



## Agenda Item Details

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Meeting	Feb 07, 2017 - AGENDA - Regular Meeting
Category	4. REPORTS AND PRESENTATIONS
Subject	K. Presentation of Board of Trustees' Self-Evaluation Summary and Goals for 2017
Type	Information, Reports

Per Board Policy 2745, the Board of Trustees began the self-evaluation process with consultant Dr. Mitchell Rosenberg at a special meeting held on September 23, 2016. The Board of Trustees completed an extensive survey and received feedback from the consultant. The survey results, relative to the self-evaluation, are being presented. In addition, the Board of Trustees established goals for the 2017 calendar year, which are also being presented.

### Summary of STATE CENTER COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES SELF-ASSESSMENT

The following is a high level summary of the facilitated discussion with the SCCC Board of Trustees regarding the results of their Board Self-Assessment process conducted on September 23, 2016.

#### 1. Areas of Strength and/or Positive Performance

- a. Board meetings are being conducted in a more effective and productive manner
- b. Board relations among various trustees are visibly improving
- c. Board members are finding a way to reach agreement and even when there is not complete consensus, once a decision is reached, they do not undermine the execution of that decision
- d. There is a frequently robust discussion and diversity of thought in evaluating strategy
- e. Overall board communication has improved
- f. A commitment to annual self-assessment and a formal process for chancellor evaluation
- g. As a board, we do respect our differences

#### 2. Areas for Development

- a. There is a lack of clarity, direction and follow-up on board requests
- b. There is a need for increased preparedness on behalf of staff and board needs to be more supportive in achieving that objective
- c. There needs to be enhancements to board presentations and reports. Christine Miktarian was identified as a positive model of that performance.
- d. Board conduct and rules of engagement can be enhanced. One possible solution is to utilize technology to support the board process.
- e. All board presentations need to be delivered to the board three days before board meeting. This will help board members be more prepared and effective in staff presentations.
- f. All board committees need to have committee reports and board updates
- g. Board needs to manage both internal discussions and public comments in a more effective and timely manner
- h. The board needs to support staff by providing formal format and guidelines for staff presentations
  - i. Board needs to increase level of professionalism with staff when receiving presentations
  - j. Board/chancellor communications need to be evaluated and revised to increase effectiveness
  - k. Board needs to be more receptive of opposing questions and agenda items from other board members
  - l. Increased role clarity between board and staff (i.e., board is not responsible for drafting of a public response)
- m. Board to develop and approve board meeting agenda
- n. Board in partnership with the chancellor, to create a defined budget development and approval process. The following are some elements of this revised process:
  - i. Board needs to get involved earlier in the budget process
  - ii. Board develops priorities/goals for district with input from chancellor and staff
  - iii. Board defines budget process and timelines
  - iv. Board reviews allocation assumptions for district budget

- v. Board approves budget
- vi. Board participates in a budget variance review process
- Board to participate in selected workshops for enhanced board knowledge and competence
  - i. Standards of board ethics
  - ii. Brown Act practices
  - iii. Best practices of community board governance
- p. Board and CEO to develop formal communications protocol for board requests and follow-up

### 3. **Proposed 2017 Board Development Goals**

- a. Each board member to identify and select one area of board responsibility that will be further developed by an external workshop or conference
- b. To work with chancellor to develop formal communications protocols to enhance current and future board/staff communications
- c. Board to develop a formal process by which all committees will provide status reports and formal updates at all board meetings
- d. Board will develop board meeting rules of engagement, which will include board minutes, action items and decisions documented and reviewed at each board meeting
- e. Board, in collaboration with the chancellor and staff, will develop a formal standard for reports and presentations

[SCCCD Board Self-Evaluation Report.pdf \(1,722 KB\)](#)



# State Center Community College District Board Self-Evaluation Report

2016



**FRESNO CITY COLLEGE**



***Oakhurst  
Community  
College Center***

Reedley College



***Madera  
Community  
College Center***

Reedley College



Clovis  
Community  
College

## Introduction

By completing the SCCCD Board Survey, you have demonstrated your commitment to the process of the board's self-evaluation. This survey has helped to indicate board members' perceptions of the state of governance in the district, and will enable the evaluation process to move forward in a meaningful and purposed manner. This report represents the survey's findings, including board members' perceptions of the board's greatest strengths and areas needing most attention for improvement.

This survey has been the first step of an empowering self-assessment process which will help to ensure the progress of governance in this district. Thank you for making the 100% response rate to this survey possible, and for your continued commitment to this district and its students.

## How this Report is Organized

This report is organized into five major sections:

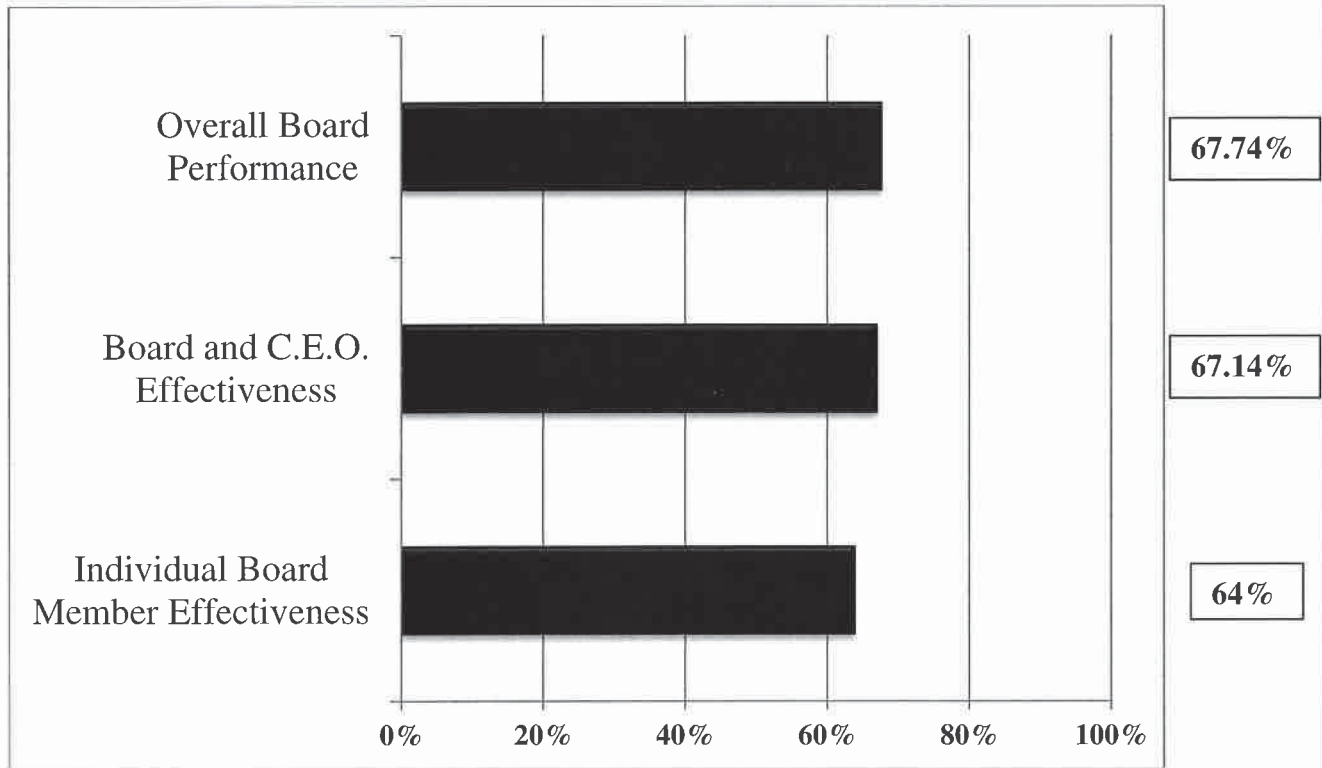
- Overall Board Performance
- Board and C.E.O. Effectiveness
- Individual Board Member Effectiveness
  - This section is divided according to the following five dimensions:
    - Strategic Dimension
    - Analytical Dimension
    - Educational Dimension
    - Contribution Dimension
    - Personal-Interpersonal Dimension
- Areas of Excellence and Improvement
- Strengths and Areas for Additional Focus and Development

