ART Team Member

Recommendation #1
In order to meet standards, the team recommends that the college regularly update all institutional plans and systematically evaluate the effectiveness of all planning and resource allocation processes. The college should communicate to all college stakeholders the results of these assessment activities, and implement identified improvements on a continuous basis to support and improve student learning. Additionally, the team recommends that the college ensure that planning is linked to budgeting for the effective use of its resources. (I.B; I.B.6; I.B.7; III.D.1.a; III.D.3)

Recommendation #2
In order to meet the Commission's fall 2012 deadline, the team recommends that the college accelerate its efforts to identify and assess measurable student learning outcomes for every instructional, library and student support program. The team further recommends that the college incorporate student learning outcome assessment results into program planning and resource allocation for the improvement of student learning. (II.A.1.a; II.A.1.c; II.A.2.d; II.A.3.a, b; II.B.4; II.C.2)

Recommendation #3
In order to meet standards, the team recommends that the college allocate resources to create a sustainable infrastructure to support a distance education program that can deliver high quality curricula and support student access and success. (II.A.1.b; II.A.2.d; II.B.3.a; III.C.1)

Recommendation #5
In order to meet standards, the team recommends that the college remedy the lack of library services, learning resources and student support services for evening, Indian Valley Campus, and online students. (II.B.3.a; II.C.1.c; ER 14, ER 16)

Recommendation #7
In order to meet standard, the team recommends that the college develop a facilities master plan to ensure the effective utilization and quality of physical resources which are necessary to support its programs and services. (III.B.2.b)

Recommendation #8
In order to meet standards, the team recommends that the college establish and communicate a sustainable technology plan for the acquisition, maintenance and replacement of its infrastructure, equipment, support and training to meet institutional needs. The team further recommends regular evaluation of this plan for its effectiveness in prioritizing and funding current and projected long term technology needs. (III.C.1.a; III.C.1.b; III.C.1.c; III.C.1.d)

Recommendation #9
In order to meet standards, the team recommends that the board focus on developing policies that support the quality, integrity and effectiveness of student learning programs and services. The board should deliberate with due diligence and make timely decisions that are in the best interests of the institution.
College BrainTrust Consultants

Team Leader: Dr. Edmund Buckley is one of the College Brain Trust’s most experienced academic administrators and consultants. He served as vice president of academic affairs at Santa Rosa Junior College from 1992 to 2005. Before that, he was assistant dean, associate dean, and dean of instruction from 1981 to 1992. As a College Brain Trust consultant, Buckley has participated in several projects, including developing an educational master plan and a model for integrated planning for College of Marin, assisting Imperial Valley College to develop an educational master plan assisting College of the Redwoods with its accreditation self study, and most recently assisting Oakland Community College in Pontiac Michigan, in the development of the college's Academic Master Plan. Dr. Buckley has masters degrees from Occidental College in Urban Studies and from UCLA in English and an Ed.D. in Community College Curriculum from Nova University.

Team Member: Dr. John Spevak is a retired Chief Instructional Officer with 23 years of experience as an instructional administrator--seven as dean of off-campus centers and 16 as vice president of instruction at the same institution (Merced College). He also spent 14 years at the same college as a full-time English instructor and academic advisor, during which time he was an active member of his college's faculty senate. He earned his master's degree and Ph.D. in English from the University of Chicago.

John served for many years with the California Community College Chief Instructional Officers (CCCCIO) organization, first as a regional representative for several years, then as president-elect in 2000-01 and president in 2001-02. He has served on many statewide committees and task forces, including the Action Plan Group for basic skills and assessment, the System Advisory Committee on Curriculum (SACC), and the task force on repetition of noncredit courses.
Indian Valley
Organic Farm and Garden
Update March 13, 2012

A barren field transformed into a training ground for organic farmers

The Right People

2009 Farm Class and Crew
Since 2009 we have offered: 4 environmental landscape program classes each semester that used the farm as the educational lab.
We Grew Soil

Food & Flowers Were A Bonus

A Flourishing Farm
ICV Organic Farm and Garden Operation Plan

FOUNDOING PARTNERS & THEIR RESOURCE ORGANIZATIONS

College of Marin
- Chancellor's office Approved Degree/Certificate Programs
- Federal Work study programs
- Dept of Apprenticeship Standards
- Bay Area Community Colleges, including SRJC, Merritt, Oholone Colleges
- Regional High Schools of Marin, Napa and Sonoma

Conservation Corps North Bay
- AmeriCorps
- John Muir Charter School Corps Network
- California Association of Local Conservation Corps
- California Volunteers

UCCE - Marin
- Master Gardeners of Marin
- Local Marin Farming Community

ACTIVITIES

Conservation Corps North Bay
- Establish Year-Round Organic Farm & Garden
- Manage day-to-day farm operations & production
- Hire, manage, supervise farm staff
- Acquire & maintain organic certification
- Manage field-study program for low-income & underserved young adults
- Provide K-12 outreach & education programs.
- Provide free summer service program for middle & high school youth.

