

**DESERT COMMUNITY COLLEGE DISTRICT
REGULAR BOARD MEETING
43500 MONTEREY AVE.
PALM DESERT, CA 92260
THURSDAY, FEBRUARY 14, 2013
MINUTES**

- I.** Chair O'Neill called the meeting to order at 9:30 a.m. and asked Trustee Marman to lead the pledge of allegiance.
- II.** President Kinnamon called the roll:
Present: Becky Broughton
 John Marman
 Michael O'Neill
 Mary Jane Sanchez-Fulton
 Bonnie Stefan
- Not-Present: Student Trustee Andrew Campbell (Mr. Campbell joined the meeting after Closed Session)

III. AGENDA:

A. CONFIRMATION OF AGENDA:

There were no additions, corrections, or deletions to the agenda of the regular meeting of February 14, 2013 and the agenda is confirmed.

IV. CLOSED SESSION

CONFERENCE WITH LABOR NEGOTIATOR, Pursuant to Section 54957.6; unrepresented groups & labor unions on campus include CTA, CODAA, and CSEA; Agency Designated Representative: Mr. Stan Dupree

V. OPEN SESSION 10:15 a.m.

No reportable action taken in closed session.

VI. PUBLIC COMMENTS:

Student Trustee Andrew Campbell read the Black History Month proclamation.

Student Eleanor Campbell read the Women's History Month proclamation.

There were no other requests to address the Board.

VII. APPROVE THE MINUTES OF:

There were no corrections to the minutes of the Special meeting of December 31, 2012 and they stand approved.

There were no corrections to the minutes of the regular meeting of January 18, 2013 and they stand approved.

VIII. REPORTS

1. ASCOD: John Arroyo, ASCOD President, was not present.
2. COLLEGE OF THE DESERT ALUMNI ASSOCIATION: Gene Marchu, Alumni Association Executive Director, was present and gave his report. His report will be included with the minutes.
3. CSEA: Lauro Jimenez, CSEA President, was present and gave a brief report. The full report will be included with the minutes.
4. COLLEGE OF THE DESERT FOUNDATION: Jim Hummer, Foundation Executive Director, was present and gave a brief report.
5. ACADEMIC SENATE: Zerryl Becker, Senate President, was present and gave a brief report. The full report will be included with the minutes.
6. FACULTY ASSOCIATION: Gary Bergstrom, Faculty Association President, was present. He did not give a report but had sent a written report which will be included with the minutes.
6. C.O.D.A.A.: David Bashore, Adjunct Association President, was not able to be present. His report will be included with the minutes.

Trustee Broughton attended or reported on the following:

- Attended the Palm Desert Library grand re-opening
- Attended the Palm Desert Rotary 2013 Man of the Year luncheon honoring former COD President Bill Kroonen
- Attended the agenda review meeting
- Attended an East Valley Friends and Alumni meeting. Their two projects this year are; researching the Sun Bus relationship, and working on the annual College is for You for the valley 6th graders
- She hopes to see you at the fair

Trustee Marman submitted a written report. He added that he attended a meeting with Sister Cities, Ixtapa Zihuatanejo. They sent some dignitaries to talk to the City of Palm Desert. We are working closely with them on our fire academy and their bombero program, and have done some things with artists that traveled here. He attended some FLEX events. He also referenced a news

article about free online courses. There was a very interesting FLEX presentation on this subject. This presenter said that in the future one-half of the existing colleges will be gone. We have to start looking at how we can work together with some of these other colleges. The article said many leading universities have been offering free digital variations of their most popular courses, allowing tens of thousands of students to take a class at the same time. He thought that if someone had a degree that said “in conjunction with Stanford” it would be more important than just from College of the Desert. He would like to bring this speaker back to talk to the college about what he would do if he were here and how we can get ahead of the curve.

Trustee Stefan reported on the following:

- Attended some of the evening FLEX activities
 - The International Students presented on the challenges they have, how those challenges are met, things that have happened to them. It was very enlightening.
 - “Inspiring Your Students” – they had been told at her school they have to change the way they teach and are no longer teaching students to respond with a, b, c, d/multiple choice. This presentation gave her insight into different ways to mind map and help the students think. She also had the opportunity to be in the tutoring and Academic Skills Center. She had never been there before. She was able to talk to the students that help with tutoring and find out how the center is operated.
 - Annual Adjunct Awards Dinner and she commented on what a great event this was.
 - The grand opening of a new pharmacy in Coachella. It was nice to meet the new proprietors and talk with them about ways to help students and get the children involved.
 - Cash for college night at a local high school
 - Met the new superintendent of Desert Sands Unified School District.
 - The Spring Scholarship Reception hosted by the Foundation. This was a great opportunity for donors and scholarship recipients to meet each other and for the students to learn why that donor donated money for someone’s education.

Trustee Sanchez-Fulton commented her learning curve is going great and she thanked the Board, staff, faculty and President and everyone that has been mentoring and training her. She attended the following:

- The 2013 Citizen of the Year Award Luncheon honoring Bill Kroonen. She values all the work Dr. Kroonen did. She had a chance to sit with our COD Foundation members and distinguished elected officials.
- COD Foundation Scholarship event – she thanked the Foundation Board members for stepping up and supporting COD. It was a memorable event with our students giving testimony.
- The Community College Leagues of California Effective Trusteeship Workshop. She distributed a manual and a power point from the conference to the members. She learned the process of how to approach financial responsibility with an active moral compass. She hopes to have further discussion on best practices. She read from the manual “The Board of Trustees and the CEO share the responsibility to ensure the community college district enjoys physical (*sic*) health and stability. The Board is responsible for setting

fiduciary policy and monitoring compliance with laws, standards and policies. They do this on behalf of the public.”

- State of the Transit Report luncheon – They focused on “transportation makes America work” - helps us educate, gets us to work, pathway to opening doors. Ridership has increased and she thanked the Alumni Association for providing bus passes for our students.
- Desert Hot Springs Women’s Club annual scholarship luncheon. They gave over \$3,000 to local students going to college.
- Desert Hot Springs Chamber of Commerce and the keynote speaker was Congressman Raul Ruiz, who mentioned educating our future workforce.
- FLEX workshops – she thought they did a fantastic job putting this together.
- Pathways to Success Scholarship event
- College Planning Council meeting
- ASCOD meeting
- A COD financial aid workshop

She is participating in a basic financial aid workshop in Desert Hot Springs at the Boys and Girls Club. They are partnering with Pathways to Success. She thanked Adrian Gonzales for helping her with the materials. They have had 30 families RSVP so far. She looks forward to working with everyone for the betterment of COD in a constructive, non-partisan cooperation.

Student Trustee Campbell attended the following:

- The Sunnylands Tour during FLEX
- COD Adjunct Award Ceremony
- Meet the faculty
- Chairing the March in March event - many of our student leaders attending the committee meetings. The plan is to take 100 students to Sacramento. He thanked Trustee Sanchez-Fulton for attending the March in March meeting.
- Spring Scholarship event – students had the opportunity to meet the donors and it was a great event.
- Met with Dr. Kinnamon about the general use computers and Dr. Kinnamon reported to him there will be 12-15 additional general use computers for students. He thanked Dr. Kinnamon.

Trustee O’Neill congratulated the FLEX committee. It was a great FLEX. He thanked the Alumni Association for sponsoring the employee recognition. He also thanked Bina Isaac for introducing him to some of the vendors at the Tech Luncheon. The former police chief of Palm Springs was there and is now working for a project we approved at last month’s board meeting – the early earthquake warning system housed on the COD campus. He thought we may want to have more information in the future about this.

He attended the FLEX visit to Sunnylands and asked where we are going to go with this. He’d like a better understanding of how Sunnylands would like to partner with the college. He attended the CCLC Trustee Conference with Trustee Sanchez-Fulton and Dr. Kinnamon. He

commented that Dr. Kinnamon is very well known, well liked and respected. Many people congratulated Michael on having Dr. Kinnamon here at COD.

He highly recommends that the board attend as many of these events as they can. One event a year would be very helpful.

He distributed a handout titled “Board and CEO Roles”. This is a very comprehensive document on the duties of the Board and President and what they should and should not do. He thought this could be added to the Board’s self-evaluation. Trustee O’Neill asked if we have a reference section with copies of these types of documents. The Office of the President has a number of reference documents for Trustees.

Trustee O’Neill also attended the Palm Desert Library grand re-opening, the Central Campus Redevelopment meetings, the Citizen of the Year for Dr. Kroonen and the Board agenda review meeting.

He was unable to attend the Scholarship event but was pleased to see the article in the paper. He commended the Foundation for this event.

Trustee Sanchez-Fulton asked to comment on a number of events in dramatic arts;

- The Vagina Monologues on February 22, 23, 27 in the Pollock Theatre
- Cup of Happy will be having a reception on February 20 for the artists

President Kinnamon thanked the Board for the time they take to participate in college activities. He was pleased about the time spent today talking about students, student success and educational issues. This is where we want to be focused and it is a very positive message for us to send.

He also commented that there are many faculty and staff that we don't see on a regular basis and he wants all of them to know he appreciates all of their hard work. He also thanked Stan Dupree for all his work on providing professional development opportunities. The college plans to continue with these professional development opportunities in areas staff feel are valuable to them. We are continuing to move forward on our work on enrollment management and our student success initiatives.

IX. CONSENT AGENDA:

A. HUMAN RESOURCES

1. Proposal from CODAA to DCCD – 2nd Reading
2. Employment Group C Appointments
3. Volunteer
4. Initial Proposal from CSEA to DCCD

B. FISCAL SERVICES

1. Purchase Orders and Contracts for Supplies, Services & Construction
2. Warrants
3. Payroll #7
4. Out-of-State Travel
5. Change order #1 – Communication Building Project – Best Contracting Services
6. Revenue Generating Agreement

Motion by Andrew Campbell, second by Bonnie Stefan, to approve the consent agenda as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

X. ACTION AGENDA

A. BOARD OF TRUSTEES

1. Proclamation: Black History Month

Motion by Mary Jane Sanchez-Fulton, second by John Marman, to approve the proclamation as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

2. Proclamation: Women’s History Month

Motion by Andrew Campbell, second by Bonnie Stefan, to approve the proclamation as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan

No: None

Absent: None

Abstain: None

Motion carried unanimously.

B. PRESIDENT

1. Recommendation for naming of Garrow Athletic Quad

Motion by Bonnie Stefan, second by Andrew Campbell, to approve the recommendation as presented.

Discussion: Trustee Broughton commented that she thinks this is a great idea and she thanked Trustee Marman for presenting this previously. It’s wonderful to have a chance to say thank you to donors who have given us money in the past and continue to honor a commitment. She thanked both Trustee Marman and Dr. Kinnamon for making this work. Trustee O’Neill said he had the opportunity to speak with Char Whitaker, an Emeriti faculty member and the daughter of the Garrow’s, and she was extremely excited about this happening. The Garrow family has contributed a great deal of money to the college through the years. He also thanked Trustee Marman for initiating this.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan

No: None

Absent: None

Abstain: None

Motion carried unanimously.

2. Recommendation for naming of Wright Tennis Center

Motion by Andrew Campbell, second by John Marman, to approve the recommendation as presented.

Discussion: Trustee Broughton commented this is a wonderful opportunity to say thank you. She also hopes it encourages donors to the college and the commitment is a forever one.

Trustee O'Neill commented that the Wright Gymnasium was named for the contribution the Wright family had made and that the gym is now being torn down. The new tennis courts going into that area will assume the name of Wright. Trustee Marman said as these types of changes are made to the campus it is important not to forget the people that helped.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

C. HUMAN RESOURCES

1. New Appointment - Leadership

Motion by Andrew Campbell, second by Bonnie Stefan, to approve the leadership appointment as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

2. Approval to hire Independent Contractor

Motion by Becky Broughton, second by Andrew Campbell, to approve the hiring as presented.

Discussion: Trustee Broughton thanked Dr. Kinnamon for bringing this back. Dr. Kinnamon commented we went through the review process with the athletic commissioner. Staff developed a report on how we would make sure we stay in compliance. One of the ways to do so was to create another set of eyes to ensure we are looking at everything and doing our due diligence. This person will report to the President. He hopes this demonstrates to the community and the

commission that we are serious about being accountable and doing what is right. He looks forward to finding the most talented person to help us ensure that compliance in our athletic programs occurs. Trustee Broughton thinks it important that this person be a person of integrity that is respected by the community and is knowledgeable about the area.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

D. FISCAL SERVICES

1. Budget Transfers

Motion by Andrew Campbell, second by Bonnie Stefan, to approve the budget transfers as presented.

Discussion: None.

Vote

Yes: Andrew Campbell Becky Broughton, John Marman, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

2. 2012-2013 CCFS-311Q / Quarterly Financial Status Report

Motion by John Marman, second by Andrew Campbell, to approve the 311Q and Quarterly Financial Status Report as presented.

Discussion: Trustee Sanchez-Fulton asked what this is and is it tied to accreditation. Dr. Kinnamon explained this is a report submitted to the Chancellor’s Office. It is tied to accreditation because when the commission is looking at the solvency of a college it is important we are able to demonstrate we are in good fiscal standing.

Vote

Yes: Andrew Campbell Becky Broughton, John Marman, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan

No: None
Absent: None
Abstain: None

Motion carried unanimously.

3. Destruction of Class 3 Records

Motion by Bonnie Stefan, second by Andrew Campbell, to approve the destruction of class 3 records as presented.

Discussion: Student Trustee Campbell asked what are we legally allowed to destroy. Wade Ellis, Director, Fiscal Services, explained that College of the Desert has not formally destroyed any records since its origination. This is the first time it is coming to the board. As part of the Bond project the existing warehouse is being destroyed and these records are currently housed there.

We have an imaging project currently underway and we started looking at the records we would be keeping/imaging and those that have no relevance would be destroyed. The records we are talking about today are those that have no relevance and are classified as the third class of records. There is no need to keep those. The records we are keeping will be imaged and kept on our server. Those records that were done on microfiche are being transferred over to our new imaging project. The records we've chosen to destroy now will be destroyed on campus. The company will come here, shred them right here so no records leave the campus. Those shredded documents will then be recycled.

Trustee O'Neill said he has been in the warehouse and it is time for this to happen. Mr. Ellis said once this process is completed there will be no need to keep hard copies of these types of records. Any records that are permanent will be scanned and stored that way. A scanned copy of the record becomes the official record. He estimates for the next seven years these will be coming to the board annually.

Trustee Marman asked about the asbestos records. Mr. Ellis explained these have been handled and the final copies will be scanned and kept. The summaries are being destroyed. We have all the time sheets ever created - all those time sheets lead to a W-2 and all we are required to keep are the W-2's.

Trustee Broughton appreciates the comprehensive list. Her concern was not whether we were destroying the sheets of who called in, but that we had some sort of redundancy in our student records.

Vote

Yes: Andrew Campbell Becky Broughton, John Marman, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None

Absent: None
Abstain: None

Motion carried unanimously.

4. Notice of Completion – Math Science Technology Center Landscaping Project – Marina Landscaping, Inc.
5. Notice of Completion – Math Science Technology Center Electrical Project – Baker Electric, Inc.
6. Notice of Completion – Math Science Technology Center Demo/Earthwork/Grading Project – FM & Sons, Inc.
7. Notice of Completion – Athletic Facilities – Central Plan Demolition and Salvage project – Interior Demolition, Inc.
8. Notice of Completion – Math Science Technology Center Concrete Project – K.A.R. Construction, Inc.
9. Notice of Completion – Math Science Technology Center Plumbing Project – Kincaid Industries

Motion by Andrew Campbell, second by Bonnie Stefan, to approve the Notices of Completion items #4 through #9 as presented.

Discussion: Trustee Marman asked if all the notices of completion could be motioned and voted on together.

The members agreed to combine #4 through #9.

No further discussion.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

10. Notice of Intent to Award Contract for Visual Arts Building Project – Bid Packages 1 through 20

Motion by Bonnie Stefan, second by Andrew Campbell, to approve the Notice of Intent to Award Contract as presented.

Discussion: Trustee Broughton pointed out this item includes bid packages 1 through 20. Trustee Marman asked if these were all the low bids. Mr. Ellis said they are the lowest qualified bids.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

11. Change Order #2 – Math Science Technology Center Project – Baker Electric, Inc.

Motion by Andrew Campbell, second by John Marman, to approve the Change Order as presented.

Discussion: None.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O’Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

E. ACADEMIC AFFAIRS

1. Articulation agreement

Motion by Bonnie Stefan, second by Becky Broughton, to approve the Articulation Agreement as presented.

Discussion: Trustee Broughton commented this is a wonderful opportunity to offer student success to our local high school students. It appears we are building a bridge to give students an

opportunity to get college credit for their high school work. It brings them in and shows them they can do college work.

Trustee Sanchez-Fulton commented it is important to give our local students priority.

Dr. Kinnamon commended Dean John Jaramillo and his staff for working to make this happen. We are always looking at ways to continue to reach out.

Trustee Broughton thinks we need to remember our feeder schools are not only the physical schools, but includes those students that are home-schooled.

Trustee Marman thanked Dean Jaramillo for all his hard work in this area. Most high schools have a school to career program they are very proud of and we are teaming up with them.

Trustee O'Neill agreed with the other's comments. This seamless transition is wonderful. It will shorten a students' time here, get them career trained and job ready.

Trustee Stefan is pleased to see we are doing this with Cathedral City High School. Trustee O'Neill asked if we are connecting with the programs in the new high school and Dean Jaramillo confirmed we are.

Vote

Yes: Andrew Campbell, Becky Broughton, John Marman, Michael O'Neill, Mary Jane Sanchez-Fulton, Bonnie Stefan
No: None
Absent: None
Abstain: None

Motion carried unanimously.

XI. ITEMS FOR DISCUSSION

1. Ethical Conduct and Board Disciplinary Policy and Procedure

Trustee O'Neill explained this topic was discussed at the Board Chair workshop training recently in Sacramento. The League felt strongly that all Board's needed to review their Board Ethics and Standards of Practices and the enforcement of the policy and procedure. After reviewing ours and those from other colleges we seem to be okay with the policy but the procedure is weak. He is suggesting a subcommittee of the Board to review the procedure. Trustee Broughton volunteered, as did Trustee Sanchez-Fulton. Trustee O'Neill will work out a method so that both Trustees can participate without violating the Brown Act.

XII. SUGGESTIONS FOR FUTURE AGENDAS

Trustee Marman suggested:

- More information regarding college credit from higher institutions

- Report on KCOD
- Comprehensive report from our Security Director on costs associated with having some armed security officers.

Trustee Stefan suggested:

- In-depth report on new Human Resources laws coming out.
- Update on where we stand with the HSI grant and others
- Report on what ROP/COD/Adult Continuing Ed high school

Trustee Sanchez-Fulton suggested:

- Would like to see a subcommittee set up, with student involvement, to discuss transportation issues for students.

Trustee Broughton suggested:

- Follow up report on the athletic changes we've made

Trustee O'Neill suggested:

- Look at academic calendar - 6 week winter break

Student Trustee Campbell had no requests.

XIII. BOARD COMMENTS

Student Trustee Campbell: He encouraged faculty members to excuse the students that want to attend the March in March event.

Trustee Sanchez-Fulton had no additional comments.

Trustee Broughton: She has recently learned that the COD Foundation acts as a guardian for scholarships given to our students. There was a small clerical problem with the Dollars for Scholars Magic Carpet scholarship. She thanked the Foundation for clearing this up and for shepherding this money from the generous people in our community to the appropriate students.

