



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard Torrance, California 90506-0001
Telephone (310) 532-3670 or 1-866-ELCAMINO

November 21, 2007

Board of Trustees
El Camino College
Office of the President

Dear Member of the Board.

I trust your Thanksgiving holiday was enjoyable and you are all ready to work off the extra calories.

The November 19th Board meeting Committee of the Whole focusing Trustee Goals and Evaluation was indeed an excellent discussion of many issues. You requested Ms. Oswald's notes on both issues which are enclosed as attachment 1.

In the meantime, we have also received two other district's self-evaluation instruments. San Francisco Community College District draft Board Self-Evaluation, attachment 2 and Palomar Community College District Self-Evaluation, attachment 3.

Some interesting comparisons on self-evaluations can be made with El Camino College's Board of Trustee Evaluation, attachment 4. As a reminder, however, included is the El Camino Community College District Board of Trustees agenda item of June 18, 2007, which re-states the District's Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles and Strategic Initiatives. Quite a comprehensive action which leads the District's Strategic Plan from 2007 to 2010, attachment 5.

Some of your discussion at the last Board meeting centered on District goals as opposed to Board goals. In that light, I also re-submit your 2005-2006 Board Goals, attachment 6.

Because of the Board discussion, and in conformance with Board goals, I respectfully submit some ideas for 2008 Board Goals, attachment 7. Please note that some of these repeat the previous year's format

The December 17, 2007, Board meeting is our Annual Organizational Meeting where you elect officers and make various Board assignments. It would be best to adopt the Board goals for 2008 at this meeting, therefore, if any of you agree with the suggested Board goals or would like to propose other Board goals, please do so by notifying Kathy Oswald and we will include them in the action item.

If you have any questions, comments or concerns about this or any other item, please feel free to contact Kathy or me.

Sincerely,

Handwritten signature of Thomas M. Fallo in black ink, consisting of the letters 'T', 'M', and 'F' in a stylized, cursive font.

Thomas M. Fallo
Superintendent/President

TMF/kao

Cc: Vice Presidents
Director of Community Relations

EL CAMINO COLLEGE
Office of the President
Notes from Board meeting of November 19, 2007

Committee of the Whole – 5:20 p.m.

Simon – Assignments – look at past years for goals.

Jackson. One – care – mentor – assign a politician.

Jackson – Highway 105 Freeway – Represent whole district.

1. Beverly: Proposing a statement: District endeavor to meet unique needs of specific components of District more intensely.

2. O'Donnell: Offer programs – professional and social preparedness.

Seyedin: Get together in a different setting to brainstorm in different environment.

Beverly: Find more, new and better ways to teach these goals in a different setting.

3. Gen: Global citizens.

4. Board Members will keep CEO well informed of significant contacts with community and significant contacts with College employees.

5. Keep ourselves informed and become better informed about legislative issues that effect the College (and later Beverly added) and strengths and weaknesses of the campus and offerings—services and courses.

Goals

Beverly: Normal distribution.

O'Donnell: Difficult to answer on behalf of Board.

Oswald, Kathy

From: Fallo, Thomas
Sent: Saturday, November 17, 2007 12:40 PM
To: Oswald, Kathy
Subject: FW: Board Self-Evaluations

-----Original Message-----

From: Chief Executive Officers [mailto:CEO-ALL@LISTSERV.CCCCO.EDU] On Behalf Of Milton Marks
Sent: Friday, November 16, 2007 7:56 PM
To: CEO-ALL@LISTSERV.CCCCO.EDU
Subject: Board Self-Evaluations

I am working with two of my colleagues to design a self-evaluation process for the Board of Trustees of City College of San Francisco. As we work on this project, it would be a great help to us if you could send to us your Board Self-Evaluation instrument along with any procedures and/or policies that relate to that instrument. Please use my email address for electronic files or send hard copies to me at:

2484 21st Avenue
San Francisco, CA 94116

Should you have any questions, please email me or call me at 415-846-1644.

Thanks.

