustees may initiate and carry on any program or activity, or may otherwise act, in any manner that is not in conflict with, inconsistent with, or preempted by, any law, and that is not in conflict with the purposes for which community college districts are established.

The Chancellor, through the Collegial Consultation process, has the authority to propose new Board Policies and Administrative Procedures. Review of the policies designated in the 6-year cycle shall begin in October.

At the beginning of each academic year, the Chancellor will notify the appropriate parties of the chapters or specific BPs or APs to be reviewed.

Responsibility for the review process is as follows:

Chapter 1: Board of Trustees and the Chancellor

Chapter 2: Board of Trustees and the Chancellor

Chapter 3: Chancellor and Chancellor's Cabinet

Chapter 4: Vice-Presidents of Instruction, Student Services, and Academic Senate Presidents

Chapter 5: Vice-Presidents of Instruction, Student Services, and Academic Senate Presidents

Chapter 6: Vice-Chancellor of Fiscal Services and Vice-Presidents of Administrative Services

Chapter 7: Vice-Chancellor of Human Resources

It is incumbent on the Academic Senates to engage the campus community as appropriate.

The process for developing or changing Board Policies and/or Administrative Procedures is outlined below:

1. A proposal for a new Board Policy or a change in a current Policy or Administrative Procedure may be submitted by any interested party. A proposal must be submitted in writing to the Chancellor and shared with the Board of Trustees.
2. Updates to APs and BPs will be reviewed when forwarded from the Community College League of California (CCLC).

3. Following review by the Chancellor, the proposal will be shared with Chancellor's Cabinet and the Chancellor will make the recommendation to District Assembly and forward to the Academic Senate presidents to determine whether either believes the proposal is an "academic and professional matter."

4. If the Chancellor and Academic Senates agree that the proposal is deemed to be an academic and professional matter within the meaning of Section 53200(c) of Title 5 of the California Code of Regulations:

a. The proposal will be submitted to the Academic Senates on both campuses, which will have up to 3 months to review and suggest appropriate changes to the proposal, in accordance with Title 5 and relevant state regulations.

b. After the Senates have completed their review, a Joint Senate Conference Committee, with representatives from each Academic Senate, will confer to reconcile any differences within 30 days.

c. The proposal will then be submitted to the Chancellor and the District Assembly as an information item.

d. The Chancellor will review the recommendation from the Academic Senate and will forward to the Board for approval. The Chancellor will submit the Academic Senates' changes to Administrative Procedures to the Board for information only.

5. If the Chancellor and Academic Senates agree that the proposal is deemed not to be an academic and professional matter within the meaning of Section 53200(c) of Title 5 of the California Code of Regulations:

a. The proposal will be submitted to the District Assembly for review and recommendation. The proposal will simultaneously be submitted to the Academic and Classified Senates as an information item.

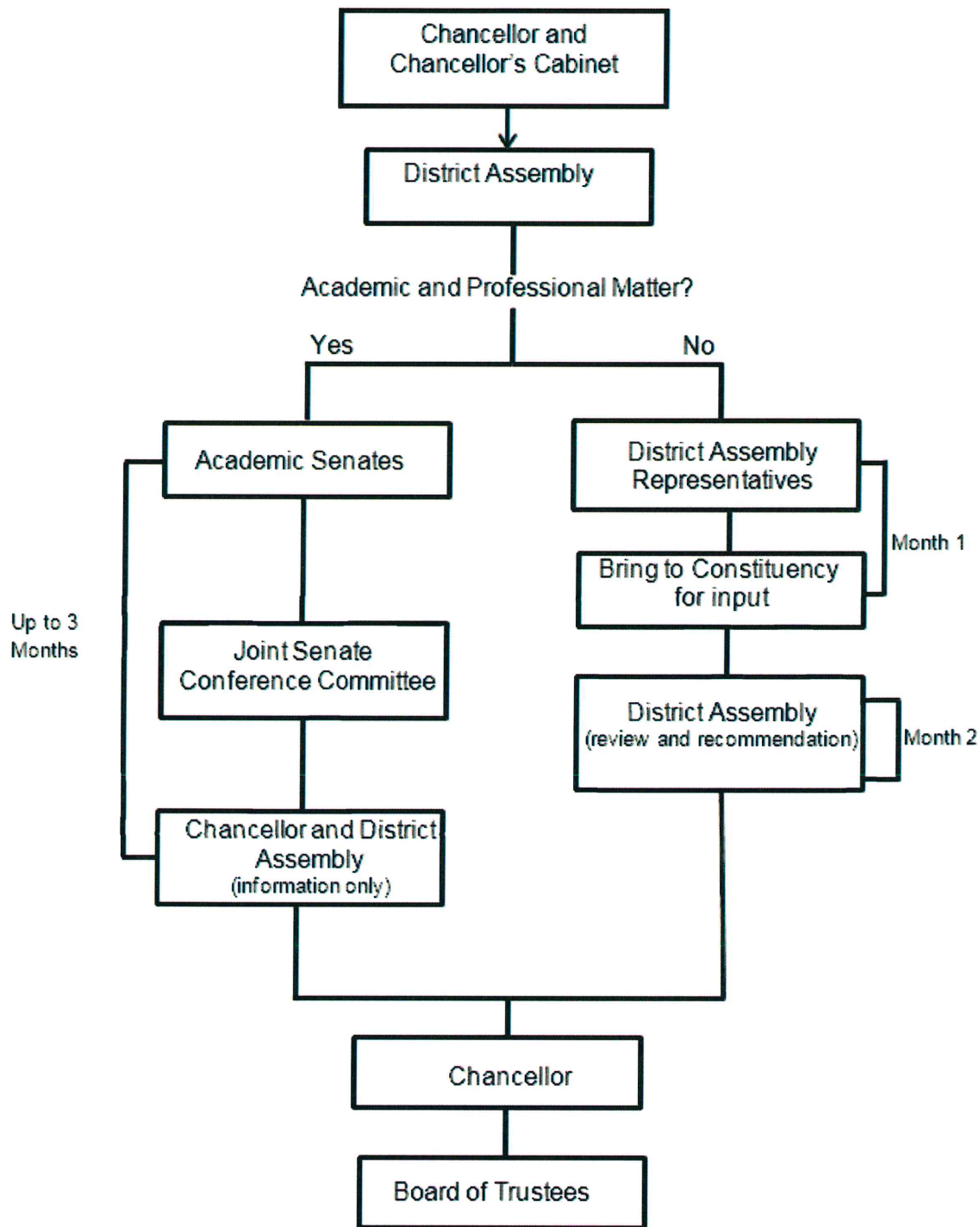
b. The District Assembly may, when appropriate, assign a subcommittee which will review and respond to the proposal.

c. After the subcommittee has completed its review, their response will be submitted to the District Assembly within two months.

d. The recommendation will be submitted to the Chancellor. If the proposal concerns a Board Policy, the Chancellor will submit it to the Board for a first reading and/or approval.

6. If the Chancellor and Academic Senates do not agree that the proposal is deemed not to be an academic and professional matter within the meaning of Section 53200(c) of Title 5 of the California Code of Regulations, the Chancellor, with concurrence with the Board, may overrule the determination by an Academic Senate that a policy or procedure is indeed an "academic and professional matter" within the meaning of Section 53200(c) of Title 5 of the California Code of Regulations.

Flow Chart for Changes to Board Policies or Administrative Procedures



References:

Education Code Section 70902;

ACCJC Accreditation Standards I.B.7; I.C.5; IV.C.7; and IV.D.4 (formerly IV.B.1.b & e)

Attachments:

AP 2410 Board Policies & Admin
Procedures - Comments
AP 2410 Board Policies & Admin
Procedures - Legal Citations
AP 2410 Board Policies & Admin
Procedures - revised.docx
AP 2410 Board Policies & Admin
Procedures-with Rejected Changes -
Comments
Flow Chart for Changes to Board Policies or
Administrative Procedures
Image 01

Approval Signatures

Step Description	Approver	Date
Board of Trustees 1st reading	Board Board:	pending
District Assembly 2nd reading	District Assembly District Assembly: [SN]	04/2017
District Assembly 1st reading	District Assembly District Assembly: [SN]	04/2017
Chancellor's Cabinet	Chancellor's Cabinet Chancellor's Cabinet: [SN]	04/2017

COPY



Origination: 05/2013
Last Approved: 01/2017
Last Revised: 01/2017
Next Review: 01/2023
Owner: Board Board:
Policy Area: Chapter 2 Board of Trustees
References:

BP 2435 Evaluation of the Chancellor

(Replaces current SBCCD BP 2175)

The Board of Trustees shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy.

The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor.

The criteria for evaluation shall be based on Board policy, the Chancellor job description, and performance goals and objectives developed in accordance with BP 2430 titled Delegation of Authority to the Chancellor.

Reference:

ACCJC Accreditation Standard IV.C.3 (formerly IV.B.1)

Attachments:

- [BP 2435 Evaluation of the Chancellor - Comments](#)
- [BP 2435 Evaluation of the Chancellor - Legal Citations](#)



Origination:	05/2013
Last Approved:	01/2017
Last Revised:	01/2017
Next Review:	01/2023
Owner:	Board Board:
Policy Area:	Chapter 2 Board of Trustees
References:	

AP 2435 Evaluation of the Chancellor

(Replaces current SBCCD AP 2175)

A. Frequency of Evaluation

The Chancellor will be evaluated at least annually in accordance with BP 2435 titled Evaluation of the Chancellor.

B. Evaluation Committee

By the first day of the 3rd month of assignment of the evaluation year, the Board and the Chancellor will meet and mutually agree upon the formation of an evaluation committee. The evaluation committee is advisory to the Board of Trustees and the Board of Trustees will be responsible for preparation of the Chancellor's evaluation. The evaluation committee shall include the following members:

- One manager from San Bernardino Valley College (SBVC) selected by the SBVC President from among the three names submitted by the Chancellor.
- One manager from Crafton Hills College (CHC) selected by the CHC President from among the three names submitted by the Chancellor.
- One manager from the District Office selected through a process of nomination and voting conducted by all District Office managers from among the three names submitted by the Chancellor.
- One faculty member appointed by the Academic Senate from San Bernardino Valley College from among the three names submitted by the Chancellor.
- One faculty member appointed by the Academic Senate at Crafton Hills College from among the three names submitted by the Chancellor.
- One classified employee from San Bernardino Valley College appointed by the CSEA from among the three names submitted by the Chancellor.
- One classified employee from Crafton Hills College appointed by the CSEA from among the three names submitted by the Chancellor.
- One classified employee from the District office appointed by CSEA from among the three names submitted by the Chancellor.
- One student from San Bernardino Valley College selected by the Associated Student Body.
- One student from Crafton Hills College selected by the Associated Student Body.

C. Campus/District Survey

The evaluation committee shall seek written feedback from all permanent employees and, applicable

community leaders. To assist in this task, the Chancellor will provide the committee with a preliminary list of applicable community leaders. The Board of Trustees may provide additional names of community members.

The evaluation committee shall prepare a consolidated summary of the ratings and comments. Original survey documents will be destroyed once the summary is prepared. A copy of the summary will be made available to the Chancellor.

D. Evaluation Report for the Chancellor

The committee will produce a written evaluation report within two months following the start of the evaluation process. The report shall include:

1. A summary of duties from the job description, which shall serve as a basis for the evaluation.
2. A summary list of the goals and objectives from the prior year.
3. A self-evaluation from the Chancellor including a reflection of the year including achievements, areas for improvement, and identified challenges to address in the future and or any other items that the Chancellor submitted to the committee.
4. An assessment of the management and leadership strengths of the Chancellor.
5. The identification of any areas in which the Chancellor can improve his/her performance or management skills.

