



W E S T  
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D I S T R I C T

## WEST HILLS COMMUNITY COLLEGE DISTRICT

Board of Trustees  
9900 Cody Street  
Coalinga, CA 93210  
(559) 934-2100

### MINUTES OF THE MEETING OF THE GOVERNING BOARD

#### ANNUAL BOARD RETREAT

February 5, 2010



#### **OPEN SESSION / CALL TO ORDER**

Vice President Henry called the annual retreat of the Board of Trustees to order at 8:37 a.m. and led the group in the flag salute.

##### Board members present:

Bill Henry, Vice President  
Nina Oxborrow, Clerk  
Jeff Levinson  
Edna Ivans  
Jack Minnite  
Steve Cantu

##### Board members absent:

Mark McKean, President  
Yohan Maeda, Student Trustee

##### Administrative staff present:

Frank Gornick, Chancellor  
Don Warkentin, President, West Hills College Lemoore  
Willard Lewallen, President, West Hills College Coalinga  
Ken Stoppenbrink, Vice Chancellor of Business Services  
Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management  
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development  
Dave Bolt, Vice President of Educational Services, West Hills College Lemoore  
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga  
Sylvia Dorsey-Robinson, Vice President of Student Services, West Hills College Lemoore  
Susan Whitener, Associate Vice Chancellor of Educational Planning  
Jose Lopez, Dean of Student Services, West Hills College Lemoore  
Michelle Kozlowski, Director of Information Technology Services (ITS)  
Rick Post, Executive Director of West Hills Community College Foundation  
Mark Gritton, Director of Athletics, West Hills College Coalinga  
Marlon Hall, Associate Dean of Educational Services, West Hills College Lemoore  
Raquel Rodriguez, Associate Dean of Student Learning, West Hills College Coalinga  
Richard Larson, Director of Farm of the Future, West Hills College Coalinga

Jody Ruble, Director of Educational Talent Search, Upward Bound Math & Science,  
West Hills College Lemoore  
Bob Clement, Director of Athletics, West Hills College Lemoore

Others present:

Brian Abela, Chemistry Instructor, West Hills College Lemoore  
Anita Bart, Academic Senate President, West Hills College Coalinga  
Barbara Beno, President, Accrediting Commission for Community and Junior Colleges  
Kevin Cobb, District Architect, AP Architects  
Stephanie Droker, Academic Senate President, West Hills College Lemoore  
Marty Ennes, West Hills College Faculty Association President  
Arkady Hanjiev, Math Instructor, West Hills College Coalinga  
John Ieronimo, CSEA President  
Donna Isaac, Executive Assistant to the Chancellor  
Valarie Kerns, Student Services Assistant, West Hills College Lemoore  
Ron Oxford, Librarian, West Hills College Lemoore  
Marlese Roton, Counselor, North District Center, Firebaugh  
Sarah Shepard, Business Instructor, West Hills College Coalinga  
Julio (JC) Trevino, Adjunct Instructor, West Hills College Lemoore

**Introduction of Guests**

There were no guests introduced at this time.

**Public Comments**

There were no public comments made at this time.

**INFORMATION / DISCUSSION ITEMS**

**Welcome and Introductions**

Dr. Frank Gornick welcomed the group and self introductions were made by those in attendance. He then introduced Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC).

**Accreditation Expectations**

Dr. Beno stated that accreditation is the United States higher education practice of reviewing and certifying the educational quality of an institution. Accreditation is a non-governmental, peer-review process in which an institution is compared against a set of standards that describe “best practices” and is expected to meet or exceed those standards. Accreditation is voluntary but is used by the U.S. Department of Education to determine eligibility for federal funds for higher education. The purpose of

accreditation is to provide quality assurance to the public so that students and others will know the institution is of sufficient quality to meet standards. Its purpose is also to provide stimulus for continuous improvement in educational quality through periodic comprehensive evaluations, midterm reports and other interactions with the institution.

