ORDER OF BUSINESS – SPECIAL MEETING  
Wednesday, January 20, 2010  
Public Meeting – 9:00 a.m.

Los Angeles Trade-Technical College  
South Campus Technology Building  
Room TE 101 – First Floor  
400 W. Washington Blvd.  
Los Angeles, CA 90029

I. Roll Call (9:00 a.m.)

II. Public Speakers

III. Reports from the Chancellor
A. Chancellor’s Introduction and Overview  
B. Board Self-Evaluation Process and Questions  
C. Board Protocol and Development  
D. Board Assessment of District Strengths, Challenges, and Opportunities  
E. Board Self-Assessment  
   1. Review and Assessment of 2009 Board Goals  
   2. Preliminary Discussion of 2010 Board Goals  
F. 2010-2011 Annual Board Effectiveness Cycle  
G. Board Calendar Planning

IV. Adjournment

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Next Regularly Scheduled Board Meeting  
Wednesday, January 27, 2010  
(Public Session scheduled for 3:30 p.m.)  
Los Angeles City College  
855 N. Vermont Avenue  
Los Angeles, CA 90029
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If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, for whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

To make such a request, please contact the Executive Secretary to the Board of Trustees at (213) 891-2044 no later than 12:00 p.m. (noon) on the Tuesday, prior to the Board meeting.
The special meeting of the Board of Trustees of the Los Angeles Community College District (LACCD) was called to order at 9:08 a.m. with President Mona Field presiding.

On roll call the following members were present: Kelly G. Candaele, Mona Field, Georgia L. Mercer, Tina Park, Nancy Pearlman, Miguel Santiago, and Sylvia Scott-Hayes. Student Trustee Rodney D. Robinson was present.

Interim Chancellor Tyree Wieder was present.

PUBLIC SPEAKERS
None.

REPORTS FROM THE CHANCELLOR

Chancellor’s Introduction and Overview

Interim Chancellor Wieder indicated that one of the purposes of the Special Meeting is to provide District staff an opportunity to dialog with the Board members regarding issues that are of concern. She introduced Dr. Cindra Smith, Board Development Specialist, who will serve as the facilitator, and discussed her background.

Dr. Smith requested that the Board members introduce themselves, discuss what they do in their “other life,” and indicate how long they have been on the Board.

Dr. Roland Chapdelaine, President, Los Angeles Trade-Technical College (LATTC), welcomed everyone to the newly opened South Campus Technology Building.

Trustee Mercer requested that Dr. Chapdelaine provide the Board with information regarding the cost per square foot for constructing this building.

Dr. Chapdelaine indicated that he would provide this information.

Dr. Smith summarized the document entitled “Annual Board Retreat” with respect to the agenda.

There was discussion regarding the “ground rules” for today’s meeting.

Board Self-Evaluation Process and Questions

A document entitled “LACCD Board of Trustees Self-Evaluation” was distributed.

Dr. Smith requested the Board members to indicate what they expect from a self-evaluation and what they like and do not like about the current self-evaluation process.
The Board members shared their opinions regarding the self-evaluation process.

There was discussion regarding possible changes to the “LACCD Board of Trustees Self-Evaluation” form that was used in December 2008.

A document entitled “Board of Trustees Annual Goal Self-Assessment Matrix” was distributed.

Dr. Smith discussed the document with respect to Strategic Plan Goal 1: Access—Expand Educational Opportunity and Access.

With respect to updating the LACCD Board of Trustees Self-Evaluation form, Dr. Adriana Barrera, Deputy Chancellor, requested that any suggested changes be e-mailed to her.

**Board Protocol and Development**

A document entitled “Board Protocols and Development” was distributed.

There was discussion regarding the document with respect to preparing for Board meetings; committee responsibilities; upholding the Board’s Code of Ethics; Closed Session meetings; communication and e-mail protocols among Trustees, with the Chancellor, with the Vice Chancellors and College Presidents, with employees, and with community members; and travel protocols.

**Board Assessment of District Strengths, Challenges, and Opportunities**

A document entitled “Some Potential District Challenges & Priorities for 2010” was distributed.

There was discussion regarding the key issues facing the Board this year. These include improving the evaluation process for faculty and staff, maintaining student enrollment, increasing student retention, improving student success, the search process for a new Chancellor and two College Presidents, the bond construction program, sustainability policies, the District strategic plan, the role of the Internal Auditor, the budget crisis, and accreditation.

**Board Self-Assessment**

A document entitled “Board of Trustees Annual Goal Self-Assessment Matrix 2009-2010” was distributed.

Dr. Smith indicated that the purpose of the matrix is to provide the Board members with a method for evaluating how well the District is achieving its goals.