Milton Marks
Member, Board of Trustees
City College of San Francisco

**BOARD OF TRUSTEES
REQUEST FOR INPUT
2007**

ELEMENTS	YES	NO	COMMENTS
1. Establishes effective policies			
2. Delegates authority to CEO			
3. Conducts proper oversight of the financial health of the District			
4. Understands legal responsibilities			
5. Supports participatory/shared governance			
6. Has a clear understanding of issues and agenda items			
7. Conducts meetings and self with dignity and courtesy			
8. Other comments			

SECTION I: GOVERNANCE

BOARD POLICY NO.: 1.4.5

BOARD POLICY
SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT

Subject: Self-Evaluation of Board of Trustees

Adoption Date: 11/1/94
Revision Date(s): 2/11/03
3/4/03
9/2/03

Policy Basis: Ed. Code 70902

Policy Statement:

The Board of Trustees will annually evaluate their performance as individual Board members and as a Policy Decision Making Body.

Policy Elements:

- I. At an annual Retreat in June **or July**, the Board of Trustees will evaluate its performance in open session.

- II. Elements to be included in their evaluation will include at a minimum:
 - A. Policy role in establishing and ensuring compliance with policies.
 - B. Commitment to the oversight for establishing, approving and implementing District plans.
 - C. Commitment to diversity in staffing and service to students.
 - D. Delegation of authority for implementation to CEO and upholding that delegation.
 - E. Effectiveness of CEO evaluation process.
 - F. Oversight of financial health and budgeting.
 - G. Role as advocates in enhancing the public image of the College.
 - H. Assessment of its conduct regarding its legal requirement to act only as a unit and not as individuals.
 - I. Assessment of its effectiveness in directing concern through the appropriate channels agreed to by the Board.
 - J. Assessment of Board member behavior to support decisions made by the Board whether or not they agree with the decision.
 - K. Understanding and implementing its legal responsibilities including serving as a court of appeals.
 - L. Conduct analysis of Board meeting effectiveness.

- III. The Board will solicit input from other individuals who sit at the Board table prior to its self-assessment retreat.

- IV. The Board will annually identify seminars, conferences and topics of Board Retreats to upgrade their Boardsmanship skills.

ANNUAL SELF-EVALUATION OF THE GOVERNING BOARD
2006-2007

Instructions: Please complete the following evaluating instrument of the functioning of the Board as a whole by marking the appropriate response. Responses will be summarized verbatim and a copy of the summary will be provided to the trustees in preparation for further discussion.

A. Board Organization/Leadership – A strong, effective Board helps create a strong, effective institution by focusing on its own unique responsibilities.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. In general, Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion, not to exceed two hours whenever possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The Board operates as a unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Board members uphold the final majority decision of the Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Meeting agenda items contain sufficient background information and recommendations for the Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The Board understands its roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The Board adheres to its roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The Board maintains confidentiality of privileged information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The Board operates ethically without conflict of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Board meetings allow appropriate input from staff, students, and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The Board works to achieve the District's goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Board meetings comply with State laws.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

B. Policy – The most important Board responsibility is to make good policy that provides guidance for District staff.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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12. The Board assures a systematic, comprehensive review of Board policies and the procedures that implement them.	0	0	0	0	0
13. The Board focuses on policy in Board discussions.	0	0	0	0	0
14. The Board recognizes the difference between its policy role and the roles of the Superintendent/President and staff.	0	0	0	0	0
15. The Board, through the Superintendent/President, receives advice and recommendations from faculty, staff, and students in developing educational policy.	0	0	0	0	0
16. The Board is appropriately involved in defining the vision, mission, and goals.	0	0	0	0	0
17. The Board makes its decisions based on what is best for students and the community.	0	0	0	0	0
18. The Board recognizes and values staff and student diversity in policies and decisions.	0	0	0	0	0
19. The Board sets priorities in conjunction with the Superintendent/President.	0	0	0	0	0
20. The Board is familiar with the general strategic and master plans of the institution.	0	0	0	0	0

Comments: _____

C. Community Relations/Advocating the District – The Board governs on behalf of the public and advocates on behalf of the District.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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21. Board members act on behalf of the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The Board actively seeks to understand community and regional needs and expectations and responds to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Board members maintain effective relationships with community leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The Board supports the development of educational partnerships with community agencies, businesses, and local government, where appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The Board recognizes and celebrates positive accomplishments of the District.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The Board actively supports the mission and values of the District.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Board members support the District by attending various events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. The Board helps educate the local community about community college needs and causes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Board members actively seek to understand state and national educational policy issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. The Board advocates District interests to regional, state, and national agencies and legislators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. The Board actively seeks political and civic support for the District.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. The Board works to build a positive image of the District in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Board members adhere to protocols for dealing with college and community citizens, and the media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

