




TO: Members, Allan Hancock Joint Community College District Board of Trustees

FROM: Kevin G. Walthers, Ph.D. 

DATE: December 6, 2013

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call

Holiday Cheer: Today we held the “gift party” for the numerous members of the AHC community (including Trustees) that provided Christmas gifts to our low income families. More than 200 gifts were provided – another example of the life-changing impact that we have on our community.

Negotiations in the Press: We received a call from the Santa Maria Times late today regarding negotiations with CSEA. It appears that a press release was sent out from CSEA. The reporter asked us questions about information contained within the release, but we were unable to address them since we did not have a copy of the document. Further, we have reminded the reporter that we will not negotiate in public. You can read the initial SM Times story [here](#) (posted this afternoon with no input from AHC administration).

Construction Projects: We are nearing completion on several projects and have addressed several issues that have arisen. Of particular note is the information about the IT Building.

IT Building: Last week I told you that we were worried that the contractor would not make the deadline to have classes begin in the IT Building. VP Hernandez pressed the issue with the contractor this week and received confirmation that they will not meet the schedule. They have begun to propose settlements with us regarding this, but we are focused on properly finishing the project. We have reminded them of our contractual rights and the contractor faces substantial penalties for not meeting the deadline.


Public Safety Complex, Concrete in Garage: During recent tours of the Public Safety Complex we noticed cracking in the floor of the new maintenance garage. VP Hernandez brought in experts to assess the cracking and determined the faults to be cosmetic. Even though the issue is cosmetic, VP Hernandez directed the contractor to provide a fix to the issue at no cost to the college.

Building B Moving Next week: Those of us in Building B will be moving into the new building next week. It’s an exciting time – we will be available all week, but our normal response times may be delayed.

I hope you have a great weekend!



TO: Members, Allan Hancock Joint Community College District Board of Trustees

FROM: Kevin G. Walthers, Ph.D. 

DATE: December 13, 2013

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call

Holiday Cheer: Saturday's Parade of Lights included participation from AHC Public Safety and ASBG. Both entries were well received. ASBG's float won first prize in its division and received the third most points overall!

Recognition in the Press: Today's Santa Maria Times included an editorial recognizing the Board, the citizen's oversight committee and Dr. Miller for the way that we have "expertly managed" the budget and the bond program. You can read the article by clicking [here](#). A copy is also attached.

Building B Move: At the time of writing, we are about 95% relocated to the new Building B. Everyone seems very happy and unpacking is happening at a brisk pace.

Action at the Board Meeting: I have taken time to visit with both CSEA and FA in regard to the actions on Tuesday night. I conveyed your appreciation for the professional and pointed way that the group presented its argument. I also expressed your sentiments regarding the need to have such a protest when the District is attempting to meet their requests. I committed to taking a more active role in negotiations by attending part or all of meetings as necessary. Overall, the mood on campus is still cordial and collegial with a strong focus on student success.

I hope you have a great weekend!

[.com](http://santamariatimes.com)

Another feather in the cap

17 HOURS AGO

Over the years, we have had ample opportunity to praise Allan Hancock College and its staff, and we usually have taken those opportunities to publish a favorable editorial.

One might think that, after heaping so much praise on so many occasions, we could find a flaw upon which to comment. And that may happen - but not today.

Hancock College and its leadership team have once again excelled, having recently received news that the nation's two major credit rating services either raised the college's credit standing, or reaffirmed it.

Moody's Investor Services reaffirmed its AA rating for the college, while Standard and Poor's raised the rating to AA/stable.

While all the nuance of credit ratings would take weeks to explain, the long and short of it is that the credit service's ratings solidly support the fact that Hancock College has expertly managed its budget, and has done a superior job of managing the bond funds approved by voters in the summer of 2006, with passage of Measure I.

In a very real way, that June 2006 landslide represented a strong vote of confidence for the college from local taxpayers, in that the election occurred at the beginning of the Great Recession. Voters showed an extraordinary trust in a government-like institution, at a time when the future of the economy was very much in doubt.

The latest installment of the \$180 million authorized by voters in 2006 was a chunk of \$8.6 million, sold last month. The credit services rating update for Hancock was based on that sale.

College officials were thrilled about the bond sale, and about the implied praise from the credit rating agencies. Hancock College Supt. Kevin Walthers singled out the college's board of trustees for its members' conservative approach to budgeting and spending, and specifically praised Elizabeth Miller, the college's associate superintendent, who has been Hancock's primary budget manager for the past two decades. Also winning accolades has been the Citizen's Oversight Committee, whose members are chosen from the community and the college.

So far, those Measure I funds have been put to very good use, helping to complete too many projects to list in this space. Suffice it to say the bond money has made significant improvements to the quality of education at Hancock College, and will continue to do so for future generations.

We bring all this up because we don't want our readers to take Allan Hancock College for granted. It is truly a gem for the North County communities it serves, from the main campus in Santa Maria, to the satellite facilities in the Lompoc and Santa Ynez valleys.

Hancock College is vitally important to all our North County communities. We'd be hard-pressed

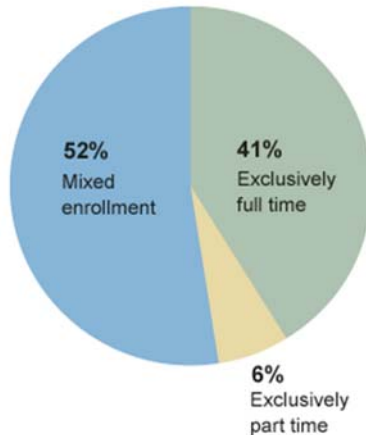
to find a public safety agency or private business anywhere in this region that does not have at least one Hancock-trained employee on staff. That is doubly true for local hospitals and health clinics, fully staffed in some cases by graduates of the Hancock nursing or other medical training programs. If not for police and fire-fighting training and certification programs at Hancock, there's no telling what shape local police and fire departments might be in.

California's community college system is the foundation upon which this state's economy rests, in large part because of the affordability of getting an AA degree, or being trained in various public safety/business disciplines.

So, yet another glowing testimonial to the benefits of having a first-class institution of higher education in our midst. It's a place of which we can all be proud.

Less Than Half of Students Go to College Full Time

Of students who started college in 2007, most went part time or some combination of part and full time. Both groups posted lower completion rates after six years than did full-time students.



Note: Data are based on 2,397,524 students who started college in 2007.

Source: "Completing College: A National View of Student Attainment Rates" National Student Clearinghouse Research Center

December 16, 2013

Despite Push for College Completion, Graduation Rates Haven't Budged



Indiana U.

Donald Hossler, a professor of educational leadership at Indiana U. at Bloomington, says that with more low-income students going to college, graduation rates' "holding steady over time is good news."

By Katherine Mangan

With all of the [president's preaching](#), [lawmakers' legislating](#), and [foundations' financing](#), you might expect college-completion rates to be inching up, at least slightly.

But a report out this week from the National Student Clearinghouse Research Center shows that the nation's six-year graduation rate hasn't budged.

Fifty-four percent of students who enrolled in college for the first time in 2007 had a certificate or degree to show for it six years later, exactly the same as the previous year.

That's despite investments of hundreds of millions of dollars in completion strategies since 2006, President Obama's call three years later for the United States to become the world leader in higher-education attainment, and a flurry of state and federal policies aimed at reaching that lofty goal.

To be sure, the completion push began in earnest partway through the 2007 cohort's college years. And the 54-percent figure is, at least, higher than the rate the federal government reports, based on a tally widely considered outdated, of full-time students who start and finish at the same college. The clearinghouse followed some two million students as they swirled in and out of college and between, say, a two-year public institution in Tennessee and a four-year private one in Kentucky.

Considering how thoroughly the nonprofit tracks students, a completion rate of just over half—for those attending both two- and four-year colleges—might seem discouraging. But with expanded access to higher education, it could have been worse, says Donald R. Hossler, a professor of educational leadership and policy studies at Indiana University at Bloomington.

More low-income students, and those who are the first in their families to attend college, are pursuing higher education than ever before, says Mr. Hossler, who was the founding executive director of the research center and still consults for it. "Given what we know about their success rates, you would expect to see graduation rates go down," he says. "In some ways, holding steady over time is good news."

The report breaks down six-year outcomes by students' gender, age, full- or part-time status, and sector in which they first enrolled. Women slightly outperformed men, it found, students fresh out of high school beat out the over-24 crowd, few part-timers made it to the finish line, and those who started at a four-year private nonprofit college were the most likely to graduate.

Only one in five students attending college part time had earned a degree or certificate after six years, with younger part-timers struggling the most. Over all, students who entered college older than 24 graduated at a much lower rate (44 percent) than did students who went straight from high school (60 percent). Those who delayed college by just a few years, entering between ages 21 and 24, did even worse: Only 41 percent had graduated after six years.

Early Credit Helps

The completion movement has spawned dozens of strategies to keep students enrolled, from expanding opportunities to earn college credit while still in high school to minimizing time spent in noncredit remedial courses.

When clearinghouse researchers added to the mix students who started college with credit they'd earned in high school, the total completion rate climbed two percentage points, to 56 percent. Two out of three of those formerly "dual-enrolled" students had graduated in six years. Though they represented 16 percent of all students who entered college in 2007, they were not included in the main tally, to allow for a fair comparison with last year's.

It is hardly surprising that students who showed up with dozens of college credits—sometimes a year's worth or more—were more likely to graduate. And it's possible that such students are especially motivated and would have performed better anyway.

While the researchers stop short of declaring dual enrollment a success, they point out that it's booming. In the 2010-11 academic year, high-school students took more than two million college courses, up from about 1.2 million in 2002-3. Pressure to start earning college credit sooner and to finish faster is expected to intensify over the next decade, as policy makers push strategies aimed at cutting the cost and time to graduation.

To give colleges incentives, the nonprofit advocacy group Complete College America has helped persuade dozens of state legislatures to pass laws basing appropriations to colleges at least in part on performance measures like remedial-course completions and graduation rates.

Few people have been eyeballing the data with the intensity of Stan Jones, the group's founder and president. The stubbornly low graduation numbers don't surprise him. "It's going to take some major structural changes to higher education," he says, "before these rates change."

The group promotes several policies it considers "game changers." One idea, pushing most students to maintain 15-credit-hour schedules throughout college, skeptics dismiss as unrealistic for those who work or are less academically prepared.

But other strategies have attracted early interest: more-structured schedules, for instance, that allow a working student to attend a block of classes that meets all year from, say, 8 a.m. to 3 p.m. on Thursdays and Fridays. Or trimming curricula into prescribed pathways for different disciplines, to counter poor decisions from too many choices.

Of course, limiting courses and majors can make some faculty members' blood boil, and few observers expect such changes to happen widely anytime soon.

But even those who believe that students should have as much time as they want at the course-catalog buffet acknowledge that their paths to a degree often meander too much. Some delays seem inevitable: Despite efforts to streamline transfers, many courses taken at community colleges don't count at four-year institutions. And students on some financially strapped campuses can't get into courses they need to complete a major.

If colleges want to get serious about raising their completion rates, the growing number of disadvantaged students will need the kind of mandatory tutoring and intensive advising Division I athletes get, says Mr. Hossler.

But institutions are constrained by a financing model that's "turned upside down" when it comes to supporting more students, he says. "Community colleges and regional campuses that are the least well-funded enroll most of the first-generation students who are the least likely to graduate."

In fact, budget cuts have eroded many tutoring and advising programs that are lifelines for struggling students, says David S. Baime, senior vice president for government relations at the American Association of Community Colleges.

That sector remains at the heart of the completion push, with strategies like mandatory study-skill courses and streamlined transfer agreements. Of course, some campuses have pursued such strategies—and rearranged resources to maintain them—more eagerly than others.

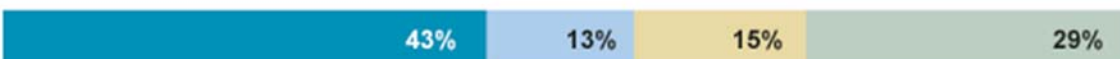
"Our colleges are deeply involved in trying to change institutional behavior to increase completion rates for our students, and those efforts will ultimately be reflected in numbers," says Mr. Baime. "But the mind-set of an institution isn't going to change overnight."

Part-Time Students: Less Likely to Graduate

Two-thirds of students who started college in 2007 and attended exclusively part time had dropped out six years later.



Total



Exclusively full time



Exclusively part time



Mixed enrollment



Note: Data are based on the tracking of 2,386,291 students who started college in 2007.

Source: "Completing College: A National View of Student Attainment Rates,"
National Student Clearinghouse Research Center

Salad County *Donna M. Mathieu*
Kelly Anderson
Lori Doty
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ARTICLE 10

PAY AND ALLOWANCES

10.1 Regular Pay:

10.1.1. The classified bargaining unit salary schedule listed in Appendix B shall remain for the 2011-2013-2014 fiscal year. Effective July 1, 2013, the classified bargaining unit salary schedule listed in Appendix B will be increased by 2.0939%. Effective January 1, 2014, ranges 8-10 on the salary schedule shall be eliminated and incumbents placed per the chart below:

<u>Position Title</u>	<u>From Prior Range</u>	<u>To New Range Effective January 1, 2014</u>
<u>Office Services Assistant I</u>	<u>Range 8</u>	<u>Range 11</u>
<u>Physical Education and Athletic Technician</u>	<u>Range 8</u>	<u>Range 11</u>
<u>Admissions Records Clerk</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Counseling Services Technician</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Courier</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Custodian</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Custodian/Athletic Equipment Attendant</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Laboratory Technician, Community Education</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Office Services Assistant II</u>	<u>Range 10</u>	<u>Range 11</u>
<u>ESL Clerk</u>	<u>Range 11</u>	<u>Range 12</u>
<u>Shipping & Receiving Clerk (Bookstore)</u>	<u>Range 11</u>	<u>Range 12</u>
<u>Shipping & Receiving Clerk (Plant Services)</u>	<u>Range 11</u>	<u>Range 12</u>

10.2 Longevity:

10.2.1 The district agrees to additionally compensate long service employees in accordance with Appendix C.

10.3 Shift Differential: Bargaining unit employees whose regular work schedule requires work after 6:00 p.m. and before 6:00 a.m. for two (2) or more days per week shall receive a shift differential according to the following schedule:

10.3.1 Five percent (5%) above their regular rate of pay for all hours worked provided the shift includes four (4) hours between 6:00 p.m. and 6:00 a.m.

10.3.2 Two-and-one-half percent (2.5%) above their regular rate of pay for all hours worked provided the shift includes two (2) hours between 6:00 p.m. and 6:00 a.m.

10.3.3 One percent (1%) above their regular rate of pay for all hours worked provided the shift includes one (1) hour between 6:00 p.m. and 6:00 a.m.

10.4 Night Custodian Shift: Custodians assigned to the late night shift will have a start time of 10:00 p.m. and end time of 6:00 a.m. A fifteen percent (15%) shift differential shall be paid for all hours worked provided the shift includes (5) hours between 12:00 a.m. and 6:00 a.m.

10.5 Compensation during In-Service Training: In-service training shall take place during regular working hours with no loss of pay or benefits to employees.

10.6 Salary on Promotion: A bargaining unit employee who is promoted to a class allocated a higher salary range shall be placed on the appropriate salary ~~range step~~ so that the unit member will receive not less than a five percent (5%) salary increase except that no unit employee shall be placed beyond the last step of the range.

10.7 Salary upon Reclassifications: A bargaining unit employee who is in a position that is reclassified to a position in a higher salary range shall be placed on the appropriate salary step ~~at which the unit so that the unit member will receive not less than a five percent (5%) salary increase. In no event shall a bargaining unit member receive less than the lowest step or more than the highest step of the salary range of the new classification. -except that no unit employee shall be placed beyond the last step of the range.~~

10.8 Payroll Adjustments:

10.8.1 Underpayment: Any payroll error resulting in insufficient payment for an employee in the bargaining unit shall be corrected, and a supplemental check issued, not later than five (5) working days after it has been determined that a payroll error has been made.

10.8.2 Overpayment: Any payroll error resulting in an overpayment for an employee in the bargaining unit shall be corrected, and repayment arrangements using the Repayment of Overpayment Authorization Form.

10.9 Lost Checks: Any paycheck for an employee in the bargaining unit which is lost after receipt by the district or which is not delivered within five (5) days of mailing, if mailed, shall be replaced upon notification as soon as possible upon any available district funds.

10.10 Meals, Mileage and Lodging: The district shall reimburse unit employees for expenses of meals, mileage and lodging incurred during the conduct of authorized district business at the rates established by the Board for such purposes.

10.11 Part-Time Employment: A part time employee is an employee who works less than full-time. All pay and allowances covered under this article will be prorated except as noted in 10.13.

10.12 Full-time employment: Is defined as employment for thirty-seven (37) hours per week in a position requiring nine (9) months or more service each year when the position is designated as full time by the district.

10.13 Bilingual Stipend: Employees who are required by the district to orally translate in Spanish to English and/or English to Spanish and who are proficient in Spanish as determined by a district selected and administered examination, shall receive an additional \$50.00/month. The district reserves the right to reevaluate the payment of this stipend at least once a year.

Employees who translate Spanish to English and/or English to Spanish on an occasional, casual or incidental basis shall not be eligible for this stipend. Effective date is July 1, 1992.

10.14 Employee Achievement Awards: The district will provide an annual program of monetary awards for valuable suggestions, services, or accomplishments to bargaining unit employees. The amount of these monetary awards will not be prorated.

10.15 Compensation for Working Out of Classification Within the Bargaining Unit:

10.15.1 A unit employee shall not be required to perform duties which are not fixed and prescribed for the position by the governing Board unless the duties reasonably relate to those fixed for the position by the Board, for any period of time which exceeds five (5) working days within a fifteen (15) calendar day period except as provided in this section.

10.15.2 No out-of-class assignment shall be offered to the employee by the supervisor without prior approval of Human Resources. This approval will include confirmation of duties and pay.

10.15.3 A unit employee who is required to perform duties inconsistent with those assigned to the position by the governing Board for more than five (5) working days shall have his/her salary adjusted upward, not less than five percent (5%) or one salary step for the entire period he/she is required to work out of classification.

10.15.4 If assigned to duties performed in a position that is a higher classification, the employee shall receive not less than a five percent (5%) salary increase or shall advance to the first step in the salary range at the position he/she is temporarily filling, whichever is greater.

10.15.5 The unit member working outside of classification but within the bargaining unit may, in consultation with the supervisor, voluntarily return to his/her permanent position prior to the completion of the assignment.

10.15.6 A temporary pay increase for the purpose of working out of classification shall have no bearing on a bargaining unit member's request for reclassification or on that Reclassification Taskforce's determination for salary placement upon reclassification.

10.16 Compensation for Working Out of Classification Outside the Bargaining Unit:

10.16.1 Any permanent unit member may accept an assignment within the district, outside of the bargaining unit, to an interim faculty, supervisory, confidential, or administrative position. During service in such a position, the employee will remain a member of the bargaining unit and shall continue to pay union dues or fees. The employee will receive all benefits and compensations afforded the interim position. Other terms and conditions of this agreement no longer apply.

10.16.2 The unit member working outside of the bargaining unit, may, in consultation with the supervisor, voluntarily return to his/her permanent position prior to the completion of the interim assignment.

10.17 Extra Work Assignment Opportunity: An extra work assignment is work assigned to and worked by less-than-12 month bargaining unit members during their scheduled non-work periods (per Article 9.1).

10.17.1 Extra work assignment opportunities shall be posted and made available to all currently-employed unit members for a period not less than five (5) work days.

10.17.1.1 Employees interested in applying for a posted extra assignment position shall complete the Extra Assignment Opportunity Form and submit it to Human Resources by the posted deadline.

10.17.2 When the District has an extra work assignment opportunity, interested employees shall be assigned based on the following selection criteria in the listed order of priority:

10.17.2.1 The bargaining unit employee who normally performs the assigned work during his/her regular work assignment.

10.17.2.2 The bargaining unit employee who is best qualified for the extra assignment, regardless of his/her regular classification.