**Review and Assessment of 2009 Board Goals**

**Preliminary Discussion of 2010 Board Goals**

There was discussion regarding the document with respect to the following strategic plan goals:

- **Goal 1**: Access—Expand Educational Opportunity and Access
- **Goal 2**: Student Success—Enhance all Measures of Student Success
- **Goal 3**: Excellence—Support Student Learning and Educational Excellence
- **Goal 4**: Accountability—Create a Districtwide Culture of Service and Accountability
- **Goal 5**: Collaboration and Resources—Explore New Resources and External Partnerships

President Field relinquished the gavel to Vice President Mercer.

(Trustee Field left at 12:48 p.m.)
There was also discussion regarding the document with respect to the 12 Board goals that are listed under the strategic plan goals and the Board self-assessment of the Board goals.

Dr. Smith indicated that the Board members are being asked to check off one of the following boxes for each Board goal: Done; Continue; Revise; or Drop.

With respect to Board Activities in Support of Goal #12—Encourage hiring policies and practices designed to result in a labor force that reflects community demographics and encourage outside vendors to uphold similar standards, Trustee Scott-Hayes indicated that one of the activities states “emerging small and local business outreach initiative exceeds goals by 28 percent,” although the District’s numbers are higher than 28 percent. She inquired if the District should hold itself more accountable by increasing this percentage.

Ms. Camille Goulet, General Counsel, indicated that she would review this issue and report back to the Board.

**2010-2011 Annual Board Effectiveness Cycle**

A document entitled “Proposed LACCD Board of Trustees Effectiveness Review Cycle” was distributed.

Mr. Gary Colombo, Vice Chancellor, Institutional Effectiveness, discussed the effectiveness review cycle, which includes the following activities:

- Annual Board Retreat, college activities in support of goals, annual college institutional effectiveness reports, annual District effectiveness report, and annual Board self-evaluation.

A document entitled “Proposed Board Effectiveness Review Calendar 2010-2011” was distributed.

Mr. Colombo discussed the document with respect to activities from July 2010 through June 2011.

**Board Calendar Planning**

A document entitled “Proposed Comprehensive Board Activity Calendar 2010-2011” was distributed.

Interim Chancellor Wieder discussed the document with respect to Board activities and other events. She indicated that the Board meeting dates that are listed are tentative.

Trustee Mercer noted that the document incorrectly states that the ACCT Annual Trustees Conference will be held on April 30 to May 2, 2010 at the Hyatt Regency Long Beach and indicated that it should say CCLC Annual Trustees Conference.

Interim Chancellor Wieder indicated that she would make this correction.

A draft document entitled “Committee Meeting Schedule 2009-2010” was distributed.

Interim Chancellor Wieder indicated that this is a list of the Board of Trustees standing committee meetings that have been scheduled as of January 20, 2010. She stated that the list is subject to revision.

There was discussion regarding budget and fiscal policy issues.

Dr. Smith summarized the topics that were discussed at today’s meeting.
Los Angeles Community College District

Annual Board Retreat

January 20, 2010

9:00 a.m.—2:00 p.m.

Los Angeles Trade-Technical College
South Campus Technology Building
Media Room TE 101

Facilitator: Dr. Cindra Smith, Board Development Specialist

Agenda

1. Chancellor's Introduction & Overview

2. Board Self Evaluation Process & Questions

3. Board Protocol and Development

4. Board Assessment of District Strengths, Challenges, & Opportunities

Break for Lunch

5. Board Self Assessment
   a. Review and Assessment of 2009 Board Goals
   b. Preliminary Discussion of 2010 Board Goals

6. Proposed 2010-11 Annual Board Effectiveness Cycle

7. Comprehensive Board Calendar Planning
**LACCD BOARD OF TRUSTEES SELF-EVALUATION**

1. LACCD Board of Trustees Self-Evaluation - December 2008

1. **Date:**

2. **ADMINISTRATION**

* 1. Establishes policies and guidelines for the Chancellor in his administration of the District.

   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 2. States clearly what it expects from the Chancellor and College Presidents in terms of personal qualities, conduct, and job performance.

   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 3. Considers all pertinent background information as well as the Chancellor's recommendations in making policy decisions.

   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 4. Bases all decisions on what it considers is in the best interest of the students.

   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 5. Board discussions generally center on policy information and revision, not administrative/procedural operations.

   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 6. Keeps up-to-date with changes in laws and government regulations that affect the instructional programs and administration of the colleges.