Trustee Marman: He said there was some publicity in the paper recently for our softball tournament for breast cancer. Two of the local high school coaches played here and now have breast cancer. Their girls were here during the tournament and COD wore pink uniforms and pink socks. They raised a lot of money. It was good to see the community get behind it.

He also commented that a few months ago a local transportation company donated transportation for student athletes to go to the FIND food bank and work. He thought it important that people know our students do get involved in the community.

Trustee Stefan: She brought chocolate hearts for those that presented.

Trustee O'Neill: He expressed concerns about the scholarships. He thought they went through the financial aid office. Trustee Broughton thought the community scholarships have to be formalized before going to financial aid. Financial Aid gets the money but someone has to be in touch with the donors, and that is the Foundation. Mr. Gonzales said he can provide information on how this is handled, but said it is a partnership between the Foundation receiving the money and the Financial Aid office distributing the money.

XIV. CLOSED SESSION

- 1. CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION:**
Section 54956.9 (b)(c) Specify number of potential cases: 4
- 2. CONFERENCE WITH REAL PROPERTY NEGOTIATORS:** Property: Parcel
Numbers: 656-040-039
Agency Negotiator or Designee: Dr. Joel Kinnamon
- 3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE : 1**
- 4. PUBLIC EMPLOYEE PERFORMANCE EVALUATION:**
Superintendent/President

XV. ADMINISTRATIVE REPORTS

1. President

a. Quarterly Budget Update by Wade Ellis

Wade Ellis, Director, Fiscal Services, reviewed the quarterly budget handout with the members. He said we are on target, doing great and will continue to keep the costs in place.

Trustee Marman commented that you might see an 8% increase in supplies and materials, but it wasn't a big number to start with. Mr. Ellis confirmed this. Trustee Marman asked if we have received any of the Prop 30 monies. Mr. Ellis said we haven't as the state is still discussing how the money will be spent.

Trustee Sanchez-Fulton asked if Mr. Ellis was up to date on the new laws on adult basic ed. He said he is not but would rely on the Deans to tell him where that issue lies.

b. Schematic Design | Central Campus Redevelopment Project by LPA Architects

Steve Renew, Director, Facilities, gave the members some background on the Central Campus Redevelopment project. We had put in a request to the state for funding and were approved but for the last 4 years there has been no funding to support the project. We determined a year ago we could not wait for the state to fund this project. We did a study about a year ago by measuring all the space we have in the existing multi-agency library. An independent library consultant reported the program would fit into the existing building plus a little space. It worked out that the existing Hilb building and the old registration center are of the size needed. The

existing Administration building and Liberal Arts were of a size that all the administrative programs will fit. We will use the matching funds from our Bond program and gave up the state funds and are able to use some contingencies from savings on previous projects.

Mr. Renew introduced the LPA Architect team of Silke Frank, Wendy Robison and Steve Flanagan. Ms. Frank reviewed a power point presentation with the members. LPA will return in April with design/development to show more detail on the finishes and the exterior of the Hilb.

Trustee O'Neill asked that the names of the donors need to be included in the new library. He also mentioned possibly moving the Emeriti names to someplace in one of the buildings.

Trustee Sanchez-Fulton asked if the user groups are open to the students. Ms. Robeson commented that in the past they have invited students to observe but not participate. Ms. Frank also noted that LPA provided 2 copies of the presentation and they will be available in the President's Office if any members want to view.

Trustee O'Neill said it has been a pleasure working with LPA and thanked them. He also noted they have done this on an extremely short timeline.

c. Accountability Reporting for the Community Colleges (ARCC) report by Bina Isaac

Bina Isaac, Dean, ITIR, presented a power point on the Accountability Reporting for the Community College (ARCC 2012 Report). She reviewed each of the 8 performance indicators with the members:

1. Student Progress and Achievement Rate: We have improved over previous years and are doing better than the average in the peer group rate, but are slightly below the state rate.
2. Percentage of Students who earned at least 30 units: We are slightly below our previous year's benchmarks, but are doing better than the average peer group rate and better than the state average.
3. Persistence Rate: College of the Desert is doing extremely well in this area.
4. Annual Successful course completion rate for credit vocational courses: We are slightly below previous years and below both the peer group and state average. It is thought these might be basic skills students who are taking classes in vocational courses and not completing them.
5. Annual Successful course completion rate for credit basic skills courses: We are slightly below last year but above the peer group average and the state average.
6. Improvement rates for credit basic skills courses: We have maintained a consistent percentage but are below both the peer group rate and the state average.

7. Improvement rates for credit ESL courses: We have had a drop in this area but are doing better than both the peer group and the state average. This was the coding change the state mandated.

8. Career development and college preparation (CDCP) progress and achievement rate: This is a newer indicator and we do not have a comparison with the peer group or the state rate. College of the Desert has remained constant.

Ms. Isaac reported that of the first 7 indicators we are doing well in 5 of them and slightly below the peer group average in the other two. This is because of all the good work done with all the oncourse assistance in the math labs and the summer bridge programs we have been offering.

Trustee O'Neill thought we used this in the planning process and Dean Isaac confirmed we do. Trustee Marman commented that it points out problem areas. Trustee O'Neill said overall we are not having major problems and compared to the state average we are where we should be. Dean Isaac confirmed we are not having any major problems.

Trustee Broughton asked if this reflects the number of ESL students we have that speak another language but heard English at school or an ESL class for a student that just arrived in this country having never spoken English. Dean Isaac said we haven't done this but we could. Trustee Sanchez-Fulton said that K-12 does it and she thought that Juan Lujan had that information.

Dean Isaac thanked Emila Rahimic for all her work in putting this information together. The members thanked Dean Isaac for the information

d. Nursing Program Change in Admission Policy – Dr. Leslie Young

Dr. Leslie Young, Dean, School of Health Sciences & Education introduced Professor Margaret Rose, a fourth semester RN faculty and the Assistant Director and Chair of the RN Program.

Dr. Young referenced Trustee Marman's request to address the issue of how we choose the 30 seats out of the 200 applicants every semester. This is not a change in the requirements for the certificates or the degree, nor is it a change in the pre-requisites. This only changes the way we choose the 30 seats.

Years ago we ranked students to get in and the Chancellor's Office decided that violated open access because it was discriminatory against the open access policy. In 2002 there was a report published based on a study to validate the pre-requisites required, the eligibility and the process for determining those seats in an impacted nursing program. This is all legislated and is part of AB 1559.

In 2006 they required us to use those entrance eligibility requirements and the lottery system, which is really just a randomized number system. In 2009, the Chancellor's Office sent a memo which gave nursing programs the option to abandon the lottery system and elect to use the multi-

criteria system. Our nursing faculty decided they wanted to see what other nursing programs were doing and how they did it. We have been monitoring other programs and this last fall COD's nursing faculty decided on a multi-criteria system. Dr. Young distributed two handouts; the letter from the Chancellor's Office outlining the model for the multi-criteria screening process, and our multi-criteria selection process.

Dr. Young referenced the letter from the Chancellor's Office, which notes 5 areas and we must give points in those 5 areas. Our nursing faculty decided on the weight given to each area. We do have leeway in how we define those areas. The nursing faculty had extensive discussions to determine what they thought were important areas to weigh more heavily than other areas. It does weigh a 4.0 GPA quite heavily. This is something both the Board and the community have wanted us to do. This validation study does not indicate that a 4.0 student entering a nursing program is any more successful than a 2.5 student entering the program. The minimum GPA to get in is a 2.5. The other programs that use this multi-criteria have not indicated an increase in success rates, pass rates or retention rates. It doesn't matter what system we use, we have more eligible, qualified students trying to get in than we have seats for. Unfortunately, we will still miss excellent students. After the criteria was decided our nursing faculty took the files of successful students in our program now and half of them would not have gotten in.

Trustee Marman asked if we had a system for locals to be considered. Dr. Young said this would fall under section 3 called "Life Experience or Special Circumstances". When this was presented to the Ed Policies Committee they recommended that nursing identify the health care academy in #1 as a local health care academy, which would give preference to the Coachella Valley high school health care academy students. We have always given preference to local students as that is what the hospitals asked us to do when they were hiring.

There are four things that contribute to the decision as to how large our nursing program is. One is faculty, and they are very difficult to recruit as they can make more money in the local hospitals. The second is space in our local clinical health care facilities. We are no longer the only local program so we are sharing clinical space in the hospitals. The hospitals are restricting to seven students to a floor or unit. The third is budget because our ratios are low, which makes it an expensive program. The fourth consideration is the labor market. Years ago our students were hired before they completed their courses. This is no longer true, as while there is still a nursing shortage, there is not a shortage in the Coachella Valley. The local hospitals also want their floor nurses to have BSN's. Students can get their BSN's at Cal State. We have a pathway developed between COD and the program at Cal State called the RN to BSN program.

Trustee O'Neill asked if the lack of jobs is due to people moving here or do we have an overabundance of nurses because of our program and the others in the valley. Dr. Young explained it is because the local nursing workforce is not retiring as expected because of the economy and the second reason is because much of the bed space in the hospital is used by elective surgeries. When people don't have jobs or insurance they don't elect to have surgeries.

Professor Rose said there is definitely a nursing shortage but not a shortage of new nurses. The experienced nurse is what the ICU's, operating rooms, and emergency rooms are looking for and

this affects our graduates as well. The number of new nurses they hire each semester is no different than 20 years ago.

Trustee Marman asked if the way we choose candidates for the LVN program is different and is there a need for LVN's. Dr. Young said the LVN program is not impacted and most applicants are accepted. There is a need for LVN's but the need is not as great as for RN's. San Jacinto has just closed their LVN program. We have 24 in our LVN program. This program is an excellent avenue to get into the RN program. We offer a transition "LVN to RN program" so if they have an LVN license they can apply to our transition program, which is also not impacted., complete that one semester and then enter as an advanced placement RN student in 3rd semester. The pre-requisites for the LVN and RN program are different because they have different boards. If we had a student entering the LVN program that is interested in the RN program we try to counsel them about the RN pre-requisites.

Trustee Marman asked if there is a fitness requirement. Dr. Young said there is information in their catalog called core performance standards, which details Physical Demands, Senses, Attitudes/Aptitudes. He appreciates knowing the process.

Dr. Young said this new process will be in effect in Fall 2014. We must post it on our website for one year in order to give students, who are here under the old catalog requirements, the time to take advantage of the selection process. Trustee O'Neill asked if we could run a dual. Dr. Young thought it might be possible and they will look into it. Dr. Young asked for the Board's feedback on any thoughts they might have. Trustee O'Neill referenced the criteria handout and thought it a very transparent process. Professor Rose also said the students have had input and think this new process is more fair. There will always be students who are eligible and would be great nursing students that will not get in.

Student Trustee Campbell commented he too has heard many comments from students about the lottery system. He feels this is fairer and thanked Dr. Young and Professor Rose for the presentation.

Trustee Sanchez-Fulton asked if we work with the Borrego Health Care District. Dr. Young said we have an excellent relationship with the Inland Regional Health Care District. They have donated to our program, we have an endowment from them for our Director of Nursing, and they have purchased equipment for our skills lab.

Trustee O'Neill thanked Dr. Young and Professor Rose for this excellent presentation. He said it is nice to be focused on students. Dr. Kinnamon also thanked them and thanked Dean Isaac for the earlier presentation.

e. Accreditation Update

Dr. Kinnamon thought he might have information to share but did not receive what he was expecting. Trustee Stefan asked if the National Nursing Accreditation verification could be included at the same time.

2. Interim VP Adrian Gonzales

Mr. Gonzales updated the members on federal grants. With sequestration being discussed at the federal level our federal grants are looking at their dollar amounts. If sequestration does happen there is the possibility of a 5% cut automatically they would have to deal with, and with some programs it could be as much as 8%. We have begun to look at our grant programs to see how they would be impacted. It wouldn't go into effect until next year but we are preparing to see what the impact will be.

There is a lot of great activity in student affairs regarding grant activity and this will be presented to the Board at a future meeting.

Trustee Sanchez-Fulton asked if we could have a brief update on areas like ESL, Nursing, and Automotive. Dr. Kinnamon suggested we could incorporate these topics into our calendar and predetermine when it will come to the Board. This will give staff an opportunity to prepare.

XVI. ADJOURN

Motion to adjourn at 3:15 p.m. .

By: John Marman, Clerk

Governing Board Report

Michael O'Neill

February 14, 2013

This past month was a very busy month filled with many events and meetings to attend. The following is summary of some of those meetings and events.

FLEX. Congratulations to the Staff Development Committee of the Senate for creating another varied and extensive FLEX. Unfortunately I was not able to attend as many of the events as I would have liked. I did attend the following:

- The President's Message and Employee Recognition. Thank you Dr. Kinnamon for your enlightening and motivating presentation. Thanks to the Alumni Association and Mr. Gene Machu for funding the Employee Recognition event which allows us to recognize and demonstrate our appreciation to staff, faculty and management for their years of service to the students and the DCCD.
- The Tech Luncheon and Fair. Thank you to Dean Isaac and the ITIR staff for coordinating this event. I was able to talk with various vendors regarding their products.
- The Sunnylands Retreat. The opportunity to tour this estate and to better understand the relationship to world history was a special event. I am anxious to see how DCCD/COD and Sunnylands will develop a cooperative working relationship.

From January 25 to the 27 I attended the Community College League of California Annual Trustee Workshop. Dr. Kinnamon and Trustee Sanchez-Fulton also attended. I found the conference to be extremely informative. I will be sharing a variety of materials with the Board at the February meeting as well as leading the discussion of topics and policies that the Board should review based on information received at the Board Chair Training Workshop.

I attended the Palm Desert Library Reopening Celebration. The results of this collaborative renovation are impressive. The DCCD/COD has been, and continues to be, an important part of this multi-agency library serving the community.

The Central Campus Redevelopment Committee continues to make impressive progress to design and then rebuild the core of the Palm Desert Campus. The Board will have a detailed presentation at the February meeting including the preliminary plans approved by the Committee.

I was fortunate to attend the Palm Desert Rotary 2013 Citizen of the Year Luncheon honoring Dr. William Kroonen. It has been my pleasure and honor to have worked with, and been a friend of, Dr. Kroonen's for many years. He has been an outstanding contributor to so many organizations in the Valley and in particular College of the Desert. He is an exceptional person and extremely deserving of this honor.

And I participated in the Agenda Review meeting to review and prepare the agenda for the February Board of Trustees Meeting.

Michael O'Neill
Board Chair

John Marman

- Art reception for desert ARC
- PD Rotary Citizen of the year luncheon for past COD pres. Bill Kroonen
- Attended COD Foundation two day retreat
- Two days of Flex [more later]
- Meeting between the Iron Horse Marines and Donnie Prince
- Re opening of PD Library
- Pathways to success reception
- NFL Luncheon
- Meeting with dignitaries from Mexico and PD

Faculty Association Report February 2013

Greetings board,

The Positives:

- Lisa Soccio reports that the Marks Art Center opens a new exhibition next week, entitled "Picture Stories: Representing Desert Life" (February 19 – March 21); the reception is Wednesday February 20, 5-7 p.m., featuring musical entertainment by COD student James Gastelum and friends, and will be followed by SafeHouse of the Desert's Cup of Happy Open Mic from 7-9:30 p.m. Scheduled as kick-off to the fourth annual regional Desertscares event series, "Picture Stories" is a Desertscares exhibition in three parts, which together illustrate how art can connect with issues and curriculum throughout the college and the community, from health education to ecology to the social sciences and humanities. "Memento Mori: Life, Death, and Other Desert Stories" will feature artwork made by COD art appreciation students--their projects comprise powerful narratives about the daily lives of our students and our community, and how the study of art facilitates recognition of meaning and value. Second, "Illustrating Healthy Living: It's Up 2 You!," is a comic book exhibit on loan from the Arizona State Museum that features an original comic about Native American skateboarding, commissioned as part of a community health initiative to educate and inspire young people to get moving and get healthy by incorporating indigenous traditions of movement and exercise, past and present. Third, "Desert Passage: Photographs by Bill Leigh Brewer, Cristopher Cichocki, Ken Foto, & Kim Stringfellow," showcases contemporary desert landscape photography addressing the impact of human development on the environment, as illustrated by the award-winning book "Greetings from the Salton Sea: Folly and Intervention in the Southern California Landscape, 1905–2005," by Kim Stringfellow, a professor at SDSU's School of Art, Design, and Art History.

- Tony Manzoni reports that he has/is:
 - COACHED THE COLLEGE OF THE DESERT MENS GOLF TEAM TO EIGHTEEN STRAIGHT CONFERENCE TITLES.
 - COACHED THE COLLEGE OF THE DESERT MENS GOLF TEAM TO FIVE STATE CHAMPIONSHIPS, AND FIVE REGIONAL TITLES.
 - CURRENT COACH OF THE 2012 STATE MENS GOLF CHAMPIONS. (Submitted as written.)

- Scott Cooper reports: The Trio programs (ACES, EVC and DSPS) collaborated with 9 other colleges and universities to create the first TRIO SSS Inland Empire Consortium Event titled: “Dream it, Plan it, Achieve It”. The event was held at CSUSB February 2, 2013. 22 COD students joined a total of 250 students from Southern California in workshops on financial literacy, transfer, personal statements, etc. The event was a great success and opens the door to more to come.

- Doug Kroll reports that he spoke to the men’s group at the Mirage Inn retirement center in Rancho Mirage about the early history of helicopters in the United States on Saturday, January 26.

- The following is from Jack Tapleshay:
 - “Every month you ask us for new and exciting things that happen. Sad to say, but I seldom have much to report. I get these messages from former students, but I rarely share them as "exciting things that happen." I'm wrong to think that way. The next time you talk to the board, please share these two letters. Tell them those of us who teach every day in and day out do so with the hope our students will use their education to make the world a better place. Tell them what we do is meaningful in ways that are so much bigger and more important than any of the "problems" we deal with here at the college. Finally, tell them to remember their teachers and professors who helped guide them to where we are today.”

- **Here's the first email Jack referred to:**

Professor Tapleshay,

You may not remember me. My name is Karston Erickson, and about three years ago I took a class of yours at College of the Desert, Myth and Legends. At a later semester you also had my sister Malika in another of your English courses.

I would like to say hello, and thank you.

A lot has happened since I took your class. I went on to UCLA for two years, where I majored in History and graduated in 2012, Summa cum laude. A month later I departed to join the Peace Corps in the Philippines, where I have been for the last seven months teaching English. I'm writing this from my apartment in Tabaco City, Albay, Bicol Region. Have fun finding that in an atlas...

It's been three years, but I often think of the class I took from you. It was one of the most enjoyable I ever enrolled in, at COD or UCLA. Your teaching style was memorable, to say the least. I remember, though you may not, one day when you called me up to the front of the room and told me to take over teaching the class from you. As a current teacher, I appreciate now more than ever how you were able to keep our attention in your class, seemingly with great ease.

Thank you for being such a great educator. If these last three years have taught me anything, it's that the world needs more of them.

I hope this message finds you well.

Best wishes,

Karston Erickson

- **Here's the second email from Professor Tapleshay:**

Hello Professor Tapleshay,

I hope this note finds you well. It's been a long time—almost ten years, I think. I just wanted you to know that I'm still alive and kicking. I'm married now and I have a little son. He just turned one in December. I'm also still in school. I graduated from Cal in 07' and I began the PhD program—in English—in 08'. I've been here ever since I graduated from COD.

