

**RIO HONDO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
Special Meeting, Thursday, June 19, 2014, 6:00 p.m.
3600 Workman Mill Road, Whittier, CA
AGENDA**

I. CALL TO ORDER

- A. Call to Order (6:00 p.m.)**
- B. Pledge of Allegiance**
- C. Roll Call**
- D. Open Communication for Public Comment**

Persons wishing to address the Board of Trustees on any item on the agenda, or any other matter, are invited to do so at this time. Pursuant to the Brown Act, the Board cannot discuss or take action on items not listed on the agenda. Matters brought before the Board that are not on the agenda may, at the Board's discretion, be referred to staff or placed on the next agenda.

Persons wishing to make comments are allowed three minutes per topic; thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting.

II. STUDY SESSION – BOARD RETREAT

- **Discussion of Board Self-Evaluation Results**
- **Update Board Goals and Review**
- **Discussion of Threshold for Board Agenda Items – Consent vs. Action**

III. INFORMATION ITEMS

- **Educational Master Plan**
- **Facility Master Plan**
- **Technology Master Plan**

IV. CLOSED SESSION

Pursuant to Section 54956.8:

- **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
 - **11400 Greenstone Avenue, Santa Fe Springs**

Pursuant to Section 54957:

- **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
 - **Superintendent/President**

Pursuant to Section 54957.6

- **CONFERENCE WITH LABOR NEGOTIATOR**
 - **Unrepresented employees: Management/Confidential**

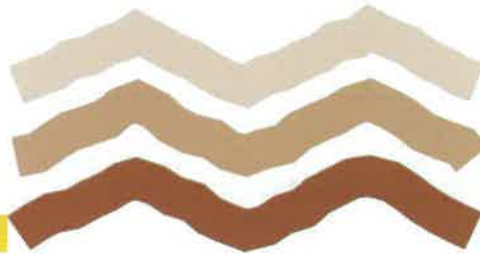
V. ADJOURNMENT

- **Date of Next Special Board Meetings –Saturday, June 21, 2014, 11:30 a.m.**
- **Date of Next Regular Board Meeting – Wednesday, July 9, 2014**

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Any individual with a disability, who requires a reasonable accommodation to participate in a Board meeting of the Rio Hondo Community College District, may request assistance by contacting the President's Office, 3600 Workman Mill Road, Whittier, California. This document is available in alternate format. Telephone (562) 908-3403; fax (562) 908-3463; TDD (562) 908-3422.

RIO HONDO COLLEGE



BOARD OF TRUSTEES SELF-EVALUATION

College *2013-2014* College



Board of Trustees Self-Evaluation 2013-2014

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BOARD OF TRUSTEES' SELF-EVALUATION PROCESS

Standards, goal setting, assessment, and reflection are foundational to professional and organizational development. This applies to trustees as well as to educators. Ongoing board improvement involves reflecting on information relevant to trustees' roles and responsibilities. RHC Board Policy 2745 states: "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." In response to this board policy, the present document proposes an evaluation design with three components: board questionnaire, document review, and Board reflection.

Board Questionnaire

Each Trustee will complete a questionnaire assessing the Board's performance over the past year. The Institutional Research and Planning (IRP) office will develop a set of questions based on principles from ACCJC Standard IV (Leadership and Governance), the Community College League of California's *Trustee Handbook*, and RHC Board Policy section 2 (Board of Trustees). The questions will include both Likert-type items (e.g., Strongly Agree to Strongly Disagree) and open-ended items. The Likert-type items will allow Trustees to offer ratings in an efficient manner that can be summarized numerically. The open-ended items provide an opportunity for Trustees to express their specific thoughts and perceptions. The questionnaire will be administered through a secure survey website. All responses will be confidential and not connected to any individual Trustee. IRP staff will provide a user-friendly summary of all ratings and responses.

Document Review

The Board of Trustees approved a set of goals for the 2013-2014 academic year. This component of the evaluation process will address the progress made toward accomplishing those goals. IRP staff members will review Board meeting minutes and other public documents to gather evidence of the work completed for each goal. The report of this review will summarize the progress on a goal-by-goal basis.

Board Reflection

Results of the board questionnaire and document review components provide important information for Trustees to consider when evaluating their development and effectiveness as a board. The third component of this evaluation process is an opportunity for the Trustees to reflect on these results and consider possibilities for ongoing improvement. The Dean of Institutional Research and Planning will meet with the Trustees to facilitate a conversation of reflection on their processes and accomplishments as a board. After a brief presentation of results from the board questionnaire and document review, the Dean will offer a series of open-ended questions to foster dialogue among Trustees.

Timeline

Holding the reflection session during a June 2014 retreat will support the Board in setting priorities for the 2014-2015 academic year. IRP will review documents and administer the survey during May, and have summaries ready by early June.

Board of Trustees Self-Evaluation Survey Results - Detail by Question

MISSION AND PLANNING	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
The board regularly reviews the mission and purposes of the college.				2 (40%)	2 (40%)	1 (20%)	5	4.8
The board assures that there is an effective planning process and is appropriately involved in the process.				2 (40%)	2 (40%)	1 (20%)	5	4.8
The board is knowledgeable of the general strategic and master plans of the college.				2 (40%)	2 (40%)	1 (20%)	5	4.8
The board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs, services, and resources.				3 (60%)	2 (40%)		5	4.4
The board regularly reviews and evaluates board policies to ensure consistency with the mission of the college.				2 (40%)	3 (60%)		5	4.6
The board monitors the effectiveness of the college in fulfilling its mission.				4 (80%)	1 (20%)		5	4.2
The board ensures that the mission and goals are sufficiently responsive to community current and future needs.			1 (20%)	1 (20%)	3 (60%)		5	4.4
The board is knowledgeable about the educational programs that implement the mission of the college.			2 (40%)		3 (60%)		5	4.2
The board spends adequate time discussing future needs and direction of the college.			1 (20%)	2 (40%)		2 (40%)	5	4.6
The board assures that the budget reflects college priorities in the mission and goals.			1 (20%)	2 (40%)	2 (40%)		5	4.2

Is there anything else you would like to add about the board's involvement with the college's mission and planning?

No Comments

BOARD LEADERSHIP	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
The board adheres to its roles and responsibilities.				3 (60%)	1 (20%)	1 (20%)	5	4.6
Board officers are aware of their roles and responsibilities for serving on the board.				1 (25%)	2 (50%)	1 (25%)	4	5.0
The board regularly reviews its code of ethics and policies addressing violations to the code.		1 (20%)	1 (20%)	1 (20%)	1 (20%)	1 (20%)	5	4.0

Board of Trustees Self-Evaluation Survey Results - Detail by Question

Board members avoid conflicts of interest and the perception of such conflicts.	1 (20%)	3 (60%)	1 (20%)	5	5.0	
Board discussions reflect a climate of trust and respect.	1 (20%)	2 (40%)	2 (40%)	5	4.2	
Board members work together as a team to accomplish the work of the board.	1 (20%)	2 (40%)	2 (40%)	5	4.2	
The board maintains confidentiality of privileged information.	1 (20%)	1 (20%)	2 (40%)	1 (20%)	5	4.6
The board advocates for and defends the college and protects it from undue influence or pressure.	1 (20%)	2 (40%)	2 (40%)	5	5.0	
The board provides every opportunity for the Student Member to exercise his/her rights and privileges as a board member.		3 (60%)	2 (40%)	5	5.4	

1. Board leadership is perceived as a position of power directing significant services to ones own Areas of the District. The paradigm has shifted from what can we do for all the district to what can I do to influence and direct resources to my district first. This needs to change.

Is there anything else you would like to add about board leadership?

