



Board of Trustees Meeting
Building 3, Rotunda
Wednesday, March 9, 2011
Study Session: 3:00-4:00 p.m.
Regular Meeting: 4:00-6:00 p.m.

Study Session Agenda

- 3:00 Call to Order, Introductions**.....Mark Martinez
- 3:05 Consider Changing Date of May 2011 Board Meeting**..... John Walstrum
- 3:10 Budget Update**..... John Walstrum
- 3:15 Legislative Update**..... John Walstrum
- 3:20 Update on Campus Incident**..... John Walstrum
- 3:25 ACCT National Legislative Summit**.....Shauna Weatherby
- 3:30 GISS (June TACTC Meeting) Board Self Assessment**..... John Walstrum [Tab 1](#)
- 3:45 Upcoming Events** John Walstrum
- 3:50 General Discussion**Mark Martinez

Regular Meeting Agenda

- 4:00 Call to Order, Flag Salute, Introductions**Mark Martinez
- Adoption of Agenda**.....Mark Martinez [Tab 2](#)
Action
- Approval of the Regular Meeting Minutes of**.....Mark Martinez [Tab 3](#)
February 2, 2011
Action
- 4:05 President's Report** John Walstrum
Leadership Training, Everett Community College
Meetings with Legislators
Presentation at Washington Council on Aerospace Meeting
Pierce County Presidents' Presentation to Editorial Board of TNT
Contract Training Consortium Discussion
Pierce Countywide Coordinating Committee Meeting
Adult Literacy Educator Breakfast

- 4:20 Vice Presidents' Reports**
ASG Report.....June Stacey-Clemons
 - 4:25 Chair's Report**Mark Martinez
 - 4:30 Board Reports and/or Remarks** All
Committee Reports:
Pierce County Coordinating Council.....Robert Lenigan
 - 4:40 Public Comments**Mark Martinez
 - 4:45 New Business**Mark Martinez
- Change May 2011 Board of Trustees Meeting Date**
Action

Convene Executive Session for approximately one hour for the purpose of reviewing, evaluating, and interviewing faculty probationers for tenure award.

- 4:45 Executive Session**Shauna Weatherby
The Board may hold an executive session for purposes allowed under the Open Public Meetings Act. Legal purposes include, to consider acquisition or sale of real estate; to review negotiations of publicly bid contracts; to receive and evaluate complaints or charges brought against a public officer or employee; to evaluate the qualifications of an applicant for public employment; to review the performance of a public employee; and to discuss with legal counsel matters relating to agency enforcement actions, litigation, or potential litigation. Before convening in executive session, the Board Chair will publicly announce the purpose for executive session and the time when the executive session is expected to conclude.

- 5:45 Action Items as a Result of Executive Session**Mark Martinez
Taylor McGovern Counselor
Annemarie Solbrack Counselor

- 5:55 Adjournment**Mark Martinez
All Board meetings will be recorded.



CLOVER PARK TECHNICAL COLLEGE

District #29

Board of Trustees

Minutes of the Board Meeting

February 2, 2011

Study Session

Call to Order: Chair Martinez called the Board of Trustees study session to order on February 2, 2011, at 3:01 p.m.

Board of Trustees and Cabinet:

Mark Martinez, Chair

Robert Lenigan, Vice Chair

Bruce Lachney

Mary Moss

Shauna Weatherby

John Walstrum, President

Amy Goings, VP for Operations & College Relations

June Stacey-Clemons, VP for Student Services

Kathy Yost, Int. VP for Finance & Budget

Other Attendees:

Vicky Buford, Information Office Assistant & Classified Union President

Gina Hughes, Technology Technician

Cynthia Requa, Coordinator of Institutional Research & Planning

Cherie Steele, Executive Assistant to the President

Jim Tuttle, Chief Human Resources and Legal Affairs Officer

Mike Wheeler, Psychology Instructor

Budget Update

President Walstrum noted that Legislature has not yet passed a Supplemental Budget. The Budget Advisory Task Force (BATF) has identified significant possible cuts and budget reductions that the College could implement to meet the State Board for Community and Technical Colleges (SBCTC) \$751,000 Early Action Supplemental Budget cut.

President Walstrum, Vice President Goings, and colleagues from other Pierce County two-year colleges continue to meet with legislators to solicit capital money and hoping to reinstate the Washington Association for Community and Technical Colleges (WACTC) Presidents' ranked priority list of pending capital projects. Trustee Moss had coffee with Representative Troy Kelley and requested that he support the Presidents' priority list.