The advisory report shall be signed by all members of the Evaluation Committee. The Board of Trustees and the Chancellor shall receive a copy of the evaluation report.

The Board shall have 60 days to give the Chancellor the official evaluation. The evaluation shall be signed by all members of the Board. The Chancellor shall receive a copy of the evaluation report, and will have an opportunity to attach a written response within fifteen working days. This response may offer clarification, additional information, or a rebuttal. There will be only three copies of a completed evaluation. One copy will remain in the possession of the Chancellor one copy will remain with the Board's attorney, and the original will become a part of the official file in the Human Resources Office.

As part of the evaluation meeting, the Board and the Chancellor will set new short- and long-term goals and objectives.

Reference:

ACCJC Accreditation Standard IV.C.3 (formerly IV.A)

Attachments:

- [AP 2435 Evaluation of the Chancellor - Comments](#)
- [AP 2435 Evaluation of the Chancellor - Legal Citations](#)



Origination: 01/2001
Last Approved: 01/2016
Last Revised: 01/2016
Next Review: 6 years after approval
Owner: Board Board:
Policy Area: Chapter 2 Board of Trustees
References:

BP 2200 Board Duties and Responsibilities

(Replaces SBCCD BP 2000 and BP 2270)

The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Select, hire, and evaluate the Chancellor
- Delegate power and authority to the Chancellor to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District
- Establish, as necessary, board ad hoc and standing committees

The Board is committed to excellence and effectiveness in all the operations and entities that comprise the District. It is committed to student access, retention and success and to prudent management of all the District's resources. The Board strives for and expects informed and excellent governance and leadership from themselves and from all the key leaders of the District.

To that end, the Board has established four Board Imperatives: that are adopted by the Board each year.

- ~~I. Institutional Effectiveness~~
- ~~II. Learning Centered Institution for Student Access, Retention, and Success~~
- ~~III. Resource Management for Efficiency, Effectiveness, and Excellence~~
- ~~IV. Enhanced and Informed Governance and Leadership~~

The Board directs the Chancellor to ensure that each entity of the District develops and meets goals to ensure that the Board's Imperatives are met.

In addition, the Board of Trustees is committed to fulfilling the following duties and responsibilities:

A. General

1. Select the Chancellor of the District.

2. Approve the college calendar and determine which holidays to observe and on what days to observe them within the framework of providing the necessary number of days of instruction to qualify for state apportionment. The calendar shall be established after consultation with the District constituencies.
3. Consider communications and requests from citizens or organizations on matters of administration and policy.
4. Provide auxiliary services necessary to achieve the purposes of the community college.
5. Approve and provide such classes, programs and facilities under the provisions of the Community Service Act and the Civic Center Act as deemed appropriate.
6. Notify the Board President or Chancellor when a member shall be absent from a Board meeting. Such notification shall be given as far in advance of the meeting as possible.
7. Evaluate annually, in writing, the Chancellor's performance using selected evaluation instruments.
8. Evaluate annually, in writing, the Board of Trustees performance using selected evaluation instruments.
9. Review, change, and approve board policies as deemed necessary.

B. Business

1. Establish policies and approve long-range master plans for facilities, and submit such plans to the Board of Governors for review and approval.
2. Determine and control the District budget and present the budget to County appropriate authorities.
3. Consider reports of the financial condition of the District.
4. Provide for periodic audit of funds of the District as provided by law, including those of student organizations, food services, bookstores, and others handled under the supervision of the District.
5. Authorize expenditures of funds and approve payment for authorized purchases.
6. Manage and control District property.
7. Contract for the procurement of such goods and services as authorized by law.
8. Receive and administer gifts, grants, and scholarships.

C. Educational

1. Establish policies for, and approve, current and long-range educational plans and programs, and promote orderly growth and development of the colleges within the District.
2. Establish academic standards, probation and dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the Board of Governors.
3. Approve courses, programs of instruction, and certificate and graduation requirements.
4. Establish ad hoc citizen advisory committees and curricular or career and technical advisory committees, and appoint, upon the recommendation of the Chancellor, the members of such committees.

D. Personnel

1. Employ and assign all personnel.
2. Establish employment practices, salaries, and benefits for all employees.

3. Serve as a Board of final appeal for employees and the public.
4. Act upon the recommendations of the Chancellor pertaining to the appointment or dismissal of District employees.

E. Students

1. Establish such student fees as authorized by law.
2. Establish rules and regulations governing student conduct.
3. Serve as a final appeal for complaints regarding administrative actions against students, employees, and citizens of the District. The Board shall serve in its appellate role for students, employees, and citizens only after a decision on the matter in contention has been made by administrative action and then upon the basis of a request for reconsideration of the matter to the Board. Appeals on grievances and discipline matters of bargaining unit members will be handled in accordance with the Collective Bargaining Agreements.

References:

ACCJC Accreditation Standard IV (formerly IV.B.1.d);
 Education Code Section 70902

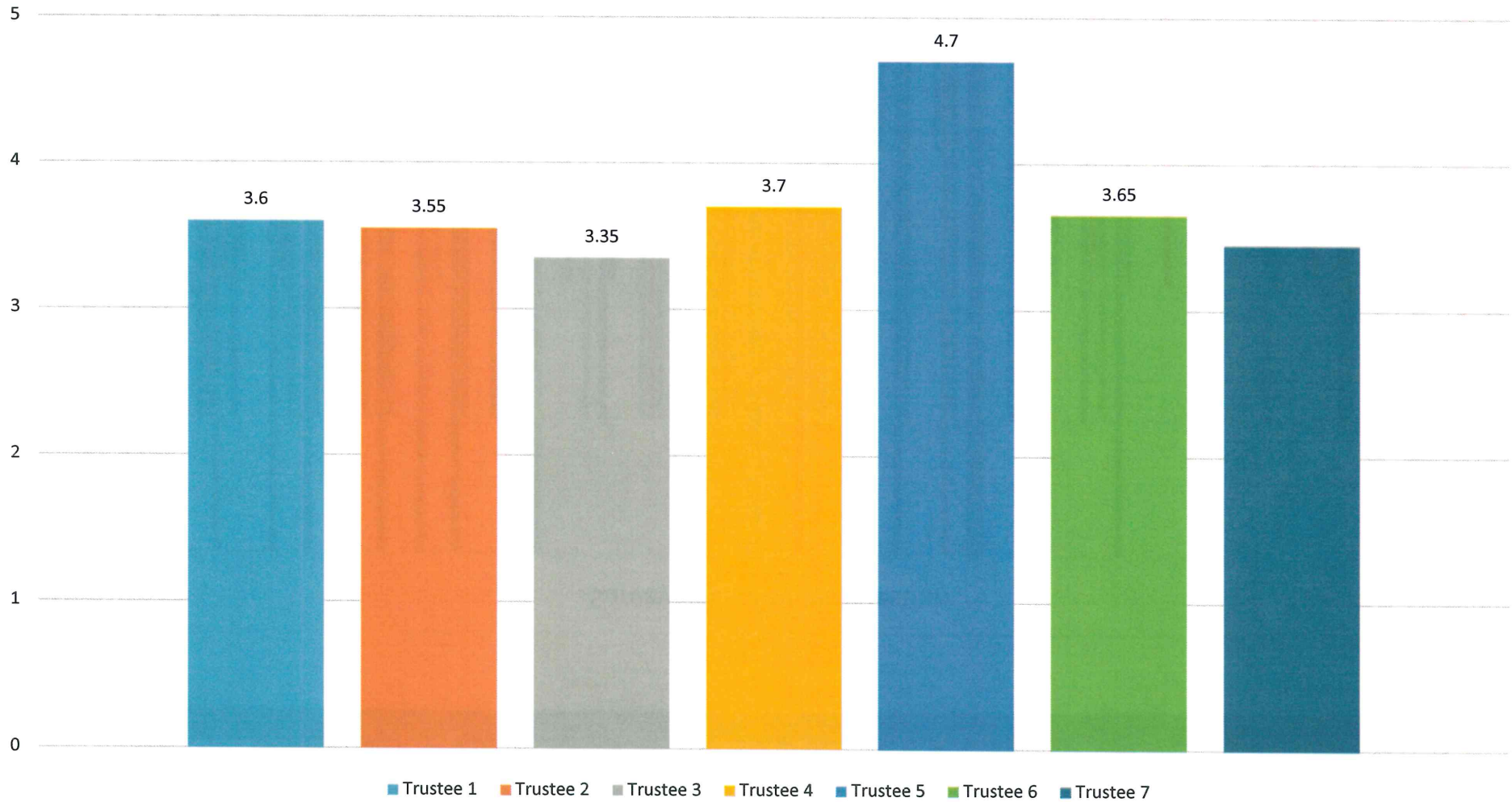
Attachments:

[BP 2200 Board Duties and Responsibilities - Comments](#)
[BP 2200 Board Duties and Responsibilities - Legal Citations](#)

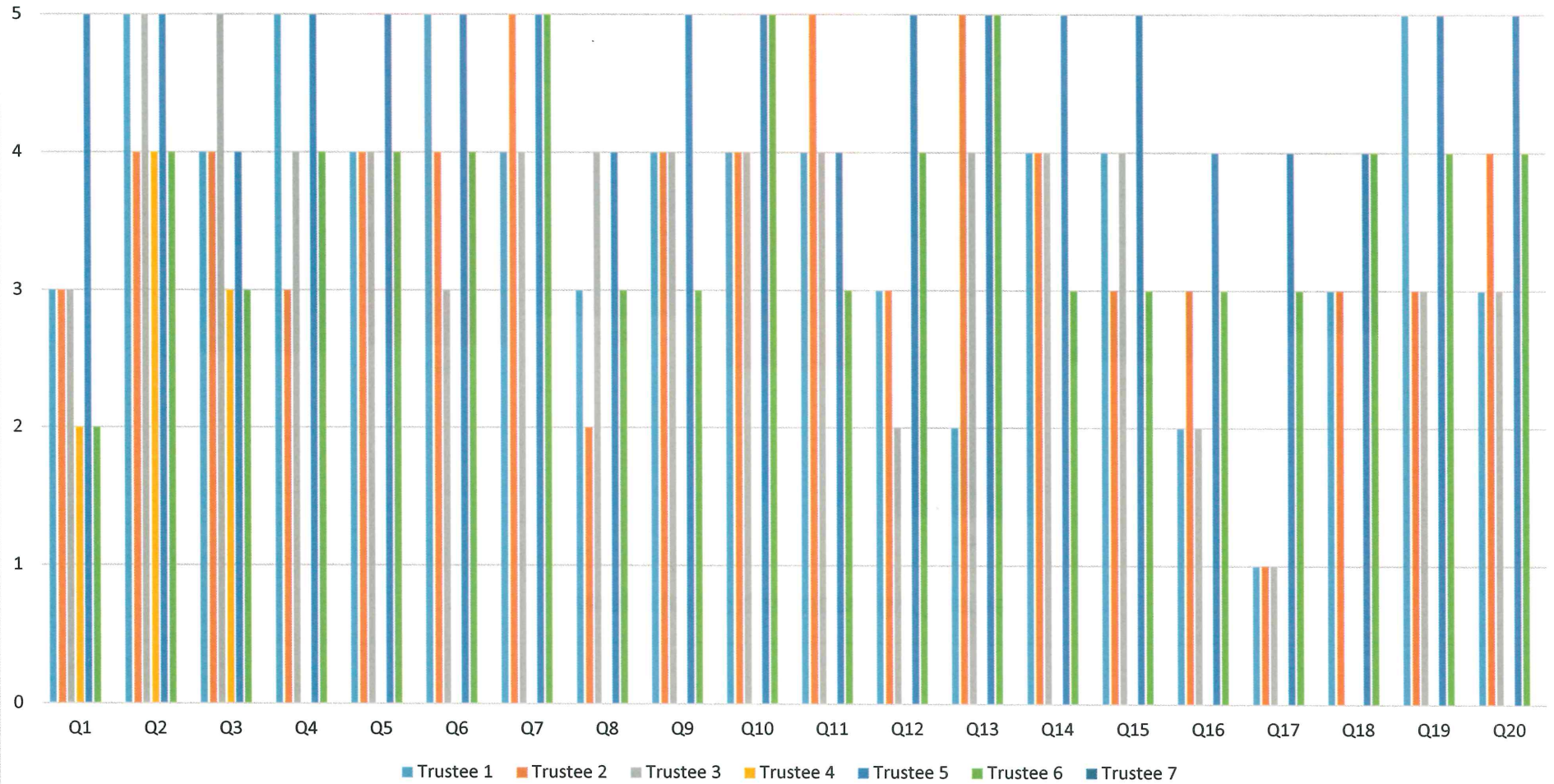
Approval Signatures

Step Description	Approver	Date
Board of Trustees 1st reading	Board Board:	pending
District Assembly 2nd reading	District Assembly District Assembly: [SN]	03/2017
District Assembly 1st reading	District Assembly District Assembly: [SN]	03/2017
Chancellor's Cabinet	District Assembly District Assembly: [SN]	03/2017
Chancellor's Cabinet	District Assembly District Assembly:	01/2017
Chancellor's Cabinet	Chancellor's Cabinet Chancellor's Cabinet:	01/2017

