

2016 Board of Trustees Evaluation Survey Highlights: Employees

The ratings below are based on the 118 employees who have attended at least one board meeting. See the full report for more detail. In addition, trustees received a report that includes responses from those who have not observed the board in action.

Data on respondents

- 64% were from Saddleback, 29% from IVC, and 8% from District Services
- Length of service ranged from less than a year to more than 20, with 24% indicated 20+ years, 29% indicating 11-19 years, and 22% indicating 6-10 years.
- 36% were administrators, 40% faculty, and 25% classified staff
- 88% were full-time, 12% part-time
- The most “used” places to gain information about the Board are district website (72%), Board highlights and other press releases (85%). Responses to “other” were primarily board meetings.
- 73% attended 1-3 meetings, 13% 4-6, 2% 7-9 and 13% 10 or more
- 54% had never watched a meeting on TV or video on SOCCD, 32% had watched 1-3.

Board Effectiveness Criteria

Strongly Disagree—1 to Strongly Agree—5. The number in () is the 2015 rating.

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| 1. The Board understands its policy role and differentiates its role from those of the Chancellor, District Services and college employees | 3.6 (3.5) |
| 2. The Board’s policies are regularly reviewed and are up-to-date. They effectively guide District Services and college operations. | 3.47 (3.2) |
| 3. The Board clearly delegates authority to and supports the Chancellor. | 3.78 (3.8) |
| 4. The Board sets clear expectations for and effectively evaluates the Chancellor. | 3.19 (3.2) |
| 5. Board members represent the interests and needs of the communities served by the district. | 3.36 (2.9) |
| 6. The Board advocates on behalf of the district to local, state, and federal governments. | 3.58 (3.3) |
| 7. The Board assures that there is an effective planning process and is appropriately involved in the process. | 3.27 (3.1) |
| 8. Board members are knowledgeable about the district’s educational programs and services | 3.26 (3.0) |

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| 9. Board members understand the budget and fiscal status of the district. | 3.47 (3.2) |
| 10. Board decisions assure the fiscal stability and health of the district. | 3.45 (3.3) |
| 11. The Board effectively monitors implementation of institutional plans. | 3.10 (3.1) |
| 12. The Board respects faculty, staff, and student participation in college and District Services decision making. | 3.43 (2.9) |
| 13. Trustees refrain from attempting to manage or direct work or activities of District Services and college employees. | 3.39 (3.3) |
| 14. Trustee behavior sets a positive tone for the district. | 3.70 (3.1) |
| 15. The Board regularly reviews and adheres to its code of ethics and standards of practice. | 3.65 (3.3) |
| 16. Board members maintain confidentiality of privileged information. | 3.53 (3.5) |
| 17. Board meeting agendas include sufficient information; the topics reflect board responsibilities and tasks. | 3.71 (3.6) |
| 18. Board meetings are conducted in an orderly, respectful manner; sufficient time is provided to explore and resolve key issues. | 3.84 (3.5) |
| 19. The Board evaluation process helps the Board enhance its performance. | 3.35 (3.3) |
| 20. Board members engage in professional development that enhances their performance as trustees. New Board members have an orientation to their role. | 3.36 (3.3) |

The following reflects overall themes of the comments:

What are the strengths and accomplishments of the board?

Many comments related to:

Maintain civility, respectful, listen to employees, fiscally responsible, transparent, well-run meetings, dedicated, informed, attend college events, represent community well, support the chancellor, sincere, collegial, well-prepared, support the individuality of the colleges.

In what areas might the board improve?

A number of comments related to improving facilities (differing priorities); increase accountability of district services and college presidents; honor differences between institutions; refine and strengthen vision; spend time talking with people on campus to learn what's really happening (so that you are not "clueless"); share how administrators are held accountability and evaluated; be careful not to micromanage; be more inquisitive about college programs/student success/WorkDay/accreditation, etc.; pay more attention to IVC—ensure a level playing field for

both campuses; represent all areas of the community; move away from Saddleback to a neutral area; be on campus more/increase visibility; give colleges more autonomy re IT. Take a swig of Remy Martin and take off their shoes – be more down to earth.

What should be Board goals, priorities, and/or tasks for the coming year?

Maintain fiscal stability and accountability; monitor IT/WorkDay/software (get rid of Workday); improve current facilities; hire more staff; focus on student success (barriers, metrics, pathways, support, etc.); respect adjuncts; be involved in and ensure accreditation fairly reflects health and successes; focus on the vision/foster innovation; consider a bond; ensure decision-making processes are honored; standardize processes throughout district; assist Chancellor in expecting respect from District staff and holding them accountable; environmental sustainability; address management of IVC; advocate the district in Sacramento;; re-evaluate spending priorities to update technology; learn what's "really going on" that harms the district; address parking needs; support classified staff; be responsive to community needs