

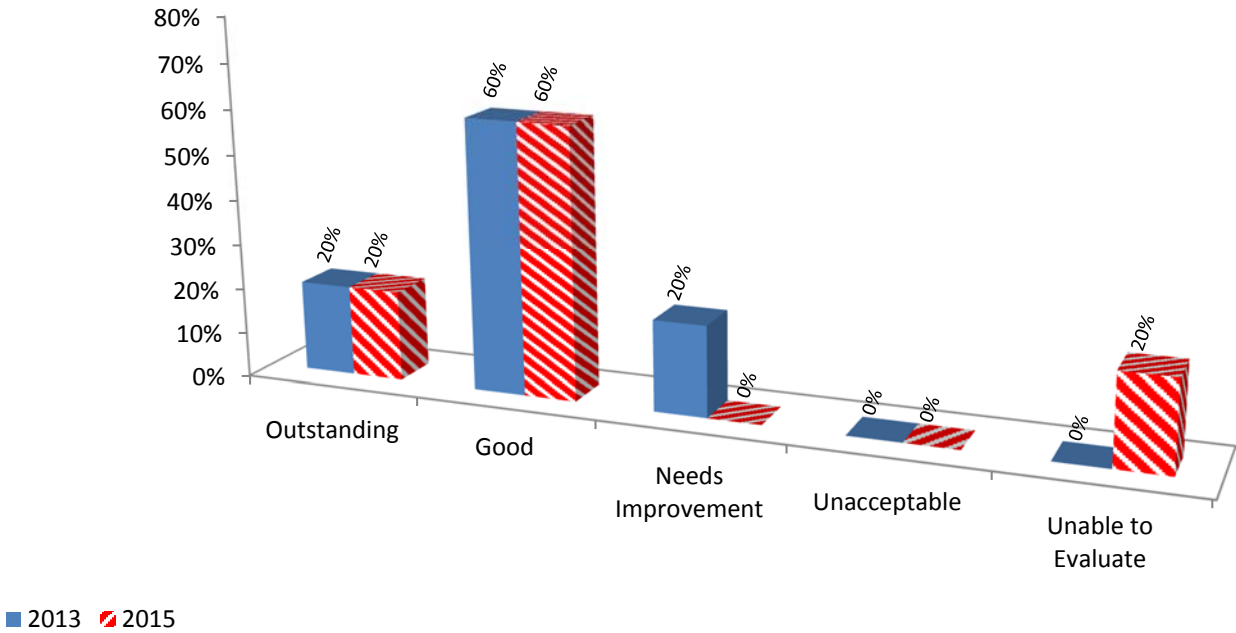
Coast Community College District

Board of Trustees Self-Evaluation

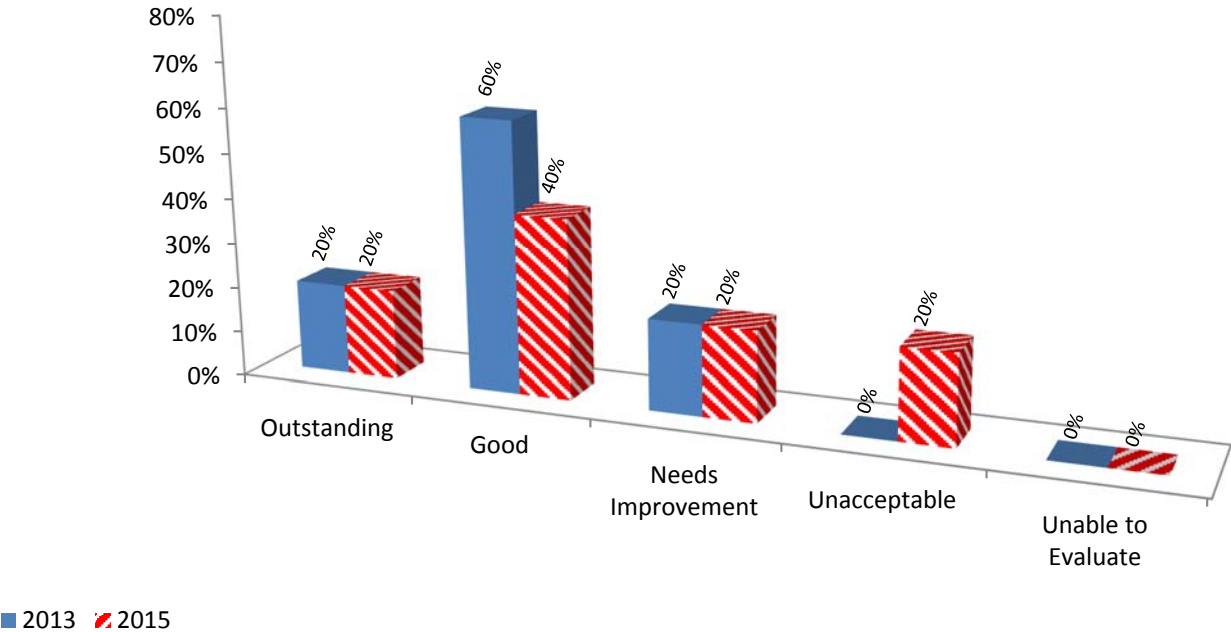
2013 (5 responses) and 2015 (5 responses)

Mission and Planning

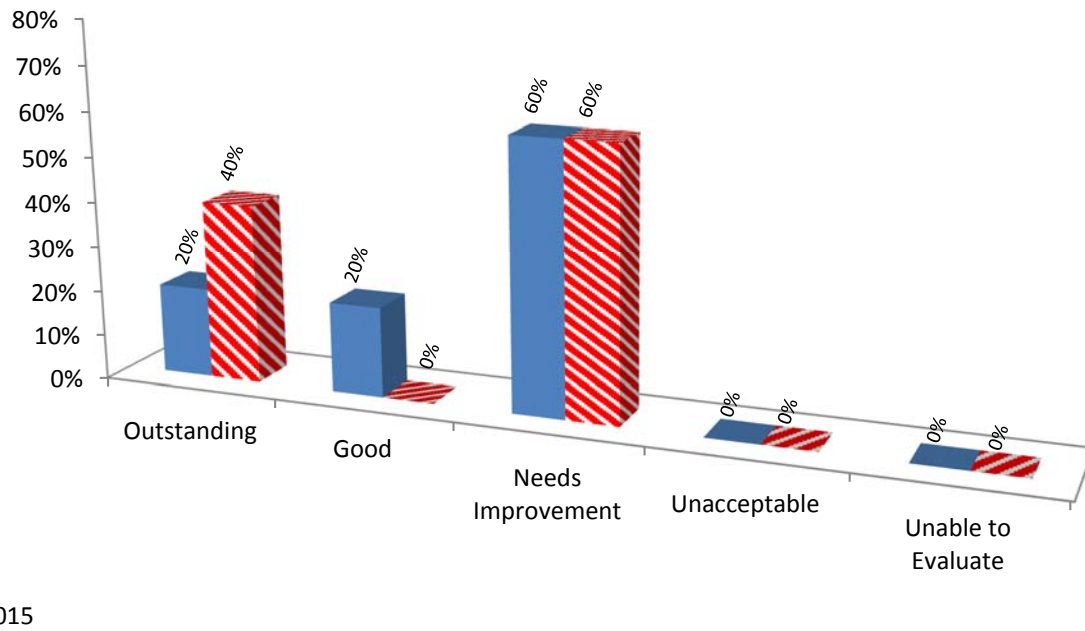
1. Board members are knowledgeable about the culture, history, and values of the district.



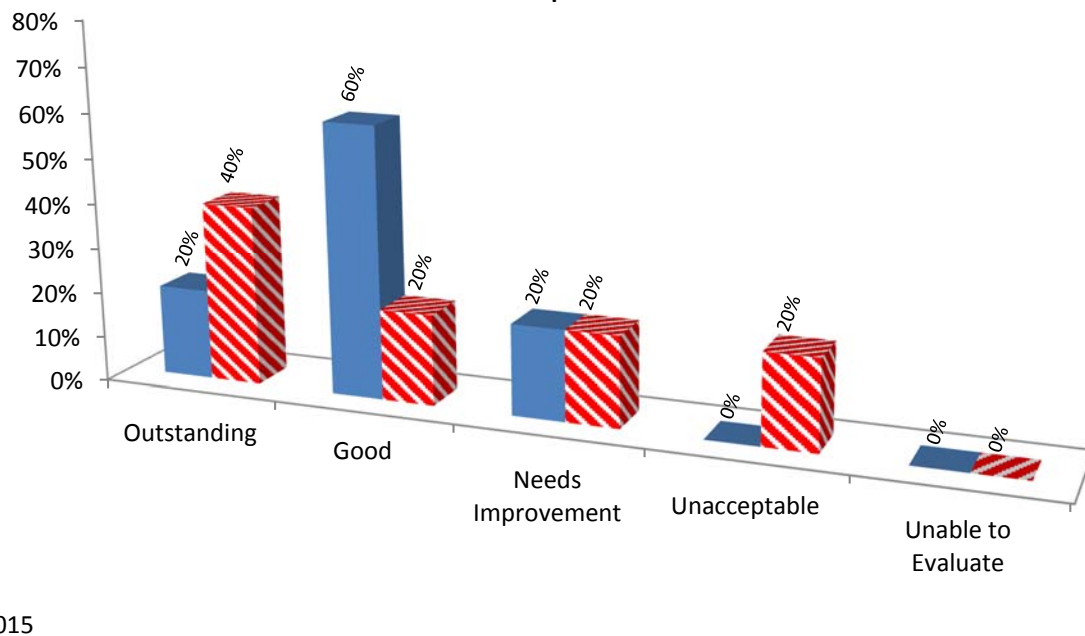
2. The board regularly reviews the mission and purposes of the institution.



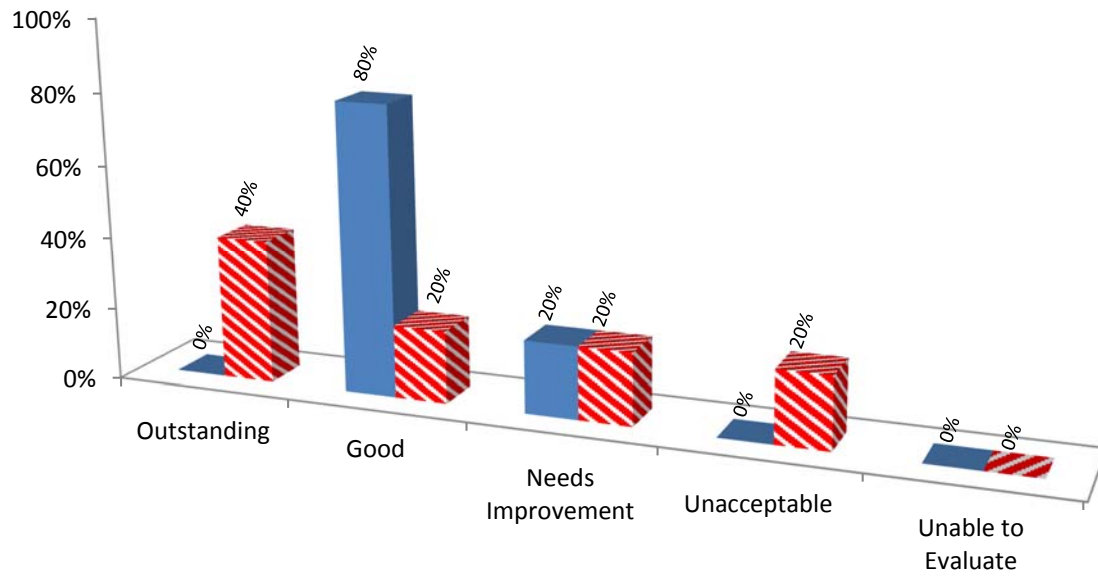
3. The board spends adequate time discussing future needs and direction of the district.



4. The board assures that there is an effective planning process and is appropriately involved in the process.

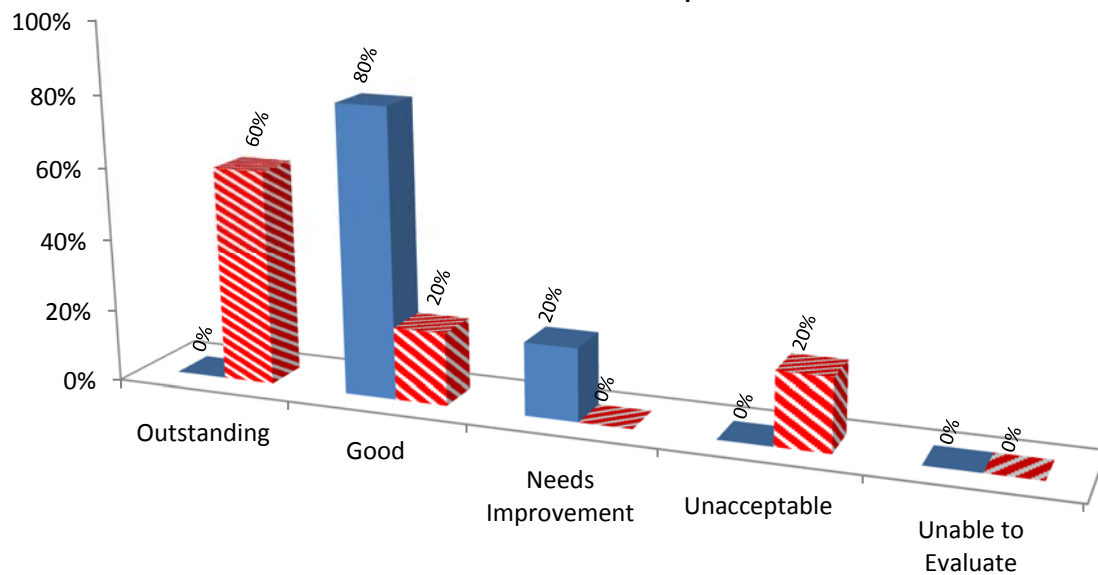


5. The board assures that district plans are responsive to community needs.



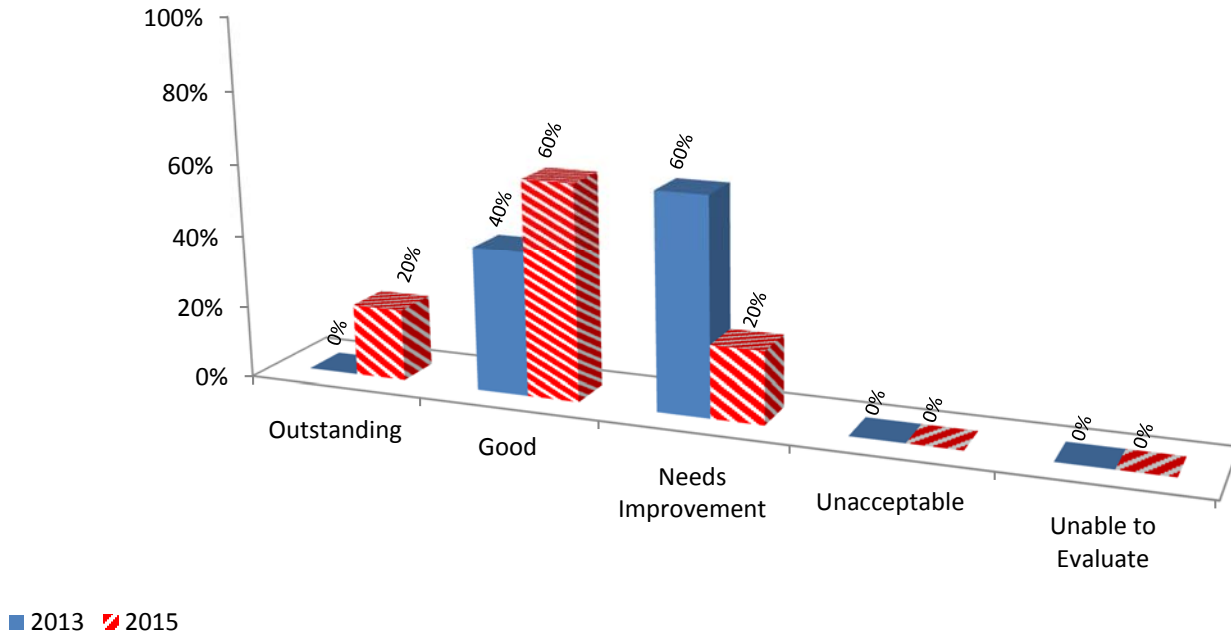
■ 2013 ■ 2015

6. The board has adopted and monitors the implementation of the district's strategic, educational and facilities master plans.