## Data Description and Overview

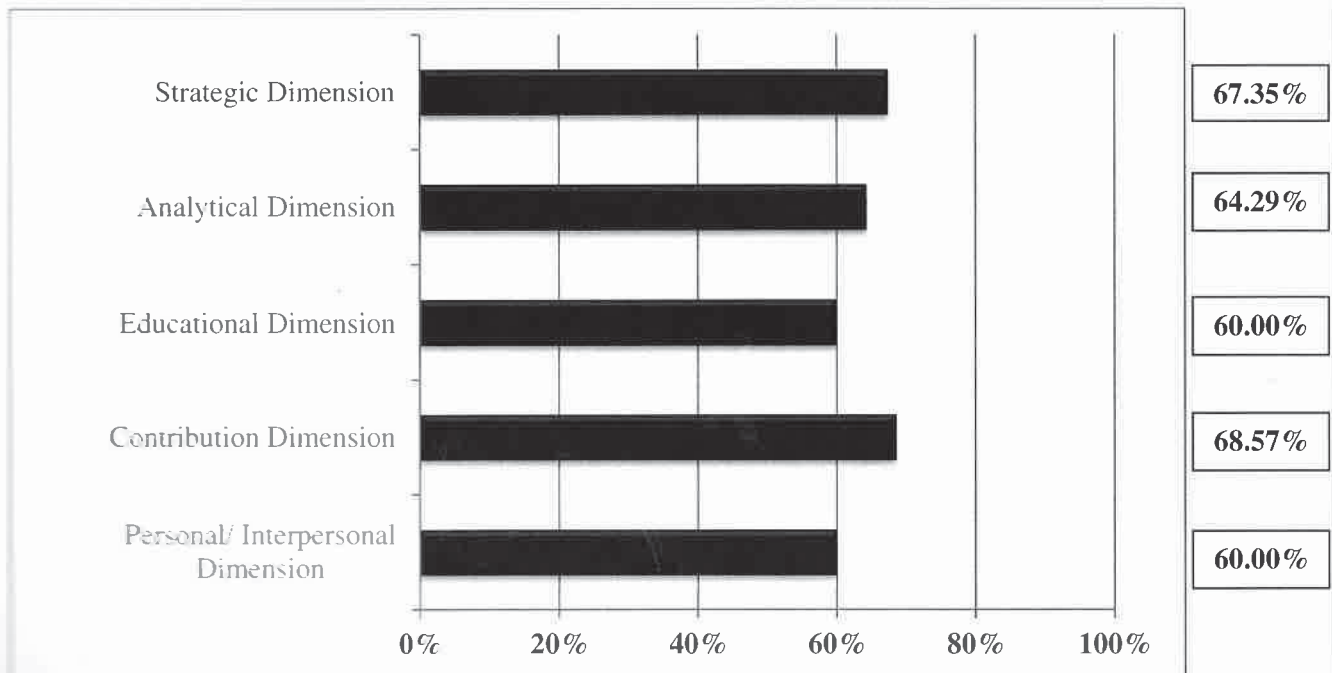
Each section of the survey report shows *the percentage of board members* who responded positively ("Agree" or "Strongly Agree") to each of the statements presented.

- **Overall Ratings:** This indicates the percentage of board members who responded positively within each of the major categories. Each category rating is calculated by collecting the percentage of positive responses to each question within the category and then averaging that across the total number of questions within that section. The overall ratings from each of the five dimensions of the Individual Board Member Effectiveness section are presented here as well.
- **Individual Statement Responses:** This section indicates the percentage of positive responses to each individual statement within the survey. The statement is presented alongside the percentage of board members who agreed or strongly agreed with it.
- **Areas of Excellence and Improvement:** This section presents board members' responses to the survey's free response questions.
- **Strengths and Areas for Additional Focus and Development:** This section summarizes the major findings of the survey, allowing for continued discussion within the self-evaluation process. The statements here are taken from the individual questions. Those that received a "Strongly Agree" or "Agree" response rate of over 85% are listed as Strengths. Those that received a "Strongly Agree" or "Agree" response rate of less than 70% are listed as Areas for Additional Focus and Development.

## Overall Ratings



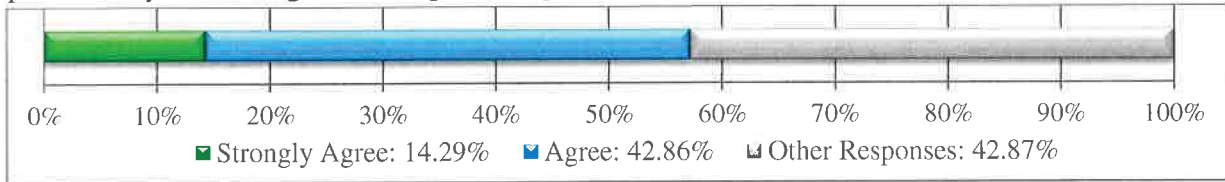
## Five Dimensions of Individual Board Member Effectiveness



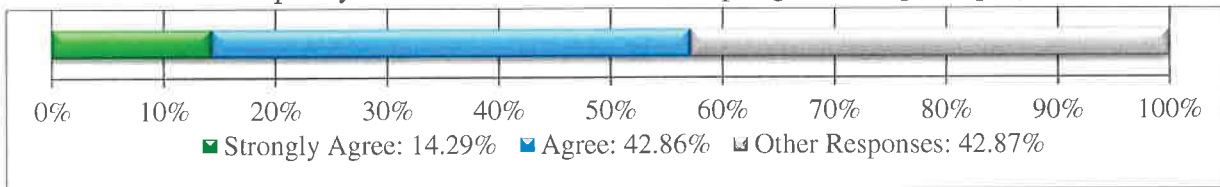
# Individual Statement Responses

## Section 1: Overall Board Performance

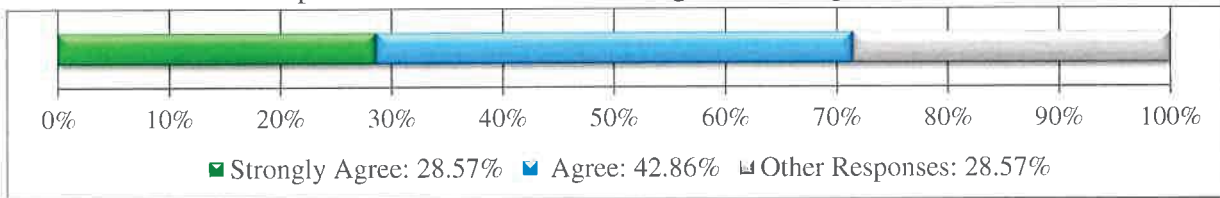
1. The board regularly reviews the district's mission and goals, and monitors progress by periodically evaluating the College Strategic Plan and key performance indicators.



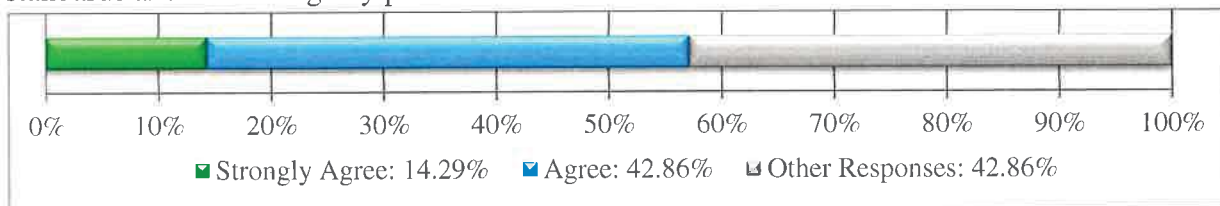
2. The board fulfills its policy role and refrains from attempting to manage employee work.



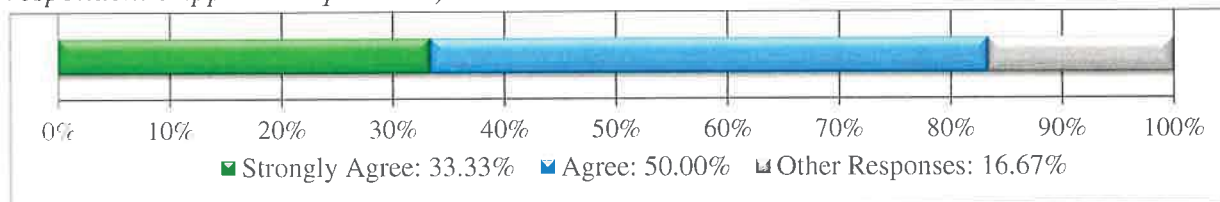
3. The board maintains a positive and effective working relationship.



4. The board effectively monitors the quality and effectiveness of the educational program and services by regularly assessing college and district adherence to accreditation standards and evaluating key performance indicators.