10.17.3 A bargaining unit employee's compensation for an extra work assignment shall be determined in one of the following ways:

- a) If assigned a position different than the bargaining unit member's current position, the bargaining unit employee shall be placed on the salary range of the assigned position and the step which most approximates the unit employee's regular salary.
- b) If assigned a position that is the same as the bargaining unit member's current position, the bargaining unit employee's rate of pay shall remain the same.

ARTICLE 12

HEALTH AND WELFARE BENEFITS

Camposano
Doring M. Mathieu
Kelley Anderson
Sci. City Jr. 2nd
M. J. [unclear]
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12.1 General Provisions:

- 12.1.1 The district reserves the right to select a carrier to provide claims administration and services at appropriate benefit levels. The district will consult with CSEA in considering the selection of a carrier. All contemplated changes in carrier and individual plans shall be discussed with the Allan Hancock College Staff Benefits Committee prior to implementation. CSEA shall have three (3) representatives on that committee.
- 12.1.2 The district reserves the right to determine the basis for establishing equivalency in considering individual carrier plans.
- 12.1.3 All health and welfare benefits covered under this article will be prorated for employees hired after December 31, 1986, who work less than full-time, but twenty (20) hours per week or more.
- 12.1.4 Full-time employment is defined as employment for thirty-seven (37) hours per week in a position requiring nine (9) months or more service each year when the position is designated as full time by the district.
- 12.1.5 Eligibility: Eligibility shall be defined as all bargaining unit employees assigned and working twenty (20) hours or more per week.
- 12.1.6 Prior to implementing any new premium costs through payroll deductions, the district will meet with CSEA to consider alternatives such as revisions to coverage including but not limited to deductibles and kinds and levels of service, in order to reduce the cost of insurance.

12.2 Health and Welfare Insurance Benefits:

- 12.2.1 Health/Medical Benefits: For each eligible bargaining unit employee and dependent the district will make a monthly contribution for health insurance through SISC or alternative coverage. A prescription drug plan and an Employee Assistance Plan (EAP) are included.
 - 12.2.1.1 The district is not obligated to pay any increase in premium cost after September 30, 2010. Any increase in cost shall be borne by the bargaining unit employee through payroll deduction. Effective October 1, 2013, the district will pay \$448.02 per month for single coverage, \$848.05 per month for two-party coverage, and \$1,176.17 per month for family coverage. Effective October 1, 2010, the district will pay \$430.69 per month for single coverage, \$830.72 per month for two-party coverage, and \$1,158.84 per month for family coverage. The employee will pay any additional cost through payroll deduction.
 - 12.2.1.2 The difference in cost between the insurance plan selected and the district contribution will be paid for by the individual bargaining unit member through payroll deduction unless otherwise negotiated.

- 12.2.1.3 Health/medical insurance for the eligible bargaining unit employee is mandatory unless an employee submits proof of coverage elsewhere.
- 12.2.2 Dental Insurance: The district shall provide each eligible bargaining unit employee and dependent a monthly district contribution for dental insurance through the district self-insurance dental plan.
 - 12.2.2.1 The district is not obligated to pay any increase in premium cost after September 30, 2010. Any increase in cost shall be borne by the bargaining unit employee through payroll deduction. Effective October 1, 2010, the district will pay \$55.53 per month for single coverage, \$114.06 per month for two-party coverage, and \$163.80 per month for family coverage. The employee will pay any additional cost through payroll deduction.
 - 12.2.2.2 Each eligible employee of the bargaining unit is required to have district provided dental insurance.
- 12.2.3 Life Insurance: The district will provide each eligible bargaining unit employee paid life insurance with a maximum benefit upon death of \$6,000, including accidental death and dismemberment, and a paid decreasing term life insurance with accidental death and dismemberment.
 - 12.2.3.1 Each eligible employee of the bargaining unit is required to have district provided life insurance.
 - 12.2.3.2 The district is not obligated to pay any increase in premium cost after September 30, 2010. Any increase in cost shall be borne by the bargaining unit employee through authorized payroll deduction.
- 12.2.4 Income Protection Insurance: For each eligible bargaining unit employee the district will pay \$.99 per \$100 of payroll for Income Protection Insurance.
 - 12.2.4.1 Each eligible employee of the bargaining unit is required to have district provided income protection insurance.
 - 12.2.4.2 The district is not obligated to pay any increase in premium cost after September 30, 2010. Any increase in cost shall be paid by the bargaining unit employee through authorized payroll deduction.
- 12.2.5 Vision Insurance: Effective January 1, 2013, the district shall provide each eligible bargaining unit employee a monthly district contribution for vision insurance through the district vision plan.
 - 12.2.5.1 The district will pay a premium cost up to \$5.67 per month for single coverage. The district is not obligated to pay any increase in the premium cost. Any increase in cost shall be borne by the bargaining unit employee through payroll deduction.
 - 12.2.5.2 Vision insurance for the bargaining unit employee is mandatory unless an employee submits proof of coverage elsewhere.

12.3 Cash-in-Lieu-of Benefit Program:

An employee who meets the conditions as defined in Appendix D may receive a cash-in-lieu of benefit in accordance with the amounts listed in Appendix D.

12.4 Insurance Rebate:

If any insurance premium costs decrease, or if any premium costs remain static and the district receives a distribution resulting from a credit, dividend, refund, or similar mechanism for the period beginning October 1, 1997, through September 30, 2011, the amount of the distribution which is the classified bargaining unit's share at the time of the cost decreases or distribution shall be placed in an account to be used solely for the purpose of offsetting future premium increases until the account is exhausted.

12.4.1 The amount of the distribution as defined above, shall be used to offset increases for health/medical insurance, dental insurance, life insurance, and income protection insurance through September 30, 2012, unless the account is exhausted an earlier date.

12.4.2 Insurance premiums in effect on October 1, 2012, will be used as the base from which to determine increases in premium cost from which to draw against the account.

12.5 Physical Examination:

12.5.1 The Board agrees to provide each eligible bargaining unit employee up to three hundred dollars (\$300) reimbursement each fiscal year. Such allowance may be accrued on a year-to-year basis up to a total of seven hundred dollars (\$700) after which the accrued amount above seven hundred dollars (\$700) if not expended, shall revert to the district.

12.5.1.1 The fiscal year allowance (July 1 through June 30), as well as any existing accrued amount, may only be used to reimburse for services provided in that same fiscal year. The bargaining unit employee will have until July 31 each year to turn in the previous fiscal year claims.

12.5.2 This benefit may be used for:

12.5.2.1 the purpose of obtaining a physical examination by a physician of the unit employee's choice;

12.5.2.2 out of pocket expenses not covered by dental or medical insurance (does not include premiums or co-pays);

12.5.2.3 annual flu shot;

12.5.2.4 eye examinations and the purchase of prescription glasses and/or contact lenses; there shall be no limitation on the number of eyewear purchased so long as the amount does not exceed the accrued allowances;

12.5.2.5 these same expenses incurred by eligible dependents of a bargaining unit employee. Dependents must qualify for bargaining unit employee insurance coverage.

- 12.5.3 Each bargaining unit employee shall be furnished a yearly balance of physical examination fund no later than May 15.

12.6 Medical Insurance for Eligible Retirees:

- 12.6.1 Retiree coverage under district sponsored medical insurance shall terminate at age 65 or at any earlier date upon eligibility of the employee to enroll in Federal or State medical insurance programs available to persons receiving OASDI or PERS medical benefits or coverage as an employee or dependent by another employer.
- 12.6.2 The district will maintain coverage for a retiree to age 65 at the same dollar contribution level available to current employees. Coverage is provided under the medical insurance plan upon PERS retirement as evidenced by the receipt of monthly retirement benefit payments from the Public Employees Retirement System, provided the unit member is at least 55 years of age but less than age 65 at the following levels:
 - 12.6.2.1 For bargaining unit employees hired before March 31, 1983, and has been a regular employee of the district for five (5) or more consecutive years of service.
 - 12.6.2.2 For bargaining unit employees hired on March 31, 1983 through December 31, 1988, and has been a regular employee of the district for ten (10) or more consecutive years of service.
 - 12.6.2.3 For bargaining unit employees hired on January 1, 1989 through June 30, 1993, and has been a regular employee of the district for fifteen (15) or more consecutive years of service.
 - 12.6.2.4 For bargaining unit employees hired on July 1, 1993 through December 31, 1997, and has been a regular employee of the district for twenty (20) or more consecutive years of service. The retiree's spouse/domestic partner shall not be eligible for this benefit through district paid premium. However, the retiree may purchase spousal/domestic partner coverage.
- 12.6.3 For bargaining unit employees hired on or after January 1, 1998, the district will maintain coverage at the same dollar contribution level provided to current employees for a retiree under the medical insurance plan upon PERS retirement as evidenced by the receipt of monthly retirement benefit payments from the Public Employees' Retirement system provided the unit member is at least 60 years of age but less than 65 and has been a regular employee of the district for twenty-five (25) or more consecutive years of service. The retiree's spouse/domestic partner shall not be eligible for this benefit through district-paid premium. However, the retiree may purchase spousal/domestic partner coverage

12.6.4 Spousal/Domestic Partner Coverage Provisions

- 12.6.4.1 Coverage for insurance at the same dollar contribution level provided to current employees is extended to the eligible spouse /domestic partner of a bargaining unit employee to age 65 hired prior to January 1, 1989, who is covered by district provided health insurance and who retires with ten (10) consecutive years of service to the district. Coverage is subject to the provisions of this section.
- 12.6.4.2 Coverage for insurance at the same dollar contribution level provided to current employees is extended to the eligible spouse /domestic partner of

a bargaining unit employee hired on January 1, 1989, or later, who is covered by district provided health insurance and who retires with fifteen (15) consecutive years of service to the district. Coverage is subject to the provisions of this section.

- 12.6.4.3 The decision to take advantage of this benefit must be made within thirty-five (35) days from the last date of employment.
- 12.6.4.4 After the spouse/domestic partner reaches the age of 65, or participates in the plan for ten (10) years, whichever is first, the spouse/domestic partner then becomes eligible to participate at his/her expense if he/she does not qualify for Medicare or other medical coverage.
- 12.6.4.5 Should the retiree die, the survivor will be allowed to stay on the policy at district expense for ten (10) years from date of initial coverage benefit. After ten (10) years participation Section 12.6.4.4 applies.
- 12.6.4.6 If the spouse/domestic partner has another source of medical insurance coverage, that policy becomes the primary policy and the AHC policy becomes the secondary policy.
- 12.6.4.7 A person cannot take cash-in-lieu money in lieu of this benefit.
- 12.6.4.8 The retiree's contribution or premium payments, when applicable, will be paid quarterly in advance. Exceptions to this stipulation must be approved by the Board of Trustees.

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
 CLASSIFIED
 BARGAINING UNIT SALARY SCHEDULE WITH EMPLOYEE'S REQUIRED 7% OF
 SALARY CONTRIBUTION TO PERS PAID 4.5% BY DISTRICT AND 2.5% BY EMPLOYEE
 NEW EMPLOYEES HIRED AFTER 1/1/13 WILL PAY 100% OF EMPLOYEE'S PERS CONTRIBUTION
 JULY 1, 2013

2.0939% COLA

RANGE		A	B	C	D	E
8	MONTH	2,036	2,138	2,245	2,357	2,475
9	MONTH	2,127	2,233	2,345	2,462	2,585
10	MONTH	2,205	2,315	2,431	2,553	2,681
11	MONTH	2,291	2,406	2,526	2,652	2,785
12	MONTH	2,374	2,493	2,618	2,749	2,886
13	MONTH	2,450	2,573	2,702	2,837	2,979
14	MONTH	2,537	2,664	2,797	2,937	3,084
15	MONTH	2,623	2,754	2,892	3,037	3,189
16	MONTH	2,716	2,852	2,995	3,145	3,302
17	MONTH	2,807	2,947	3,094	3,249	3,411
18	MONTH	2,883	3,027	3,178	3,337	3,504
19	MONTH	2,968	3,116	3,272	3,436	3,608
20	MONTH	3,055	3,208	3,368	3,536	3,713
21	MONTH	3,137	3,294	3,459	3,632	3,814
22	MONTH	3,219	3,380	3,549	3,726	3,912
23	MONTH	3,305	3,470	3,644	3,826	4,017
24	MONTH	3,390	3,560	3,738	3,925	4,121
25	MONTH	3,476	3,650	3,833	4,025	4,226
26	MONTH	3,588	3,767	3,955	4,153	4,361
27	MONTH	3,702	3,887	4,081	4,285	4,499
28	MONTH	3,819	4,010	4,211	4,422	4,643
29	MONTH	3,943	4,140	4,347	4,564	4,792
30	MONTH	4,067	4,270	4,484	4,708	4,943
31	MONTH	4,196	4,406	4,626	4,857	5,100
32	MONTH	4,328	4,544	4,771	5,010	5,261
33	MONTH	4,457	4,680	4,914	5,160	5,418

Keith Underwood
John Doty
Jim Wood
[Signature]
[Signature]
[Signature]
[Signature]
Doine M. Mathews
Canferon

SS-55
12/19/2013

Effective January 1, 2014, ranges 8-10 will be eliminated from the salary schedule per Article 10.1.1

Tentative Agreement
between the
Allan Hancock Joint Community College District
and
The California School Employees Association and its Allan Hancock Chapter #251

SALARY STUDY

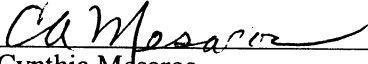
The District and The California School Employees Association and its Allan Hancock Chapter #251 agree a salary study will be conducted during the spring of 2014 to be completed no later than June 30, 2014. The parties also agree to schedule a meeting on Thursday, January 16, 2014, from 1:00 – 4:00 p.m. to begin discussions regarding the scope of the Request for Proposals to include the following:

- 1) Which consultants and how many would be contacted to complete a Request for Proposal (RFP)? Who will do this research?
- 2) The district and CSEA will discuss the composition of an RFP committee to review responses and select those consultants to be interviewed?
- 3) What kind of salary study do we want the consultant to conduct; i.e., local labor market; benchmark comparable districts; prevailing wage, etc.?
- 4) What information do we want the consultant to collect and present in this study?
- 5) What are the timelines for beginning and completing the salary study?
- 6) How will these recommendations be presented by the consultant?

The parties also agree to meet to review any salary study adjustment recommendations as soon as possible after the conclusion of the study and to continue negotiations with regard to the impact and effects to the Bargaining Unit and financial impact of this implementation.

All other provisions of the CSEA – AHC Collective Bargaining Agreement remain in full force and effect.

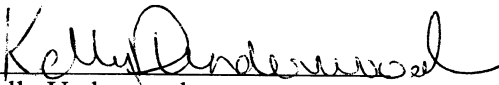
Tentatively agreed to on this 19th day of December, 2013. This Agreement shall become final upon ratification by the membership of the Association and the adoption by the Allan Hancock College Board of Trustees.



Cynthia Mesaros
Director, Human Resources/EEO
AHJCC

Date

12/19/13



Kelly Underwood
President/Chief Negotiator, Chapter #251
CSEA

Date

12/19/13

Memorandum of Understanding
between
Allan Hancock Joint Community College District
and
California School Employees Association, Chapter #251

2014 Summer Four-Day Workweek

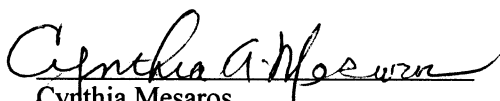
Subject to Board of Trustees approval of closing the college for nine (9) Fridays – June 6, June 13, June 20, June 27, July 11, July 18, July 25, August 1, and August 8, it is agreed between CSEA Chapter #251 (hereafter “Association”) and the Allan Hancock Joint Community College District (hereafter “District”), that a four-day workweek, Monday through Thursday, shall be established for the period commencing June 6, 2014 through August 8, 2014 (except for the week of June 30 – July 4). In the event that the additional working hours create a hardship for an individual employee, that employee shall use vacation, compensatory time or unpaid leave for the nine (9) Fridays that the college is closed. Individual employees may request an advancement of unearned vacation time not to exceed the amount earned in the 2014-15 fiscal year.

All employees shall determine a weekly work schedule for each of the nine affected workweeks with their supervisors in their individual departments. These schedules are to be submitted to supervisors no later than May 1, 2014. The total workweek must equate to the total number of hours the employee is currently assigned. Employees are permitted to use any combination of accrued vacation, compensatory time, or unpaid leave on a weekly basis to account for the nine (9) Fridays during the summer work schedule. Employees who do not use accrued vacation, compensatory time, or unpaid leave for the nine (9) Fridays and who currently work a 37-hour workweek, which is defined as full-time, shall work 9.25 hours per day Monday through Thursday.

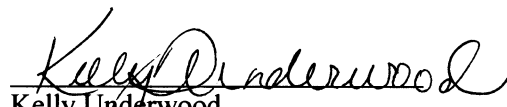
Personnel from AHC Campus Police Department, Information Technology Services, and Plant Services will be on campus on Fridays as required when the college is closed. The Bookstore may be open on August 8, 2014 if necessary. When work on Friday(s) is required, Friday hours will be included in the weekly work schedule prepared by the employee and the supervisor.

For purposes of calculating leave time used during the four-day workweek for employee participating, accrued leave days will be converted to hours (ex. 1 day – 9.25 hours for 37 hours employees). Thus an employee who takes a day of leave during his/her scheduled 9.25 hours day will use 9.25 hours of leave. Leave of shorter than one day will be taken as actual hours used. Leave will be prorated for employees who work less than full-time.

Tentatively agreed to on this 18th day of December, 2013. This MOU shall become final upon ratification by the membership of the Association and the adoption by the Allan Hancock College Board of Trustees.


Cynthia Mesaros
Director, Human Resources/EEO
AH/CC


12/18/13
Date


Kelly Underwood
President/ Chief Negotiator, Chapter #251
CSEA

12/18/13
Date



TO: Members, Allan Hancock Joint Community College District Board of Trustees

FROM: Kevin G. Walthers, Ph.D. 

DATE: December 20, 2013

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call

CSEA Tentative Agreement: We have reached a tentative agreement for the current year with CSEA. We are happy to have this agreement prior to the winter break. I have attached the signed documents for your review. The agreement is within the parameters originally established by the Board.

College Completion: I have attached an article from the Chronicle that highlighted a [new report](#) by the National Student Clearinghouse indicating that colleges are doing better at college completion. (The Chronicle article has an unfortunate headline that does not match the story.) Of particular note to me is the graphic showing completion rates for part-time students: after six years, two-thirds of students that never attended full time are no longer in college. This is more evidence that time is the enemy – our efforts should look toward creating paths that allow students to move through programs in a timely manner.

Board Retreat/All Staff Day: The Board Retreat is the afternoon of January 17 and we will hold it on campus. Attached to this memo is a document from the CCLC that speaks to board evaluation. I think you will find it useful for our discussions during the retreat. January 17 is also all staff day. The agenda for all staff day will include an in-depth discussion of how to react in an active shooter situation. We have scheduled lunch to coincide with the faculty/staff lunch so that you will have an opportunity to visit with faculty and staff.

Facility Master Plan: Felix Hernandez launched the process for the new facility master plan. The first session with the task force is complete and we will provide an update for the Board during the January meeting. We are in the process of scheduling an opportunity for the Board to participate in process as well.

Bonded Winery: We are in the process of establishing a bonded winery within the viticulture program. This is the next step within the program review. As we have the plan developed, we will bring it to a board meeting for input (January or February).

Weekly Reports on Hiatus: Given the college will closed from December 24 to January 1, the first issue of the weekly update will be on January 10. I will be out of town the week of December 29 to January 4. However, I am available by cell throughout the break – if you need something, don't hesitate to give me a call.

I hope you have a great holiday!



ASSESSING BOARD EFFECTIVENESS:

**RESOURCES FOR BOARD
OF TRUSTEES SELF-EVALUATION**

Community College League of California



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Design and Processing: Samantha DeMelo

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ASSESSING BOARD EFFECTIVENESS

Successful colleges are the result of effective leadership and governance. Effective leadership and governance are the result of ensuring that highly qualified people serve in leadership positions and that they embrace their responsibilities and continually improve their performance. Effective governing boards are committed to assessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness.