A funny thing happened this week. I'm teaching for a Shakespeare class this semester. Every semester I like to meet all my students, individually, over coffee. Well, it just so happens that one of my students is Ariel Zepeda. He's a smart kid, and he speaks very highly of you, as he should. It's such a small world, Professor Tap. And, it's great to see that you're still inspiring students, like you inspired me all those years ago.

I hope you're well, sir. And I hope we stay in touch.

All my best,

~Robert L. Reyes

College of the Desert class of 04'

P.S.—"Trust thyself: every heart vibrates to that iron string." I never forgot your lectures on Emerson. I also never forgot Fenimore Cooper was spelled with one "n." Some of your quizzes were...demanding.

Areas of Concern:


I would like to respectfully request that the three minute rule be adjusted as needed. I would also like to respectfully request that the board talk to those reporting – the same as you do when other people report. Otherwise, all that is happening is a recitation of what you already have read. Why do this?

Finally:


In my last report, I made the argument that the time is now to give your employees a raise. I outlined my reasons. Let me reiterate that even though I used the word, "raise" it really is not. The dollar has lost 6% of its purchasing power since the last COLA. Asking for a small adjustment is not a raise; it is simply an attempt to keep up with the never ending rising cost of living. And doing so would be a huge morale boost to your employees.

Thank you,


Gary Bergstrom
President

 **Chapter News** – With the spring semester now underway, we are looking forward to our chapter meeting on February 22nd where we will have Dr. Kinnamon as our special guest. His last visit with us early last semester was a great success.

During flex, the classified staff was invited to a very interesting seminar entitled: “*Creating a Culture of Respect.*” We learned that if diversity is about who is at the table then inclusion is about how we plan, prepare and share the meal and how inclusion is essential to creating a culture of respect. Mary Dowell presented great material on recognizing cultural context of our actions and helped us understand how interactions can result in the kinds of “microaggressions”: “microassaults”, “microinsults”, and “microinvalidations.” We the classified staff greatly appreciate Dr. Kinnamon’s commitment to nurturing a culture of respect towards and among classified staff through programs such as this. He has as well repeatedly reaffirmed our contributions to this college and to the success of our students

 **CSEA State News** – State law changes. In your Board Agenda, HR Consent Item Number 4 is our Initial Proposal that is to specifically address changes to law from three assembly bills that Governor Jerry Brown signed into law and which took effect on January 1, 2013. CSEA members and staff worked long and hard through the last days of the session to ensure passage and signature of all CSEA’s sponsored legislation. Below is a summary of the three bills:

- **60-Day Layoff Notice:** Assembly Bill 1908, by Assembly Member Luis Alejo, which extends the current 45-day layoff notice to 60 days for classified school employees. AB 1908 provides classified school employees two additional weeks of notification in the event that a district determines that layoffs must happen.
- **Right to Reasonable Release Time:** Assembly Bill 1203, by Assembly Member Tony Mendoza, which allows school districts to provide release time for classified employees who are not *elected* officers of their union as long as the union provides reasonable notice and pays all the costs associated with granting release time. This may be needed occasionally when a non-elected member may be better suited for specific activities (such as to testify at hearings on a topic related to their expertise), or to participate in their organization's activities.
- **Permanent Employment:** Assembly Bill 2307, by Assembly Member Betsy Butler, which specifies that an employee who is placed on the 39-month re-employment list and is subsequently re-employed in a new position retains the right to be returned to the re-employment list if they fail to complete the probationary period in the new position. While some districts return employees who do not successfully complete their probation in the new position to the 39-month re-employment list, the practice is not consistent across districts and AB 2307 makes the practice uniform.

 **Re-election of CalPERS President** – The California Public Employees’ Retirement System (CalPERS) Board of Administration unanimously re-elected Rob Feckner as its president. Feckner will be serving his ninth term as president of the \$252-billion pension fund. He was first elected to the CalPERS board in 1999. Feckner has worked for the Napa Valley Unified School District for the past 35 years. He has been a member of the CSEA Board of Directors since 1996 and currently serves as the Association’s Past President.

Lauro Jiménez

President, CSEA Chapter 407



Desert Community College District
Board of Trustees Meeting
February 14, 2013
CODAA Report

On January 25, the college recognized the service anniversaries of nineteen adjuncts: ten celebrating 5-years' service, three with 10-years', four with 15-years', and two with 25-years. Valorie Stiff was also recognized for her contributions to COD adjuncts with the Judith Mandell Award. All of which was possible due to the generous support of the COD Alumni Association.

In January, the CODAA Executive Board conducted two Flex presentations for adjuncts; "Adjunct Essentials," and "Writing Effective Self-Evaluations." Both sessions were well attended.

Soon we expect to begin negotiations of the items presented to the Board at this and last month's meetings. Once again we will be seeking parity with full-time faculty in our continuing effort to receive the recognition we deserve as professionals and as contributing members of the COD community. We hope that this year we are not disappointed, yet again.

COD Board of Trustees
Alumni Association Report
February 13, 2013

The Street Fair will hold an extra vendor selling day on Monday, February 18. We will be open 3-giant days on Saturday, Sunday, and Monday during President's Day Weekend.

At the Street Fair we are rolling into the "high season" and larger crowds of customers are attending our event.

The Alumni Association recently sponsored the Adjunct Faculty Awards Dinner at Desert Willow and the COD Employee Recognition Awards Ceremony.

In February the Alumni Association issued a \$45,000 for the student Campus Work Study Program.

Monday, April 1, the Alumni/Pathways Student Scholarship Club will take a bus load of students to tour USC and UCLA. This student club is also planning a day of fun at the Ice Castle on Friday, April 5.

The Alumni Association annual Hall of Fame Gala will be held on Saturday, April 20, starting at 5:30 pm at Rancho Las Palmas Resort.

Academic Senate President
Report to the Board of Trustees
February 14, 2013

Enrollment Management

Ten faculty Department Chairs have agreed to participate on the Enrollment Management Task Force coordinated by consultant Don Berz.

They join co-chairs Tony DiSalvo and Zerryl Becker, Dr. Annebelle Nery, Bina Isaac, and Lauro Jimenez.

The team started with a kick off session last Monday, regular meetings on the 1st and 3rd Thursdays begin on February 21st.

Sabbaticals

The Senate has reactivated the Sabbatical subcommittee, chaired by Jon Fernald. We made no promises to faculty but since the budget situation is looking better and there is a possibility sabbaticals will be taken off "hold status", the Senate wants to be ready with approved paperwork.

Online Registration Spring 2013 Pilot

Registration for online classes was modified for Spring 2013 to allow the wait list to automatically move students into open positions, rather than requiring that students obtain add permit codes from the instructor.

A survey conducted by the Senate Ed Tech committee showed that 16 online faculty liked the automatic process; 12 preferred add permit codes; 9 abstained. Based on these results, Felix Marhuenda-Donate, Chair of Ed Tech; Darlene Romano, Chair of Ed Policies, and Dr. Annebelle Nery, Dean of Enrollment Services will be looking at other alternatives for Fall 2013.

Some faculty reported that it was not the add permit code/automatic registration process that was the issue; the problem is that late registration is too long; classes started January 28 but students were allowed to register through the end of February 6 and then flipped from Web Advisor registration to the Blackboard online system on Thursday, February 7 – almost the end of the second week of class, 3 days before the February 10 deadline for students to drop with a W; and only 4 days before the February 11 Census date on which instructors are required to clear the rolls of non-participating students.

Early Warning Pilot

Faculty can participate in another pilot this semester in which students are electronically identified to support services as academically "in trouble".

The Senate Ed Policies Committee reviewed this process and accepted it with great acclaim. It goes to the full Senate on February 21.

AP 4105 Distance Education

This policy went to Planning Council for a first reading. There is some confusion about the process for policies that come from the Senate; no one seems to really know if they need to go from the Senate to administration, back to the Senate, back to admin until “mutually agreed” and then on to Planning Council as an action item or an information item. To be safe we decided to put the proposal through the entire process; hopefully it will come out of Planning Council at the February 22 meeting and appear on the March Board of Trustees agenda.

AP 7120 Hiring Policies

Stan Dupree assures me this policy is being rewritten and will appear on the March Board of Trustees agenda. If this procedure has to go through the same Senate/administration/planning council process being followed for AP 4105 March is optimistic.

However, it IS in progress.

The two issues that needed to be addressed are:

- Senate responsibility for appointing faculty to selection committees (Title 5 requirement)
- Senate responsibility for Minimum Qualifications Equivalency requests/existence of Equivalency Committee

Equivalency and Discipline Assignment

Sam Sternman, our new hired HR Technology Manager, Human Resources has assumed responsibility for the faculty discipline assignment project.

Stan Dupree and I are so anxious to have this project done we were hoping Sam would have it completed by February 14 but two weeks on the job was a bit overly optimistic. We do think full time faculty will be completed and adjunct underway by the March Board meeting.

Curriculum Committee

The state just issued the “final” Title 5 language on repeatability. Although no one at COD, at other colleges, or at the state seems to be able to really interpret that language and the state has announced that more information will be coming, the deadline for making the changes is Fall 2013 which means the courses need to be approved by curriculum this week ,Senate next week, and the Board in March to make the 2013/2014 catalog and the Fall 2013 class schedule.

We elected to interpret the language as allowing no repeatability except in the three areas specifically mentioned in the language as exempt. This impacts 87 COD courses; many of them in Kinesiology and Art.

Gainful Employment is a Federal requirement causing some confusion and distress on campus. This is primarily a financial aid issue; initial reports from financial aid to the curriculum committee were apparently not well understood; more conversation is scheduled for the February 14 Curriculum meeting. The issue is the relationship between programs that are identified as leading to Gainful Employment and the rules for awarding Federal financial aid.

Most of our courses have been submitted for C-ID approval; a small number have been accepted, many are in progress, several AJ courses were rejected and are now going through curriculum with the modifications required for C-ID approval.

The Business TMC degree was accepted by the state.

Emeritus Status

Planning Council assigned a task force to this project.

Senate Secretary

Applications are being reviewed for the position of Senate Secretary. I am hopeful that this position will be filled before my term as Senate President ends.

Interims and Consultants

Since there is another consultant contract in the February Board agenda, I need to repeat the formal position of the Academic Senate.

The Academic Senate is on record as being opposed to interims and consultants. Although a primary issue is cost, the bigger impact is that appointed interims and consultants bypass the hiring process and therefore bypass the faculty role in determining campus governance procedures.

We recognize that there are situations where an interim is the best or only solution; we recognize also that it is not the role of the Senate to determine when an interim is appropriate.

However, we do believe that when staff is hired for a specific job, that person should be required to perform the requirements of that position and not provided with additional consultant resources.

Thank you,

Zerryl Becker,
Academic Senate President



ARCC
Accountability Reporting for the Community Colleges
2012 Report

Presentation to the Board of Trustees
Prepared by IT and Institutional Research
February 2013

ARCC (Accountability Reporting for the Community Colleges)

ARCC Background:

- **Established in 2004 (AB 1417)**
- **First ARCC in 2007, updated annually in March (6th report)**
- **Highlights system and college performance for policymakers, college officials, elected boards and the general public**

ARCC Benchmarking:

- **For each ARCC indicator three cohort years are displayed to show college-level trends**
- **Benchmarks for assessment are:**
 - 1. Peer group rates**
 - 2. State rates**

ARCC 2012: COD Student Progress and Achievement Rate

| 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | 2005-2006 to 2010-2011 |
|---------------------------|---------------------------|---------------------------|
| 50.6% | 50.6% | 51.6% |

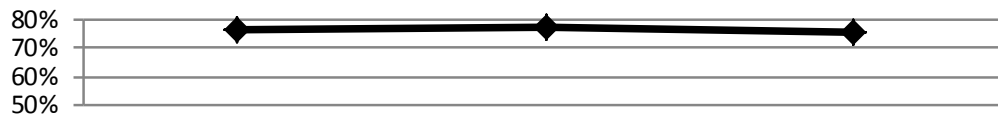


| 2005-2006 to 2010-2011 Rate Comparison to: | | |
|--|---------|---------|
| 2003-2004 to 2008-2009 Rate | | ↑ 1.0% |
| 2004-2005 to 2009-2010 Rate | | ↑ 1.0% |
| Peer Group Rate | Low | 13.0% |
| | Average | ↑ 2.4% |
| | High | -2.1% |
| State Rate | Average | ↓ -2.0% |

Definition: Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: transferred to a four-year college; earned an AA/AS; earned a Certificate (18 units or more); achieved "Transfer Directed" status; achieved "Transfer Prepared" status.

ARCC 2012: COD Percent of Students Who Earned at Least 30 Units

| 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | 2005-2006 to 2010-2011 |
|---------------------------|---------------------------|---------------------------|
| 76.9% | 77.6% | 75.6% |

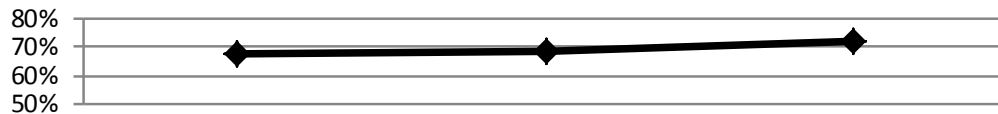


| 2005-2006 to 2010-2011 Rate Comparison to: | | |
|--|---------|---------|
| 2003-2004 to 2008-2009 Rate | | ↓ -1.3% |
| 2004-2005 to 2009-2010 Rate | | ↓ -2.0% |
| Peer Group Rate | Low | 9.9% |
| | Average | ↑ 2.3% |
| | High | -5.8% |
| State Rate | Average | ↑ 2.1% |

Definition: Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.

ARCC 2012: COD Persistence Rate

| Fall 2007 to Fall 2008 | Fall 2008 to Fall 2009 | Fall 2009 to Fall 2010 |
|------------------------|------------------------|------------------------|
| 68.1% | 68.4% | 71.7% |

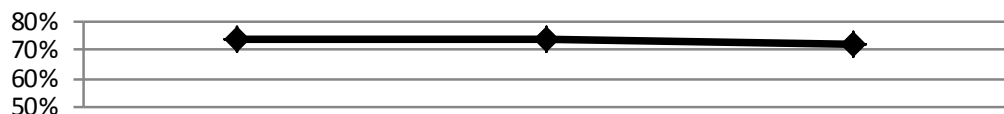


| Fall 2009 to Fall 2010 Rate Comparison to: | | |
|--|---------|--------|
| Fall 2007 to Fall 2008 Rate | | ↑ 3.6% |
| Fall 2008 to Fall 2009 Rate | | ↑ 3.3% |
| Peer Group Rate | Low | 11.3% |
| | Average | ↑ 2.6% |
| | High | -8.0% |
| State Rate | Average | ↑ 0.4% |

Definition: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.

ARCC 2012: COD Annual Successful Course Completion Rate for Credit Vocational Courses

| 2008-2009 | 2009-2010 | 2010-2011 |
|-----------|-----------|-----------|
| 74.3% | 73.6% | 71.8% |

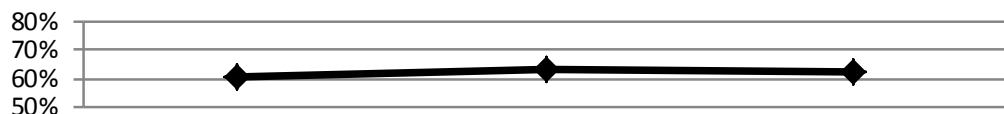


| 2010-2011 Rate Comparison to: | | |
|-------------------------------|---------|---------|
| 2008 to 2009 Rate | | ↓ -2.5% |
| 2009 to 2010 Rate | | ↓ -1.8% |
| Peer Group Rate | Low | 9.2% |
| | Average | ↓ -1.5% |
| | High | -9.5% |
| State Rate | Average | ↓ -4.9% |

Definition: Percent of students who enrolled in credit vocational courses and who retained to the end of the term (or end of course) with a final course grade of A, B, C, or CR/P.

ARCC 2012: COD Annual Successful Course Completion Rate for Credit Basic Skills Courses

| 2008-2009 | 2009-2010 | 2010-2011 |
|-----------|-----------|-----------|
| 60.7% | 63.5% | 62.7% |

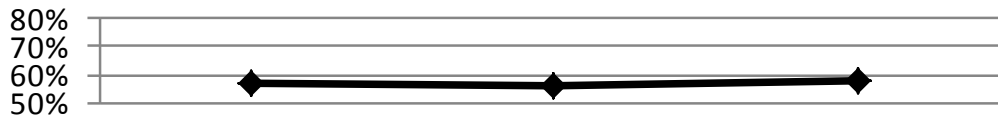


| 2010-2011 Rate Comparison to: | | |
|-------------------------------|---------|---------|
| 2008 to 2009 Rate | | ↑ 2.0% |
| 2009 to 2010 Rate | | ↓ -0.8% |
| Peer Group Rate | Low | 21.9% |
| | Average | ↑ 4.2% |
| | High | -7.5% |
| State Rate | Average | ↑ 0.7% |

Definition: Percent of students who enrolled in credit basic skills courses and who retained to the end of the term (or end of course) with a final course grade of A, B, C, or CR/P.

ARCC 2012: COD Improvement Rates for Credit Basic Skills Courses

| 2006-2007 to 2008-2009 | 2007-2008 to 2009-2010 | 2008-2009 to 2010-2011 |
|------------------------|------------------------|------------------------|
| 57.0% | 56.3% | 57.5% |

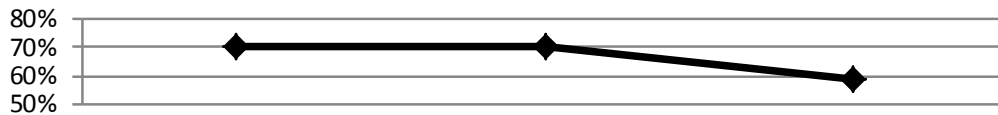


| 2008-2009 to 2010-2011 Rate Comparison to: | | |
|--|---------|---------|
| 2006-2007 to 2008-2009 Rate | | ↑ 0.5% |
| 2007-2008 to 2009-2010 Rate | | ↑ 1.2% |
| Peer Group Rate | Low | 18.7% |
| | Average | ↓ -0.9% |
| | High | -19.4% |
| State Rate | Average | ↓ -1.1% |

Definition: Percentage of students who successfully completed an initial credit basic skills course (Reading, Writing, or Mathematics), and who then (within three academic years, including the year and term of the initial course) successfully completed a higher-level course in the same discipline.

ARCC 2012: COD Improvement Rates for Credit ESL Courses

| 2006-2007 to 2008-2009 | 2007-2008 to 2009-2010 | 2008-2009 to 2010-2011 |
|------------------------|------------------------|------------------------|
| 70.5% | 70.3% | 59.1% |



| 2008-2009 to 2010-2011 Rate Comparison to: | | |
|--|---------|----------|
| 2006-2007 to 2008-2009 Rate | | ↓ -11.4% |
| 2007-2008 to 2009-2010 Rate | | ↓ -11.2% |
| Peer Group Rate | Low | 35.0% |
| | Average | ↑ 7.7% |
| | High | -11.1% |
| State Rate | Average | ↑ 4.5% |

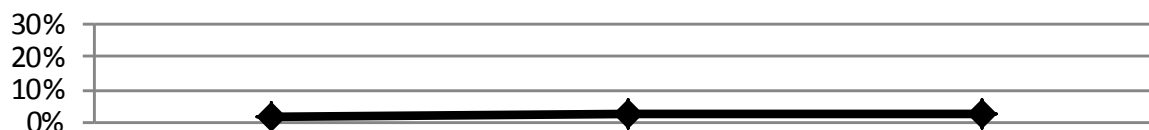
Definition: Percentage of students who successfully completed an initial credit ESL course and who then (within three academic years, including the year and term of the initial course) successfully completed a higher-level ESL course in the same discipline or transfer level English course.