1

POLICY/DECISION-MAKING	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		N	AVERAGE
	(1)	(2)	(3)	(4)	(5)	(6)				
The board clearly understands its policy role and differentiates its role from the CEO and college staff.			3 (60%)	2 (40%)					5	4.4
The board periodically reviews and evaluates its policies.			1 (20%)	4 (80%)					5	4.8
Board policies are regularly evaluated for the effectiveness as measured by specific outcomes and clarity of language and intent.			2 (40%)	1 (20%)	2 (40%)				5	4.0
The board's policy manual is up-to-date and comprehensive.			1 (20%)	1 (20%)	3 (60%)				5	4.4
Once a decision is made, board members uphold the decision of the board and act as a whole.			1 (20%)	1 (20%)	2 (40%)	2 (40%)			5	5.2
The board relies on board policy in making decisions and in guiding the work of the college.			1 (20%)	1 (20%)	3 (60%)				5	4.4
The board considers the political ramifications of its decisions.	1 (20%)		1 (20%)	3 (60%)					5	3.8
The board gives the recommendations of the Associated Student Body every reasonable consideration in the decision-making process.			1 (20%)	2 (40%)	2 (40%)				5	5.2

Board of Trustees Self-Evaluation Survey Results - Detail by Question

Board members make decisions after thorough discussion and exploration of many perspectives.	1 (20%)	1 (20%)	2 (40%)	1 (20%)	5	4.6
The board ensures that appropriate members of the college participate in the decision-making process.	2 (40%)	2 (40%)	1 (20%)	1 (20%)	5	4.8
Board policies adequately address parameters for fiscal management that meet audit standards.	2 (40%)	2 (40%)	1 (20%)	1 (20%)	5	4.8

Is there anything else you would like to add about policy and/or decision-making? 1

"Once a decision is made, board members uphold the decision of the board and act as a whole." The board majority frequently discounts the minority view and contributions. Instead, exacts punitive measures and changes policy without taking any alternative view into consideration.

POLICY/DECISION-MAKING	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
The board maintains a positive working relationship with the CEO.					4 (80%)	1 (20%)	5	5.2
The board clearly delegates the administration of the college to the CEO.			2 (40%)		3 (60%)		5	4.6
The board sets and communicates clear expectations for CEO performance.			4 (80%)	1 (20%)			5	4.2
The board regularly evaluates CEO performance.		1 (20%)	2 (40%)	2 (40%)			5	4.2
The board has established and follows clear parameters for collective bargaining.		1 (20%)	1 (20%)	3 (60%)			5	4.4
The board, administrators, faculty, staff, and students work together for the good of the college.			1 (20%)	4 (80%)			5	4.8
The board expects and supports faculty, staff, and student participation in college decision-making.			1 (20%)	3 (60%)	1 (20%)		5	5
Board members maintain good relationships with community leaders.			1 (20%)	3 (60%)	1 (20%)		5	5
The board has strategies for involving the community in discussions of issues that impact the community.	1 (20%)		1 (20%)	3 (60%)			5	4
The board plays a leadership role in the local community.		1 (20%)	1 (20%)	2 (40%)	1 (20%)		5	4.6
The board is knowledgeable about community trends and needs.			2 (40%)	2 (40%)	1 (20%)		5	4.8
The board's policies provide for fair and equitable treatment of staff.	1 (20%)		1 (20%)	2 (40%)	1 (20%)		5	4.2

Board of Trustees Self-Evaluation Survey Results - Detail by Question

Is there anything else you would like to add about board relationships?

1. The Board needs to do a better job of supporting and delegating all College management duties and responsibilities to the President/Superintendent. The Board as a "collective" should ensure that all College business is delegated to the President/Superintendent and that Board members are not micro-managing or making 'individual demands' on the College or staff.
2. The majority board members direct college resources to their specific community without board level discussion or planning. The effect is significant outreach in some Areas and extreme neglect in others. Programs and grants are targeted in a few communities and perceived as a system of patronage for some administrators to deflect from performance. There is no equity in service to all communities in the district only inequality, privilege and patronage.

2

POLICY/DECISION-MAKING	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		N	AVERAGE
	(1)	(2)	(3)	(4)	(5)	(6)				
The board regularly evaluates its policies and practices and revises them as necessary.				1 (20%)	4 (80%)				5	4.8
The board assesses its own performance to identify strengths and areas for improvement.	1 (20%)		1 (20%)		2 (40%)				5	3.8
The board's self-evaluation processes are clearly defined, implemented, and published in its policies or bylaws.			1 (20%)		2 (40%)				5	4.2
The board has a system to evaluate the effectiveness of the educational program of the college.	1 (20%)	1 (20%)		3 (60%)					5	3
The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational programs.	1 (20%)		2 (40%)		2 (40%)				5	3
The board adequately monitors the impact the college has on the community.	1 (20%)		1 (20%)		1 (20%)		2 (40%)		5	3.6
The board communicates various evaluation results and uses them as the basis for improvement.	1 (20%)	1 (20%)		2 (40%)			1 (20%)		5	3.2
The board is appropriately involved in the accreditation process.					3 (60%)		2 (40%)		5	5.4
The board regularly receives and reviews reports on institutional effectiveness.			1 (20%)		4 (80%)				5	4.6
The board regularly receives and reviews reports on the financial status of the college.			1 (20%)		3 (60%)		1 (20%)		5	4.8

Board of Trustees Self-Evaluation Survey Results - Detail by Question

1. This is a weak area for the Board. In addition to monthly presentations, the Board has not set expectations or standards in place to monitor or evaluate the quality, effectiveness and measurable outcomes of Rio Hondo College's educational programs (i.e. SLO's, basic skills, etc.). This is something that the Board should pursue in its retreat and as an annual goal.

2

2. "The board adequately monitors the impact the college has on the community." No, the board has made board leadership positions as a right to direct resources and programs to their Areas. For the last ten years, communities neglected are promised programs and services only after the preferred few have been served. Staff misuse and misinterpret community data as justification to serve some communities and neglect others. The board only monitors and measures the impact of the college on a few areas and not the district as a whole. Patronage is a serious issue and obstacle in serving all communities of the district.

Is there anything else you would like to add about monitoring and evaluation?

POLICY/DECISION-MAKING	Strongly		Somewhat		Strongly		N	AVERAGE
	Disagree	(1)	Disagree	(2)	Agree	(5)		
Board meetings are conducted in an orderly, efficient manner.					1 (20%)	4 (80%)	5	4.8
Closed sessions are held only when needed.					1 (20%)	4 (80%)	5	4.8
Agenda items provide sufficient information to enable good board decision-making.					1 (20%)	4 (80%)	5	4.8
The Brown Act is understood and adhered to during board meetings.					1 (20%)	3 (60%)	5	5.0
Board meeting agendas are relevant to the work of the board.					1 (20%)	3 (60%)	5	5.4
Board meetings and study sessions provide sufficient opportunity to explore key issues.					1 (20%)	4 (80%)	5	4.8
Is there anything else you would like to add about board meetings and/or agendas?							1	
The Brown Act is understood and adhered to during board meetings. Board members should take caution on after board meeting informal meetings with a majority.								
POLICY/DECISION-MAKING	Strongly		Somewhat		Strongly		N	AVERAGE
Disagree	(1)	Disagree	(2)	Agree	(5)			
All new board members participate in a comprehensive orientation to the board.					3 (60%)	2 (40%)	5	5.4

Board of Trustees Self-Evaluation Survey Results - Detail by Question

The board has a mechanism for providing continuity of membership and staggered terms of office.	3 (60%)	2 (40%)	5	5.4
Board members are engaged in a continuous process of training and development.	3 (60%)	1 (20%)	5	4.6
Board members are encouraged to engage in ongoing education about college and state issues.	1 (20%)	2 (40%)	5	4.6
Is there anything else you would like to add about board education?	No Comments			0
Overall, is there anything else you would like to add that has not already been addressed?	Reporting to the board on evaluations of Vice Presidents by the Superintendent should be improved.			1

Board of Trustees Self-Evaluation Survey Results - Summary by Category

MISSION AND PLANNING	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		N	AVERAGE
	(1)	(2)	(3)	(4)	(5)	(6)				
Number of Responses	0	0	5	20	20	5	50	4.5		
% of Response Total	0%	0%	10%	40%	40%	10%	100%			

Is there anything else you would like to add about the board's involvement with the college's mission and planning?