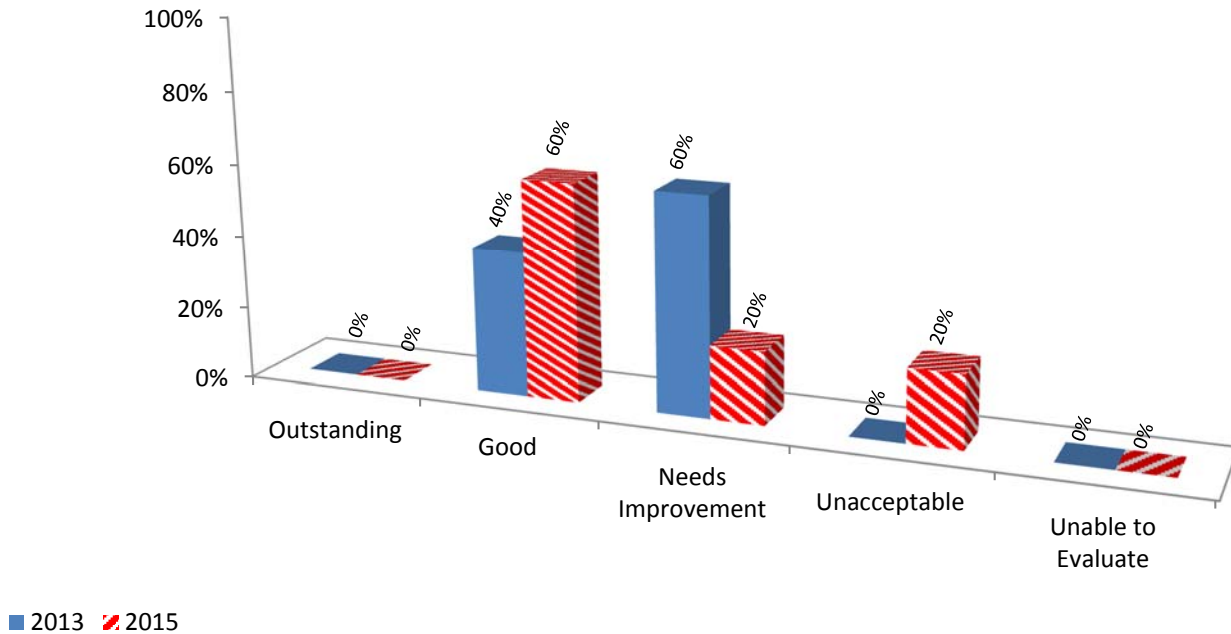
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7. The board sets annual goals or priorities in conjunction with the CEO and monitors progress towards them.

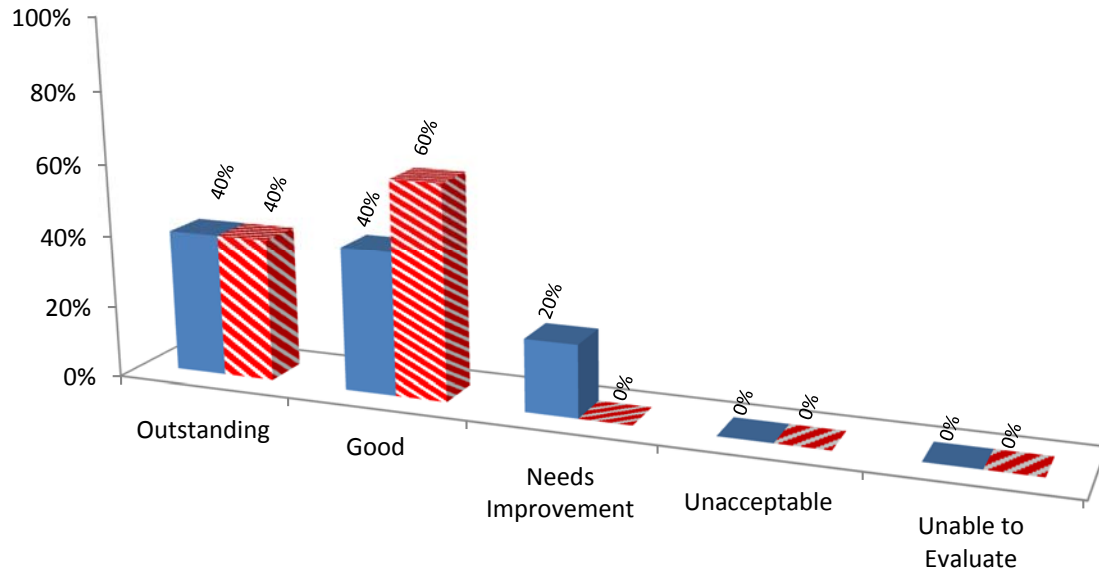


Policy Role

8. The board clearly understands its policy role and differentiates its role from those of the CEO and college staff.

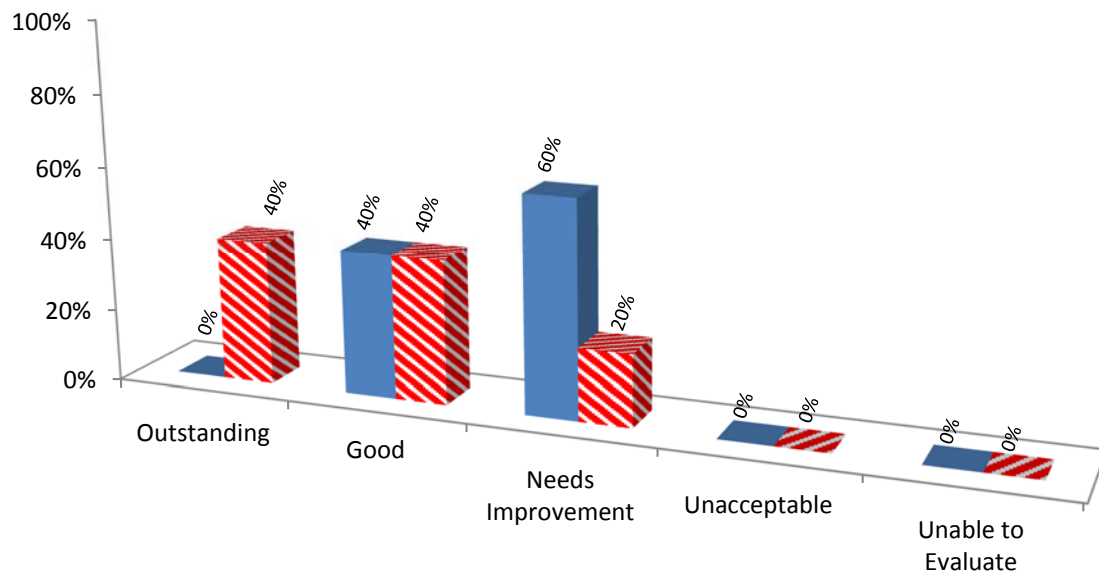


9. The board clearly assures that the district complies with relevant laws, regulations and accreditation standards.



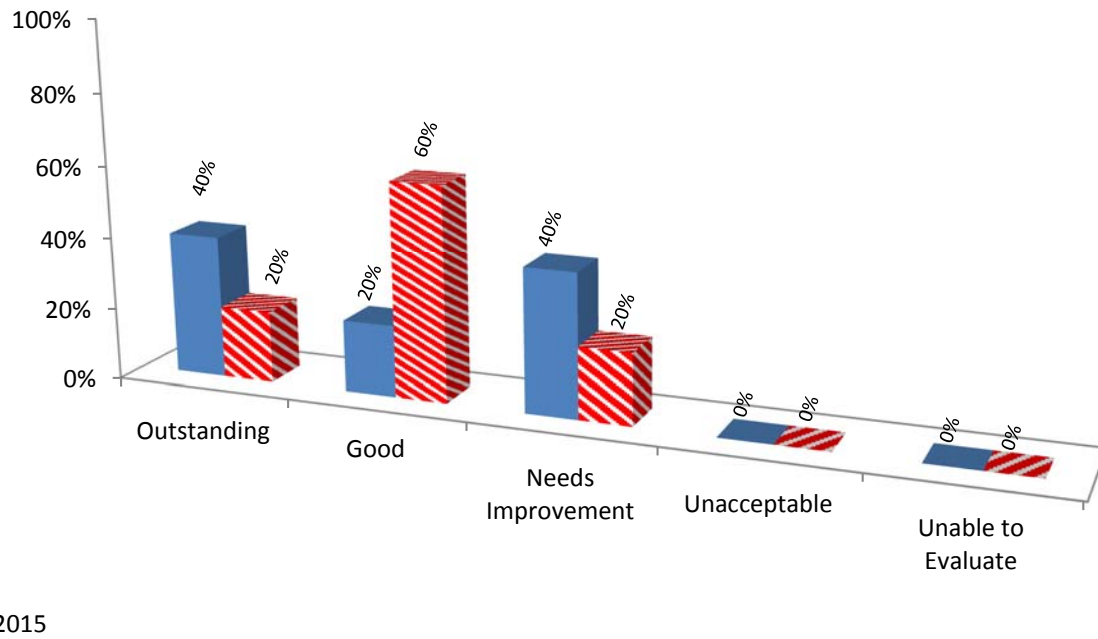
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10. The board's policy manual is up-to-date and comprehensive.



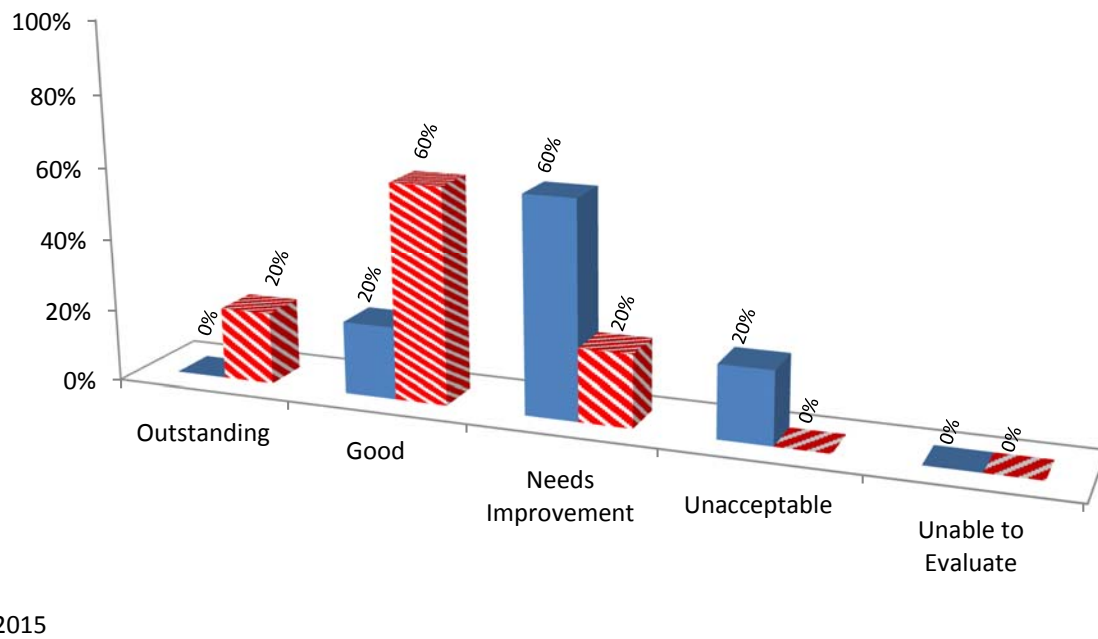
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11. The board relies on board policy in making decisions and in guiding the work of the district.