   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable
LACCD BOARD OF TRUSTEES SELF-EVALUATION

* 7. Conscientiously and consistently reads the Board Agenda and Board Letter.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

8. Administration Comments:

3. FINANCE

* 1. Provides for long-range planning for acquisition, development, and maintenance of facilities and sites.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 2. Authorizes budgeted allotments and special expenditures only after considering the total needs of the colleges and the best interest of the students.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

3. Finance Comments:

4. COMMUNITY RELATIONS

* 1. Encourages public attendance at Board Meetings and provides opportunities for interested members of the public to address their concerns to the Board.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable
LACCD BOARD OF TRUSTEES SELF-EVALUATION

* 2. Cooperates actively with various news media and supports efforts to ensure dissemination of complete and accurate information about the colleges.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 3. Participates in community affairs and maintains contact with community organizations actually or potentially relevant to the colleges.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 4. Promotes and defends the interests of the colleges and students within the political arena.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 5. Channels received concerns, complaints, criticisms, and compliments about the colleges back to the Chancellor and Presidents for review and possible action.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 6. Keeps aware of community attitudes and special interest groups that may exert influence on the colleges' programs.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 7. Reflects Board policy in individual answers to public questions and in public statements.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 8. Participates in discussions with the public regarding District issues and policies.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable
9. Community Relations Comments:

5. EDUCATION

* 1. Encourages and supports recruitment, promotion, and other efforts designed to ensure that the student body will reflect the ethnic and cultural diversity of the community.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 2. Supports policies and projects leading to the District goal of a faculty whose composition mirrors the ethnic and cultural diversity of the community it serves.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

* 3. Encourages the development of curricula that impact the rich and diverse cultural heritage of the various ethnic groups represented in the District’s student body.
   - Board Not Committed
   - Board Poorly Committed
   - Board Committed
   - Board Strongly Committed
   - Not Applicable

4. Education Comments:

6. OVERALL EVALUATION
1. Area where the Board demonstrates greatest strength:


2. Area where the Board can work on improving:


3. Additional Comments:
Board self-evaluation instruments usually contain 30-40 items plus a few open-ended questions. The following item bank provides over 100 possible statements from which to choose. DO NOT use all of the items in the bank; there are many items that are similar and lengthy instruments are neither useful nor recommended.

Boards should adapt statements to fit their needs. The statements may need to be reworded depending on the type of rating scale used.

The items are based on criteria outlined in *Board Roles and Responsibilities*, as well as ACCT’s statement "On the Effective Governance of Community Colleges" and the *ACCT Code of Ethics*.

The items are categorized as follows:

- **Board Organization**
  - Policy Role

- **Community Relations**
  - Policy Direction

- **Board-CEO Relations**
  - College Operations

- **Institutional Performance**
  - Board Leadership

- **Advocating for the College**
  - Board Education

- **Open-ended Questions**

**Board Organization**

- The board operates as a unit.
- Board members uphold the final majority decision of the board.
- The board considers and respects minority opinions.
- Board members understand that they have no legal authority outside board meetings.
- Board members represent board policy in responding to public and employee questions.
- Board members make decisions after thorough discussion and exploration of many perspectives.
- The board’s decisions are independent of partisan bias.
Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion.
- The meeting agendas are relevant to the work of the board.
- The board has adequate input into the planning of meeting agendas.
- Meeting agenda items contain sufficient background information and recommendations for the
  Closed sessions are held only when needed.
- Board officer responsibilities are clear.
- Board officer responsibilities are appropriate for the work of the board.
- Board committees have clear and appropriate responsibilities.
- Board committees effectively assist the board to do its work.
- The board’s recruitment and selection processes reflect well on the college.
- The board's recruitment and selection processes attract excellent candidates.

Policy Role

- The board understands that the primary function of the board is to establish the policies by which
  administered.
- Board members understand and support the concept that board policy is the primary voice of the
  The board periodically reviews and evaluates its policies.
- The board assures a systematic, comprehensive review of board policies and the procedures that
  The board focuses on policy in board discussions, not administrative matters.
- The board has clarified the difference between its policy role and the roles of the CEO and staff
  The board policy manual is current, relevant, and useful.
- Policy recommendations contain adequate information and are presented to that sufficient time
  The policy-making process is clear, public, and inclusive.
- The board, through the CEO, seeks advice and recommendations from faculty, staff, and students
- The board openly discusses issues and seeks the views of college constituents.
- The board seeks community input in developing policies that affect the community at large.
Community Relations

- The board is committed to protecting the public interest.
- The board effectively represents the "voice" of the community.
- The board has determined what benefits the community should derive from the college.
- Board members act on behalf of the entire community.
- The board is knowledgeable about community and regional needs and expectations.
- The board has strategies for involving the community in discussion of issues that impact the college.
- Board members maintain good relationships with community leaders.
- The board has protocols for dealing with the citizens and the media.
- Board members adhere to protocols for dealing with citizens and the media.
- Board members keep the CEO informed of community contacts.
- The board encourages active cooperation by citizens, organizations, and the media with respect to college operations and proposed future developments.
- The board assists in developing educational partnerships with community agencies, businesses, and appropriate.