No Comments 0

BOARD LEADERSHIP	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		N	AVERAGE
	(1)	(2)	(3)	(4)	(5)	(6)				
Number of Responses	0	1	5	11	18	9	44	4.7		
% of Response Total	0%	2%	11%	25%	41%	20%	100%			

Board leadership is perceived as a position of power directing significant services to ones own Areas of the District. The paradigm has shifted from what can we do for all the district to what can I do to influence and direct resources to my district first. This needs to change.

Is there anything else you would like to add about board leadership?

POLICY/DECISION-MAKING	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		N	AVERAGE
	(1)	(2)	(3)	(4)	(5)	(6)				
Number of Responses	1	0	6	14	27	7	55	4.6		
% of Response Total	2%	0%	11%	25%	49%	13%	100%			

"Once a decision is made, board members uphold the decision of the board and act as a whole." The board majority frequently discounts the minority view and contributions. Instead, exacts punitive measures and changes policy without taking any alternative view into consideration.

Is there anything else you would like to add about policy and/or decision-making?

BOARD RELATIONSHIPS	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		N	AVERAGE
	(1)	(2)	(3)	(4)	(5)	(6)				
Number of Responses	0	2	5	15	32	6	60	4.6		
% of Response Total	0%	3%	8%	25%	53%	10%	100%			

Board of Trustees Self-Evaluation Survey Results - Summary by Category

1. The Board needs to do a better job of supporting and delegating all College management duties and responsibilities to the President/Superintendent . The Board as a "collective" should ensure that all College business is delegated to the President/Superintendent and that Board members are not micro-managing or making 'individual demands' on the College or staff.

2. The majority board members direct college resources to their specific community without board level discussion or planning. The effect is significant outreach in some Areas and extreme neglect in others. Programs and grants are targeted in a few communities and perceived as a system of patronage for some administrators to deflect from performance. There is no equity in service to all communities in the district only inequality, privilege and patronage.

MONITORING AND EVALUATION	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		N	AVERAGE
	(1)	(2)	(3)	(4)	(5)	(6)				
Is there anything else you would like to add about board relationships?	4	3	7	12	21	3	50	4.0		
	8%		14%		24%		42%		100%	

1. This is a weak area for the Board. In addition to monthly presentations, the Board has not set expectations or standards in place to monitor or evaluate the quality, effectiveness and measurable outcomes of Rio Hondo College's educational programs (i.e. SLO's, basic skills, etc.). This is something that the Board should pursue in its retreat and as an annual goal.

2. "The board adequately monitors the impact the college has on the community." No, the board has made board leadership positions as a right to direct resources and programs to their Areas. For the last ten years, communities neglected are promised programs and services only after the preferred few have been served. Staff misuse and misinterpret community data as justification to serve some communities and neglect others. The board only monitors and measures the impact of the college on a few areas and not the district as a whole. Patronage is a serious issue and obstacle in serving all communities of the district.

Board of Trustees Self-Evaluation Survey Results - Summary by Category

BOARD MEETINGS AND AGENDAS	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		N	AVERAGE
	(1)	(2)	(3)	(4)	(5)	(6)				
Number of Responses	0	0	0	5	22	3	30	4.9		
% of Response Total	0%	0%	0%	17%	73%	10%	100%			

Is there anything else you would like to add about board meetings and/or agendas?
 The Brown Act is understood and adhered to during board meetings. Board members should take caution on after board meeting informal meetings with a majority.

BOARD EDUCATION	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		N	AVERAGE
	(1)	(2)	(3)	(4)	(5)	(6)				
Number of Responses	0	0	1	4	9	6	20	5.0		
% of Response Total	0%	0%	5%	20%	45%	30%	100%			

Is there anything else you would like to add about board education? No Comments

Overall, is there anything else you would like to add that has not already been addressed?
 Reporting to the board on evaluations of Vice Presidents by the Superintendent should be improved.

Board of Trustees Self-Evaluation Document Review

Goal/Objective	Content	Status	Supporting Documents
I.	Actively participate in Accreditation Self-Evaluation (Standard IV).	Board received accreditation updates on November 13, 2013; December 11, 2013; January 15, 2014; February 19, 2014; March 12, 2014; April 9, 2014; May 3, 2014; May 14, 2014.	Board Meeting Minutes, 11/13/2013. Board Meeting Minutes, 12/11/2013. Board Meeting Minutes, 1/15/2014. Board Meeting Minutes, 2/19/2014. Board Meeting Minutes, 3/12/2014. Board Meeting Minutes, 4/09/2014. Board Meeting Minutes, 5/03/2014. Board Meeting Agenda (minutes not yet available), 5/14/2014.
A.	Develop Board roles and responsibilities including Student Trustee.	Board reviewed BP 2200 ("Board Responsibilities and Duties") on July 12, 2013. Board approved revised version of BP 2015 ("Student Member of the Board of Trustees") on December 11, 2013.	Board Meeting Minutes, 7/12/2013. Board Meeting Minutes, 12/11/2013.
B.	Develop Board President roles and responsibilities.	Board approved revision of BP 2210 ("Board of Trustees Officers"), including responsibilities for the Board President, on January 15, 2014.	Board Meeting Minutes, 1/15/2014.
C.	Review Ethics policy.	Board reviewed revised version of BP 2715 ("Code of Ethics/Standards of Practice" on July 12, 2013. Board reviewed and proposed revisions to BP 2715 on August 10, 2013. Board approved revision of BP 2715 on January 15, 2014.	Board Meeting Minutes, 7/12/2013. Board Meeting Minutes, 8/10/2013. Board Meeting Minutes, 1/15/2014.

Board of Trustees Self-Evaluation Document Review

D.	Review protocol and put into practice strategies for the Board to work together as a unit.	Board reviewed and discussed a draft set of "Board Protocols" (for working together) on July 12, 2013. Board reviewed and proposed revisions to "Board Protocols" and BP/AP ("Board Meeting Agenda") on August 10, 2013. Board approved a revised version of BP 2340 on January 15, 2014. Board received "Board Protocols" document on February 1, 2014.	Board Meeting Minutes, 7/12/2013. Board Meeting Minutes, 8/10/2013. Board Meeting Minutes, 1/15/2014. Board Meeting Minutes, 2/01/2014.
E.	Review the governance process Standard IV - Section A. Decision Making Roles and Processes.	Board participated in Standard IV workshop by CCLC on October 19, 2013. Board received updates on progress toward Standard IV on September 11, 2013; November 18, 2013; January 15, 2014. Board sub-committee met with Standard IV co-chairs to discuss progress on evidence-collection tasks in November 2013.	Board Meeting Minutes, 10/19/2013. Board Meeting Minutes, 9/11/2013. Board Meeting Minutes, 11/18/2013. Board Meeting Minutes, 1/15/2014. e-Messenger, week ending 11/14/2013.
II. A.	Ensure Professional Board Development. Establish areas of Board expertise and support with development.	Board reviewed revised version of BP 2740 ("Board Education") and received new AP 2740 ("Board Education") on March 12, 2014. Board approved revision of BP 2740 on April 9, 2014. No evidence available.	Board Meeting Minutes, 3/12/2014. Board Meeting Minutes, 4/09/2014.