College of Marin
- Responsible for all Curriculum Development
- Design curriculum, degree programs & certificate programs
- Hire, manage supervise teaching faculty
- Provide federal work study funds for field study program
- Establish & manage farm apprenticeship program with State Department of Apprenticeship Standards
- Support development of agriculture & natural sciences pathway from HS to CC
- Support the migration of the model CC's & 4-Yr Institutions through Summit of Industry, Education & Community.

UCCE
- Provide weekend intensives
- Recruit community partners
- Engage support of farming community
- Recruit 4-yr educational partners
- Recruit, manage supervise volunteer gardeners, mentors, docents

OBJECTIVE #1
Develop a Regional Farm & Garden Teaching Laboratory

OBJECTIVE #2
Develop a Food System Core Curriculum and Certificate Program

Establish and maintain a year-round teaching farm providing education in sustainable farming that promotes employment, equity and a strong local economy, while inspiring and migrating throughout the region, and beyond

VISION

OBJECTIVE #3
Provide a link to the Agricultural Community and establish paid Field-Study Programs

OBJECTIVE #4
Migrate the Model and Content

CRITICAL OUTCOMES

- Improving Sustainability Education
- Improving Employment Options
- Improving the Environment
- Improving Equity
- Improving the local Economy

PARTNERS
- Marin Agricultural Land Trust
- Agriculture Commission
- Marin County Schools
- Marin County Board of Supervisors
- Marin Organic
- Environmental Education Council of Marin
- Fresh Run Farms
- Marin County Workforce Investment Board
- Marin Agriculture & Educational Alliance
- Grown in Marin

Updated July 1, 2019
Certified Organic in November 2011

Engaging Youth
We have provided 577 children and young adults with hands-on experiences on the farm.

Bringing In The Public
We have provided 743 members of the public with hands-on experiences on the farm.

State Approved Apprenticeship Program
CA Dept. of Apprenticeship Standards
Marin County Board of Supervisors supports work experience project
Summer 2011

Post Secondary Education Initiative
LIT and Melinda Gates Foundation has supported us with $200,000

Becoming Self Sustaining
Space to support expanded production has been identified.
Restaurant Accounts

Thank You
ANNE DALEY, LEED AP

PROGRAM MANAGER

Ms. Daley has over thirty years of program and project management experience in construction and technology environments, including 21 years experience as an owner’s representative and general contractor. As a Program Manager, she has led multiple Teams on various college campuses. She has extensive experience providing strategic guidance, campus planning, team leadership, problem-solving, labor management, design management, budget forecasting, program reporting and processes development.

Ms. Daley is a skilled communicator who fosters cooperative relationships with clients, design and technical professionals. She has a broad understanding of the construction trades and is adept at anticipating and resolving issues with a “big picture” perspective. She understands the requirements and expectations of the District and works closely with District constituents to ensure that the delivery of the projects is consistent with the District’s vision.

PROFESSIONAL EXPERIENCE

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT, SAN MATEO, CA:

Program Management and Construction Management for Capital Improvements for two successive bond programs totaling $837M for the San Mateo County Community College District. Since 2002, Ms. Daley has led a Swinerton team of up to 25 professionals managing projects on the District’s three campuses: Cañada College (Redwood City), College of San Mateo, and Skyline College (San Bruno). The Programs included new construction, renovation, modernization, seismic and fire and life safety improvements. Over a ten-year period, the breadth of 190 projects ranged from a $190M design build contract to various $1M repair projects and included six new buildings that have been certified LEED Gold.

LEARNING NETWORK INC., SAN FRANCISCO, CA:

Director, Network Programs and Services for online education company. Managed multiple cross-functional teams developing e-learning Internet content and applications for K-12 educational portal. Key liaison among company’s business, technology and creative sectors. Managed client relationships and worked closely with clients to develop business requirements. Developed instructional design requirements, product specifications, budgets and schedules. Directed company’s key initiative

SWINERTON MANAGEMENT & CONSULTING
ANNE DALEY, CONT'D

PACIFIC STOCK EXCHANGE, INC., SAN FRANCISCO & LOS ANGELES, CA:
Director, Facilities Planning for multi-site securities trading corporation. Owner's representative - managed large-scale
development projects from real estate planning and design inception through construction completion. Projects
included:

OPTIONS TRADING FACILITY, SAN FRANCISCO, CA:
Complete seismic renovation in nationally registered historic building including highly sophisticated technology
infrastructure, acoustics and lighting; 50,000 SF.