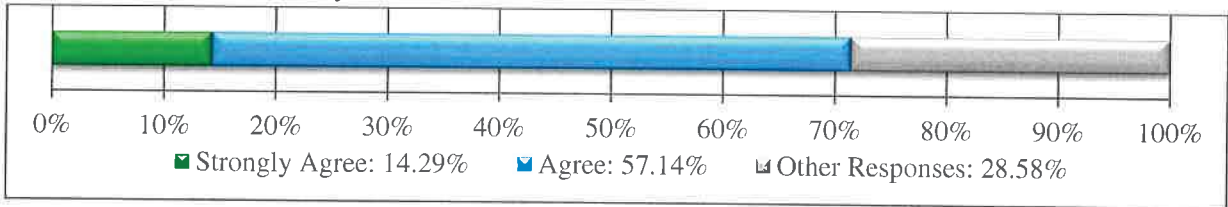


5. The board assures the fiscal stability, accountability and health of the district. (*Note: One respondent skipped this question.*)

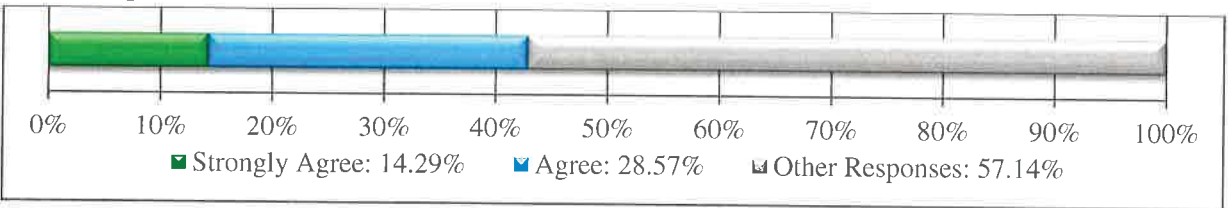




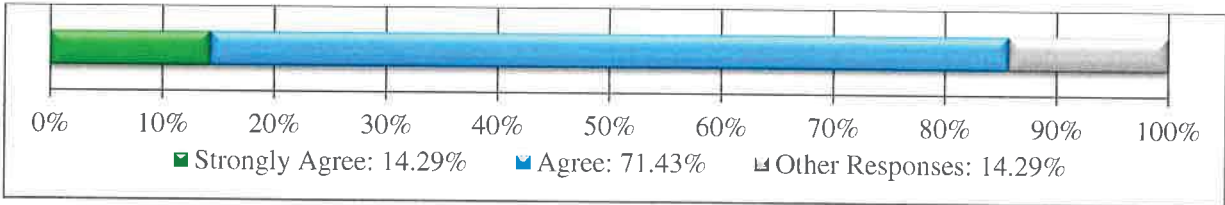
6. In accordance with the district's mission, the board's actions reflect the stated values of inclusiveness and diversity.



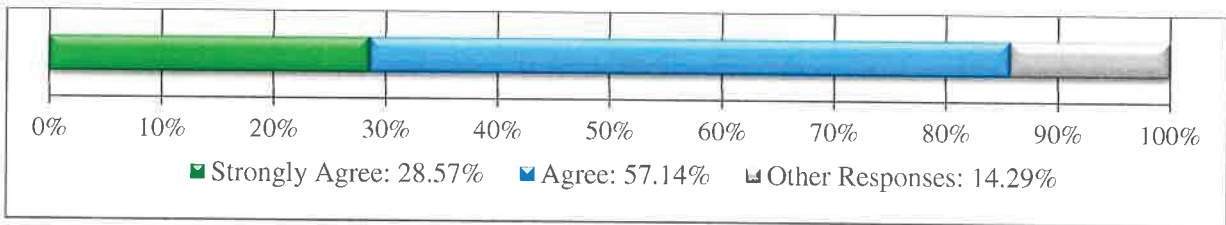
7. The board agrees on their role / authority in policy governance on the budget preparation and management.



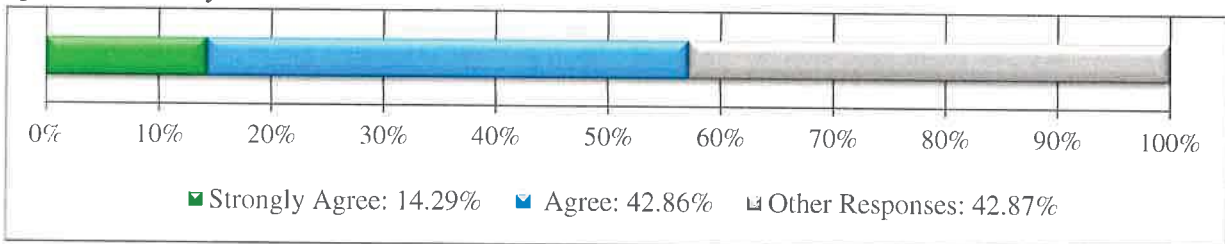
8. Board members represent the interests of the citizens in the district.



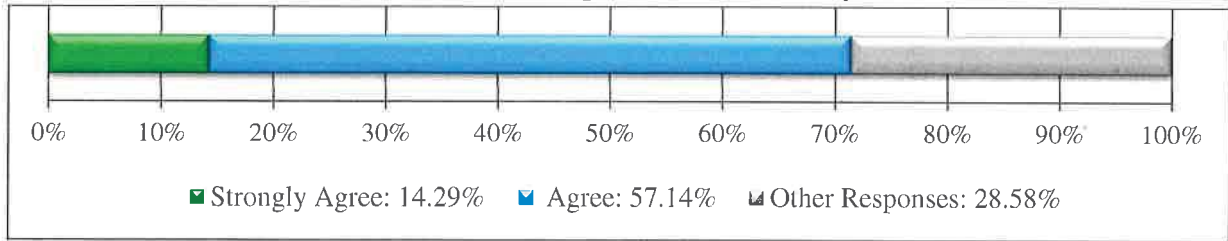
9. The board advocates on behalf of the colleges and district to local, state, and federal entities.



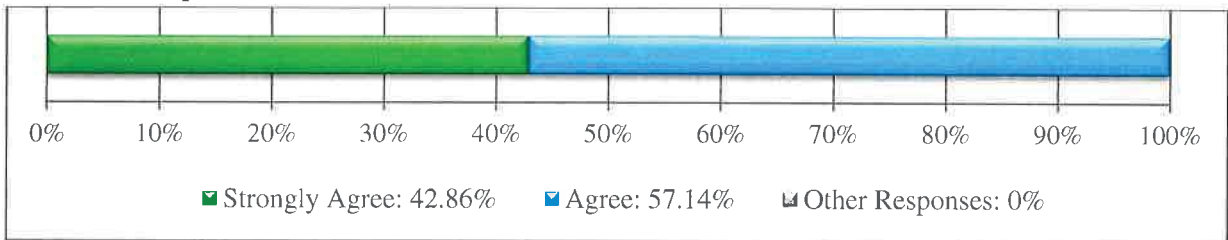
10. The board devotes sufficient time, thought, and study to render effective and credible service to the district, working in a spirit of civility and courtesy despite differences of opinion that may arise.



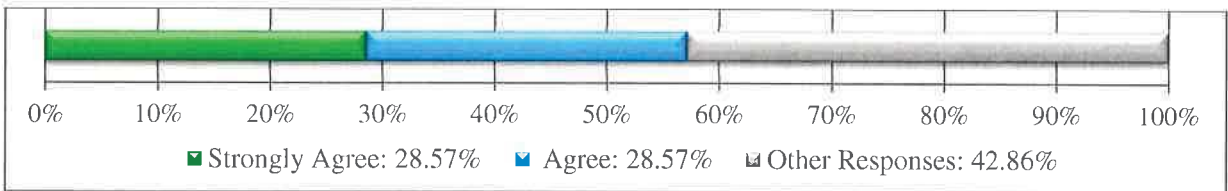
11. Board meetings are conducted in an orderly, efficient manner; agendas and conduct provide sufficient information and time to explore and resolve key issues.



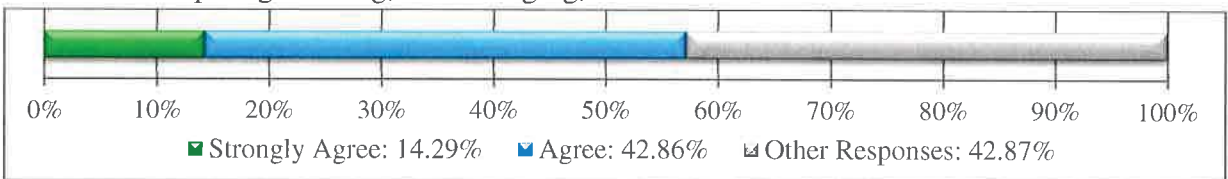
12. Board members participate in board member development activities; new members receive a comprehensive orientation to board roles and the district.



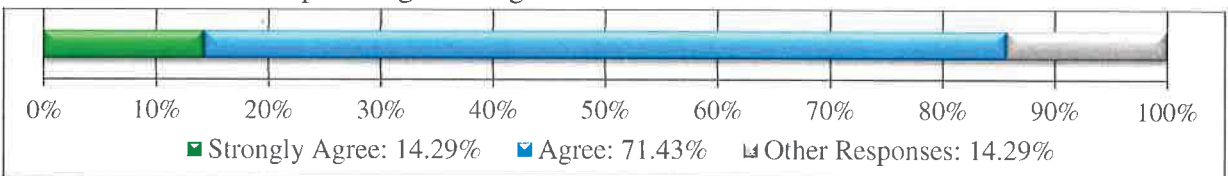
13. Board members adhere to the Standards of Board Ethics.