Community college boards are under more scrutiny than ever before by the public, media, government, the accrediting commission, and college constituencies; these entities expect and deserve a high degree of professionalism and performance from their trustees. An effective board self-evaluation process responds to these expectations.

While it is true that the public “evaluates” board performance when it re-elects (or not) trustees to the

board, this political evaluation provides only the broadest feedback to the board. To assess and improve its performance, a board needs ongoing information on how it is doing on specific roles and responsibilities – information that simply cannot be obtained through the election process.

Assessing board performance involves looking at the board as a unit. While individual trustee behavior contributes to effective board functioning, the focus of a board self-evaluation is not on individuals, but on how they work together to govern the district. The evaluation focuses on board policies and practices and the role of the board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness.

Board Responsibilities:

- Adopt a board self-evaluation policy and process;
- Implement the policy – regularly conduct a board self-evaluation;
- Discuss the results of the evaluation to identify strengths and areas for improvement; and
- Use the results to enhance board effectiveness and set annual board goals.

Given the unique nature of the relationship between the board and CEO, the evaluations of the board and the CEO are intertwined. When the board evaluates itself, it is evaluating in part how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that position. The CEO contributes to board evaluation and evaluates his or her support and leadership to the board. The board conducts the CEO evaluation and looks at its own behavior in fostering CEO effectiveness. A number of boards schedule their CEO and board self-evaluation discussions in conjunction with each other to capitalize on this link.

The importance of regular board self-evaluations is underscored by the Western Association's Accrediting Commission for Community and Junior Colleges. Standard IV.B.1.g states that "The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws." The accreditation self study, conducted every six years, should include evidence that boards have a policy and procedure and have conducted regular self-evaluations.

Purpose and Outcomes

The purpose of the board self-evaluation is to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for an open and candid discussion about board and trustee responsibilities, and trustees' interests and desires for the college(s). Exploring these areas fosters communication among the members and leads to more cohesive board teams. Reports from boards that regularly conduct self-evaluations include that they gain an increased appreciation for and understanding of their fellow trustees, their board meetings run more smoothly and they receive better information, and they increase the time they spend on college policy, goals and accomplishments.

The desired outcomes of a board self-evaluation include:

- a summary of what the board does well and its accomplishments;
- a better understanding of what is needed from each trustee and the CEO to be an effective board and board/CEO team;
- an assessment of progress on the prior year's goals and identify what needs to be completed; *and*
- goals and tasks for the coming year related to board performance and its leadership for district goals.

When planning an evaluation, boards should ask themselves what they want to learn from it. The emphasis may change from year to year; the evaluation may be tweaked to focus on a specific area. For instance, during an accreditation self-study, the board may want to focus on the accreditation standards. If the board has hired a new CEO in the past year, the evaluation may focus on the board/CEO relationship. Colleges generally undergo comprehensive planning every four to six year – boards may wish to focus on their role in planning during that process. Or, if a board has not been functioning well, it may wish to focus on teamwork and ethics.

Evaluation Process

Self-evaluation processes range from informal discussions to formal, structured assessment surveys or interviews. A board evaluation, whether formal or informal, should result in a report that describes the process, summarizes the results, and identifies actions that the board may take as a result of the evaluation. The self-evaluation process and results are public information under California's Brown Act.

Annual board self-evaluations provide a time for the board to review the past year and set priorities for the coming year. A comprehensive self-evaluation, involving more extensive surveys, may occur every two or three years. Boards may choose to select processes to review more often; for instance, some boards will quickly assess a board meeting discussion and agenda content at the end of each meeting, which provides immediate feedback. Another example is a board assessing how it oriented and integrated newly elected trustees, or its process of hiring a new CEO, after those events occurred.

Informal Evaluation. Informal processes do not use surveys or structured interviews to gather information. Rather, the board allots time for a substantive discussion of board strengths, accomplishments, weaknesses and areas for improvement. It is recommended that such discussions be structured and facilitated by a consultant working with the board to allow the board chair ample opportunity to participate. The consultant, a member of the board, or the CEO prepares a report that summarizes the discussion and identifies further board action.

Surveys. In recent years, surveys have become the most common approach to gathering information about board performance. There are a number of models and examples; however, the board should review any survey prior to its distribution to ensure that the questions address areas of interest to the board.

Surveys should be designed to assess two areas of board functioning:

- The progress made on achieving board priorities and tasks set the previous year; *and*
- Board performance on characteristics of effective board functioning.

Survey instruments that assess achievement on board priorities need to be developed at the local level as the criteria vary from district to district (and perhaps from year to year). Board priorities are derived from two main sources. One key source is the college's goals and plans; the board's priorities are developed in conjunction with the CEO's priorities. The second source may be areas of board functioning on which the board chooses to focus. *Some examples are included in the section on criteria in these resources and in Sample 3 in Appendix B.*

There are two primary types of instruments that assess board functioning. The first involves using a generic survey based on criteria that reflect commonly accepted standards that define board effectiveness. The second involves developing a survey using criteria in local board policy and practice related to ethics, board meetings, delegation to the CEO, monitoring policy implementation, and other

board roles. An alternative approach is to use accreditation standards on the board as criteria – this approach would be appropriate when the district is undergoing the self-study.

The criteria in these surveys are further explored in the section on criteria, and samples are provided in Appendix B.

Interviews. Another evaluation strategy is for someone, usually a consultant, to conduct structured interviews of all board members, the CEO and others (if any) identified by the board. Through a series of questions, the interviewer gathers information about board performance, summarizes the results of the interviews and writes a report to the board. It is a qualitative approach to evaluation.

An interview approach allows for more in-depth exploration of issues, highlights accomplishments, and identifies specific areas of concern and suggestions for improvement. It is beneficial to use when the board has not had an evaluation for some time, when trustees prefer this method and don't want to complete surveys or don't find survey information useful, or when there are ongoing concerns about board functioning. Drawbacks include that it is a time-consuming process, and does not, in itself, result in numerical ratings that can be compared from year to year.

Designing the Evaluation Process

All boards should have a policy on the self-evaluation process. Periodically, the board should review the policy and process to ensure it continues to provide useful information to the board. *Sample policies are in Appendix A.*

A committee of the board may be assigned to develop and recommend the process and criteria to the board; the CEO and board executive assistant usually provides support to the committee. Alternatively, the CEO and his or her staff may be asked to research and recommend a self-evaluation process to the board. The board will decide on specific purposes of the evaluation, whether or not the evaluation will include a survey and/or interviews, who will participate, which criteria will be used, consultant roles (if any), how the results will be shared and discussed, and who will write the report.

Designing the process involves answering the following questions:

- Will the self evaluation be conducted through an evaluation discussion, survey, interviews, or a combination of approaches?
- Who will be asked to evaluate the board?
- Who will gather the information and compile the results?
- How and when will the results be shared with the board?

Who Participates in the Board's Self-Evaluation?

The expectation is that the board evaluates itself. Each and every publicly elected trustee should be involved in assessing board performance and in discussing the results of the evaluation. Newly elected trustees may think they don't have enough experience on the board to provide useful feedback; however, virtually all new trustees have spent time observing the board prior to being elected, and their input can be very valuable. Student trustees should be encouraged to contribute feedback and participate in the evaluation discussion.

The CEO is in a position to provide essential feedback to the board on its performance, and is key to ensuring that the board has the information and other resources to fulfill its responsibilities on many evaluation criteria. Therefore, the CEO should participate in some way, although the method of contributing feedback may be different than for the trustees or others. For instance, the CEO may provide feedback during a discussion of the results of a survey rather than completing a survey form.

A growing trend is providing an opportunity for college constituents and selected community representatives (such as those on foundation boards or advisory committees) to complete surveys on board performance. Some districts allow any employee to complete a board evaluation; others only request survey information from those college leaders (senior administration, faculty and staff representatives) who regularly attend board meetings and have the opportunity to see the board in action.

The benefit of seeking broad input is that the board gathers information on how it is perceived by others. However, the results of such an evaluation may or may not be useful and must be considered with care. Respondents may have expectations for the board that do not reflect appropriate roles and responsibilities. It is not unusual that trustees learn that college constituencies are unaware of governing board roles and responsibilities. A negative evaluation may result from board decisions that were unpopular with one or more internal constituencies, even though the board was acting for the good of the entire district or community.

If the board evaluation process includes feedback from college and community, the summary of the survey or feedback should be presented separately from the board's self-evaluation data, so that the board may compare trustee perceptions with those of others.

Evaluation Discussion & Report

The evaluation session must take place in an open meeting, which could be a regular business meeting, workshop, or retreat. The schedule should allow for enough time to discuss the evaluation and identify priorities for the following year. The discussion of what the results mean and what can be improved is generally more useful and valuable than the specific numbers or ratings obtained from the instrument. It may be useful to hold the discussion early in the budget development process to ensure that board and CEO priorities can be incorporated.

Consultants and facilitators are often helpful to boards in developing and conducting an evaluation. They can provide an independent, non-biased influence to help keep board discussions focused and productive. They allow the board chair, who would normally chair the discussion, to participate fully.

An evaluation is not complete until a final report is prepared that summarizes the discussion of the results and identifies actions to be taken as a result of the evaluation. Doing a report helps ensure that the results will be used and that any issues will be addressed. It is evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing body.

Evaluation Criteria

Boards may use a variety of types of criteria to assess performance, and may use a combination of approaches. A good practice is to combine assessing progress on board priorities (#1) with criteria from one of the other types (#2, 3, 4):

1. Progress on annual board goals or priorities established by the board, including board roles in furthering the strategic goals of the district.
2. Commonly accepted standards for community college boards of trustees.
3. Criteria gleaned from the board's own policies, including, but not limited to, the code of ethics policy, practices related to conducting board meetings, and delegation to the CEO.
4. During an accreditation self study, compliance with the Accrediting Commission standards for governing boards.

Annual Board Goals or Priorities

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

Annual goals clarify where board and CEO resources and time should be spent in the coming year. They comprise steps toward longer-range goals and help determine specific tasks for the board. Evaluating how well the priorities were addressed and if the board has achieved the tasks become key criteria in the board's annual self evaluation and its evaluation of the CEO the following year. Benchmarks or measures may be established as appropriate for certain goals.

On the following page are just a few examples of district goals, related board priorities or tasks, and a possible benchmark. There are countless possibilities; priorities and goals will vary from district to district and year to year.

EXAMPLE 1. District Strategic Goal: Improve Student Learning and Achievement of their Educational Goals.

Board Priority: Expect and monitor progress on establishing and assessing student learning outcomes.

Board Task: Review and discuss progress reports presented by staff on establishing and assessing student learning outcomes. (The board and CEO may establish a benchmark, such as “SLOs will be established at the program level for all career and technical education programs.”)

EXAMPLE 2. District Strategic Goal: Maintain the Fiscal Stability of the District.

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

Board Task: Hold board study sessions on state and other revenues, long-range budget projections. Support trustee education on understanding budgets, financial statements and audit reports.

Board Priority: Maintain a 7% unrestricted general fund balance.

Board Task: Expect that the budget presented for review will include a 7% unrestricted general fund balance.

EXAMPLE 3. District Strategic Goal: Promote a college culture that fosters innovation, excellence, and commitment to education.

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

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

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

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

These examples barely scratch the surface of possible criteria and approaches to goal setting. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks. *Other examples are included in Sample 3 in Appendix B.*

Board Development Goals

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

- 1. Board Priority:** Strengthen the board's connections with and knowledge of K-12 trends and issues.
Board Task: Participate in a joint workshop with local K-12 boards of trustees.
- 2. Board Priority:** Ensure that board meetings are positive and productive.
Board Task: Revise the board meeting agenda to include a consent agenda on routine items to allow more time to discuss issues.
Board Task: Maintain respectful, inclusive and professional attitudes and language during board meetings.
- 3. Board Priority:** Strengthen the board's policy role.
Board Task: Approve an updated board policy manual by the end of the academic year.
Board Task: Uphold the principle that delegation to the CEO is only through the board as a unit.

Sample 3 in Appendix B, Sample Evaluation Instruments, provides one illustration of this approach.

Board Performance Standards

A common approach to board self-evaluation is to use a survey based on commonly accepted criteria for effective boards. Boards may develop their own survey based on general criteria or adapt or adopt instruments used by others. *Appendix B, Sample Evaluation Instructions includes a comprehensive survey as well as a short form.*

The survey should help the board assess its performance in the areas on the following pages.

District Mission and Planning: Does the board regularly review the mission? How involved is the board in planning? 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 institution?

Board Policy Role: Does the board understand and fulfill its policy role? Is the board policy manual up to date? Does the board clearly differentiate between its role and the administrative role of the CEO?

Board/CEO Relationship: Is there an open, respectful partnership and good communication between the board and the CEO? Does the board clearly delegate to and set clear expectations for the CEO? Is there an effective CEO evaluation process? Does the board create an environment that supports CEO success?

Board/Community Relationship: Does the board represent the community it serves? Is the board knowledgeable about community trends and needs? Does the board help promote the image of the college in the community? Does the board effectively advocate on behalf of the college?

Educational Programs and Quality: Does the board understand the educational programs and services? Is there a process in place that enables the board to monitor the educational quality? Does the board ensure that the faculty is appropriately involved in decision-making? Does the board support academic freedom?

Fiduciary Responsibilities: Does the board ensure that the district is fiscally healthy? Does it approve a budget that supports educational and strategic goals? Does it effectively monitor fiscal management? Does it approve and monitor a facilities plan that addresses construction and maintenance?

Board/Staff Relations & Human Resources: Does board policy provide for equitable treatment of staff? Does the board provide leadership and clear parameters for the collective bargaining process? Does the board refrain from micromanaging staff work? Does board policy and practice ensure faculty, staff, and student participation in decision-making?

Board Leadership: Does the board understand and uphold its role and responsibilities? Does it have and adhere to a code of ethics? Does the board deal effectively with perceived ethical violations? Do board members declare and avoid conflicts of interests? Do board members work together as a unit for the good of the district? Do board members respect each other's opinions? Does the board have its own annual goals and objectives and evaluate itself on how it has achieved them?

Board Meetings and Agendas: Do meeting agendas focus on key policy issues and board responsibilities? Does the board have the information it needs to make good decisions? Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently?

Trustee Education: Do new board members, including the student trustee, receive an orientation to the roles and responsibilities and to the district's mission and policies? Are all board members encouraged to engage in ongoing education about college and state issues? Is information shared among board members about important issues?

Criteria from Local Board Policy

One of the purposes of self-evaluation is to answer the question, "Are we doing what we say we are going to do?" A board may decide to use criteria derived from its local policies. The code of ethics policy, and policies on board roles, meetings, delegation to the CEO, and how the board monitors policy implementation are all rich sources of criteria. A benefit of this approach is that the board reviews its policies during the course of the evaluation.

Legal Authority and Responsibilities.

Education Code 70902 defines the authority and responsibilities for community college boards of trustees. Governing boards fulfill these responsibilities through adopting relevant policies and exercising their authority at board meetings.

Evaluating a board's performance of these responsibilities is addressed through the other criteria described in this chapter, including that the board has an up-to-date policy manual, complies with its policies, and is satisfied with their board meeting agendas and discussion.

Using this approach requires a board committee and/or staff to develop a customized survey instrument. The following are examples of items found in various board policies:

1. Individual trustees have no legal authority outside the meetings of the board; they shall conduct their relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact.
(From a board code of ethics policy.)
2. The board delegates to the CEO the executive responsibility for administering the policies adopted by the board and executing all decisions of the Board requiring administrative action.
(From a board policy on delegation to the CEO.)
3. Board members shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the board.
(From a policy on communication among board members.)

Sample 4 in Appendix B, Sample Evaluation Instruments, provides an illustrative example based on ACCT's Standards of Practice.

Accreditation Standards

Every six years, colleges undergo the reaccreditation process, which includes a comprehensive self-study. As part of the self-study, boards may wish to assess whether or not they are meeting the specific standards in ACCJC's Standard IV.B.1. This assessment should be done the year prior to or early in the self-study process to allow the board time to correct any deficiencies.

The Commission appoints teams that visit colleges to confirm the self-study and review college's compliance with all standards. They review evidence that boards uphold Standard IV.B.1, including that they have regularly evaluated themselves. Annual evaluation results and evidence of how boards have used the results to improve board performance reflect well on the college and the board.

See Sample 5 in Appendix B, Sample Evaluation Instruments, for a common approach.

Summary

This resource guide and the appendices are intended to help boards of trustees design a self-evaluation process that meets specific board needs and cultures. The information should help boards determine the approach they will use, which criteria will provide the best information for the board, who will be asked to evaluate the board, and how the results will be used.

Governing boards that engage in the self-evaluation process and thoughtfully consider and use the results to improve their performance provide excellent leadership for their communities and colleges. They are embracing their responsibilities and ensuring that board members have the skills and knowledge to lead and govern. High performing boards of trustees add value to their districts, thereby ensuring that their colleges make a difference in the lives of students and for the community.

Resources

The Community College League of California provides consultants skilled in helping boards design and evaluation process, conducting self-evaluations and facilitating the self-evaluation discussion.
www.ccleague.org

The Association of Community College Trustees has information on board self evaluation on its website, and provides consultants to assist boards in the process.
www.acct.org

The Association of Governing Boards for Colleges and Universities provides consultant services and sample criteria, which may be adapted to fit community colleges.
www.agb.org

BoardSource is dedicated to increasing the effectiveness of nonprofit organizations by strengthening their boards of directors.
www.boardsource.org

APPENDIX A

Sample Policies on Board Self-Evaluation

Board policy should include a policy on the board self-evaluation, which may be accompanied by implementing procedures. The following examples are from districts that subscribe to the Community College League's Board Policy and Administrative Procedure Subscription Service; some examples reflect language provided in the League's policy template. The Service encourages districts to develop policy that reflects local practice. The reference for the board self-evaluation policy is Accreditation Standard IV.b.1.e & g.

The samples on the following pages are provided for illustrative purposes and may not reflect recent policy changes at the respective districts.

SAMPLE 1. YOSEMITE CCD

The board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the board has established the following processes:

- Once a year, at the annual Board Retreat, the board will conduct a self-evaluation.
- The evaluation instrument incorporates criteria contained in these Board policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.
- Board members will be asked to complete the evaluation instruments and submit them to the Secretary/Clerk of the Board prior to the retreat.
- A summary of the evaluations will be presented and discussed at the Board retreat session.

SAMPLE 2. MT. SAN ANTONIO CCD

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

The Board of Trustees will conduct a self-assessment process every two years to include:

- The completion of a self-assessment instrument by each member of the Board.
- A discussion of the compilation of the results.
- The development of a set of objectives for the next year (or next two years).

SAMPLE 3. NORTH ORANGE COUNTY CCD

Policy

- 1.0 The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.
- 2.0 The Board shall conduct an evaluation process in April of odd-numbered years and place the results on a regular board meeting agenda for review and appropriate action.

Procedure

- 1.0 The following process will be used to conduct the self evaluation of the Board:
 - 1.1 An assessment form will be distributed to all Board members and members of the District staff who regularly participate at Board meetings at the first meeting in April of each odd-numbered year.
 - 1.2 The completed assessment forms shall be submitted to the Chancellor's Office on or before the second meeting in April of odd-numbered years.
 - 1.3 The Chancellor's Office shall complete results of the assessment for distribution at the first meeting in May of odd-numbered years.
 - 1.4 The assessment results shall be included as an agenda item for review and appropriate action at the second meeting in May of odd-numbered years.

SAMPLE 4. PALOMAR COLLEGE

The Governing Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Governing Board has established the following processes:

- A committee of the Governing Board shall be appointed in March to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board Policies regarding Governing Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.
- The process for evaluation shall be recommended to and approved by the Governing Board.