Policy Direction

- The board is knowledgeable about the mission and purposes of the institution.
- The board is appropriately involved in defining the vision, mission and goals.
- The vision and goals of the institution adequately address community needs.
- The board has ensured that the mission and goals are sufficiently responsive to community current needs.
- The board bases its decisions in terms of what is best for students and the community.
- The board spends sufficient time discussing the future direction of the college.
- The board regularly reviews the mission and purposes of the institution.
- The board is knowledgeable about the educational programs that implement the mission of the college.
- The board is involved in setting expectations for broad student learning outcomes.
- The board maintains a future-oriented, visionary focus in board discussions.
- The board annually sets annual priorities in conjunction with the CEO.
- The board requires long-range strategic planning.
- The board is appropriately involved in the planning process.
- The board understands the educational and legal context in which planning occurs.
- The board is familiar with the general strategic and master plans of the institution.
- The board encourages partnerships and other cooperative agreements with business, government educational institutions.

Board-CEO Relations

- The board and CEO have a positive, cooperative relationship.
- A climate of mutual trust and respect exists between the board and CEO.
- The board sets clear expectations for the CEO.
- The CEO’s job description is current and accurate.
- The board provides a high level of support to the chief executive.
- The board maintains open communication with the CEO.
- Board members are available to the CEO for support and feedback.
- The board effectively evaluates the CEO.
- The board has clear protocols for communicating with staff that include the CEO.
- The board clearly delegates the administration of the college to the CEO.
- Board members keep the CEO informed about contacts with the community and staff.
- Board members respect the role of the CEO as the link between the board and staff.
- The board encourages the professional growth of the CEO.
- The board and CEO work cooperatively to maintain a broad perspective.

Standards for College Operations

- The board is knowledgeable about the educational programs and services of the college.
- The board understands of the fiscal condition of the organization.
- The board has established parameters for college budget planning.
The board requires and is involved in long-range fiscal planning.

- The board understands the budget document.
- The board assures that the budget reflects college priorities in the mission and goals.
- The board has a long-range facilities plan.
- Board policies adequately address parameters for facilities maintenance and appearance.
- Board policies adequately address parameters regarding safety and security.
- Board policies adequately address parameters for investments and management of assets.
- Board policies adequately address parameters for fiscal management that meet audit standards.
- The board has established clear parameters for collective bargaining with employee groups.
- The board has policies that require fair and equitable employment processes.
- The board is committed to equal opportunity.
- The board has policies that require fair employee due process and grievance procedures.
- The board has policies that require adequate participation in decision-making within the institution.
- The board meets its responsibility as a court of appeal.

Institutional Performance

- The board has a system to evaluate effectiveness of the educational program of the college.
- The board monitors the effectiveness of the college in fulfilling the mission.
- The board requires the college to regularly evaluate program effectiveness.
- The board regularly reviews reports on student learning outcomes.
- The board demonstrates a concern for the success of all students.
- The board adequately monitors the impact the college has on the community.
- The board is appropriately involved in the accreditation process.
- The board understands state and federal accountability requirements.
- The board reviews accountability reports to state and federal agencies.
- The board monitors performance related to its policies for facilities development, maintenance.
- The board monitors performance related to its policies regarding safety and security.
- The board monitors performance related to its policies on investments and asset management.
- The board monitors performance related to its policies on fiscal management.
- The board understands the financial audit and its recommendations.
- The board monitors its policies for collective bargaining.
- The board monitors performance related to its policies on employment processes.
- The board monitors performance related to its policies on employee discipline and grievance.

Board Leadership

- The board has a clear description of board roles and responsibilities.
- The board understands its roles and responsibilities.
- The board adheres to its roles and responsibilities.
- The board understands and adheres to its legal responsibilities.
- The board adheres to a code of ethics or standards of practice.
- Board members treat one another with respect.
- Board members work together as a team to accomplish the work of the board.
- Board members are prepared for board meetings.
- The board accommodates the differences of opinion that arise during debates of issues.
- The board bases its decisions upon all available facts in each situation.
- Board members avoid conflicts of interest and the perception of conflicts of interest.
- Board members may contribute single interest or their own professional perspectives to discuss community as a whole.
- Once a decision is made, board members cease debate and uphold the decision of the board.
- The board maintains confidentiality of privileged information.
- The board works together in a spirit of harmony and cooperation.
- Through its behavior, the board has set a positive example for the CEO and other employees.
- The board actively encourages creativity and innovation.
- The board is willing to take a stand for what it believes is right for students and the community.
- The board understands the political implications of its actions.
- The board works to build positive relationships with all stakeholders.
- The board considers the political ramifications of its decisions.