14. Board time is spent governing, not managing, the institution.

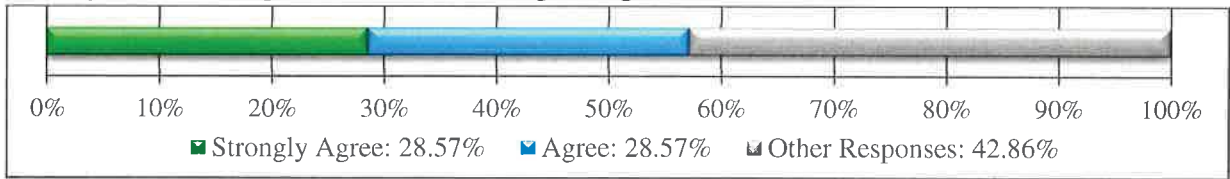


15. The board invests time planning meetings to ensure success.

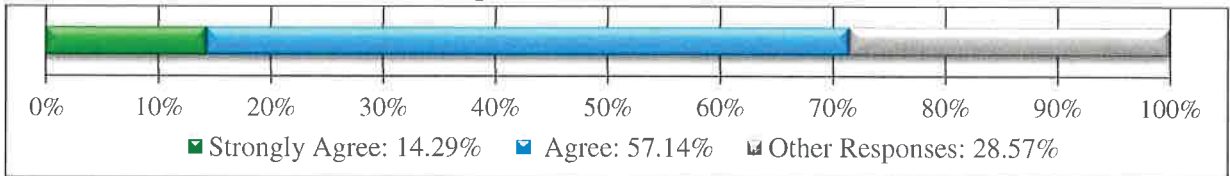




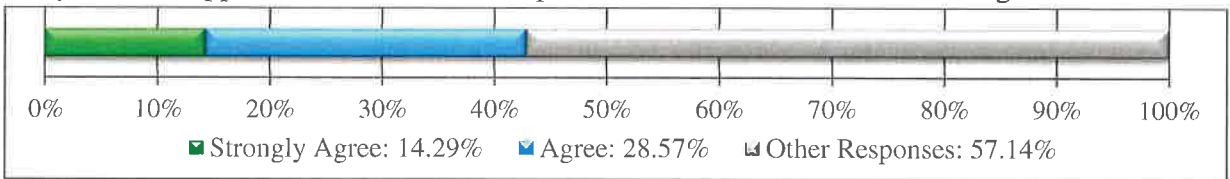
16. The board models behaviors that reflect the board values, including consensus building, starting and finishing on time, and moving the agenda forward.



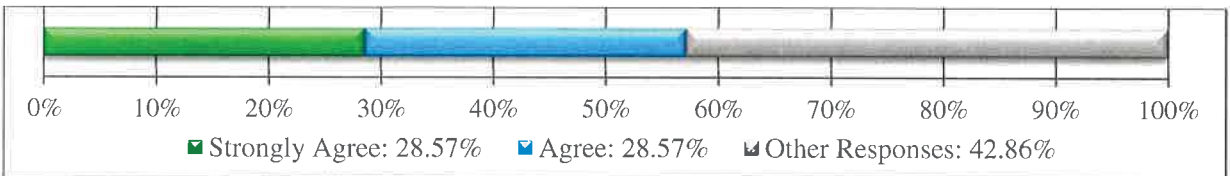
17. The board's actions have adhered to the Vision, Mission, Goals, and Values it has articulated to staff, students, and the public.



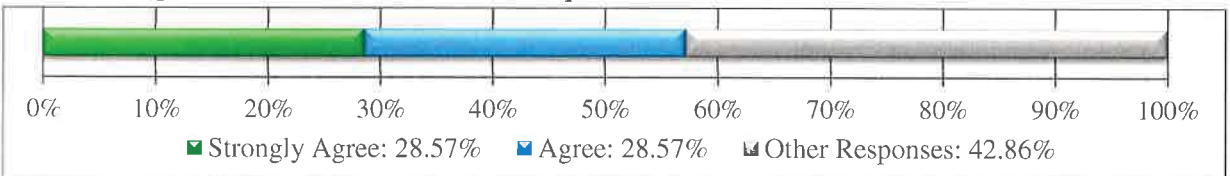
18. Board actions have been guided by institutional research, effective program review analysis, and support of institutional best practices that enable student learning.



19. The board understands the difference between policy governance and micromanaging in accreditation standards.

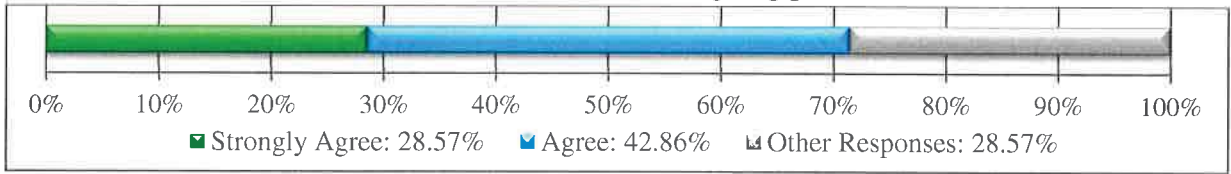


20. The board agrees on and understands the requirements of accreditation.

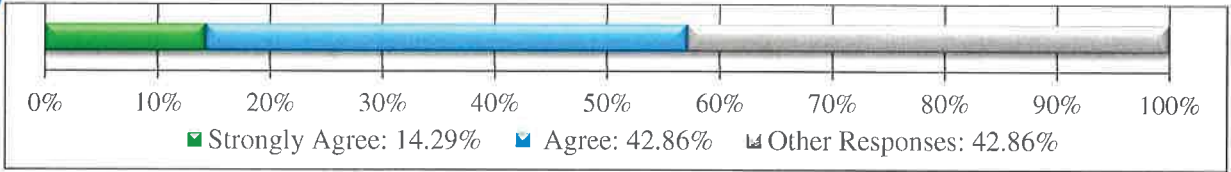


## Section 2: Board and C.E.O. Effectiveness

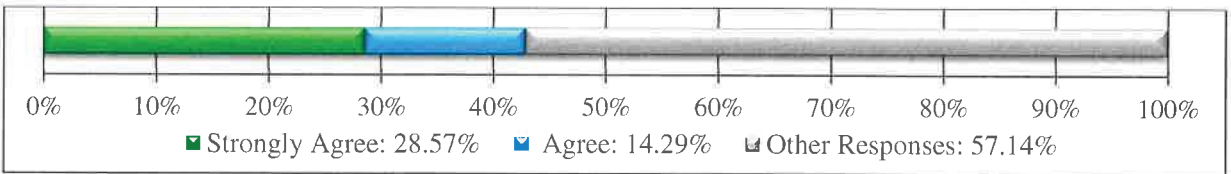
21. The board alerts the C.E.O. about any concerns before going public with them.



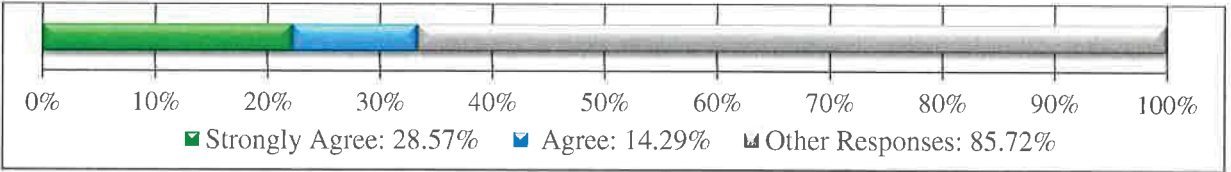
22. All board members receive the same communications from the C.E.O.



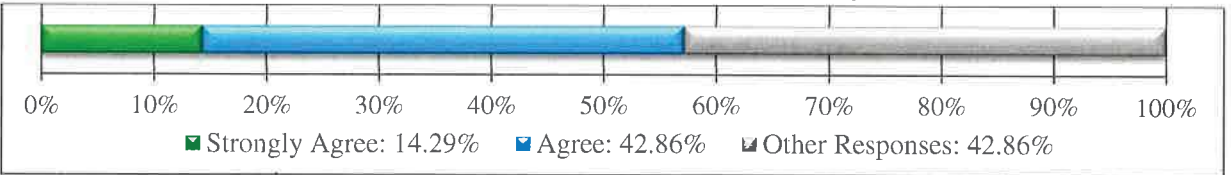
23. There is a clear communication protocol between board members, the C.E.O., and staff members.



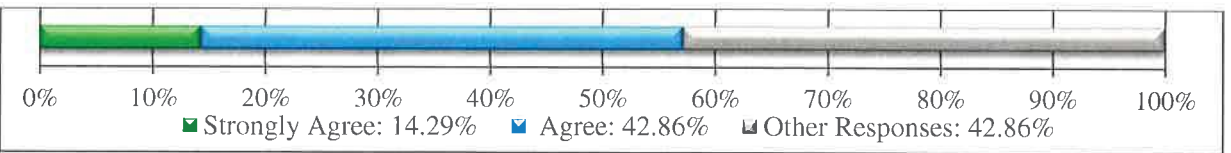
24. The board receives timely communications regarding sensitive district matters.



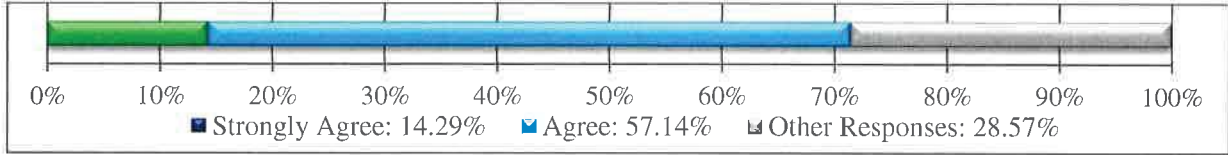
25. The board helps the C.E.O. be effective by not making unnecessary demands on him.