CORPORATE HEADQUARTERS/EQUITY TRADING FACILITY, LOS ANGELES, CA:
Similar to above project; 100,000 SF.
Good Evening,

The Classified Senate has just distributed the Classified Senate Newsletter, Volume 3. We have submitted a copy of the Newsletter with our Senate Report, we hope you enjoy it.

The Classified Senate has completed and approved the Classified Handbook. This handbook will be accessible from the College of Marin Website in the very near future. The handbook would link to College of Marin WebPages pertinent to the Classified Professionals. For example:

- The College Intranet
- A link to register for College of Marin emergency notifications
- The Emergency Procedures Handbook
- The IT HELP page
- Various College of Marin Calendars
- The Participatory Governance page
- College of Marin Facebook, Twitter and YouTube Links:
- A FAQ page

Some of the upcoming projects for the Classified Senate include preparing for this year’s Classified Senate Staff Appreciation Awards that will be presented to Classified Professionals at the May Staff Appreciation Luncheon. Our nomination forms will be sent out in April, the Classified Staff will be asked to nominate an individual, a department and an unsung hero for consideration. The Classified Senate has invited guest’s speakers Chialine Hsieh and Becky Reetz to our next Classified Senate meeting so they can present the Student Services Student Learning Outcomes Project. We are also staring to prepare for our elections that will take place the end of the Spring Semester. We have four Senate seats that will expire May 2012. This summer we hope to send one or two Senators to the Classified Senate Leadership Institute to be held in Venture California.

Thank you and goodnight.
A gathering of spooks descended upon Student Services October 31 for the first ever Classified Senate “Meet, Eat and Be Spooky Halloween Fundraiser.”

Guests were treated to a viewing of the 1932 Boris Karloff version of The Mummy and Shook provided spooky tunes to add to the mood. Hot dogs and burgers were served up by our very own Dodd Stange along with specially baked treats provided by Alice Dieli and Dianne Faw.

Drawing for raffle prizes added to the fun. Thanks to all for the generous donations.

- Four bottles of wine donated by Heather Holliday won by Rose Jacques and Dodd Stange
- Tom Hudgens donated a signed copy of his book and a Cold Stone Gift card won by Gretta Siegel
- A Surfing Lesson with Jon Gudmundsson was won by Steve Garrett
- Macy’s and Coldstone gift cards donated by Andrea Hunter won by Gretta Siegel and Andy Haber
- Big 5 gift card donated by Big 5 won by Sue Scott
- Buckets of Blood keepsakes donated by Dodd Stange won by Chialin Heihe
- Christmas favors donated by Eileen Madden won by Annie Ricciuti
- Halloween decorative tree donated by Dianne Faw won by Linda Beam
- Photography prints on canvas by Shook Chung won by Linda Beam and Don Flowers
- Digital tape measure and drill set donated by Napa Woodland Auto Parts won by Marco Minoia
- Mag flashlight donated by Dodd Stange won by Mike Irvine

The highlight of this event was the costume contest. President Coon, David Cook, and Andrea Hunter judged the contest, which included photos sent down from IVC. The winners were Monica Rudolph as Medusa for best individual costume, Becky Reetz and Sherry Sacuzzo as the Witches of EOPS for the best group costume, and Kelley Gaffney from IVC as the Cat in the Hat as the best costume submitted by photo.

This event was enjoyed by everyone. Check out more photos of the event. Thanks to everyone who helped to make it a success!

Your Senators
Andrea Hunter, President.
Alice Dieli, Vice President.
Nicole Cruz, Secretary
Kathleen Kirkpatrick, Treasurer
Bob Chamberlain
Shook Chung
Thelma Kidd
Melinda Molloy
Ellen Shaw
Dodd Stange
FUNDRAISERS

Halloween Bash
As you read on page 1, this was a very successful event and great fun. The Senate realized a $437 profit, which will support our ongoing efforts to bring classified professionals together.

Wipeout Bar & Grill Fundraiser
On December 7 the Senate held an all day fundraiser at Wipeout Bar and Grill. The restaurant donated 10 percent of proceeds from those who presented our flyer. This is an easy way to raise funds and enjoy a meal with friends. $42.01 was raised.

More fundraising events to come!
We welcome any suggestions and ideas on fundraising.

OUR FINANCES

The Classified Senate account is maintained by the College of Marin Foundation. The Senate receives funds from individual staff donations and fundraising.

Our spending since August 2011 is as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flowers for Candice’s Retirement</td>
<td>$50.00</td>
</tr>
<tr>
<td>Halloween Fundraiser</td>
<td>$125.11</td>
</tr>
<tr>
<td>Holiday Party</td>
<td>$300.00</td>
</tr>
<tr>
<td>Key Chains for 20-Year Employees</td>
<td>$65.10</td>
</tr>
</tbody>
</table>

As of January 31, 2012, our fund balance is $2,457.83.