Accreditation is based in the values of American higher education including academic freedom; importance of diversity; learning and improvement; professionalism and openness; pursuit of new knowledge; service to students; peer review; honesty and integrity; and service to the public “good.”

The Western Association of Schools and Colleges (WASC) is a corporate entity with three divisions: Association of Community and Junior Colleges (ACCJC); the Accrediting Commission for Senior Colleges and Universities (ACSCU); and the Accrediting Commission for Schools (ACS). WASC and its three divisions are regional accreditors and accredit institutions. ACCJC/WASC operates in the Western Region which includes California, Hawaii, Republic of Palau, Guam, Saipan, Federated States of Micronesia, the Republic of the Marshall Islands, and American Samoa. ACCJC member institutions are public, private, secular, faith-based, non-profit and for-profit institutions. 19 Commissioners make up the ACCJC/WASC and are selected from the member institutions of the ACCJC and from the public.

Dr. Beno stated that the accreditation standards are statements of institutional good practice that, if followed, lead to educational effectiveness and quality. They are minimum conditions that must be met to gain and retain accreditation and should not be considered aspirational goals. They are a blueprint for sound educational, administrative, financial, and governance practices.

- Standard I – Institutional Mission and Effectiveness
- Standard II – Student Learning Programs and Services
- Standard III – Resources
- Standard IV – Leadership and Governance

The standards require that institutions engage in ongoing assessment of educational quality and improvement. They also require that institutions identify and use student learning outcomes and student achievement as a key indicator of their educational effectiveness in addition to other measures. The standards require the institutions provide evidence of their effectiveness, and that institutions demonstrate an ongoing culture and practice of assessment, including institution-wide dialogue about quality and how to improve it.

The standards specify the role of the Chancellor and Presidents in assuring institutional quality. They specify more precisely the role of the governing board and include on prohibition on governing board behavior. The standards require institutions and teams to do integrated, holistic analyses of institutional quality.

Dr. Beno discussed the role of the Board of Trustees in assuring quality and educational effectiveness. She explained that there are two eligibility requirements that pertain to Trustees: the mission is adopted and reviewed by the governing board (ER 2); and the institution's governing board functions to assure quality, integrity and financial stability of the institution and achievement of mission. The Board is an independent policy making body (ER 3).

With regard to the standards, Dr. Beno reviewed the three standards that relate to the governing board:

- Standard I – Mission statement is approved by the governing board. Using the institution's governance processes, the institution regularly reviews its mission statement.
- Standard III – The institution relies on its mission and goals as the foundation for financial planning.
- Standard IV
  - Standard IV A – Decision Making Roles and Processes – Ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve its educational goals, learn and improve the quality of its educational programs. Governing board members are leaders.
  - Standard IV B – Board and Administrative Organization – The governing board is responsible for establishing policy to assure the quality, integrity and effectiveness of student learning programs and services and the financial stability of the institution.

Dr. Beno further explained that the governing board is an independent policy making body; the governing board establishes policy consistent with its mission statement to ensure quality, integrity and improvement of student learning programs and services; the governing board is responsible for educational quality, legal matters and financial integrity; the governing board acts in a manner consistent with its policies and practices and revises them as necessary; the governing board has a program for development and a process for self evaluation; the governing board has a code of ethics and a means of enforcing it; the governing board is informed about and involved in accreditation of the institution; the governing board selects and evaluates the chief administrator and delegates full responsibility for operations to him or her.

With regard to what governing boards can do to supporting student learning, Dr. Beno stated that boards should adhere to the standards regarding boards. They should also participate in creating and reviewing the mission and goals that establish the central purpose of the institution and establish policies on planning; resource allocation; budgeting strategies – inclusive of analysis of impact on student learning; and faculty and staff evaluations – inclusive of information on Student Learning Outcomes (SLOs).

Dr. Beno discussed the role of the Chancellor and the Presidents in assuring quality and educational effectiveness. The standards state that the institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as chair of the board.

The Chancellor provides primary leadership in setting and communicating expectations of educational excellent and integrity throughout the system, and assures support for the effective operation of the colleges. The Chancellor assures that the district operations meet all standards.