Board of Trustees Self-Evaluation Document Review

<p>B.</p>	<p>Assure representation by Board at conferences.</p>	<p>During five 2013-2014 Board meetings, the Board approved travel for Board members to attend four out-of-state conferences: ACCT Leadership Congress (October 2013 in Seattle, WA), Chinese Bridge Delegation (November 2013 in Beijing, China), ACCT National Legislative Summit (February 2014 in Washington, DC), and Annual National Conference--Collective Bargaining (April 2014, in New York, NY). Note: Board minutes do not document travel for in-state conferences.</p>	<p>Board Meeting Minutes, 8/14/2013. Board Meeting Minutes, 10/09/2014. Board Meeting Minutes, 11/13/2013. Board Meeting Minutes, 12/11/2013. Board Meeting Minutes, 1/15/2014.</p>
<p>1. Share conference experience at Board meetings.</p>	<p>During five 2013-2014 Board meetings, Board members reported on their attendance at six conferences: CCLC Student Trustees Workshop (August 2013 in Anaheim, CA), ACCT Annual Leadership Congress (October 2013 in Seattle, WA), CCLC Annual Conference (November 2013 in San Francisco, CA), ACCT Conference (in Washington, DC), CCLC Conference (in Sacramento, CA), and CCCT Annual Conference (May 2014 in Newport Beach, CA).</p>	<p>Board Meeting Minutes, 9/11/2013. Board Meeting Minutes, 10/09/2013. Board Meeting Minutes, 12/11/2013. Board Meeting Minutes, 2/19/2014. Board Meeting Minutes (draft), 5/14/2014.</p>	<p>Board Meeting Minutes, 8/14/2013. Board Meeting Minutes, 10/09/2014. Board Meeting Minutes, 11/13/2013. Board Meeting Minutes, 12/11/2013. Board Meeting Minutes, 1/15/2014.</p>
<p>C.</p>	<p>Support individual development in addition to conferences.</p>	<p>No evidence available.</p>	<p></p>

Board of Trustees Self-Evaluation Document Review

<p>D.</p>	<p>Strive to complete Community College League course in two years on how to be an effective trustee.</p>	<p>Each Board member confirmed participation in the CCLC Excellence in Trusteeship Program on November 13, 2013. To earn a Certificate of Participation, a Board member must complete at least 27 sessions in 24 months. Four (4) Board members provided "Track Your Progress" forms in February 2014. Numbers of sessions completed by these individual members ranged from 3 to 14, with the average above 9. Three (3) of the sessions took place on campus as part of Board retreats or workshops: Governance (October 8, 2013), Accreditation (October 19, 2013), and Brown Act (February 1, 2014).</p>	<p>Board Meeting Minutes, 11/13/2013. Excellence in Trusteeship Program, 11/13/2013. Track Your Progress forms. Board Meeting Minutes, 10/09/2013. Board Meeting Minutes, 10/19/2013. Board Meeting Minutes, 2/1/2014.</p>
<p>III.</p>	<p>Review & support Student Success Task Force implementation plan annually.</p>	<p>Board conducted a study session, with staff roundtable discussion, on "Student Success Strategies and Implementation Plan" on July 12, 2013. Board received presentations on "Student Success Initiative" on 11/13/2013 and 4/09/2014.</p>	<p>Board Meeting Minutes, 7/12/2013. Board Meeting Minutes, 11/13/2013. Board Meeting Minutes, 4/09/2014.</p>

Board of Trustees Self-Evaluation Document Review

IV.	Review Emergency Preparedness / Crisis Management plans annually.	Board conducted a study session, with staff presentations, on "Emergency Preparedness/ Crisis Management" on August 7, 2013.	Board Meeting Minutes, 8/07/2013.
V.	Formalize Board responsibilities.	Board reviewed revised versions of BP 2410 ("Board Policy and Administrative Procedure") and BP 2510 ("Participation in Local Decision Making") on July 10, 2013. Board reviewed BP 2200 ("Board Duties and Responsibilities") on July 12, 2013. Board amended BP 2410 and BP 2510 (and returned BPs to staff for review) on August 14, 2013. Board received CCLC workshop on "Participating Effectively in District and College Governance" on October 8, 2013. Board reviewed and revised language in BP 2510 on October 9, 2014. Board approved revised versions of BP 2210 ("Board of Trustees Officers") and BP 2510 on January 15, 2014. Board approved first reading of revised version of BP 2735 ("Board Member Travel") on April 9, 2014.	Board Meeting Minutes, 7/10/2013. Board Meeting Minutes, 7/12/2013. Board Meeting Minutes, 8/14/2013. Board Meeting Minutes, 10/09/2013. Board Meeting Minutes, 1/15/2014. Board Meeting Minutes, 4/09/2014.

Board of Trustees Self-Evaluation Document Review

<p>A.</p>	<p>Review and implement Presidential evaluation process.</p>	<p>"Public Employee Performance Evaluation: Superintendent/President" (with no additional content) listed in minutes for April 9, 2014.</p>	<p>Board Meeting Minutes, 4/09/2014.</p>
<p>B.</p>	<p>Assure Board participation at on-campus activities.</p>	<p>The weekly e-Messenger documented Board members attending 17 on-campus and campus-related events during 2013-2014: FLEX Day (August), Community Reception for the President, Physical Education Complex Grand Opening, Faculty Year-End Luncheon, CHCI Ready to Lead Conference, Adopt-a-Child Program, Chinese New Year Celebration, El Monte Union High School District Awards Assembly, Santa Fe Springs Chamber of Commerce, Regional Counselor Breakfast, El Monte Educational Center Tour, Women's Herstory Month, CARE Workshop, El Monte-South El Monte Soroptimist Spring Tea, El Rancho Unified School District Visit, A Taste of Rio, and Collaboration with Valle Lindo School District.</p>	<p>e-Messenger, week ending 8/23/2013. e-Messenger, week ending 9/20/2013. e-Messenger, week ending 10/25/2013. e-Messenger, dated 12/12/2013. e-Messenger, week ending 12/13/2013. e-Messenger, week ending 12/20/2013. e-Messenger, week ending 1/31/2014. e-Messenger, week ending 2/07/2014. e-Messenger, week ending 2/14/2014. e-Messenger, week ending 2/21/2014. e-Messenger, week ending 3/14/2014. e-Messenger, week ending 4/04/2014. e-Messenger, week ending 4/14/2014. e-Messenger, week ending 5/02/2014. e-Messenger, week ending 5/16/2014.</p>

Board of Trustees Self-Evaluation Document Review

C.	Review CCLC Trustee Handbook annually.	New Trustee Orientation, which included the CCLC Trustee Handbook, took place on December 3, 2013. Copies of the handbook were made available to Board members. New Student Trustee Orientation, which included Chapter 8 of the handbook, took place on June 4, 2014. Board meeting minutes do not provide evidence of the Board reviewing the handbook.	New Trustee Orientation packet, 12/03/2013. New Student Trustee Orientation, 6/04/2014.
VI.	Support implementation of campus-wide training for sexual harassment, code of ethics, and emergency preparedness.	College provided mandatory training sessions on Emergency Response to Active Shooter and Sexual Harassment Awareness on September 17 and 19, 2013.	e-Messenger, week ending 9/20/2013.
VII.	Establish budget guidelines for the Board to support Rio Hondo College financial processes.	Board conducted a study session and approved "Board Budget Guidelines" on November 18, 2013.	Board Meeting Minutes, 11/18/2013.
VIII.	Support and participate in campus process to create new Rio Hondo College Educational Master Plan.	Board received staff updates on Educational Master Plan on August 10, 2013; February 1, 2014; and April 23, 2014.	Board Meeting Minutes, 8/10/2013. Board Meeting Minutes, 2/1/2014. Board Meeting Minutes, 4/23/2014.



2013-2014 Board of Trustee Goals

- I. Actively participate in Accreditation Self-Evaluation (Standard IV).
 - A. Develop Board roles and responsibilities including Student Trustee.
 - B. Develop Board President roles and responsibilities.
 - C. Review Ethics policy.
 - D. Review protocol and put into practice strategies for the Board to work together as a unit.
 - E. Review the governance process Standard IV - Section A. Decision Making Roles and Processes.
- II. Ensure Professional Board Development.
 - A. Establish areas of Board expertise and support with development.
 - B. Assure representation by Board at conferences.
 1. Share conference experience at Board meetings.
 - C. Support individual development in addition to conferences.
 - D. Strive to complete Community College League course in two years on how to be an effective trustee.
- III. Review & support Student Success Task Force implementation plan annually.
- IV. Review Emergency Preparedness / Crisis Management plans annually.
- V. Formalize Board responsibilities.
 - A. Review and implement Presidential evaluation.
 - B. Assure Board participation at on-campus activities.
 - C. Review CCLC Trustee Handbook annually.
- VI. Support implementation of campus-wide training for sexual harassment, code of ethics, and emergency preparedness.
- VII. Establish budget guidelines for the Board to support Rio Hondo College financial processes.
- VIII. Support and participate in campus process to create new Rio Hondo College Educational Master Plan.