If you would like to help the Senate by making monthly contributions, please complete the Classified Senate Payroll Deduction Form available at the Human Resources office.

Single contributions to the Classified Senate may be made directly to the College of Marin Foundation.

...to contribute

CONGRATULATIONS TO...

Jesse and Mike Klein who welcomed Adeline to their family in November. (left)

Melinda Molloy and Colin McAndrews who welcomed Abigail in December. (right)
WELCOME NEW STAFF MEMBERS

Welcome to our new Classified Professionals. Please take the time to introduce yourselves and make them feel welcome.

- Michael Kessler, Police Officer
- Todd Kidder, Police Sergeant
- Susan Beutler, Health Services Assistant
- Xian Bui, Custodian
- Abner Diaz, Custodian
- Mike Smith, Custodian
- Mariya Rohde, Accountant
- Lisa LaScala, Lab Technician, Health Sciences
- Lindsey Bacigalupi, Admin Asst., Physical Education
- Lisa DiCarlo, Single Stop Coordinator

BEST WISHES TO OUR FRIENDS

To our co-workers and friends who have moved on to new adventures. We wish you all the best.

- Brianna Burkhardt, DSPS
- Candice Garrettson, EOPS
- Suzanne Hebel, Health Sciences
- Maurice Kidd, Maintenance and Operations
- Diane Kukahiko, Physical Education
- Berry Schlaepfer, President's Office
- Alicia (Meg) Pasquel, English
  (We didn't really lose Meg, she accepted a faculty position!)
- Patricia Torres, Testing
- Dusja Wagner, DSPS
- Heather Holliday, Maintenance and Operations

HOLIDAY PARTY

The Classified Professionals Holiday Party was held on December 8, 2011, at McGinnis Golf Club, San Rafael. The evening was enjoyed by approximately 45 people and included a no-host bar and plenty of food, including a carving station with turkey and beef. Music and karaoke were provided by DJ Mike Keating and everyone enjoyed singing and dancing up a storm! As you can see, everyone had a great time.

AND ANOTHER 20 YEARS

Congratulations to:

Diana Scranton • Alicia (Meg) Pasquel • Gaylene Urquhart

for completing 20 years of service with College of Marin. You should all be very proud. We are sure proud of you!
Memo to: 2012 Board Self Evaluation Committee Members — Diana Conti & Jim Namnath  
From: Wanden P. Treanor  
March 12, 2012  
cc: David Wain Coon, Superintendent President  
Re: Comments concerning proposed Board Self Evaluation Process.

First of all, thank you for putting the time into working on the Board Self Evaluation committee. I know that all committees take time and energy, so I want to begin by expressing appreciation.

I also want to support your thought process in deciding to repeat last year’s format and trust you will share it with us at the meeting. The cover memo didn’t indicate the reason for the selection, so I decided it would best to send both of you this email to let you know my thoughts and concerns in advance of the meeting.

I understand there is value in repeating many of the questions to evaluate improvement in areas from one year to the next, which would be an obvious reason for using the same format and questions. However, I don’t know if you discussed the reason why last year’s committee (Diana, Carole and me) developed the questions used in this evaluation template. Diana may recall that we went through the binder of Board Self Evaluation samples that Stan Atterbury provided us. While I don’t have it handy, I believe there were 3 or 4 models in his binder. I pulled several templates from CCLC’s website and we also looked at a template that had been developed the prior year by Chabot Los Positas. We took ideas from each and narrowed down the options to one or two. From there, we blended what we thought were the best questions for what we needed last year.

Last year the committee agreed to focus on two issues that guided our selection of questions:

1. David was new on the job, having served less than 6 months as Superintendent/President. Prior to David’s arrival, we had an interim CEO. As a result, very little of what WASC might typically be looking for in a board self-evaluation, such as planning and mission, were not included because we hadn’t discussed them as a board in that year; and

2. Our Board had been challenged by WASC to address some of its internal operations issues, e.g. speaking as one once a decision is made, inclusion of differing views, timeliness of the decision making process, proper agenda development to make timely decision, cancelation of retreats, etc. As a result, the 2010-2011 Bd survey reflects that focus.

We presented the survey questions to the board after culling the other evaluation templates and deleting questions, revising others and creating what we felt responded to the necessary focus of last year. The committee reported all of the above to the full board and as a whole, we agreed that we could not evaluate the total picture vis à vis our role and responsibility. We discussed this in detail as a committee and we reported it to the full board.
Examples of questions the committee members discussed but deleted include the following:

1. The Board has sufficient understanding of the planning issues facing the District.
2. The Board incorporates the District’s philosophy and mission into their decision-making.
3. The Board has knowledge of the emerging needs and concerns of the population its Colleges serve.
4. Board members have a clear understanding of where the board’s role end and the Chancellor’s begin.
5. There is sufficient collaboration between the Board and the CEO in reviewing annual strategic plans.
6. What issues have most occupied the Board’s time and attention during the past year? Were these closely tied to the mission and goals of the District and the Board?
7. Please describe the board’s relationship with the CEO? What does the board do to maintain a positive relationship? What does the board need to change, if anything?