**Advocating for the College**

- Board members are knowledgeable about the college’s history, mission, and values.
- The board recognizes positive accomplishments of the college.
- Board members actively support the mission and values of the college.
- Board members speak positively about the institution in the community.
- Board members support the colleges by attending various events.
- The board plays a leadership role in the local community.
- Board members participate in community activities as representatives of the college.
- The board helps educate the local community about community college needs and issues.
- Board members are knowledgeable about state laws and regulations.
- Board members are knowledgeable about state and national educational policy issues.
- The board advocates college interests to state and national agencies and legislators.
- The board actively seeks political and civic support for the college.
- The board works to secure adequate public funding.
- The board actively supports the colleges’ foundation and fundraising efforts.
- The board understands and protects the academic freedom of the faculty and administrators.
- The board supports the state and national community college trustee associations.

**Board Education**

- Candidates for the board are educated about board responsibilities and the college.
- New members receive an orientation to the board and the institution.
- The board strives to become increasingly more effective.
- Board members are engaged in a continuous process of training and development.
- The board has an ongoing program of board development.
- Board members are knowledgeable about the roles and responsibilities of trusteeship.
- The board is knowledgeable about state and national laws and issues related to community colleges.
- The board is knowledgeable about major social and economic trends and issues that affect the institution.
- The board adequately studies issues prior to board action.
- The information provided to the board is appropriate and relevant.
- The information requested by and provided to board members does not put an undue burden on board members.
- Sufficient resources are allocated for board members to attend conferences.
- Board members are up-to-date on community colleges issues through reading and attendance at professional development programs.
- Board members devote time, thought, and study to the duties and responsibilities of a community college trustee.
- The board periodically evaluates itself.
- The board self-evaluation process provides useful information on board performance.

Board Goals

One of the outcomes of a self-evaluation is the establishment of board goals for the following year. The goals may include a request that respondents to assess how well the goals set in the prior evaluation were achieved.

Open Ended Questions

A self-evaluation instrument may be designed with space for general comments under each item or at the end of the questionnaire. Some general questions include:

- What are the board’s greatest strengths?
- What are the major accomplishments of the board in the past year?
- What are areas in which the board could improve?
- As a trustee, I am most pleased about ____________________________
- As a trustee, I have concerns about ____________________________
- As a trustee, I would like to see the following changes in how the board operates:

- I recommend that the board has the following goals for the coming year:
Boards benefit from periodically reviewing their standards and protocols for performing their roles on the board, including but not limited to their codes of ethics, communication protocols, relationship with the CEO, and roles and responsibilities. The following specific items were proposed for discussion at this retreat.

1. Preparing for Board Meeting
   - Questions about agenda items

2. Committee Responsibilities

3. Upholding the Board’s Code of Ethics

4. Closed Sessions

5. Communication and email protocols
   - Among trustees
   - With the Chancellor
   - With vice chancellors & college presidents
   - With labor group leaders
   - With employees
   - With community members

6. Travel protocols

Prepared by Dr. Cindra Smith, Board Development Specialist
cindrasmith@comcast.net
2301.10 Board Self-Evaluation. Each Fall, the Board of Trustees will perform a self-evaluation. The Board’s self-evaluation process may include a formal survey of stakeholders and constituents such as senior District management, College Presidents, the District Academic Senate President, representatives of collective bargaining units, and others. The Board will conduct its annual self-evaluation during a public session during which the Board will review the results of any data collection or survey process, assess its performance during the preceding year, and establish new annual goals.

Adopted 10-17-07
Strategic Plan Goal 1: Access—Expand Educational Opportunity and Access

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<tr>
<th>District Outcomes</th>
<th>Target</th>
<th>Change since ‘05</th>
</tr>
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<tbody>
<tr>
<td>Increase in District-wide enrollment overall (FTES)</td>
<td>+20%</td>
<td>+21%</td>
</tr>
<tr>
<td>Increase in application to enrollment yield</td>
<td>+20%</td>
<td>N/A</td>
</tr>
<tr>
<td>Increase in enrollment of students 18-20 (FTES)</td>
<td>+5%</td>
<td>+31%</td>
</tr>
<tr>
<td>Increase in enrollment of male Hispanic, Af. Am. &amp; Nat. Am. students</td>
<td>+20%</td>
<td>+30%</td>
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**Board Goal #1**
Continue to support outreach to communities and groups that have been historically underserved by higher education (such as African Americans, Latino males, etc.) to increase college awareness and participation.