D. Board/Superintendent/President Relations – The Superintendent/President is the primary agent of the Board, carries out Board policies, and provides educational leadership.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 34. The Board and the Superintendent/President have a positive, cooperative relationship. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. The Board provides a high level of support to the Superintendent/President. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. The Board maintains open communication with the Superintendent/President. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. The Board annually develops goals and objectives that are used in the evaluation of the Superintendent/President. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. The Board understands the role of the Superintendent/President as the link between the Board and staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments: _____

E. Standards for District and College Operations and Performance – The Board holds the District accountable and establishes a climate in which learning is valued.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 39. The Board is knowledgeable about the educational programs and services of the District. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. The Board understands the fiscal condition of the District. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. The Board understands the budget document. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. The Board assures that budget is linked to planning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. The Board establishes clear parameters for collective bargaining and meet and confer with employee groups. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. The Board demonstrates a concern for the success of all students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. The Board is involved in the accreditation process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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- | | | | | | |
|--|---|---|---|---|---|
| 46. The Board monitors performance related to its policies for facilities development, maintenance, and appearance. | 0 | 0 | 0 | 0 | 0 |
| 47. The Board monitors performance related to its policies on fiscal management. | 0 | 0 | 0 | 0 | 0 |
| 48. The Board understands the financial audit and accepts responsibility for implementation of its recommendations. | 0 | 0 | 0 | 0 | 0 |
| 49. The Board ensures that a collegial governance structure is used to provide access to and input from all constituencies so that decisions may be made in a timely manner. | 0 | 0 | 0 | 0 | 0 |

F. Board Education

- | | | | | | |
|--|---|---|---|---|---|
| 50. Candidates for the Board are educated about Board responsibilities and the college. | 0 | 0 | 0 | 0 | 0 |
| 51. New members receive a timely and individualized orientation to the Board and the institution. | 0 | 0 | 0 | 0 | 0 |
| 52. Board members are engaged in a continuous process of learning and development. | 0 | 0 | 0 | 0 | 0 |
| 53. The Board has an ongoing periodic Board development and subsequent study sessions. | 0 | 0 | 0 | 0 | 0 |
| 54. The information requested by and provided to Board members does not put an undue burden on faculty and staff. | 0 | 0 | 0 | 0 | 0 |
| 55. Sufficient resources are allocated for Board members to attend conferences and other relevant educational opportunities. | 0 | 0 | 0 | 0 | 0 |

Comments: _____

Open Ended Questions

1. What are the Board's greatest strengths?

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

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

Palomar Community College District
Annual Self-Evaluation of the Governing Board

4. As a trustee, I am most pleased about _____

5. As a trustee, I have concerns about _____

6. As a trustee, I would like to see the following changes in how the Board operates:

7. I recommend that the Board has the following goals for the coming year:

OVERALL COMMENTS:

Please provide any narrative feedback you would like included as part of this self-assessment.