For your ease of reference, I attach the 2009 survey that was more in keeping with the type of questions we have used to evaluate past performance. While I suspect you will agree that the 2009 version will need some updating, I trust you will agree it reflects a more complete evaluation of all elements of responsibility that WASC will be looking for in our response to the ‘Warning’ letter. Since we will have to provide ‘evidence’ of addressing issues, including the self evaluation, it would benefit the District to closely review the issues raised in the letter to assure we include questions on point and then with our responses, provide further evidence that we actually completed the evaluation. It is important to note that we will also have to provide ‘evidence’ that the board fully discussed the results of the evaluation as a whole.

I hope you will agree that the questions for this evaluation will need to augment the survey from last year to more fully evaluate our ability to address the full complement of our responsibilities.


One publication that may be of greatest value to your work is the ‘Guide to Evaluating Institutions,’ which goes through the Accreditation Standards with questions that can be asked and evidence that can be requested concerning each of the various sections. I will also provide you with sections of that publication that I am incorporating in my presentation that pertain to Board Self Evaluation and Board Leadership standards.

I will bring copies of this memo, the 2009 and 2010 Los Positas templates as well as the excerpts from the WASC guidelines that I have pulled for other purposes to include for this discussion. So you know, I do not plan to bring hard copies of all the documents for all board members, just a set for the minutes that everyone will eventually receive.
COM BOARD OF TRUSTEES  
2008-09 Self-Evaluation

Survey Items  
I. Mission and Planning  
II. Policy Role  
III. Board–CEO Relations  
IV. Community Relations  
V. Fiduciary Role  
VI. Board Leadership  
VII. Board Meetings  
VIII. Board Education

General Board Effectiveness Criteria
Short Form

The “short form” evaluation may be used when the self-evaluation includes assessing progress on annual board priorities or tasks or evaluating performance on local board codes of ethics. It may also be appropriate as a basis for college employee evaluations of the board.

Please rate your level of agreement with the following criteria  
5 Strongly Agree  
4 Agree  
3 Neutral  
2 Disagree  
1 Strongly Disagree

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Mission, Planning, and Policy</td>
<td></td>
</tr>
<tr>
<td>1. The board assures that there is an effective planning process and is appropriately involved in the process.</td>
<td></td>
</tr>
<tr>
<td>2. The board regularly reviews the district’s mission and goals and monitors progress toward the goals.</td>
<td></td>
</tr>
<tr>
<td>3. The board fulfills its policy role; the board’s policies are up-to-date and regularly reviewed.</td>
<td></td>
</tr>
<tr>
<td>II. Board–CEO Relations</td>
<td></td>
</tr>
<tr>
<td>4. The board maintains an excellent working relationship with the CEO.</td>
<td></td>
</tr>
</tbody>
</table>
5. The board sets clear expectations for and effectively evaluates the CEO

6. The board delegates authority to and supports the CEO.

### III. Community Relations & Advocacy

7. Board members represent the interests of the citizens in the district.

8. The board advocates on behalf of the college to local, state, and federal governments.

### IV. Educational Programs and Quality

9. The board effectively monitors the quality and effectiveness of the educational program and services.

10. Board members are knowledgeable about the district's educational programs and services.

### V. Fiduciary Role

11. The board assures the fiscal stability and health of the district.

12. The board monitors implementation of the facilities plan.

### VI. Human Resources and Staff Relations

13. Board members refrain from attempting to manage employee work.

14. The board respects faculty, staff, and student participation in college decision-making.

### VII. Board Leadership

15. The board understands and fulfills its roles and responsibilities.

16. The board expresses its authority only as a unit.

17. The board regularly reviews and adheres to its code of ethics or standards of practice.

18. Board members avoid conflicts of interest and the perception of such conflicts.
<table>
<thead>
<tr>
<th>VIII. Board Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Board meeting agendas and conduct provide sufficient information and time to explore and resolve key issues.</td>
</tr>
<tr>
<td>20. The board understands and adheres to the Brown Act.</td>
</tr>
<tr>
<td>IX. Board Education</td>
</tr>
<tr>
<td>21. New members receive orientation to board roles and the institution.</td>
</tr>
<tr>
<td>22. Board members participate in trustee development activities.</td>
</tr>
<tr>
<td>23. The board evaluation process helps the board enhance its performance.</td>
</tr>
</tbody>
</table>
**Accreditation Standards as Criteria**

Rating scale for this approach is:
- 3 The board fully meets the standards
- 2 The board partially meets the standard
- 1 The board does not meet the standard