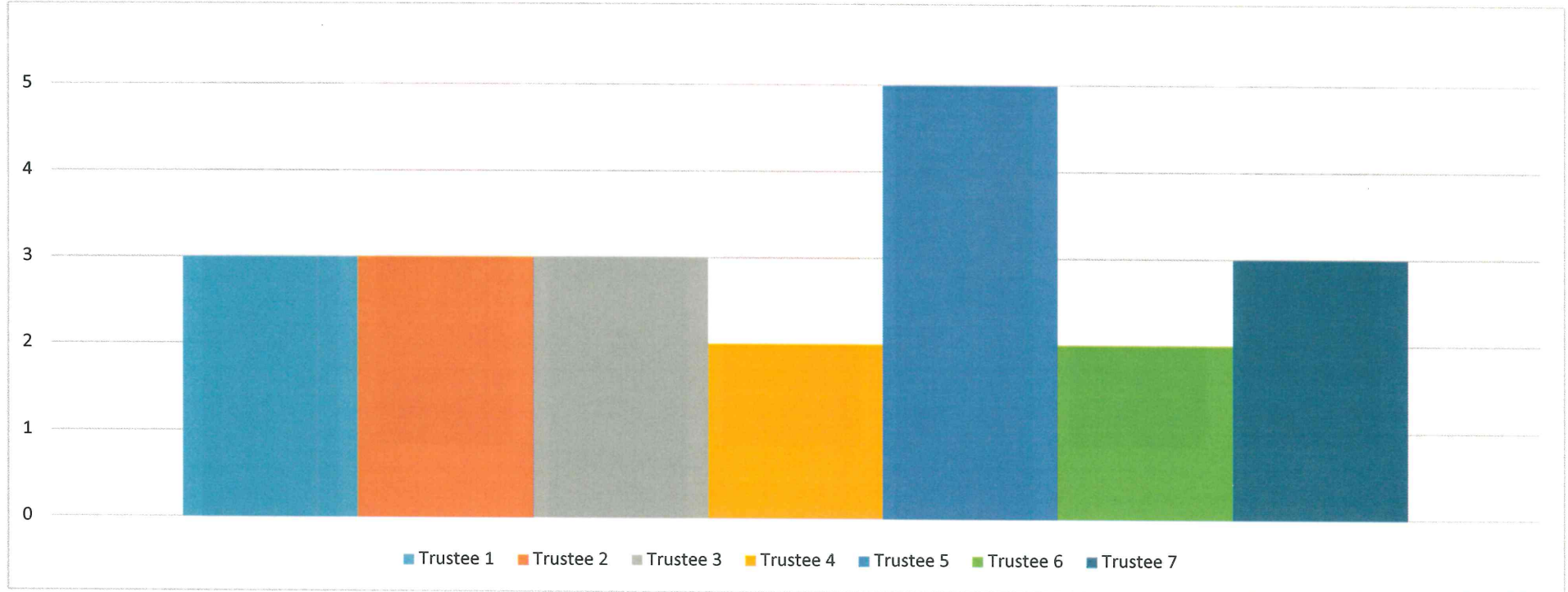
Average (of 20 questions) By Trustee



Survey Response by Question



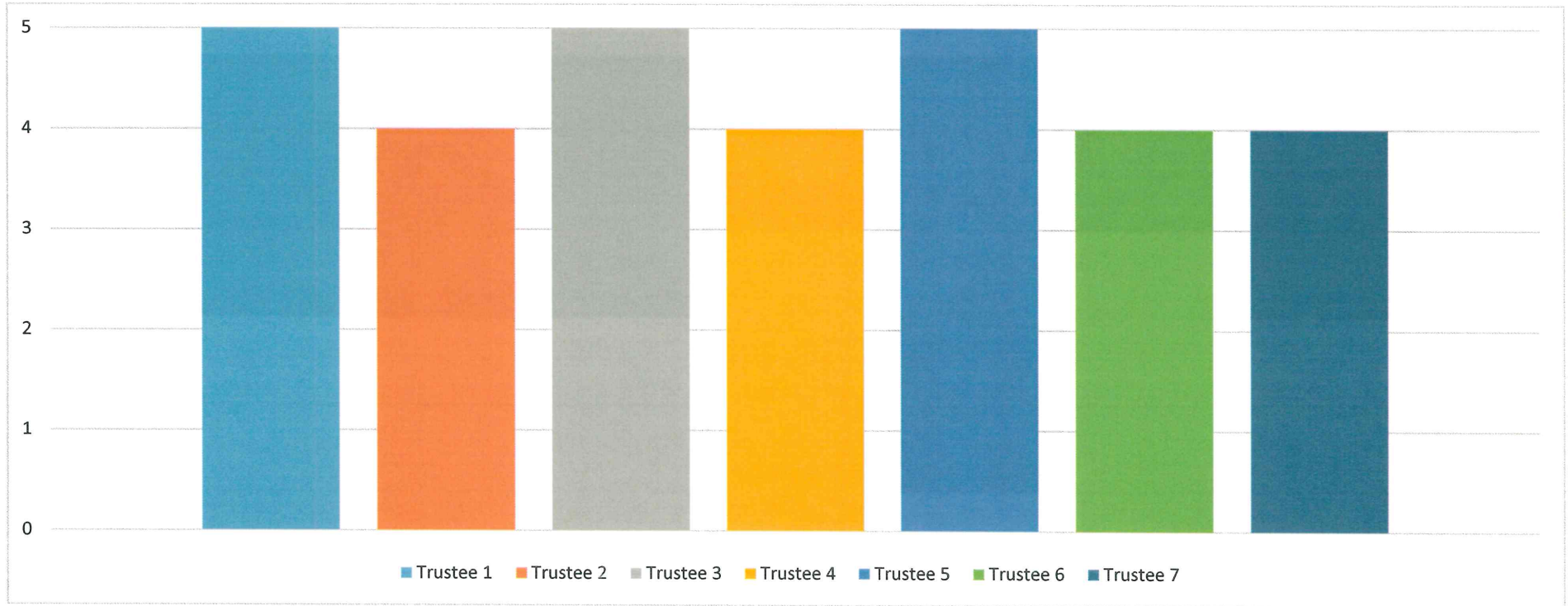
Q1: Rate the level to which you perceive the Board's working relationship with the Chancellor. Please explain your rating and provide examples where possible.



Comments:

- Seems to vary from trustee to trustee.
- I still feel like we only get partial truth/information at times, especially if the absolute right questions are not asked. Very recently he has become very defensive when asked to conduct a special closed session meeting of the board. This is not okay behavior for me.
- Has improved considerably in the past months.
- Both the Board and the Chancellor needs to be more sensitive to each other's roles.

Q2: Rate the level to which you perceive Board members are respectful to each other and the staff. Please explain your rating and provide examples where possible.

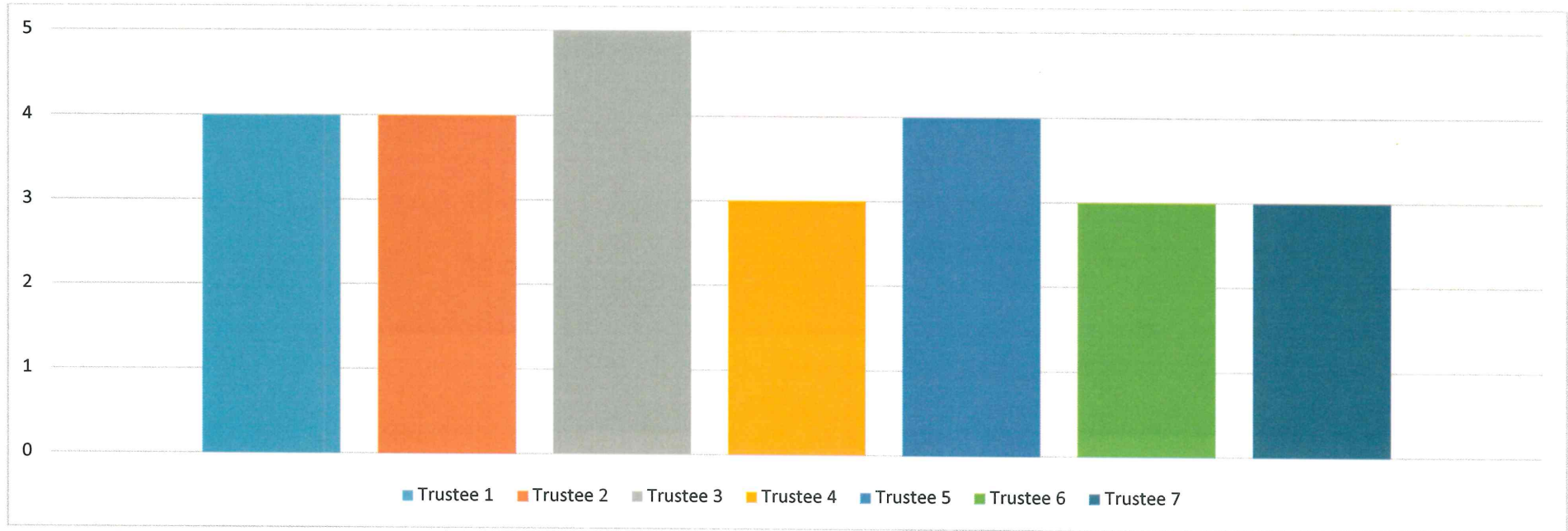


Comments:

- Have never witnessed a Board Member not being respectful. Have seen Board Members go out of their way to be collegial and supportive of each other.
- We do a good job of this, especially in public.
- The Board is respectful of the staff and most communication is civil.
- Occasionally Board members have failed to show appropriate respect for the Chancellor. This seems to be happening less frequently.