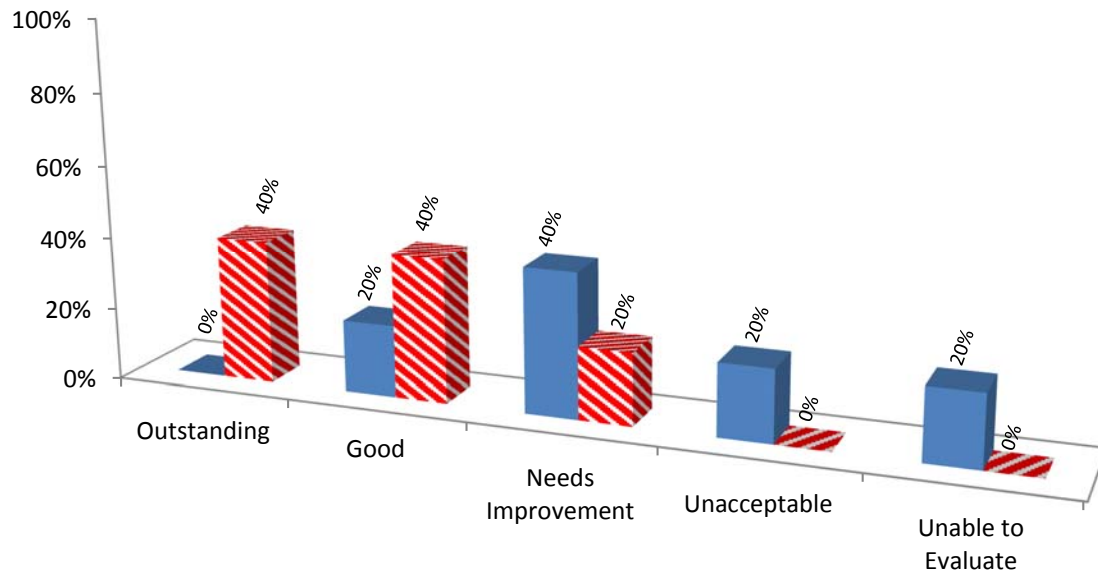


Board – CEO Relations

12. The board maintains a positive working relationship with the CEO.

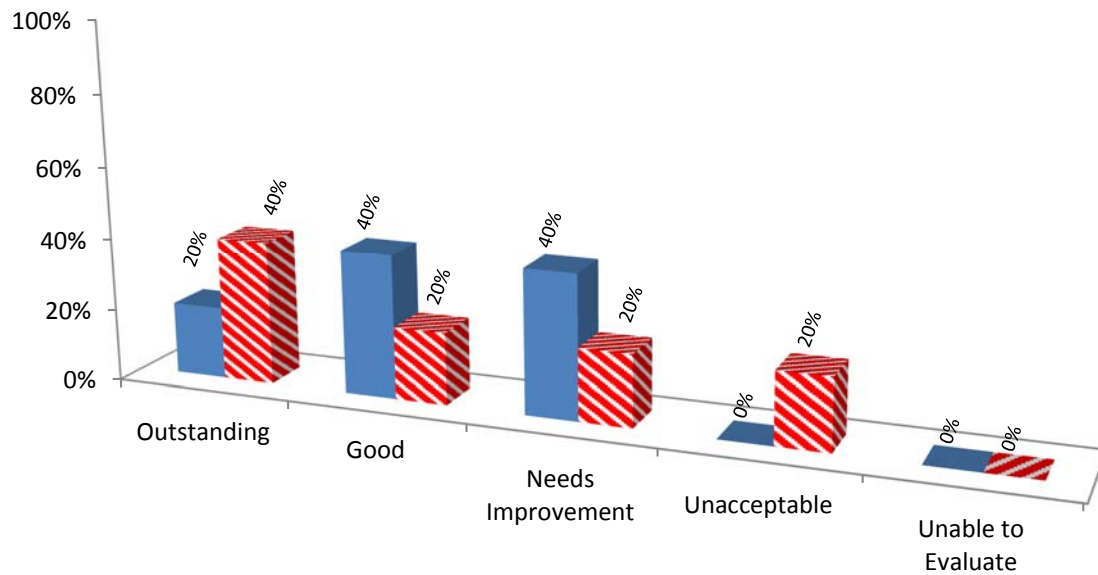


13. The board clearly delegates the administration of the district to the CEO.



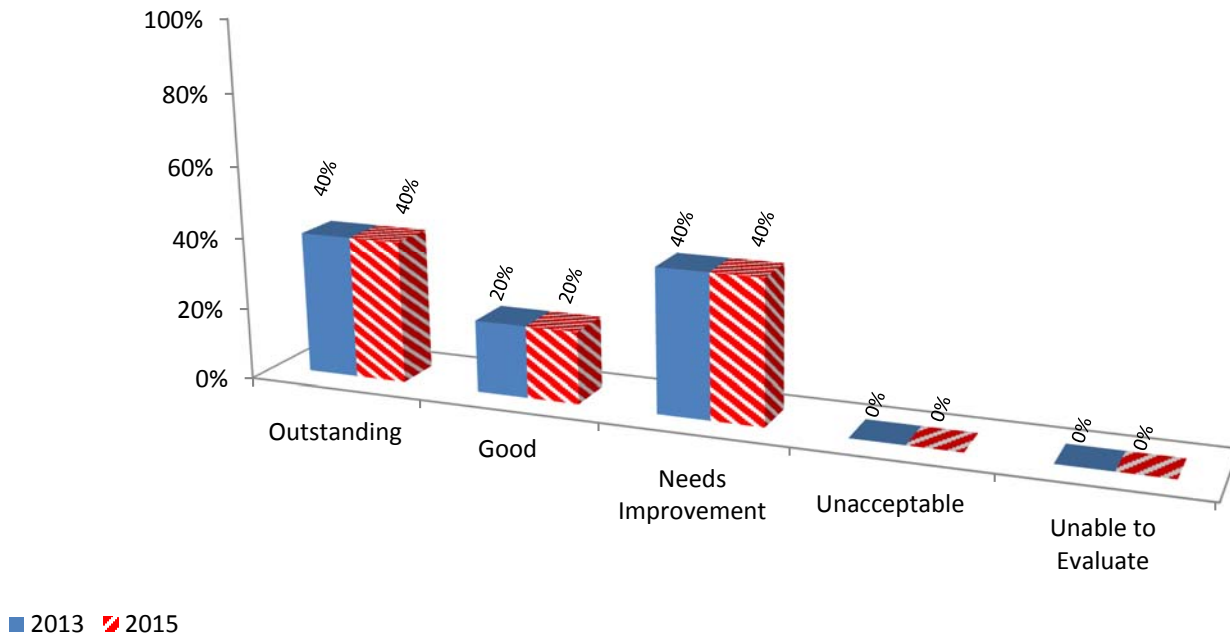
■ 2013 ■ 2015

14. The board sets and communicates clear expectations for CEO performance.

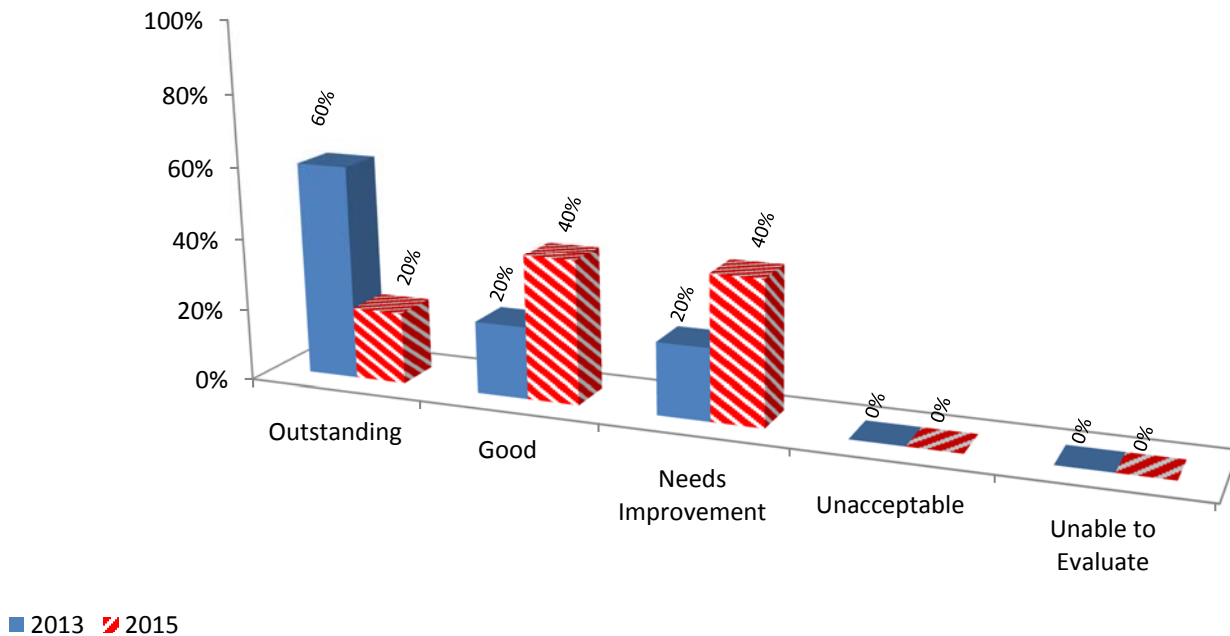


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15. The board regularly evaluates CEO performance.

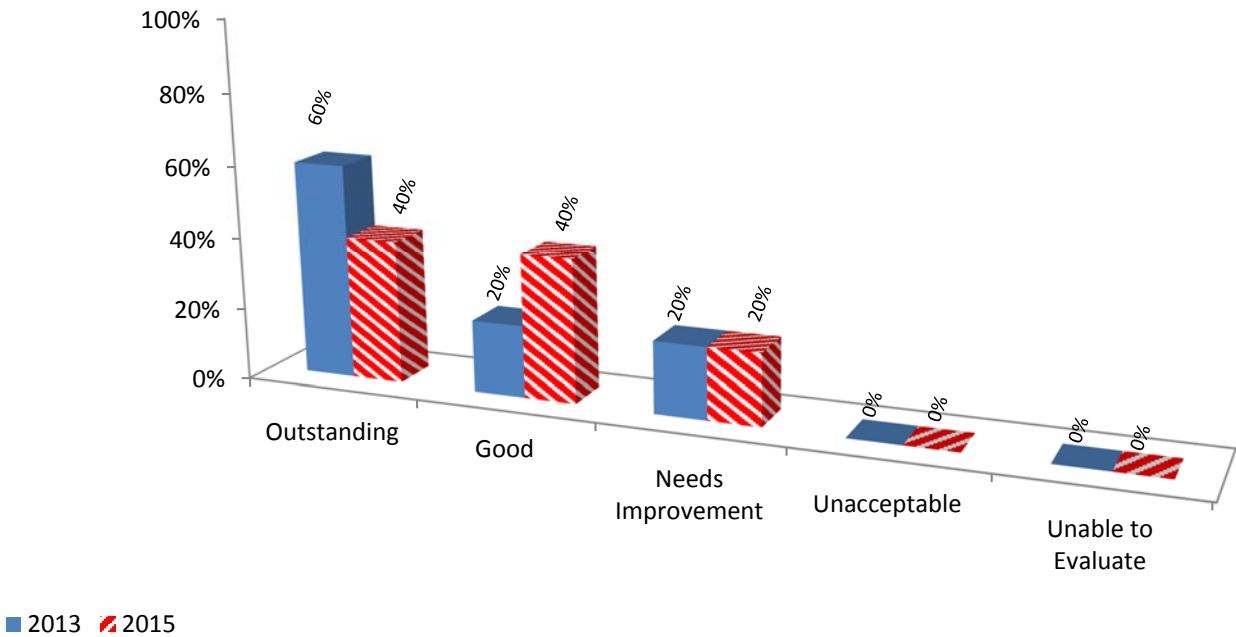


16. The board periodically reviews the CEO contract to assure appropriate support and compensation.

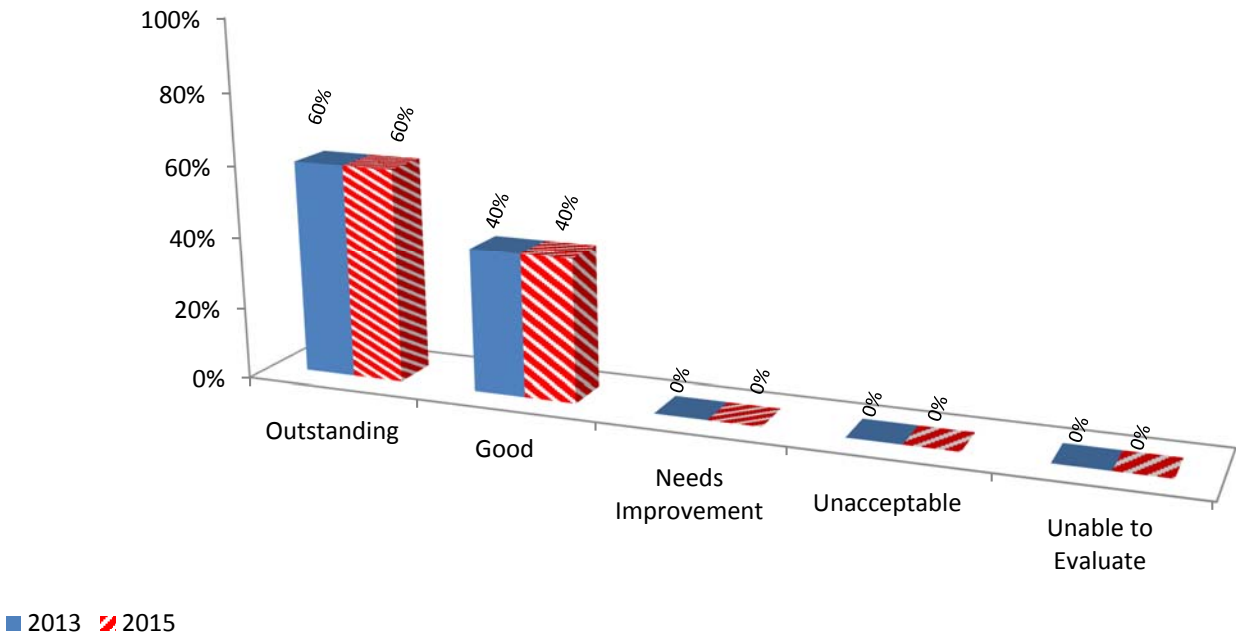


Community Relations & Advocacy

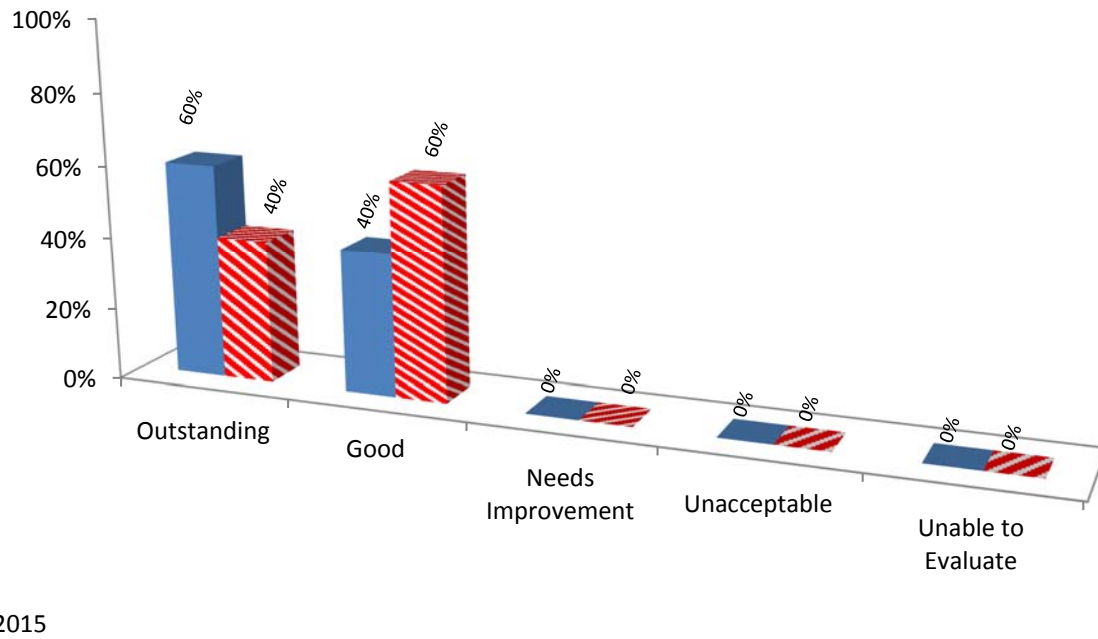
17. Board members act on behalf of the public and citizens in the district when making decisions.



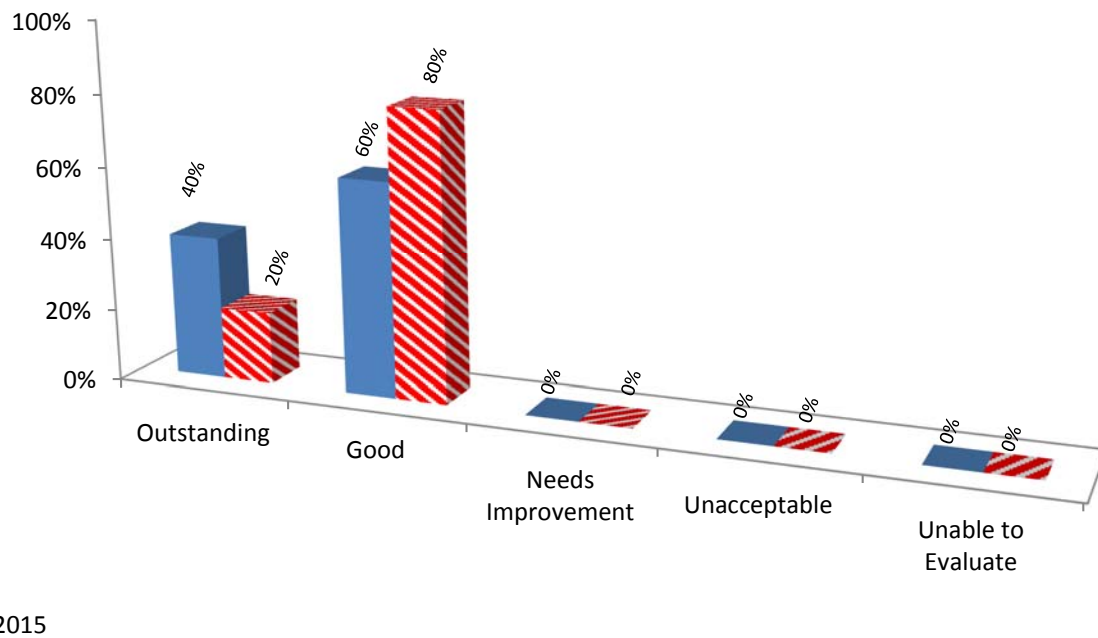
18. Board members are active in community affairs.