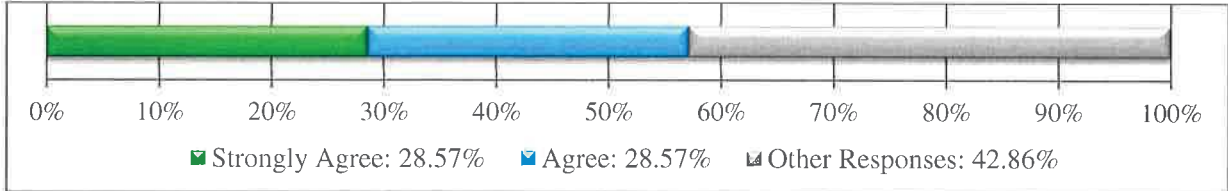
26. The board provides the C.E.O. with close guidance, support, dialogue, information, and feedback.



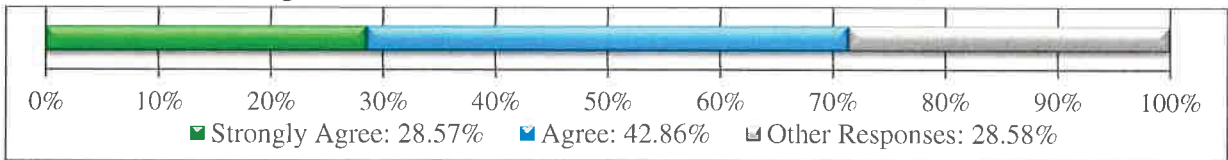
27. The board is sensitive to the concerns of students and employees while maintaining impartiality and support for the C.E.O.



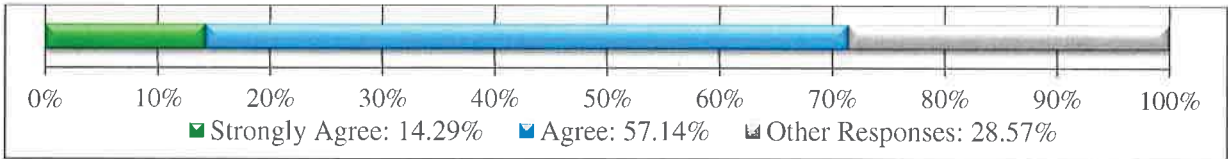
28. The board recognizes that the board (not a single board member) has the legal right to give direction to only one employee, the C.E.O.



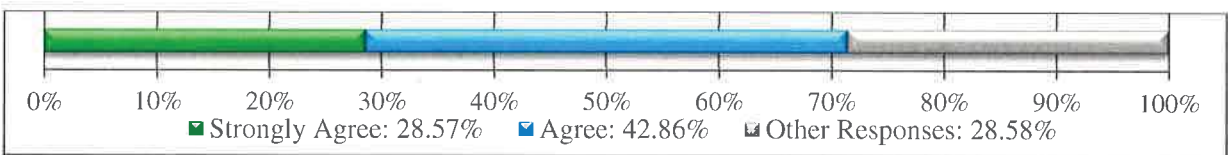
29. The board acknowledges that the C.E.O. directs the staff, not the board.



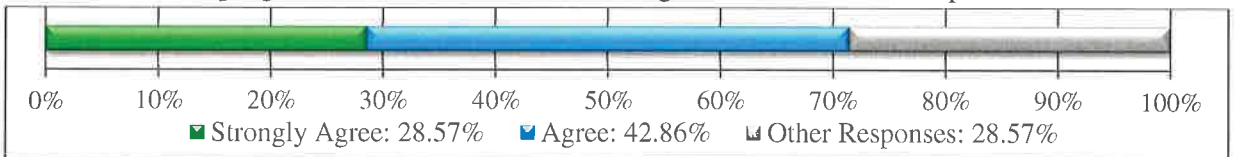
30. The board provides the C.E.O. with fair, consistent, and constructive feedback.



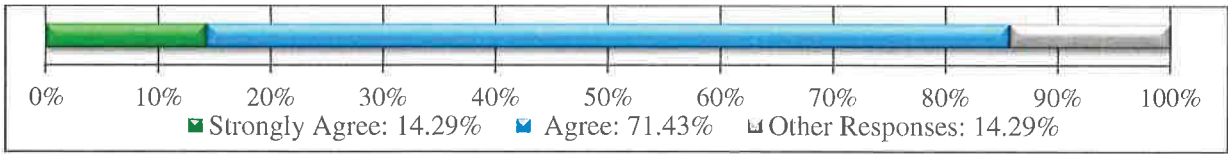
31. The board has created an environment in which the C.E.O. has the authority to lead the district.



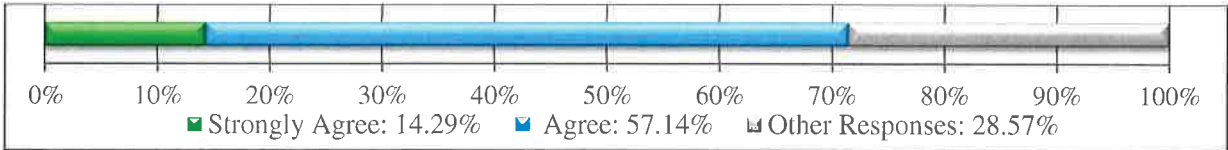
32. The board is keeping the C.E.O. informed, adhering to the rule of “no surprises.”



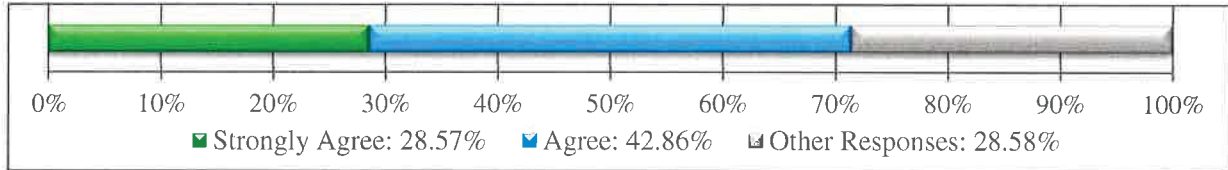
33. The C.E.O. ensures that the board has necessary information in advance of each board meeting, adhering to the rule of “no surprises.”



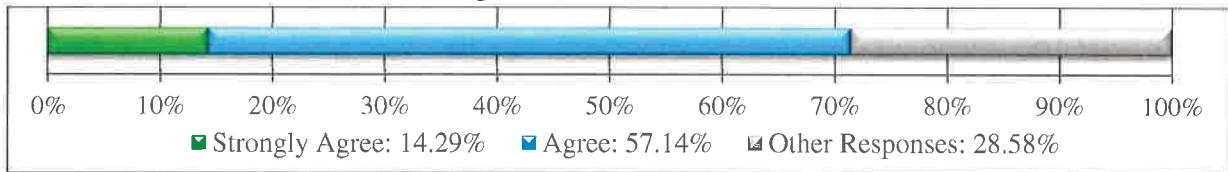
34. The C.E.O. ensures the board receives all necessary material related to the accreditation process.



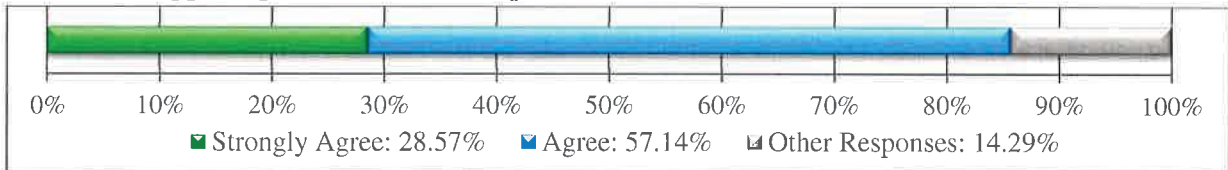
35. The board is honoring the C.E.O. as the point of contact for the institution



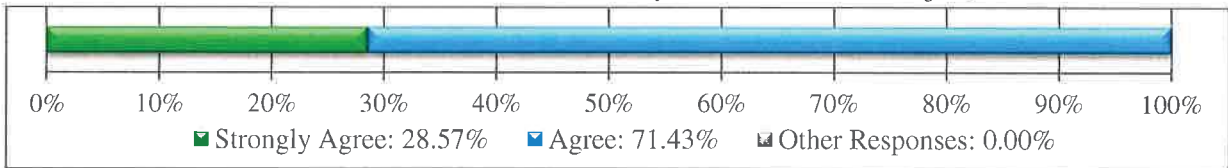
36. The C.E.O. ensures the board has necessary background material for agenda items related to district fiscal condition and oversight.