ARCC 2012: COD Career Development and College Preparation (CDCP) Progress and Achievement Rate

Definition: Percentage of first-time students who in their initial term at a CCC or their initial term plus the successive term completed a minimum of 8 attendance hours in any single CDCP course or series of CDCP courses and who did NOT enroll in any credit course(s) in their 1st term, who are shown to have achieved ANY of the following outcomes within 3 years of entry:








- Successfully completed at least one degree-applicable credit course
- Earned a CDCP certificate
- Achieved "Transfer Directed"
- Achieved "Transfer Prepared"
- Earned an associate degree (AA, AS) and/or Credit Certificate
- Transferred to a four-year institution

| 2006-2007 to 2008-2009 | 2007-2008 to 2009-2010 | 2008-2009 to 2010-2011 |
|------------------------|------------------------|------------------------|
| 1.7% | 2.8% | 2.7% |



| 2008-2009 to 2010-2011 Rate Comparison to: | |
|--|---------|
| 2006-2007 to 2008-2009 Rate | ↑ 1.0% |
| 2007-2008 to 2009-2010 Rate | ↓ -0.1% |

ARCC 2012: COD Peer Grouping

| Indicator | College's Rate | Peer Group | Peer Group Low | Peer Group High | Peer Group | College-Peer Rate Diff. |
|--|----------------|------------|----------------|-----------------|------------|--|
| Student Progress and Achievement Rate (2005-06 to 2010-11) | 51.6% | 49.2% | 38.6% | 53.7% | A3 |  2.4% |
| Percent of Students who Earned at Least 30 Units (2005-06 to 2010-11) | 75.6% | 73.3% | 65.7% | 81.4% | B2 |  2.3% |
| Persistence Rate (Fall 2009 to Fall 2010) | 71.7% | 69.1% | 60.4% | 79.7% | C5 |  2.6% |
| Annual Successful Course Completion Rate for Credit Vocational Courses (2010-11) | 71.8% | 73.3% | 62.6% | 81.3% | D2 |  -1.5% |
| Annual Successful Course Completion Rate for Credit Basic Skills Courses (2010-11) | 62.7% | 58.5% | 40.8% | 70.2% | E4 |  4.2% |
| Improvement Rates for Credit Basic Skills Courses (2008-09 to 2010-11) | 57.5% | 58.4% | 38.8% | 76.9% | F2 |  -0.9% |
| Improvement Rates for Credit ESL Courses (2008-09 to 2010-11) | 59.1% | 51.4% | 24.1% | 70.2% | G3 |  7.7% |

THANK YOU

ARCC 2012 Final Report (updated 3/30/2012) is available in PDF format - 6.01 MB at the following link:

<http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf>



LPA
INTEGRATED DESIGN

2013 FEBRUARY 14

CENTRAL CAMPUS REDEVELOPMENT PROJECT

SCHEMATIC DESIGN PRESENTATION





Building A
Liberal Arts Building

Building B
'Old' Administration Building

Building C
'Student Center'

Building D
Hilb Building

E
Plaza & Fountain



schedule /

| | | |
|---|------------------------|------------------------------|
| 1 | programming | July - November 2012 |
| 2 | schematic design | Nov 2012 - January 2013 |
| | DD meeting #1 | 02/28/13 |
| | DD meeting #2 | 03/14/13 |
| 3 | design development | 03/28/13 user group sign-off |
| 4 | construction documents | April - October 2013 |
| 5 | DSA submittal | October 2013 - April 2014 |
| 6 | construction | November 2014–2016 |

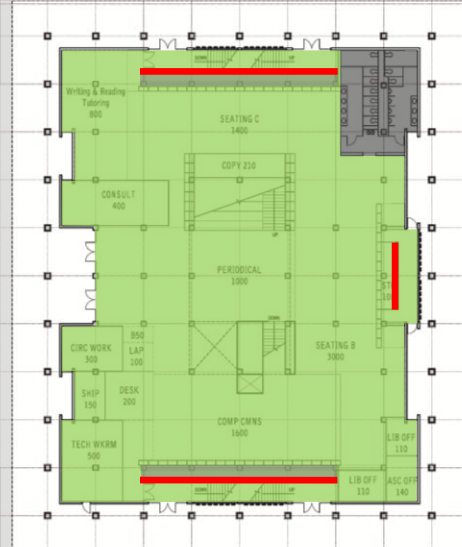
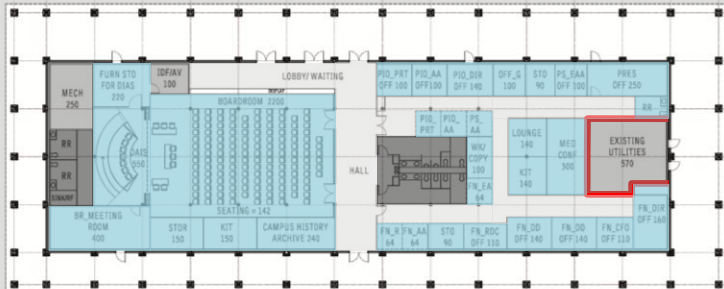
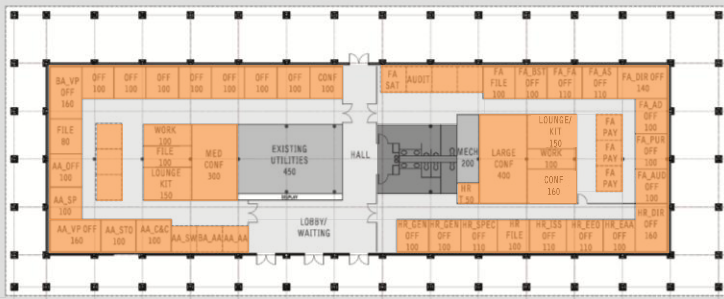


budget /

| | | |
|--------------|------------------|----------------------|
| 1 | building A | 3,699,180 |
| 2 | building B | 3,698,830 |
| 3 | building C | 2,568,321 |
| 4 | building D | 12,245,450 |
| 5 | plaza & fountain | 673,143 |
| total | | \$ 22,884,924 |

Construction costs indicated above are inclusive of the following:
General Construction (including seismic upgrades) IT / AV / Security & bid allowances

Construction Values Provided by EISPRO February 2013



- BUILDING A**
 - Office of Business Affairs
 - Office of Academic Affairs
 - Office of Human Resources
 - Office of Fiscal Affairs

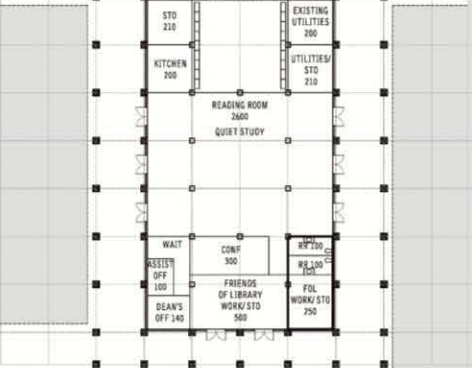
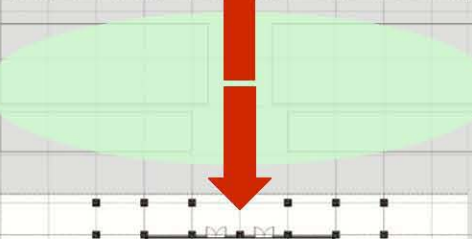
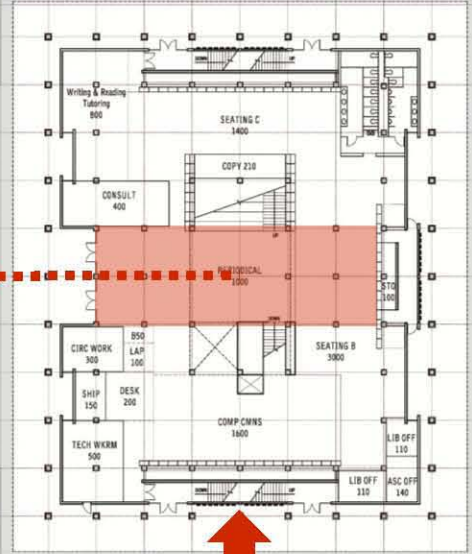
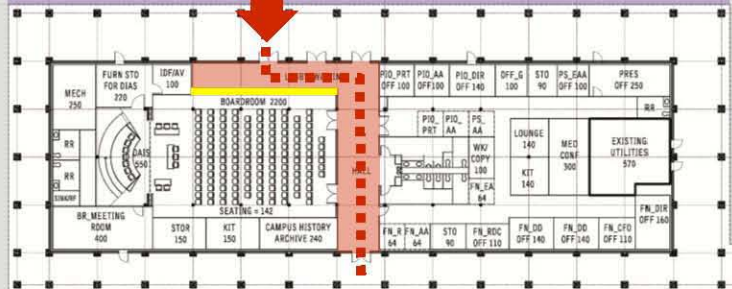
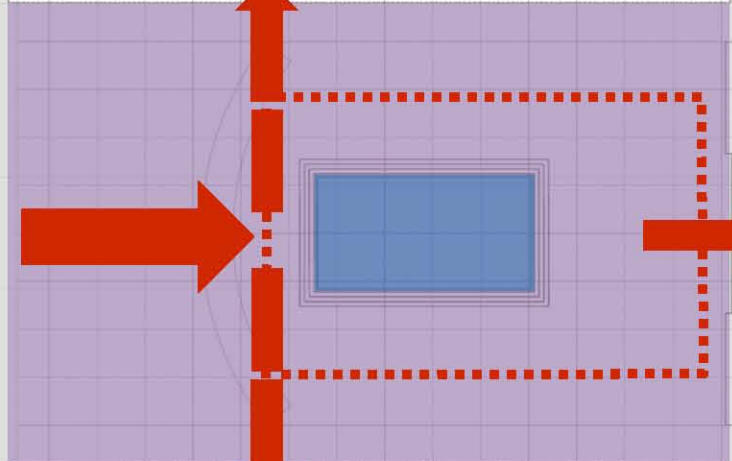
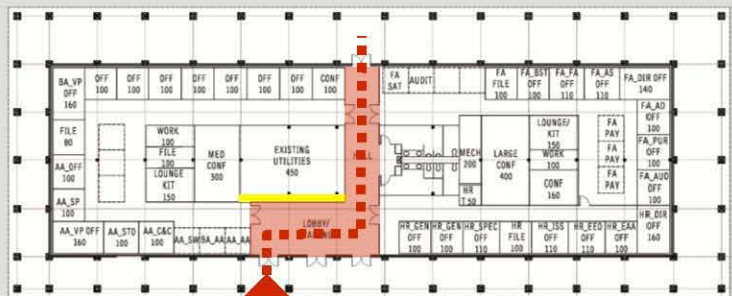
- BUILDING B**
 - Office of President
 - Foundation Office
 - Board Room
 - Public Information Office

- BUILDING C**
 - Library
 - Friends of the Library

- BUILDING D (3 Floors)**
 - Library

- Existing Mechanical / Electrical
- Restrooms
- Existing Interior Concrete Walls





Building A

Building B

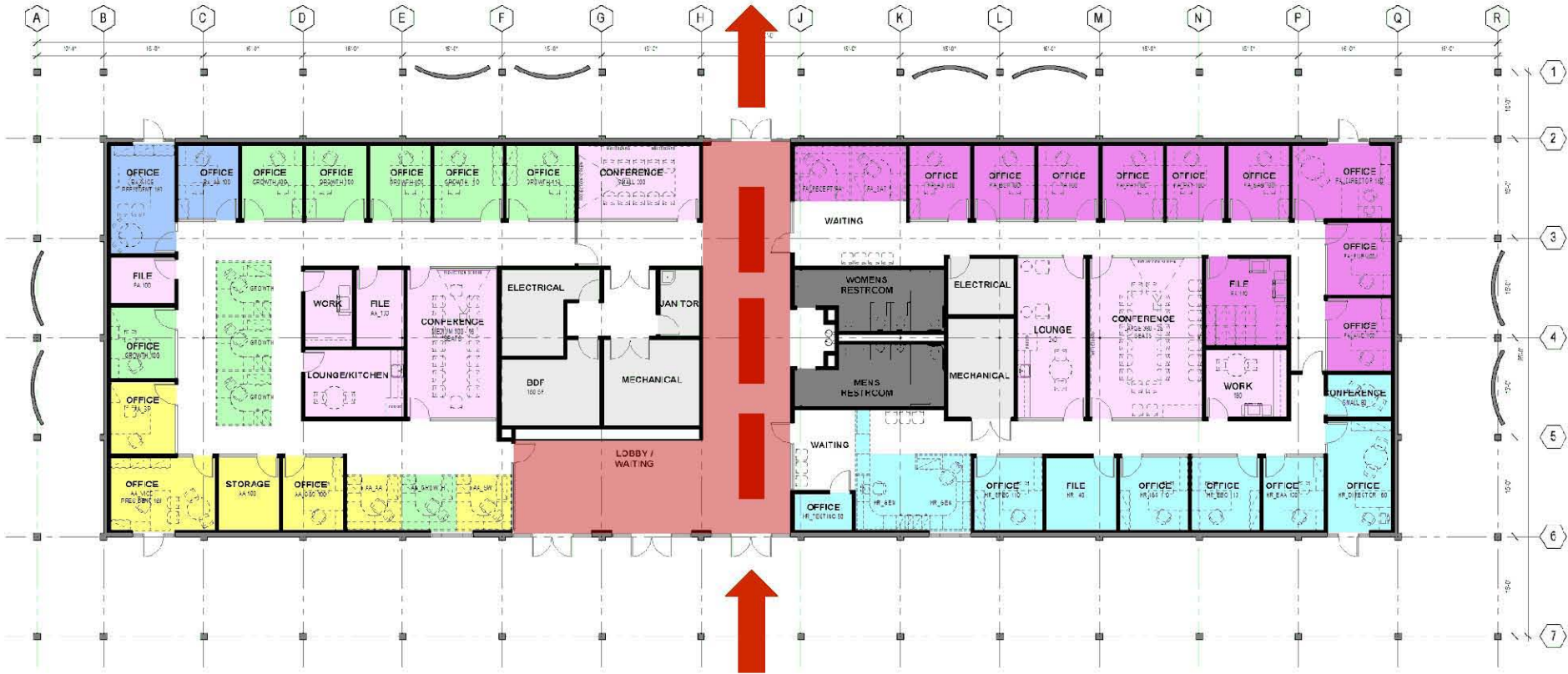
Building C

Building D

Plaza



Building A: Floor Plan



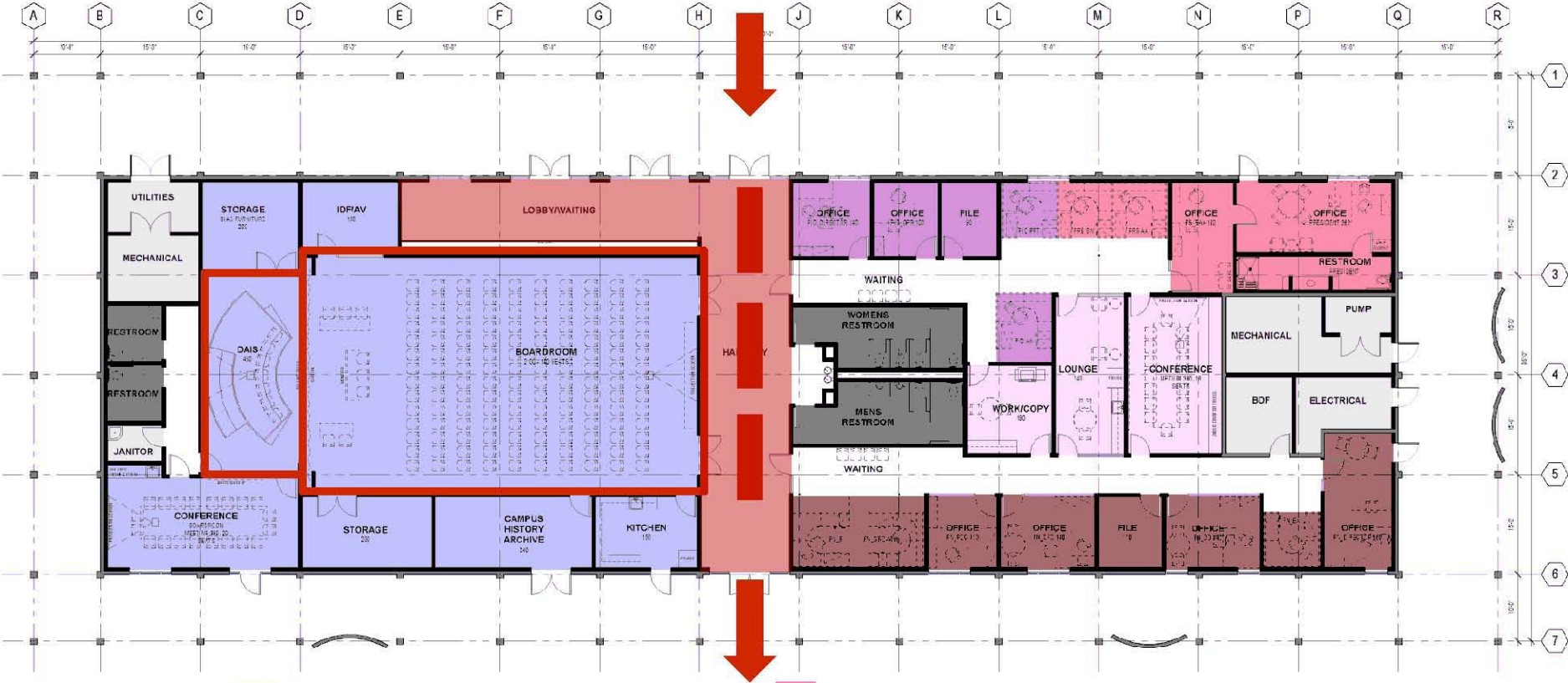
Office of Academic Affairs
Office of Business Affairs

