

Item 1.B

SOCCCD Board of Trustees Employee Evaluation Highlights

The following scores reflect those who have watched or attended at least one Board meeting, with most indicating 1-3 board meetings. The percentage in parentheses () reflect 2014 ratings of a similar grouping of employees..

Evaluation Criteria	Ave. Rating	% Agree or Strong Agree
1. The Board understands its policy role and differentiates its role from those of the Chancellor, district and college employees.	3.5	55% (70%)
2. The Board's policies are regularly reviewed and are up-to-date. They effectively guide district and college operations.	3.2	44% (66%)
3. The Board clearly delegates authority to and supports the Chancellor.	3.8	53% (72%)
4. The Board sets clear expectations for and effectively evaluates the Chancellor.	3.2	34% (57%)
5. Board members represent the interests and needs of the communities served by the district.	2.9	42% (59%)
6. The Board advocates on behalf of the district to local, state, and federal governments.	3.3	46% (58%)
7. The Board assures that there is an effective planning process and is appropriately involved in the process.	3.1	42% (65%)
8. Board members are knowledgeable about the district's educational programs and services.	3.0	40% (59%)
9. Board members understand the budget and fiscal status of the district.	3.2	48% (79%)
10. Board decisions assure the fiscal stability and health of the district.	3.3	48% (78%)
11. The Board effectively monitors implementation of institutional plans.	3.1	41% (54%)
12. The Board respects faculty, staff, and student participation in college and district decision making.	2.9	40% (66%)
13. Trustees refrain from attempting to manage or direct work or activities of district and college employees.	3.3	45% (64%)
14. Trustee behavior sets a positive tone for the district.	3.1	45% (71%)
15. The Board regularly reviews and adheres to its code of ethics or standards of practice.	3.3	46% (63%)
16. Board members maintain confidentiality of privileged information.	3.5	50% (56%)

17. Board meeting agendas include sufficient information; the topics reflect board responsibilities and tasks.	3.6	61% (77%)
18. Board meetings are conducted in an orderly, respectful manner; sufficient time is provided to explore and resolve key issues.	3.5	63% (81%)
19. The Board evaluation process helps the Board enhance its performance.	3.3	42% (62%)
20. Board members engage in professional development that enhances their performance as trustees. New Board members have an orientation to their role.	3.3	30%

Comments:

Board members were provided with all comments made by trustees. Following are the consultant’s impressions of key points.

Strengths: Good communication, civility, fiscal prudence, respectful of employees, diverse backgrounds, concerned about district and students, transparency, better work environment, work together, best board in many years.

Areas for improvement: salaries and negotiations, support faculty needs (including part-time), more involvement/knowledge of campus life and college programs, more attention to IVC, less “rubber stamping,” uphold ethics/confidentiality/integrity, get information from a variety of sources.

Goals for the Coming Year

Provide fair compensation and working conditions part-time faculty, as well as for full-time and classified staff; complete contract negotiations; be knowledgeable about and fiscally support student success; maintain sound fiscal practices; foster growth; ensure Workday works; address facility needs;