With regard to the role of the president, the president has primary responsibility for the quality of the college. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institutional purposes, size and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The president guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals and priorities; ensuring evaluation, planning and research; ensuring educational planning is integrated with resource planning; and establishing procedures to evaluate overall institutional planning and implementation. The president assures the implementation of statutes, regulations and governing board policies and assures institutional practices are consistent with mission and policies. (The Chancellor does the same). The president effectively controls budget and expenditures. (The Chancellor does the same). The president communicates effectively with communities served by the institution. (The Chancellor does the same).

Dr. Beno discussed shared responsibility and accountability. While the Board, Chancellor and Presidents are largely responsible for mission, institutional direction, policy development and oversight, institutional direction and organization, the rest of the staff share in the responsibility for assuring institutional quality and effectiveness.

In closing, Dr. Beno shared some graphs with the group and commented on federal funding for students with higher education, the number of students enrolled in for-profit institution, and federal regulatory language impacting accreditation.

Trustee Levinson arrived at this time.

## **WHCCD Accountability and Performance Measures**

### District Strategic Planning - Score Card

Mr. Pedro Avila discussed the district's accountability and performance indicators. He stated that during the past five years we have dedicated much effort to establishing a process to measure performance at all levels of the organization. At the state level we are provided with the ARCC report that compares our colleges to peer institution on six different performance levels. At the district level we have established a score card to track how well we meet our goals, and a strategic planning committee that reviews results and provides recommendations for improvement. It is important to note that both colleges have established college level performance indicators that are aligned to the state and district measures of performance.

Mr. Avila reviewed the district score card and discussed the various areas of the strategic goals and where the district meets or exceeds those goals or is below the benchmark. He stated that each of the performance indicators on the score card is benchmarked against the state average. Our goal is to be at or above the state average for each of the indicators. The district wide strategic planning committee meets three times a year to review the progress of the goals and makes recommendations.

### Accountability Report for Community Colleges (ARCC)

Mr. Avila explained that the Accountability Report for Community Colleges (ARCC) was developed as a means to measure educational performance. Each of the colleges and the district as a whole was compared to a peer group. The College Presidents discussed the college level performance indicators which include FTES targets; enrollment rates from service area cities and feeder high schools; basic skills courses success and retention rates; vocational courses success and retention rates; overall student success, retention and persistence rates; degree and certificate completions; transfers to four year institutions; program review completions; student learning outcomes implementation and assessment progress; Survey of Student Engagement results; and successful grant acquisitions.

The ARCC reports provide six performance indicators for each college. Some are district level indicators because they are based on data that was submitted prior to the West Hills Community College District becoming a multi college district. For each of the indicators, the colleges are grouped into peer groups composed of other colleges that have similar characteristics. A peer group low, average an high is provided for comparison purposes and each college is required to conduct a self-assessment. The self-assessment provides an analysis of the performance results. It is prepared by each college's Chief Instructional Officer (CIO) and is reviewed and approved by the College Presidents and the Chancellor.

Mr. Avila stated that the colleges must also submit evidence that results were reviewed with the Board of Trustees. He stated that we continue to do very well in the area of basic skills improvement rates and basic skills completion rates. We are within the peer group average in the area of student progress and achievement rate.

### College Strategic Planning

The College Presidents shared their respective planning committee flowcharts and briefly explained the process.

### **New Web Based Tools to Improve Student Success**

#### Website Visits

Mr. Avila provided information on website visits since November, 2002. Enrollment has increased from 5,133 students to 6,554 (a 28% increase). The website visits have increased from 58,000 to 202,714 (a 250% increase). The month of November was chosen for comparison purposes as it is the peak month for spring registration.

#### Online Orientation

Mr. Avila demonstrated the online orientation for both West Hills College Coalinga and West Hills College Lemoore, explaining that it was launched in 2009 and there were over 1,000 views in one year.

#### e-Brochure

Mr. Avila provided an online demonstration of the e-Brochure that is being implemented.