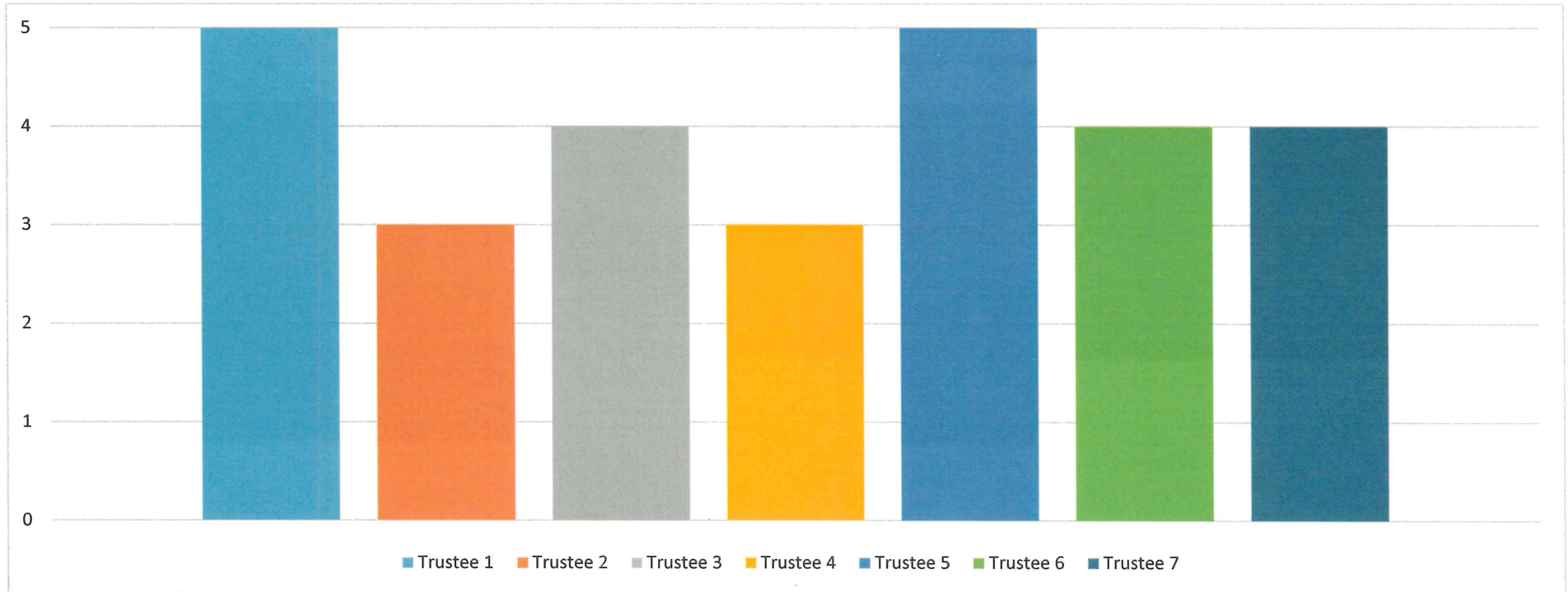
Q3: Rate the level to which you perceive the Board's actions and agendas are aimed at forming policy and not on operations. Please explain your rating and provide examples where possible.



Comments:

- Have seen Board Members identify areas which would be operations-oriented and state these are not within our purview. Still, some unclear policies may allow us to veer away from policy from time to time.
- This has improved but could still be better. Most of the time we are on policy.
- Before the Board meetings the Chancellor and the executive committee of the Board meet and discuss the agenda and any items that might be operations are discussed. This especially true when it comes to determining the role of the Board and the faculty senate and the bargaining groups.
- At times, we get too far into the "weeds."

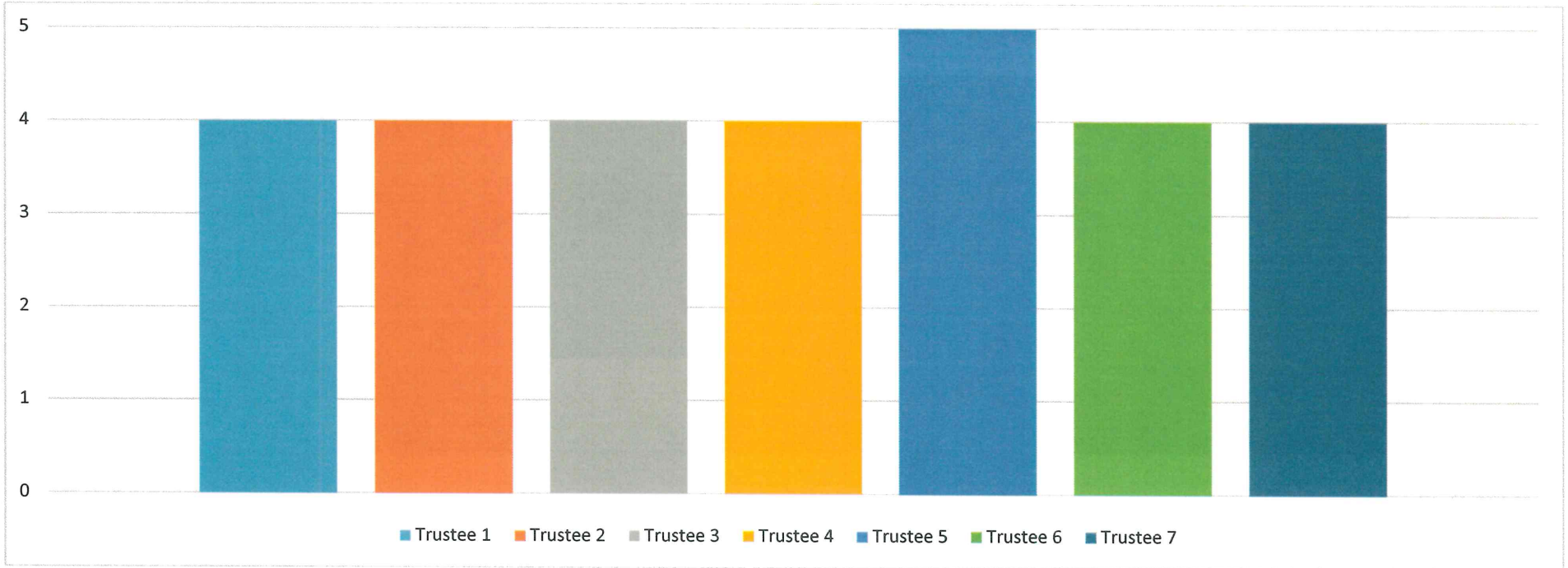
Q4: Rate the level to which you believe Board members pay attention during Board meetings. Please explain your rating and provide examples where possible.



Comments:

- It is rare to see a Board Member NOT paying attention. Current Board appears to be actively listening and engaged.
- We still have members with their cell phones out during the meeting which we agreed would not be the case. Sometimes body language would indicate less than full attention.
- I do not believe he has achieved the trust relationship necessary to achieve many of the proposed projects, but it is better than before.

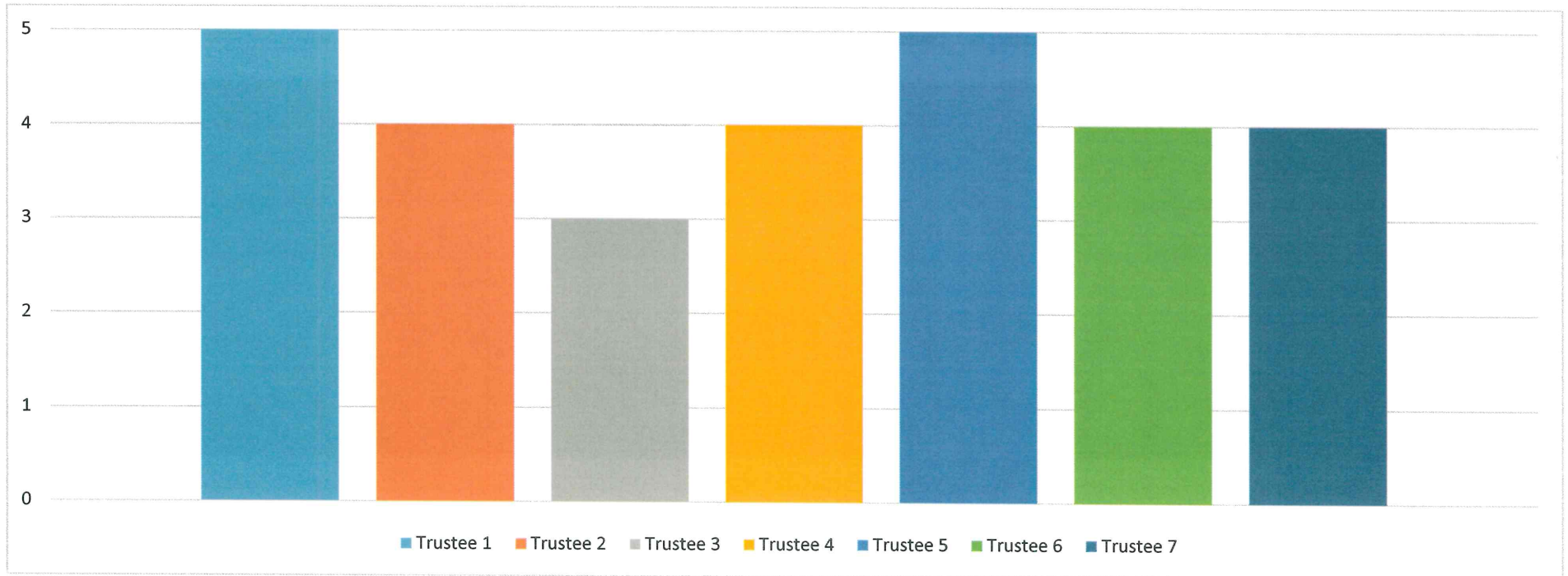
Q5: Rate the level to which you believe Board members come prepared for Board meetings. Please explain your rating and provide examples where possible.



Comments:

- Majority seem very prepared. I also appreciate the emails which provide answers to our questions prior to meetings, as well as the opportunity to meet directly with the Chancellor for clarification. Have, however, seen agenda packets being opened for the first time which is concerning. It is our responsibility to arrive prepared.
- Most are, but when you are breaking open your packet when you get to the board meeting, one tends to wonder or when questions are asked that are covered in the packet.
- The Board is very respectful of each other, there is civility. Furthermore, all rumors, whispers and complaints are being directed to the Chancellor for his appraisal and action.

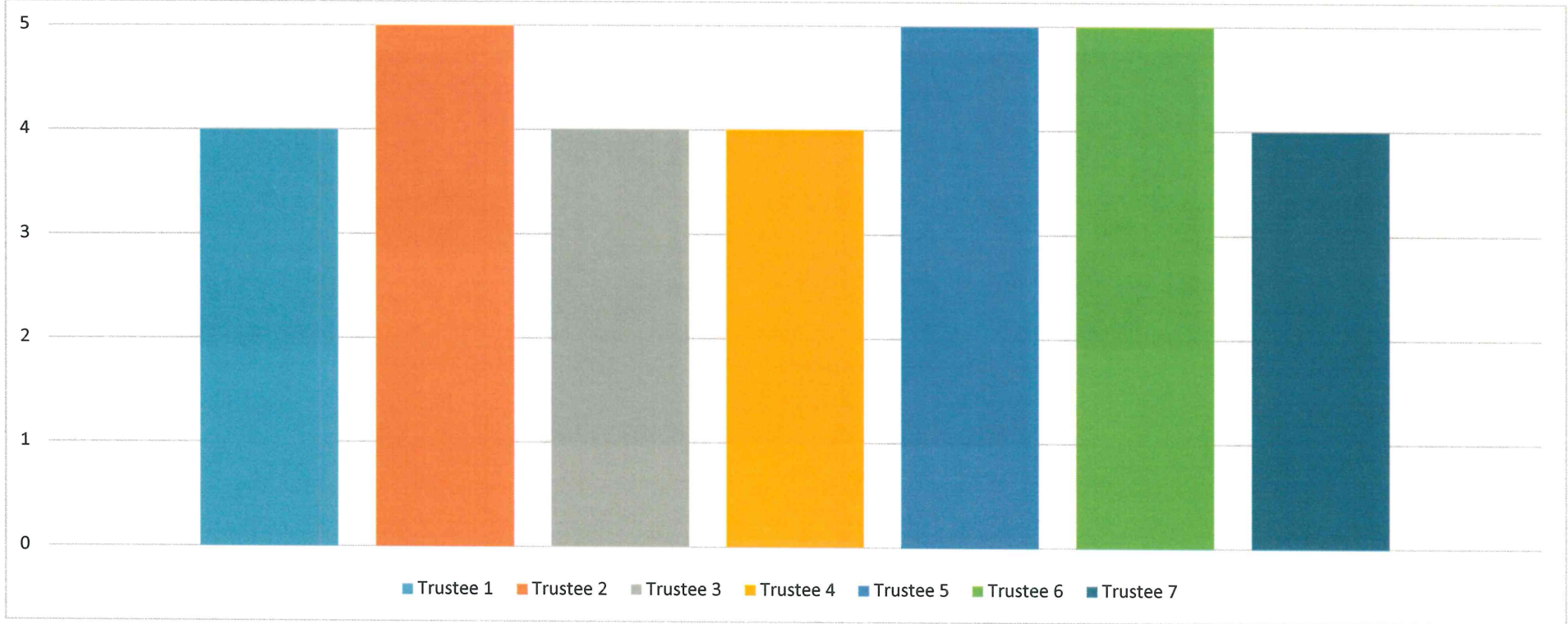
Q6: Rate the level to which you believe the Board provides leadership or create an environment for success. Please explain your rating and provide examples where possible.