**Board Activities in Support of Goal #1**
- Board support for the establishment of the Van de Kamp Innovation Center
- Board member visits to Washington in support of Pathways Out of Poverty and other workforce grant efforts
- Board support for partnership with the Alliance Charter Schools at the Van de Kamp Center
- Board support for African American Outreach Initiative activities
- Board support for LAUSD Partnership & the LA Compact
- Board support for CAHSEE outreach programs

**Board Self Assessment of Goal #1**

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<tr>
<th>Done</th>
<th>Continue</th>
<th>Revise</th>
<th>Drop</th>
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Strategic Plan Goal 2: Student Success—Enhance all Measures of Student Success

<table>
<thead>
<tr>
<th>District Outcomes</th>
<th>Target</th>
<th>Change since 05</th>
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<tbody>
<tr>
<td>Increase in Successful Course Completion</td>
<td>+15%</td>
<td>0%</td>
</tr>
<tr>
<td>Increase in Fall to Spring Persistence Rate</td>
<td>+15%</td>
<td>+1.4%</td>
</tr>
<tr>
<td>Increase in total transfers</td>
<td>+20%</td>
<td>+2%</td>
</tr>
<tr>
<td>% of entering students completing 12+ units who transfer within six years.</td>
<td>N/A</td>
<td>-12.7%</td>
</tr>
<tr>
<td>Increase in total degrees</td>
<td>+20%</td>
<td>-6%</td>
</tr>
<tr>
<td>% of entering students completing 12+ units who complete a degree within six years</td>
<td>N/A</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Increase in total certificates</td>
<td>+20%</td>
<td>-4%</td>
</tr>
<tr>
<td>% of entering students completing 12+ units who complete a certificate within six years</td>
<td>N/A</td>
<td>+19.8%</td>
</tr>
</tbody>
</table>

**Board Goal #2**
Continue to support the district’s Student Success and Basic Skills Initiatives by holding LACCD colleges accountable on an annual basis for improving all student success outcomes (including basic skills progress rates, persistence rates, transfer rates, and degree, and certificate completion rates) and by encouraging the colleges to develop and offer intensive short-term instructional alternatives for the completion of required pre-collegiate coursework.

**Board Activities in Support of Goal #2**
- On-going Board support for the District Student Success Initiative
- Board support for the Basic Skills Initiative Professional Development Grant
- Board support for the pilot Faculty Teaching Learning Academy (FTLA)
- Board annual review of ARCC AB 1417 & College Effectiveness Outcomes
- Planning & Student Success Committee review of College Strategic Plan Outcomes
<table>
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<tr>
<th>Board Self Assessment of Goal # 2</th>
<th>Done</th>
<th>Continue</th>
<th>Revise</th>
<th>Drop</th>
</tr>
</thead>
</table>

| Board Goal # 3 |
| Encourage the colleges to explore creative ways to build “wrap-around” support services into the academic experience of all LACCD students, including information about vital campus academic resources, study skills development, financial aid opportunities, etc. |

| Board Activities in Support of Goal # 3 |
| ✓ On-going Board support for District Student Success Initiative |
| ✓ Board member visits with legislators and US Department of Education staff in support of student success related grants |

<table>
<thead>
<tr>
<th>Board Self Assessment of Goal # 3</th>
<th>Done</th>
<th>Continue</th>
<th>Revise</th>
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</tr>
</thead>
</table>

| Board Goal # 4 |
| Encourage district-wide efforts to use interactive “Web 2.0” technologies, including implementation of an on-line “student portal system,” to engage students more actively in classroom and experiences and college activities and to provide them with 24/7 on-line support services. |

| Board Activities in Support of Goal # 4 |
| ✓ On-going Board support for District Student Success Initiative |
| ✓ Board support for the pilot Faculty Teaching Learning Academy (FTLA) |

<table>
<thead>
<tr>
<th>Board Self Assessment of Goal # 4</th>
<th>Done</th>
<th>Continue</th>
<th>Revise</th>
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</tr>
</thead>
</table>

| Board Goal # 5 |
| In partnership with local 4-year institutions, cultural organizations, and civic groups, support a district-wide Transfer/AA Degree Outcomes Initiative aimed at improving transfer and graduation rates for all LACCD students. |

| Board Activities in Support of Goal # 5 |
| ✓ Board member participation in the CSU “Compass” Transfer Initiative |
| ✓ On-going Board support for the District Student Success Initiative |
| ✓ Board annual review of ARCC AB 1417 Outcomes |
| ✓ Planning & Student Success Committee review of College Effectiveness Reports |

| Board Self Assessment of Goal # 5 | Done | Continue | Revise | Drop |
Strategic Plan Goal 3: Excellence—Support Student Learning and Educational Excellence