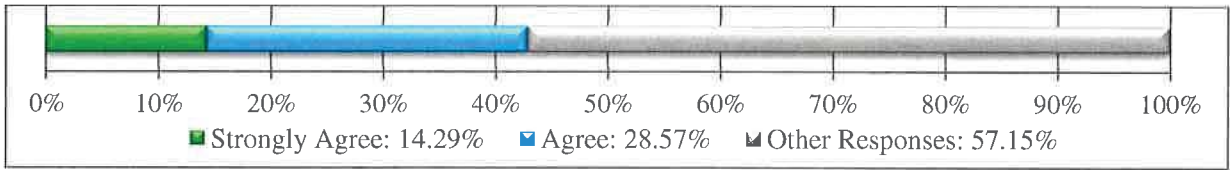
37. The board supports professional development for the C.E.O.



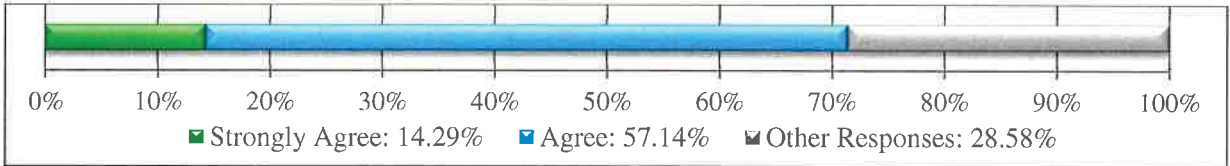
38. The board ensures that the C.E.O. has the necessary resources to do the job.



39. Each board member is aware of the direction board leadership has given the C.E.O. on the full board's behalf.



40. The C.E.O. ensures that the board has adequate information to make decisions the board is expected to make.

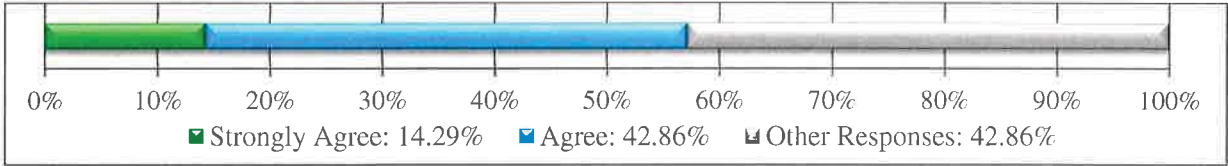




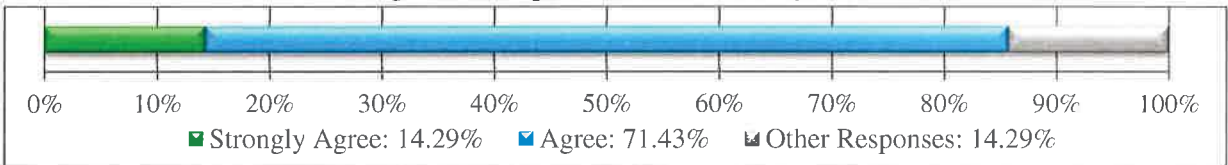
### Section 3: Individual Board Member Effectiveness

#### Strategic Dimension

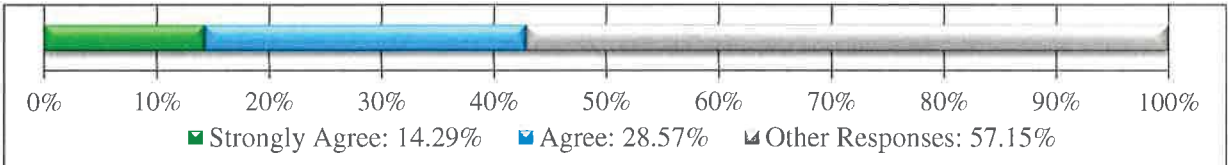
41. Each board member develops a knowledge and understanding of the organization's strategic plans.



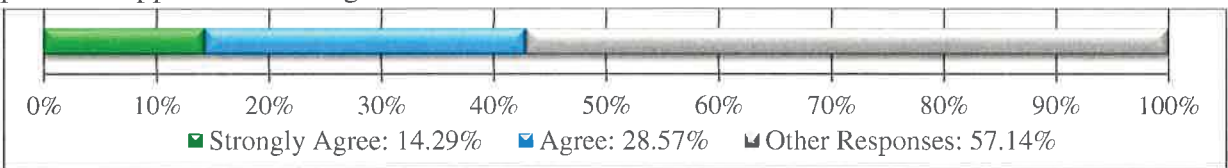
42. The board is desirous of a budget review process session every summer.



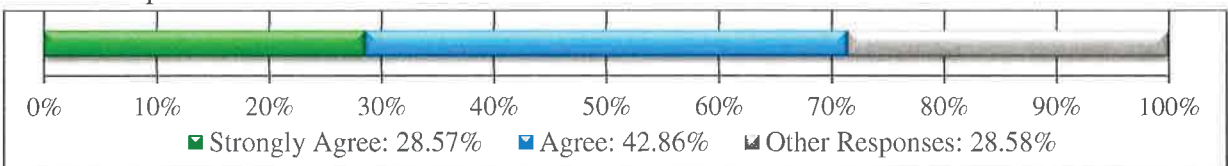
43. Each board member considers the role of the organization in terms of social, economic, and political developments five to ten years into the future.



44. Each board member articulates both possible threats to the organization's survival and potential opportunities for gain.

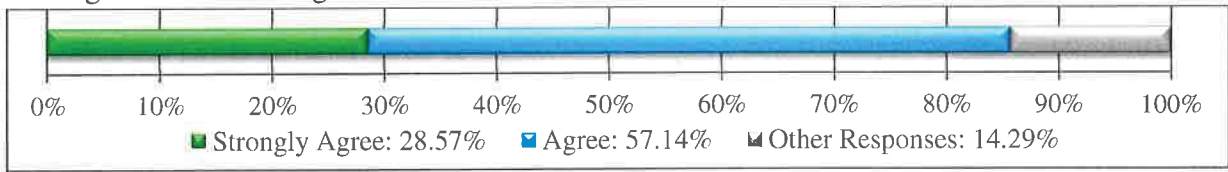


45. Each board member promotes and participates in the development of executive succession plans.

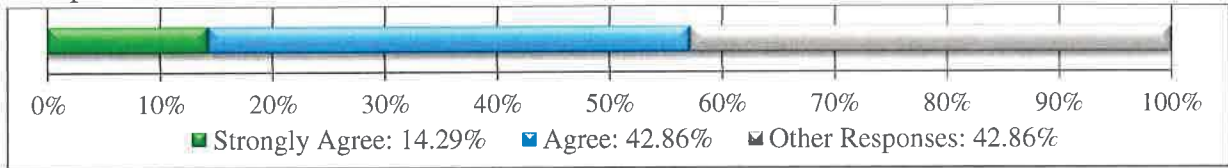




46. Each board member identifies potential problems, solutions, organizational weaknesses, and organizational strengths.

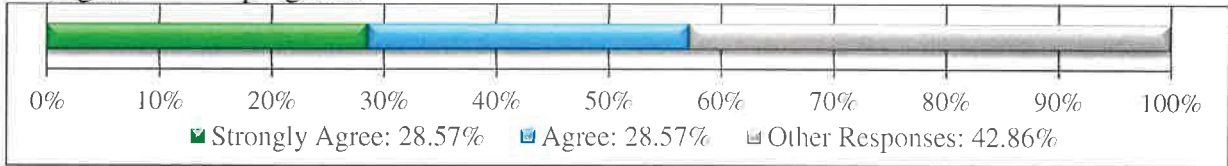


47. The board's feedback and input on required strategic plans and programming are incorporated into district work.

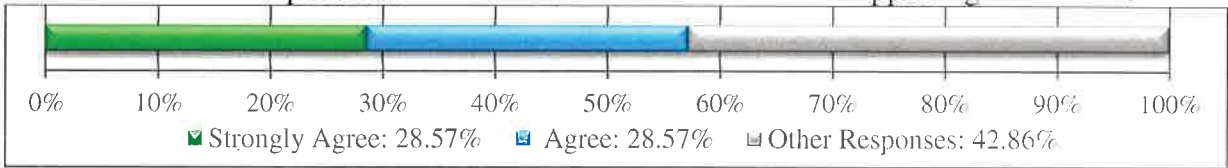


### Analytical Dimension

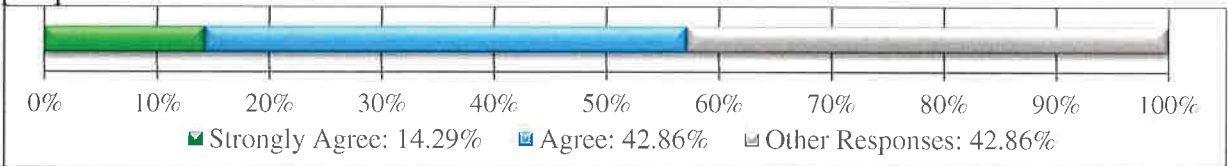
48. Each board member develops a knowledge and understanding of the types and quality of the organization's programs and services.



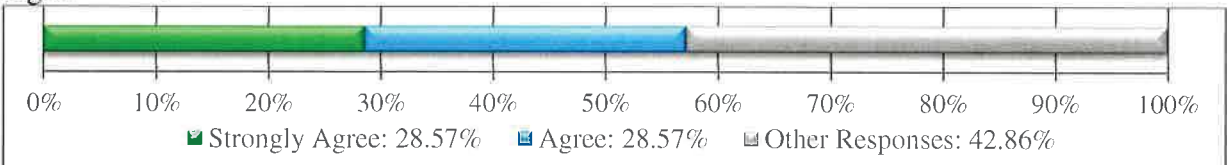
49. Each board member reviews and remains informed about the organization's budget and financial condition as presented in financial statements and other supporting documents.