19. The board advocates on behalf of the district to local, state, and federal governments.

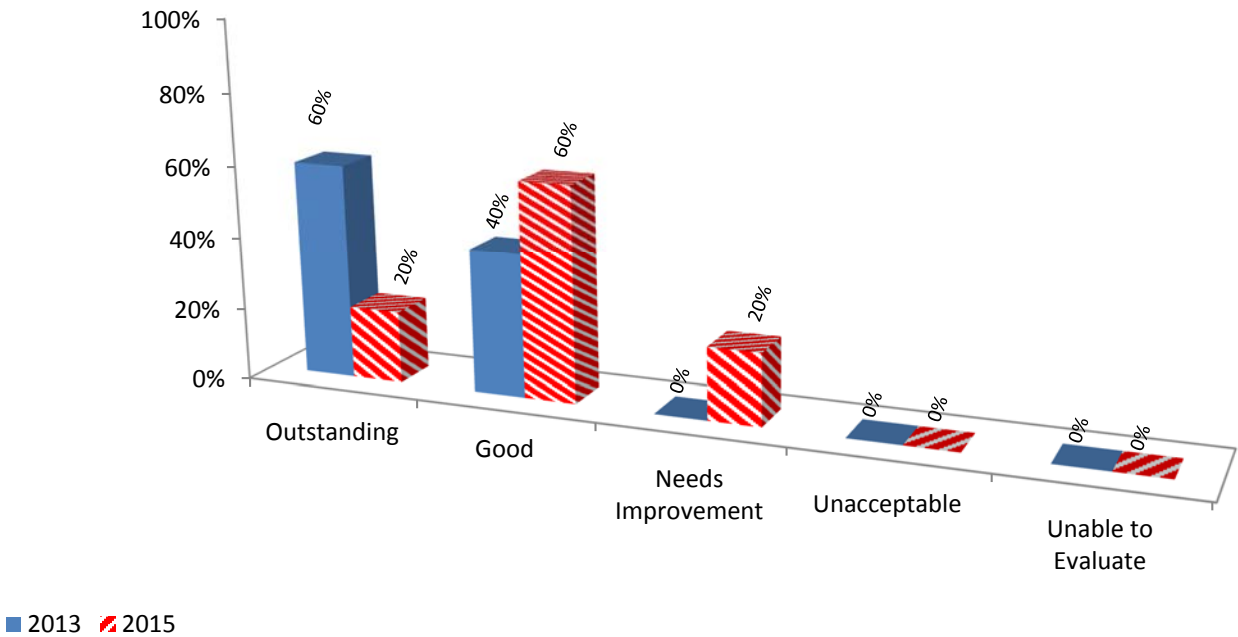


20. The board actively supports the district's foundation(s) and fundraising efforts.

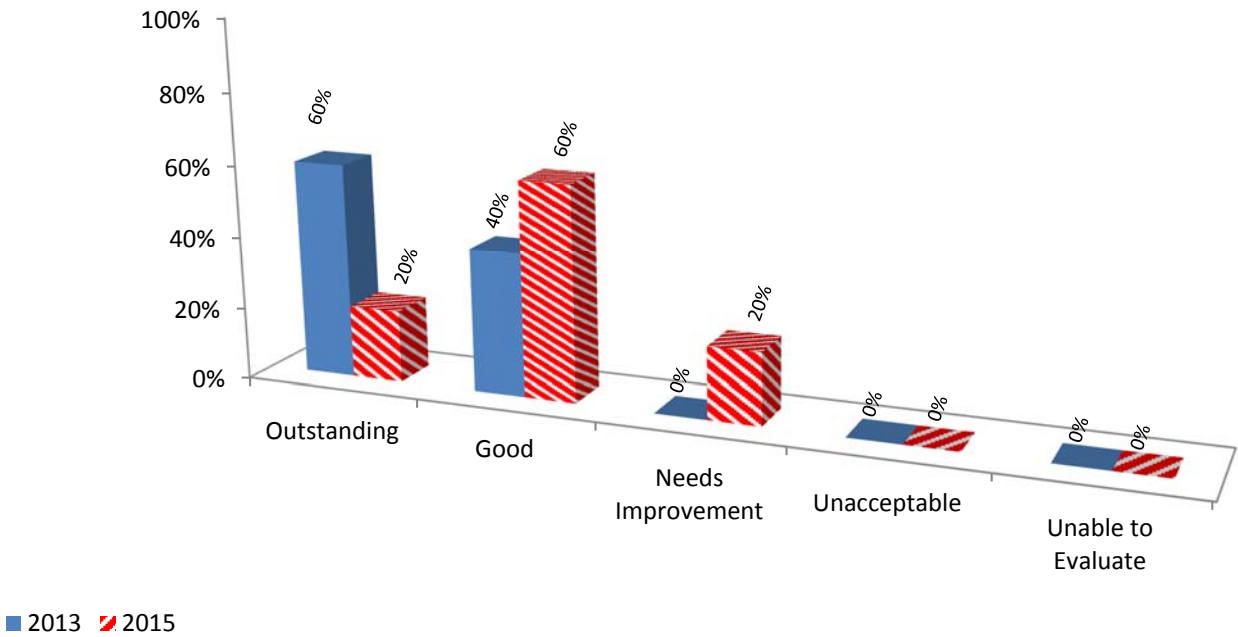


Educational Programs and Quality

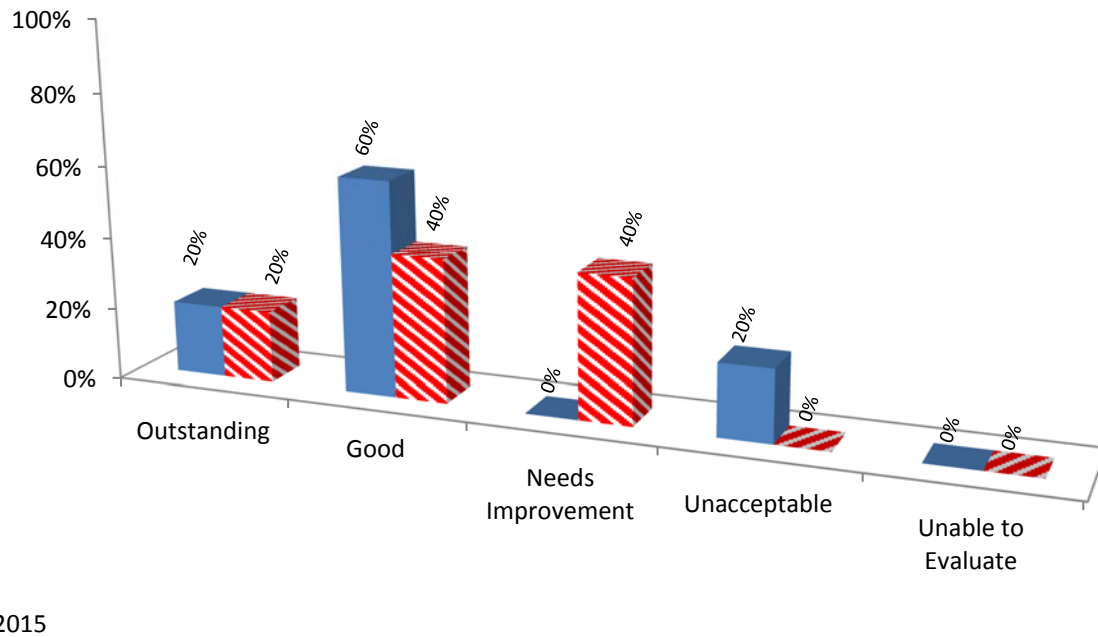
21. The board is knowledgeable about the District's programs and services.



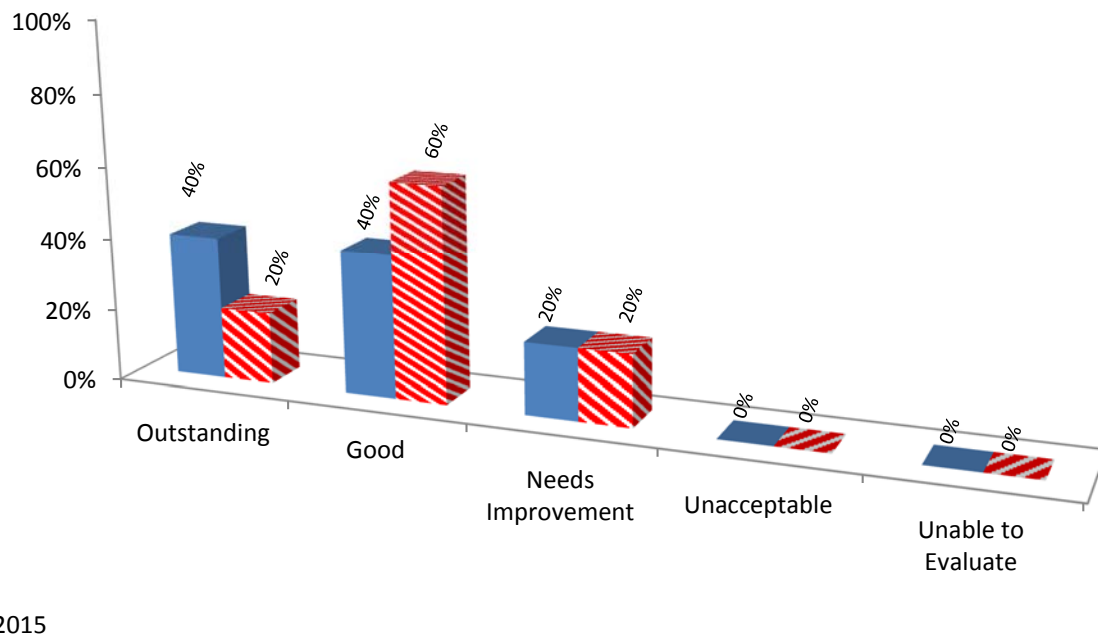
22. The board is knowledgeable about the educational and workforce training needs in the community.



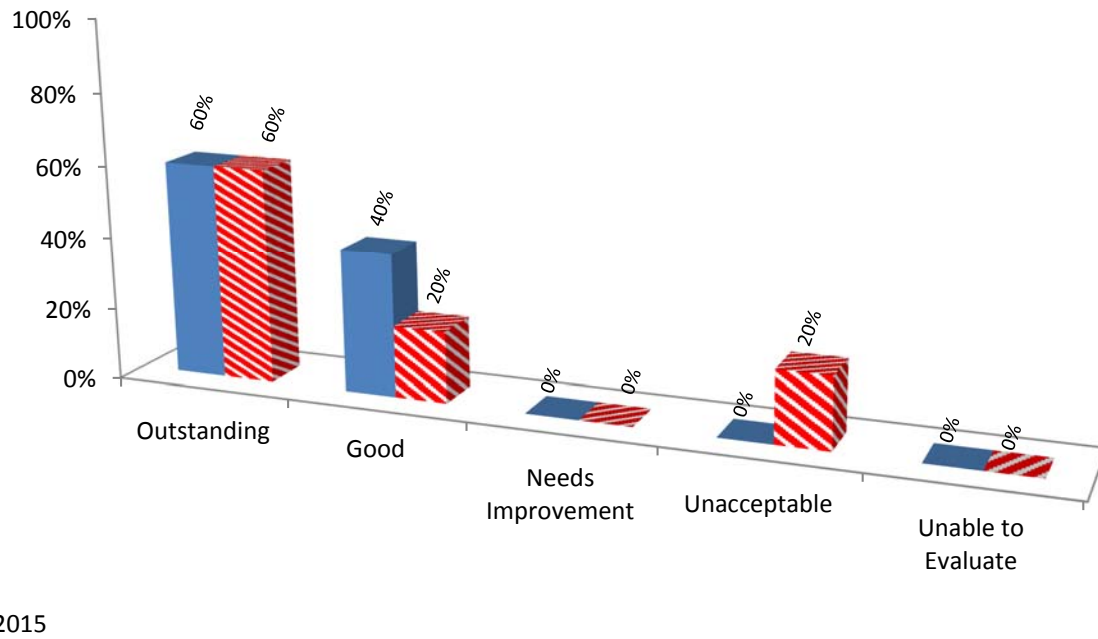
23. The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational program.



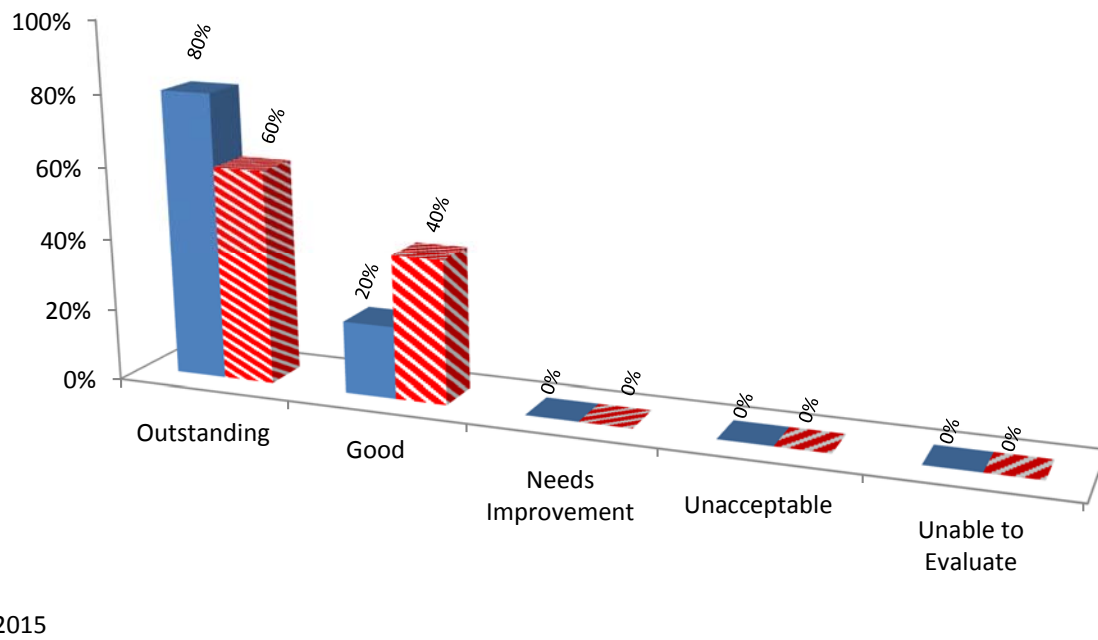
24. The board regularly receives and reviews reports on institutional effectiveness.