Comments:

- I believe the Board's support of various campus agendas supports staff in a way that increases their ability to provide leadership. I have not witnessed the Board blocking reasonable efforts aimed at increasing success.
- We are focused on student success and have formed a Student Success Committee to help the board be more informed on what is going on, on the campuses.
- Creation of Board Committees shows leadership.
- This is an active Board with good participation on ad hoc and standing committees.

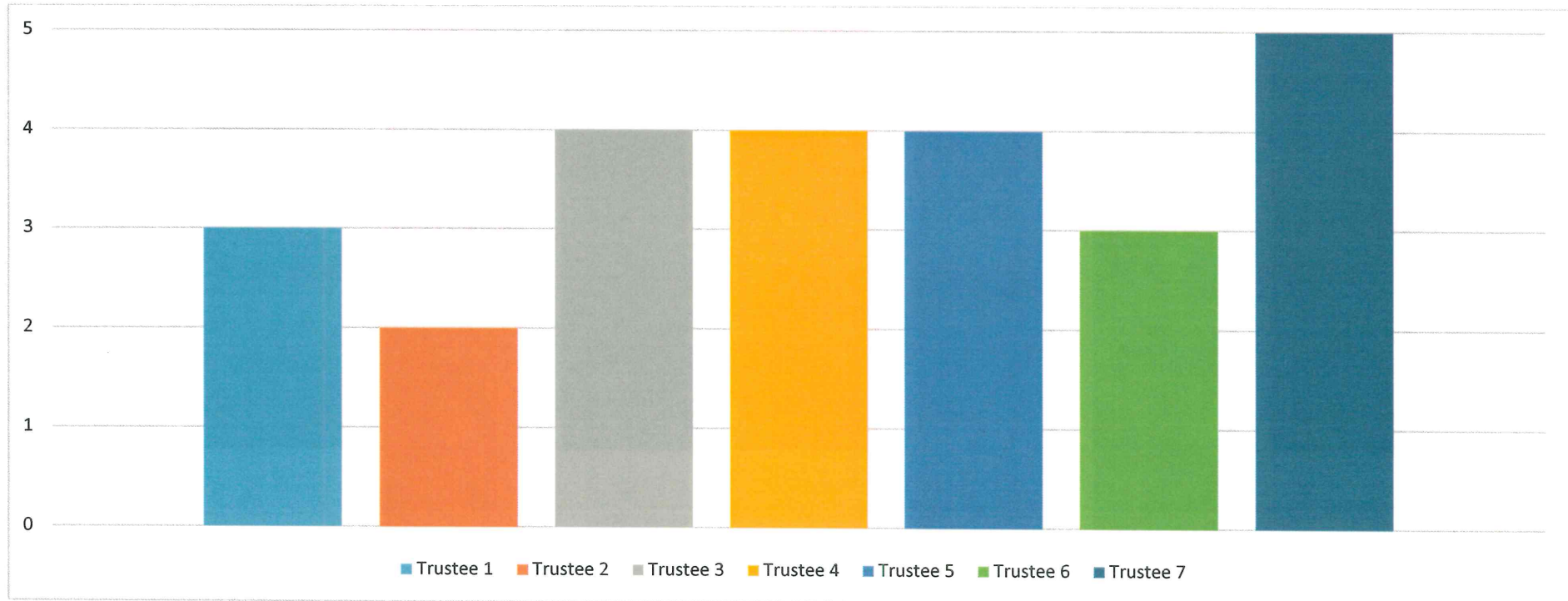
Q7: Rate the level to which you believe the roles of the Board chair and other officers clear. Please explain your rating and provide examples where possible.



Comments:

- I believe these roles are generally clear (and carried out properly). When there are questions, they are asked and addressed efficiently.
- They are outlined in the Board Handbook.
- We are still working on this but I believe everyone is clear on the role of the Board chair.

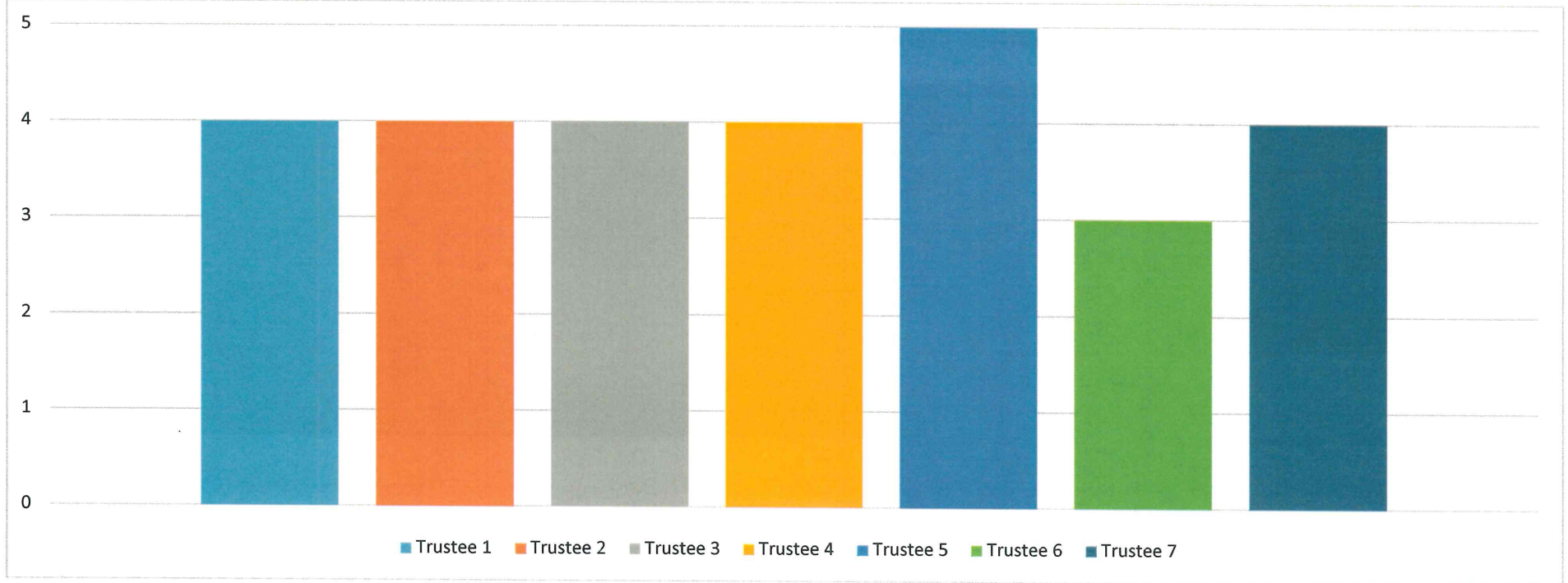
Q8: Rate the level to which you believe the Board has effective strategies for seeking input from diverse interests. Please explain your rating and provide examples where possible.



Comments:

- Because the various interest groups are so diverse, I believe it is not possible (in many cases) to obtain input from one without raising concerns from others. I would like to see clearer formal strategies to deal with conflicting interests.
- I don't think we have any other than listening when we are in the community.
- As a Board, we follow our participatory governance process and we are having study sessions on these processes.

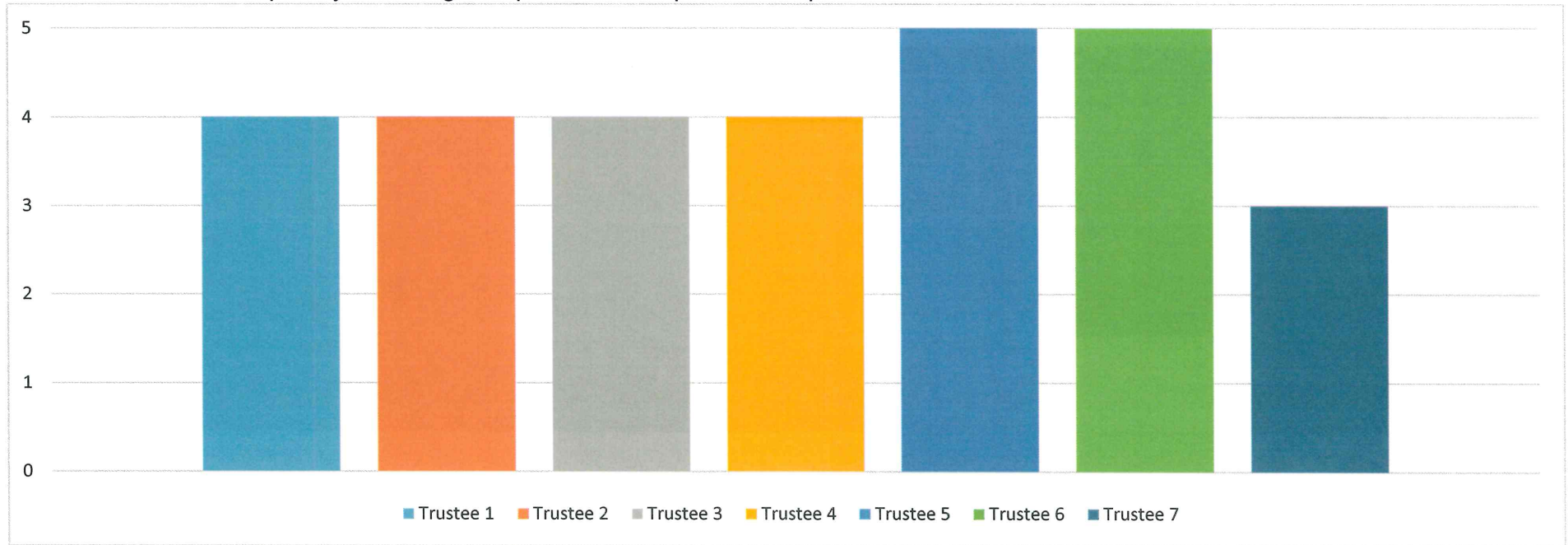
Q9: Rate the level to which you believe the Board helps promote the image of the colleges in the community. Please explain your rating and provide examples where possible. How can we improve?



Comments:

- I believe the Board all attend events on behalf of the District to the extent they are able. I have never personally witnessed a Board member act in any way that would not positively promote the image of the District.
- I think all of us speak highly of and promote the campuses in public. We have also asked for talking points about the colleges from the Chancellor.
- All Board members are good representatives in the community for the District. Some are certainly more active and visible than others.

Q10: Rate the level to which you believe the agenda packets provide adequate information and time for planning, analysis, and discussion? Please explain your rating and provide examples where possible.