Legislative Update

The legislature is still in session, and legislators are still deliberating the budget. President Walstrum and Vice President Goings have met, and will continue to meet, with Pierce County legislators to remind them of the good work two-year colleges are doing in the community and of the efficiencies that Pierce County two-year colleges are realizing.

Campus Update

Incident Report

President Walstrum reported that an incident occurred on the campus two weeks ago. Chair Martinez asked for an update on the incident and a reminder of college procedures and plans that take effect in such a situation.

A faculty member reported a student treated him inappropriately in class, perhaps as a result of an academic action taken the previous quarter. It emanated to sharing threatening information on Facebook that was seen by another student, who anonymously reported it to college authorities. The local police were called; and they issued no-trespass orders to two students, who were summarily suspended. President Walstrum commended the faculty, security, and administration members on their prompt response to the incident.

Consistent with Clover Park Technical College policies, there are hearings underway, consistent with due process, to determine the next steps in the process. President Walstrum is not involved in the process, under the advice of the College's Assistant Attorney General (AAG) Terry Ryan, as the president would be the hearing officer in any final appeal process.

Disciplinary/Judicial Policies

Vice President Stacey-Clemons is responsible for student discipline issues and presented a summary of the College's discipline and academic policies and procedures for student concerns. The processes follow the Student Code of Conduct, listed in the Student Handbook that students receive at the beginning of each quarter.

College Emergency Plan

Soon after President Walstrum arrived at Clover Park Technical College, he created the All Hazards Committee. The committee has conducted training for Cabinet members and all faculty and staff on the best practices for the Swine Flu care and precaution procedures to an active shooter on campus.

"CPTC Alert" is a new feature that faculty and staff can sign up for and be notified immediately of an emergency via voice mail on their work phone, home phone, or cell phone; email; and/or text. There is also an Emergency Preparedness website at www.cptc.edu/prepare.

Vice President Goings ended by stating that emergency preparedness is not a destination, but is a continual refining of the plan and practicing that plan.

General Discussion

A pending agreement between Clover Park Technical College and Clover Park School District, whereby some land on the Lakewood campus would be exchanged and some of their former Alternative High School students would attend CPTC's Northwest Career and Technical High School, was discussed.

Trustee Weatherby will attend the Association for Community College Trustees' (ACCT) 2011 National Legislative Summit February ?. As she serves on the national Diversity Committee of ACCT, the Trustees Association for Community and Technical Colleges (TACTC) will pay her travel expenses. Trustee Weatherby asked that she be provided with the current Full-Time

Equivalent (FTE) count. Discussion followed on issues President Walstrum and other trustees would like Trustee Weatherby to discuss or gain information on at the summit.

Chair Martinez adjourned the study session at 3:51 p.m.

Regular Meeting Agenda

Call to Order: Chair Martinez called the Board of Trustees regular meeting to order on February 2, 2011, at 4:01 p.m.

Board of Trustees and Cabinet:

| | |
|----------------------------|---|
| Mark Martinez, Chair | John Walstrum, President |
| Robert Lenigan, Vice Chair | Lori Banaszak, VP for Instruction |
| Bruce Lachney | Amy Goings, VP for Operations & College Relations |
| Mary Moss | Kathy Yost, Int. VP for Finance & Budget |
| Shauna Weatherby | |

Assistant Attorney General: Terry Ryan

Excused Absences: June Stacey-Clemons, VP for Student Services

Other Attendees:

Vicky Buford, Information Office Assistant & Classified Union President
Mabel Edmonds, Dean of Workforce Development
Bekki Haggerty, Histology Instructor
Gina Hughes, Technology Technician
Shawn Jennison, Director of Marketing and Communications
Jennifer Justice, ASG President
Joyce Loveday, Assistant Vice President for Instruction
LaRita Mandley, Dean for Health and Human Services
Angela Mays, ASG Secretary
Cindy Miller, ASG Senator
Sean O'Connor, Webmaster
Danielle Perkins, ASG Senator
Cynthia Requa, Coordinator of Institutional Research & Planning
Cherie Steele, Executive Assistant to the President
Jim Tuttle, Chief Human Resources and Legal Affairs Officer
Richard Warren, ASG VP of Programming
Mike Wheeler, Psychology Instructor

Adoption of the Agenda (Tab 1) (Attachment #1)

MOTION:

Motion to adopt the Agenda as presented made by Shauna Weatherby, seconded by Mary Moss. **Approved** unanimously.