25. The board is appropriately involved in the accreditation process.

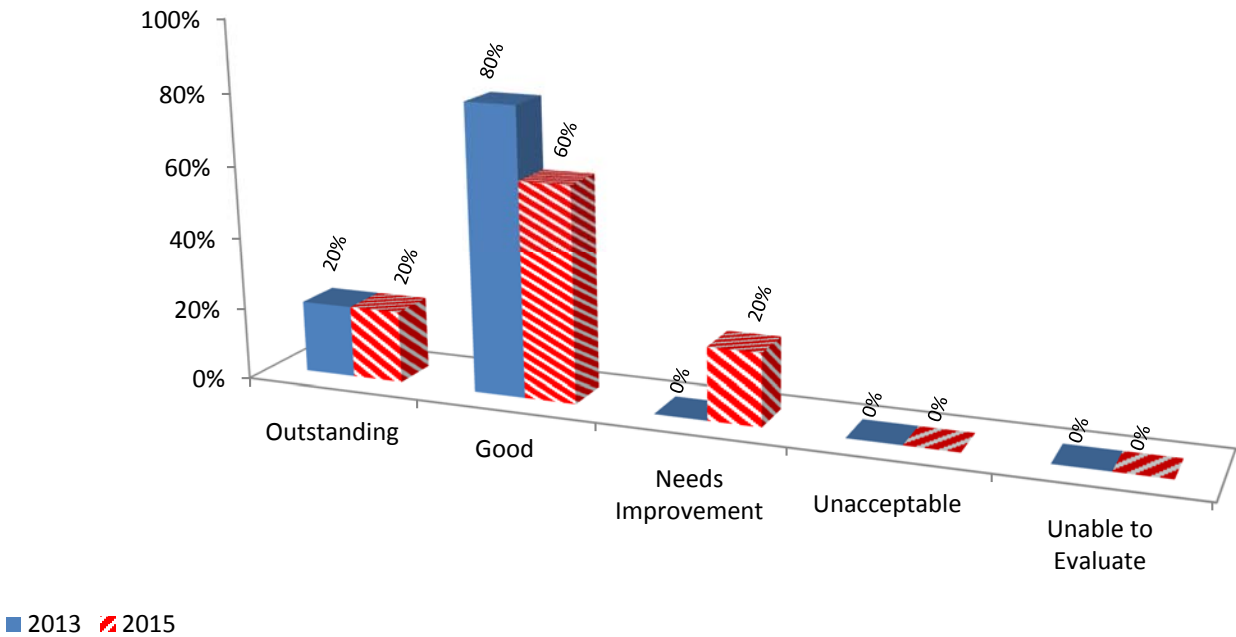


26. The board understands and protects academic freedom.

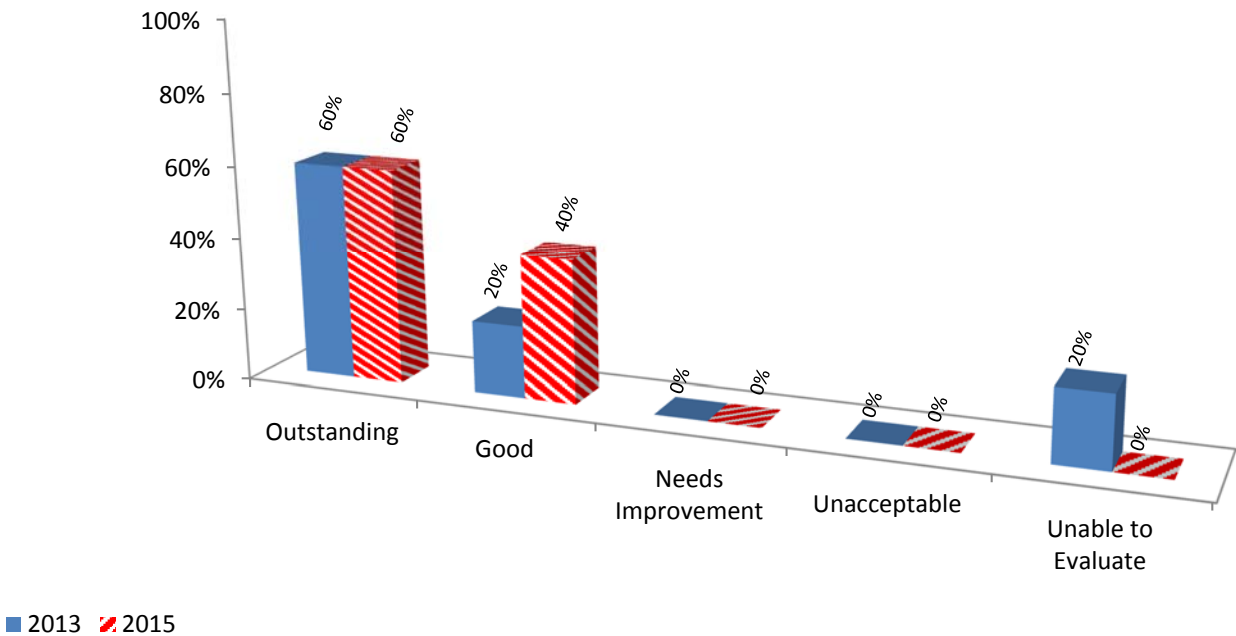


Fiduciary Role

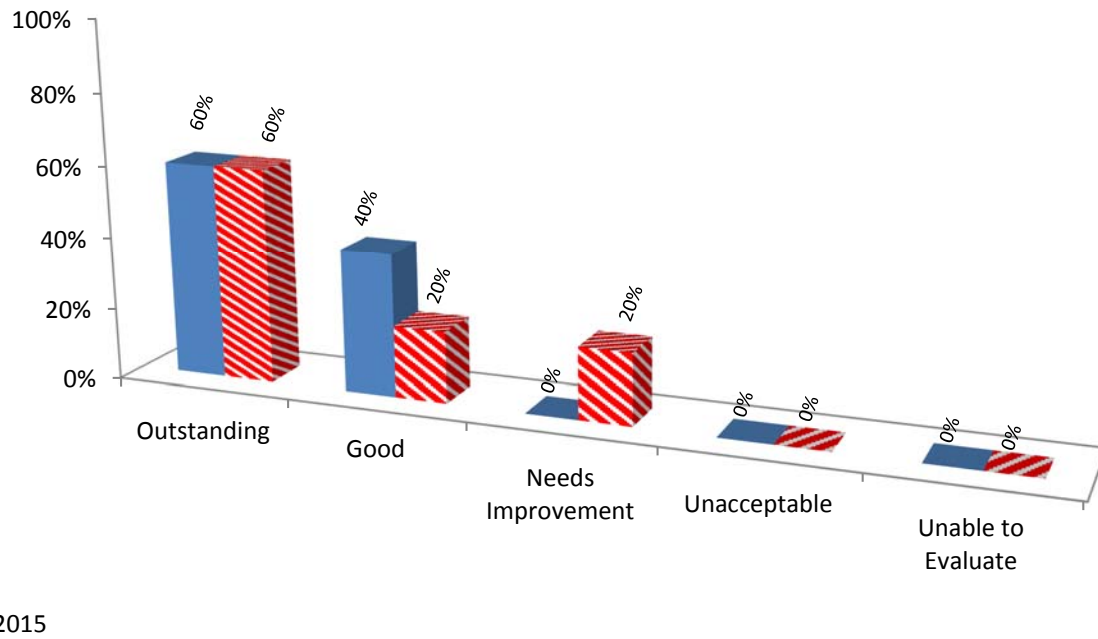
27. The board assures that the budget reflects priorities in the district's plans.



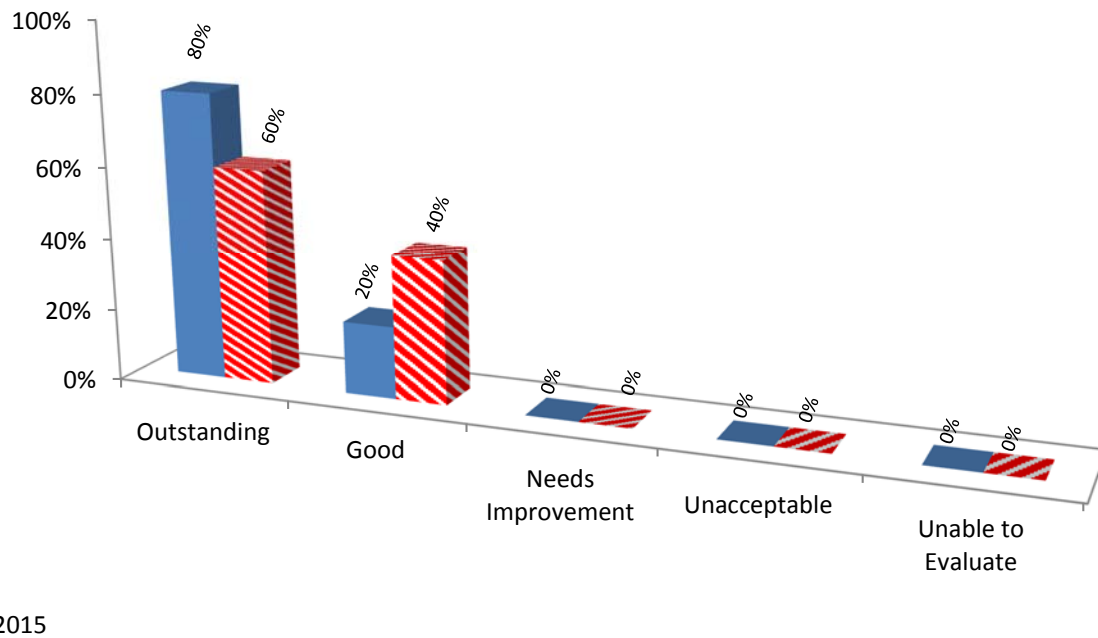
28. Board policies assure effective fiscal management and internal controls.



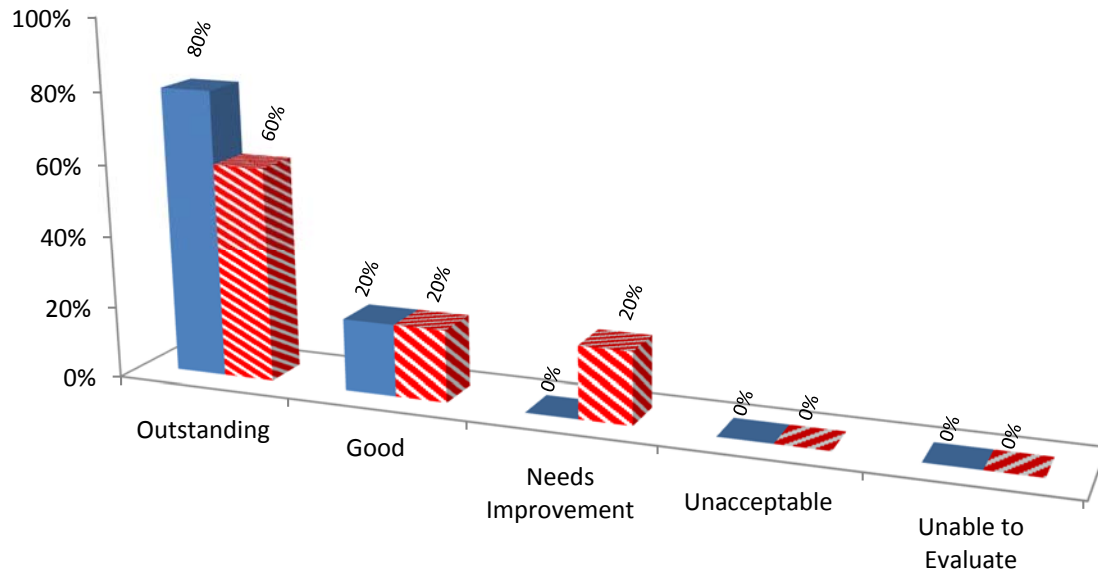
29. The board regularly receives and reviews reports on the financial status of the institution.



30. The board reviews the annual audit and monitors responses to recommendations.

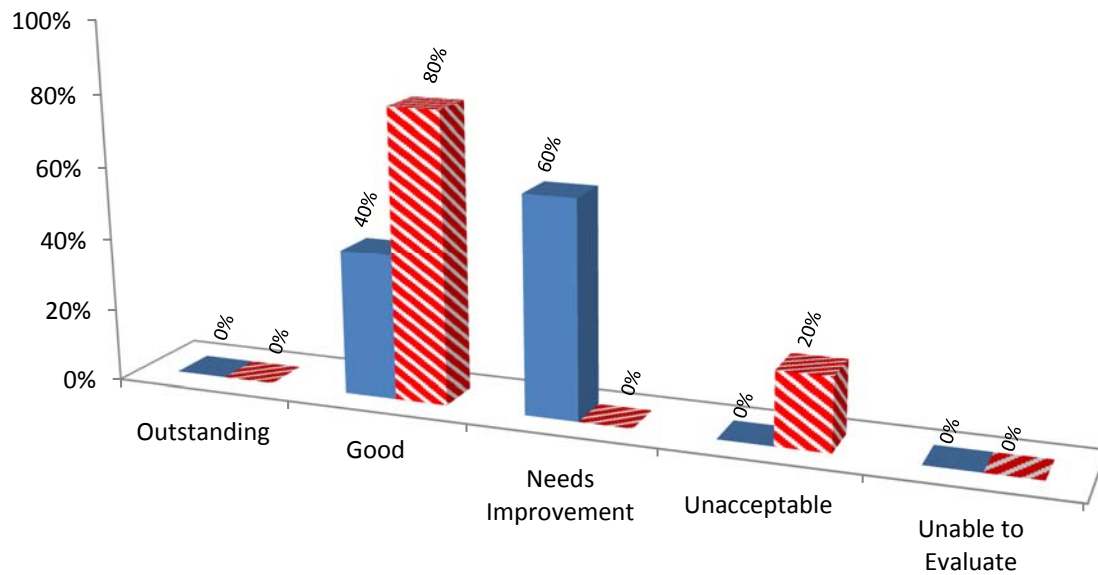


31. The board adopts and monitors the implementation of a facilities master plan.



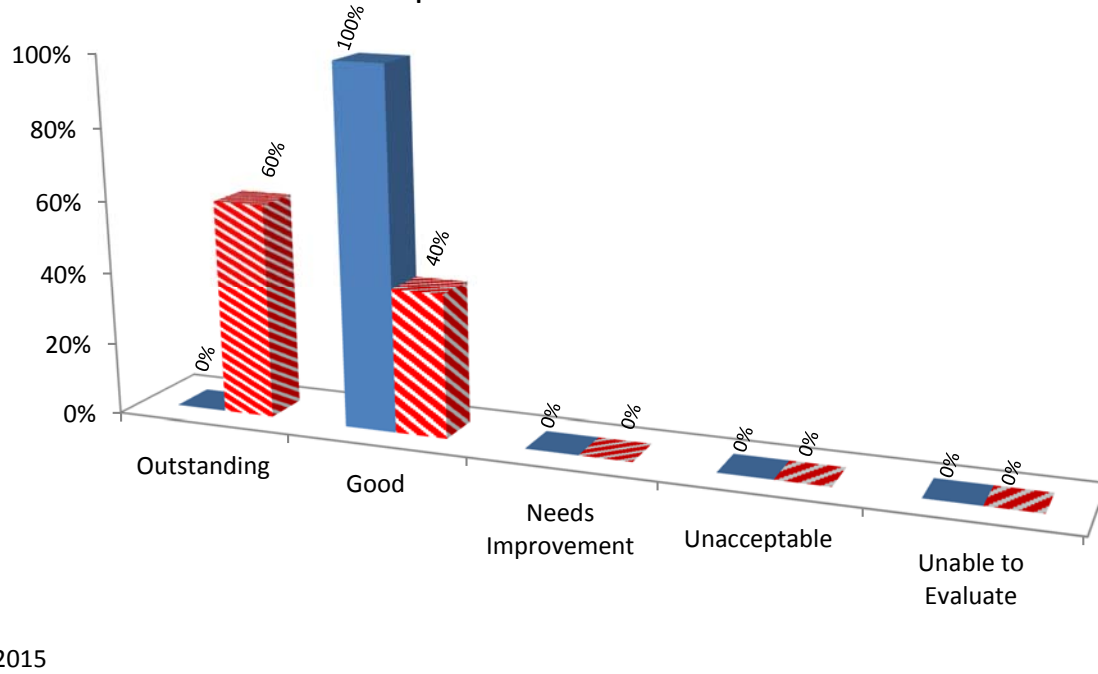
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32. The board has provided appropriate direction for seeking external funding.



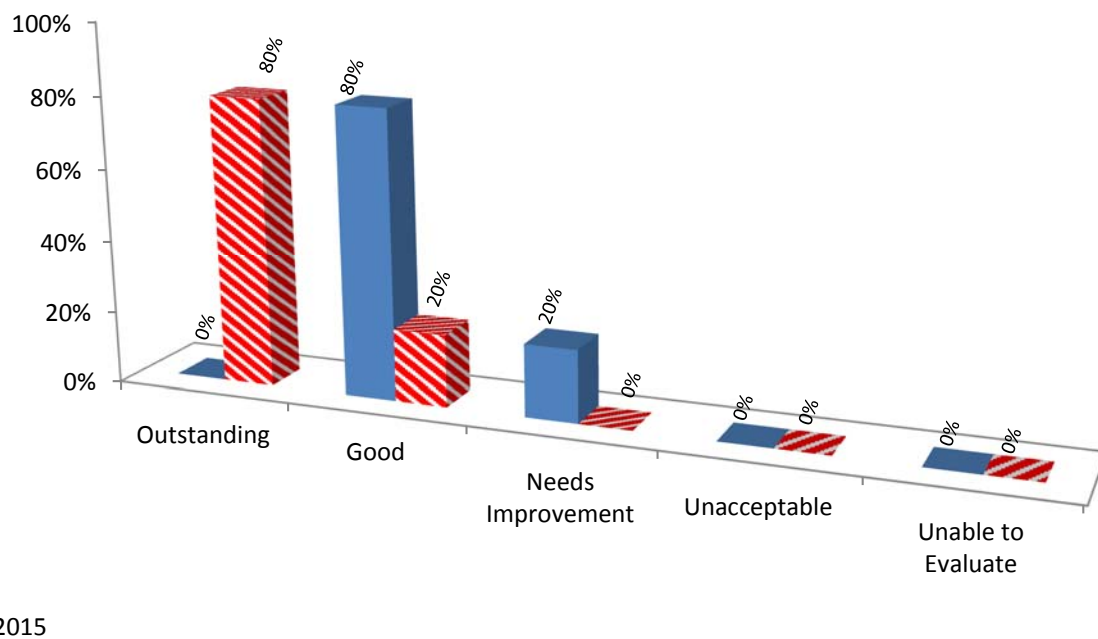
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33. The board maintains an adequate financial reserve.