Board Member Name

April 2007

**EL CAMINO COLLEGE BOARD OF TRUSTEES
SELF-EVALUATION QUESTIONNAIRE 2006-2007 -RESULTS**

<u>Individual Trustees' appraisal of all members' activities.</u>	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Priorities and Planning	MO	RS, RG, MC, NJ			BB
1. Most of the issues occupying the Board's time and attention are directly related to the mission and goals of the institution.					
2. All members of the Board have a clear understanding of the vision of the college.	RS	RG, MO, BB, MC, NJ			
3. All members of the Board can articulate the vision of the college to the diverse constituencies of the district.	RS	RG, MO, BB, MC, NJ			
Board and Chief Executive Officer Relations	MO	RS, RG, BB, MC, NJ	RG		
1. The Board and CEO maintain optimum communications.					
2. The roles of the CEO and the Board are clearly defined.	RS, RG, MO	BB, MC, NJ			
3. Trustees keep the CEO well informed of contacts with the community.	RS, MO	BB, MC	RG, NJ		
4. Trustees keep the CEO well informed of contacts with college employees.	MO	MC	RS, RG, BB, NJ		
Board and College Relations	RS, MO	RG, MC, NJ	BB,		
1. Trustees are knowledgeable about the college's history.					
2. Trustees are well versed concerning the college's strengths and weaknesses.	MO	RS, RG, BB	MC, NJ		
3. Trustees are knowledgeable about the mission of the college.	RS, MO	RG, BB, MC, NJ			
4. The Board is sensitive to the concerns of students.	MO, BB	RS, RG, MC, NJ			
5. The Board is sensitive to the concerns of employees.	MO, BB	RG, NJ	RS, MC		
6. The Board supports the college by attending various events.	MO	RG, BB, MC, NJ	RS		
Board and Community Relations	MO	RS, RG, BB, MC	NJ		
1. Trustees are well informed concerning the needs of the community.					
2. Trustees fairly and assertively represent the communities they serve.	MO	RS, RG, BB, MC, NJ			
3. Trustees use their community ties to promote a positive image of the college	RG, MO	RS, BB, MC, NJ			

Board Agendas	MO	RS, RG, MC, NJ	RG, BB,		
1. The Board Agendas always focus on policy issues.					
2. The Board Agendas always allow sufficient time and attention for discussion of legislative and state policy issues.	RS, MO	BB, MC, NJ	RG		
3. The Board Agendas are organized logically which facilitates efficient use of time.	RS, MO, BB	RG, MC, NJ			
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Board Organization and Dynamics	RS, MO	RG, BB, MC, NJ			
1. Definitions of the roles of the Board chair and other officers are clearly understood by the Trustees.					
2. The roles of the Board officers are conscientiously implemented.	RS, RG, MO	BB, NJ			MC
3. All public meetings of the Board are conducted in compliance with the Brown Act.	RS, RG, MO, MC	BB	NJ		
Board Decision-Making Processes	MO, BB	RS, RG, MC, NJ			
1. Trustees demonstrate respect for the opinions of others at Board meetings.					
2. Board meetings are structured to assure that all relevant information is considered before making a decision.	RG, MO, BB	RS, RG, MC, NJ			
3. Board members are provided with adequate information needed to fully understand the issues.	RG, BB, MC	RG, MO	RS, NJ		
Trustee Development and Education	RS, MC	RG, MO, BB	NJ		
1. Board members (including the Student Trustee) receive a thorough orientation to their roles and responsibilities.					
2. Board members have a thorough understanding of the district's mission and goals.	RS, MO	RG, BB, NJ			MC
3. Board members are well informed and knowledgeable about legislative issues that may impact the college.	RS, MO	BB, MC	RG, NJ		
4. Board members are well informed and knowledgeable about state policy issues that may impact the college	RS, MO	BB, MC, NJ	RG		
5. Information about important issues is readily shared among Board members.	RS, MO BB	RG, MC, NJ	RG		
Board Goals	RS, RG, MO	BB, MC, NJ			
1. The Board prepares an annual set of written goals and objectives.					
2. The annual objectives of the Board are measurable	RS	RG, MO	MC		BB, NJ
3. The Board has a set of clearly defined performance standards.	RS		MC, NJ		RG MO BB
4. The Board's goals and objectives are clearly communicated to the college community.	RS	MO, BB, MC	NJ, RG		

Board Evaluation	RS	RG, MO, MC, NJ			BB
1. The Board systematically identifies and reports its accomplishments.					
2. The Board provides ample opportunity for college employees and citizens of the community to evaluate its performance.	RS, MO	BB, NJ	RG, MC		
3. The Board takes appropriate measures to assure that its self-evaluation is objective, impartial and constructive.	RS, MO	RG, NJ	MC		BB

STUDENT SERVICES

EL CAMINO COLLEGE STRATEGIC PLAN 2007 THROUGH 2010

Vision Statement

El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

Mission Statement

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

Statement of Philosophy

Everything El Camino College is or does must be centered on its community. The community saw the need and valued the reason for the creation of El Camino College. It is to our community that we must be responsible and responsive in all matters educational, fiscal and social.