RIC ONDO COLLEGE BOARD OF TRUSTEES

SELF-EVALUATION SURVEY - Questions							
Mission and Planning	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Source
The board regularly reviews the mission of the college.							CCLC, ACCT
The board assures that there is an effective planning process and is appropriately involved in the process.							CCLC, ACCT
The board is knowledgeable of the general strategic and master plans of the college.							ACCT
The board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs, services, and resources.							CCLC, Std IV B.1.b
The board regularly reviews and evaluates board policies to ensure consistency with the mission of the college.							CCLC, BP 2410.IV
The board monitors the effectiveness of the college in fulfilling its mission.							ACCT
The board ensures that the mission and goals are responsive to community current and future needs.							ACCT
The board is knowledgeable about the educational programs that implement the mission of the college.							ACCT
The board spends adequate time discussing future needs and direction of the college.							CCLC
The board assures that the budget reflects college priorities in the mission and goals.							CCLC, ACCT
Is there anything else you would like to add about the board's involvement with the college's mission and planning?							
Open-ended Question							
Board Leadership	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Source
The board adheres to its roles and responsibilities.							ACCT, CCLC, BP 2200
Board officers are aware of their roles and responsibilities for serving on the board.							ACCT, BP 2210
The board regularly reviews its code of ethics and policies addressing violations to the code.							ACCT, CCLC, BP 2715, Std. IV B.1.h
Board members avoid conflicts of interest and the perception of such conflicts.							ACCT, CCLC, BP 2715, BP 2710
Board discussions reflect a climate of trust and respect.							ACCT, CCLC
Board members work together as a team to accomplish the work of the board.							ACCT, CCLC
The board maintains confidentiality of privileged information.							ACCT, CCLC
The board advocates for and defends the college and protects it from undue influence or pressure.							CCLC, ACCT, Std. IV B.1.a

RIO HONDO COLLEGE BOARD OF TRUSTEES

SELF-EVALUATION SURVEY - Questions		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Source
Policy/Decision-Making		Open-ended Question						
Is there anything else you would like to add about board leadership?								
The board clearly understands its policy role and differentiates its role from the CEO and college staff.								CCLC, ACCT
The board periodically reviews and evaluates its policies.								CCLC, ACCT
Board policies are regularly evaluated for the effectiveness as measured by specific outcomes and clarity of language and intent.								CCLC, ACCT, BP 2410.IV, Std. IV A.5
The board's policy manual is up-to-date and comprehensive.								CCLC, ACCT, Std. IV A.2 and B.1.d
Once a decision is made, board members uphold the decision of the board and act as a whole.								CCLC, ACCT, Std. IV B.1.a
The board relies on board policy in making decisions and in guiding the work of the college.								CCLC, ACCT
The board considers the political ramifications of its decisions.								ACCT
Board members make decisions after thorough discussion and exploration of many perspectives.								ACCT
The board ensures that appropriate members of the college participate in the decision-making process.								Std. IV A.2, BP 2510.I
Board policies adequately address parameters for fiscal management that meet audit standards.								CCLC, ACCT
Is there anything else you would like to add about policy and/or decision-making?		Open-ended Question						
Board Meetings and Agendas		Open-ended Question						
Board meetings are conducted in an orderly, efficient manner.								CCLC, ACCT
Closed sessions are held only when needed.								ACCT, BP 2315
Agenda items provide sufficient information to enable good board decision-making.								CCLC, ACCT, BP 2340.I
The Brown Act is understood and adhered to during board meetings.								CCLC, BP 2310.V
Board meeting agendas are relevant to the work of the board.								CCLC, ACCT
Board meetings and study sessions provide sufficient opportunity to explore key issues.								CCLC, ACCT
Is there anything else you would like to add about board meetings and/or agendas?		Open-ended Question						
Board Relationships		Open-ended Question						

RIO HONOLULU COLLEGE BOARD OF TRUSTEES

SELF-EVALUATION SURVEY - Questions		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Source
The board maintains a positive working relationship with the CEO.								CCLC, ACCT
The board clearly delegates the administration of the college to the CEO.								CCLC, ACCT, Std. IV B.1.j, BP 2340.i
The board sets and communicates clear expectations for CEO performance.								CCLC, ACCT
The board regularly evaluates CEO performance.								CCLC, ACCT, Std. IV B.1.j, BP 2435
The board has established and follows clear parameters for collective bargaining.								CCLC, BP 2610
The board, administrators, faculty, staff, and students work together for the good of the college.								Std. IV A.3
The board expects and supports faculty, staff, and student participation in college decision-making.								CCLC, ACCT
Board members maintain good relationships with community leaders.								CCLC, ACCT
The board has strategies for involving the community in discussions of issues that impact the community.								CCLC, ACCT
The board plays a leadership role in the local community.								CCLC, ACCT
The board is knowledgeable about community trends and needs.								CCLC, ACCT
The board's policies provide for fair and equitable treatment of staff.								CCLC, ACCT
Is there anything else you would like to add about board relationships?		Open-ended Question						
Monitoring and Evaluation								
The board regularly evaluates its policies and practices and revises them as necessary.								Std. IV B.1.e
The board assesses its own performance to identify strengths and areas for improvement.								BP 2745.i
The board's self-evaluation processes are clearly defined, implemented, and published in its policies or bylaws.								Std. IV B.1.g
The board has a system to evaluate the effectiveness of the educational program of the college.								ACCT
The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational programs.								CCLC, ACCT

RIO HONDO COLLEGE BOARD OF TRUSTEES

SELF-EVALUATION SURVEY - Questions							
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Source
The board adequately monitors the impact the college has on the community.							ACCT
The board communicates various evaluation results and uses them as the basis for improvement.							Std. IV A.5
The board is appropriately involved in the accreditation process.							CCLC, ACCT, Std. IV B.1.f
The board regularly receives and reviews reports on institutional effectiveness.							CCLC, ACCT
The board regularly receives and reviews reports on the financial status of the college.							CCLC, ACCT
Is there anything else you would like to add about monitoring and evaluation?							
Open-ended Question							
Board Education							
All new board members participate in a comprehensive orientation to the board.							CCLC, ACCT, Std. IV B.1.f
The board has a mechanism for providing continuity of membership and staggered terms of office.							Std. IV B.1.f, BP 2100.I
Board members are engaged in a continuous process of training and development.							CCLC, ACCT, Std. IV B.1.f
Board members are encouraged to engage in ongoing education about college and state issues.							CCLC, ACCT
Is there anything else you would like to add about board education?							
Open-ended Question							
Overall, is there anything else you would like to add that has not already been addressed?							
Open-ended Question							

Board of Trustees Self-Evaluation Survey 2014

I. Mission and Planning

1. Please indicate your level of agreement with each of the following items.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The board regularly reviews the mission and purposes of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board assures that there is an effective planning process and is appropriately involved in the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board is knowledgeable of the general strategic and master plans of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs, services, and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board regularly reviews and evaluates board policies to ensure consistency with the mission of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board monitors the effectiveness of the college in fulfilling its mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board ensures that the mission and goals are sufficiently responsive to community current and future needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board is knowledgeable about the educational programs that implement the mission of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board spends adequate time discussing future needs and direction of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board assures that the budget reflects college priorities in the mission and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is there anything else you would like to add about the board's involvement with the college's mission and planning?

Board of Trustees Self-Evaluation Survey 2014

II. Board Leadership

3. Please indicate your level of agreement with each of the following items.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The board adheres to its roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board officers are aware of their roles and responsibilities for serving on the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board regularly reviews its code of ethics and policies addressing violations to the code.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members avoid conflicts of interest and the perception of such conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board discussions reflect a climate of trust and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members work together as a team to accomplish the work of the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board maintains confidentiality of privileged information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board advocates for and defends the college and protects it from undue influence or pressure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board provides every opportunity for the Student Member to exercise his/her rights and privileges as a board member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Is there anything else you would like to add about board leadership?