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.</td>
</tr>
<tr>
<td>2.</td>
<td>The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.</td>
</tr>
<tr>
<td>3.</td>
<td>The governing board is an independent policy-making body that reflects the public interest in board activities and decisions.</td>
</tr>
<tr>
<td>4.</td>
<td>Once the board reaches a decision, it acts as a whole.</td>
</tr>
<tr>
<td>5.</td>
<td>The board advocates for and defends the institution and protects it from undue influence or pressure.</td>
</tr>
<tr>
<td>6.</td>
<td>The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</td>
</tr>
<tr>
<td>7.</td>
<td>The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</td>
</tr>
<tr>
<td>8.</td>
<td>The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.</td>
</tr>
<tr>
<td>9.</td>
<td>The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.</td>
</tr>
<tr>
<td>10.</td>
<td>The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
</tr>
<tr>
<td>11.</td>
<td>The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.</td>
</tr>
<tr>
<td>12.</td>
<td>The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>13. The governing board is informed about and involved in the accreditation process.</td>
<td></td>
</tr>
<tr>
<td>14. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds him/her accountable for the operation of the district.</td>
<td></td>
</tr>
<tr>
<td>15. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</td>
<td></td>
</tr>
<tr>
<td>16. The board regularly reviews the mission statement.</td>
<td></td>
</tr>
<tr>
<td>17. The board adopts policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews.</td>
<td></td>
</tr>
<tr>
<td>18. The board has adopted personnel policies that are available for information and review. Such policies are equitably and consistently administered.</td>
<td></td>
</tr>
<tr>
<td>19. The board has a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.</td>
<td></td>
</tr>
<tr>
<td>20. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.</td>
<td></td>
</tr>
</tbody>
</table>
Open-Ended Questions

1. What are the board’s greatest strengths?

2. What are the major accomplishments of the board in the past year?

3. What are areas in which the board could improve?

4. In order for our board to become a high performing board we need to _________________.

5. As a trustee, I am most pleased about ___________________

6. As a trustee, I have concerns about ____________________

7. As a trustee, I would like to see the following changes in how the board operates: ________________________________

8. What issues have most occupied the Board’s time and attention during the past year? Were these closely tied to the mission and goals of the District and the Board?

9. Please describe how the board functions as a team. Is it functioning as a team as well as it should? Why or why not?

10. Please describe the board’s relationship with the CEO? What does the board do to maintain a positive relationship? What does the board need to change, if anything?

11. Describe a typical board meeting. Do the agendas and conduct of the meeting effectively meet the purposes of board meetings? Why or why not?

12. I recommend that the board has the following goals for the coming year: _________________________________.

Chabot-Las Positas Community College District  
Board of Trustees Self-Evaluation  
Date ____________________

*Rate statements according to the following scale*

4: Strongly Agree  
3: Agree  
2: Disagree  
1: Strongly Disagree  
0: Unable to Judge

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<td>1. The Board incorporates the District's philosophy and mission into their decision-making.</td>
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<td>2. The Board has sufficient understanding of the planning issues facing the District.</td>
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<td>3. The Board has knowledge of the emerging needs and concerns of the population its Colleges serve.</td>
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<td>4. Information provided by staff is adequate to ensure effective Board governance and decision-making.</td>
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<td>5. The Board respects the majority decision after honoring the right of members to express opposing viewpoints.</td>
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6. The Board chair effectively and appropriately leads and facilitates the board meetings and the policy and governance work of the board.

Comments:

7. Board members come to the meeting prepared by having reviewed the agenda/materials in advance.

Comments:

8. The Board shows its support of the Colleges through members attending various events.

Comments:

9. The board is sensitive to the concerns of students and staff while maintaining impartiality.

Comments:

10. The Board is involved in and understands the budget and how it impacts the District.

Comments:

11. The Board receives regular financial updates and takes necessary steps to ensure the operations of the District are sound.

Comments:
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<td>12. The Board plays a primary oversight role in assuring the fiscal integrity of the District’s financial condition, particularly in the development of a balanced budget, the implementation, and the maintenance of an appropriate reserve.</td>
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<td>13. Board meeting agenda and supporting materials are received in a timely manner for adequate review before the Board Meeting.</td>
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<td>14. Board meetings provide adequate time for discussions and decision-making.</td>
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<td>15. Sufficient orientation regarding the District’s mission, philosophy, goals and operations is given to new Board members.</td>
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<td>16. All Board members participate in important Board discussions.</td>
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<td>17. Board members have a clear understanding of where the board’s role end and the Chancellor’s begin.</td>
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<td>18.</td>
<td>The Board and the Chancellor work together in a climate of trust and mutual respect.</td>
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<td>19.</td>
<td>The Board redirects specific complaints and requests to the Chancellor as appropriate.</td>
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<td>20.</td>
<td>The Board provides direction to the Chancellor by setting new policies or clarifying existing ones.</td>
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<td>21.</td>
<td>Board members adhere to ethical standards expected of them.</td>
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<td>Board’s goals and expectations are clearly articulated and communicated.</td>
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<td>23.</td>
<td>The Boards process for evaluating the performance and goal settings of the Chancellor is effective.</td>
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<td>24.</td>
<td>There is sufficient collaboration between the Board and the Chancellor in reviewing annual strategic plans.</td>
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25. Overall, how would you rate the Board’s performance?
   *Comments:*