Approval of Minutes (Tab 2) (Attachment #2)

MOTION:

Motion to approve the Minutes of the Regular Board Meeting of January 12, 2011, made by Robert Lenigan, seconded by Mary Moss. **Approved** unanimously.

President's Report

Shared Governance Meeting

During negotiations with the faculty union, the concept of shared governance was introduced. A committee was formed, chaired by Dr. Joyce Loveday. They have been meeting over the past several months and have prepared a draft Shared Governance Policy. President Walstrum is reviewing the draft and hopes there will be a shared governance model before the end of June.

Puyallup/Sumner Chamber of Commerce Meeting

President Walstrum attended the Puyallup/Sumner Chamber of Commerce meeting. He was able to network with several other people in the county, including superintendents of school districts within Pierce County.

Presidents' Panel at the SBCTC Meeting

At the most recent State Board for Community and Technical Colleges (SBCTC) meeting, President Walstrum and a few other presidents presented issues facing the colleges in this tough fiscal climate with reference to whether or not enrollment should be capped and how colleges are or are not managing high enrollment. Some CPTC classes are already at maximum seating capacity in laboratory courses. The presidents also discussed capping basic skills programs.

2011 TACTC Winter Legislative Contact Session

Several trustees and President Walstrum attended the 2011 TACTC Winter Legislative Contact Session. Governor Gregoire spoke and presented the new education system plan that she is proposing for Washington. Lively conversation followed. A bill has since been filed.

WACTC Meeting and Meetings with Various Legislators

At the WACTC Presidents' meeting, the Legislative agenda and the need to advocate in specific offices were the major topics. Vice President Goings and President Walstrum continue to meet with local Pierce County legislators.

Pierce Countywide Coordinating Committee Meeting

Last year, Senator Kilmer and Representative Carlisle sponsored HB 2634, Efficiencies Bill, to study ways the two-year colleges in Washington could save money. Pierce County had already formed a team of five members from each two-year college. The committee's first report was submitted to the legislature and distributed at the last WACTC meeting.

Pierce County is being challenged to 1) strengthen academic programs, 2) create modularized programs of study and standardize services to students, and 3) administrative office functions.

Vice Presidents' Reports

Associated Student Government (ASG) Report

President Walstrum introduced Jennifer Justice, ASG President. Ms. Justice reported on the wide variety of ASG activities during the month of February. Ms. Justice and ASG Senator Cindy

Miller attended training for Civics week that will occur in April. Approximately 80 CPTC students participated in "A Rally to the Capital." Students were so excited that they have decided to have a letter-writing campaign to legislators in Olympia.

President Walstrum stated that Ms. Justice is the student representative to the Pierce Countywide Coordinating Committee, and she is doing a great job. ASG Senator Danielle Perkins is one of two students serving on a statewide committee considering efficiencies at the colleges. Mr. Jim Bricker, SBCTC, has been very impressed with her work on the committee.

Fiscal 2011 2nd Quarter Report (Tab 3) (Attachment #3)

Interim Vice President Yost presented the Fiscal 2011 2nd Quarter Report. She noted that the College has already reduced the 2010-11 Operating Budget by \$750,000 through furlough days, cutting Goods and Services, reducing utilities, and leaving positions unfilled. Discussion followed.

Instruction Report (Tab 4) (Attachment #4)

Vice President Banaszak said she would use the word "courage" to define Ms. Haggerty, as she came into a one-year-old program that the instructor had left suddenly and had destroyed all the curriculum.

Dean Mandley described Ms. Haggerty as an outstanding, energetic, dynamic, enthusiastic, student-centered instructor. Last year, she won the Lecia, Leadership, and Teaching Award from the National Society of Histotechnology, which brought national attention to the college. She also brought accreditation to the program in record time, two days.

Ms. Haggerty presented the attached report on her program. She further explained that this program is in high demand, and there are currently 56 job openings. Trustee Weatherby stated she is impressed to have an instructor of this caliber on staff.

Chair's Report

No report.

Board Reports and/or Remarks

No report.

Public Comments

No public comments.

New Business

No new business.

Executive Session

No Executive Session.

Next Meeting:

March 9, 2011.

Adjournment:

Chair Martinez adjourned the Regular Meeting at 4:51 p.m.

John W. Walstrum, Ph.D.
President
College District Twenty-Nine

Mark Martinez
Chair, Board of Trustees
College District Twenty-Nine



As part of the **Governance Institute for Student Success (GISS)**, all Board members are asked to complete this **Board Self-Assessment** to assess the readiness of the Board of Trustees to undertake leadership in promoting student success. All responses will be **CONFIDENTIAL**, and no individual information will be shared. Only aggregated responses of the full Board will be prepared for review at the GISS. Your final Board Self-Assessment report will only be shared with your board.