Board of Trustees Self-Evaluation Survey 2014

III. Policy/Decision-Making

5. Please indicate your level of agreement with each of the following items.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The board clearly understands its policy role and differentiates its role from the CEO and college staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board periodically reviews and evaluates its policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board policies are regularly evaluated for the effectiveness as measured by specific outcomes and clarity of language and intent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board's policy manual is up-to-date and comprehensive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once a decision is made, board members uphold the decision of the board and act as a whole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board relies on board policy in making decisions and in guiding the work of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board considers the political ramifications of its decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board gives the recommendations of the Associated Student Body every reasonable consideration in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members make decisions after thorough discussion and exploration of many perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board ensures that appropriate members of the college participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board policies adequately address parameters for fiscal management that meet audit standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Is there anything else you would like to add about policy and/or decision-making?

Board of Trustees Self-Evaluation Survey 2014

IV. Board Relationships

7. Please indicate your level of agreement with each of the following items.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The board maintains a positive working relationship with the CEO.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board clearly delegates the administration of the college to the CEO.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board sets and communicates clear expectations for CEO performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board regularly evaluates CEO performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board has established and follows clear parameters for collective bargaining.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board, administrators, faculty, staff, and students work together for the good of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board expects and supports faculty, staff, and student participation in college decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members maintain good relationships with community leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board has strategies for involving the community in discussions of issues that impact the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board plays a leadership role in the local community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board is knowledgeable about community trends and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board's policies provide for fair and equitable treatment of staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Is there anything else you would like to add about board relationships?

Board of Trustees Self-Evaluation Survey 2014

V. Monitoring and Evaluation

9. Please indicate your level of agreement with each of the following items.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The board regularly evaluates its policies and practices and revises them as necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board assesses its own performance to identify strengths and areas for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board's self-evaluation processes are clearly defined, implemented, and published in its policies or bylaws.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board has a system to evaluate the effectiveness of the educational program of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board adequately monitors the impact the college has on the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board communicates various evaluation results and uses them as the basis for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board is appropriately involved in the accreditation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board regularly receives and reviews reports on institutional effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board regularly receives and reviews reports on the financial status of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Is there anything else you would like to add about monitoring and evaluation?

Board of Trustees Self-Evaluation Survey 2014

VI. Board Meetings and Agendas and VII. Board Education

11. Please indicate your level of agreement with each of the following items.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Board meetings are conducted in an orderly, efficient manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closed sessions are held only when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agenda items provide sufficient information to enable good board decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Brown Act is understood and adhered to during board meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board meeting agendas are relevant to the work of the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board meetings and study sessions provide sufficient opportunity to explore key issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Is there anything else you would like to add about board meetings and/or agendas?

13. Please indicate your level of agreement with each of the following items.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
All new board members participate in a comprehensive orientation to the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board has a mechanism for providing continuity of membership and staggered terms of office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members are engaged in a continuous process of training and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board members are encouraged to engage in ongoing education about college and state issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Is there anything else you would like to add about board education?

VIII. Conclusion

15. Overall, is there anything else you would like to add that has not already been addressed?



BOARD OF TRUSTEES RETREAT

JUNE 18, 2014

Board of Trustees Self-Evaluation Reflection

MISSION AND PLANNING	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
Number of Responses	0	0	5	20	20	5	50	4.5
% of Response Total	0%	0%	10%	40%	40%	10%	100%	

Mission and Planning

- ✓ Good discussions about and focus on Mission and the alignment with college initiatives. Board set policy at high level for work of college staff in meeting that alignment.
- ✓ Board involvement with development of Mission statement.
- ✓ Commitment to budget alignment – met boards responsibility with Mission alignment along with institutional planning process and resource allocation.
- ✓ Commitment to understand and appreciate college programs.
- ✓ Commitment by board to review policies on an ongoing basis to assure they align with the mission.

BOARD LEADERSHIP	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
Number of Responses	0	1	5	11	18	9	44	4.7
% of Response Total	0%	2%	11%	25%	41%	20%	100%	

Board Leadership

- ✓ Reviewed code ethics policy, established protocols, and formed sub-committee.
- ✓ Developed internal protocols and included with policies.
- ✓ Assured completion of 700 forms.
- ✓ Good training on Brown Act.
- ✓ Modified board practices i.e - roll call vote and formal adjournment.
- ✓ Environment at board meetings is collegial.
- ✓ Study sessions are inclusive with opportunity for everyone to participate even with difficult issues. Great trust and respect. Board and Superintendent / President work as a team.
- ✓ Effective use of study sessions.
- ✓ Board has public positions advocating for legislation and initiatives.
- ✓ Board and staff travel to Sacramento speaking to political representatives about important legislative issues.
- ✓ Board takes shared responsibilities seriously. Works together to protect college from fiscal liabilities.
- ✓ Board recognizes and values board members perceptions as individuals – it also recognizes other perceptions that need to be valued.



BOARD OF TRUSTEES RETREAT

JUNE 18, 2014

POLICY/DECISION-MAKING	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
Number of Responses	1	0	6	14	27	7	55	4.6
% of Response Total	2%	0%	11%	25%	49%	13%	100%	

Policy / Decision-Making

- ✓ Commitment to review Board policies so they are significant and meaningful.
- ✓ Board and staff keep policies current and consistent with an ongoing list of policies.
- ✓ The Boards open environment allows members to request board policies.
- ✓ Library of policies kept at college and individually – board policies are up to date.
- ✓ **Note to refine or remove question regarding political ramifications.**
- ✓ The Board holds thoughtful discussions during study sessions with intent to have dialog before making decisions and setting policy.
- ✓ The Board understands that they represent the college and make decisions for the good of the college as a whole.
- ✓ The board makes decisions as a whole knowingly and consistently.

BOARD RELATIONSHIPS	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
Number of Responses	0	2	5	15	32	6	60	4.6
% of Response Total	0%	3%	8%	25%	53%	10%	100%	

Board Relationships

- ✓ The Board recognizes that an ongoing challenge is assuring that the community voice is being heard. The Board is responding to this challenge and looking for strategies to strengthen this area.
- ✓ **Note to include Community Forums as potential Board goal.**
- ✓ **Note to explore potential meetings with board members from other areas. Also include other community organizations. Potential Board goal.**
- ✓ Commendation for level of board activity in community.
- ✓ Opportunity to review and adopt board policies related to bullying and others that promote fair and equitable treatment of staff.
- ✓ Created master calendar to ensure met obligation to evaluate CEO performance.
- ✓ Obtained training to assess and improve process for collective bargaining.
- ✓ **Note to include more opportunities for reflection, team building, and dialog. Potential Board goal.**
- ✓ Add preparation meeting for data and other information prior to reflection.



BOARD OF TRUSTEES RETREAT

JUNE 18, 2014

MONITORING AND EVALUATION	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
Number of Responses	4	3	7	12	21	3	50	4.0
% of Response Total	8%	6%	14%	24%	42%	6%	100%	

Monitoring and Evaluation

- ✓ Acknowledge monitoring and evaluation is an area for improvement related to self- evaluation and board effectiveness. Including commitment to necessary time for study and reflection.
- ✓ Evaluating college policies is a strength for the Board.
- ✓ Create better understanding of data as it relates to goals and create time for reviewing the information.
- ✓ Staff to provide board with more and better information about existing evaluation methods and systems.
- ✓ Board to review data and assure college accountability to state or set standards.
- ✓ Establish ways to ensure high level of teaching and education – keeping it at a high level. Board engaged and involved – providing leadership.
- ✓ Formalize and adopt ways to monitor impact on community – maybe with community forums.
- ✓ **Note - Potential Board goal related to the bullets above.**

BOARD MEETINGS AND AGENDAS	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
Number of Responses	0	0	0	5	22	3	30	4.9
% of Response Total	0%	0%	0%	17%	73%	10%	100%	

Board Meetings and Agendas

- ✓ Regular look at accreditation and master plans during meetings
- ✓ Board good at working with participatory governance.
- ✓ Very strong and consistent with executing effective meetings and agendas.
- ✓ **Consider to be more efficient – including less paper. Potential Board goal.**

BOARD EDUCATION	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	N	AVERAGE
Number of Responses	0	0	1	4	9	6	20	5.0
% of Response Total	0%	0%	5%	20%	45%	30%	100%	

Board Education

- ✓ Good use of CCLC and other contracted information to stay updated.
- ✓ Board members stay current and do a good job participating in conferences.
- ✓ Good training for safety, brown act, and governance.
- ✓



**BOARD OF TRUSTEES
RETREAT**



AUGUST 10, 2013

Self-Evaluation Feedback

- Review in January Vision, Mission, Values
- Need for Master Calendar for Board – checklist of review and obligations of Board. What and by when.
- Areas need for improvement based on evaluation – Board Goals – planning and Board relations.
- Also need for better job in Board Development.
- College advocacy – agreement doing well.
- ON same page with Student Success, TMC, Collaboration with K-12.
- Good community forums and board more aligned with each other and constituency groups and message of RHC.
- Guidance for Student Trustee as part of Board Development.