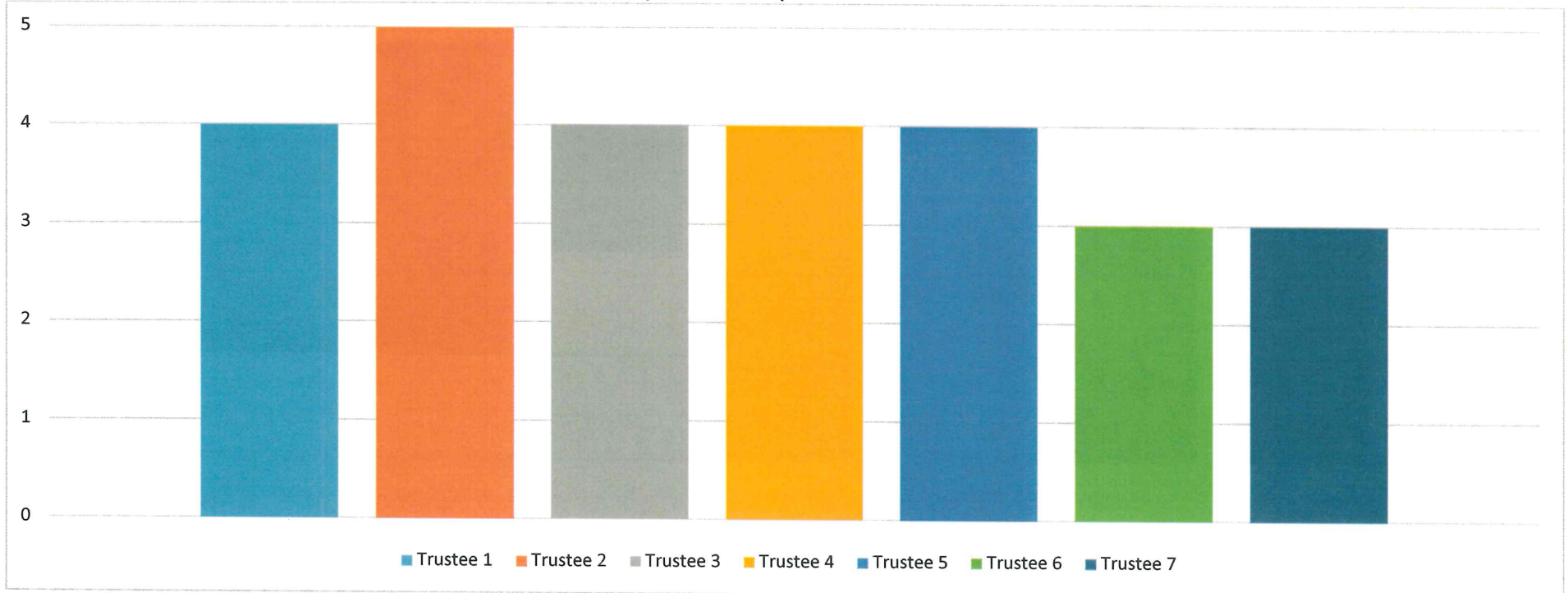


Comments:

- The agenda packets include a great deal of information, but I suppose they cannot provide enough background materials to fully understand each issue (without significantly growing in size!) It may be helpful to have some previous documents to provide historical support for some included items.
- They are complete. I always have questions but that is normal. I do think that closed session personnel issues are not disclosed well and so without prior information we are starting from square one which lengthens the time of the closed session
- Agenda packets provide the information needed for analysis.
- This has improved. Also, we are notified when the materials are available electronically.



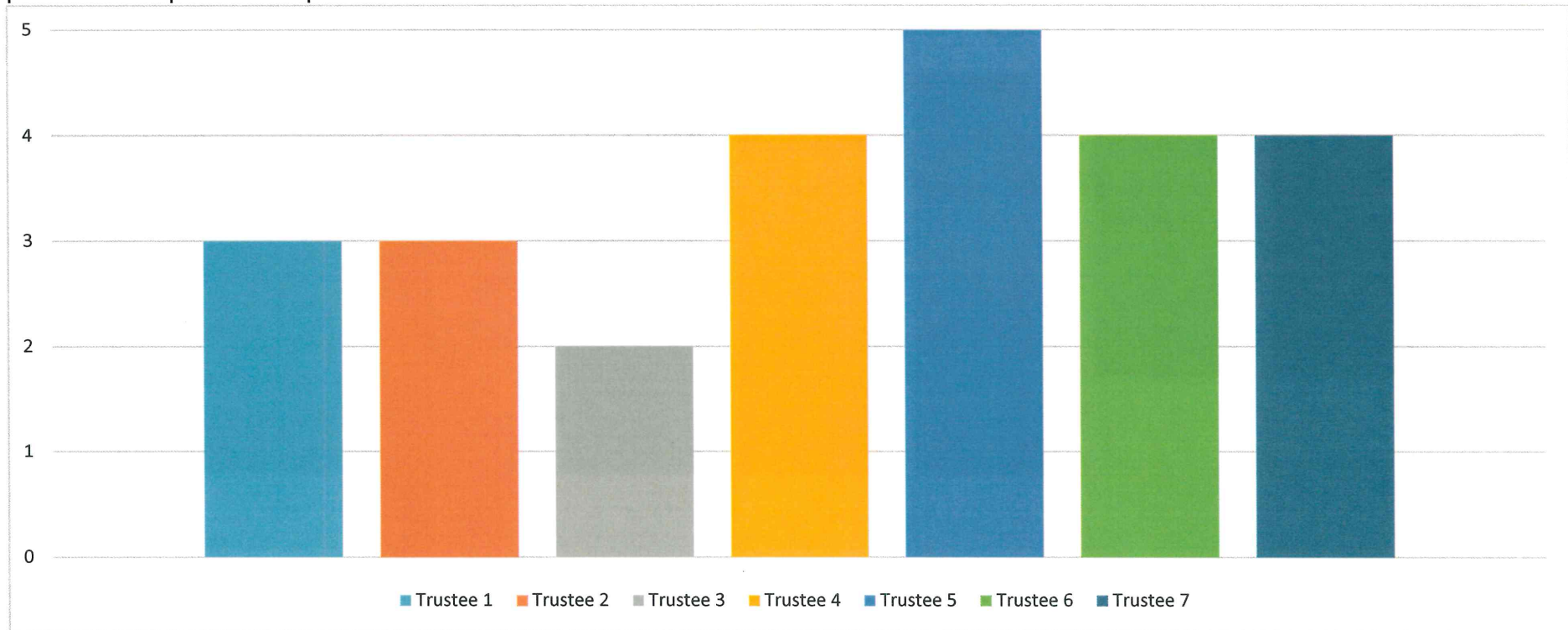
Q11: Rate the level to which you believe board members attend and participate in training seminars appropriate to the Board of Trustees. Please explain your rating and provide examples where possible.



Comments:

- While most attend conferences, attendance at conference workshops may vary. I would like to see some level of practical reporting emphasized from conference attendees. I would be willing to attend an addition conference preparation or wrap-up meeting.
- I would like to see more Board members at state and national meetings.
- We have had good attendance, especially the most recent one on the Academic Senate 10 + 1.

Q12: How well does the Board consider and address the needs of all the residents of its service area? Please explain your rating and provide examples where possible.

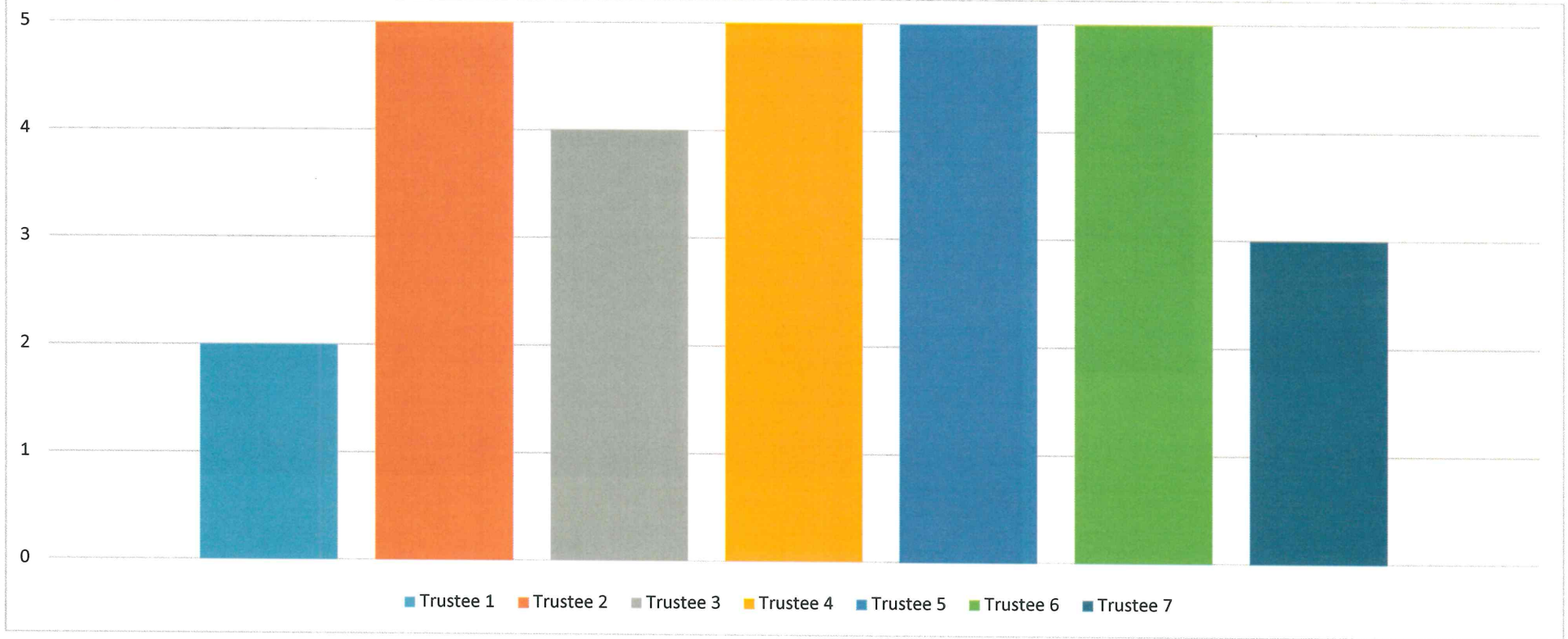


Comments:

- Varies across Areas, I am sure. Opportunities for those Trustees not assigned to a specific geographic district shared by one of our facilities is less than for those who have that advantage. Would like to explore options for those not facility-adjacent.
- We really don't have a structured method for this.
- On the whole we as a Board think District and not service area.