Instructions for Board of Trustees members: We welcome your frank and honest feedback and appreciate your taking the time to complete this assessment. Please circle or mark with an "X" your responses to the questions and feel free to add additional comments.

Please complete the assessment form by **April 5, 2011**, and submit to **Elizabeth Alvarado** by e-mail at giss@acct.org or by fax at 202-775-4471 or by mail at: **ACCT, 1233 20th Street, NW, Suite 301, Washington DC, 20036**.

Should you have any questions, please contact **Elizabeth Alvarado** at ealvarado@acct.org or at 202-775-4470, or contact **Pat Ma** at pma@acct.org or at 202-384-5819.

Name of College: _____

Your Name: _____

QUESTIONS ABOUT YOUR BOARD

| 1. Effective Leadership: The Roles and Responsibilities of the Board | | | | | | |
|---|---|---|---|---|---|------------|
| To what extent do you agree with the following statements about your Board's performance in these key functional areas? Please use the following scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree | | | | | | |
| 1. The Board continuously demonstrates that it adheres to its roles and responsibilities in accomplishing its duties. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 2. An examination of the Board's work provides clear evidence that the Board understands that its primary function is to establish the policies by which the community college is administered. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 3. The Board is knowledgeable about major social and economic trends and issues that affect the community and the College. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 4. The Board is adequately informed about important internal issues facing the College. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 5. The Board spends sufficient time planning and providing clear priorities for the President/Chancellor and the College. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 6. Before adopting policy recommendations, the Board ensures it has adequate information and data, and it allows sufficient time for study and discussion. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 7. The Board has and adheres to procedures and standards for dealing with actual or potential conflicts of interest. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 8. The Board has conducted a Board self-assessment within the last two years. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 9. The Board regularly participates in professional development, such as state and national trainings. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| COMMENTS: | | | | | | |



2. The Right Chemistry: Board/Trustee/Chair/President/Chancellor Relationship

To what extent do you agree with the following statements about your Board's performance in these key functional areas?
Please use the following scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree

| | | | | | | |
|--|---|---|---|---|---|------------|
| 10. Board members treat one another with respect, and a climate of mutual trust exists. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 11. The Chair of the Board effectively handles disagreements or divisions among members about policies, programs, and the budget. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 12. The Board has good procedures for the orientation and training of new board members. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 13. The Chair serves as the voice of the Board when dealing with the public and media. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 14. The roles and responsibilities of the Chair are clear and supported by all trustees. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 15. The Board maintains open and effective communication with the President/Chancellor. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 16. The Chair, Board members, and the President/Chancellor have a positive cooperative relationship with mutual trust and respect. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 17. The Board encourages the professional growth of the President/Chancellor through annual evaluation, written feedback, and guidance on performance. | 1 | 2 | 3 | 4 | 5 | Don't Know |

COMMENTS

3. Leading by Example: Being Productive and Consistent

To what extent do you agree with the following statements about your Board's performance in these key functional areas?
Please use the following scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree

| | | | | | | |
|--|---|---|---|---|---|------------|
| 18. Board members are prepared for Board meetings, and meetings are conducted in such a manner that the purposes are achieved effectively and efficiently. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 19. The Board adheres to a code of ethics and avoids any perception of a potential conflict of interest. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 20. Board agendas are relevant to the work of the Board, and they are focused enough to use the Board's time efficiently. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 21. The Board periodically reviews and evaluates its policies and procedures. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 22. The Board focuses on policy in Board discussions, not administrative matters. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 23. The Board understands the budget, the budget process, and the financial health of the College. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 24. The Board has policies that require adequate participation in decision-making within the institution and, through the President/Chancellor, seeks advice and recommendations from faculty, staff, and students in developing policies. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 25. The Board is sensitive to the concerns of students and employees while maintaining impartiality and support for the President/Chancellor. | 1 | 2 | 3 | 4 | 5 | Don't Know |
| 26. The Board accommodates the differences of opinion that arise during debates of issues, and once a decision is made, Board members cease debate and uphold the decision of the Board. | 1 | 2 | 3 | 4 | 5 | Don't Know |