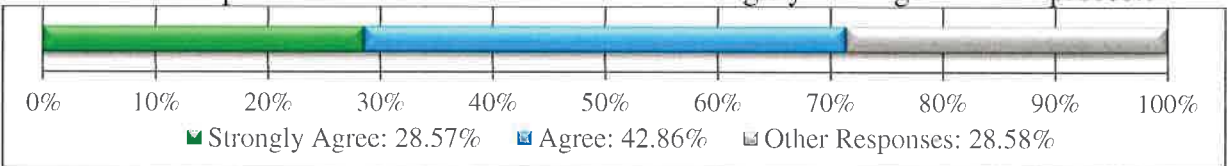
50. Each board member approaches issues from a broad, impartial, and institutional perspective.



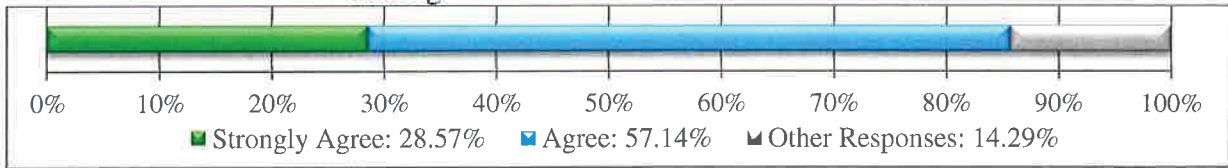
51. Each board member considers the concerns and interests of all stakeholders in the organization.



52. Each member respects fellow board members and the integrity of the governance process.

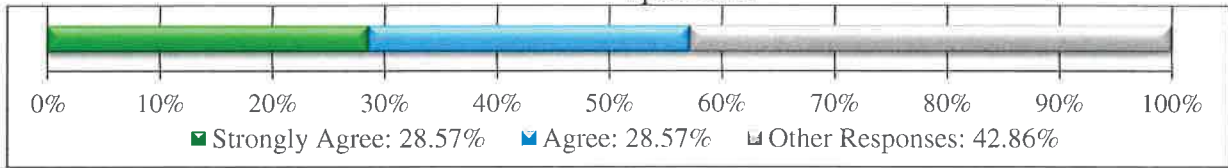


53. Each board member uses his or her knowledge of community and regional needs to inform his or her decision-making.

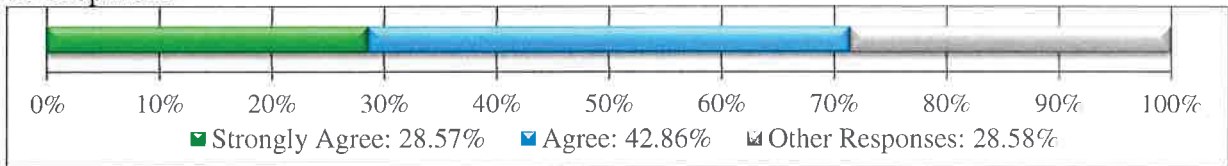


### Educational Dimension

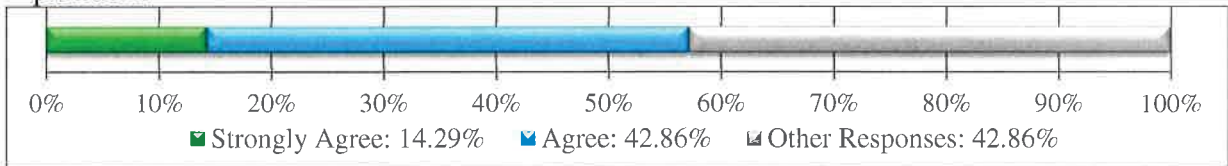
54. Each board member understands the roles and responsibilities of a board member.



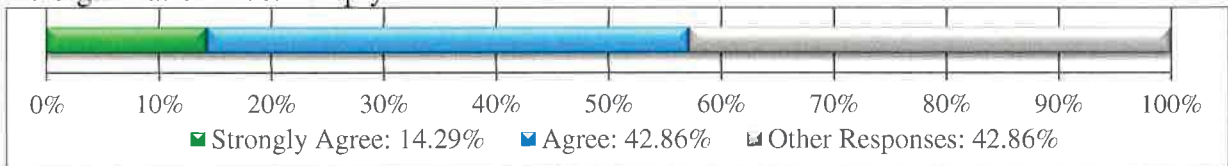
55. Each board member seeks opportunities for board member education and leadership development.



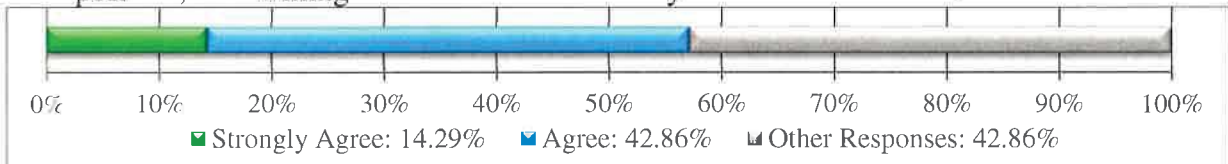
56. Each board member educates himself regarding the regulatory requirements and stipulations under which each board member acts.



57. Each board member educates himself regarding the accreditation standards with which the organization must comply.

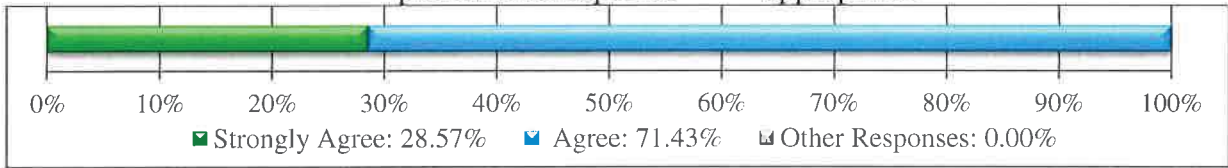


58. Each board member possesses the skills and attributes necessary to assume the board chair position, or is willing to serve as an understudy for a new board role.

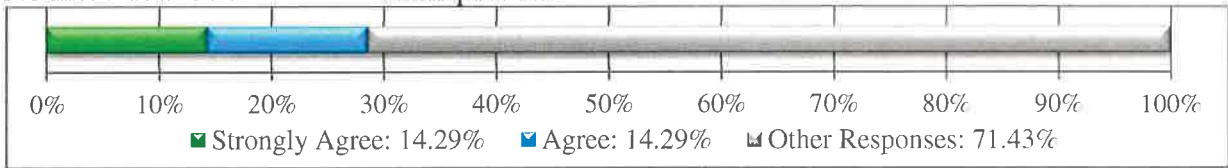


### Contribution Dimension

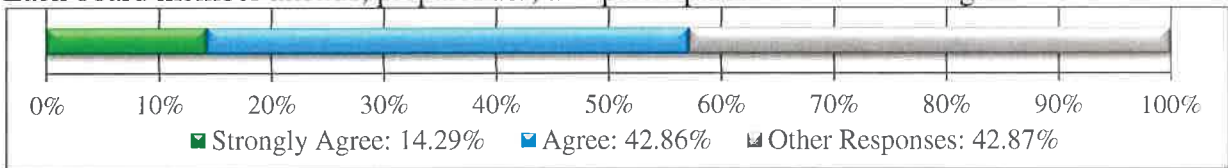
59. Each board member offers his professional expertise when appropriate.



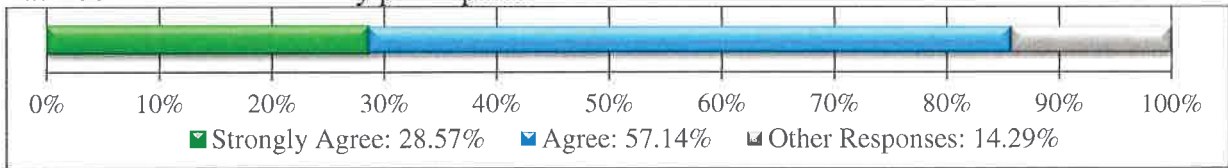
60. No individual board member monopolizes the board's time or deliberations.



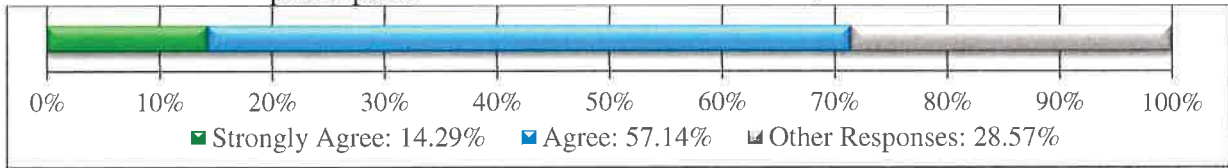
61. Each board member attends, prepares for, and participates in board meetings.