#### Degree Audit

Mr. Avila stated that continuing to work on the rules for the degree audit and program evaluation process and there are still some limitations.

### **Workforce Development**

#### WIT Report

Dr. Carole Goldsmith provided a presentation on the Westside Institute of Technology. She distributed the 2009 annual report and provided information on the performance statistics.

### Workforce Investment & ARRA Projects

Dr. Goldsmith commented on the staff that run the One Stop Center and the special projects that are funded by ARRA and WIA, including veteran services.

### Department of Labor

With regard to the United States Department of Labor, Dr. Goldsmith showed a video related to the needs in the valley as they pertain to agriculture. The Ensuring Agriculture for Tomorrow (EAT) grant serves 427 participants and provides training in basic maintenance mechanic, industrial maintenance mechanic, truck driving, and forklift/warehousing. She discussed the residency, demographics and performance/placement of the EAT participants

The Bridges Out of Poverty grant was recently awarded in the amount of \$3 million over the next two years. The focus of the grant is on jobs, retention of jobs and wage gain. Dr. Goldsmith distributed an abstract of the grant.

### Grants Overview

Dr. Goldsmith provided a brief update on the grants program, stating that over \$94 million has been received by the district to date. The grants office is working on and has submitted eight proposals since December. Annual reports have also been worked on and take an enormous amount of time.

### **Educational Services**

#### Curriculum Process

Dr. Goldsmith commented on the curriculum process, stating that it focuses on communication. She introduced Ms. Susan Whitener who explained her new role with the Curriculum Committees.

#### WICHE

Ms. Whitener commented on the distance education planning workshop that was held in November 2008. Several outcomes were achieved, including the development of a mission statement, vision statement, and values statement and the identification of strengths, weaknesses, opportunities, and threats (SWOT) along with linkages to district and college missions and visions. A distance education strategic plan for 2009-2012 was the result of the workshop. It was agreed by the participants in the workshop to communicate the results of the workshop broadly; develop a plan that moves distance education closer to 24/7; assess student services now available online and identify gaps; and create a comprehensive virtual college site model. The next step of

the plan was to assess student services that are now available online and identify the gaps. The district contracted with the Western Interstate Commission for Higher Education (WICHE). They utilized specialists to cover several areas including admissions, academic advising, assessment and testing, career services, disability services, financial aid, library, orientation, registration, and tutoring. Ms. Whitener explained the evolution of web services, stating that there are four distinct generations:

- Generation I – Institutional View
- Generation II – Customer View
- Generation III – Web Portal
- Generation IV – High Touch and High Tech

The district's goal is to be at Generation IV and be able to provide student access through a seamless e-Campus.

### Technology Project

Ms. Michelle Kozlowski discussed the numerous technology projects scheduled for 2010. The projects include a wireless access expansion and control center; video surveillance system, card access system, and video distribution system for the Coalinga Wellness Center; Lemoore Multi Use Sports Complex; farm/ag buildings; Storage Essentials; new blade servers (Datatel hardware upgrade); Live@EDU; Lecture Capture/video streaming system; portal redesign; Microsoft reporting services; 64 bit Datatel server; Unidata upgrade; Datatel User Interface 4.0; WebAdvisor and SA Valet upgrade; and implementation of wait lists.

### **Facilities Plans and Projects**

Mr. Kevin Cobb, District Architect, provided information on the district's facilities plans projects. The Citizens' Bond Oversight Committees for all three School Facilities Improvement Districts (SFID) have met and will continue to meet as the projects progress. With regard to solar projects, Mr. Cobb explained that new legislation has been enacted (AB 920 Huffman) which allows public customers to consolidate. He discussed the costs difference, economy of scale, Department of the State Architect, and the location of the systems. Current costs and savings over a 20 year period of time were briefly discussed.

Mr. Cobb provided a draft floor plan for the new District Office and discussed the funding for the project. He stated that it is not eligible for the Chancellor's Office process, but energy savings from a solar project could be an option for financing.