Office of Fiscal Affairs
Office of Human Resources

Building A: South Elevation



Building B: Floor Plan



College of the Desert Board Room

Office of the President

Public Information Office

Foundation Office

Building B: North Elevation



Building B: Section looking north

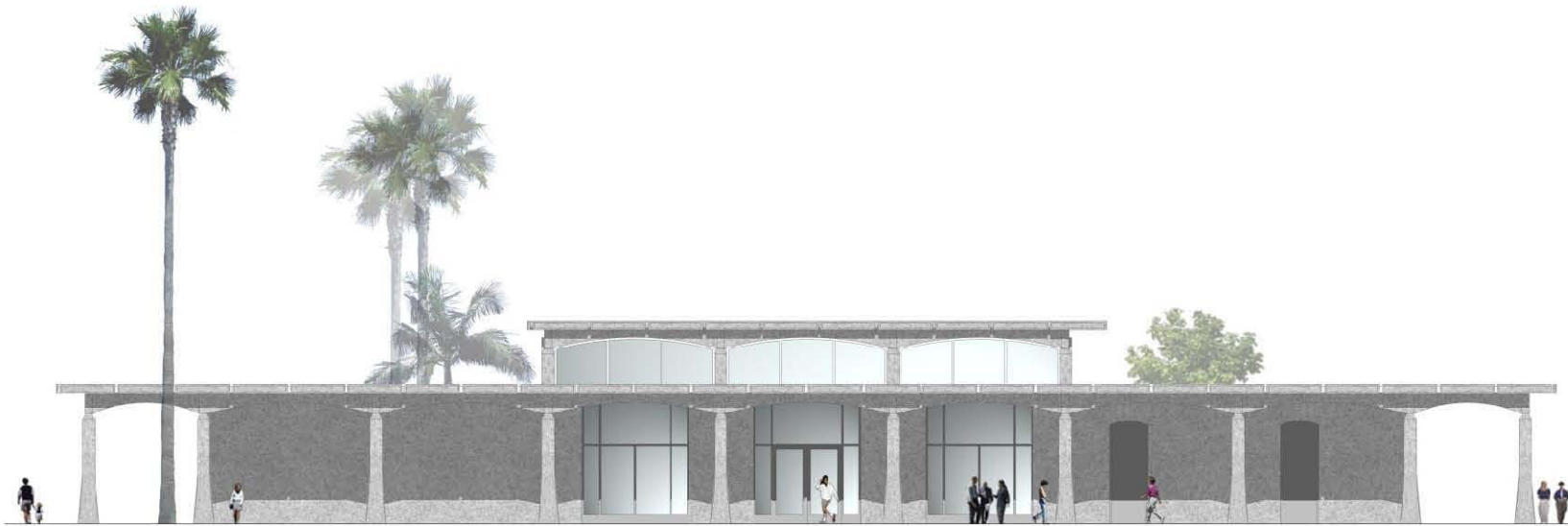






Building C: Floor Plan

Building C: East Elevation



Building C: Section looking west





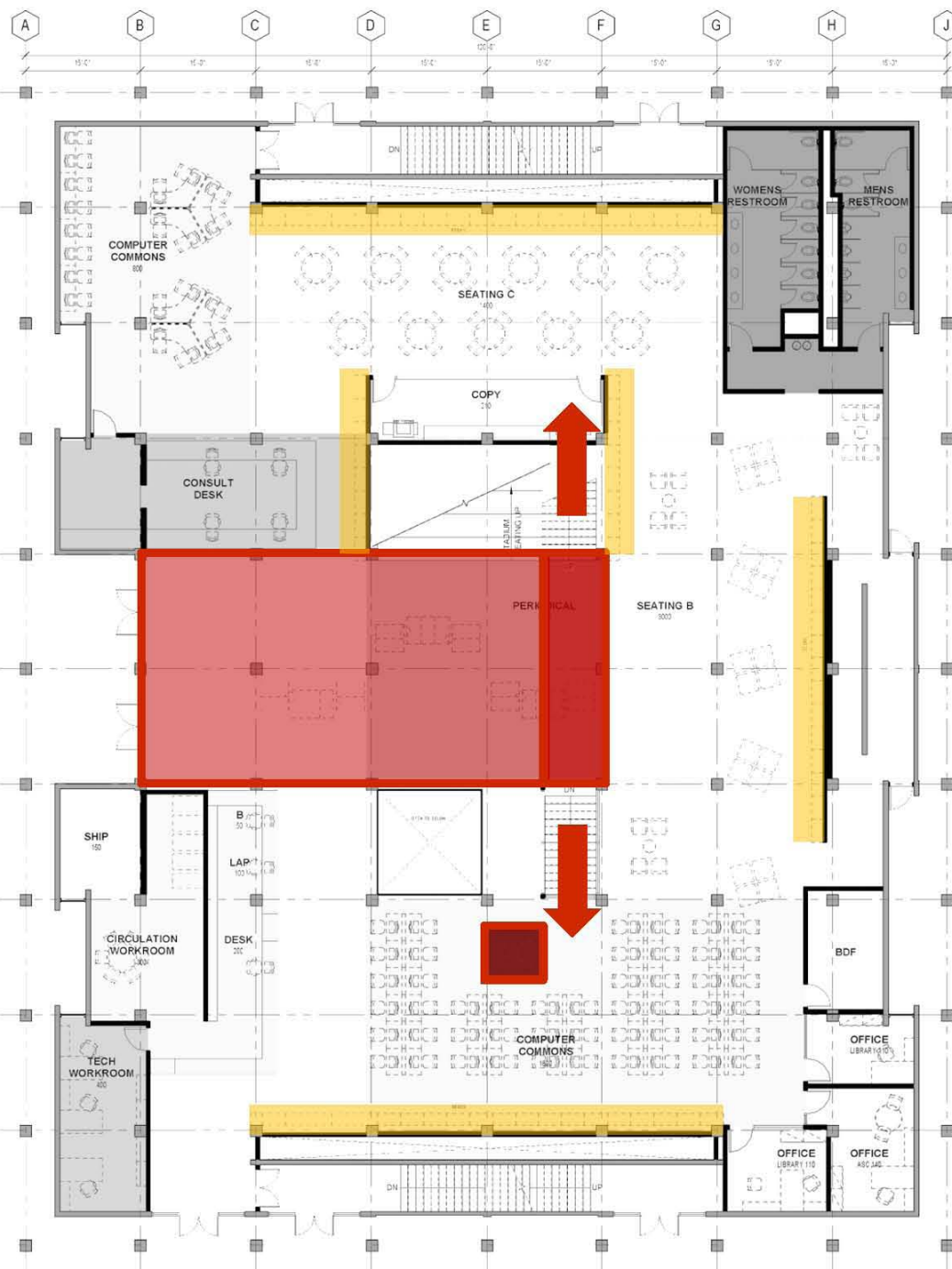
Building D: Lower Floor Plan



Building D:
First Floor Plan



Building D: First Floor Plan



Library Section View



Building D: Second Floor Plan



Central Campus: West Elevation



Building A

Building D

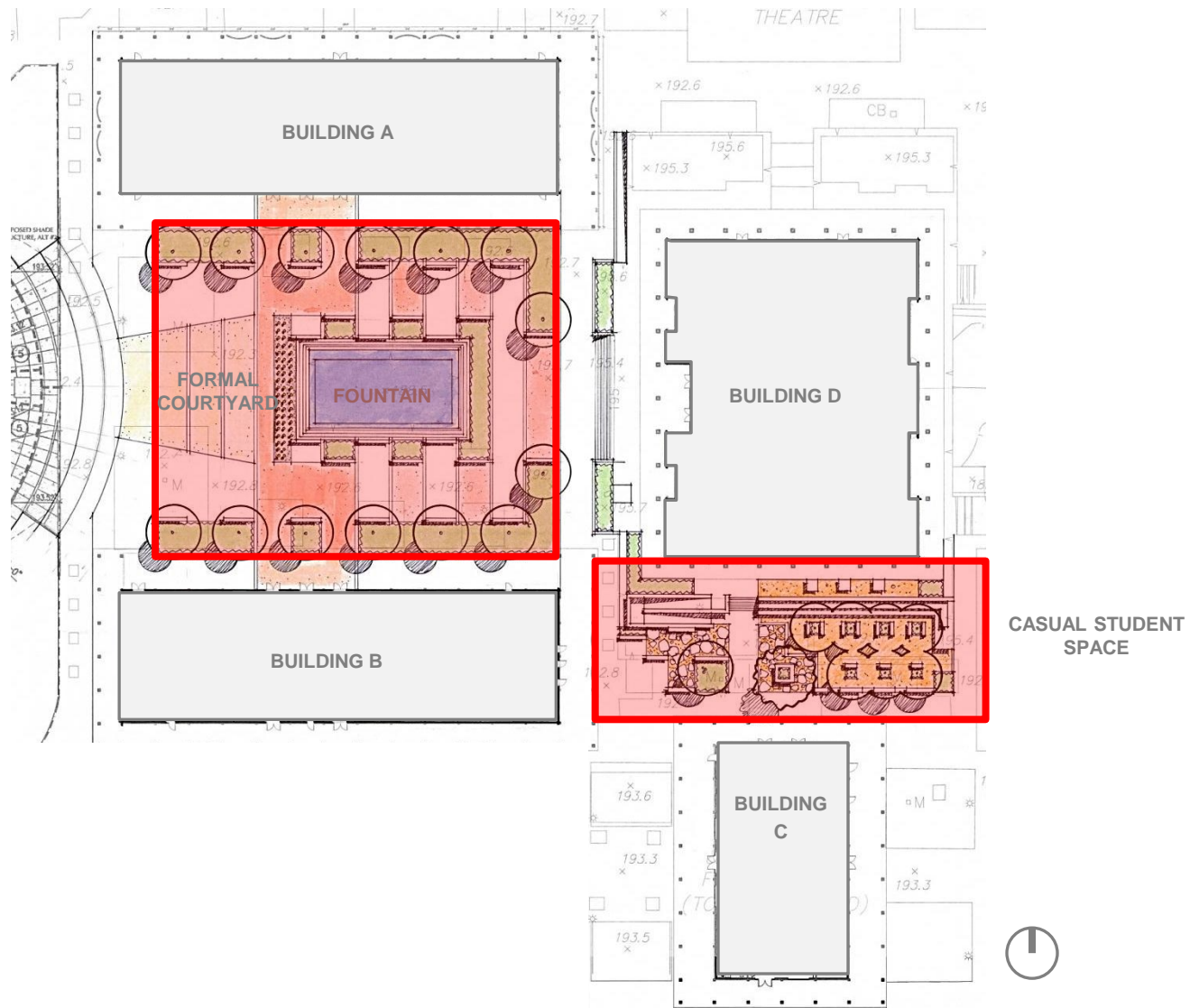
Building B

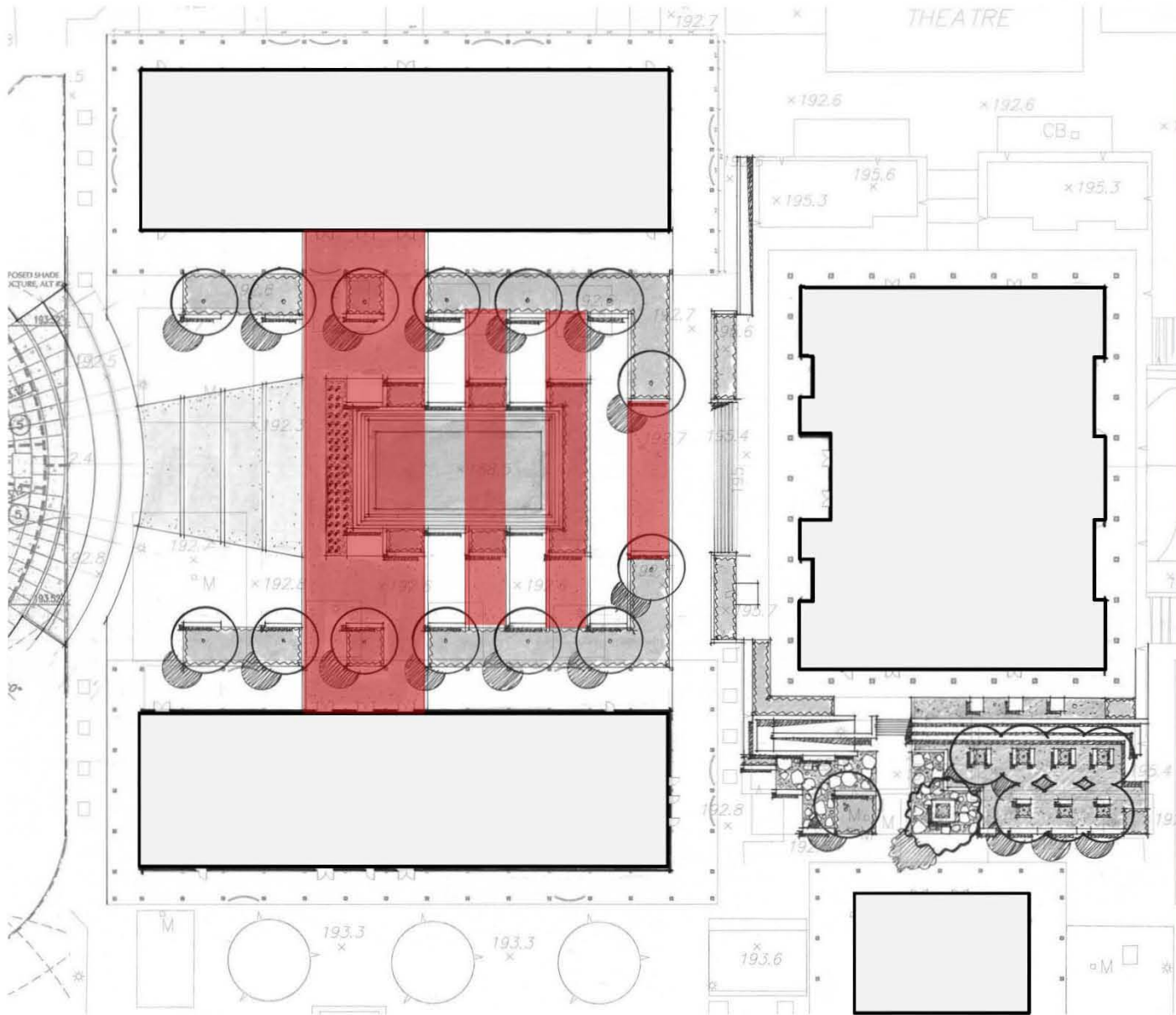
Building C



Landscape Concepts

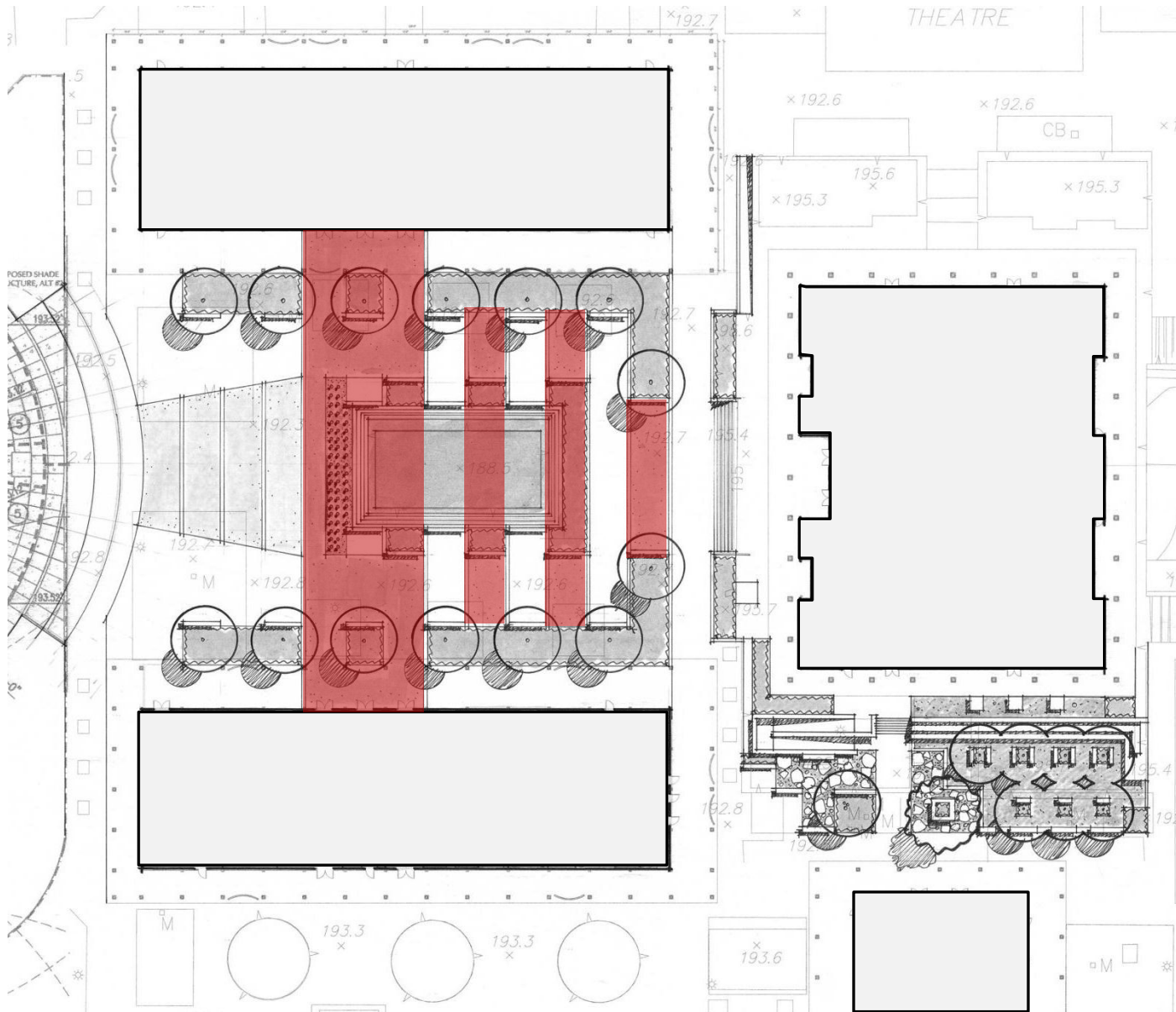






Hardscape





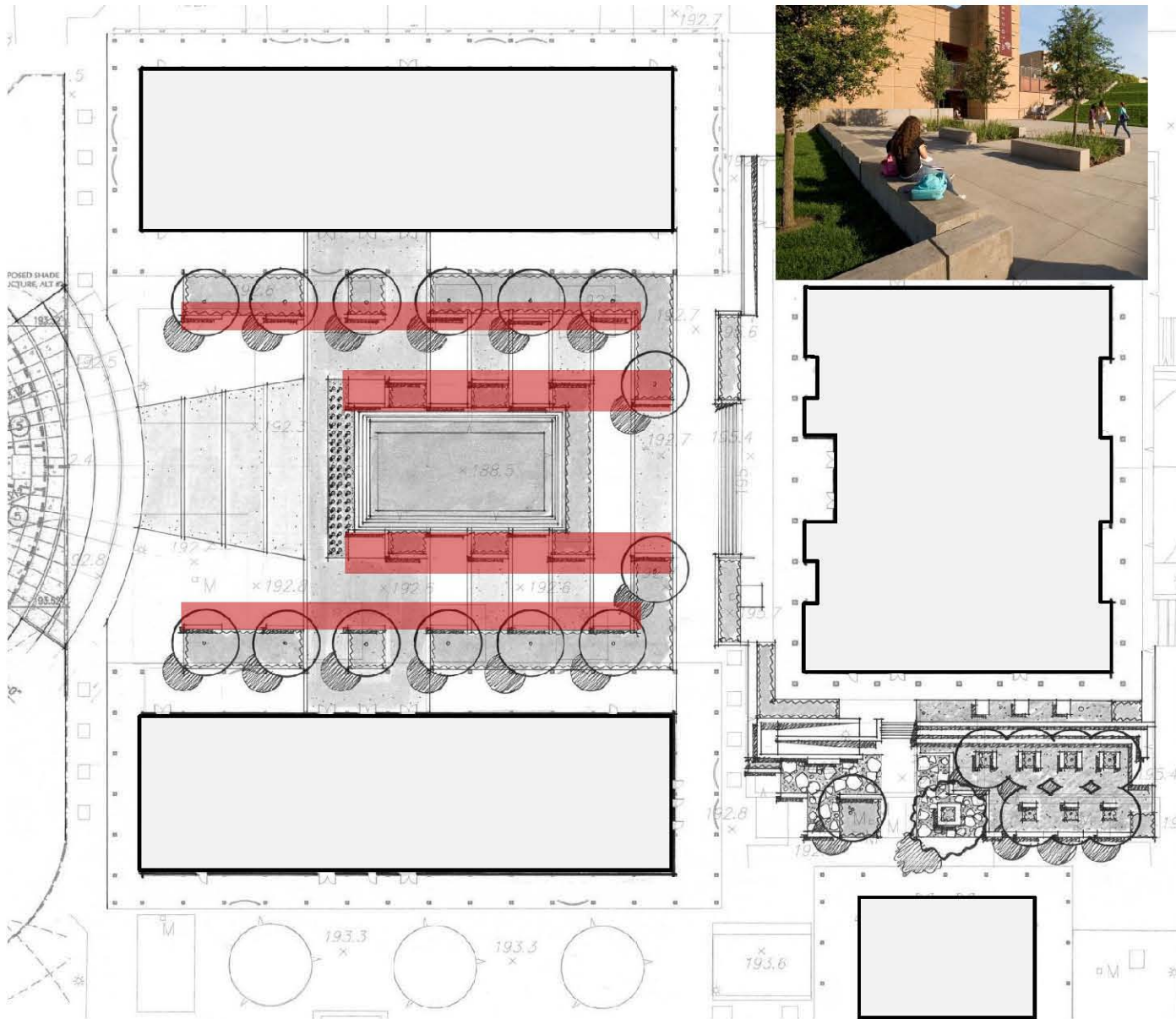
Hardscape