<table>
<thead>
<tr>
<th>District Outcomes</th>
<th>Target</th>
<th>Change since 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Quantitative Targets Established</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board Goal # 6**

*Create and implement a comprehensive district-wide workforce development plan that explores the role satellite campuses can play in meeting community workforce needs.*

**Board Activities in Support of Goal # 6**

- ✓ Establishment of the Board’s Economic and Workforce Development Committee
- ✓ Board support for the New Division of Economic & Workforce Development
- ✓ Board member visits to legislators in Washington & Sacramento in support of college workforce grant priorities
- ✓ Board member participation in VICA and other regional economic and workforce-related organizations

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<thead>
<tr>
<th>Done</th>
<th>Continue</th>
<th>Revise</th>
<th>Drop</th>
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</thead>
</table>

Board Self Assessment of Goal # 6

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Strategic Plan Goal 4: Accountability—Create A District-wide Culture of Service and Accountability

<table>
<thead>
<tr>
<th>District Outcomes</th>
<th>Target</th>
<th>Change since 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Quantitative Targets Established</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board Goal # 7**

*Hold district and college executives accountable for guaranteeing that all LACCD locations have updated their emergency preparedness plans and have actively involved faculty, staff, and students in emergency training.*

**Board Activities in Support of Goal # 7**

- ✓ All colleges completed emergency preparedness plans

<table>
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<tr>
<th>Done</th>
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<th>Revise</th>
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</thead>
</table>

Board Self Assessment of Goal # 7

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**Board Goal # 8**

*Support initiatives aimed at reducing duplication of effort and increasing productive collaboration across the district, including the regionalization of high-cost CTE and other academic programs.*

**Board Activities in Support of Goal # 8**

- ✓ Board support for the activities of the newly created Division of Economic and Workforce Development
- ✓ Planning and Student Success Committee review of College Strategic Plans

<table>
<thead>
<tr>
<th>Done</th>
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<th>Revise</th>
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</table>

Board Self Assessment of Goal # 8
Board Goal # 9
Continue to monitor the progress of all bond-funded construction projects to ensure timely completion of college master plans.

Board Activities in Support of Goal # 9
✓ Regular reports to the Board’s Infrastructure Committee on college Facilities Master Plan progress
✓ Board member visits to college campus Bond project sites
✓ Board review and concurrence in Proposition 39 performance and special project audits
✓ Board participation in District Citizen Oversight Committee meeting
✓ Board participation in bond program outreach events
✓ Board participation in bond program milestone events (ground breakings and ribbon cuttings)
✓ Board participation in conferences and seminars
✓ Board participation in competitive evaluation process for contract selection
✓ Board participation in contractor evaluation program and debarment hearings
✓ Board hearings on college master plans and Environmental Impact Reports

Done  Continue  Revise  Drop

Board Self Assessment of Goal # 9

District Strategic Goal 5: Collaboration & Resources—Explore New Resources and External Partnerships

<table>
<thead>
<tr>
<th>District Outcomes</th>
<th>Target</th>
<th>Change since ‘07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in foundation-sponsored scholarships</td>
<td>+20%</td>
<td>+48%</td>
</tr>
<tr>
<td>Increase in foundation balances</td>
<td>+20%</td>
<td>N/A</td>
</tr>
<tr>
<td>Increase in grant dollars awarded to colleges</td>
<td>+20%</td>
<td>+39%</td>
</tr>
</tbody>
</table>

Board Goal # 10
Strengthen current and develop new partnerships with local industries and businesses and with area civic and community organizations to expand and enhance district career/technical educational programs.

Board Activities in Support of Goal # 10
✓ Establishment of the Board’s Economic and Workforce Development Committee
✓ Board support for the New Division of Economic & Workforce Development
✓ Board member visits to legislators in Washington & Sacramento in support of college workforce grant priorities
✓ Board member participation in regional economic and labor organizations and associations

Done  Continue  Revise  Drop

Board Self Assessment of Goal # 10

Board Goal # 11
Encourage the development and implementation of a coherent district-wide public relations strategy, including the possible use of new media outlets including radio, to enhance the district’s reputation and visibility.

Board Activities in Support of Goal # 11
✓ Board member interviews with local media outlets
✓ Board support for Bond-related public relations efforts
✓ Board member representation of the District at public meetings and events

Done  Continue  Revise  Drop

Board Self Assessment of Goal # 11
Board Goal # 12
Encourage hiring policies and practices designed to result in a labor force that reflects community demographics and encourage outside vendors to uphold similar standards.