With regard to the North District Center, Mr. Cobb commented on the completed and current projects. Timing of the expansion project was discussed and the project design

was shared with the group. Mr. Cobb distributed a project program report and an expenditure audit spreadsheet.

Mr. Cobb comment on the current projects at West Hills College Lemoore and discussed the uses of the Multi Use Sports Complex (MUSC). In addition to college athletic events, student activities, and possible recreational use by the City of Lemoore, West Hills College Lemoore is proposed that the MUSC become a venue for community concerts, prominent speaker engagements, conferences, tradeshows, business forums, and more. The completion date for the project is March 2011. The facility will accommodate seating for 1,800 for athletic events and 2,500 for concerts with floor seating. It will feature state of the art sound, lighting and video capabilities. The goal is for the MUSC to become the premier venue for community, cultural, educational, athletic, and business events in the area.

Mr. Don Warkentin commented on the anticipated sources of revenue and the means by which to secure the revenue through the use of a professional promoter. The promoter would survey the type of events; schedule appropriate events; identify the target audience for events; work with college staff to develop a schedule; secure contract with entertainer representatives; advertise; train staff for event management; represent the college; and provide event and ticket accounting. The promoter would be funded using college foundation funds for the first year and revenues from events for the second year. The Director of Athletics would be the college's representative to work with the promoter and secure support staff as needed. Mr. Warkentin explained that the goal is to host three quality events in year one and six events each year following.

Mr. Cobb commented on facilities at West Hills College Coalinga, stating that recent completed projects include the child development center relocatables, Elm Street improvements, and the residence hall phase 1 (interior refurbishment). Current projects include the Wellness Center, ag science site and shop building, residence hall phase 2 (restroom and public spaces), and the soccer park on Cambridge Avenue.

Mr. Cobb briefly discussed the development of an energy and sustainability project. The Chancellor's Office requires districts to have this policy in place.

## **Student Housing**

Ms. Sylvia Dorsey-Robinson discussed the independent living program as it relates to student housing and students with developmental disabilities. An independent living program is a collegiate, interactive and inclusive experience for individuals with developmental disabilities. Students receive educational experiences and training that promote lifelong independence through academic, vocational and social skills classes that lead to a certificate of completion. An independent living program is not a sheltered workshop or an academic degree or certificate program. Adaptive classes

include non credit classes at Kings Rehabilitation; guidance studies classes; remedial math classes; and remedial reading classes.

With regard to the data, Ms. Dorsey-Robinson explained that there are currently 30,347 transition-aged students ages 14-21 in high school who receive special education services in the categories of mental retardation, traumatic brain injury, or autism. There are 36,989 consumers of recreational centers' services between the ages of 14-21. There are 10,056 developmentally disabled students in DSPS programs in community colleges. There are 334 students in Kings County SELPA with a developmental disability, 102 of which are between the ages of 14 to 21. The funds for an independent living program will come from the Department of Rehabilitation, social security, and financial aid. These types of independent living programs currently exist at Taft College, Chaffey College, North Orange County Community College District, Fresno City College, Solano College and Sacramento City College. Potential partners may include the Tarjan Center, University of California Los Angeles; Taft College, Transition to Independent Learning Program; Central Valley Regional Center; Kings County Office of Education; Kings Rehabilitation; and the California Consortium for Postsecondary Education Options for People with Developmental Disabilities.

Dr. Gornick stated that we have spent the majority of the day talking about able-bodied citizens and how we provide service for them. This presentation provides food for thought. When we talk about residence halls, it's not just about providing a place for athletes. We need to also think about those with developmental disabilities. Dr. Gornick stated that he just wants the Board to keep it in mind as we continue with our plans.

#### **ADJOURNMENT**

Vice President Henry announced that in consideration of the time, the remaining items on the agenda would be moved to the Saturday morning session of the Board Retreat

Vice President Henry announced that the retreat would reconvene at 8:30 a.m. on Saturday, February 6, 2010 at Harris Ranch in the Golden Gate Conference Room.