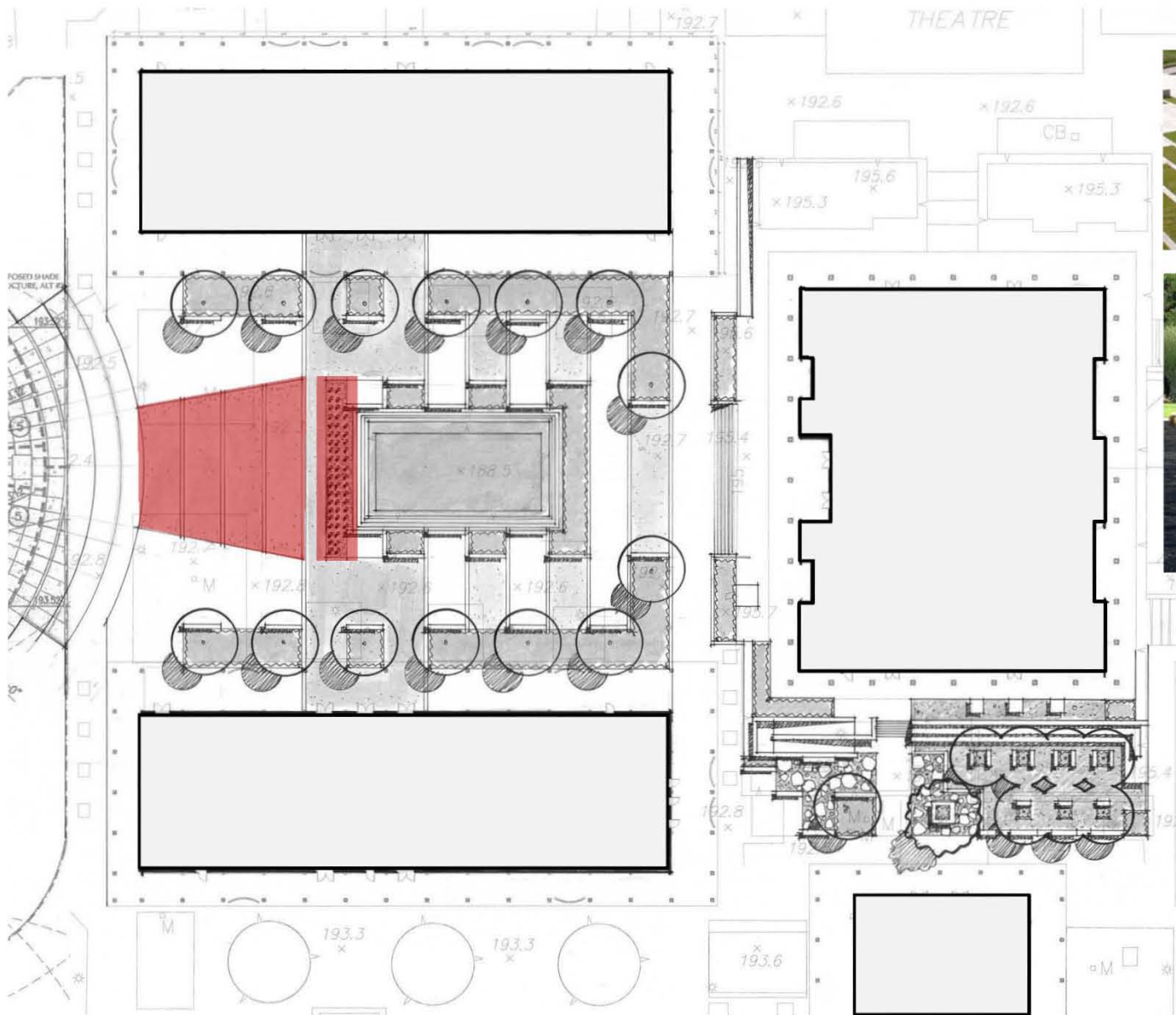


Donor/ Recognition



Seating Opportunities

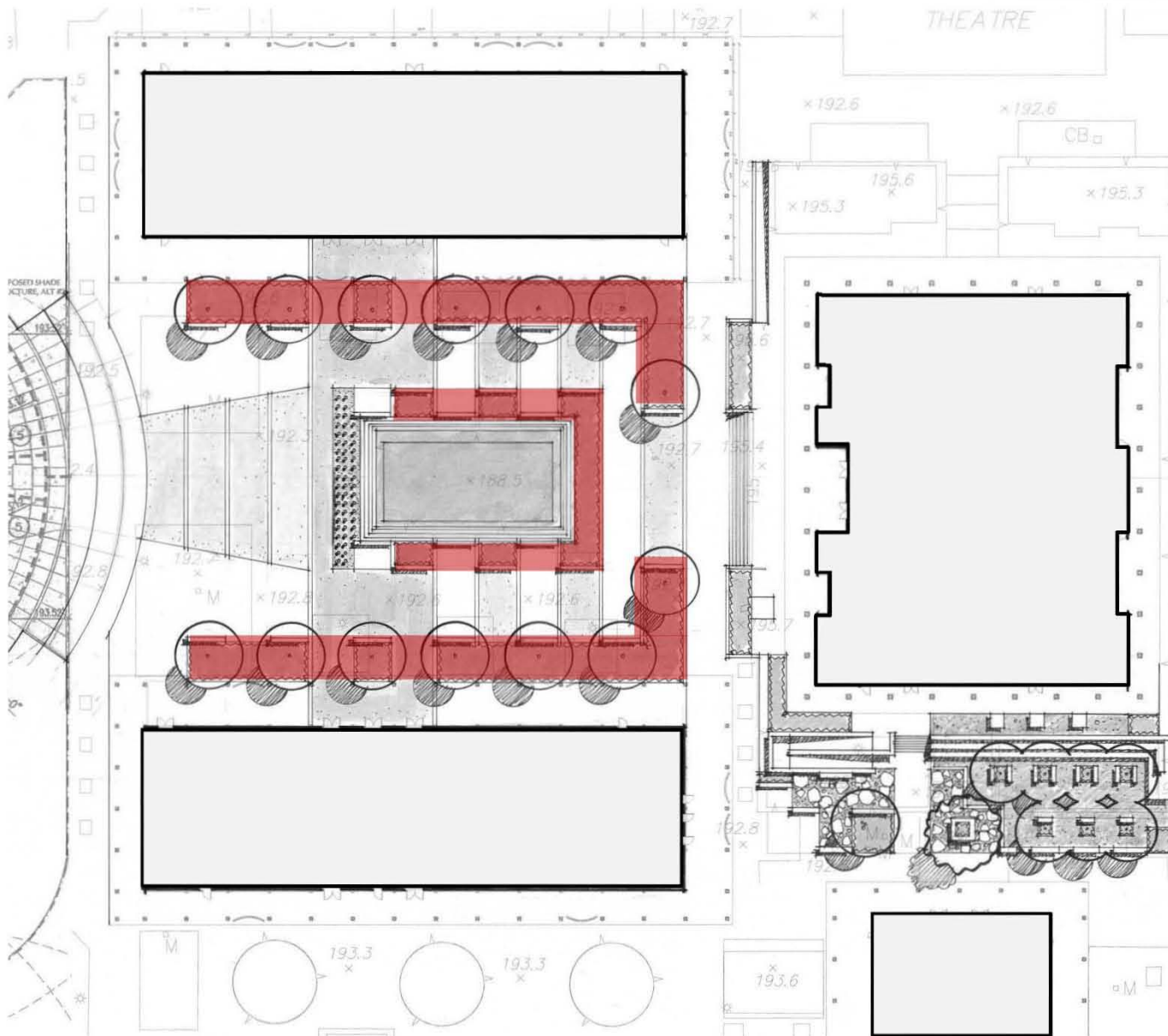


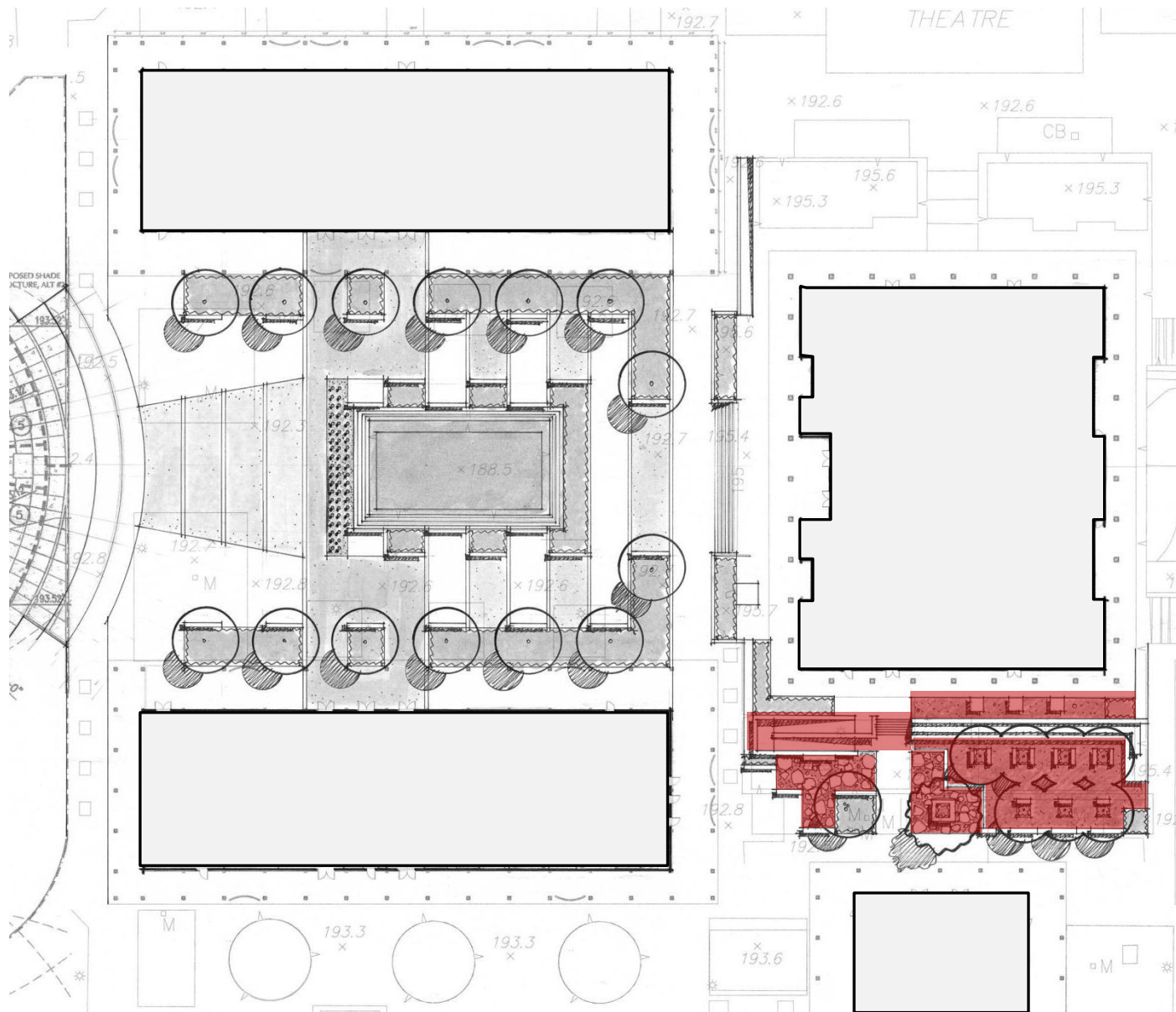


Landscape Planting



Landscape Planting

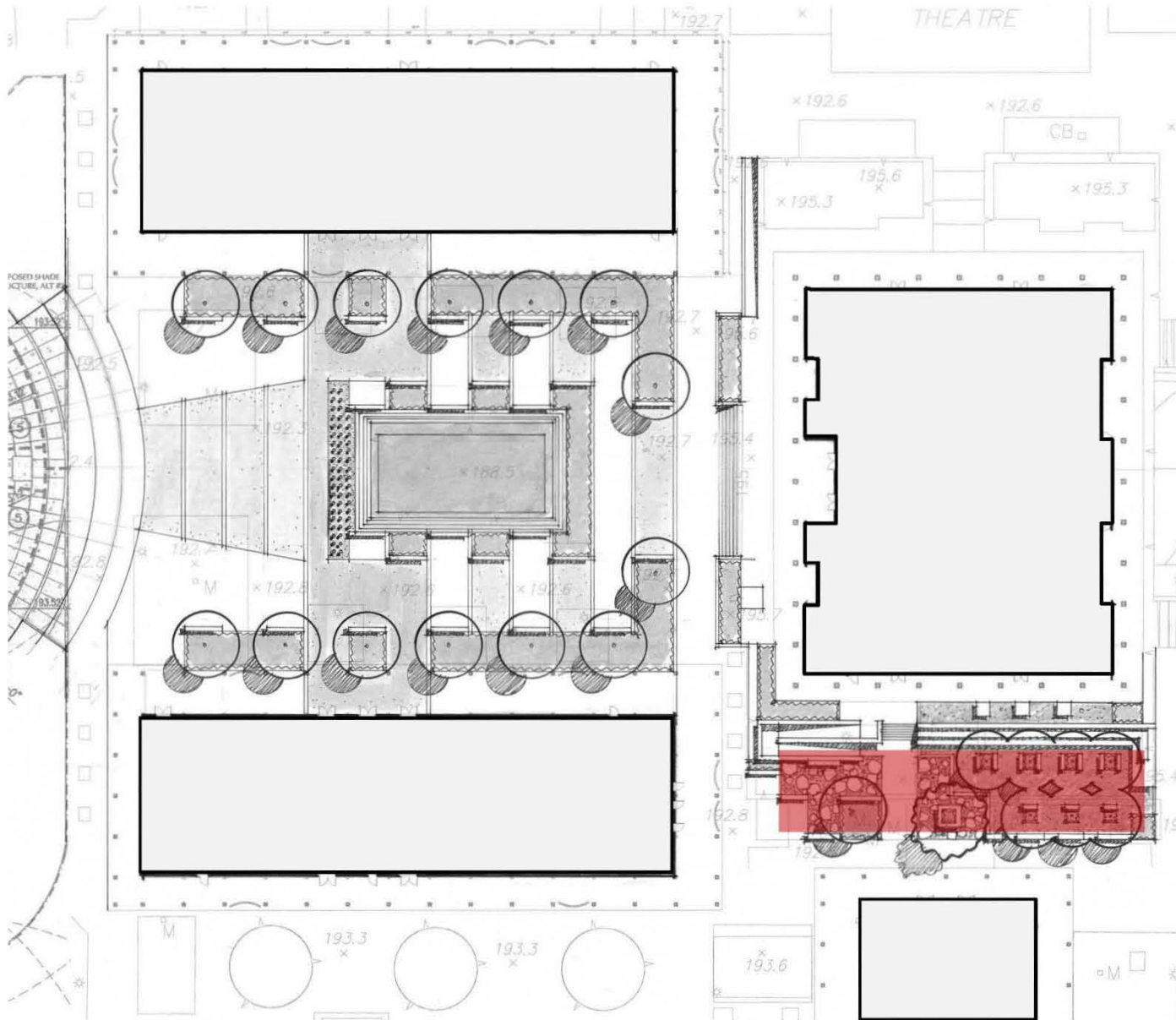




Hardscape



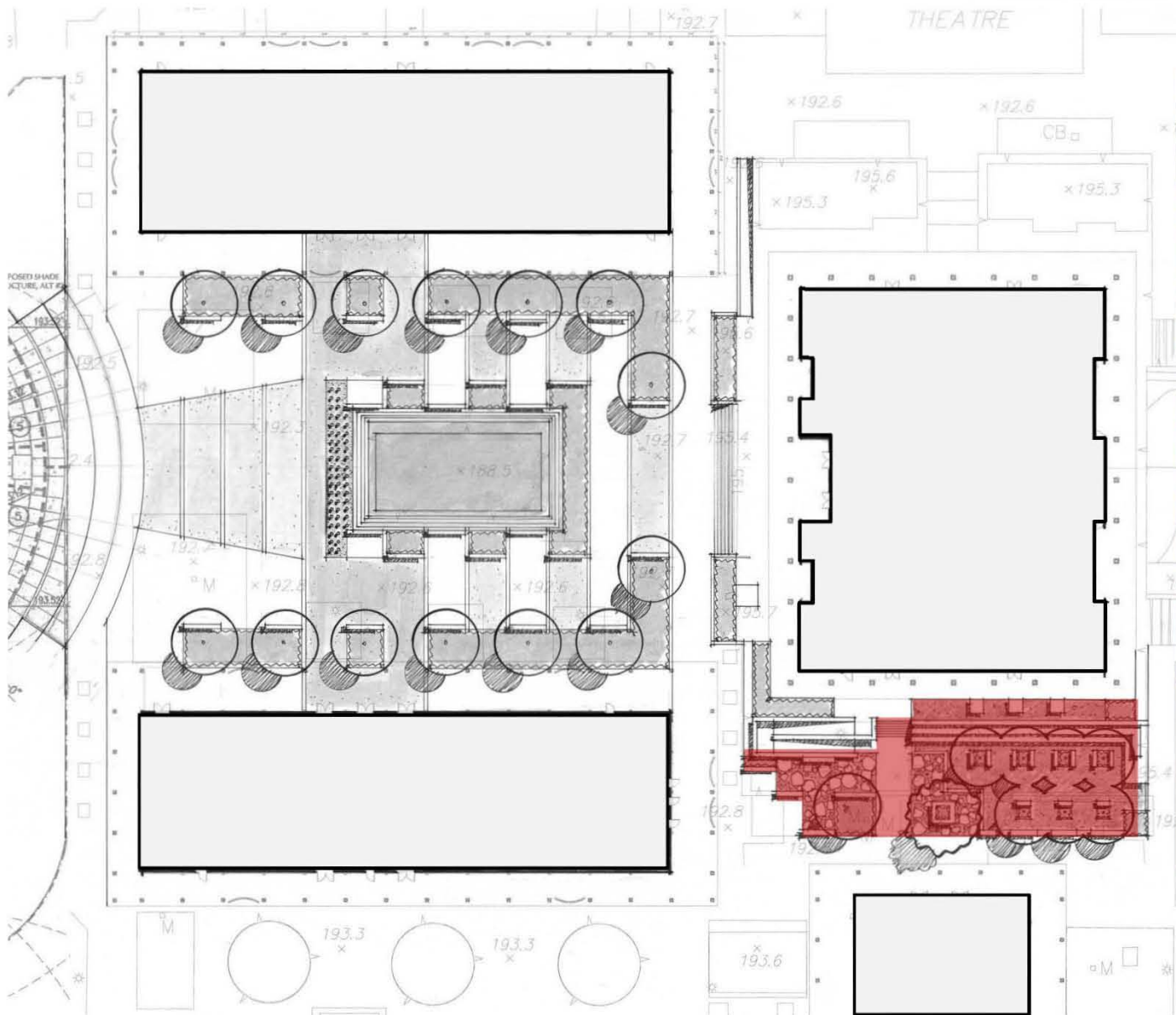
New Ramp/ Stair



Landscape Planting



Seating Opportunities





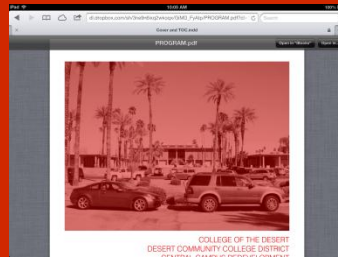
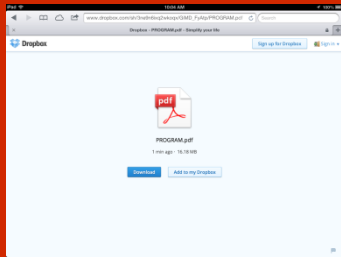
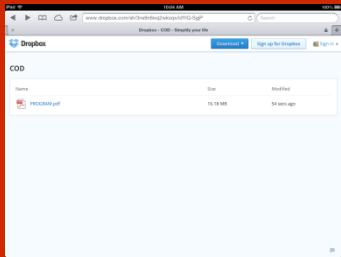
LPA
INTEGRATED DESIGN





inter+act /

<http://goo.gl/zylwj>



THANK YOU



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INTEGRATED DESIGN

THANK YOU



**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 446-8752
[HTTP://WWW.CCCCO.EDU](http://www.cccco.edu)



January 6, 2009

Memorandum

To: Superintendent/Presidents
Associate Degree Nursing Program Directors
Chief Instructional Officers