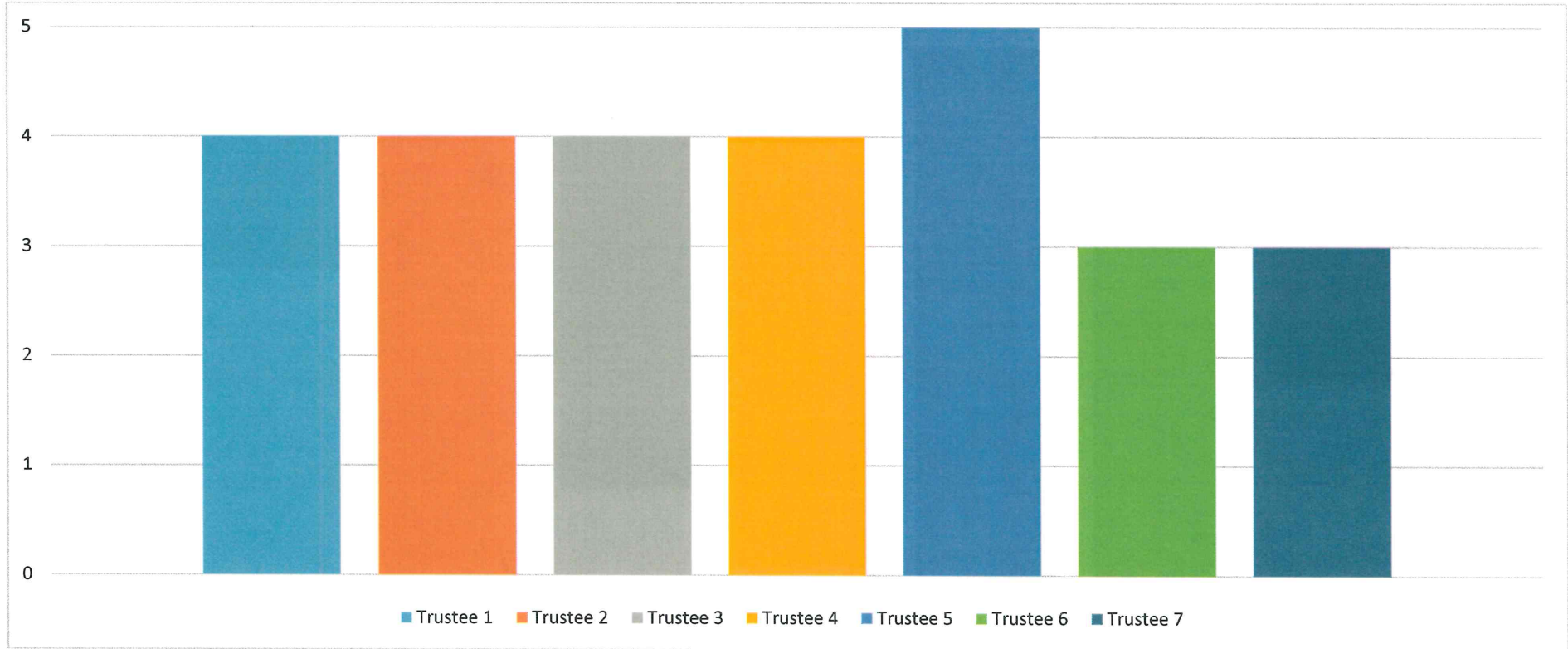
Q13: Does the Board review the Board Policy Manual annually? Please explain your rating and provide examples where possible.



Comments:

- If we did, I would hope it would be more in line with procedures.
- We have a done a good job in this in the past year.
- The regular review is now part of the culture of this Board.

Q14: Are meetings conducted in such a manner that purposes are achieved effectively and efficiently? Please explain your rating and provide examples where possible.

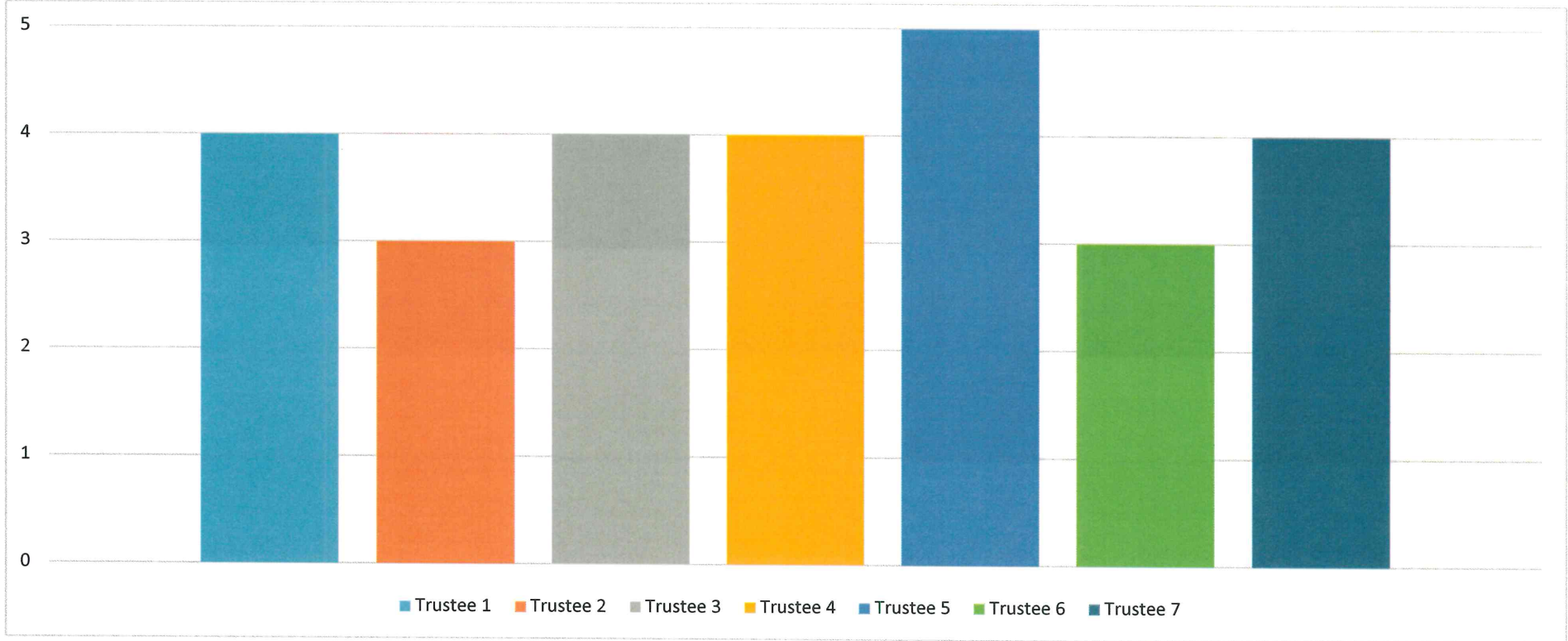


Comments:

- For the most part, yes. I would like more opportunity for interaction and less time given to reporting. Many of the small workshops have offered excellent opportunities to ask questions and better understand programs and procedures.
- At times reports from constituent groups are too lengthy.
- This is improving, although reports tend to take up more time. We are scheduling more study sessions for better understanding.



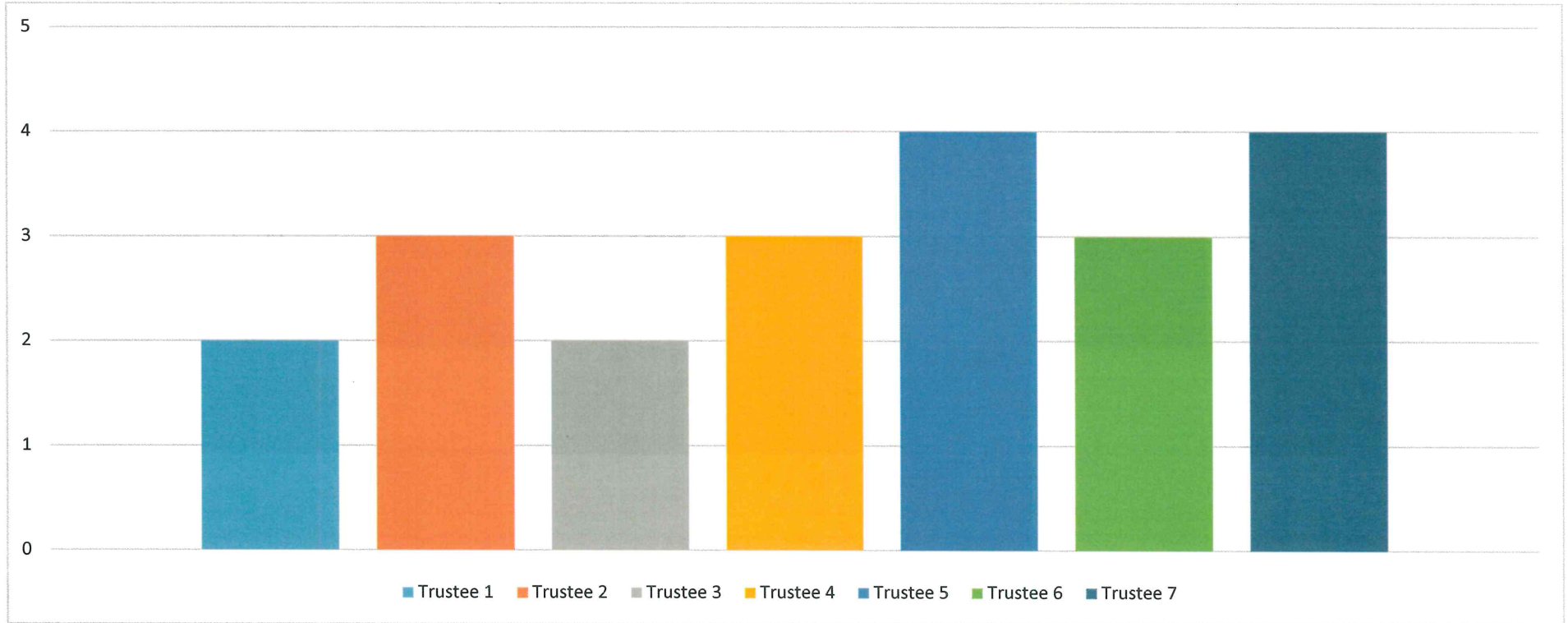
Q15: How much do Board members participate in events at both colleges? Please explain your rating and provide examples where possible.



Comments:

- Cannot speak for others, but I have rarely failed to see a fellow Trustee at the events I have attended. Often, there are several.
- some are very good, some not so good. I feel Valley is better supported than Crafton.
- I am not sure about this.
- This too has improved but there are still many events that do not have district or Board representation. We need to do a better job of this.

Q16: How well do Board members perform their roles of advocate and fund-raiser? Please explain your rating and provide examples where possible.

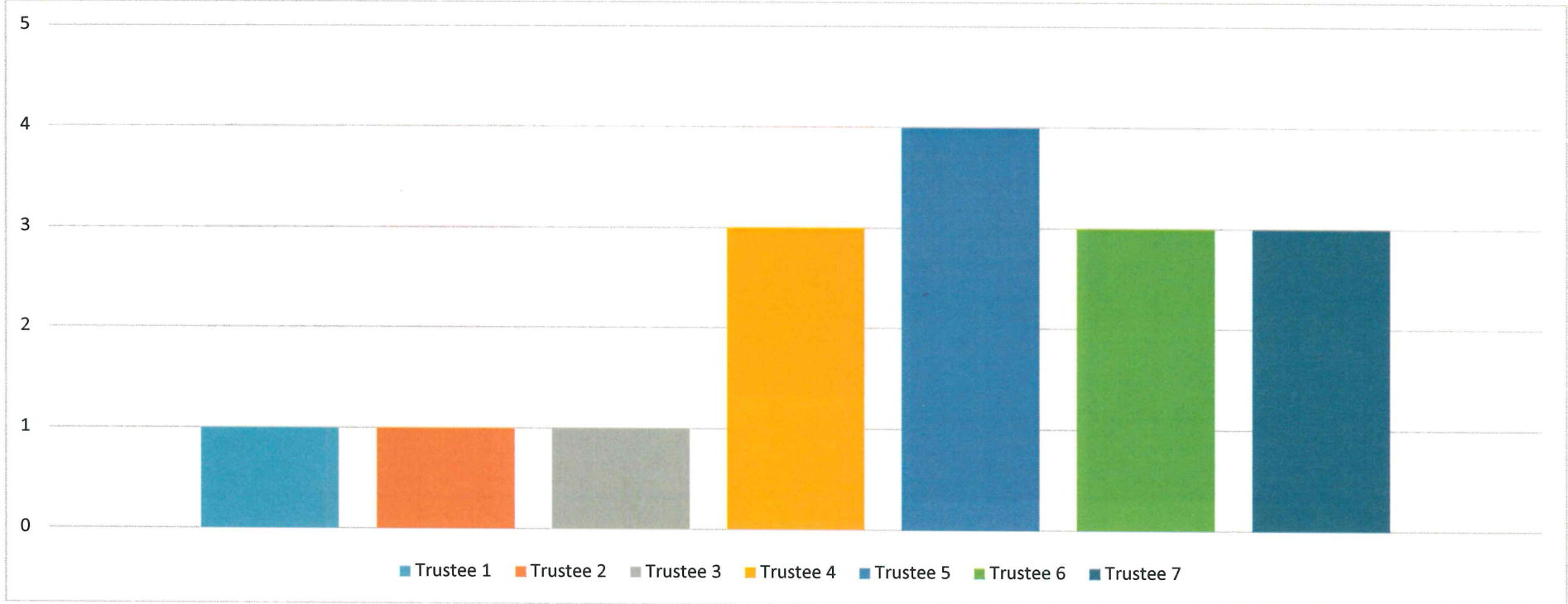


Comments:

- What part of our role as a Trustee mandates fundraising?
- Advocate is good. Fund raiser we would need to discuss. Not sure what this is asking.
- I am not sure about this.
- What is the source of the assertion that Board members should raise funds?
- Only a couple are actively involved in fundraising. We do not have a plan of action.