BOARD OF TRUSTEES EFFECTIVENESS SCALE

A. THE BOARD (Mission and Policy)		Rarely	Seldom	Sometimes	Often	Almost Always
1.	Annually reviews the District mission, vision, value and goal statement	1	3			
2.	Clearly has defined institutional goals with desired outcomes both short and long-term.			1	2	1
3.	The Board's highest priority is student learning and student success.				3	1
4.	Assess and is responsive to the community's education and service needs			1	2	1
5.	Comments & Suggestions					
	T1 - No Comments or Suggestions					
	T2 - No Comments or Suggestions					
	T3 - No Comments or Suggestions					
	T4 - I can only speak for may time on board					
	T5 -					
	ST -					

B. THE BOARD (Planning)		R	S	S	O	A
6.	Develops Board master calendar of priorities and the following:					
a.	Review of student success	1		1	2	
b.	All board governing policies & protocols		2	2		
c.	Review bench marks for student outcomes		1	2	1	
d.	Review RHC score card		1	1	1	
e.	Review board development	1	3			
f.	Presentations to the board			2		2
g.	Review & evaluation of Superintendent/President	1			1	1
7.	Members are knowledgeable and take an appropriate role in accreditation			3	1	
8.	Is involved in and understands the budget process and how adopted priorities are addressed within the budget		1	1	1	1
9.	Regularly assesses: a. educational programs,		2		2	
	b. initiatives,		2	1	1	
	c. pilot programs and services		2	1		
10.	Regularly identifies and evaluates its processes to support continuous improvement eg. Budget reduction task force, Superintendent/President hiring		1	1	2	
11.	Comments and suggestions					
	T1 - No Comments or Suggestions					

BOARD OF TRUSTEES EFFECTIVENESS SCALE

T2 - No Comments or Suggestions
T3 - We have not set appropriate Boards goals in these areas for the last two years.
T4 - No Comments or Suggestions
T5 -
ST -

C. THE BOARD (College Advocacy)

	Rarely	Seldom	Sometimes	Often	Almost Always
12. Actively encourages the professional development for and exploration of new and effective educational delivery methods	1	2			1
13. Is supportive of faculty, staff, and administration in their efforts to improve the delivery of educational programs and services				3	1
14. Acts an advocate for community colleges and RHC at the local, state, and national level				3	1
15. Shows its support for the District through members attending various events off campus			1	2	1
16. Is knowledgeable about the District's history, values, strengths, and weaknesses			2	2	
17. Comments and suggestions					

T1 - No Comments or Suggestions
T2 - No Comments or Suggestions
T3 - This area is a board strength, we might want to be more purposeful in specific areas; We may want to align and target key priorities with legislative conferences
T4 - No Comments or Suggestions
T5 -
ST -

D. THE BOARD (Board Development)

18. Is committed to increase trustee knowledge and skills,	r	s	s	o	a
			1	3	

BOARD OF TRUSTEES EFFECTIVENESS SCALE

- to meet trustee obligation, with goal of trustee effectiveness and overall board effectiveness
- 19. Attends workshops, conferences, and webinars, to keep up-to-date on college issues and improve board participation 1 3
 - 20. Attends various on campus activities to exhibit visible support 1 3
 - 21. Board members are punctual to and attend all meetings to conclusion 4
 - 22. The Board's directions to staff are based on a consensus of a majority of the Board. Individual Board Members do not assume authority 4
 - 23. Conducts it's meetings in compliance with state laws, including the Brown Act. 1 3
 - 24. Reviews agenda materials and is prepared for Board meetings 3 1
 - 25. New Board members, including student trustee, receive an orientation to rules and responsibilities and District missions and policies 1 3
 - 26. Comments and suggestions

T1 - No Comments or Suggestions
T2 - No Comments or Suggestions
T3 - We could be more purposeful regarding on campus event support.
T4 - No Comments or Suggestions
T5 -
ST -

E. THE BOARD (College Constituent Relations)	Rarely	Seldom	Sometimes	Often	Almost Always
27. Actively works to develop and maintain a positive working relationship with faculty, staff, and administration				4	
28. Understands the collective bargaining process and its role in the process			2		2
29. Demonstrates a good understanding of participatory governance and related processes			2	1	1
30. Expects and ensures that students are involved in the participatory governance process and board discussions			1	3	
31. Comments and suggestions					

BOARD OF TRUSTEES EFFECTIVENESS SCALE

T1 - No Comments or Suggestions
T2 - No Comments or Suggestions
T3 - Correct typo on question 29
T4 - No Comments or Suggestions
T5 -
ST -

R S S O A

F. THE BOARD (Community Relations)

- | | | | | |
|--|---|---|---|--|
| 32. Understands, appreciates, and is responsive to the diverse community which it serves | 2 | 2 | | |
| 33. Has processes in place for appropriately involving the community in relevant decisions | 1 | 2 | 1 | |
| 34. Encourages partnerships/linkages with k-12, outside agencies, and institutions and resources are distributed equally within the service area | 1 | 2 | 1 | |
| 35. Comments and suggestions | | | | |

T1 - No Comments or Suggestions
T2 - No Comments or Suggestions
T3 - No Comments or Suggestions
T4 - No Comments or Suggestions
T5 -
ST -

G. THE BOARD (Board Development)

- | | | | | |
|---|---|---|---|--|
| 36. Is committed to increase trustee knowledge and skills, to meet trustee obligation, with goal of trustee effectiveness and overall board effectiveness | 1 | 3 | | |
| 37. The Board's directions to staff are based on a consensus of a majority of the Board. Individual Board Members do not assume authority | 2 | 2 | | |
| 38. Conducts it's meetings in compliance with state laws, including the Brown Act. | 1 | 2 | 1 | |
| 39. New Board members, including student trustee, receive an orientation to rules and responsibilities and District missions and policies | | 3 | 1 | |

BOARD OF TRUSTEES EFFECTIVENESS SCALE

(Please rate yourself for the following questions)

- 40. Reviews agenda materials and is prepared for Board meetings 1 2
- 41. Attends workshops, conferences, and webinars, 1 2 1
to keep up-to-date on college issues and improve board participation
- 42. Attends various on campus activities to exhibit visible support 1 3
- 43. Board members are punctual to and attend 3 1
all meetings to conclusion

44. Comments and suggestions

T 1 - No Comments or Suggestions
T 2 - No Comments or Suggestions
T 3 - 36-39 is a repeat of 18-26
T 4 - No Comments or Suggestions
T 5 -
ST -

H. THE BOARD (Board/Relations)

- 45. Is committed to maintaining decorum and respect for colleagues 1 3
- 46. Encourages robust discussions, that are respectful in nature 1 3
and aim at moving the college forward
- 47. Openly accepts differences of views among board members 1 3
- 48. Has adequate information upon which to base decisions 1 3
- 49. Reaches decisions on the basis of study of all available 3 1
background data and consideration of the recommendation
of the Superintendent/President

50. Comments and suggestions

T 1 - No Comments or Suggestions
T 2 - No Comments or Suggestions
T 3 - No Comments or Suggestions
T 4 - Need to develop board cohesiveness; Need board retreat
T 5 -
ST -