From: José Millan, Vice Chancellor
Economic Development and Workforce Preparation Division

Subject: Model for Implementation of AB 1559 Multicriteria Screening Process

On October 14, 2007, AB 1559 was signed by the governor and chaptered. The bill encouraged the Chancellor to develop a model admissions process based on this section and to make it available to the nursing programs. This memo is in response to that request. The model and three samples for assigning point values presented here were developed in collaboration with the California Community College Nursing Advisory Committee. AB 1559 requires a community college registered nursing program that elects to use a multicriteria screening process on or after January 1, 2008, to evaluate applicants for admission to nursing programs to include specified criteria relating to the academic performance, work or volunteer experience, foreign language skills, life experiences, and special circumstances of the applicant. The bill authorizes a community college registered nursing program using a multicriteria screening process to use an approved diagnostic assessment tool before, during, or after the multicriteria screening process. The bill requires a district that uses multicriteria screening measures to report its nursing program admission policies to the chancellor annually, in writing.

Section 78261.5 was added to the Education Code, to read: "A community college registered nursing program that determines that the number of applicants to that program exceeds its capacity may admit students in accordance with any of the following procedures:

1. A random selection process
2. A blended combination of random selection and a multicriteria screening process
3. A multicriteria screening process.

When using the multicriteria screening process, the following criteria shall be included, but not necessarily be limited to, all of the following:

1. Academic degrees or diplomas, or relevant certificates, held by an applicant
2. Grade-point average in relevant course work
3. Any relevant work or volunteer experience
4. Life experiences or special circumstances of an applicant, including, but not necessarily limited to, the following experiences or circumstances
 - a. Disabilities
 - b. Low family income

- c. First generation of family to attend college
 - d. Need to work
 - e. Disadvantaged social or educational environment
 - f. Difficult personal and family situations or circumstances
 - g. Refugee or veteran status
5. Proficiency or advanced level coursework in languages other than English. Credit for languages other than English shall be received for languages that are identified by the chancellor as high-frequency languages, as based on census data.

Additional criteria, such as a personal interview, a personal statement, letter of recommendation, or the number of repetitions of prerequisite classes, or other criteria, as approved by the chancellor, may be used but are not required.

A community college registered nursing program using a multicriteria screening process may use an approved diagnostic assessment tool before, during, or after the multicriteria screening process.

A community college registered nursing program that uses a multicriteria screening process shall report its nursing program admissions policies to the chancellor annually, in writing. The admissions policies reported shall include:

- 1. the weight given to any criteria used by the program
- 2. demographic information relating to both the persons admitted to the program and the persons of that group who successfully completed the program

This section of the Education Code provided by AB 1559 shall remain in effect until January 1, 2016 unless a bill is enacted that deletes or extends this date.

Definitions provided in the bill

- Disabilities** The same meaning as used in Section 2626 of the Unemployment Insurance Code
- Disadvantaged social or educational environment**
Includes but is not limited to the status of a student who has participated in EOPS
- Grade-point average**
The same fixed set of required prerequisite courses that all applicants to the nursing program administering the multicriteria screening process are required to complete
- Low family income**
Measured in terms of a student's eligibility for, or receipt of, financial aid under a program that may include, but is not necessarily limited to, a fee waiver from the Board of Governors, the Cal Grant Program, the federal Pell Grant program or CalWORKS
- Need to work**
the student is working at least part time while completing academic work that is a prerequisite for admission to the nursing program

MODEL

**USE OF MULTICRITERIA FOR ENROLLMENT IN CALIFORNIA COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAMS AS DEVELOPED BY THE CALIFORNIA
COMMUNITY COLLEGES NURSING ADVISORY COMMITTEE ON MAY 2008**

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE IN COORDINATION WITH
NURSING ADVISORY COMMITTEE (3 CNAC)

| CRITERIA | POSSIBLE POINTS PER CATEGORY | EXAMPLE OF POSSIBLE POINT DISTRIBUTION |
|--|------------------------------|---|
| Academic degrees or diplomas, or relevant certificates held by an applicant. Documented relevant work or volunteer experience in Health care within the last 3 years. | 15 points Maximum | BS/BA/MS/MA = 10 points Associate Degree = 5 points LVN = 5 points Allied Health Certification = 5 points Relevant work or volunteer experience = 5 points |
| Grade Point Average in relevant course work | 35 points Maximum | Minimum 2.5 GPA in anatomy, physiology, and microbiology. GPA = 4.0 25 points GPA = 3.5 – 3.99 20 points GPA = 3.0 – 3.49 15 points GPA = 2.5 – 2.99 10 points "Fixed Set" GPA (English, Intermediate Algebra, Speech/Communication, Psychology, Behavioral or Social Science/Anthropology) GPA = 4.0 10 points GPA = 3.5 – 3.99 8 points GPA = 3.0 – 3.49 6 points GPA = 2.5 – 2.99 4 points GPA = 2.0 – 2.49 2 points |
| Life experience or special circumstances of an applicant, including but not necessarily limited to, the following: a. Disabilities b. Low Family Income c. First generation of family to attend college d. Need to Work e. Disadvantages, social or educational environment f. Difficult personal and family situations or circumstances g. Refugee or Veteran status h. Spouse of veteran | 5 points Maximum | 5 points total for life experience |
| Documented proficiency or advanced level of coursework in languages other than English. Credit for languages other than English shall be received for languages that are identified by the Chancellor's Office. | 5 points | 5 points total for the ability to communicate in a health care setting in American Sign, Spanish, Tagalog, Arabic, Chinese, Farsi, Russian, Various languages of Indian Subcontinent and Southeast Asia. |
| Assessment/readiness test results Test of Essential Academic Skills (TEAS) TBAS IV: given before January 2011 TBAS V: given after January 1, 2011 | 40 points | Composite score on FIRST ATTEMPT of TEAS IV: TBAS V: 91-100% = 40 points 90-100% = 40 points 81-90% = 35 points 80-89% = 35 points 71-80% = 30 points 70-79% = 30 points 67-70% = 25 points 62-69% = 25 points Less than 67% = 0 Less than 62% = 0 |

The multicriteria selection process is intended to be used to determine enrollments for associate degree nursing programs that have too many applicants to accommodate all students that have submitted applications and have met initial enrollment criteria. Hence the enrollment process programs use may be in two phases. The initial phase consists of determining whether or not the applicant has met prerequisite criteria. This may include a validated selection process or a process whereby the student demonstrates that they have taken the required prerequisite courses and passed them with a grade of "C" or better. The validated selection process may consist of a process similar to the Chancellor's Office Model Prerequisites for Enrollment in Associate Degree Nursing Programs. If the initial process results in too many students to accommodate enrollment, programs may use an additional process such as multicriteria screening as described here or the lottery or a combination of both. Based on the requirements of AB 1559, and Section 78261.5 added to the Education Code, five categories were developed with a recommendation for the number of points assigned to each. The five categories are summarized below. When using these categories for selection purposes please refer to the definitions noted above.

1. **GPA = Determine an appropriate number of points**
 - a. 2.5 minimum GPA in anatomy, physiology, and microbiology
 - b. 2.5 minimum GPA in remaining prerequisite courses for the nursing program
2. **ASSESSMENT/READINESS TEST RESULTS = Determine an appropriate number of points**
3. **DEGREES/WORK EXPERIENCE = Determine an appropriate number of points**
4. **LIFE EXPERIENCES = Determine an appropriate number of points**
5. **LANGUAGE = Determine an appropriate number of points**

Nursing programs may determine points as they wish as long as the criteria required by AB 1559 are met. Please note in the law, there are examples of what must be considered in the various categories.

Attached are three sample documents of how point assignments might be used by a community college associate degree nursing program. Please keep this memo, the model and the samples together for easy reference.

| | CRITERIA | POSSIBLE POINTS FOR THE CATEGORY | EXAMPLE OF POSSIBLE POINT DISTRIBUTION |
|----|---|----------------------------------|---|
| 3. | <p>Life experience or special circumstances of an applicant, including, but not necessarily limited to the following:</p> <ul style="list-style-type: none"> a. Disabilities b. Low Family Income – Documented eligibility for financial aid, BOG, Cal/Works, EOPS, etc. c. First generation of family to attend college d. Need to work during prerequisite courses e. Disadvantages, social or educational environment f. Difficult personal and family situations or circumstances g. Refugee h. Veteran i. Spouse of a veteran j. 12 units at COD or Palo Verde College | 5 points maximum | <p>Criteria/Application question</p> <ul style="list-style-type: none"> a. Documentation of disability. Do you have a disability? Yes No b. Documentation of financial need c. Are you the first generation of family to attend college? Yes No d. Documentation of employment during prerequisite courses work. e. Disadvantages, social or educational environment? Yes No f. Any recent difficult family or personal circumstances? Yes No <i>If Yes, describe</i> g. Refugee? Yes No Documentation? Yes No h. Veteran? Yes No Documentation (DD214)? Yes No i. Spouse of a veteran? Yes No Documentation? Yes No j. Did you successfully complete 12 units at COD or Palo Verde College? Yes No |
| 4. | <p>Documented proficiency or advanced level of coursework in languages other than English. Credit for languages other than English shall be received for languages that are identified by the Chancellor's Office.</p> | 5 points maximum | <p>Ability to communicate in a health care setting in: American Sign Language, Spanish, Tagalog, Arabic, Chinese, Farsi, Russian, Various languages of Indian Subcontinent and Southeast Asia.</p> <p>Check languages in which you are fluent other than English, (list) American Sign Language, Spanish, Tagalog, Arabic, Chinese, Farsi, Russian</p> |
| 5. | <p>Assessment/readiness test results (TEAS)</p> | 15 points maximum | <p>Composite score on FIRST ATTEMPT of Test of Essential Academic Skills (TEAS)</p> <p>90 – 100% = 15 points 80 – 89% = 10 points 62 – 79% = 5 points < 62% = 0 points</p> |

College of the Desert ADN Program Admission Criteria – Multi Criteria Selection Process

Due to a change in legislation and Education Code, admission criteria to the ADN program have been changed to a multi-criteria screening and ranking.

Students are ranked using the following multi-criteria screening:

| | CRITERIA | POSSIBLE POINTS FOR THE CATEGORY | EXAMPLE OF POSSIBLE POINT DISTRIBUTION |
|----|---|----------------------------------|---|
| 1. | Academic degrees or diplomas, or relevant certificates held by an applicant. Documented relevant work or volunteer experience in Health Care within the last 3 years. | 25 points maximum | BS/BA/MS/MA = 15 points (Only highest degree considered) Associate Degree = 10 points Current Licensure as LVN, RT, PT = 10 points Current Allied health Certification as Paramedic, EMT, CNA, Corpsman = 10 points <i>All licenses/certificates must be current to receive 10 points</i> Graduate from a Health Academy in High School = 10 points Relevant work or volunteer experience (100 hours within past 3 years) = 5 points |
| 2. | Grade Point Average in relevant course work | 50 points maximum | a. Minimum 2.5 GPA in anatomy, Physiology, and Microbiology. may repeat one course only, one time. GPA = 4.0 or > 25 points GPA = 3.50 – 3.99 20 points GPA = 3.00 – 3.49 15 points GPA = 2.50 – 2.99 10 points b. “Fixed Set” GPA (English, Intermediate Algebra, Psychology or Developmental Psychology, Speech/Communication, Sociology/Anthropology) GPA = 4.0 or > 25 points GPA = 3.50 – 3.99 20 points GPA = 3.00 – 3.49 15 points GPA = 2.50 – 2.99 10 points GPA = 2.00 – 2.49 5 points |

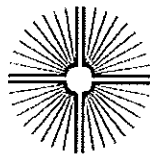
Board and CEO Roles

Different Jobs
Different Tasks

Community College League of California

©2000

Reviewed 2012



BOARD AND CEO ROLES

DIFFERENT JOBS DIFFERENT TASKS

Introduction

Local boards of trustees and chief executive officers play different roles and have different responsibilities in leading their districts. Boards of trustees exert leadership through governing the college on behalf of the community. Chief executives lead by administering and managing the institution in accordance with board governing policies.

This publication identifies many of the different, yet complementary, roles and tasks of district CEOs and boards. It is designed to help boards and district CEOs define their own roles and expectations of each other and clarify what each contributes to their institutions. The areas addressed include:

- Board and CEO Relationship
- Leading the Organization
- Educational Program
- Fiscal Affairs
- Human Resources
- Community Relations
- Legislative Relations
- Legal Affairs

The board of trustees and the CEO are both responsible for building and maintaining a strong board/CEO partnership. Respect, communication, and honoring the different responsibilities are the basis for the trust that is essential to be an effective governing/leadership team.

Advisory Committee on Education Services

1998-1999 Chairs: Ann Foxworthy, Superintendent/President, Allan Hancock CCD; Jerry Patterson, Trustee, Coast CCD

1999-2000 Chairs: Floyd Hogue, Superintendent/President, Fremont-Newark CCD; Nancy Palmer, Trustee, Sierra Joint CCD

Staff to Committee: Cindra Smith, Director of Education Services

AUTHORITY IN LAW

Education Code Section 70902 authorizes local boards of trustees for the community colleges and defines their powers.

E. C. 70902 authorizes board responsibilities in the following areas:

- college plans
- program approval
- academic standards and graduation requirements
- personnel and employment practices
- budgets
- tax and bond elections
- district property
- local decision-making process
- student conduct
- fees
- grants, gifts, and scholarships
- auxiliary services
- academic calendar
- Board of Governors' consultation

Chief executives gain their authority from boards. E.C. 70902 and 72400 state that boards may delegate authority for the above to the chief executive officer and other college staff and committees. Other sections of the Education Code identify more specific board responsibilities.

Title V of the Administrative Code also defines tasks for the board, CEO and others. The Chancellor's office is responsible for monitoring whether colleges fulfill these conditions.

The Community College League of California's Policy and Procedure Service identifies mandated board policies and administrative procedures (available by subscription in summer, 2000). Please contact the League for more information.

POLICY

Most of the board tasks listed in this document refer to the board's policy role. "Policy" defines the general goals and acceptable practices for an institution. The board is responsible to discuss the general values and priorities that should be reflected in policy. The CEO and staff usually draft policy statements that incorporate these values and present them to the board for discussion and approval. The CEO also alerts the board about external factors that many require policy changes.

STRENGTHENING THE BOARD AND CEO RELATIONSHIP

Governing boards and CEOs are partners in leading the institution. As partners, they have the following tasks:

- goal setting and evaluation
- communication
- board operations

| BOARD SUPPORT FOR CEO | CEO SUPPORT FOR BOARD |
|--|---|
| Goal Setting and Evaluation | |
| <p>Establish goals and expectations in consultation with the CEO</p> <p>Periodically evaluate the CEO</p> <p>Engage in periodic board self-evaluation</p> | <p>Establish goals and expectations in consultation with the board; regularly report progress</p> <p>Ensure that there are CEO and board self evaluation processes</p> |
| Communication | |
| <p>Maintain open communication</p> <p>Direct the CEO only as a board, not as individual trustees</p> <p>Keep the CEO informed of major issues and questions; follow the 'no surprises' rule</p> <p>Establish and follow processes for board and staff communication that honor the CEO's leadership role; do not direct staff</p> <p>Call the CEO before board meetings if there are questions about agenda items</p> <p>Refer complaints and comments to CEO; listen impartially</p> <p>Always publicly support the CEO and college staff</p> <p>In multi-campus districts, notify the chancellor before approaching college presidents</p> | <p>Maintain ongoing communication via e-mail, written, or phone updates</p> <p>Keep all board members informed of issues and major events; follow the 'no surprises' rule</p> <p>Accommodate different communication styles as feasible</p> <p>Treat all board members equally and respectfully</p> <p>Provide the same information to all board members</p> <p>Contact all board members before each board meeting to address any questions</p> <p>Follow up when the board refers comments or problems</p> <p>Always publicly support the board</p> <p>In multi campus districts, keep college presidents informed of board issues and concerns</p> |
| Board Operations | |
| <p>Adopt and follow policies that:</p> <ul style="list-style-type: none"> Define structure and role of the board and its officers Establish standards for trustee and board behavior Define meetings and meeting practices <p>Define the level of information and support desired from the CEO; study and discuss the information provided</p> <p>Attend conferences and other events to maintain own knowledge and skills</p> | <p>Provide adequate support for the board to follow its governing policies</p> <p>Work with the chair to uphold the standards of practice</p> <p>Work with the board chair to develop meeting agendas</p> <p>Prepare meeting agenda items that engage trustees in broad policy-level discussions</p> <p>Provide sufficient information to empower boards to make wise policy decisions</p> <p>Support and manage trustee and board development</p> <p>Invite and accompany trustees to conferences and events</p> |

ORGANIZATIONAL LEADERSHIP

Governing boards and CEOs play important and complementary roles in leading the organization.