COMMENTS



| 4. Big Picture Focus: Institutional Climate | | | | | |
|--|---|---|---|---|------------|
| Over the last two years, to what degree has your Board considered the following when assessing institutional climate? | | | | | |
| Please use the following scale: 1 = never considered; 2 = sometimes considered; 3 = often considered; 4 = always considered | | | | | |
| 27. Good faculty and staff morale as demonstrated by a spirit of cooperation and collaboration | 1 | 2 | 3 | 4 | Don't Know |
| 28. Good relations with internal constituent groups reflecting teamwork and working across functional areas | 1 | 2 | 3 | 4 | Don't Know |
| 29. Favorable publicity and interest in the college from the media. | 1 | 2 | 3 | 4 | Don't Know |
| 30. Community support and engagement. | 1 | 2 | 3 | 4 | Don't Know |
| 31. Fostering student success and equity. | 1 | 2 | 3 | 4 | Don't Know |
| COMMENTS | | | | | |

| 5. Institutional Readiness and Effectiveness for Student Success | | | | | |
|--|---|---|---|---|------------|
| Over the last two years, to what degree has your Board considered the following indicators when assessing institutional effectiveness? | | | | | |
| Please use the following scale: 1 = never considered; 2 = sometimes considered; 3 = often considered; 4 = always considered | | | | | |
| 32. Academic quality and program review | 1 | 2 | 3 | 4 | Don't Know |
| 33. Increasing enrollment size | 1 | 2 | 3 | 4 | Don't Know |
| 34. Review of data on performance indicators such as retention, persistence, transfer, and graduation rates | 1 | 2 | 3 | 4 | Don't Know |
| 35. Disaggregated longitudinal student cohort data on successful completion of developmental (remedial) education courses and other performance indicators | 1 | 2 | 3 | 4 | Don't Know |
| 36. Student data on completion and placement by occupational programs | 1 | 2 | 3 | 4 | Don't Know |
| 37. Data on the effectiveness of customized and/or short-term workforce training | 1 | 2 | 3 | 4 | Don't Know |
| COMMENTS | | | | | |
| To what extent has your college and your board implemented the following practices? | | | | | |
| Please use the following scale: 1= never implemented; 2 = sometimes implemented; 3 = often implemented, 4= fully implemented | | | | | |
| 38. The Board expects, and the President/Chancellor provides, regular reports on disaggregated student outcomes and uses the results to modify policy. | 1 | 2 | 3 | 4 | Don't Know |
| 39. The Board holds retreats or regular workshops to review data and obtains professional development about building a culture of evidence and inquiry to inform policy decisions. | 1 | 2 | 3 | 4 | Don't Know |
| 40. The Board routinely reviews and evaluates its policies and procedures, particularly related to improving student equity, success, and completion. | 1 | 2 | 3 | 4 | Don't Know |
| 41. The College routinely evaluates effectiveness of efforts to improve student success and uses the results to inform policy and practice. | 1 | 2 | 3 | 4 | Don't Know |
| 42. There is alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services. | 1 | 2 | 3 | 4 | Don't Know |
| 43. The College has established a strategic planning process that sets goals for student success and measures goal attainment using data. | 1 | 2 | 3 | 4 | Don't Know |
| 44. Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success. | 1 | 2 | 3 | 4 | Don't Know |



| | | | | | |
|---|---|---|---|---|------------|
| 45. The College provides professional development to Board, faculty, and staff on using data and research to improve programs and services. | 1 | 2 | 3 | 4 | Don't Know |
| COMMENTS | | | | | |