- If an instrument is used, all Governing Board members will be asked to complete the evaluation instrument and submit them to Secretary to the Board.
- A summary of the evaluations will be presented and discussed at a Board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.
- The goals of the self-evaluation are to clarify roles, to enhance harmony and understanding among Board members, and to improve the efficiency and effectiveness of the Board meetings. The ultimate goal is to improve College District operations and policies for the benefit of the students and employees of Palomar College and the citizens of the Palomar Community College District.
- The evaluation instrument will be completed by each individual Board member, discussed at an annual Board retreat, and maintained in the District Office.

SAMPLE 5: PALO VERDE CCD

The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board has established the following processes:

- The Board shall, in April, determine the instrument or process to be used in board self-evaluation.
- Any evaluation instrument shall incorporate criteria contained in these board policies regarding the board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.
- The process for evaluation shall be recommended to and approved by the Board.
- If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the Secretary of the Board.
- A summary of the evaluations will be presented and discussed at a board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

SAMPLE 6. SIERRA CCD

The Board of Trustees realizes they are the legal owners and final authority for the institution whose assets and operations they hold in trust. The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board has established the following process:

The Board will annually evaluate and assess its own performance, using the Trustee Evaluation Instrument and process as determined by the Board.

The instrument shall incorporate criteria contained in these board policies regarding Board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field. All trustees will be asked to complete the evaluation instrument, from which a summary will be presented and discussed in a Board meeting scheduled for that purpose.

The purpose of the Board self-evaluation is to identify those areas of Board functions which are working well and those which may need improvement. In addition to identifying specific issues, the discussion of the Board's roles and responsibilities can build communication and understanding among Board members of each others' values and strengths and lead to a stronger, more cohesive working group. The Superintendent/President may also provide the Board with comments and perspectives about the performance and accomplishments of the Board during the previous year and may suggest goals for the following year.

APPENDIX B

Sample Evaluation Instruments and Approaches

SAMPLE 1

GENERAL EFFECTIVENESS CRITERIA COMPREHENSIVE LONG FORM

Sample 1 consists of a comprehensive set of criteria reflecting commonly-accepted standards of board effectiveness. Boards may delete items and add others than address issues specific to the board.

If boards wish to add criteria such as local policy and board goals, it is suggested they select a limited number of items from this comprehensive survey, or use the short form survey provided as Sample 2.

Rating Scales

Two commonly used rating scales are:

A. Rate your level of agreement

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree

B. Rate how the board performs:

- 4 Outstanding
- 3 Good
- 2 Needs Improvement
- 1 Unable to evaluate

Survey Items

I. Mission and Planning

1. Board members are knowledgeable about the culture, history, and values of the district.
2. The board regularly reviews the mission and purposes of the institution.
3. The board spends adequate time discussing future needs and direction of the district.
4. The board assures that there is an effective planning process and is appropriately involved in the process.
5. The board assures that district plans are responsive to community needs.

6. The board has adopted and monitors the implementation of the district's strategic, educational and facilities master plans.
7. The board sets annual goals or priorities in conjunction with the CEO and monitors progress toward them.

II. Policy Role

8. The board clearly understands its policy role and differentiates its role from those of the CEO and college staff.
9. The board assures that the district complies with relevant laws, regulations and accreditation standards.
10. The board's policy manual is up-to-date and comprehensive.
11. The board relies on board policy in making decisions and in guiding the work of the district.

III. Board–CEO Relations

12. The board maintains a positive working relationship with the CEO.
13. The board clearly delegates the administration of the district to the CEO.
14. The board sets and communicates clear expectations for CEO performance.
15. The board regularly evaluates CEO performance.
16. The board periodically reviews the CEO contract to assure appropriate support and compensation.

IV. Community Relations & Advocacy

17. Board members act on behalf of the public and citizens in the district when making decisions.
18. Board members are active in community affairs
19. The board advocates on behalf of the district to local, state, and federal governments.
20. The board actively supports the district's foundation(s) and fundraising efforts.

V. Educational Programs and Quality

21. The board is knowledgeable about the district's programs and services.
22. The board is knowledgeable about the educational and workforce training needs in the community.

23. The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational program.
24. The board regularly receives and reviews reports on institutional effectiveness.
25. The board is appropriately involved in the accreditation process.
26. The board understands and protects academic freedom.

VI. Fiduciary Role

27. The board assures that the budget reflects priorities in the district's plans.
28. Board policies assure effective fiscal management and internal controls.
29. The board regularly receives and reviews reports on the financial status of the institution.
30. The board reviews the annual audit and monitors responses to recommendations.
31. The board adopts and monitors the implementation of a facilities master plan.
32. The board has provided appropriate direction for seeking external funding.
33. The board maintains an adequate financial reserve.

VII. Human Resources and Staff Relations

34. The board's human resources policies provide for fair and equitable treatment of staff.
35. The board has established and follows clear parameters for collective bargaining.
36. The board has and follows protocols regarding communication with college employees.
37. Board members refrain from attempting to manage employee work.
38. The board expects and supports faculty, staff, and student participation in college decision-making.

VIII. Board Leadership

39. The board understands its roles and responsibilities.
40. The board expresses its authority only as a unit.
41. Board members understand that they have no legal authority outside board meetings.

42. The board regularly reviews its code of ethics or standards of practice and has a policy on addressing violations of the code.
43. Board members uphold and comply with the board's code of ethics.
44. Board members avoid conflicts of interest and the perception of such conflicts.
45. Board members annually file a statement of economic interests.
46. Once a decision is made, board members uphold the decision of the board.
47. Board discussions and relationships reflect a climate of trust and respect.

IX. Board Meetings

48. Board meetings are conducted in an orderly, efficient manner.
49. Board meetings and study sessions provide sufficient opportunity to explore key issues.
50. Agenda items provide sufficient information to enable good board decision-making.
51. The board understands and adheres to the Brown Act.
52. The board maintains confidentiality of privileged information.

X. Board Education

53. New members participate in a comprehensive orientation to the board and district.
54. Board members participate in trustee development activities.
55. The board evaluation process helps the board enhance its performance.
56. The Board measures its accomplishments against board goals.

SAMPLE 2

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.

Possible Rating Scales:

A. Please rate how the board performs on the following:

- 4 Outstanding
- 3 Good
- 2 Needs Improvement
- 1 Unable to evaluate

B. Please rate your level of agreement with the following criteria:

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree

I. Mission, Planning, and Policy

1. The board assures that there is an effective planning process and is appropriately involved in the process.
2. The board regularly reviews the district’s mission and goals and monitors progress toward the goals.
3. The board fulfills its policy role; the board’s policies are up-to-date and regularly reviewed.

II. Board–CEO Relations

4. The board maintains an excellent working relationship with the CEO.
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 districts 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.

VIII. Board Meetings

19. Board meeting agendas and conduct provide sufficient information and time to explore and resolve key issues.
20. The board understands and adheres to the Brown Act.

IX. Board Education

21. New members receive orientation to board roles and the institution.
22. Board members participate in trustee development activities.
23. The board evaluation process helps the board enhance its performance.

SAMPLE 3

EVALUATING PROGRESS ON BOARD GOALS, PRIORITIES AND/OR TASKS

Annual board goals or priorities are developed in conjunction with the CEO; they are the most important tasks for college leadership. Boards may also identify what the board should do – its tasks or roles – to ensure that the priorities are accomplished. These tasks reflect board responsibilities to make policy, set expectations for and delegate to the CEO, and monitor institutional performance.

Board-identified priorities and tasks become criteria for the board self-evaluation. The board rates itself on how well it performed the task or role, and how well the priority was achieved.

The evaluation criteria are established through the board setting annual priorities and tasks. Therefore the criteria are different for each board, and may vary from year to year.

The following example is for illustrative purposes only. The example reflects an approach where the board identified tasks for itself related to district strategic directions. Other examples are provided in the “Criteria” section in the resources material.

Suggested Rating Scale:

- 5 Outstanding progress or performance
- 4 Good progress or performance
- 3 Performance met barely acceptable minimum standard
- 2 Poor progress or performance
- 1 No performance or progress

	RATING
District Direction: Maintain Enrollment Growth to Better Serve Our Community	
<i>Board Task.</i> Monitor enrollment patterns by review and discussion of relevant reports.	
<i>Board Task.</i> Assure that appropriate resources are allocated to foster enrollment growth through the budget approval process and the Board’s ongoing monitoring of expenditure categories.	
District Direction: Strengthen the Fiscal Health of the District	
<i>Board Task.</i> Ensure that all Board members have adequate and appropriate knowledge related to fiscal standards and accountability.	
<i>Board Task.</i> Make sound fiscal decisions, based on district priorities and good information that ensure the long term financial health of the district.	
<i>Board Task.</i> Monitor the fiscal health of the district through review and discussion of fiscal reports that provide accurate and timely information, and by conducting and reviewing the annual audit.	
District Direction: Strengthen Communication and Organizational Functioning throughout the District	
<i>Board Task.</i> The board maintains an open and respectful partnership with the CEO.	
<i>Board Task.</i> Board members fully participate in regular board retreats and study sessions to promote thoughtful and thorough discussion of issues.	
<i>Board Task.</i> Board members are knowledgeable about and adhere to principles of effective boardsmanship.	

SAMPLE 4

CRITERIA DERIVED FROM LOCAL BOARD POLICY

Criteria that are derived from local board policies help the board respond to the question, “Are we doing what we say we are going to do?” A primary source for criteria is the board’s code of ethics policy; other sources include policies on delegation to the CEO, board meetings, board roles and responsibilities, and other policies on board operations. Evaluation instruments that use this approach must be developed locally.

The criteria on the following page are provided as examples only and are derived from the Association of Community College Trustees Standards of Practice. Boards would use the statement in their own policies as criteria in a board self evaluation instrument. A few other examples are provided in the “Criteria” section of the resource guide.

Possible Rating Scales:

A. Board performance is:

- 4 Outstanding
- 3 Good
- 2 Needs Improvement
- 1 Unable to evaluate

B. Level of agreement with the statement:

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree

	RATING
The board believes it derives its authority from the community, and that it must always act as an advocate on behalf of the entire community.	
The board clearly defines and articulates its role.	
The board creates and maintains a spirit of true cooperation and a mutually supportive relationship with its CEO.	
The board always strives to differentiate between external and internal processes in the exercise of its authority.	
Trustee members engage in a regular and ongoing process of in-service training and continuous improvement.	
Trustees come to each meeting prepared and ready to debate issues fully and openly.	
Board members vote their conscience and support the decision or policy made.	
Board behavior, and that of its members, exemplifies ethical behavior and conduct that is above reproach.	
The board endeavors to remain always accountable to the community.	
The board honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.	

SAMPLE 5 ACCREDITATION STANDARDS AS CRITERIA

Every six years, colleges undergo the reaccreditation process, which involves a self-study of colleges' compliance with accreditation standards and a visit by an accreditation team that results in recommendations from the Accrediting Commission. As part of the self-study, the board may wish to use the standards that apply to the board as criteria in an evaluation instrument. The same instrument may be used by both trustees and college employees to review board performance. Following is a sample instrument, using criteria from Standard IV.B.1 and other standards on boards and board policy.

A suggested 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

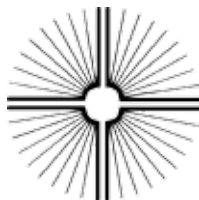
	RATING
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	
2. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	
3. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions.	
4. Once the board reaches a decision, it acts as a whole.	
5. The board advocates for and defends the institution and protects it from undue influence or pressure.	
6. 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.	
7. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	
8. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	

9. 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.	
10. 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.	
11. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	
12. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	
13. The governing board is informed about and involved in the accreditation process.	
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.	
15. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	
16. The board regularly reviews the mission statement.	
17. The board adopts policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews.	
18. The board has adopted personnel policies that are available for information and review. Such policies are equitably and consistently administered.	
19. The board has a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.	
20. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.	

SAMPLE 6 OPEN-ENDED QUESTIONS

The previous five samples include items that require an evaluative rating and provide quantifiable data. Another approach, which may be used in combination with any of the five samples, is to ask open-ended questions that gather qualitative information. Following are some examples of questions that may be asked either on a survey or in an interview process. A board may develop other questions that address specific issues and concerns.


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 needs 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 _____



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TO: Members, Allan Hancock Joint Community College District Board of Trustees

FROM: Kevin G. Walthers, Ph.D. 

DATE: December 20, 2013

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call

CSEA Tentative Agreement: We have reached a tentative agreement for the current year with CSEA. We are happy to have this agreement prior to the winter break. I have attached the signed documents for your review. The agreement is within the parameters originally established by the Board.

College Completion: I have attached an article from the Chronicle that highlighted a [new report](#) by the National Student Clearinghouse indicating that colleges are doing better at college completion. (The Chronicle article has an unfortunate headline that does not match the story.) Of particular note to me is the graphic showing completion rates for part-time students: after six years, two-thirds of students that never attended full time are no longer in college. This is more evidence that time is the enemy – our efforts should look toward creating paths that allow students to move through programs in a timely manner.

Board Retreat/All Staff Day: The Board Retreat is the afternoon of January 17 and we will hold it on campus. Attached to this memo is a document from the CCLC that speaks to board evaluation. I think you will find it useful for our discussions during the retreat. January 17 is also all staff day. The agenda for all staff day will include an in-depth discussion of how to react in an active shooter situation. We have scheduled lunch to coincide with the faculty/staff lunch so that you will have an opportunity to visit with faculty and staff.

Facility Master Plan: Felix Hernandez launched the process for the new facility master plan. The first session with the task force is complete and we will provide an update for the Board during the January meeting. We are in the process of scheduling an opportunity for the Board to participate in process as well.

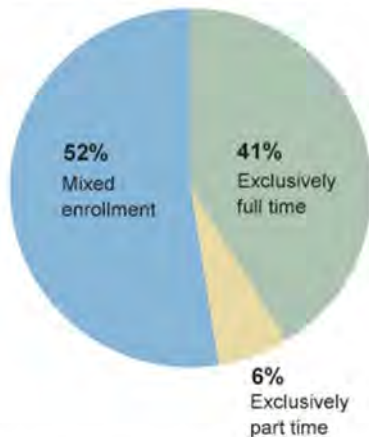
Bonded Winery: We are in the process of establishing a bonded winery within the viticulture program. This is the next step within the program review. As we have the plan developed, we will bring it to a board meeting for input (January or February).

Weekly Reports on Hiatus: Given the college will closed from December 24 to January 1, the first issue of the weekly update will be on January 10. I will be out of town the week of December 29 to January 4. However, I am available by cell throughout the break – if you need something, don't hesitate to give me a call.

I hope you have a great holiday!

Less Than Half of Students Go to College Full Time

Of students who started college in 2007, most went part time or some combination of part and full time. Both groups posted lower completion rates after six years than did full-time students.



Note: Data are based on 2,397,524 students who started college in 2007.

Source: "Completing College: A National View of Student Attainment Rates" National Student Clearinghouse Research Center

December 16, 2013

Despite Push for College Completion, Graduation Rates Haven't Budged



Indiana U.

Donald Hossler, a professor of educational leadership at Indiana U. at Bloomington, says that with more low-income students going to college, graduation rates' "holding steady over time is good news."

By Katherine Mangan

With all of the [president's preaching](#), [lawmakers' legislating](#), and [foundations' financing](#), you might expect college-completion rates to be inching up, at least slightly.

But a report out this week from the National Student Clearinghouse Research Center shows that the nation's six-year graduation rate hasn't budged.

Fifty-four percent of students who enrolled in college for the first time in 2007 had a certificate or degree to show for it six years later, exactly the same as the previous year.

That's despite investments of hundreds of millions of dollars in completion strategies since 2006, President Obama's call three years later for the United States to become the world leader in higher-education attainment, and a flurry of state and federal policies aimed at reaching that lofty goal.

To be sure, the completion push began in earnest partway through the 2007 cohort's college years. And the 54-percent figure is, at least, higher than the rate the federal government reports, based on a tally widely considered outdated, of full-time students who start and finish at the same college. The clearinghouse followed some two million students as they swirled in and out of college and between, say, a two-year public institution in Tennessee and a four-year private one in Kentucky.

Considering how thoroughly the nonprofit tracks students, a completion rate of just over half—for those attending both two- and four-year colleges—might seem discouraging. But with expanded access to higher education, it could have been worse, says Donald R. Hossler, a professor of educational leadership and policy studies at Indiana University at Bloomington.

More low-income students, and those who are the first in their families to attend college, are pursuing higher education than ever before, says Mr. Hossler, who was the founding executive director of the research center and still consults for it. "Given what we know about their success rates, you would expect to see graduation rates go down," he says. "In some ways, holding steady over time is good news."

The report breaks down six-year outcomes by students' gender, age, full- or part-time status, and sector in which they first enrolled. Women slightly outperformed men, it found, students fresh out of high school beat out the over-24 crowd, few part-timers made it to the finish line, and those who started at a four-year private nonprofit college were the most likely to graduate.

Only one in five students attending college part time had earned a degree or certificate after six years, with younger part-timers struggling the most. Over all, students who entered college older than 24 graduated at a much lower rate (44 percent) than did students who went straight from high school (60 percent). Those who delayed college by just a few years, entering between ages 21 and 24, did even worse: Only 41 percent had graduated after six years.

Early Credit Helps

The completion movement has spawned dozens of strategies to keep students enrolled, from expanding opportunities to earn college credit while still in high school to minimizing time spent in noncredit remedial courses.

When clearinghouse researchers added to the mix students who started college with credit they'd earned in high school, the total completion rate climbed two percentage points, to 56 percent. Two out of three of those formerly "dual-enrolled" students had graduated in six years. Though they represented 16 percent of all students who entered college in 2007, they were not included in the main tally, to allow for a fair comparison with last year's.

It is hardly surprising that students who showed up with dozens of college credits—sometimes a year's worth or more—were more likely to graduate. And it's possible that such students are especially motivated and would have performed better anyway.

While the researchers stop short of declaring dual enrollment a success, they point out that it's booming. In the 2010-11 academic year, high-school students took more than two million college courses, up from about 1.2 million in 2002-3. Pressure to start earning college credit sooner and to finish faster is expected to intensify over the next decade, as policy makers push strategies aimed at cutting the cost and time to graduation.

To give colleges incentives, the nonprofit advocacy group Complete College America has helped persuade dozens of state legislatures to pass laws basing appropriations to colleges at least in part on performance measures like remedial-course completions and graduation rates.

Few people have been eyeballing the data with the intensity of Stan Jones, the group's founder and president. The stubbornly low graduation numbers don't surprise him. "It's going to take some major structural changes to higher education," he says, "before these rates change."

The group promotes several policies it considers "game changers." One idea, pushing most students to maintain 15-credit-hour schedules throughout college, skeptics dismiss as unrealistic for those who work or are less academically prepared.

But other strategies have attracted early interest: more-structured schedules, for instance, that allow a working student to attend a block of classes that meets all year from, say, 8 a.m. to 3 p.m. on Thursdays and Fridays. Or trimming curricula into prescribed pathways for different disciplines, to counter poor decisions from too many choices.

Of course, limiting courses and majors can make some faculty members' blood boil, and few observers expect such changes to happen widely anytime soon.

But even those who believe that students should have as much time as they want at the course-catalog buffet acknowledge that their paths to a degree often meander too much. Some delays seem inevitable: Despite efforts to streamline transfers, many courses taken at community colleges don't count at four-year institutions. And students on some financially strapped campuses can't get into courses they need to complete a major.

If colleges want to get serious about raising their completion rates, the growing number of disadvantaged students will need the kind of mandatory tutoring and intensive advising Division I athletes get, says Mr. Hossler.

But institutions are constrained by a financing model that's "turned upside down" when it comes to supporting more students, he says. "Community colleges and regional campuses that are the least well-funded enroll most of the first-generation students who are the least likely to graduate."

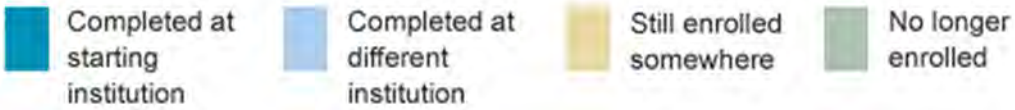
In fact, budget cuts have eroded many tutoring and advising programs that are lifelines for struggling students, says David S. Baime, senior vice president for government relations at the American Association of Community Colleges.