Statement of Values

Our highest value is placed on our students and their educational goals, interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.

Respect – We work in a spirit of cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

Guiding Principles

The following guiding principles are used to direct the efforts of the District:

El Camino College must strive for distinction in everything the College does—in the classroom, in services and in human relations. Respect for our students, fellow employees, community and ourselves, must be our underlying goal.

Cooperation among our many partners including other schools and colleges, businesses and industries, and individuals is vital for our success.

Access and success must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is

STUDENT SERVICES

enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities or background.

Strategic Initiatives

1. Offer excellent educational and student support services:
 - a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
 - b) Maximize growth opportunities and strengthen programs and services to enhance student success.
 - c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.
2. Support self-assessment, renewal, and innovation:
 - a) Use student learning outcomes and assessment to continually improve processes, programs and services.
 - b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.
3. Modernize the infrastructure to support quality programs and services:
 - a) Use technological advances to improve classroom instruction, services to students and employee productivity.
 - b) Improve facilities to meet the needs of students and the community for the next fifty years.

B. 2005-2006 Board of Trustee Goals and Evaluation

Each year the Board of Trustees establishes goals and evaluates its performance on the previous year's goals. The Board of Trustees' remarks are publicly presented and members of the Board may discuss, amend or delete the recommended goals for the forthcoming year.

- I. New Trustees Orientation
 - A. Consider assigning or referring a mentor.
 - B. Help new Trustees strengthen links to external community.
 - C. Encourage new Trustees to seek Trustee educational opportunities.
 - D. Encourage CEO availability to new Trustees.

- II. Effect implementation of the November 5, 2002 Measure E bond election.
 - A. Continue updating College Facilities Master Plan.
 - B. Implement construction program.
 - C. Monitor and approve construction program.

- III. Participate in community activities and events and bring observations to the Board for policy issues.
 - A. Attend events in the community.
 - B. Speak to community groups.
 - C. Make Board presentations.
 - D. Bring copies of community events and activities to other Board members.

- IV. Participate in the operation of the College at Board Meetings.
 - A. Speak freely and openly on policy issues.
 - B. Solicit opinions of fellow Board members.
 - C. Present ideas during discussion section of Board Meetings.

- V. Continue a Trustee education program.
 - A. Attend a conference on Trustee responsibilities.
 - B. Submit materials from various sources to fellow Trustees.
 - C. Read Trustee education materials send by various organizations.

2008 Board of Trustees Goals

Each year the Board of Trustees establishes goals and evaluates its performance on the previous year's goals. The Board of Trustees' remarks are publicly presented and members of the Board may discuss, amend or delete the recommended goals for the forthcoming years.

Participate in community activities and events and bring observations to the Board for policy issues.

- I. Attend events in the community.
 - a. Speak to community groups.
 - b. Make Board presentations.
 - c. Bring copies of community events and activities to other Board members.

- II. Participate in the operation of the College at Board Meetings.
 - a. Speak freely and opening on policy issues.
 - b. Solicit opinions of fellow Board members.
 - c. Present ideas during discussion section of Board Meetings.

- III. Continue a Trustee education program.
 - a. Attend a conference on Trustee responsibilities.
 - b. Submit materials from various sources to fellow Trustees.
 - c. Read Trustee education materials sent by various organizations.

- IV. Effect implementation of the 2007 Facilities Master Plan update.
 - a. Monitor and approve Measure E Fiscal updates
 - b. Implement construction program.
 - c. Monitor and approve construction program.

- V. Review Accreditation Standards
 - a. Receive and approve the 2008 Accreditation Self-Study.
 - b. Review at least two presentations during the development of 2008 Self-Study .
 - c. Participate in discussion and/or forums during the development of the 2008 Self-Study.
 - d. Review Accreditation manuals and guidelines.

- VI. Fiscal Responsibilities.
 - a. Monitor 2007-2008 Budget.
 - b. Study, review and approve the 2008-2009 budget.
 - c. Study, review and approve the 2006-07 annual financial audit.

- VII. Student Learning Outcomes
 - a. Study and review the Student Learning Outcomes model.
 - b. Participate in two study sessions in Student Learning Outcomes.