26. Other Comments and suggestions:
   *Comments:*
Standard IV: Leadership and Governance

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

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
   o Do the records of board actions (minutes, resolutions) indicate that it acts consistent with its policies and bylaws?
   o Does the board have a system for evaluating and revising its policies on a regular basis? Is this system implemented?

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
   o What is the board’s program for development and orientation?

g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
   o What is the board self-evaluation process as defined in its policies? Does that process as described likely to be an effective review?
   o Does the policy call for regular self-evaluation? Does the institution’s board regularly evaluate its own performance?
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
   o What is the board’s stated process for dealing with board behavior that is unethical? Is there any track record of the board implementing this process?
   o What was the result?

i. The governing board is informed about and involved in the accreditation process.
   o What kinds of training are provided to the board about the accreditation process, and Commission standards?
   o How does the board participate appropriately in institutional self-study and planning efforts?
   o How do board actions, including planning and resource allocation, indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes?
   o How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement?
   o Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution?
   o Is the board knowledgeable about Accreditation Standards, including those that apply to the board?
   o Does the board assess its own performance using Accreditation Standards?

j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

   o What is the established board process for conducting search and selection processes for the chief administrator? Are those processes written?
   o Has the board used these processes in its most recent searches?
   o How is the board delegation of administrative authority to the chief administrator defined? In policy documents? In a contract with the chief administrator?
   o Is this delegation clear to all parties?
   o How effective is the board in remaining focused at the policy level?
   o What mechanisms does the board use in its evaluation of the chief administrator’s performance on implementation of board policies and achievement of institutional goals?
   o How does the board set clear expectations for regular reports form the chief administrator on institutional performance?
   o How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity?
Sources of Evidence: Examples for Standard IV
Listed below are examples of potential sources of evidence for Standard IV. There may be many other sources which institutions should provide and teams should ask for.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes
❖ Evidence that shows board and other governance policies and descriptions of the participation of constituencies in decision-making bodies.
❖ Evidence that includes documents showing the transmission of recommendations from faculty and academic administrators to decision-making bodies, and descriptions of the institution’s information and decision-making process.
❖ Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles academic staff plan in reviewing and planning student learning programs and services.
❖ Evidence that includes evaluations and analyses the institution conducts of its governing and decision-making processes, and the form of communication of same to the community.
❖ Evidence that includes the Policy Manual, institutional statement of mission, vision or philosophy, and institutional planning documents.

B. Board and Administrative Organization
❖ Evidence that includes published statements of institutional goals that reference the board’s expectations for student learning and quality of education.
❖ Evidence that includes documents describing the authority of the board; the absence of any external, higher authority than the board; descriptions of the board appointment and replacement process.
❖ Evidence that includes the published bylaws.
❖ Evidence that includes board minutes or a schedule showing board evaluation of policies.
❖ Evidence that includes the materials from board training workshops.
❖ Evidence that includes the policy on board membership, appointment and replacement.
❖ Evidence that includes the board’s policy and instruments used for self evaluation, analyses and reports on the last few self-evaluations completed.
❖ Evidence that includes the board policy statement of ethics.
❖ Evidence that includes board minutes, statements to college constituents on this delegation of authority, the board policy manual, any contracts with administrators that specify delegation of authority, board agreements with faculty bodies regarding delegation of authority.
Evidence that includes budget documents and independent audit reports and audited financial statements showing ending year balances, audit exceptions (if any).

Evidence that includes the results of surveys, other evaluations of the president’s activities directed toward the communities served by the institutions.

Evidence that includes surveys and other evaluative instruments, and the results of evaluation. Evidence that includes descriptions of funding rules or formulas, committee minutes or other documents showing the system has assessed the needs of each institution.

Evidence that includes financial policies and manuals, the content of internal audits and reviews, annual independent external audits, fiscal program reviews conducted by other agencies, and the annual budget documents.

Evidence that includes any formal delineation of responsibilities that might be found in district/college documents, including descriptions of job duties, descriptions contained in employment contracts, and the district mapping provided to the institutions and the Commission.

Evidence: examples of written or other recorded communications.

Evidence that would include institutional analyses of performance, including fact books, reports, web page data portfolios, and publications that describe research on institutional performance.

Evidence that includes written information about institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions.