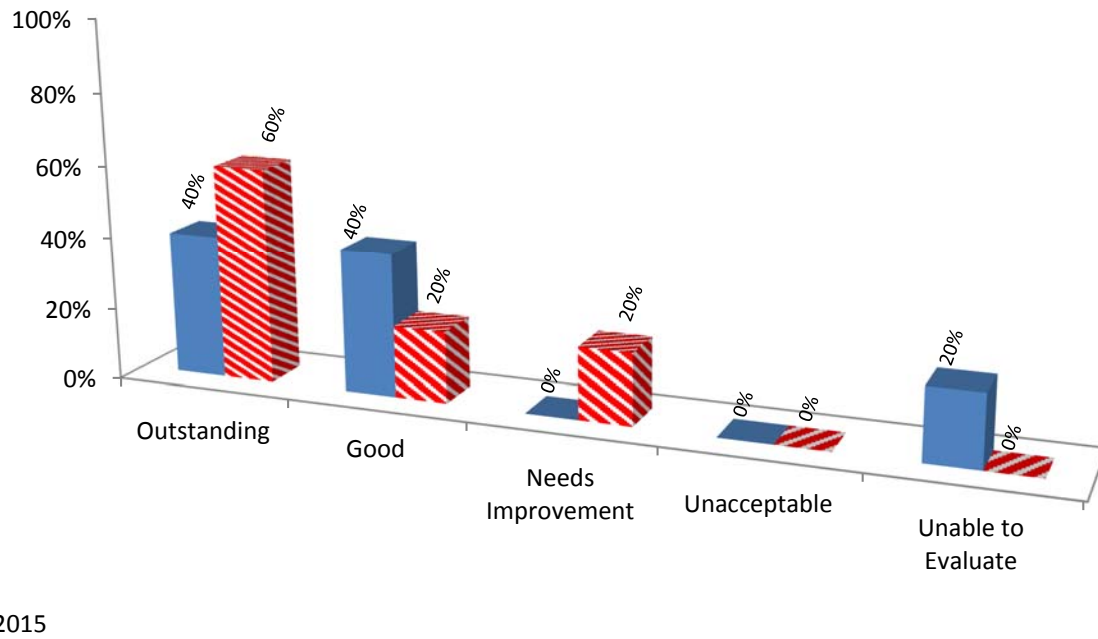


Human Resources and Staff Relations

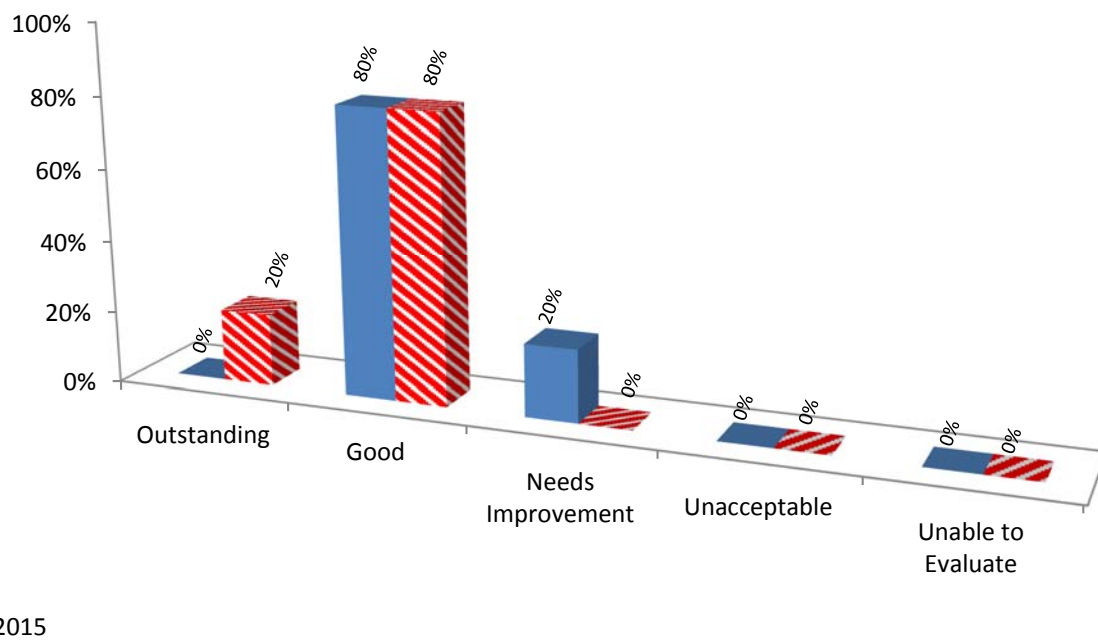
34. The board's human resources policies provide for fair and equitable treatment of staff.



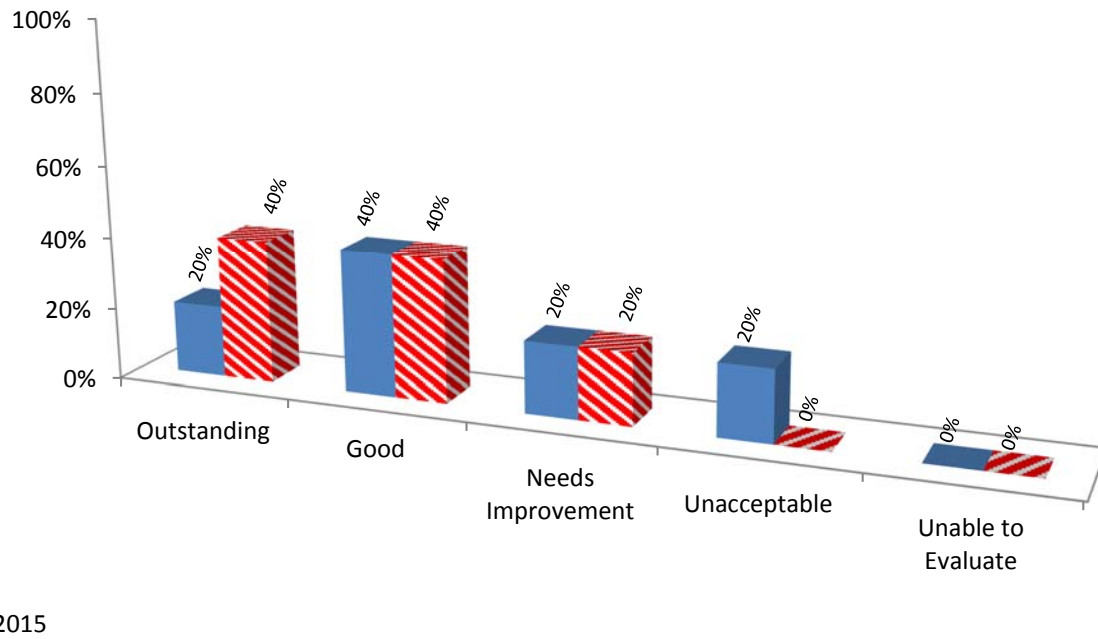
35. The board has established and follows clear parameters for collective bargaining.



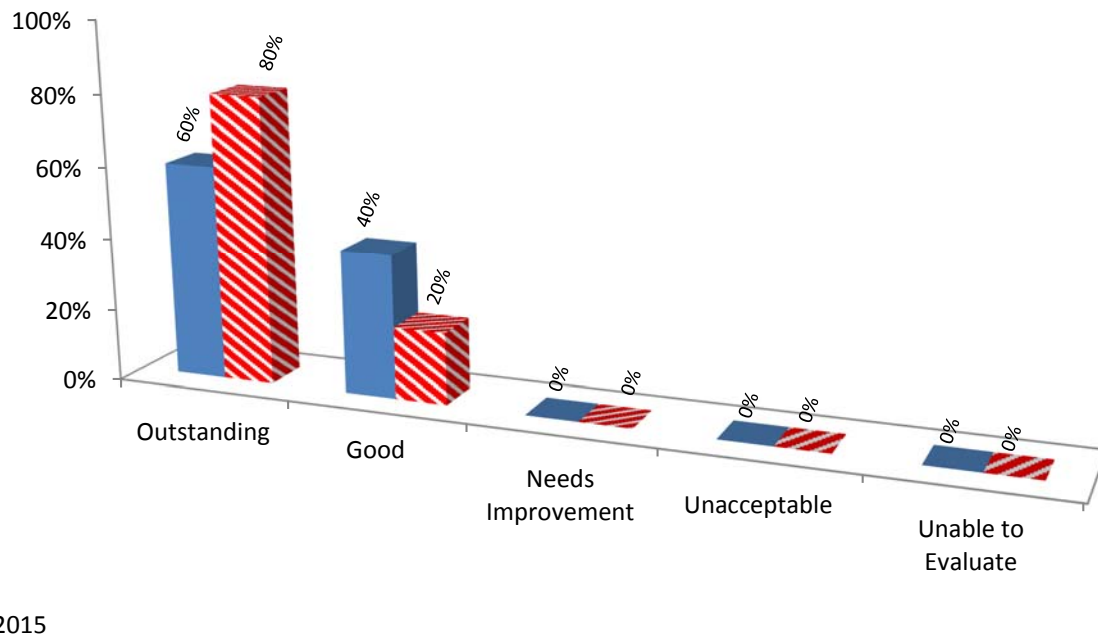
36. The board has and follows protocols regarding communication with college employees.



37. Board members refrain from attempting to manage employee work.

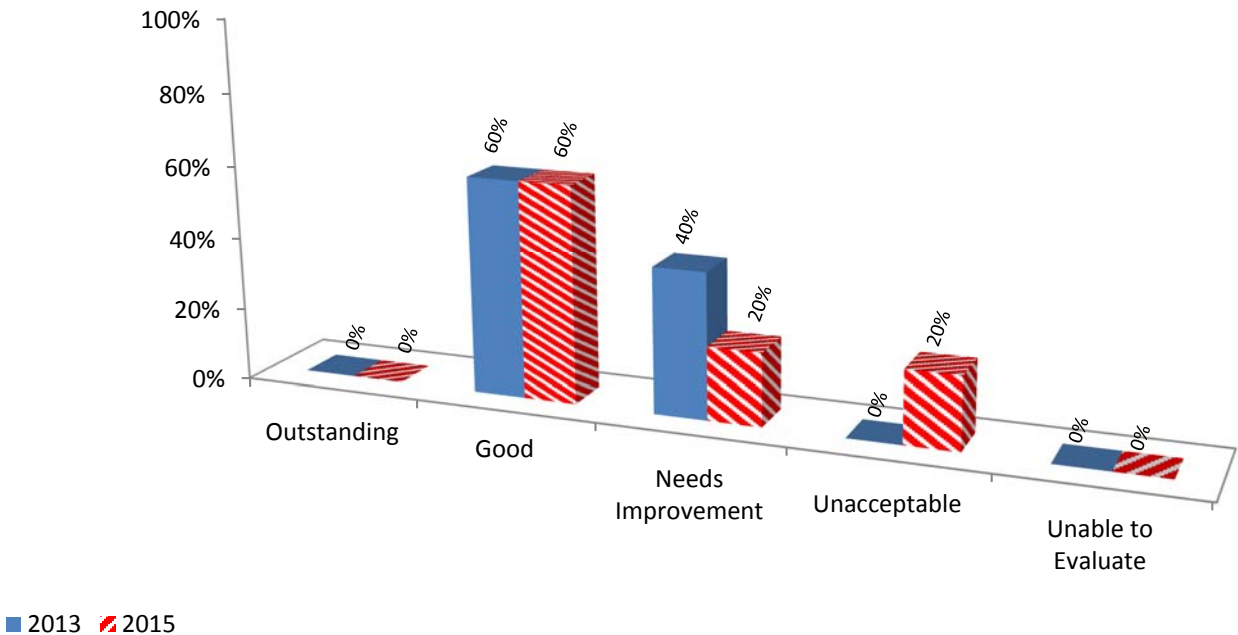


38. The board expects and supports faculty, staff, and student participation in college decision-making.

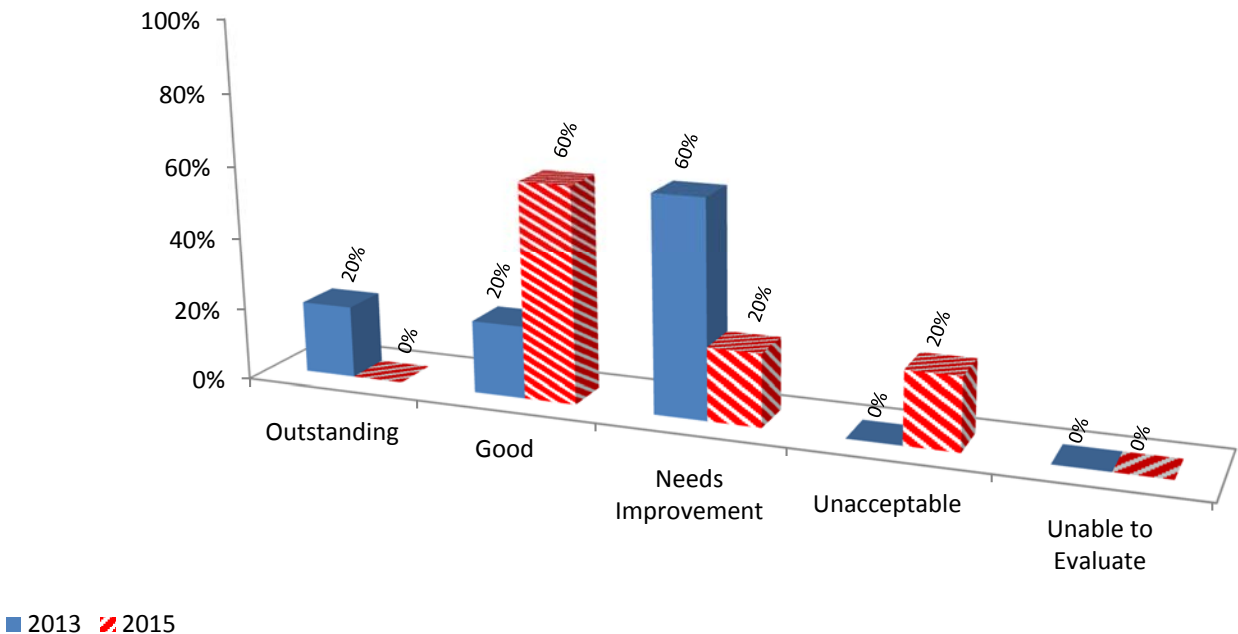


Board Leadership

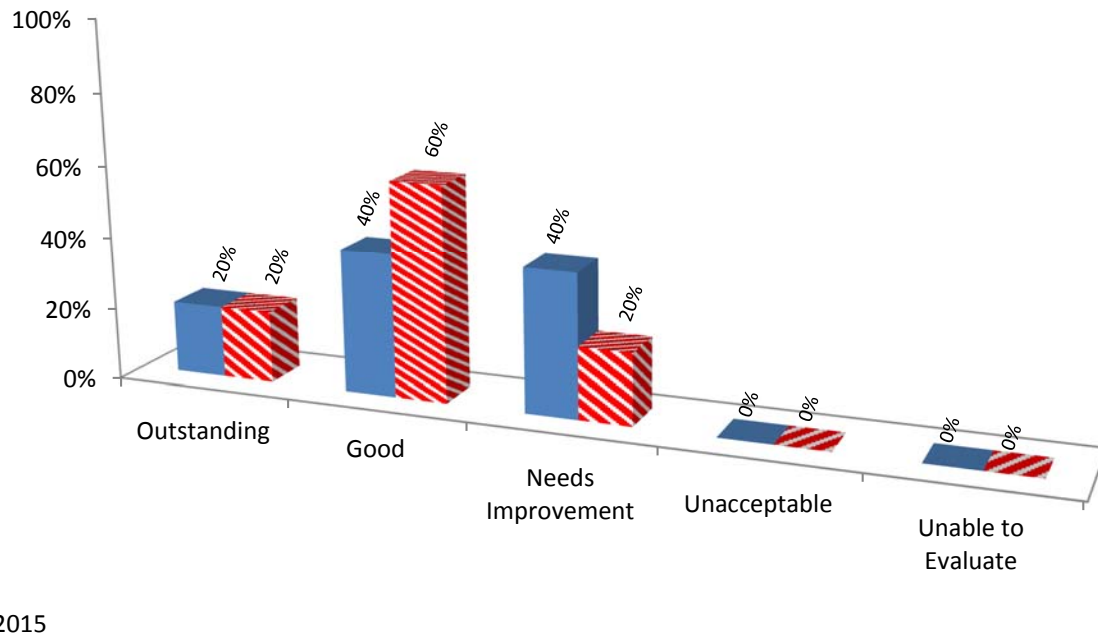
39. The board understands its roles and responsibilities.