That sector remains at the heart of the completion push, with strategies like mandatory study-skill courses and streamlined transfer agreements. Of course, some campuses have pursued such strategies—and rearranged resources to maintain them—more eagerly than others.

"Our colleges are deeply involved in trying to change institutional behavior to increase completion rates for our students, and those efforts will ultimately be reflected in numbers," says Mr. Baime. "But the mind-set of an institution isn't going to change overnight."

Part-Time Students: Less Likely to Graduate

Two-thirds of students who started college in 2007 and attended exclusively part time had dropped out six years later.



Total



Exclusively full time



Exclusively part time



Mixed enrollment



Note: Data are based on the tracking of 2,386,291 students who started college in 2007.

Source: "Completing College: A National View of Student Attainment Rates,"
National Student Clearinghouse Research Center

Salad County *Donna M. Mathieu*
Kelly Anderson
Lori Doty
[Signature]
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[Signature]
Ca Mesaro

ARTICLE 10

PAY AND ALLOWANCES

10.1 Regular Pay:

10.1.1. The classified bargaining unit salary schedule listed in Appendix B shall remain for the 2011-2013-20142 fiscal year. Effective July 1, 2013, the classified bargaining unit salary schedule listed in Appendix B will be increased by 2.0939%. Effective January 1, 2014, ranges 8-10 on the salary schedule shall be eliminated and incumbents placed per the chart below:

<u>Position Title</u>	<u>From Prior Range</u>	<u>To New Range Effective January 1, 2014</u>
<u>Office Services Assistant I</u>	<u>Range 8</u>	<u>Range 11</u>
<u>Physical Education and Athletic Technician</u>	<u>Range 8</u>	<u>Range 11</u>
<u>Admissions Records Clerk</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Counseling Services Technician</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Courier</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Custodian</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Custodian/Athletic Equipment Attendant</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Laboratory Technician, Community Education</u>	<u>Range 10</u>	<u>Range 11</u>
<u>Office Services Assistant II</u>	<u>Range 10</u>	<u>Range 11</u>
<u>ESL Clerk</u>	<u>Range 11</u>	<u>Range 12</u>
<u>Shipping & Receiving Clerk (Bookstore)</u>	<u>Range 11</u>	<u>Range 12</u>
<u>Shipping & Receiving Clerk (Plant Services)</u>	<u>Range 11</u>	<u>Range 12</u>

10.2 Longevity:

10.2.1 The district agrees to additionally compensate long service employees in accordance with Appendix C.

10.3 Shift Differential: Bargaining unit employees whose regular work schedule requires work after 6:00 p.m. and before 6:00 a.m. for two (2) or more days per week shall receive a shift differential according to the following schedule:

10.3.1 Five percent (5%) above their regular rate of pay for all hours worked provided the shift includes four (4) hours between 6:00 p.m. and 6:00 a.m.

10.3.2 Two-and-one-half percent (2.5%) above their regular rate of pay for all hours worked provided the shift includes two (2) hours between 6:00 p.m. and 6:00 a.m.

10.3.3 One percent (1%) above their regular rate of pay for all hours worked provided the shift includes one (1) hour between 6:00 p.m. and 6:00 a.m.

10.4 Night Custodian Shift: Custodians assigned to the late night shift will have a start time of 10:00 p.m. and end time of 6:00 a.m. A fifteen percent (15%) shift differential shall be paid for all hours worked provided the shift includes (5) hours between 12:00 a.m. and 6:00 a.m.

10.5 Compensation during In-Service Training: In-service training shall take place during regular working hours with no loss of pay or benefits to employees.

10.6 Salary on Promotion: A bargaining unit employee who is promoted to a class allocated a higher salary range shall be placed on the appropriate salary ~~range step~~ so that the unit member will receive not less than a five percent (5%) salary increase except that no unit employee shall be placed beyond the last step of the range.

10.7 Salary upon Reclassifications: A bargaining unit employee who is in a position that is reclassified to a position in a higher salary range shall be placed on the appropriate salary step at which the unit ~~so that the unit~~ member will receive not less than a five percent (5%) salary increase. In no event shall a bargaining unit member receive less than the lowest step or more than the highest step of the salary range of the new classification. ~~except that no unit employee shall be placed beyond the last step of the range.~~

10.8 Payroll Adjustments:

10.8.1 Underpayment: Any payroll error resulting in insufficient payment for an employee in the bargaining unit shall be corrected, and a supplemental check issued, not later than five (5) working days after it has been determined that a payroll error has been made.

10.8.2 Overpayment: Any payroll error resulting in an overpayment for an employee in the bargaining unit shall be corrected, and repayment arrangements using the Repayment of Overpayment Authorization Form.

10.9 Lost Checks: Any paycheck for an employee in the bargaining unit which is lost after receipt by the district or which is not delivered within five (5) days of mailing, if mailed, shall be replaced upon notification as soon as possible upon any available district funds.

10.10 Meals, Mileage and Lodging: The district shall reimburse unit employees for expenses of meals, mileage and lodging incurred during the conduct of authorized district business at the rates established by the Board for such purposes.

10.11 Part-Time Employment: A part time employee is an employee who works less than full-time. All pay and allowances covered under this article will be prorated except as noted in 10.13.

10.12 Full-time employment: Is defined as employment for thirty-seven (37) hours per week in a position requiring nine (9) months or more service each year when the position is designated as full time by the district.

10.13 Bilingual Stipend: Employees who are required by the district to orally translate in Spanish to English and/or English to Spanish and who are proficient in Spanish as determined by a district selected and administered examination, shall receive an additional \$50.00/month. The district reserves the right to reevaluate the payment of this stipend at least once a year.

Employees who translate Spanish to English and/or English to Spanish on an occasional, casual or incidental basis shall not be eligible for this stipend. Effective date is July 1, 1992.

10.14 Employee Achievement Awards: The district will provide an annual program of monetary awards for valuable suggestions, services, or accomplishments to bargaining unit employees. The amount of these monetary awards will not be prorated.

10.15 Compensation for Working Out of Classification Within the Bargaining Unit:

10.15.1 A unit employee shall not be required to perform duties which are not fixed and prescribed for the position by the governing Board unless the duties reasonably relate to those fixed for the position by the Board, for any period of time which exceeds five (5) working days within a fifteen (15) calendar day period except as provided in this section.

10.15.2 No out-of-class assignment shall be offered to the employee by the supervisor without prior approval of Human Resources. This approval will include confirmation of duties and pay.

10.15.3 A unit employee who is required to perform duties inconsistent with those assigned to the position by the governing Board for more than five (5) working days shall have his/her salary adjusted upward, not less than five percent (5%) or one salary step for the entire period he/she is required to work out of classification.

10.15.4 If assigned to duties performed in a position that is a higher classification, the employee shall receive not less than a five percent (5%) salary increase or shall advance to the first step in the salary range at the position he/she is temporarily filling, whichever is greater.

10.15.5 The unit member working outside of classification but within the bargaining unit may, in consultation with the supervisor, voluntarily return to his/her permanent position prior to the completion of the assignment.

10.15.6 A temporary pay increase for the purpose of working out of classification shall have no bearing on a bargaining unit member's request for reclassification or on that Reclassification Taskforce's determination for salary placement upon reclassification.

10.16 Compensation for Working Out of Classification Outside the Bargaining Unit:

10.16.1 Any permanent unit member may accept an assignment within the district, outside of the bargaining unit, to an interim faculty, supervisory, confidential, or administrative position. During service in such a position, the employee will remain a member of the bargaining unit and shall continue to pay union dues or fees. The employee will receive all benefits and compensations afforded the interim position. Other terms and conditions of this agreement no longer apply.

10.16.2 The unit member working outside of the bargaining unit, may, in consultation with the supervisor, voluntarily return to his/her permanent position prior to the completion of the interim assignment.

10.17 Extra Work Assignment Opportunity: An extra work assignment is work assigned to and worked by less-than-12 month bargaining unit members during their scheduled non-work periods (per Article 9.1).

10.17.1 Extra work assignment opportunities shall be posted and made available to all currently-employed unit members for a period not less than five (5) work days.

10.17.1.1 Employees interested in applying for a posted extra assignment position shall complete the Extra Assignment Opportunity Form and submit it to Human Resources by the posted deadline.

10.17.2 When the District has an extra work assignment opportunity, interested employees shall be assigned based on the following selection criteria in the listed order of priority:

10.17.2.1 The bargaining unit employee who normally performs the assigned work during his/her regular work assignment.

10.17.2.2 The bargaining unit employee who is best qualified for the extra assignment, regardless of his/her regular classification.

10.17.3 A bargaining unit employee's compensation for an extra work assignment shall be determined in one of the following ways:

- a) If assigned a position different than the bargaining unit member's current position, the bargaining unit employee shall be placed on the salary range of the assigned position and the step which most approximates the unit employee's regular salary.
- b) If assigned a position that is the same as the bargaining unit member's current position, the bargaining unit employee's rate of pay shall remain the same.

ARTICLE 12

HEALTH AND WELFARE BENEFITS

Camposano
Doring M. Mathieu
Kelley Anderson
Robt. J. Ford
M. J. [unclear]
[unclear]
[unclear]

12.1 General Provisions:

- 12.1.1 The district reserves the right to select a carrier to provide claims administration and services at appropriate benefit levels. The district will consult with CSEA in considering the selection of a carrier. All contemplated changes in carrier and individual plans shall be discussed with the Allan Hancock College Staff Benefits Committee prior to implementation. CSEA shall have three (3) representatives on that committee.
- 12.1.2 The district reserves the right to determine the basis for establishing equivalency in considering individual carrier plans.
- 12.1.3 All health and welfare benefits covered under this article will be prorated for employees hired after December 31, 1986, who work less than full-time, but twenty (20) hours per week or more.
- 12.1.4 Full-time employment is defined as employment for thirty-seven (37) hours per week in a position requiring nine (9) months or more service each year when the position is designated as full time by the district.
- 12.1.5 Eligibility: Eligibility shall be defined as all bargaining unit employees assigned and working twenty (20) hours or more per week.
- 12.1.6 Prior to implementing any new premium costs through payroll deductions, the district will meet with CSEA to consider alternatives such as revisions to coverage including but not limited to deductibles and kinds and levels of service, in order to reduce the cost of insurance.

12.2 Health and Welfare Insurance Benefits:

- 12.2.1 Health/Medical Benefits: For each eligible bargaining unit employee and dependent the district will make a monthly contribution for health insurance through SISC or alternative coverage. A prescription drug plan and an Employee Assistance Plan (EAP) are included.
 - 12.2.1.1 The district is not obligated to pay any increase in premium cost after September 30, 2010. Any increase in cost shall be borne by the bargaining unit employee through payroll deduction. Effective October 1, 2013, the district will pay \$448.02 per month for single coverage, \$848.05 per month for two-party coverage, and \$1,176.17 per month for family coverage. ~~Effective October 1, 2010, the district will pay \$430.69 per month for single coverage, \$830.72 per month for two party coverage, and \$1,158.84 per month for family coverage.~~ The employee will pay any additional cost through payroll deduction.
 - 12.2.1.2 The difference in cost between the insurance plan selected and the district contribution will be paid for by the individual bargaining unit member through payroll deduction unless otherwise negotiated.

- 12.2.1.3 Health/medical insurance for the eligible bargaining unit employee is mandatory unless an employee submits proof of coverage elsewhere.
- 12.2.2 Dental Insurance: The district shall provide each eligible bargaining unit employee and dependent a monthly district contribution for dental insurance through the district self-insurance dental plan.
 - 12.2.2.1 The district is not obligated to pay any increase in premium cost after September 30, 2010. Any increase in cost shall be borne by the bargaining unit employee through payroll deduction. Effective October 1, 2010, the district will pay \$55.53 per month for single coverage, \$114.06 per month for two-party coverage, and \$163.80 per month for family coverage. The employee will pay any additional cost through payroll deduction.
 - 12.2.2.2 Each eligible employee of the bargaining unit is required to have district provided dental insurance.
- 12.2.3 Life Insurance: The district will provide each eligible bargaining unit employee paid life insurance with a maximum benefit upon death of \$6,000, including accidental death and dismemberment, and a paid decreasing term life insurance with accidental death and dismemberment.
 - 12.2.3.1 Each eligible employee of the bargaining unit is required to have district provided life insurance.
 - 12.2.3.2 The district is not obligated to pay any increase in premium cost after September 30, 2010. Any increase in cost shall be borne by the bargaining unit employee through authorized payroll deduction.
- 12.2.4 Income Protection Insurance: For each eligible bargaining unit employee the district will pay \$.99 per \$100 of payroll for Income Protection Insurance.
 - 12.2.4.1 Each eligible employee of the bargaining unit is required to have district provided income protection insurance.
 - 12.2.4.2 The district is not obligated to pay any increase in premium cost after September 30, 2010. Any increase in cost shall be paid by the bargaining unit employee through authorized payroll deduction.
- 12.2.5 Vision Insurance: Effective January 1, 2013, the district shall provide each eligible bargaining unit employee a monthly district contribution for vision insurance through the district vision plan.
 - 12.2.5.1 The district will pay a premium cost up to \$5.67 per month for single coverage. The district is not obligated to pay any increase in the premium cost. Any increase in cost shall be borne by the bargaining unit employee through payroll deduction.
 - 12.2.5.2 Vision insurance for the bargaining unit employee is mandatory unless an employee submits proof of coverage elsewhere.

12.3 Cash-in-Lieu-of Benefit Program:

An employee who meets the conditions as defined in Appendix D may receive a cash-in-lieu of benefit in accordance with the amounts listed in Appendix D.

12.4 Insurance Rebate:

If any insurance premium costs decrease, or if any premium costs remain static and the district receives a distribution resulting from a credit, dividend, refund, or similar mechanism for the period beginning October 1, 1997, through September 30, 2011, the amount of the distribution which is the classified bargaining unit's share at the time of the cost decreases or distribution shall be placed in an account to be used solely for the purpose of offsetting future premium increases until the account is exhausted.

12.4.1 The amount of the distribution as defined above, shall be used to offset increases for health/medical insurance, dental insurance, life insurance, and income protection insurance through September 30, 2012, unless the account is exhausted an earlier date.

12.4.2 Insurance premiums in effect on October 1, 2012, will be used as the base from which to determine increases in premium cost from which to draw against the account.

12.5 Physical Examination:

12.5.1 The Board agrees to provide each eligible bargaining unit employee up to three hundred dollars (\$300) reimbursement each fiscal year. Such allowance may be accrued on a year-to-year basis up to a total of seven hundred dollars (\$700) after which the accrued amount above seven hundred dollars (\$700) if not expended, shall revert to the district.

12.5.1.1 The fiscal year allowance (July 1 through June 30), as well as any existing accrued amount, may only be used to reimburse for services provided in that same fiscal year. The bargaining unit employee will have until July 31 each year to turn in the previous fiscal year claims.

12.5.2 This benefit may be used for:

12.5.2.1 the purpose of obtaining a physical examination by a physician of the unit employee's choice;

12.5.2.2 out of pocket expenses not covered by dental or medical insurance (does not include premiums or co-pays);

12.5.2.3 annual flu shot;

12.5.2.4 eye examinations and the purchase of prescription glasses and/or contact lenses; there shall be no limitation on the number of eyewear purchased so long as the amount does not exceed the accrued allowances;

12.5.2.5 these same expenses incurred by eligible dependents of a bargaining unit employee. Dependents must qualify for bargaining unit employee insurance coverage.

- 12.5.3 Each bargaining unit employee shall be furnished a yearly balance of physical examination fund no later than May 15.

12.6 Medical Insurance for Eligible Retirees:

- 12.6.1 Retiree coverage under district sponsored medical insurance shall terminate at age 65 or at any earlier date upon eligibility of the employee to enroll in Federal or State medical insurance programs available to persons receiving OASDI or PERS medical benefits or coverage as an employee or dependent by another employer.
- 12.6.2 The district will maintain coverage for a retiree to age 65 at the same dollar contribution level available to current employees. Coverage is provided under the medical insurance plan upon PERS retirement as evidenced by the receipt of monthly retirement benefit payments from the Public Employees Retirement System, provided the unit member is at least 55 years of age but less than age 65 at the following levels:
- 12.6.2.1 For bargaining unit employees hired before March 31, 1983, and has been a regular employee of the district for five (5) or more consecutive years of service.
- 12.6.2.2 For bargaining unit employees hired on March 31, 1983 through December 31, 1988, and has been a regular employee of the district for ten (10) or more consecutive years of service.
- 12.6.2.3 For bargaining unit employees hired on January 1, 1989 through June 30, 1993, and has been a regular employee of the district for fifteen (15) or more consecutive years of service.
- 12.6.2.4 For bargaining unit employees hired on July 1, 1993 through December 31, 1997, and has been a regular employee of the district for twenty (20) or more consecutive years of service. The retiree's spouse/domestic partner shall not be eligible for this benefit through district paid premium. However, the retiree may purchase spousal/domestic partner coverage.
- 12.6.3 For bargaining unit employees hired on or after January 1, 1998, the district will maintain coverage at the same dollar contribution level provided to current employees for a retiree under the medical insurance plan upon PERS retirement as evidenced by the receipt of monthly retirement benefit payments from the Public Employees' Retirement system provided the unit member is at least 60 years of age but less than 65 and has been a regular employee of the district for twenty-five (25) or more consecutive years of service. The retiree's spouse/domestic partner shall not be eligible for this benefit through district-paid premium. However, the retiree may purchase spousal/domestic partner coverage

12.6.4 Spousal/Domestic Partner Coverage Provisions

- 12.6.4.1 Coverage for insurance at the same dollar contribution level provided to current employees is extended to the eligible spouse /domestic partner of a bargaining unit employee to age 65 hired prior to January 1, 1989, who is covered by district provided health insurance and who retires with ten (10) consecutive years of service to the district. Coverage is subject to the provisions of this section.
- 12.6.4.2 Coverage for insurance at the same dollar contribution level provided to current employees is extended to the eligible spouse /domestic partner of

a bargaining unit employee hired on January 1, 1989, or later, who is covered by district provided health insurance and who retires with fifteen (15) consecutive years of service to the district. Coverage is subject to the provisions of this section.

- 12.6.4.3 The decision to take advantage of this benefit must be made within thirty-five (35) days from the last date of employment.
- 12.6.4.4 After the spouse/domestic partner reaches the age of 65, or participates in the plan for ten (10) years, whichever is first, the spouse/domestic partner then becomes eligible to participate at his/her expense if he/she does not qualify for Medicare or other medical coverage.
- 12.6.4.5 Should the retiree die, the survivor will be allowed to stay on the policy at district expense for ten (10) years from date of initial coverage benefit. After ten (10) years participation Section 12.6.4.4 applies.
- 12.6.4.6 If the spouse/domestic partner has another source of medical insurance coverage, that policy becomes the primary policy and the AHC policy becomes the secondary policy.
- 12.6.4.7 A person cannot take cash-in-lieu money in lieu of this benefit.
- 12.6.4.8 The retiree's contribution or premium payments, when applicable, will be paid quarterly in advance. Exceptions to this stipulation must be approved by the Board of Trustees.