Board Activities in Support of Goal # 12
✓ Regular reports to the Board's Infrastructure Committee from the Emerging Small and Local Business Outreach Initiative
✓ Emerging Small and Local Business Outreach Initiative exceeds goals by 28%

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</table>

Board Self Assessment of Goal # 12
Proposed LACCD Board of Trustees Effectiveness Review Cycle

Draft for Discussion: January 15, 2009

Annual Board Evaluation
June (Committee of the Whole)
- Review progress on Board Goals
- Review progress on CEO Goals
- Review Board Evaluation
- Establish Draft Annual Board Goals

Annual Board Retreat
First Meeting of July
- Finalize Annual Board Goals
- Align Goals with CEO Goals
- Approve Board Calendar & Plan Hearings and Activities

Annual District Effectiveness Report
May (Committee of the Whole)
- ARCC AB 1417 Outcomes Review
- District Strategic Plan & Core Indicator Update

College Activities in Support of Goals
July through June of Each Year
- Colleges informed of Board & Strategic Goals
- Colleges conduct activities in support of college & district strategic goals & Board priorities

Annual College Institutional Effectiveness Reports
April (Planning and SS Committee)
- Reports on College Core Indicators
- Reports on College activities and achievements related to college and District Strategic Plans
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July 2010</strong></td>
<td>Wednesday, July 14</td>
<td><strong>Annual Board Goal Setting Retreat</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Finalize Annual Board Goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Align Goals with CEO Goals</td>
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<tr>
<td></td>
<td></td>
<td>- Plan Special Hearings &amp; Activities</td>
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<tr>
<td></td>
<td></td>
<td>- Establish &amp; Approve Board Meeting Calendar</td>
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<tr>
<td></td>
<td>Wednesday, July 28</td>
<td></td>
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<tr>
<td><strong>August 2010</strong></td>
<td>Wednesday, August 11</td>
<td></td>
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<tr>
<td></td>
<td>Wednesday, August 18</td>
<td></td>
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<tr>
<td><strong>September 2010</strong></td>
<td>Wednesday, September 1</td>
<td></td>
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<tr>
<td></td>
<td>Wednesday, September 15</td>
<td></td>
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<tr>
<td><strong>October 2010</strong></td>
<td>Wednesday, October 6</td>
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<tr>
<td></td>
<td>Wednesday, October 20</td>
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<tr>
<td><strong>November 2010</strong></td>
<td>Wednesday, November 3</td>
<td></td>
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<tr>
<td></td>
<td>Wednesday, November 17</td>
<td></td>
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<tr>
<td><strong>December 2010</strong></td>
<td>Wednesday, December 1</td>
<td></td>
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<tr>
<td></td>
<td>Wednesday, December 15</td>
<td></td>
</tr>
<tr>
<td><strong>January 2011</strong></td>
<td>Wednesday, January 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday, January 26</td>
<td></td>
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<tr>
<td><strong>February 2011</strong></td>
<td>Wednesday, February 9</td>
<td><strong>College Accreditation Reports Reviewed</strong></td>
</tr>
<tr>
<td></td>
<td>Wednesday, February 23</td>
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<tr>
<td><strong>March 2011</strong></td>
<td>Wednesday, March 9</td>
<td><strong>Valleyside College Effectiveness Reports</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>Wednesday, March 23</td>
<td></td>
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<tr>
<td><strong>April 2011</strong></td>
<td>Wednesday, April 13</td>
<td><strong>Cityside College Effectiveness Reports</strong>&lt;sup&gt;**&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>Wednesday, April 27</td>
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<tr>
<td><strong>May 2011</strong></td>
<td>Wednesday, May 11</td>
<td><strong>Annual District Effectiveness Report (COW)</strong></td>
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<tr>
<td></td>
<td></td>
<td>- ARCC AB 1417 Outcomes Review</td>
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<tr>
<td></td>
<td></td>
<td>- College Effectiveness Reports Summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- District Strategic Plan Outcomes Summary</td>
</tr>
<tr>
<td></td>
<td>Wednesday, May 25</td>
<td><strong>CEO &amp; Senior Staff Evaluations</strong></td>
</tr>
<tr>
<td><strong>June 2011</strong></td>
<td>Wednesday, June 15</td>
<td><strong>CEO &amp; Senior Staff Evaluations</strong></td>
</tr>
<tr>
<td></td>
<td>Wednesday, June 29</td>
<td><strong>Annual Board Self Evaluation (COW)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Review Progress on 2010-11 Board Goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Review Progress on CEO Annual Goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Conduct Board Self Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss/Draft Tentative Board Goals for 2011-12</td>
</tr>
</tbody>
</table>

*During election years, the Annual Board Goal-Setting Retreat will be postponed until the second meeting in July.

** Annual College Effectiveness Reports will be made to the Board’s Planning & Student Success Committee and summarized for the Board sitting as a committee of the whole during the Annual District Effectiveness Report.