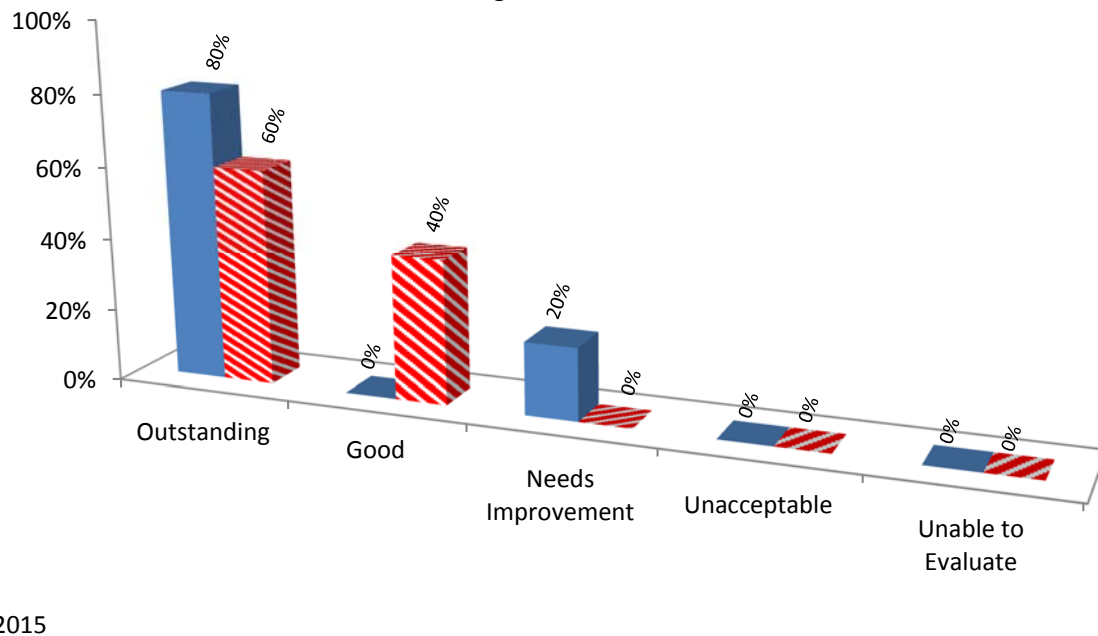
40. The board expresses its authority only as a unit.



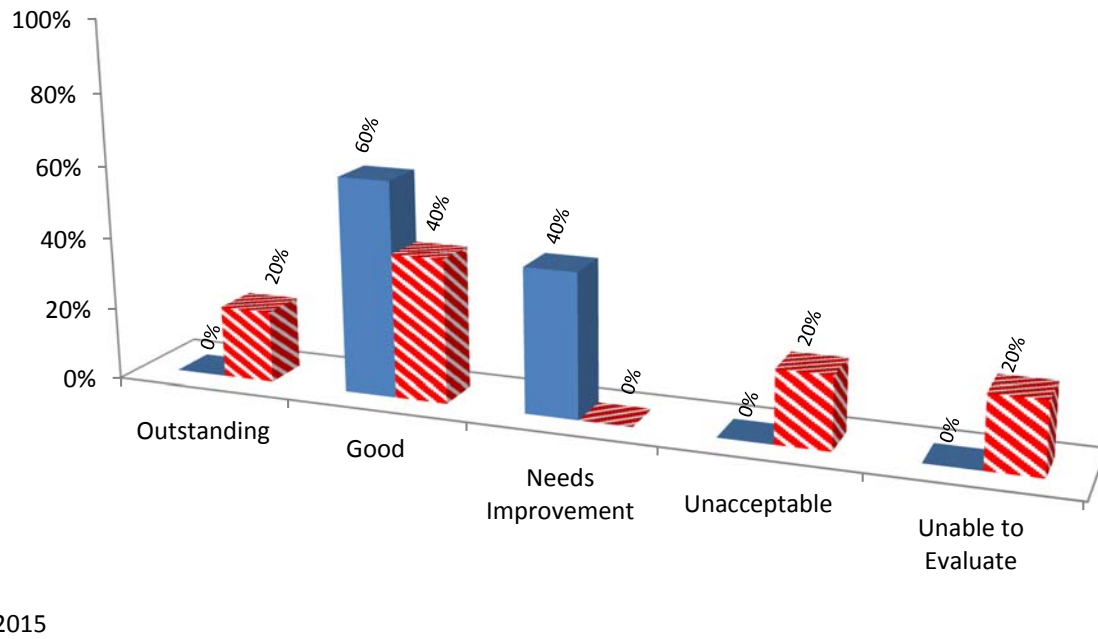
41. Board members understand that they have no legal authority outside board meetings.



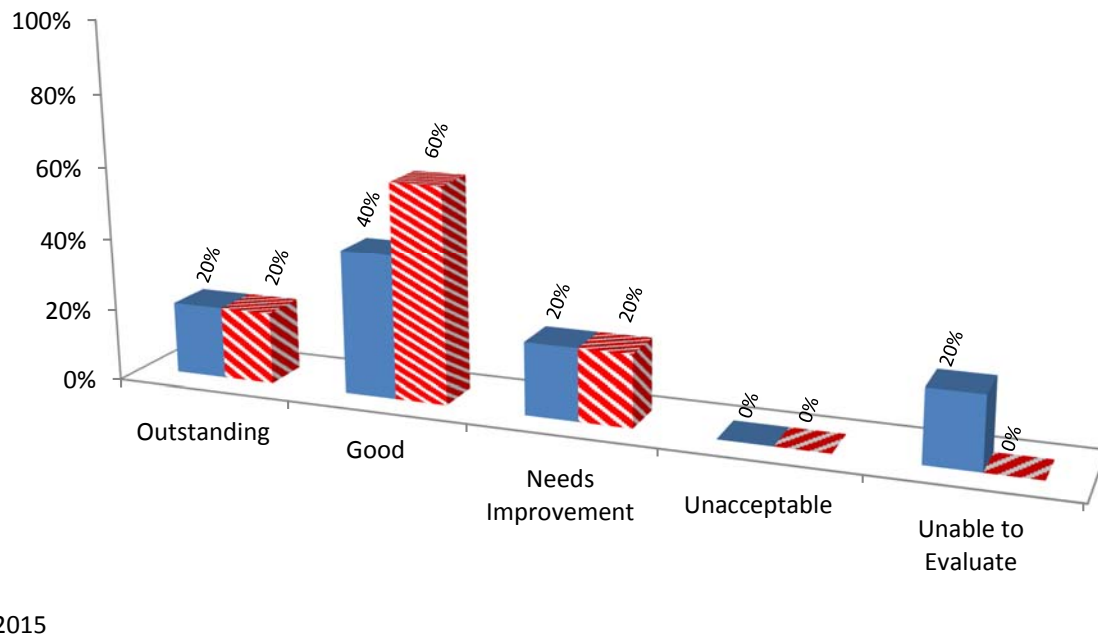
42. The board regularly reviews its code of ethics or standards of practice and has a policy on addressing violations of the code.



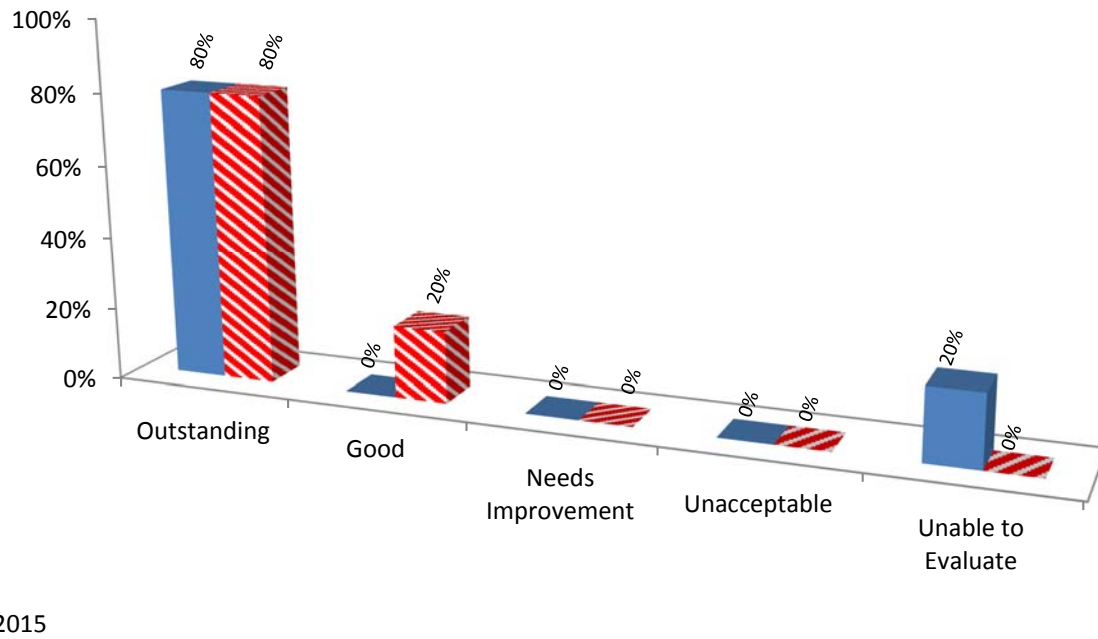
43. Board members uphold and comply with the board's code of ethics.



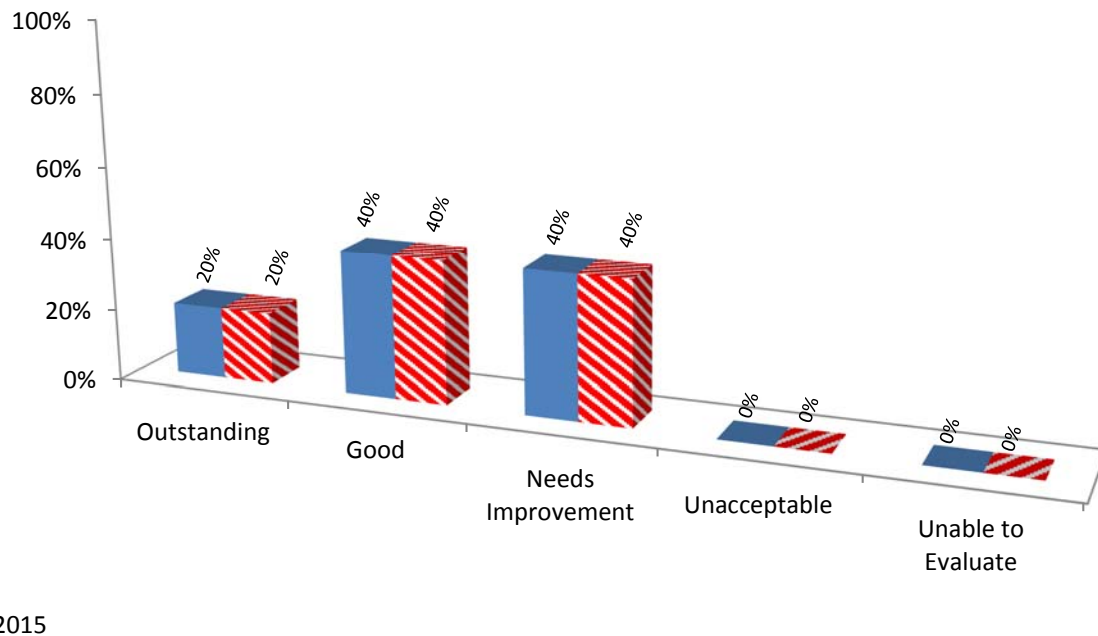
44. Board members avoid conflicts of interest and the perception of such conflicts.



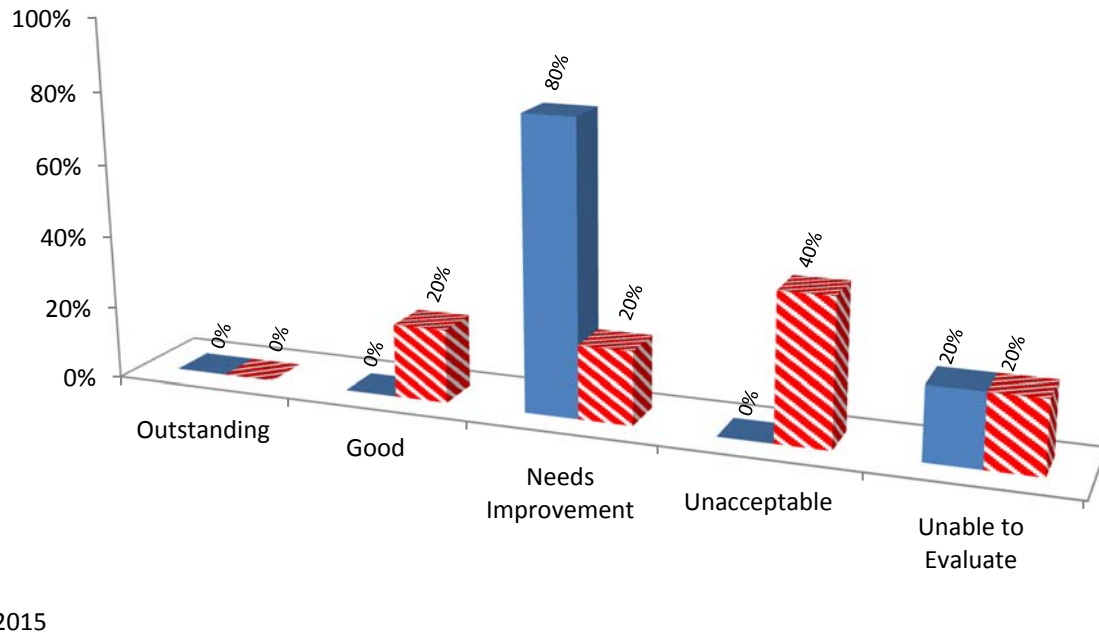
45. Board members annually file a statement of economic interests.