Task areas in organizational leadership include:

- general oversight
- policy making
- planning
- external leadership roles
- organizational structure
- decision making

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|--|--|
| General Oversight | |
| <p>Lead the institution through effective governing policies</p> <p>Work in partnership with the CEO</p> <p>Support the CEO as the institution's leader</p> <p>Create a positive climate for effective leadership through supporting institutional leaders and modeling integrity, vision, and ethical behavior</p> | <p>Lead and administer the institution</p> <p>Implement and comply with board policy</p> <p>Work in partnership with the board; support the governing role of the board</p> <p>Ensure that board policies are up to date and followed</p> <p>Create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior</p> |
| Policy Making | |
| <p>Identify and discuss broad policy-level values inherent in issues before the board</p> <p>Reference and use current policy when making decisions</p> <p>Provide thoughtful input early in the policy drafting process</p> <p>Periodically review policies to ensure they are up-to-date</p> | <p>Identify broad policy implications inherent in issues and agenda items presented for board discussion</p> <p>Reference current policy when presenting items for board action</p> <p>Seek general input from the board prior to drafting policy</p> <p>Establish and manage a system for periodic review of broad policy</p> |
| Planning | |
| <p>Adopt policies that require and set parameters for effective planning</p> <p>Be knowledgeable about future community needs and interests</p> <p>Contribute to the development of the policy direction (mission, vision, and goals)</p> <p>Ensure that public and community interests are represented in the mission, vision and policy goals</p> <p>Ensure that the policy direction meets current and future community needs</p> | <p>Anticipate and articulate future trends and needs</p> <p>Lead and manage a visionary and comprehensive planning processes</p> <p>Articulate the mission, vision, and goals; work in partnership with the board</p> <p>Ensure that planning responds to current and future community needs</p> <p>Ensure that all district plans are linked</p> <p>Ensure that college operations and budgets are aligned with plans</p> <p>Keep the board informed on progress toward accomplishing plans and goals</p> |

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|---|---|
| External Leadership Roles | |
| <p>Be active in the community</p> <p>Actively support the college(s) in the community</p> <p>Participate in state conferences and, as time permits, in state and national community college associations</p> | <p>Be an active community leader</p> <p>Participate in state and/or national associations and conferences</p> <p>As time permits, become involved in state and/or national leadership positions</p> |
| Organizational Structure | |
| <p>Establish policies that:</p> <ul style="list-style-type: none"> Define criteria for the organizational structure Delegate authority to CEO to determine the organizational structure <p>Periodically review organization structure to ensure it meets board criteria</p> | <p>Determine, in consultation with key college personnel, an organizational structure that:</p> <ul style="list-style-type: none"> Is designed to achieve institutional goals Meets board standards for effective organization <p>Report to the board on the effectiveness of the organizational structure in meeting board goals and standards</p> |
| Decision Making | |
| <p>Establish and follow policies that define administrative, faculty, student, and classified staff roles in policy development and decision making</p> <p>Establish and maintain formal processes for open communication with academic senate, classified staff and student leaders</p> | <p>Develop and administer clear processes for administration, faculty, classified staff and student participation in policy development and decision making</p> <p>Ensure that information and training is provided to facilitate effective participation by college constituencies in decision-making processes</p> |

EDUCATIONAL PROGRAMS AND SERVICES

This area includes teaching and learning and the instructional and student services programs of the district. Academic Senates play a major role in these areas through their responsibility for the “academic and professional matters” specified in Title 5.

Task areas in educational programs and services include:

- general oversight
- treatment of students
- academic programs and services
- institutional effectiveness

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|---|--|
| General Oversight | |
| <ul style="list-style-type: none"> y Adopt policies that define and delegate clear and appropriate authority and responsibility for educational programs and services to CEO, as well as the Academic Senate y Review and approve significant changes to programs as required by state law and board policy | <ul style="list-style-type: none"> y Lead and administer the delivery of high quality educational programs and services, including planning, development, program review, and staffing y Inform the board about the major programs and services of the college y Seek approval from the board as required |
| Treatment of Students | |
| <ul style="list-style-type: none"> y Adopt policies that define clear criteria for student status and progress y Adopt policies that ensure fair and equitable treatment of students y Determine whether or not the board wishes to be a court of appeal for student grievances | <ul style="list-style-type: none"> y Ensure that student progress and goal achievement are appropriately recorded and recognized y Ensure that procedures exist and are followed for fair and equitable treatment of students, including discipline, due process, and grievances |
| Academic Programs and Student Services | |
| <ul style="list-style-type: none"> y Monitor that programs are aligned with policy direction and plans y Require program review or other processes that address ongoing evaluation and improvement of programs y Be aware of the scope of offerings of the district | <ul style="list-style-type: none"> y Ensure that the delivery of educational programs, curriculum, and student services are in accordance with district plans y Establish and maintain processes that foster quality, effectiveness, relevancy, and efficiency |
| Institutional Effectiveness | |
| <ul style="list-style-type: none"> y Define “student success” y Require the CEO to develop accountability and evaluation programs and processes y Monitor how effective the institution is in achieving its goals and student success | <ul style="list-style-type: none"> y Ensure a comprehensive program to monitor institutional effectiveness y Keep the board informed on progress toward accomplishing plans and goals y Provide reports to the board that enable it to be accountable to the local community and state and federal agencies |

FISCAL AFFAIRS

Boards of trustees and chief executive officers share the responsibility to ensure that the district enjoys fiscal health and stability. Fiscal affairs include:

- budgeting
- financial activity
- asset protection and management
- fundraising and grants
- monitoring fiscal health

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|--|---|
| General | |
| <p>Establish policies that set standards for fiscal affairs</p> <p>Approve budgets and expenditures as required by laws and board policy</p> <p>Monitor the fiscal health of the institution by establishing a monitoring schedule and studying reports</p> <p>Require long-range projections of the fiscal status</p> | <p>Establish and enforce administrative procedures that implement board policy and ensure the legal, ethical, and prudent management of college resources</p> <p>Present clear and informative budgets and reports to the board</p> <p>Keep the board informed about the financial status of the district</p> |
| Budgeting | |
| <p>Adopt policies that require and define standards in the areas of:</p> <ul style="list-style-type: none"> Budget assumptions Balanced budgets Adequate reserve Long-range revenue projections Long-range projections for expenditure commitments (e.g. personnel, salaries and benefits, equipment, contracts) Facility needs and maintenance <p>Approve the budget using board policy standards as criteria</p> <p>Require short and long-term fiscal impact information on relevant agenda items such as equipment purchases, loans, and investments</p> | <p>Develop and use a set of assumptions in budget planning</p> <p>Develop and implement an inclusive budget planning process</p> <p>Present and interpret a budget to the board using policy criteria and assumptions</p> <p>Analyze current financial position and present to the board long-range financial needs and proposals</p> <p>Alert the board about significant changes in the budget; submit for approval as required by policy</p> <p>Ensure that budget planning is linked to college and program plans</p> |
| Financial Activity | |
| <p>Adopt policies that contain standards for:</p> <ul style="list-style-type: none"> Fund transfers Purchase of equipment Hiring and changes in status of personnel Contracts | <p>Develop procedures that ensure that expenditures and accounting processes are prudent, efficient, and adhere to law, board policy and auditing principles</p> <p>Monitor income, expenditures, and cash flow</p> <p>Monitor adherence to procedures for expending and accounting for funds</p> |

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|--|---|
| <p>Bid proposals and contracts</p> <p>Paying obligations</p> <p>Filing financial reports</p> <p>Adopt policies that define when board approval is required for fiscal actions</p> <p>Approve contracts and expenditures as required by law and board policy, including real property transactions</p> <p>Approve TRANS and other major cash management strategies</p> | <p>Present contracts, expenditures, and other fiscal items to the board for approval as required</p> <p>Review the need for and propose TRANS and other cash management programs in a timely manner</p> |
| <p>Asset Protection and Management</p> | |
| <p>Adopt policies that define and require:</p> <p>Sound investment practices</p> <p>Sound cash flow management</p> <p>Adequate protection and security</p> <p>Adequate liability and insurance coverage</p> <p>Risk management programs</p> <p>Monitor that policies are being followed</p> | <p>Ensure that investment and cash flow management practices meet board criteria</p> <p>Ensure that college assets and personnel are adequately protected and secured</p> <p>Ensure that liability and insurance coverage meets board policy standards</p> <p>Establish an adequate risk management program</p> |
| <p>Fundraising and Grants</p> | |
| <p>Determine the need for, approve, and actively support bond elections</p> <p>Provide leadership to create a foundation and establish links between the district and foundation boards</p> <p>Support the foundation and fundraising efforts</p> <p>Adopt policies that set criteria and priorities for grants</p> <p>Accept or approve grants as required by law</p> <p>Understand the short and long-range implications of grants</p> | <p>Prepare information that helps the board determine the need for and approve bond elections</p> <p>Lead and administer various fundraising efforts, including the foundation and asset management activities</p> <p>Keep the board informed about grants sought and awarded, including their implications for the college</p> <p>Present grants for board approval as required;</p> |

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|--|---|
| Monitoring Fiscal Health | |
| <p>Require periodic reports to monitor fiscal control policies and accounting processes</p> <p>Require regular reports on the fiscal status of the institution</p> <p>Become educated about financial statements and their implications</p> <p>Define broad expectations for the independent audit of the district accounts and business procedures</p> <p>Set criteria for an auditing firm to conduct the annual audit</p> <p>Review the audit report</p> <p>Discuss deviations (if any) and give appropriate direction to CEO</p> | <p>Periodically, report to the board compliance with fiscal control policies</p> <p>Periodically report the fiscal condition of the institution; provide a summary that clearly shows the relationship of expenditures to budget</p> <p>Educate the board on how to read financial statements</p> <p>Assist the board with the selection of an auditing firm</p> <p>Cooperate with and auditor so the audit is thorough</p> <p>Assist the board in reviewing the audit report</p> <p>Correct deviations (if any) found as a result of the audit</p> |

HUMAN RESOURCES

The area of human resources includes all personnel and employment issues, and is subject to numerous state and federal laws and regulations. The board and CEO work together to address:

- hiring and other personnel practices
- treatment of personnel
- professional development
- salaries, benefits, and collective bargaining

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|---|--|
| Personnel Hiring | |
| <p>Establish policies that require:</p> <ul style="list-style-type: none"> Selection of the best qualified personnel Administrative, faculty, and staff diversity Competitive salaries and working conditions, within budget constraints <p>Set policy regarding which positions require board approval</p> <p>Compliance with equal employment and affirmative action laws</p> <p>Ratify hires as required by law (based on compliance with policy)</p> | <p>Ensure that personnel recruitment and hiring processes are:</p> <ul style="list-style-type: none"> Fair, legal, comply with laws Result in good applicant pools Reflect well on the institution <p>Seek to achieve that staff diversity reflects college and community populations</p> <p>Forward personnel actions to the board as required; inform the board about other key personnel changes</p> |
| Treatment of Personnel | |
| <p>Establish policies that require:</p> <ul style="list-style-type: none"> Fair and effective evaluation and supervision processes Safe and pleasant working environment Clear grievance procedures Due process in employee discipline and termination Academic freedom Protection of privacy <p>Adopt policies that guide implementation of ADA and harassment laws</p> <p>Adopt policies that ensure appropriate consultation with and delegation of authority to employee groups</p> <p>Establish clear processes for board/staff communication that do not abrogate the board/CEO relationship</p> <p>Support CEO recommendations on disciplinary action or terminations when cause is demonstrated and procedures have been followed</p> | <p>Ensure that:</p> <ul style="list-style-type: none"> Personnel regulations and procedures are fair, legal, and equitable and meet board policy criteria Personnel manuals and handbooks are current and public Personnel procedures are implemented and followed Grievance procedures are clear, equitable, and followed Discipline and termination are for demonstrable cause and follow procedures <p>Seek legal counsel when needed; share information with the board</p> <p>Alert the board early to personnel problems that may become public or reach the board level</p> <p>Provide adequate information to the board about personnel problems and recommendations</p> |

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|---|--|
| Professional Development | |
| <p>Establish policy expectations for staff orientation and ongoing professional development</p> <p>Publicly recognize staff achievements</p> <p>Engage in trustee and board development</p> | <p>Ensure that resources are allocated for professional and staff development</p> <p>Encourage professional development and staff recognition programs</p> <p>Engage in ongoing learning</p> <p>Support trustee education and development</p> |
| Salaries, Benefits, and Collective Bargaining | |
| <p>Delegate clear authority to the CEO or other agent to engage in collective bargaining on behalf of the board</p> <p>Set criteria for salaries and benefits that establish competitive, fair wages and that protect current and future district resources</p> <p>Ask the CEO to provide options and analyses on negotiating positions and their implications</p> <p>Participate in training on positive bargaining practices</p> <p>Provide clear direction to the CEO, including parameters for negotiations</p> <p>Set and adhere to positive bargaining practices; stay on the "high road"</p> <p>Maintain the confidentiality of bargaining positions</p> | <p>Engage in positive bargaining practices; follow board standards and criteria</p> <p>Provide the board with an analysis of the implications of various options in the bargaining process</p> <p>Provide training in collective bargaining approaches for all those involved in the process, as well as the board</p> <p>Inform the board of union proposals</p> <p>Maintain good communication with the board regarding the status of the negotiations</p> <p>Delegate clear authority to the negotiating agents and ensure that they understand board parameters and budget constraints</p> |

COMMUNITY RELATIONS

Governing and leading community-based institutions requires boards and CEOs to be active participants in their communities and ensure strong college-community connections. Community relations roles and tasks are in the areas of:

- community involvement
- marketing and media relations
- foundation support

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|---|---|
| General | |
| <p>Ensure that general interests of the external communities are represented in board decisions</p> <p>Advocate for and support the colleges in the community</p> <p>Maintain links with business, government and community leaders</p> <p>Adopt policies that govern:</p> <ul style="list-style-type: none"> community relations marketing and public relations foundations and fundraising | <p>Ensure that district programs respond to community needs</p> <p>Advocate for and support the colleges in the community</p> <p>Maintain links with business, government and community leaders</p> <p>Lead and administer programs that</p> <ul style="list-style-type: none"> Reflect a positive image for the college Engender community support for the college Ensure strong college and community connections |
| Community Involvement | |
| <p>Seek out various community perspectives</p> <p>Establish and engage in systematic methods to link with community representatives and policy-makers including:</p> <ul style="list-style-type: none"> K-12 boards local governments community and business policy boards higher education policy and advisory boards <p>Adopt policies that:</p> <ul style="list-style-type: none"> Ensure community input into strategic planning and institutional evaluation Encourage partnerships and relationships with community organizations Define community use of college facilities Set the policy direction for community service | <p>Establish a culture that fosters responsiveness to community needs and positive relations with the public and community groups.</p> <p>Actively seek and foster professional relationships with education, government, business, and other community leaders</p> <p>Participate in community events and service organizations</p> <p>Encourage partnership programs with K-12 and higher education institutions</p> <p>Ensure that planning processes assess and respond to community needs</p> <p>Ensure a comprehensive program of community services and events</p> <p>Establish and monitor procedures for public use of and participation in college facilities, programs, services, and events</p> |

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|---|---|
| Marketing and Media Relations | |
| <ul style="list-style-type: none"> y Adopt policies that: y Set parameters for marketing and public relations programs y Establish standards of good practice (ethics) for trustee relations with the public and media | <ul style="list-style-type: none"> y Establish and administer comprehensive public relations operations; ensure the accuracy and quality of communication to public y Keep board informed about <ul style="list-style-type: none"> y Issues that may result in media contacts y Public relations and marketing efforts |
| Foundation Support | |
| <ul style="list-style-type: none"> y Adopt policies that establish the direction and parameters for a foundation y Support and monitor the foundation y Establish links with the foundation board of directors | <ul style="list-style-type: none"> y Establish a foundation and ensure that it is effective y Actively support foundation activities through personal involvement |

LEGISLATIVE RELATIONS

Legislative support is important for institutional success. The board and CEO play key roles in working with legislators and garnering support. The area of legislative relations includes:

- understanding policy trends and issues
- establishing and communicating priorities and needs
- advocating on behalf of the institution

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|--|---|
| Policy Trends and Issues | |
| <p>Engage in ongoing study of policy issues and trends through reading and conference attendance</p> <p>Allocate time at board meetings and hold study sessions to discuss policy issues, trends, and system priorities</p> <p>Understand the impact of state and national policy on local mission and goals</p> | <p>Establish processes to stay up-to-date on policy issues and trends</p> <p>Monitor and gather relevant information</p> <p>Ensure the board is aware of policy issues and trends:</p> <ul style="list-style-type: none"> Provide summaries of key points Forward legislative alerts and other relevant information to the board <p>Design board agendas to allow time to discuss issues</p> <p>Provide background and analysis of key initiatives to enable the board to take a position</p> |
| Local Priorities | |
| <p>Allocate time to study and understand local community needs and priorities</p> <p>Adopt positions that further the ability of the district to achieve its goals</p> <p>Discuss local priorities and issues with the CCCT board of directors and the Community College League staff</p> | <p>Provide information and analysis to the board of local trends and issues that may require legislative response</p> <p>Inform the board of the impact of state and national legislative initiatives on local priorities</p> <p>Forward positions to state associations and the Chancellor's Office</p> |
| Legislative Advocacy | |
| <p>Identify and make key contacts with legislators</p> <p>Ensure that the CEO and all board members are introduced to key contacts</p> <p>Study issues to ensure effective communication with legislators</p> <p>Maintain ongoing and appropriate communication with legislators</p> <p>Advocate on behalf of the college and its contributions to the community</p> <p>Support board positions, as well as state system and association positions where not in conflict</p> | <p>Manage the board's legislative advocacy activities</p> <p>Identify and make key contacts with legislators; ensure board members are introduced to key contacts</p> <p>Identify a legislative liaison on the staff</p> <p>Arrange for legislators to visit the district; include board members in these visits</p> <p>Provide information to the board for advocacy purposes</p> <p>Inform the board of Chancellor's Office, state and national association positions</p> |

LEGAL AFFAIRS

Governing boards and CEOs share the responsibility to ensure that the district:
 abides by local, state, and federal laws and legal intent
 uses legal counsel prudently

| BOARD ROLE AND TASKS | CEO ROLE AND TASKS |
|--|--|
| Laws and Regulations | |
| <p>Adopt policies specifically required by law and regulation</p> <p>Delegate authority to the CEO and require that procedures exist that comply with local, state and national laws and regulations</p> <p>Monitor compliance</p> <p>Follow laws related to board practices, including conflicts of interest, open and public meetings, confidentiality of closed sessions, and political practices</p> | <p>Be aware of laws and regulations that affect the institution</p> <p>Inform the board and new trustees about major laws and regulations</p> <p>Ensure that administrative procedures exist and are followed to comply with law and regulation</p> <p>Monitor compliance and report to the board</p> <p>Advise the board about laws and regulations that affect the board</p> |
| Legal Actions and Counsel | |
| <p>Request legal counsel only as a board; work through the CEO</p> <p>Request legal advice well in advance of potential problems</p> <p>Accept and expect realistic assessments of the board's legal position</p> <p>Establish policies that guide the CEO's response to lawsuits and threats of legal action</p> <p>Adopt policies that insure and protect the assets and personnel of the district, as well as the board</p> | <p>Recommend appropriate legal counsel to advise the board</p> <p>Inform the board of legal counsel used to advise the college</p> <p>Inform the board of threats of legal action and lawsuits</p> <p>Keep the board informed of progress on and outcomes of legal matters</p> <p>Prepare summaries and analyses that review all options for the board when board action is required on legal issues</p> <p>Ensure that the district has adequate liability protection</p> |