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
 CLASSIFIED
 BARGAINING UNIT SALARY SCHEDULE WITH EMPLOYEE'S REQUIRED 7% OF
 SALARY CONTRIBUTION TO PERS PAID 4.5% BY DISTRICT AND 2.5% BY EMPLOYEE
 NEW EMPLOYEES HIRED AFTER 1/1/13 WILL PAY 100% OF EMPLOYEE'S PERS CONTRIBUTION
 JULY 1, 2013

2.0939% COLA

RANGE		A	B	C	D	E
8	MONTH	2,036	2,138	2,245	2,357	2,475
9	MONTH	2,127	2,233	2,345	2,462	2,585
10	MONTH	2,205	2,315	2,431	2,553	2,681
11	MONTH	2,291	2,406	2,526	2,652	2,785
12	MONTH	2,374	2,493	2,618	2,749	2,886
13	MONTH	2,450	2,573	2,702	2,837	2,979
14	MONTH	2,537	2,664	2,797	2,937	3,084
15	MONTH	2,623	2,754	2,892	3,037	3,189
16	MONTH	2,716	2,852	2,995	3,145	3,302
17	MONTH	2,807	2,947	3,094	3,249	3,411
18	MONTH	2,883	3,027	3,178	3,337	3,504
19	MONTH	2,968	3,116	3,272	3,436	3,608
20	MONTH	3,055	3,208	3,368	3,536	3,713
21	MONTH	3,137	3,294	3,459	3,632	3,814
22	MONTH	3,219	3,380	3,549	3,726	3,912
23	MONTH	3,305	3,470	3,644	3,826	4,017
24	MONTH	3,390	3,560	3,738	3,925	4,121
25	MONTH	3,476	3,650	3,833	4,025	4,226
26	MONTH	3,588	3,767	3,955	4,153	4,361
27	MONTH	3,702	3,887	4,081	4,285	4,499
28	MONTH	3,819	4,010	4,211	4,422	4,643
29	MONTH	3,943	4,140	4,347	4,564	4,792
30	MONTH	4,067	4,270	4,484	4,708	4,943
31	MONTH	4,196	4,406	4,626	4,857	5,100
32	MONTH	4,328	4,544	4,771	5,010	5,261
33	MONTH	4,457	4,680	4,914	5,160	5,418

Kevin Underwood
John Doty
Jim Reed
[Signature]
[Signature]
[Signature]
[Signature]
Doine M. Mathews
Canferon

SS-55
12/19/2013

Effective January 1, 2014, ranges 8-10 will be eliminated from the salary schedule per Article 10.1.1

Tentative Agreement
between the
Allan Hancock Joint Community College District
and
The California School Employees Association and its Allan Hancock Chapter #251

SALARY STUDY

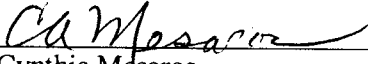
The District and The California School Employees Association and its Allan Hancock Chapter #251 agree a salary study will be conducted during the spring of 2014 to be completed no later than June 30, 2014. The parties also agree to schedule a meeting on Thursday, January 16, 2014, from 1:00 – 4:00 p.m. to begin discussions regarding the scope of the Request for Proposals to include the following:

- 1) Which consultants and how many would be contacted to complete a Request for Proposal (RFP)? Who will do this research?
- 2) The district and CSEA will discuss the composition of an RFP committee to review responses and select those consultants to be interviewed?
- 3) What kind of salary study do we want the consultant to conduct; i.e., local labor market; benchmark comparable districts; prevailing wage, etc.?
- 4) What information do we want the consultant to collect and present in this study?
- 5) What are the timelines for beginning and completing the salary study?
- 6) How will these recommendations be presented by the consultant?

The parties also agree to meet to review any salary study adjustment recommendations as soon as possible after the conclusion of the study and to continue negotiations with regard to the impact and effects to the Bargaining Unit and financial impact of this implementation.

All other provisions of the CSEA – AHC Collective Bargaining Agreement remain in full force and effect.

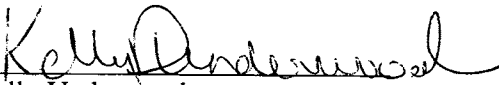
Tentatively agreed to on this 19th day of December, 2013. This Agreement shall become final upon ratification by the membership of the Association and the adoption by the Allan Hancock College Board of Trustees.



Cynthia Mesaros
Director, Human Resources/EEO
AHJCC

Date

12/19/13



Kelly Underwood
President/Chief Negotiator, Chapter #251
CSEA

Date

12/19/13

Memorandum of Understanding
between
Allan Hancock Joint Community College District
and
California School Employees Association, Chapter #251

2014 Summer Four-Day Workweek

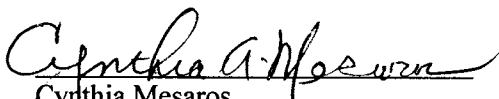
Subject to Board of Trustees approval of closing the college for nine (9) Fridays – June 6, June 13, June 20, June 27, July 11, July 18, July 25, August 1, and August 8, it is agreed between CSEA Chapter #251 (hereafter “Association”) and the Allan Hancock Joint Community College District (hereafter “District”), that a four-day workweek, Monday through Thursday, shall be established for the period commencing June 6, 2014 through August 8, 2014 (except for the week of June 30 – July 4). In the event that the additional working hours create a hardship for an individual employee, that employee shall use vacation, compensatory time or unpaid leave for the nine (9) Fridays that the college is closed. Individual employees may request an advancement of unearned vacation time not to exceed the amount earned in the 2014-15 fiscal year.

All employees shall determine a weekly work schedule for each of the nine affected workweeks with their supervisors in their individual departments. These schedules are to be submitted to supervisors no later than May 1, 2014. The total workweek must equate to the total number of hours the employee is currently assigned. Employees are permitted to use any combination of accrued vacation, compensatory time, or unpaid leave on a weekly basis to account for the nine (9) Fridays during the summer work schedule. Employees who do not use accrued vacation, compensatory time, or unpaid leave for the nine (9) Fridays and who currently work a 37-hour workweek, which is defined as full-time, shall work 9.25 hours per day Monday through Thursday.

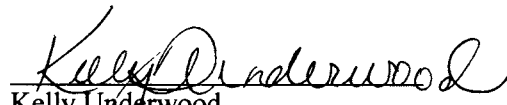
Personnel from AHC Campus Police Department, Information Technology Services, and Plant Services will be on campus on Fridays as required when the college is closed. The Bookstore may be open on August 8, 2014 if necessary. When work on Friday(s) is required, Friday hours will be included in the weekly work schedule prepared by the employee and the supervisor.

For purposes of calculating leave time used during the four-day workweek for employee participating, accrued leave days will be converted to hours (ex. 1 day – 9.25 hours for 37 hours employees). Thus an employee who takes a day of leave during his/her scheduled 9.25 hours day will use 9.25 hours of leave. Leave of shorter than one day will be taken as actual hours used. Leave will be prorated for employees who work less than full-time.

Tentatively agreed to on this 18th day of December, 2013. This MOU shall become final upon ratification by the membership of the Association and the adoption by the Allan Hancock College Board of Trustees.


Cynthia Mesaros
Director, Human Resources/EEO
AH/CC

12/18/13
Date


Kelly Underwood
President/ Chief Negotiator, Chapter #251
CSEA

12/18/13
Date



ASSESSING BOARD EFFECTIVENESS:

**RESOURCES FOR BOARD
OF TRUSTEES SELF-EVALUATION**

Community College League of California



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ASSESSING BOARD EFFECTIVENESS

Successful colleges are the result of effective leadership and governance. Effective leadership and governance are the result of ensuring that highly qualified people serve in leadership positions and that they embrace their responsibilities and continually improve their performance. Effective governing boards are committed to assessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness.

Community college boards are under more scrutiny than ever before by the public, media, government, the accrediting commission, and college constituencies; these entities expect and deserve a high degree of professionalism and performance from their trustees. An effective board self-evaluation process responds to these expectations.

While it is true that the public “evaluates” board performance when it re-elects (or not) trustees to the

board, this political evaluation provides only the broadest feedback to the board. To assess and improve its performance, a board needs ongoing information on how it is doing on specific roles and responsibilities – information that simply cannot be obtained through the election process.

Assessing board performance involves looking at the board as a unit. While individual trustee behavior contributes to effective board functioning, the focus of a board self-evaluation is not on individuals, but on how they work together to govern the district. The evaluation focuses on board policies and practices and the role of the board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness.

Board Responsibilities:

- Adopt a board self-evaluation policy and process;
- Implement the policy – regularly conduct a board self-evaluation;
- Discuss the results of the evaluation to identify strengths and areas for improvement; and
- Use the results to enhance board effectiveness and set annual board goals.

Given the unique nature of the relationship between the board and CEO, the evaluations of the board and the CEO are intertwined. When the board evaluates itself, it is evaluating in part how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that position. The CEO contributes to board evaluation and evaluates his or her support and leadership to the board. The board conducts the CEO evaluation and looks at its own behavior in fostering CEO effectiveness. A number of boards schedule their CEO and board self-evaluation discussions in conjunction with each other to capitalize on this link.

The importance of regular board self-evaluations is underscored by the Western Association's Accrediting Commission for Community and Junior Colleges. Standard IV.B.1.g states that "The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws." The accreditation self study, conducted every six years, should include evidence that boards have a policy and procedure and have conducted regular self-evaluations.

Purpose and Outcomes

The purpose of the board self-evaluation is to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for an open and candid discussion about board and trustee responsibilities, and trustees' interests and desires for the college(s). Exploring these areas fosters communication among the members and leads to more cohesive board teams. Reports from boards that regularly conduct self-evaluations include that they gain an increased appreciation for and understanding of their fellow trustees, their board meetings run more smoothly and they receive better information, and they increase the time they spend on college policy, goals and accomplishments.

The desired outcomes of a board self-evaluation include:

- a summary of what the board does well and its accomplishments;
- a better understanding of what is needed from each trustee and the CEO to be an effective board and board/CEO team;
- an assessment of progress on the prior year's goals and identify what needs to be completed; *and*
- goals and tasks for the coming year related to board performance and its leadership for district goals.

When planning an evaluation, boards should ask themselves what they want to learn from it. The emphasis may change from year to year; the evaluation may be tweaked to focus on a specific area. For instance, during an accreditation self-study, the board may want to focus on the accreditation standards. If the board has hired a new CEO in the past year, the evaluation may focus on the board/CEO relationship. Colleges generally undergo comprehensive planning every four to six year – boards may wish to focus on their role in planning during that process. Or, if a board has not been functioning well, it may wish to focus on teamwork and ethics.

Evaluation Process

Self-evaluation processes range from informal discussions to formal, structured assessment surveys or interviews. A board evaluation, whether formal or informal, should result in a report that describes the process, summarizes the results, and identifies actions that the board may take as a result of the evaluation. The self-evaluation process and results are public information under California's Brown Act.

Annual board self-evaluations provide a time for the board to review the past year and set priorities for the coming year. A comprehensive self-evaluation, involving more extensive surveys, may occur every two or three years. Boards may choose to select processes to review more often; for instance, some boards will quickly assess a board meeting discussion and agenda content at the end of each meeting, which provides immediate feedback. Another example is a board assessing how it oriented and integrated newly elected trustees, or its process of hiring a new CEO, after those events occurred.

Informal Evaluation. Informal processes do not use surveys or structured interviews to gather information. Rather, the board allots time for a substantive discussion of board strengths, accomplishments, weaknesses and areas for improvement. It is recommended that such discussions be structured and facilitated by a consultant working with the board to allow the board chair ample opportunity to participate. The consultant, a member of the board, or the CEO prepares a report that summarizes the discussion and identifies further board action.

Surveys. In recent years, surveys have become the most common approach to gathering information about board performance. There are a number of models and examples; however, the board should review any survey prior to its distribution to ensure that the questions address areas of interest to the board.

Surveys should be designed to assess two areas of board functioning:

- The progress made on achieving board priorities and tasks set the previous year; *and*
- Board performance on characteristics of effective board functioning.

Survey instruments that assess achievement on board priorities need to be developed at the local level as the criteria vary from district to district (and perhaps from year to year). Board priorities are derived from two main sources. One key source is the college's goals and plans; the board's priorities are developed in conjunction with the CEO's priorities. The second source may be areas of board functioning on which the board chooses to focus. *Some examples are included in the section on criteria in these resources and in Sample 3 in Appendix B.*

There are two primary types of instruments that assess board functioning. The first involves using a generic survey based on criteria that reflect commonly accepted standards that define board effectiveness. The second involves developing a survey using criteria in local board policy and practice related to ethics, board meetings, delegation to the CEO, monitoring policy implementation, and other

board roles. An alternative approach is to use accreditation standards on the board as criteria – this approach would be appropriate when the district is undergoing the self-study.

The criteria in these surveys are further explored in the section on criteria, and samples are provided in Appendix B.

Interviews. Another evaluation strategy is for someone, usually a consultant, to conduct structured interviews of all board members, the CEO and others (if any) identified by the board. Through a series of questions, the interviewer gathers information about board performance, summarizes the results of the interviews and writes a report to the board. It is a qualitative approach to evaluation.

An interview approach allows for more in-depth exploration of issues, highlights accomplishments, and identifies specific areas of concern and suggestions for improvement. It is beneficial to use when the board has not had an evaluation for some time, when trustees prefer this method and don't want to complete surveys or don't find survey information useful, or when there are ongoing concerns about board functioning. Drawbacks include that it is a time-consuming process, and does not, in itself, result in numerical ratings that can be compared from year to year.

Designing the Evaluation Process

All boards should have a policy on the self-evaluation process. Periodically, the board should review the policy and process to ensure it continues to provide useful information to the board. *Sample policies are in Appendix A.*

A committee of the board may be assigned to develop and recommend the process and criteria to the board; the CEO and board executive assistant usually provides support to the committee. Alternatively, the CEO and his or her staff may be asked to research and recommend a self-evaluation process to the board. The board will decide on specific purposes of the evaluation, whether or not the evaluation will include a survey and/or interviews, who will participate, which criteria will be used, consultant roles (if any), how the results will be shared and discussed, and who will write the report.

Designing the process involves answering the following questions:

- Will the self evaluation be conducted through an evaluation discussion, survey, interviews, or a combination of approaches?
- Who will be asked to evaluate the board?
- Who will gather the information and compile the results?
- How and when will the results be shared with the board?

Who Participates in the Board's Self-Evaluation?

The expectation is that the board evaluates itself. Each and every publicly elected trustee should be involved in assessing board performance and in discussing the results of the evaluation. Newly elected trustees may think they don't have enough experience on the board to provide useful feedback; however, virtually all new trustees have spent time observing the board prior to being elected, and their input can be very valuable. Student trustees should be encouraged to contribute feedback and participate in the evaluation discussion.

The CEO is in a position to provide essential feedback to the board on its performance, and is key to ensuring that the board has the information and other resources to fulfill its responsibilities on many evaluation criteria. Therefore, the CEO should participate in some way, although the method of contributing feedback may be different than for the trustees or others. For instance, the CEO may provide feedback during a discussion of the results of a survey rather than completing a survey form.

A growing trend is providing an opportunity for college constituents and selected community representatives (such as those on foundation boards or advisory committees) to complete surveys on board performance. Some districts allow any employee to complete a board evaluation; others only request survey information from those college leaders (senior administration, faculty and staff representatives) who regularly attend board meetings and have the opportunity to see the board in action.

The benefit of seeking broad input is that the board gathers information on how it is perceived by others. However, the results of such an evaluation may or may not be useful and must be considered with care. Respondents may have expectations for the board that do not reflect appropriate roles and responsibilities. It is not unusual that trustees learn that college constituencies are unaware of governing board roles and responsibilities. A negative evaluation may result from board decisions that were unpopular with one or more internal constituencies, even though the board was acting for the good of the entire district or community.

If the board evaluation process includes feedback from college and community, the summary of the survey or feedback should be presented separately from the board's self-evaluation data, so that the board may compare trustee perceptions with those of others.

Evaluation Discussion & Report

The evaluation session must take place in an open meeting, which could be a regular business meeting, workshop, or retreat. The schedule should allow for enough time to discuss the evaluation and identify priorities for the following year. The discussion of what the results mean and what can be improved is generally more useful and valuable than the specific numbers or ratings obtained from the instrument. It may be useful to hold the discussion early in the budget development process to ensure that board and CEO priorities can be incorporated.

Consultants and facilitators are often helpful to boards in developing and conducting an evaluation. They can provide an independent, non-biased influence to help keep board discussions focused and productive. They allow the board chair, who would normally chair the discussion, to participate fully.

An evaluation is not complete until a final report is prepared that summarizes the discussion of the results and identifies actions to be taken as a result of the evaluation. Doing a report helps ensure that the results will be used and that any issues will be addressed. It is evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing body.

Evaluation Criteria

Boards may use a variety of types of criteria to assess performance, and may use a combination of approaches. A good practice is to combine assessing progress on board priorities (#1) with criteria from one of the other types (#2, 3, 4):

1. Progress on annual board goals or priorities established by the board, including board roles in furthering the strategic goals of the district.
2. Commonly accepted standards for community college boards of trustees.
3. Criteria gleaned from the board's own policies, including, but not limited to, the code of ethics policy, practices related to conducting board meetings, and delegation to the CEO.
4. During an accreditation self study, compliance with the Accrediting Commission standards for governing boards.

Annual Board Goals or Priorities

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

Annual goals clarify where board and CEO resources and time should be spent in the coming year. They comprise steps toward longer-range goals and help determine specific tasks for the board. Evaluating how well the priorities were addressed and if the board has achieved the tasks become key criteria in the board's annual self evaluation and its evaluation of the CEO the following year. Benchmarks or measures may be established as appropriate for certain goals.

On the following page are just a few examples of district goals, related board priorities or tasks, and a possible benchmark. There are countless possibilities; priorities and goals will vary from district to district and year to year.

EXAMPLE 1. District Strategic Goal: Improve Student Learning and Achievement of their Educational Goals.

Board Priority: Expect and monitor progress on establishing and assessing student learning outcomes.

Board Task: Review and discuss progress reports presented by staff on establishing and assessing student learning outcomes. (The board and CEO may establish a benchmark, such as “SLOs will be established at the program level for all career and technical education programs.”)

EXAMPLE 2. District Strategic Goal: Maintain the Fiscal Stability of the District.

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

Board Task: Hold board study sessions on state and other revenues, long-range budget projections. Support trustee education on understanding budgets, financial statements and audit reports.

Board Priority: Maintain a 7% unrestricted general fund balance.

Board Task: Expect that the budget presented for review will include a 7% unrestricted general fund balance.

EXAMPLE 3. District Strategic Goal: Promote a college culture that fosters innovation, excellence, and commitment to education.

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

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

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

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

These examples barely scratch the surface of possible criteria and approaches to goal setting. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks. *Other examples are included in Sample 3 in Appendix B.*

Board Development Goals

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

1. **Board Priority:** Strengthen the board's connections with and knowledge of K-12 trends and issues.

Board Task: Participate in a joint workshop with local K-12 boards of trustees.

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

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

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

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

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

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

Sample 3 in Appendix B, Sample Evaluation Instruments, provides one illustration of this approach.

Board Performance Standards

A common approach to board self-evaluation is to use a survey based on commonly accepted criteria for effective boards. Boards may develop their own survey based on general criteria or adapt or adopt instruments used by others. *Appendix B, Sample Evaluation Instructions includes a comprehensive survey as well as a short form.*

The survey should help the board assess its performance in the areas on the following pages.

District Mission and Planning: Does the board regularly review the mission? How involved is the board in planning? 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 institution?

Board Policy Role: Does the board understand and fulfill its policy role? Is the board policy manual up to date? Does the board clearly differentiate between its role and the administrative role of the CEO?

Board/CEO Relationship: Is there an open, respectful partnership and good communication between the board and the CEO? Does the board clearly delegate to and set clear expectations for the CEO? Is there an effective CEO evaluation process? Does the board create an environment that supports CEO success?

Board/Community Relationship: Does the board represent the community it serves? Is the board knowledgeable about community trends and needs? Does the board help promote the image of the college in the community? Does the board effectively advocate on behalf of the college?

Educational Programs and Quality: Does the board understand the educational programs and services? Is there a process in place that enables the board to monitor the educational quality? Does the board ensure that the faculty is appropriately involved in decision-making? Does the board support academic freedom?

Fiduciary Responsibilities: Does the board ensure that the district is fiscally healthy? Does it approve a budget that supports educational and strategic goals? Does it effectively monitor fiscal management? Does it approve and monitor a facilities plan that addresses construction and maintenance?