QUESTIONS ABOUT YOUR BOARD EXPERIENCE

| 6. Your Experience as an Individual Trustee | | | | | |
|--|---|---|---|---|------------|
| How prepared do you feel you have been in the following areas? Please use the following scale: 1 = not at all prepared; 2 = somewhat prepared; 3 = mostly prepared; 4 = fully prepared | | | | | |
| 46. Understanding the role and responsibilities of the President/Chancellor | 1 | 2 | 3 | 4 | Don't Know |
| 47. Understanding your role and responsibilities as a Trustee/Board Member. | 1 | 2 | 3 | 4 | Don't Know |
| 48. The amount of work expected of you | 1 | 2 | 3 | 4 | Don't Know |
| 49. Long-term strategic planning | 1 | 2 | 3 | 4 | Don't Know |
| 50. Understanding finance and budget | 1 | 2 | 3 | 4 | Don't Know |
| 51. Knowing what institutional data to review and the key indicators of student success | 1 | 2 | 3 | 4 | Don't Know |
| 52. Campus politics | 1 | 2 | 3 | 4 | Don't Know |
| 53. Understanding shared or participatory governance | 1 | 2 | 3 | 4 | Don't Know |
| 54. Understanding internal constituencies and power dynamics in higher educations | 1 | 2 | 3 | 4 | Don't Know |
| 55. Advocating for the College with legislators and other political officials | 1 | 2 | 3 | 4 | Don't Know |
| 56. Identifying and acquiring new sources of funding (fundraising, corporate partnerships, earmarks, etc.) | 1 | 2 | 3 | 4 | Don't Know |
| COMMENTS | | | | | |
| How satisfied have you been with each of the following on your current board? Please use the following scale: 1 = very dissatisfied, 2 = somewhat dissatisfied; 4 = somewhat satisfied 5 = very satisfied | | | | | |
| 57. The quality, amount, and frequency of information provided to the Board | 1 | 2 | 3 | 4 | Don't Know |
| 58. Your overall satisfaction serving as a board member | 1 | 2 | 3 | 4 | Don't Know |
| 59. The degree to which board members adhere to confidentiality requirements | 1 | 2 | 3 | 4 | Don't Know |
| 60. The degree to which your contributions on the Board are valued | 1 | 2 | 3 | 4 | Don't Know |
| 61. The overall effectiveness of board management and organization | 1 | 2 | 3 | 4 | Don't Know |
| 62. How your time as a board member is used | 1 | 2 | 3 | 4 | Don't Know |
| COMMENTS | | | | | |

| |
|---|
| 63. What do you regard as your <u>primary</u> areas of expertise that you contribute to the Board? <i>Please check up to three areas.</i> |
| <input type="checkbox"/> Connections to elected officials as a way to advocate for the College <input type="checkbox"/> Expertise in finance, budget, and management <input type="checkbox"/> Significant experience in education and curriculum development <input type="checkbox"/> Connections to business and industry <input type="checkbox"/> Connections to the local community <input type="checkbox"/> Construction and facilities management <input type="checkbox"/> Raising funds for the College Other (please specify): _____ |



| 7. About You | |
|---|---|
| 64. Gender | <input type="checkbox"/> Female <input type="checkbox"/> Male |
| 65. Age | <input type="checkbox"/> Under 20 <input type="checkbox"/> 21 to 30 <input type="checkbox"/> 31 to 39 <input type="checkbox"/> 40 to 49 <input type="checkbox"/> 50 to 54 <input type="checkbox"/> 55 to 59 <input type="checkbox"/> 60 to 65 <input type="checkbox"/> 66 to 70 <input type="checkbox"/> 71 to 79 <input type="checkbox"/> Over 80 |
| 66. Race/Ethnicity | <input type="checkbox"/> Caucasian <input type="checkbox"/> African-American <input type="checkbox"/> Hispanic/Latino/a – Please specify: Mexican-American, Puerto Rican, Other: _____ <input type="checkbox"/> American Indian – Specify tribe: _____ <input type="checkbox"/> Asian/Pacific Islander – Please specify: Chinese, Indian, Japanese, Korean, Other: _____ <input type="checkbox"/> Mixed Race – Please specify: _____ <input type="checkbox"/> Other – Please Specify: _____ |
| 67. Please indicate your <u>current</u> professional field: | <input type="checkbox"/> Education <input type="checkbox"/> Legal <input type="checkbox"/> Other <input type="checkbox"/> Business <input type="checkbox"/> Construction <input type="checkbox"/> Non-Profit <input type="checkbox"/> Service Industry <input type="checkbox"/> Manufacturing <input type="checkbox"/> Student <input type="checkbox"/> Healthcare <input type="checkbox"/> Retiree |
| 68. How many years have you served on this Board? | |
| 69. On average, how many hours a month do you work on board business? | |

Sources: ** Byron N. McClenney and Kay M. McClenney: Questions from Achieving the Dream--Institutional Readiness Assessment, 2009

Open Ended Question: What are the major accomplishments of your Board in the past year?

Please complete the assessment form by **April 5, 2011**. You can submit the completed form to Elizabeth Alvarado by e-mail at giss@acct.org, by fax at 202-775-4471, or by mail at:

Elizabeth Alvarado,
Association of Community College Trustees
1233 20th Street, NW, Suite 301
Washington, D.C. 20036

Should you have any questions, please contact Elizabeth Alvarado at elvarado@acct.org or at 202-775-4470, or contact Pat Ma at pma@acct.org or at 202-384-5819.

THANK YOU FOR YOUR TIME