Evidence that includes the district/system’s evaluation instruments, the results of the evaluation, and plans for improvement increasing.

Evidence that multi-college district/system develop a “map” or description of district and college functions that delineates and distinguishes them clearly.
The Little Hoover Commission (LHC), formally known as the Milton Marks “Little Hoover” Commission on California State Government Organization and Economy, is an independent state oversight agency created in 1962 to investigate state government operations and – through reports, recommendations and legislative proposals – promote efficiency, economy and improved service. Pursuant to this charge, the commission reviewed California Community Colleges throughout 2011 and adopted their final report, *Serving Students, Serving California: Updating the California Community Colleges to Meet Evolving Demands*, late last month.

Commission Chair Dan Hancock presented the report to the Board of Governors at their March meeting, indicating that the commission’s recommendations were, in general, consistent with the Student Success Task Force (except in going beyond the task force on several issues including their suggestion that the system develop a pilot program of incentivizing success through funding initiatives) and that Commissioners would begin speaking with legislators about their recommendations.

Full copies of the report are available at the commission’s website: http://lhc.ca.gov/studies/210/report210.html

Following is a summary of the recommendations of the commission:

1) **ACCESS AND SUCCESS:** California must make explicit that the primary goal of the California Community Colleges is to foster measurable student progress in three core areas of study: preparation for transfer to four-year institutions, career technical education (CTE) and adult basic education (ABE). Other missions, while valuable, are secondary to these three.
   
a) All colleges should offer enrollment priority in academic and CTE courses to current and new students who demonstrate preparedness by completing matriculation components including orientation, assessment and counseling to develop an education plan; returning students who demonstrate progress toward achieving their goals; and students, including workers who are returning to upgrade their career skills, and who have developed an educational plan.

b) Districts should cap the number of class credits that students can accrue at the standard tuition level, subject to BOG approval and those who exceed that cap should pay fees that reflect the full cost of instruction with no enrollment priority.

c) Students should be required to demonstrate satisfactory academic progress in the prior school term (by maintaining at least a 2.0 GPA in courses in their educational plans) in order to receive the BOG fee waiver.

d) Students who enroll in a community college course solely for enrichment purposes should pay a tuition fee that reflects the full cost of the course.

2) **GOVERNANCE:** The California Community College governance structure must be aligned to better support student success.

   a) The state must strengthen the governance of the community college system by creating a stronger, more independent Chancellor’s Office that is empowered to establish policy, create accountability metrics, monitor and oversee community college districts, hold the districts accountable for results and intervene in local district affairs when necessary.

   b) The Chancellor’s Office should become an independent entity with power given to the Chancellor to hire executive staff and create financial incentives for the colleges to bolster student success.

*continued*
c) The state should give community colleges greater flexibility in how they deploy resources to achieve district and system goals.

d) The Legislature should review and revise statutes and regulations that hinder regional cooperation and coordination, and remove barriers so that colleges can improve outcomes through merger, consolidation or coordination.

e) The Legislature should grant the BOG authority to establish an appeals process to temporarily exempt districts from statutory requirements when state funding is reduced.

3) FUNDING: Funding for the community colleges must be predictable and appropriate to support student success and completion.

a) The funding formula should be amended to include additional measures to better align with the state’s need for more community college graduates.

b) The BOG should establish a plan to determine when fees increases are warranted.

c) Additional revenue generated from fee increases should be allocated to the Chancellor’s Office to support student success practices.

4) ACCOUNTABILITY: Spending priorities for the community colleges must be aligned with the mission to help students succeed in achieving their academic goals.

a) A portion of state funding should be used to incentivize identified student outcomes which reward colleges that increase the number of students who pass milestones.

b) Incentives should be provided for student attainment of goals such as completion of basic skills or earning a certificate, credential or degree;

c) Colleges should be rewarded for degrees and certificates in high-need industry and workforce areas;

d) Implementation should begin (as a pilot) with volunteer districts to help identify and address unintended consequences.

5) ADULT EDUCATION: The California Community College system should administer all of the state’s adult basic education programs, and the state should shift responsibility and funding for adult education to the community colleges.

a) The community colleges should offer ABE programs and provide clear and accessible pathways for students to transfer into credit academic and CTE programs.

b) The state should increase funding to reflect the added responsibility of the adult education programs. The amount of increase should be proportional and equitable to the amount the state currently earmarks for adult schools in the K-12 school districts, with the colleges required to use this new money to support ABE programs.
Summary of Comments by Eva Long
Re: February 21, 2012 Board Meeting

Item C.9.D. - Approve Consulting Agreement with Strategic Education Services for Government Relations Services

Eva Long cautioned the expenditure for Basic Aid Lobbyist for a full year. Suggested, due to potential reduction/cuts, it might be prudent to review the contract time for only when needed. (Legislature is on recess some parts of the year)