Board/Staff Relations & Human Resources: Does board policy provide for equitable treatment of staff? Does the board provide leadership and clear parameters for the collective bargaining process? Does the board refrain from micromanaging staff work? Does board policy and practice ensure faculty, staff, and student participation in decision-making?

Board Leadership: Does the board understand and uphold its role and responsibilities? Does it have and adhere to a code of ethics? Does the board deal effectively with perceived ethical violations? Do board members declare and avoid conflicts of interests? Do board members work together as a unit for the good of the district? Do board members respect each other's opinions? Does the board have its own annual goals and objectives and evaluate itself on how it has achieved them?

Board Meetings and Agendas: Do meeting agendas focus on key policy issues and board responsibilities? Does the board have the information it needs to make good decisions? Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently?

Trustee Education: Do new board members, including the student trustee, receive an orientation to the roles and responsibilities and to the district's mission and policies? Are all board members encouraged to engage in ongoing education about college and state issues? Is information shared among board members about important issues?

Criteria from Local Board Policy

One of the purposes of self-evaluation is to answer the question, "Are we doing what we say we are going to do?" A board may decide to use criteria derived from its local policies. The code of ethics policy, and policies on board roles, meetings, delegation to the CEO, and how the board monitors policy implementation are all rich sources of criteria. A benefit of this approach is that the board reviews its policies during the course of the evaluation.

Legal Authority and Responsibilities.

Education Code 70902 defines the authority and responsibilities for community college boards of trustees. Governing boards fulfill these responsibilities through adopting relevant policies and exercising their authority at board meetings.

Evaluating a board's performance of these responsibilities is addressed through the other criteria described in this chapter, including that the board has an up-to-date policy manual, complies with its policies, and is satisfied with their board meeting agendas and discussion.

Using this approach requires a board committee and/or staff to develop a customized survey instrument. The following are examples of items found in various board policies:

1. Individual trustees have no legal authority outside the meetings of the board; they shall conduct their relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact.
(From a board code of ethics policy.)
2. The board delegates to the CEO the executive responsibility for administering the policies adopted by the board and executing all decisions of the Board requiring administrative action.
(From a board policy on delegation to the CEO.)
3. Board members shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the board.
(From a policy on communication among board members.)

Sample 4 in Appendix B, Sample Evaluation Instruments, provides an illustrative example based on ACCT's Standards of Practice.

Accreditation Standards

Every six years, colleges undergo the reaccreditation process, which includes a comprehensive self-study. As part of the self-study, boards may wish to assess whether or not they are meeting the specific standards in ACCJC's Standard IV.B.1. This assessment should be done the year prior to or early in the self-study process to allow the board time to correct any deficiencies.

The Commission appoints teams that visit colleges to confirm the self-study and review college's compliance with all standards. They review evidence that boards uphold Standard IV.B.1, including that they have regularly evaluated themselves. Annual evaluation results and evidence of how boards have used the results to improve board performance reflect well on the college and the board.

See Sample 5 in Appendix B, Sample Evaluation Instruments, for a common approach.

Summary

This resource guide and the appendices are intended to help boards of trustees design a self-evaluation process that meets specific board needs and cultures. The information should help boards determine the approach they will use, which criteria will provide the best information for the board, who will be asked to evaluate the board, and how the results will be used.

Governing boards that engage in the self-evaluation process and thoughtfully consider and use the results to improve their performance provide excellent leadership for their communities and colleges. They are embracing their responsibilities and ensuring that board members have the skills and knowledge to lead and govern. High performing boards of trustees add value to their districts, thereby ensuring that their colleges make a difference in the lives of students and for the community.

Resources

The Community College League of California provides consultants skilled in helping boards design and evaluation process, conducting self-evaluations and facilitating the self-evaluation discussion.
www.ccleague.org

The Association of Community College Trustees has information on board self evaluation on its website, and provides consultants to assist boards in the process.
www.acct.org

The Association of Governing Boards for Colleges and Universities provides consultant services and sample criteria, which may be adapted to fit community colleges.
www.agb.org

BoardSource is dedicated to increasing the effectiveness of nonprofit organizations by strengthening their boards of directors.
www.boardsource.org

APPENDIX A

Sample Policies on Board Self-Evaluation

Board policy should include a policy on the board self-evaluation, which may be accompanied by implementing procedures. The following examples are from districts that subscribe to the Community College League's Board Policy and Administrative Procedure Subscription Service; some examples reflect language provided in the League's policy template. The Service encourages districts to develop policy that reflects local practice. The reference for the board self-evaluation policy is Accreditation Standard IV.b.1.e & g.

The samples on the following pages are provided for illustrative purposes and may not reflect recent policy changes at the respective districts.

SAMPLE 1. YOSEMITE CCD

The board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the board has established the following processes:

- Once a year, at the annual Board Retreat, the board will conduct a self-evaluation.
- The evaluation instrument incorporates criteria contained in these Board policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.
- Board members will be asked to complete the evaluation instruments and submit them to the Secretary/Clerk of the Board prior to the retreat.
- A summary of the evaluations will be presented and discussed at the Board retreat session.

SAMPLE 2. MT. SAN ANTONIO CCD

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

The Board of Trustees will conduct a self-assessment process every two years to include:

- The completion of a self-assessment instrument by each member of the Board.
- A discussion of the compilation of the results.
- The development of a set of objectives for the next year (or next two years).

SAMPLE 3. NORTH ORANGE COUNTY CCD

Policy

- 1.0 The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.
- 2.0 The Board shall conduct an evaluation process in April of odd-numbered years and place the results on a regular board meeting agenda for review and appropriate action.

Procedure

- 1.0 The following process will be used to conduct the self evaluation of the Board:
 - 1.1 An assessment form will be distributed to all Board members and members of the District staff who regularly participate at Board meetings at the first meeting in April of each odd-numbered year.
 - 1.2 The completed assessment forms shall be submitted to the Chancellor's Office on or before the second meeting in April of odd-numbered years.
 - 1.3 The Chancellor's Office shall complete results of the assessment for distribution at the first meeting in May of odd-numbered years.
 - 1.4 The assessment results shall be included as an agenda item for review and appropriate action at the second meeting in May of odd-numbered years.

SAMPLE 4. PALOMAR COLLEGE

The Governing Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Governing Board has established the following processes:

- A committee of the Governing Board shall be appointed in March to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board Policies regarding Governing Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.
- The process for evaluation shall be recommended to and approved by the Governing Board.

- If an instrument is used, all Governing Board members will be asked to complete the evaluation instrument and submit them to Secretary to the Board.
- A summary of the evaluations will be presented and discussed at a Board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.
- The goals of the self-evaluation are to clarify roles, to enhance harmony and understanding among Board members, and to improve the efficiency and effectiveness of the Board meetings. The ultimate goal is to improve College District operations and policies for the benefit of the students and employees of Palomar College and the citizens of the Palomar Community College District.
- The evaluation instrument will be completed by each individual Board member, discussed at an annual Board retreat, and maintained in the District Office.

SAMPLE 5: PALO VERDE CCD

The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board has established the following processes:

- The Board shall, in April, determine the instrument or process to be used in board self-evaluation.
- Any evaluation instrument shall incorporate criteria contained in these board policies regarding the board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.
- The process for evaluation shall be recommended to and approved by the Board.
- If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the Secretary of the Board.
- A summary of the evaluations will be presented and discussed at a board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

SAMPLE 6. SIERRA CCD

The Board of Trustees realizes they are the legal owners and final authority for the institution whose assets and operations they hold in trust. The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board has established the following process:

The Board will annually evaluate and assess its own performance, using the Trustee Evaluation Instrument and process as determined by the Board.

The instrument shall incorporate criteria contained in these board policies regarding Board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field. All trustees will be asked to complete the evaluation instrument, from which a summary will be presented and discussed in a Board meeting scheduled for that purpose.

The purpose of the Board self-evaluation is to identify those areas of Board functions which are working well and those which may need improvement. In addition to identifying specific issues, the discussion of the Board's roles and responsibilities can build communication and understanding among Board members of each others' values and strengths and lead to a stronger, more cohesive working group. The Superintendent/President may also provide the Board with comments and perspectives about the performance and accomplishments of the Board during the previous year and may suggest goals for the following year.

APPENDIX B

Sample Evaluation Instruments and Approaches

SAMPLE 1

GENERAL EFFECTIVENESS CRITERIA COMPREHENSIVE LONG FORM

Sample 1 consists of a comprehensive set of criteria reflecting commonly-accepted standards of board effectiveness. Boards may delete items and add others than address issues specific to the board.

If boards wish to add criteria such as local policy and board goals, it is suggested they select a limited number of items from this comprehensive survey, or use the short form survey provided as Sample 2.

Rating Scales

Two commonly used rating scales are:

A. Rate your level of agreement

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree

B. Rate how the board performs:

- 4 Outstanding
- 3 Good
- 2 Needs Improvement
- 1 Unable to evaluate

Survey Items

I. Mission and Planning

1. Board members are knowledgeable about the culture, history, and values of the district.
2. The board regularly reviews the mission and purposes of the institution.
3. The board spends adequate time discussing future needs and direction of the district.
4. The board assures that there is an effective planning process and is appropriately involved in the process.
5. The board assures that district plans are responsive to community needs.

6. The board has adopted and monitors the implementation of the district's strategic, educational and facilities master plans.
7. The board sets annual goals or priorities in conjunction with the CEO and monitors progress toward them.

II. Policy Role

8. The board clearly understands its policy role and differentiates its role from those of the CEO and college staff.
9. The board assures that the district complies with relevant laws, regulations and accreditation standards.
10. The board's policy manual is up-to-date and comprehensive.
11. The board relies on board policy in making decisions and in guiding the work of the district.

III. Board–CEO Relations

12. The board maintains a positive working relationship with the CEO.
13. The board clearly delegates the administration of the district to the CEO.
14. The board sets and communicates clear expectations for CEO performance.
15. The board regularly evaluates CEO performance.
16. The board periodically reviews the CEO contract to assure appropriate support and compensation.

IV. Community Relations & Advocacy

17. Board members act on behalf of the public and citizens in the district when making decisions.
18. Board members are active in community affairs
19. The board advocates on behalf of the district to local, state, and federal governments.
20. The board actively supports the district's foundation(s) and fundraising efforts.

V. Educational Programs and Quality

21. The board is knowledgeable about the district's programs and services.
22. The board is knowledgeable about the educational and workforce training needs in the community.

23. The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational program.
24. The board regularly receives and reviews reports on institutional effectiveness.
25. The board is appropriately involved in the accreditation process.
26. The board understands and protects academic freedom.

VI. Fiduciary Role

27. The board assures that the budget reflects priorities in the district's plans.
28. Board policies assure effective fiscal management and internal controls.
29. The board regularly receives and reviews reports on the financial status of the institution.
30. The board reviews the annual audit and monitors responses to recommendations.
31. The board adopts and monitors the implementation of a facilities master plan.
32. The board has provided appropriate direction for seeking external funding.
33. The board maintains an adequate financial reserve.

VII. Human Resources and Staff Relations

34. The board's human resources policies provide for fair and equitable treatment of staff.
35. The board has established and follows clear parameters for collective bargaining.
36. The board has and follows protocols regarding communication with college employees.
37. Board members refrain from attempting to manage employee work.
38. The board expects and supports faculty, staff, and student participation in college decision-making.

VIII. Board Leadership

39. The board understands its roles and responsibilities.
40. The board expresses its authority only as a unit.
41. Board members understand that they have no legal authority outside board meetings.

42. The board regularly reviews its code of ethics or standards of practice and has a policy on addressing violations of the code.
43. Board members uphold and comply with the board's code of ethics.
44. Board members avoid conflicts of interest and the perception of such conflicts.
45. Board members annually file a statement of economic interests.
46. Once a decision is made, board members uphold the decision of the board.
47. Board discussions and relationships reflect a climate of trust and respect.

IX. Board Meetings

48. Board meetings are conducted in an orderly, efficient manner.
49. Board meetings and study sessions provide sufficient opportunity to explore key issues.
50. Agenda items provide sufficient information to enable good board decision-making.
51. The board understands and adheres to the Brown Act.
52. The board maintains confidentiality of privileged information.

X. Board Education

53. New members participate in a comprehensive orientation to the board and district.
54. Board members participate in trustee development activities.
55. The board evaluation process helps the board enhance its performance.
56. The Board measures its accomplishments against board goals.

SAMPLE 2

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.

Possible Rating Scales:

A. Please rate how the board performs on the following:

- 4 Outstanding
- 3 Good
- 2 Needs Improvement
- 1 Unable to evaluate

B. Please rate your level of agreement with the following criteria:

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree

I. Mission, Planning, and Policy

1. The board assures that there is an effective planning process and is appropriately involved in the process.
2. The board regularly reviews the district’s mission and goals and monitors progress toward the goals.
3. The board fulfills its policy role; the board’s policies are up-to-date and regularly reviewed.

II. Board–CEO Relations

4. The board maintains an excellent working relationship with the CEO.
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 districts 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.

VIII. Board Meetings

19. Board meeting agendas and conduct provide sufficient information and time to explore and resolve key issues.
20. The board understands and adheres to the Brown Act.

IX. Board Education

21. New members receive orientation to board roles and the institution.
22. Board members participate in trustee development activities.
23. The board evaluation process helps the board enhance its performance.

SAMPLE 3

EVALUATING PROGRESS ON BOARD GOALS, PRIORITIES AND/OR TASKS

Annual board goals or priorities are developed in conjunction with the CEO; they are the most important tasks for college leadership. Boards may also identify what the board should do – its tasks or roles – to ensure that the priorities are accomplished. These tasks reflect board responsibilities to make policy, set expectations for and delegate to the CEO, and monitor institutional performance.

Board-identified priorities and tasks become criteria for the board self-evaluation. The board rates itself on how well it performed the task or role, and how well the priority was achieved.

The evaluation criteria are established through the board setting annual priorities and tasks. Therefore the criteria are different for each board, and may vary from year to year.

The following example is for illustrative purposes only. The example reflects an approach where the board identified tasks for itself related to district strategic directions. Other examples are provided in the “Criteria” section in the resources material.

Suggested Rating Scale:

- 5 Outstanding progress or performance
- 4 Good progress or performance
- 3 Performance met barely acceptable minimum standard
- 2 Poor progress or performance
- 1 No performance or progress

	RATING
District Direction: Maintain Enrollment Growth to Better Serve Our Community	
<i>Board Task.</i> Monitor enrollment patterns by review and discussion of relevant reports.	
<i>Board Task.</i> Assure that appropriate resources are allocated to foster enrollment growth through the budget approval process and the Board’s ongoing monitoring of expenditure categories.	
District Direction: Strengthen the Fiscal Health of the District	
<i>Board Task.</i> Ensure that all Board members have adequate and appropriate knowledge related to fiscal standards and accountability.	
<i>Board Task.</i> Make sound fiscal decisions, based on district priorities and good information that ensure the long term financial health of the district.	
<i>Board Task.</i> Monitor the fiscal health of the district through review and discussion of fiscal reports that provide accurate and timely information, and by conducting and reviewing the annual audit.	
District Direction: Strengthen Communication and Organizational Functioning throughout the District	
<i>Board Task.</i> The board maintains an open and respectful partnership with the CEO.	
<i>Board Task.</i> Board members fully participate in regular board retreats and study sessions to promote thoughtful and thorough discussion of issues.	
<i>Board Task.</i> Board members are knowledgeable about and adhere to principles of effective boardsmanship.	

SAMPLE 4

CRITERIA DERIVED FROM LOCAL BOARD POLICY

Criteria that are derived from local board policies help the board respond to the question, “Are we doing what we say we are going to do?” A primary source for criteria is the board’s code of ethics policy; other sources include policies on delegation to the CEO, board meetings, board roles and responsibilities, and other policies on board operations. Evaluation instruments that use this approach must be developed locally.

The criteria on the following page are provided as examples only and are derived from the Association of Community College Trustees Standards of Practice. Boards would use the statement in their own policies as criteria in a board self evaluation instrument. A few other examples are provided in the “Criteria” section of the resource guide.

Possible Rating Scales:

A. Board performance is:

- 4 Outstanding
- 3 Good
- 2 Needs Improvement
- 1 Unable to evaluate

B. Level of agreement with the statement:

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree

	RATING
The board believes it derives its authority from the community, and that it must always act as an advocate on behalf of the entire community.	
The board clearly defines and articulates its role.	
The board creates and maintains a spirit of true cooperation and a mutually supportive relationship with its CEO.	
The board always strives to differentiate between external and internal processes in the exercise of its authority.	
Trustee members engage in a regular and ongoing process of in-service training and continuous improvement.	
Trustees come to each meeting prepared and ready to debate issues fully and openly.	
Board members vote their conscience and support the decision or policy made.	
Board behavior, and that of its members, exemplifies ethical behavior and conduct that is above reproach.	
The board endeavors to remain always accountable to the community.	
The board honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.	

SAMPLE 5 ACCREDITATION STANDARDS AS CRITERIA

Every six years, colleges undergo the reaccreditation process, which involves a self-study of colleges' compliance with accreditation standards and a visit by an accreditation team that results in recommendations from the Accrediting Commission. As part of the self-study, the board may wish to use the standards that apply to the board as criteria in an evaluation instrument. The same instrument may be used by both trustees and college employees to review board performance. Following is a sample instrument, using criteria from Standard IV.B.1 and other standards on boards and board policy.

A suggested 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

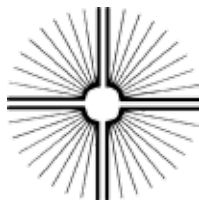
	RATING
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	
2. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	
3. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions.	
4. Once the board reaches a decision, it acts as a whole.	
5. The board advocates for and defends the institution and protects it from undue influence or pressure.	
6. 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.	
7. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	
8. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	

<p>9. 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.</p>	
<p>10. 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.</p>	
<p>11. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.</p>	
<p>12. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</p>	
<p>13. The governing board is informed about and involved in the accreditation process.</p>	
<p>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.</p>	
<p>15. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p>	
<p>16. The board regularly reviews the mission statement.</p>	
<p>17. The board adopts policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews.</p>	
<p>18. The board has adopted personnel policies that are available for information and review. Such policies are equitably and consistently administered.</p>	
<p>19. The board has a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.</p>	
<p>20. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.</p>	

SAMPLE 6 OPEN-ENDED QUESTIONS

The previous five samples include items that require an evaluative rating and provide quantifiable data. Another approach, which may be used in combination with any of the five samples, is to ask open-ended questions that gather qualitative information. Following are some examples of questions that may be asked either on a survey or in an interview process. A board may develop other questions that address specific issues and concerns.


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 needs 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 _____



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TO: Members, Allan Hancock Joint Community College District Board of Trustees

FROM: Kevin G. Walthers, Ph.D. 

DATE: January 10, 2014

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call

All Staff Day: All Staff Day will be held the morning of January 17. All Board members are invited to join us at 8:00 if you can fit it into your schedule. A copy of the agenda was attached to the email that accompanied this memo.

Board Retreat: We are preparing for the Board Retreat for the afternoon of January 17. The agenda is a bit shorter to allow more time for discussion of a new self-evaluation tool. In the last weekly memo, I shared an electronic copy of the self-evaluation guide put out by the League. We will use that for the discussion and a hard copy will be provided in your packet.

First Day of School: School starts on Tuesday, January 21. As with the fall semester, I encourage you to join us to help students find their way around campus.