The retreat was adjourned for the day at 4:16 p.m.



**February 6, 2010**

#### **OPEN SESSION / CALL TO ORDER**

Vice President Henry called the meeting of the Board of Trustees to order at 8:30 a.m.

Board members present:

Bill Henry, Vice President  
Nina Oxborrow, Clerk  
Jeff Levinson  
Edna Ivans  
Jack Minnite  
Steve Cantu  
Yohan Maeda, Student Trustee

Board members absent:

Mark McKean

Administrative staff present:

Frank Gornick, Chancellor  
Don Warkentin, President, West Hills College Lemoore  
Willard Lewallen, President, West Hills College Coalinga  
Ken Stoppenbrink, Vice Chancellor of Business Services  
Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management  
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development  
Susan Whitener, Associate Vice Chancellor of Educational Planning  
Bob Clement, Director of Athletics, West Hills College Lemoore

**Introduction of Guests**

There were no guests present at this time.

**Public Comments**

There were no public comments made at this time.

**Welcome**

Dr. Frank Gornick welcomed the group and asked the Board members for their thoughts on the first day of the meeting. Several Board members commented on the presentation by Dr. Barbara Beno, stating that it was very informative and they appreciated her time.

**Athletics and Out of State Athletes**

Dr. Gornick stated that we do not have a policy statement on athletics and he wants to have a discussion about developing some kind of a statement about athletics to give the colleges some guidance about what we want to do concerning recruiting. He stated that we have two facilities that we are putting in use that are not only multi use, but have wellness components. It is a discussion worth having and we may need to look at what other colleges are doing and develop a policy. The policy would be district wide and would include a philosophical statement.

Trustee Oxborrow stated that we need some facts and data concerning the purpose of athletics at West Hills College. We need to determine the student, financial, and community benefits. Dr. Willard Lewallen commented on the comprehensive statewide program review process for athletics, stating that we are coming up on our second visit. A team will be here in April to look at our athletic program. He explained that it is like a mini accreditation for athletics. The athletic department is in the process of preparing the self study for the visit.

Dr. Gornick stated that another aspect of the issue with athletics is the out of state student and the inherent kinds of problems that come with that student when they are delinquent with their bills. Dr. Lewallen commented on gathering input at the college and the responses received. He commented on athletics being targeted in tough budget times. The realization is that the elimination of athletics would affect 150 full time students. Dr. Gornick stated that athletics is an easy target. He wants to have a philosophy statement in place so that we have a reason for the decisions we make. He stated that he thinks we have an opportunity for the Board to voice their opinions on districtwide athletics.

Mr. Don Warkentin commented on belonging to the Central Valley Conference (CVC). He commented on the growth of the athletic program and CVC always asking if we will have enough teams to support the conference. Vice President Henry commented on coaches versus instructors. Trustee Levinson questioned how we want to frame the discussion. Dr. Gornick asked that the College Presidents and Mr. Pedro Avila develop a comprehensive report, reviewing the numbers for current sports and what might be projected. He asked that they take a look at what is occurring in California and nationally. Vice President Henry stated that we need to go through the review process just like we would with any other program. Dr. Gornick stated that athletics goes through the educational planning process. Trustee Levinson questioned if the Board would be able to review the report in June. He stated that we can't expect the coaches to perform if we don't have the resources. He stated that he wants the Presidents to show where they want to be in 3 years, 10 years, etc.

Dr. Gornick stated that we need to consider athletics as a whole. We have a monetary commitment to the community. Dr. Lewallen stated that the colleges are put into a position of defending when it comes to the budget. They do not have anything to turn to and a philosophical statement about athletics by the Board would be nice to be able to fall back on when responding to questions. Vice President Henry questioned the scenario of dropping an academic program. Dr. Gornick responded that there is a process for eliminating a program.

Trustee Levinson asked that the College Presidents provide a brief update at the next few Board meetings with regard to their progress on developing the report for athletics which will be presented in June. The purpose would be to hear the progress toward the goal.