62. Each board member actively participates in board committee work.

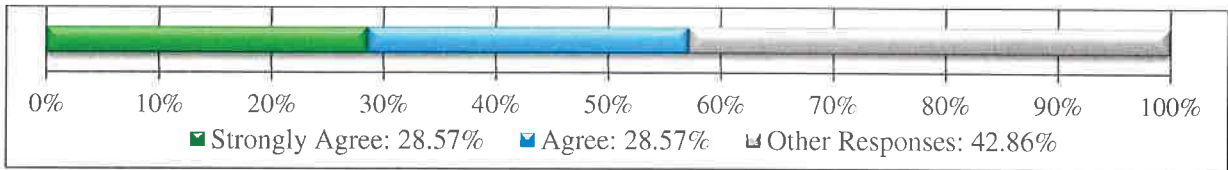


63. Each board member participates in the evaluation of the C.E.O.

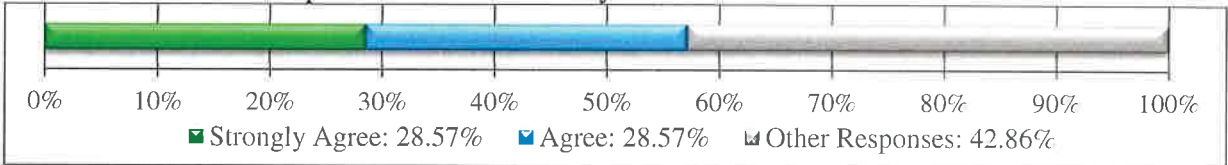


### Personal/ Interpersonal Dimension

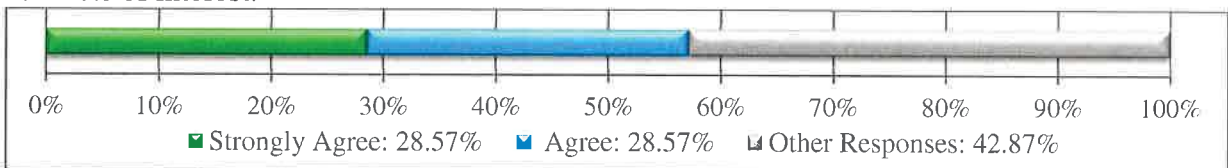
64. Each board member fosters a sense of collaboration and cohesion among fellow board members.



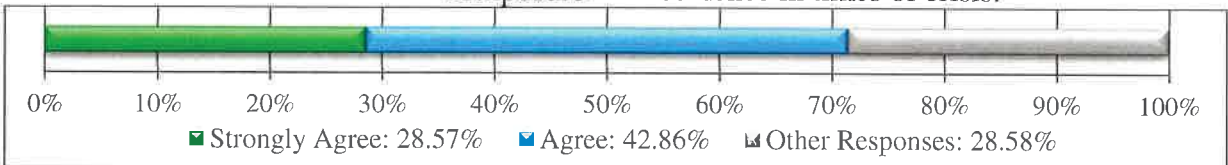
65. Each board member respects the confidentiality of board deliberations.



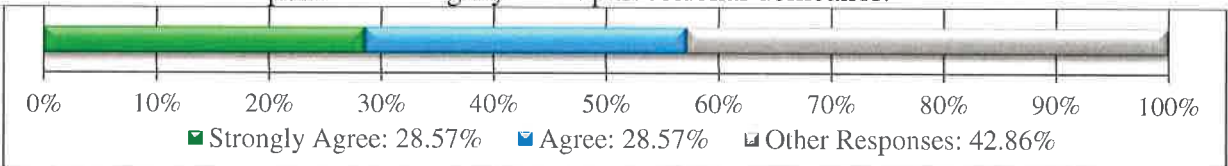
66. Each board member avoids conflicts of interest and readily discloses any potential conflicts of interest.



67. Each board member demonstrates composure and resilience in times of crisis.



68. Each board member possesses integrity and a professional demeanor.





## Section 4: Areas of Excellence and Improvement

### Free Response Answers

**When prompted to name the area(s) of board effectiveness that give [the responder] the greatest pride, board members submitted the following answers:**

- I am most proud that our last four board members have all gone through an orientation and we have all received professional development opportunities at state and national trustee conferences.
- Willingness to speak out, and willingness to dig in.
- Representing area constituency.
- 1. Smart team. 2. Strong team, sometimes too strong.
- We disagree on agenda items, yet continue to have positive relationships among trustees.
- [Skipped]
- We do not have any.

**When prompted to name the area(s) that need the highest level of attention for the board's improvement, board members submitted the following answers:**

- I would say that maintaining a high level of communication with our new Chancellor and the board leadership is required as we continue to improve our effectiveness as a governing board.
- Further collaboration and communication; question motives of certain propositions.
- Governance.
- 1. Streamline executive committee communication. 2. Provide clear direction for the C.E.O.
- Moving beyond discussion toward actual board policy adoptions, which requires that the chancellor place them on the agenda.
- [Skipped]
- Stop micro-management of the District. Respect the staff and their hard work. Understand the importance of supporting the District rather than always being critical.

## **Section 5: Strengths and Areas for Additional Focus and Development**

### **Section 1: Overall Board Performance**

#### **Strengths:**

- Board members represent the interests of the citizens in the district.
- The board advocates on behalf of the colleges and district to local, state, and federal entities.
- Board members participate in board member development activities; new members receive a comprehensive orientation to board roles and the district.
- The board invests time planning meetings to ensure success.

#### **Areas for Additional Focus and Development:**

- The board regularly reviews the district's mission and goals, and monitors progress by periodically evaluating the College Strategic Plan and key performance indicators.
- The board fulfills its policy role and refrains from attempting to manage employee work.
- The board effectively monitors the quality and effectiveness of the educational program and services by regularly assessing college and district adherence to accreditation standards and evaluating key performance indicators.
- The board agrees on their role / authority in policy governance on the budget preparation and management.
- The board devotes sufficient time, thought, and study to render effective and credible service to the district, working in a spirit of civility and courtesy despite differences of opinion that may arise.
- Board members adhere to the Standards of Board Ethics.
- Board time is spent governing, not managing, the institution.
- The board models behaviors that reflect the board values, including consensus building, starting and finishing on time, and moving the agenda forward.
- Board actions have been guided by institutional research, effective program review analysis, and support of institutional best practices that enable student learning.
- The board understands the difference between policy governance and micromanaging in accreditation standards.
- The board agrees on and understands the requirements of accreditation.

### **Section 2: Board and C.E.O. Effectiveness**

#### **Strengths:**

- The C.E.O. ensures that the board has necessary information in advance of each board meeting, adhering to the rule of "no surprises."
- The board supports professional development for the C.E.O.

- The board ensures that the C.E.O. has the necessary resources to do the job.

**Areas for Additional Focus and Development:**

- All board members receive the same communications from the C.E.O.
- There is a clear communication protocol between board members, the C.E.O., and staff members.
- The board receives timely communications regarding sensitive district matters.
- The board helps the C.E.O. be effective by not making unnecessary demands on him.
- The board provides the C.E.O. with close guidance, support, dialogue, information, and feedback.
- The board recognizes that the board (not a single board member) has the legal right to give direction to only one employee, the C.E.O.
- Each board member is aware of the direction board leadership has given the C.E.O. on the full board's behalf.

**Section 3: Individual Board Member Effectiveness**

**Strengths:**

- The board is desirous of a budget review process session every summer.
- Each board member identifies potential problems, solutions, organizational weaknesses, and organizational strengths.
- Each board member uses his or her knowledge of community and regional needs to inform his or her decision-making.
- Each board member offers his professional expertise when appropriate.
- Each board member actively participates in board committee work.

**Areas for Additional Focus and Development:**

- Each board member develops a knowledge and understanding of the organization's strategic plans.
- Each board member considers the role of the organization in terms of social, economic, and political developments five to ten years into the future. Each board member promotes and participates in the development of executive succession plans.
- Each board member articulates both possible threats to the organization's survival and potential opportunities for gain.
- The board's feedback and input on required strategic plans and programming are incorporated into district work.

- Each board member develops a knowledge and understanding of the types and quality of the organization's programs and services.
- Each board member reviews and remains informed about the organization's budget and financial condition as presented in financial statements and other supporting documents.
- Each board member approaches issues from a broad, impartial, and institutional perspective.
- Each board member considers the concerns and interests of all stakeholders in the organization.
- Each board member understands the roles and responsibilities of a board member.
- Each board member educates himself regarding the regulatory requirements and stipulations under which each board member acts.
- Each board member educates himself regarding the accreditation standards with which the organization must comply.
- Each board member possesses the skills and attributes necessary to assume the board chair position, or is willing to serve as an understudy for a new board role.
- No individual board member monopolizes the board's time or deliberations.
- Each board member attends, prepares for, and participates in board meetings.
- Each board member fosters a sense of collaboration and cohesion among fellow board members.
- Each board member respects the confidentiality of board deliberations.
- Each board member avoids conflicts of interest and readily discloses any potential conflicts of interest.
- Each board member possesses integrity and a professional demeanor.