BOARD OF TRUSTEES EFFECTIVENESS SCALE

	Rarely	Seldom	Sometimes	Often	Almost Always
I. THE BOARD (Board Relations/CEO Relations)					
51. The Board's delegation of administrative authority is clear to all parties and reinforced by the Board			1	3	
52. Articulates clear direction and expectations of Board priorities and provides support for implementation			4		
53. Respects the Superintendent/President's role and reinforces protocol			1	3	
54. Encourages a climate of mutual trust and support between them and the CEO				4	
55. Individual Board Members are available for regular review of agenda items, concerns, or emerging issues			1	2	
56. The Board follows the established systematic and objective ways of evaluating the Superintendent/President	1	1	1		
57. Comments and suggestions					

T 1 - No Comments or Suggestions
T 2 - No Comments or Suggestions
T 3 - Q55 should be in board development (personal section); Part of goals could include clear direction of priorities from board to Superintendent/President
T 4 - Have not evaluated College President since December 2011
T 5 -
ST -

J. The Board's greatest strengths are in the areas of:

T 1 - No Comments or Suggestions
T 2 - Strong commitment to student success/learning. Strong representatives of the community. Strong understanding of our
T 3 - No Comments or Suggestions
T 4 - Commitment to community and student success.
T 5 -
ST -

BOARD OF TRUSTEES EFFECTIVENESS SCALE

K. The Board could improve in the following areas:

T 1 - No Comments or Suggestions
T2 - Communication; Making time to meet and have proactive study sessions about pressing college issues.
T3 - We need to hire a consultant to help us with meeting all accreditations standards
T4 - Board cohesiveness; Develop Board goals; follow through with board requests
T 5 -
ST -

L. Emerging issues that may need to be addressed:

T 1 - No Comments or Suggestions
T 2 - Governance; Student learning priorities and budget alignment; Student support services; Succession/retirements
T 3 - No Comments or Suggestions
T 4 - Follow through on board direction; Possible new bond.
T 5 -
ST -

BOARD OF TRUSTEES EFFECTIVENESS SCALE

Trustee 3 -no response

Trustee 3 -no response

N/A

N/A

N/A

Trustee 2 no response

BOARD OF TRUSTEES EFFECTIVENESS SCALE

BOARD OF TRUSTEES EFFECTIVENESS SCALE

BOARD OF TRUSTEES EFFECTIVENESS SCALE

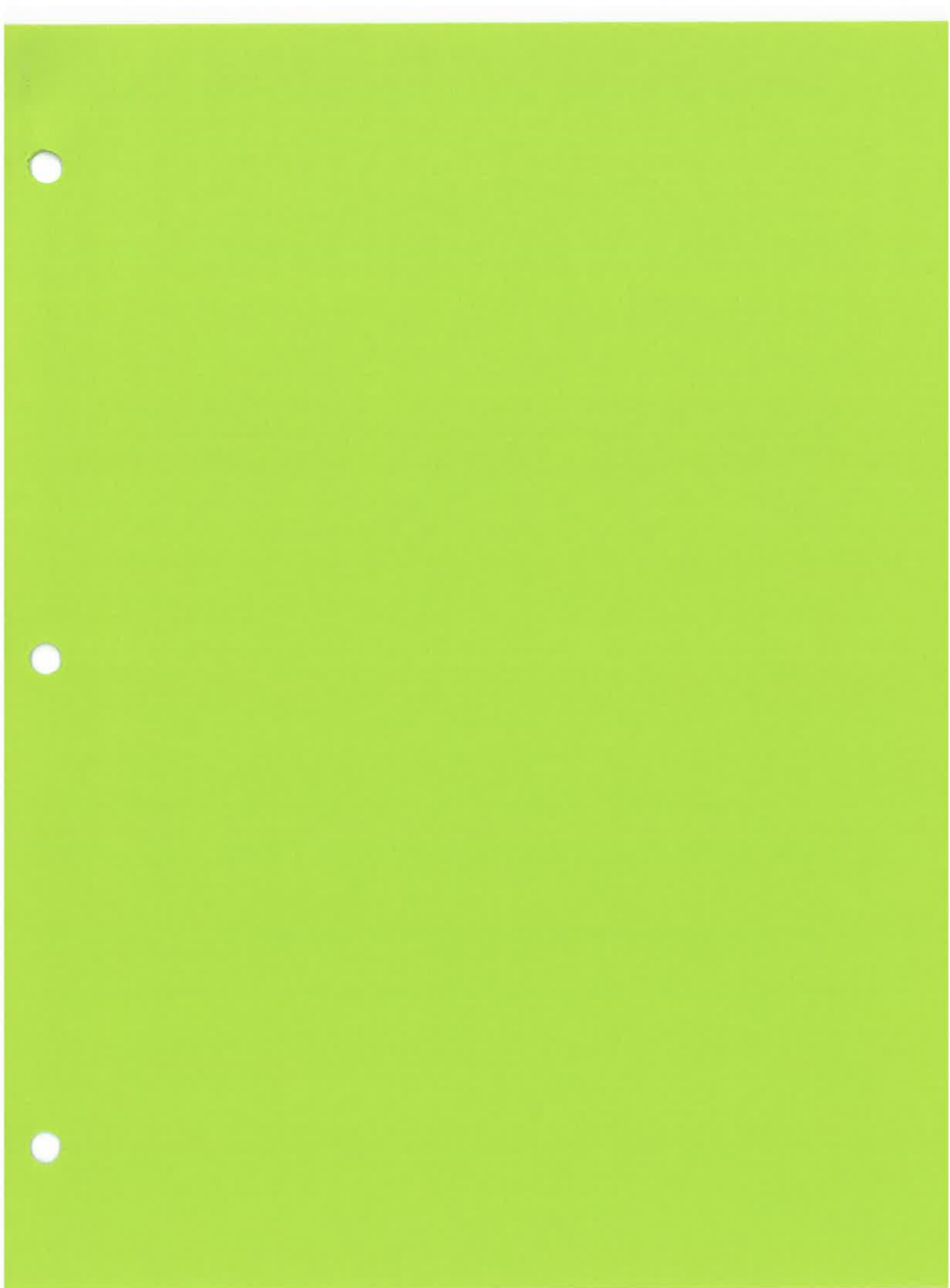
BOARD OF TRUSTEES EFFECTIVENESS SCALE

Trustee 4 did no respond

BOARD OF TRUSTEES EFFECTIVENESS SCALE

Trustee 3 - no response

Trustee 4 - no response





2014-2015

Board of Trustee Goals - DRAFT

- I. Actively participate on an ongoing basis in the accreditation process.
 - A. Assure board participation in the final steps of the 2014 Self-Evaluation.
 1. Review and sign the certification of the Self-Evaluation.
 2. Become knowledgeable about activities related to the Accreditation visit.
 3. Assure Board member presence throughout Self-Evaluation visit.
 4. Support campus efforts to respond to the preliminary report.
- II. Monitor, evaluate, and modify as needed the following ongoing Board responsibilities:
 - A. Board roles and responsibilities including Student Trustee.
 - B. Board President roles and responsibilities.
 - C. Board Ethics policy, protocols, and strategies for the Board to work together as a unit.
 - D. Emergency Preparedness / Crisis Management plans.
- III. Maintain an ongoing dialog related to the college governance process.
- IV. Ensure Professional Board Development.
 - A. Establish areas of Board expertise and support with development.
 - B. Assure representation by Board at conferences.
 - Share conference experience at Board meetings.
 - C. Strive to complete Community College League course in two years on how to be an effective trustee.
- V. Review & support Student Success Task Force implementation plan annually.
- VI. Formalize Board responsibilities.
 - A. Assure Board participation at on-campus activities.
- VII. Support ongoing training on sexual harassment prevention.



2014-2015
Board of Trustee Goals - DRAFT

VIII. Ensure campus adoption of college Code of Ethics Policy.

Potential Goals

Note – potential Goal – Increase the overall participation in the planning process.

Note for potential board goal – monitoring of outreach activities.

Note to include Community Forums as potential Board goal.

Note to explore potential meetings with board members from other areas. Also include other community organizations. Potential Board goal.

Note to include more opportunities for reflection, team building, and dialog. Potential Board goal.

Note - Potential Board goal related to monitoring and evaluation of college educational progress.

Consider to be more efficient – including less paper. Potential Board goal.