Q17: How well does the Board ensure that effective and meaningful community needs assessments are conducted throughout the District? Please explain your rating and provide examples where possible.

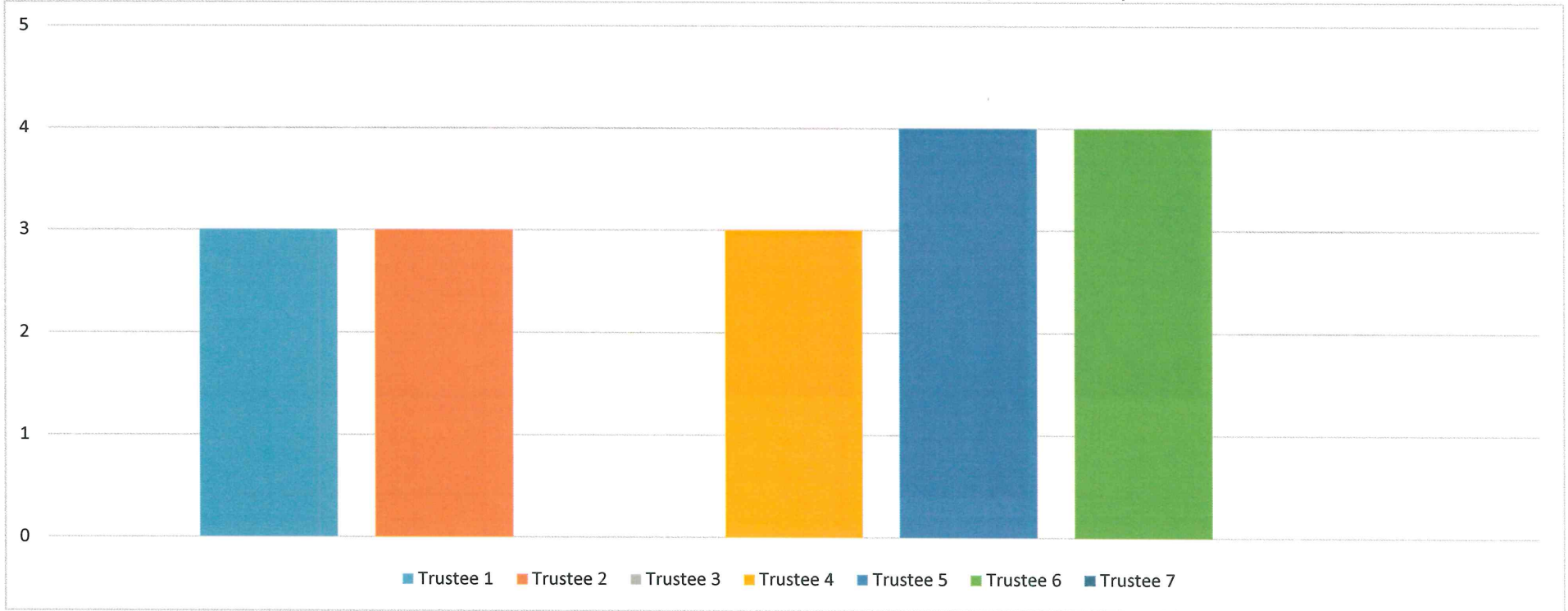


Comments:

- Do not believe we do this.
- We don't.
- I do not know.
- The Board needs to be better informed.



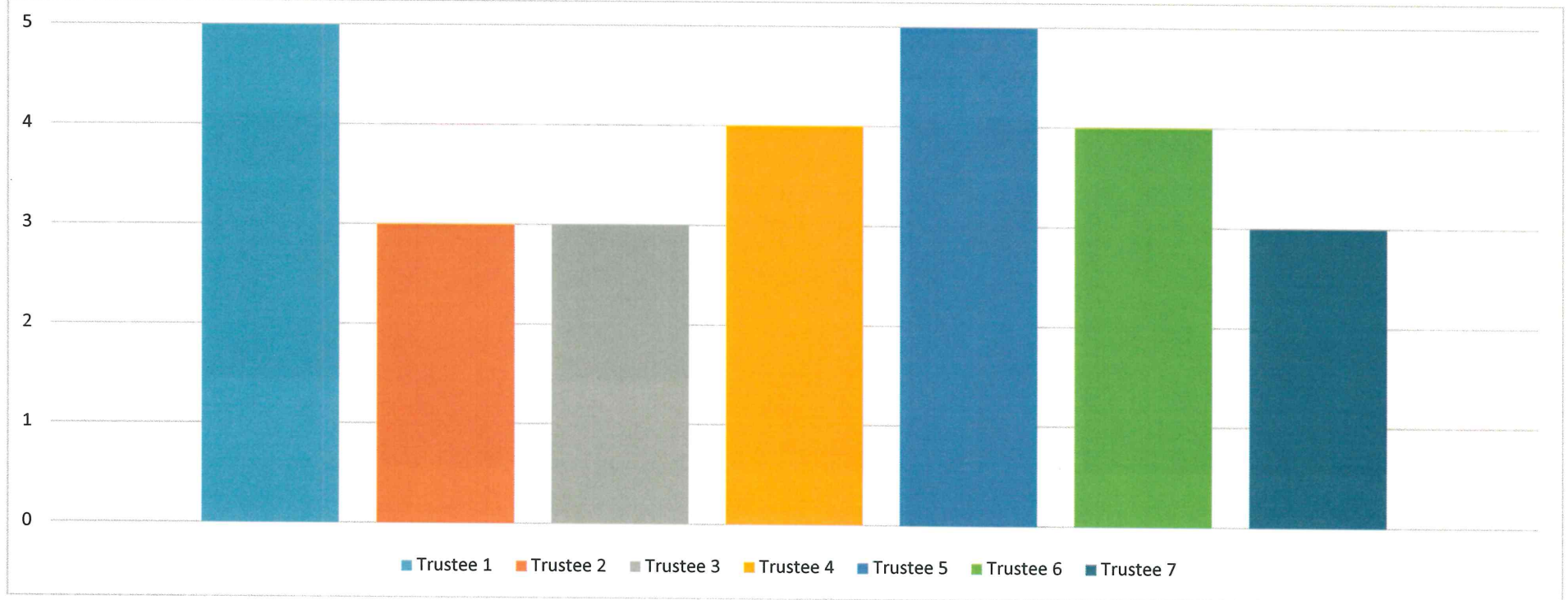
Q18: Please provide specifics on ways the Board can improve. Please provide examples where possible.



Comments:

- No numerical answer would be correct for this question. As for improvement, would like to see more time devoted to closed session items as they are often the most important we address in an evening, but they are often rushed due to time constraints.
- Better campus support at events. Better truthful communication from the Chancellor. Better discussions on issues at open session.
- Waste less time on exercises like this one.
- We need better updates with analysis on issues. Also, we need to be actively involved in our own Board development.

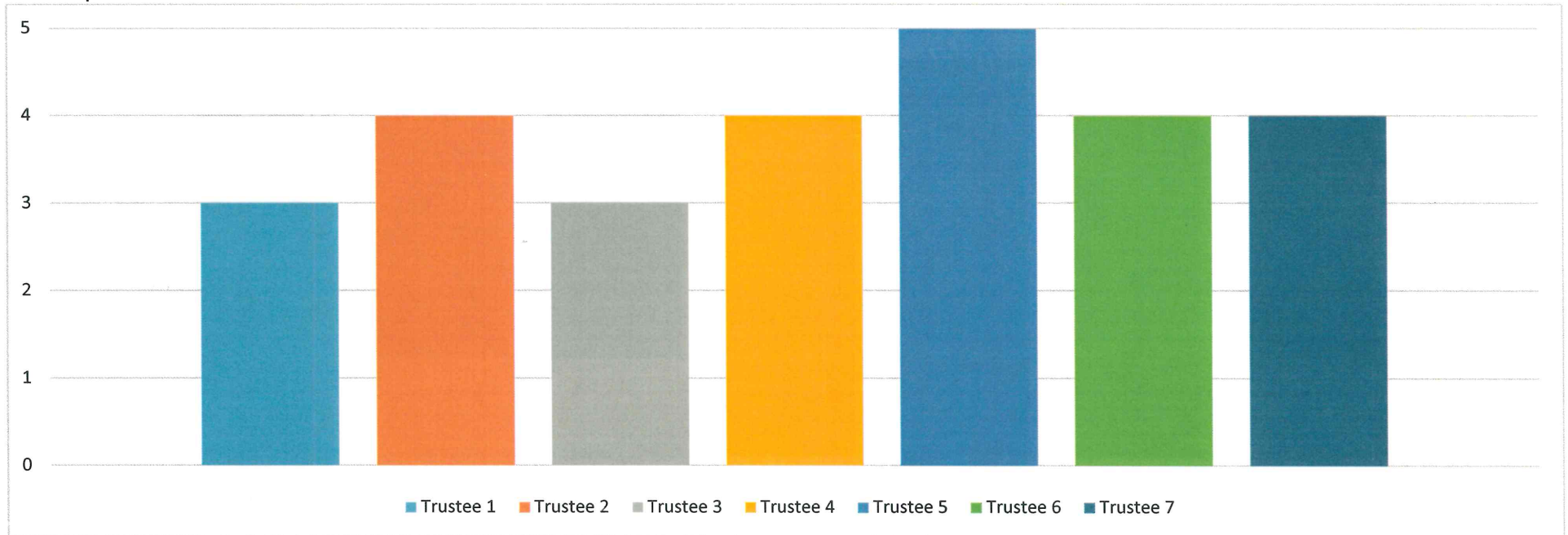
Q19: How well do Board members practice appropriate communication protocols when speaking with staff or community members?
Please explain your rating and provide examples where possible.



Comments:

- I have never personally witnessed a Trustee speak inappropriately with a staff or community member.
- No real knowledge except for myself.
- This is improving so we are trying to insure we go through the Chancellor and hold him accountable for any action.

Q20: How successful is the Board in support of Student Success and Student Equity? Please explain your rating and provide examples where possible.



Comments:

- Those involved with Student Success/Equity committees are likely more effective than those who are not. Would like to see pathways through which all Trustees can contribute in some way. Would like to see these concepts more greatly emphasized in decision-making.
- We have the student success committee which reports back to the full board. We have allocated resources to campus programs who show good results.
- I think that we really try to achieve these important goals.
- We certainly verbalized our support but we need to be informed so we can provide wise allocation policy.