Governor's Budget: The governor released his budget this week. It contains a lot of good news for the college. We are still trying to understand the detail, but Scott Lay provided a good summary:

In short, the proposed budget for community colleges would fund:


- a 0.86% cost-of-living adjustment (\$48.5 million)
- 3% enrollment growth/restoration (\$155.2 million), with a direction to the Board of Governors to adopt a growth formula that "gives first priority to districts identified as having the greatest unmet need in adequately serving their community's higher educational needs. All districts will receive some additional growth funding, and over time will be fully restored to pre-recession apportionment levels."
- \$100 million augmentation for continued expansion of the Student Success and Support Program (formerly matriculation)
- \$100 million for "to close achievement gaps in access and achievement in underrepresented student groups, as identified in local Student Equity Plans" and "to better coordinate delivery of existing categorical programs"
- \$87.5 million for scheduled maintenance (one-time funds)
- \$87.5 million for instructional equipment (one-time funds)
- \$592.4 million to eliminate all cash deferrals

- \$1.1 million for additional staffing for the Chancellor's Office for development and monitoring of district success indicators and \$2.5 million for local technical assistance to "support implementation of effective practices across all districts, with a focus on underperforming districts"
- \$50 million for a higher education innovations incentive award program for UC, CSU, and CCC: "These incentive awards will recognize models of innovation in higher education that: (1) significantly increase the number of individuals in the state who earn bachelor's degrees, (2) allow students to earn bachelor's degrees that can be completed within four years of enrollment in higher education, and (3) ease transfer through the state's education system, including by recognizing learning that has occurred across the state's education segments or elsewhere."

I hope your weekend is great!



TO: Members, Allan Hancock Joint Community College District Board of Trustees

FROM: Kevin G. Walthers, Ph.D. 

DATE: January 20, 2014

SUBJECT: Trustee Update

Given that we met Friday afternoon and will meet again tomorrow, this week's report is a bit shorter.

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call

All Staff Day: Initial feedback indicates that all staff was a great success. Staff report that 307 people attended the event in the Marian Theater. As you know, this event was great because of the dedication of Melinda and Carmen.

Community News: Links to stories you might find interesting:

Active Shooter Training at All Staff Day on KSBY – click [here](#)

Demolition of Buildings A and B on KSBY – Click [here](#) for story, click [here](#) for video

Interview on KCBX (Central Coast Public Radio, at the 35 minute mark) – click [here](#)

KSBY story on partnership with PEC – Click [here](#)


Editorial from the Lompoc Record about the Public Safety Complex- click [here](#)

First Day of School: School starts on Tuesday, January 21. As with the fall semester, I encourage you to join us to help students find their way around campus. Cabinet and administrators will be out in the quad providing assistance and you are welcome to join us as your schedule allows.

I hope your weekend was restful!



TO: Board of Trustees
Allan Hancock Joint Community College District

FROM: Kevin G. Walthers, Ph.D. 

DATE: January 26, 2014

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call.

Aspen Award: On Thursday the Aspen Institute announced the nominees for the Aspen Prize for Community College Excellence. This is the second consecutive nomination for Allan Hancock College. Ten finalists will be named in the fall – we will need to submit additional information regarding student outcomes in order to be eligible to advance. More information can be found in this story from Community College Daily: <http://www.ccdaily.com/Pages/Campus-Issues/Aspen-prize-2015.aspx>

Track and Field Ribbon Cutting: The opening of the track and field complex was a big hit. More than 25 alums returned for the ceremony – men who started their college careers at Allan Hancock and have gone on to great success both athletically and personally. Several of the alums took to the track to run a few extra laps while they were here. The event was planned by our athletic department and our public information office and was up to their usual tremendous standards.

Athletics: Saturday was a good day for the athletics department. In addition to the ribbon cutting, baseball began its season with an alumni game. Saturday evening included Mike Lemos' birthday party catered by Jim Glines and Community Bank of Santa Maria. This was a dinner purchased by Mr. Lemos at the Joe White Auction. Shannon, Trey and I were able to drop in for a while. Of course, Kim Ensing was there early to set up, help cook and serve.

Parking: As always, the first week of school is filled with parking challenges. With the moving fences and changing lots due to construction, this semester appeared to be even more difficult than most. Faculty and staff went the extra mile to alleviate the issue by parking only in "staff" spots. This maximized the number of spots available to students. I have asked the facility committee to look for solutions to the parking chaos that greets every semester and to seek broad input from students in improving access.


Facility Master Plan: The facility committee had its second formal meeting with the consultants leading the master planning process. Participation includes all campus constituencies, including students. We will provide an update on the progress at the February board meeting.

Enrollment: As reported during Tuesday's board meeting, we are seeing stable enrollment patterns. We will continue to keep you informed as we get updates and the final census count.

I hope your weekend was restful!



TO: Board of Trustees
Allan Hancock Joint Community College District

FROM: Kevin G. Walther, Ph.D. 

DATE: January 31, 2014

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call.

Customized/Contract Education: We have discussed many times the need for AHC to expand its offerings to business, trade groups and local organizations. This week we had a great conversation with our deans and directors about how to best serve local needs for short term training that is not FTES generating. We have developed a plan to roll out training programs that we can customize and offer quickly with the goal of building an expanded program for our service area. Contract education must be self-supporting, and we are committed to doing this in a way that can support our core educational mission. I am excited by the attention our managers were giving this – this is additional work for them and would have been a great opportunity for them to be naysayers. Instead they jumped in, offered solutions and created a great initial plan moving forward. As we get closer to the final plan, we will bring it to a board meeting to share with you.

Santa Ynez Valley Rotary: I was honored to be the guest speaker at the SYV Rotary club this week at the invitation of Trustee Pensa. There was real affinity for the College in the room – including support from Ann Foxworthy and new Foundation Board members Jay Cerny and George Johnson.

AB 86 Update: We have discussed briefly the impact of AB 86 on Hancock College. There are two parts to the bill – one establishes funding for planning to provide basic adult education and the second part focuses on career pathways.

Adult Education: We are submitting a letter to the state today indicating that we will be the fiscal agent for the planning grant and that we will partner with the Lompoc USD (the only other provider of adult education in our region). While AHC and LUCD are the lead entities on the planning project, other interested organizations are part of the effort – this includes the Santa Maria Library, the Santa Maria High School District and Orcutt USD. The planning grant totals \$240,000 and AHC will be able to apply four percent of that amount to offset administrative costs.

Career Pathways: The career pathways portion of AB 86 seeks to enhance articulation between K-12, colleges and the workforce. There are two proposals for the Central Coast – one is led by Lucia Mar school district and would encompass the service regions for Cuesta and AHC. The other is led by SBCC and would include all of Region 6 (Cuesta, AHC, SBCC, Ventura CCD, College of the Canyons and Antelope Valley College). We are still in the process of evaluating which option we would prefer to pursue. A letter of intent is due by February 14, but AHC can be

identified as a partner in each letter. We want to be sure that the option we pursue will allow us to serve our community. We will keep you updated as we learn more.

Cal Poly Education Leaders Meeting: Cal Poly hosted AHC, Cuesta and local school districts on Thursday. The meeting gave us a chance to discuss articulation with Cal Poly and work on issues that are common to all groups.

Cabinet Retreat: I just got home from a cabinet retreat hosted by Luis Sanchez at his home. We spent half a day working on ways to build campus morale, improve our orientation processes and develop better professional development for our staff. It was an afternoon well spent that gives us a stronger base as an executive team to facilitate change on campus.

FA Negotiations: This is saved for last for a reason – today the FA informed us that they intend to request a declaration of impasse for FY 2014-2015 negotiations. I do not believe we are close to impasse – and it is unfortunate that the FA has decided to take this approach to negotiations. Attached to the email that included this memo is an excel workbook designed to allow the FA to build scenarios. The workbook was provided last week in response to our commitment to the Board that we would ensure that “everyone work from the same data.” It’s disheartening that our staff worked diligently to provide information and it seems to have been set aside.


I have been in touch with our counsel to discuss next steps. It’s important to note that PERB rarely grants impasse when only one party asks for it – and given that the current contract does not expire for five months, it is unlikely that it would be granted in this case.

Overall, things are going well at the College and I encourage you not to read too much into the request for impasse. Our negotiating team, though frustrated, continue to work toward positive solutions. In the big picture, enrollment is steady, we have many exciting programs and events on the horizon, and we are preparing for graduation.

I hope you have a great weekend.



TO: Board of Trustees
Allan Hancock Joint Community College District

FROM: Kevin G. Walther, Ph.D. 

DATE: February 7, 2014

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call.

Public Safety Complex: Next week I am attending the AACC/ACCT Legislative Summit. Carmen has set up meetings with Representative Capps and both of our Senators (or at least their staff!). I am carrying a message about the potential of our new facility and seeking assistance to open doors with federal agencies that have a law enforcement component. There will also be a meeting of the California Community Colleges with the state chancellor and members of the California congressional delegation.

Our staff have put together a great information packet for our representatives and developed an amazing promotional video that we will be able to distribute widely. You can watch the video on You Tube by going to this link: <http://www.youtube.com/watch?v=OzYOXoXsrwk&feature=youtu.be>

Statewide Budget Update: The budget is on all of our minds. I wanted to share with you an exchange that I had with Chancellor Harris regarding the impact of the budget proposal on our planning. It is attached to this memo. I think we have a chance to move the needle some – I will get more information during the special California Community College meeting in DC.

AB 86 Update: Earlier this week I shared with you an email I sent to Cuesta College and the Lucia Mar School District in regard to the Career Pathways grant options. We received a thoughtful response from Lucia Mar that asked us to join some of their planning meetings. We also received information from SBCC about their plans for the grant that would include all of the schools within the region. This apparently was sent a couple of weeks ago but to the wrong email address. When I inquired about their plan, they recognized the error. We are on track with this, and are still evaluating the best option for AHC. We will continue to keep you informed.

Basketball Reunion: At Saturday's men's basketball game, the 1957 and 1974 state championship teams were recognized. Players from both teams (and the 1974 scorekeeper!) were on hand for the reunion. It was inspiring to see the impact these players had on our athletic program.

Santa Barbara Board of Education Tour: We had the great pleasure of hosting the County Board of Education on Thursday. We took them to the Childcare Lab School, showed them students at work in the Dental Assisting and Nursing Programs, stopped in to see the Student Art Show and looked in on the changes at the Marian Theater. The board members were very impressed and I have received notes of gratitude.

I hope you have a great weekend.

From: Kevin Walthers [<mailto:kevin.walthers@hancockcollege.edu>]
Sent: Thursday, January 23, 2014 6:07 PM
To: Harris, Brice
Subject: Thoughts on the Governor's Budget

Brice,

Happy new year from the Central Coast!

We are excited for the spring semester – students are back, enrollment is strong and there is a lot of energy on campus and in the community.

I had a chance to visit with my CBO in regard to the budget presentations at Friday's meeting. Based on that conversation, I want to share my two primary concerns about the budget:

1. 0.86% COLA – my understanding is that there was no discussion of COLA during the budget meeting. If this amount stays as the final number, it is going to put us in a real bind with our faculty and staff. Local school districts here are seeing 4% salary increases promised over multiple years (and some of their bargaining units are still picketing!). After years of stagnant salaries, increasing health insurance costs, hiring freezes, furloughs and layoffs, this seems to grossly understate the need and kills morale.
2. SSSP Funding – we are thrilled with the increased support for SSSP. My concern is in regard to the match (this apparently was one of the hot topics at the budget meeting). We share the concern that having to find match at a 3 to 1 rate at proposed levels will become increasingly difficult. In fact, given the 50% rule, it may not be possible to do it at all.

We also have great interest in the funding for “unmet need” and hope to be part of the conversation that helps define what that term will mean. We are working on something now that I hope to be able to share with you soon.

A final note – I hope this is not taken as a complaint on the budget proposal as a whole. I am thrilled that there is a move to restore the state's investment in undergraduate education.

Thanks for taking a minute – I know you have a lot to balance and are inundated with messages right now.

See you soon.

Kevin G. Walthers, Ph.D
Superintendent/President
Allan Hancock College
800 South College Drive
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805-922-6966, Ext. 3223
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From: Harris, Brice [<mailto:bharris@CCCCO.edu>]

Sent: Friday, January 24, 2014 11:26 AM

To: Kevin Walthers

Subject: RE: Thoughts on the Governor's Budget


Kevin,

Thanks very much for your note and very good feedback!

1. I am not optimistic about getting the COLA increased in the current year, but we certainly do know that we have lost about 18% collectively over the past five years, and are trying to make that case with the Governor.
2. On the match – we do plan to look at that. We promised last year that if and when that fund got bigger we would probably reduce the match. Our finance folks are looking at it now and we discussed it in some detail in Consultation yesterday.
3. As it relates to the “unmet needs” I am happy to have that conversation. Obviously the restoration of access and the funding of student success are in response to the case we have been making for both with the Administration, but these colleges were underfunded BEFORE we started into this downward cycle in 2008, so we have a long way to go.



TO: Board of Trustees
Allan Hancock Joint Community College District

FROM: Kevin G. Walthers, Ph.D. 

DATE: February 17, 2014

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call.

ACCT National Legislative Summit: Last week's meetings in Washington, D.C. were very productive. We received updates from the Chancellor's office on initiatives that we hope will receive support from the federal government. Of most interest to me was a statewide effort to expand services for veterans. This dovetails nicely with the work we are doing now to highlight our ability to serve veterans.

I had the chance to meet with the staff of both of California's senators and Representative Lois Capps. I shared with them the opportunities available at the Lompoc Valley Center and received great interest. In particular, Representative Capps' office was very eager to help us connect with federal public safety agencies to bring training to the center. It is helpful that the staff person who coordinates education issues also works on Homeland Security issues!


New Foundation Board: On Thursday afternoon the Foundation held its organizational meeting. Dr. Terry Dworaczyk took the gavel as chair. The Board includes more than two dozen directors, each committed to promoting the college and securing financial support that will improve our ability to serve students.

AB 86 Update: Friday was the deadline for submission of AB 86 Career Pathways letters of intent. The letters are an indication of interest rather than a formal commitment to make a grant application. AHC submitted a letter of intent and we are identified as potential partners on letters submitted by Santa Barbara City College, the Santa Maria high school district, the Lucia Mar school district and the Lompoc school district. The actual grant submittal is at the end of March. We are holding meetings with each group to coordinate efforts to ensure that students in our service area are well informed.

I hope your weekend was restful.



TO: Board of Trustees
Allan Hancock Joint Community College District

FROM: Kevin G. Walthers, Ph.D. 

DATE: February 28, 2014

SUBJECT: Trustee Update

Below is a list of items from the college for your information. If you have questions about any of these issues please give me a call.

Superintendent's Roundtable: On Friday morning we met with representatives of all high school districts in our service area. The meeting was designed to provide an opportunity to for our faculty, staff and administrators to gain a better understanding of what our K-12 partners need. We provided information about new tools to measure outcomes, articulation, and state funded grants (AB 86). By all counts, the meeting was a great success. The meeting was coordinated by Rebecca Alarcio and Vicki Hernandez with presentations from Laurie Pemberton, Joe Pollon, Ardis Neilsen and Suzanne Valery.

The highlight of the morning was a student panel featuring three AHC success stories – a student that transferred and graduated from Fresno State, a CTE student that earned a certificate and now has a good job and a current student that is about to transfer. They told inspiring stories about the way that AHC transformed their lives. We are going to follow up with the students to see if they will record their stories so we can share it on our website.

AB 86 Update: Following the Roundtable meeting, we met with the superintendents of Santa Maria, Santa Ynez, and Orucutt schools (Lompoc could not stay – we followed up with them later in the day). We discussed the confusion around the career pathways grant and tried to strategize on the best way to move forward. We agreed that we would not submit a grant application for the north county, but would rather join in on the larger (\$15 million) application SBCC is preparing for our entire region. If successful, this grant will help with college preparation through the *Get Focused – Stay Focused* program and will allow us to build career pathways for CTE programs in agriculture, environmental technology, health sciences, machining and manufacturing. The grant application is due on March 28 – we should have some idea of our success this summer.


Bonded Winery: This week we met to form the Viticulture and Enology Foundation (VEF) that we brought to you during the January meeting. We hit a couple of procedural snags, but nothing that will derail the project. We anticipate bringing approval of the VEF to the board as an action item during the March meeting.

University Center: Vice President Sanchez, Laurie Pemberton and I met with local leaders (the Economic Alliance) that are looking to expand four year degrees in Santa Maria. We had a very positive meeting and committed to working toward the goal of expanding educational opportunities in our area. I will be making contact with CSU institutions to gauge interest and the Economic Alliance is going to begin to look for an appropriate place to house the programs.

I hope you have a great weekend.



TO: Board of Trustees
Allan Hancock Joint Community College District

FROM: Kevin G. Walthers, Ph.D. 

DATE: March 23, 2014

SUBJECT: Weekly Update

Trustees,

The weekly update took a brief hiatus while we worked on getting the Aspen report completed.

A couple of quick notes for your information to start the week:

1. Our EOPS/CALWORKS group hosted a regional meeting with a focus on improving services to students. We were able to provide a nice venue and an environment that counselors and staff from SLO to Santa Clarita will be talking about for some time.
2. DegreeWorks is up and running. One of the presentations at the EOPS meeting was a demonstration of our DegreeWorks software. The software went live to students on Monday. This will be a big boost for our students as they can check on progress to completion in real time and build scenarios for additional credentials. We will provide a demonstration at a coming board meeting.
3. March 27 is Diversity Day on campus. This is an ASBG led program that will run from 10:00 AM until 1:00 PM in the student commons.
4. March 28 will be a busy day:
 - a. During the day, faculty and staff will host a "Student Success Summit." The event will be held from 9:00 AM to 3:00 PM. Trustees are welcome to join the event – you should have received an invitation from Carmen last week.
 - b. At 6:00 PM, Santa Maria native and award winning author Francisco Jimenez will serve as a special guest lecturer in the Marian Theater. He will also be the guest of honor at a noontime reception on campus – please join us if you can. Additional information can be found by clicking [here](#).¹


Thanks to your approval on Tuesday night, we will be finalizing the Tentative Agreement with the faculty. Thank you again for moving a little out of your comfort zone – I am confident that our ability to come to a three year agreement is going to prove valuable to the district and to our faculty.

I hope your week ahead is great.

¹ http://www.hancockcollege.edu/public_affairs/announcements/2014Mar14CANHostsFJimenez.php



TO: Board of Trustees
Allan Hancock Joint Community College District

FROM: Kevin G. Walthers, Ph.D. 

DATE: April 25, 2014

SUBJECT: Weekly Update

Trustees,

A couple of quick notes for your information for this week:

1. I was able to attend the Southern California CEO conference this week. There was a great deal of information, including some cautious optimism on the budget. Governor Brown is committed to paying down deferrals and building a rainy day fund – the next few months should be interesting in Sacramento.
2. As you know, we have been developing associate degrees for transfer (ADT). As of today, our faculty and staff have successfully processed 13 of the 14 ADTs that we are committed to providing. The last one is on its way to the Chancellor's office and should be approved by the end of the year.
3. Discussion of the Community College Baccalaureate was a hot topic at the meeting. There is still a lot of uncertainty in regard to the extent of the program and how it will be funded. It seems that CSU is working to limit, if not kill, the program from behind the scenes. I indicated to our colleagues that we were carefully watching to see what happens. If the legislation passes, we will work with the Academic Senate and our college council to map a direction to recommend to the board.
4. There was a great deal of discussion regarding the status of CCSF and what it means for other colleges. We were assured that any plan to fund CCSF will not come at the expense of system-wide apportionment. We also learned that we received a surcharge on our fees for being an ACCJC member. This amounted to about \$1,100 for AHC and averaged \$1,000 across the system. As you can imagine, this was not well received as it appears that the ACCJC intends to fully pursue legal action. I have attached a letter from Dr. Helen Benjamin on behalf of the statewide CEO organization that offers an alternative solution. We think the recommendation is a better path forward.
5. This week the softball team secured its first conference championship in more than 15 years. It was exciting to have the two clinching games take place on campus in front of a sizeable crowd. Playoff seeding for both softball and baseball will be released this weekend. Softball playoffs begin on Saturday, May 3. If the baseball team makes the playoffs, those games will begin on May 2.
6. On Monday and Tuesday of this coming week I will be in Sacramento as part of a team representing our region on higher education advocacy day. A focus of the discussion will be the need to ensure full funding for our programs – in particular our CTE program. I also want to start the conversation about the need for additional access to four year degrees on the central coast. To that end, we are scheduling time to meet with the president of CSU Channel Islands.

That covers most of this week - I hope you have a great weekend.