Dr. Gornick summarized the conversation, stating the College President and Pedro Avila will work on the athletics report to be presented at the June Board meeting. Brief monthly reports will be provided concerning how they are working toward the June goal.

Trustee Cantu questioned costs being factored in to the report. Dr. Gornick directed the Presidents to take a look at how successful students are and begin looking at cost as a part of it.

### **Budget Presentation**

#### Budget Update

Mr. Ken Stoppenbrink provided information on the budget and commented on doing more with less. He reviewed the FTES from 2007-2008 through 2010-2011, stating that we expect 4,985 FTES with no growth funding for 2010-2011. Mr. Stoppenbrink reported on the previous savings and stated that total reductions have amounted to \$6,971,541. Budget estimates for 2009-2010 were explained and the ending balance is estimated to be 13.02% which will help the budget for 2010-2011. Mr. Stoppenbrink summarized the budget estimates for 2010-2011 and explained that the cost for steps and the cost of lifting furloughs have been built back into the budget estimates.

Trustee Minnite questioned the financing option that was approved by the Board last spring. Mr. Stoppenbrink commented on the BANs, stating that we have not had to tap into it for cash flow purposes. It is sitting in an account gaining interest. The BAN is due in Fall 2012 and will have to be paid back. He explained that part of what previously compounded the cash flow issue (aside from the bond projects) was the holdback of reimbursements from the state. Trustee Minnite commented that the BANs are technically a means of financing that is already in place.

#### COP Projections

Mr. Stoppenbrink stated that the investment forecast assumes a 2% rate of borrowing and a 4% return on investment from January 2013. The rates of investment and borrowing calculated at 1% and 3.75% for 2010 through 2012. The first principal payment is due in July 2016 in the amount of \$2.2 million. Based on this information, the balance in 2033 will be \$40,342,904. Mr. Stoppenbrink commented on the average consumer price index for all urban cities since 1913. The average from 1913 to 2009 is 3.38%. The value of the \$40 million balance in 2033 using a discount of 3.38% would be \$18,781,359.

Trustee Oxborrow left the meeting at this time.

### Transfers

Dr. Gornick stated that the transfers out of the general fund have always affected our ending balance. It was decided a few years ago to at least budget the transfers so that they didn't affect the budget as much. The staff has have begun to determine how we could reduce the transfers out. Dr. Lewallen stated that West Hills College Coalinga has built some things into their budget to help reduce the transfers out (increase in fees to cafeteria and residence halls).

Mr. Stoppenbrink summarized the transfers from 2007 through 2010. Dr. Gornick commented that we have done a good job of reducing the transfers over the past three years.

### Financial Controls

Mr. Stoppenbrink discussed the financial controls that have been put into place. He stated that the Budget Change and Instructional Change forms allow changes to be monitored for fiscal impact. Staff have the ability to check budget balances to determine if funds are available before processing a purchase order. Monthly budget reports are provided to the Chancellor and College Presidents. District staff are involved in closer budget monitoring for categorical and grant programs. Mr. Stoppenbrink explained the savings that have occurred with the telephone land line expenses since the CISCO System was implemented in 2002.

### **Efficiency Report**

Mr. Stoppenbrink provided information on enrollment efficiencies and the changes that have occurred since 2005-2006. Mr. Avila commented on the number of sections versus the number of FTES generated and explained how the average class size has increased in light of these numbers.

### **Board of Trustees Handbook**

The Board members agreed to postpone the review of the Board of Trustee Handbook to another time when all Board members could be present.

### **Board of Trustees Self Evaluation**

The results of the Board of Trustees Self Evaluation were distributed. Brief discussion took place regarding some comments. The Board members agreed to postpone the full review of the evaluation results until a time when all Board members could be present.

**CLOSED SESSION**

The meeting was adjourned to closed session at 11:16 a.m.

**ADJOURNMENT**

There being no further business before the Board of Trustees, the retreat was adjourned at 12:10 p.m.

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Nina Oxborrow  
Clerk of the Board of Trustees

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