46. Once a decision is made, board members uphold the decision of the board.

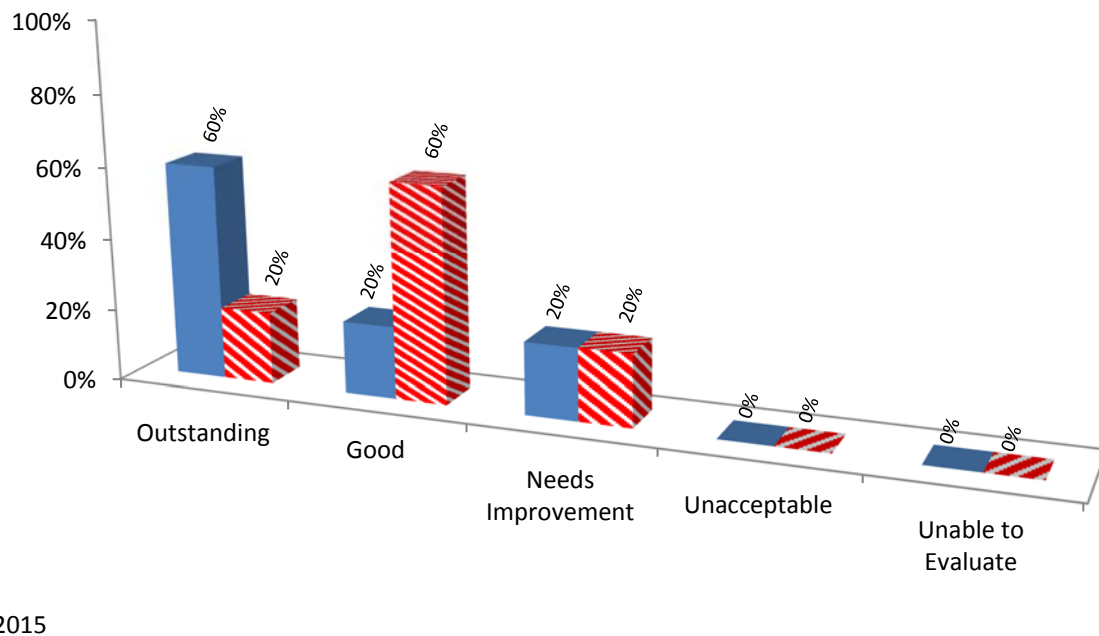


47. Board discussions and relationships reflect a climate of trust and respect.

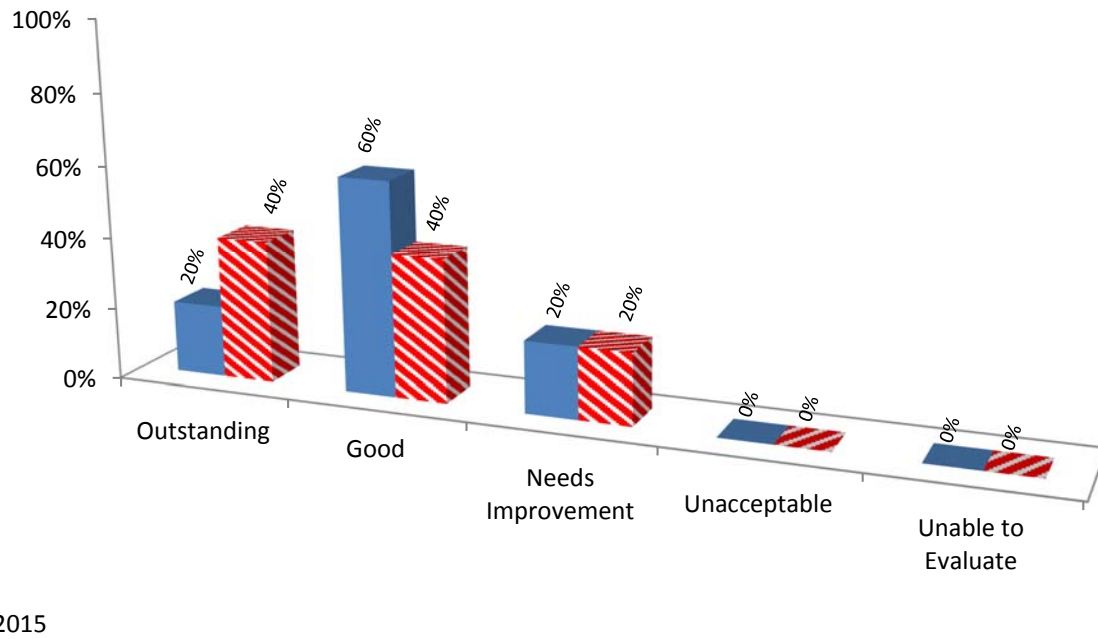


Board Meetings

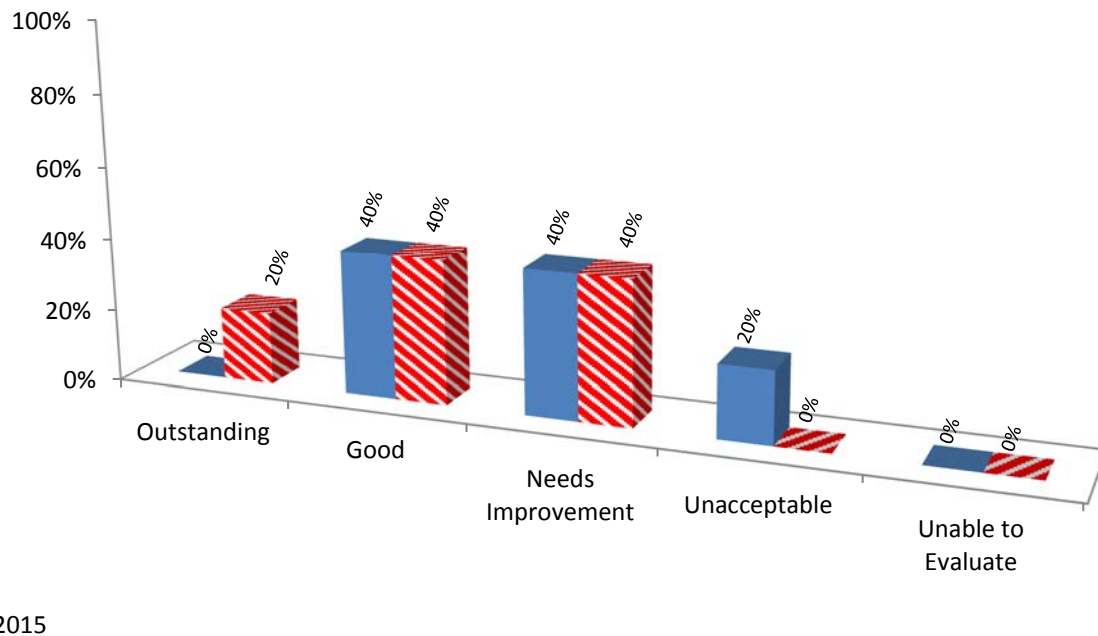
48. Board meetings are conducted in an orderly, efficient manner.



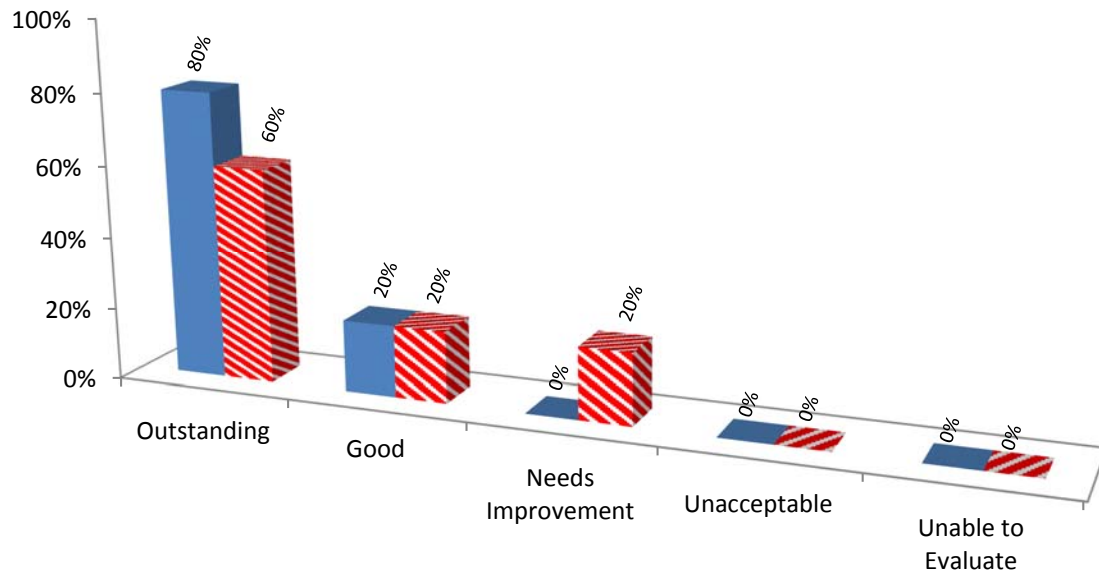
49. Board meetings and study sessions provide sufficient opportunity to explore key issues.



50. Agenda items provide sufficient information to enable good board decision-making.

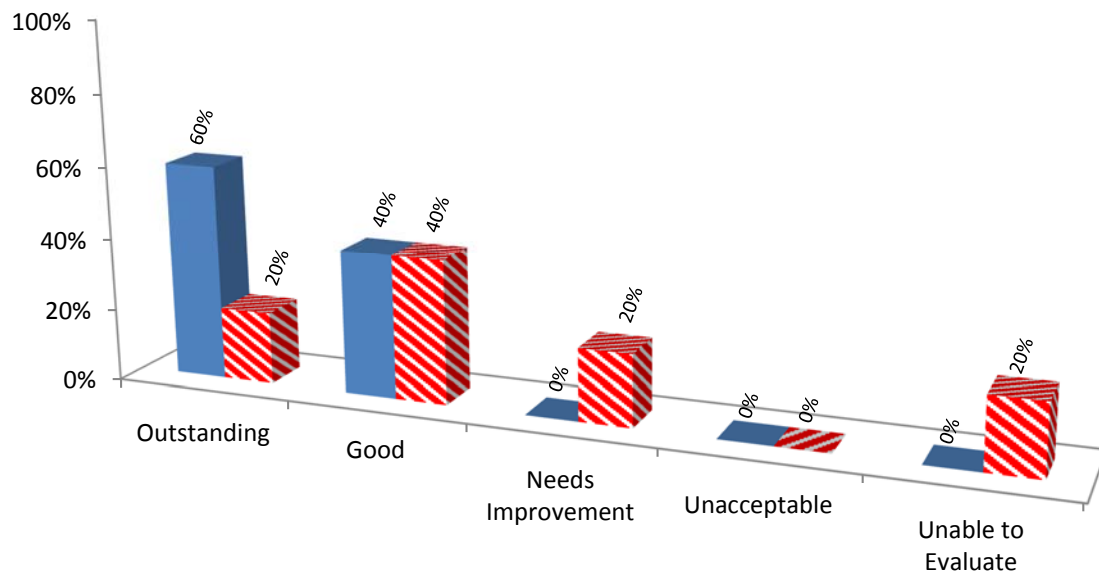


51. The board understands and adheres to the Brown Act.



■ 2013 ■ 2015

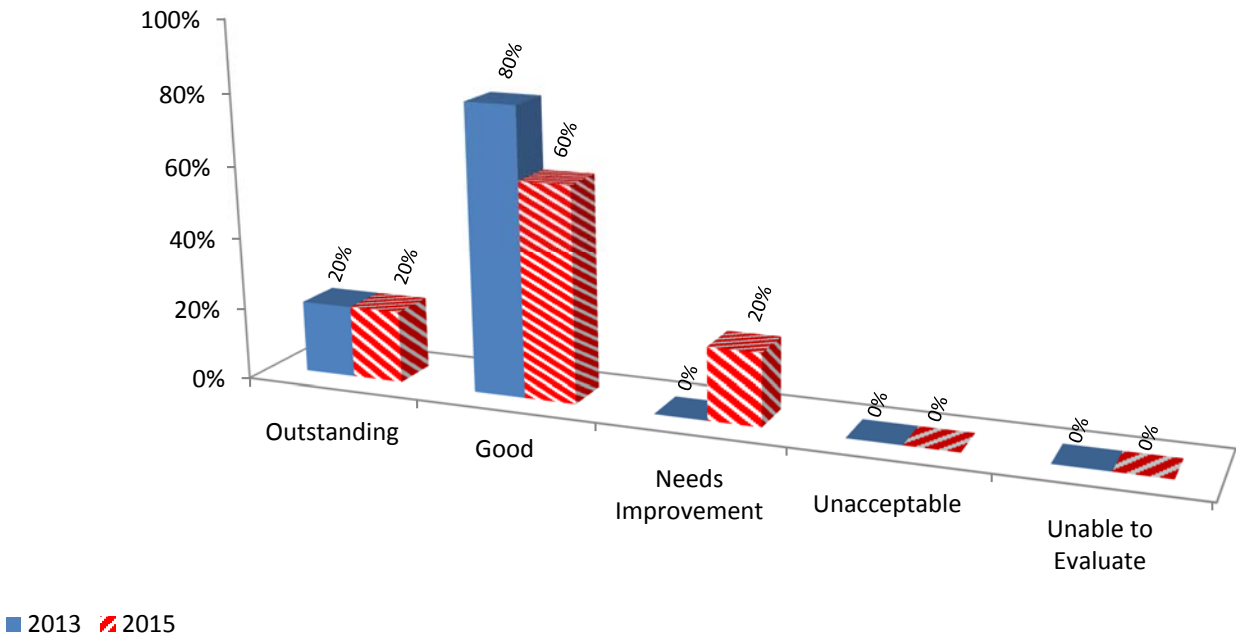
52. The board maintains confidentiality of privileged information.



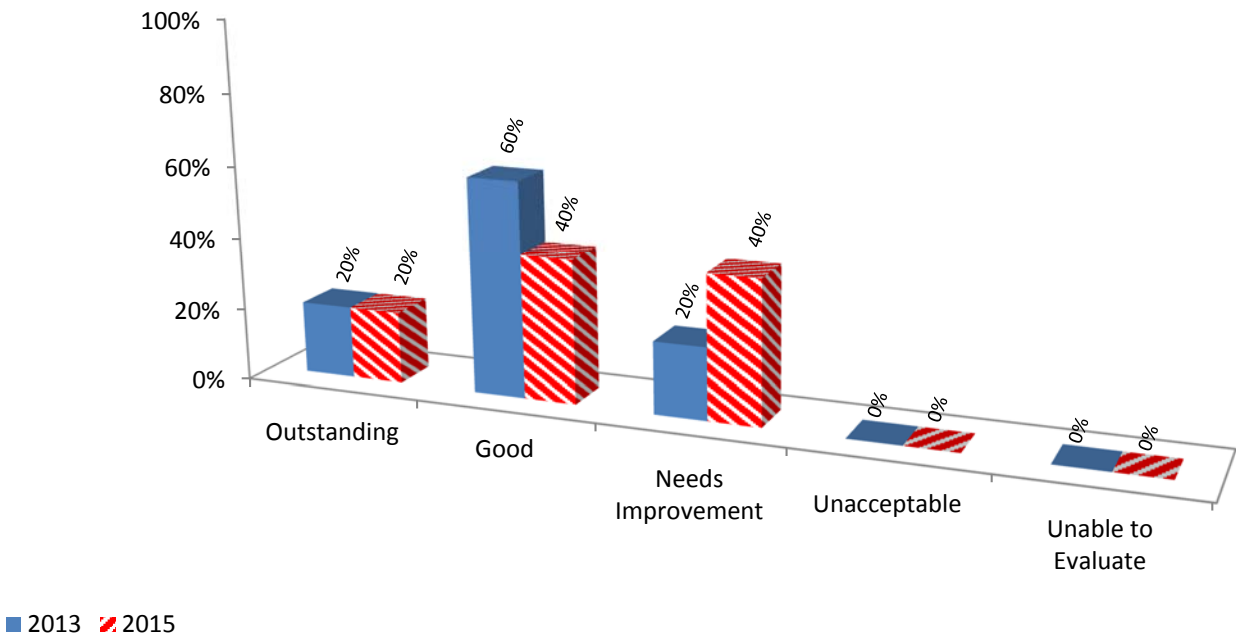
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Board Education

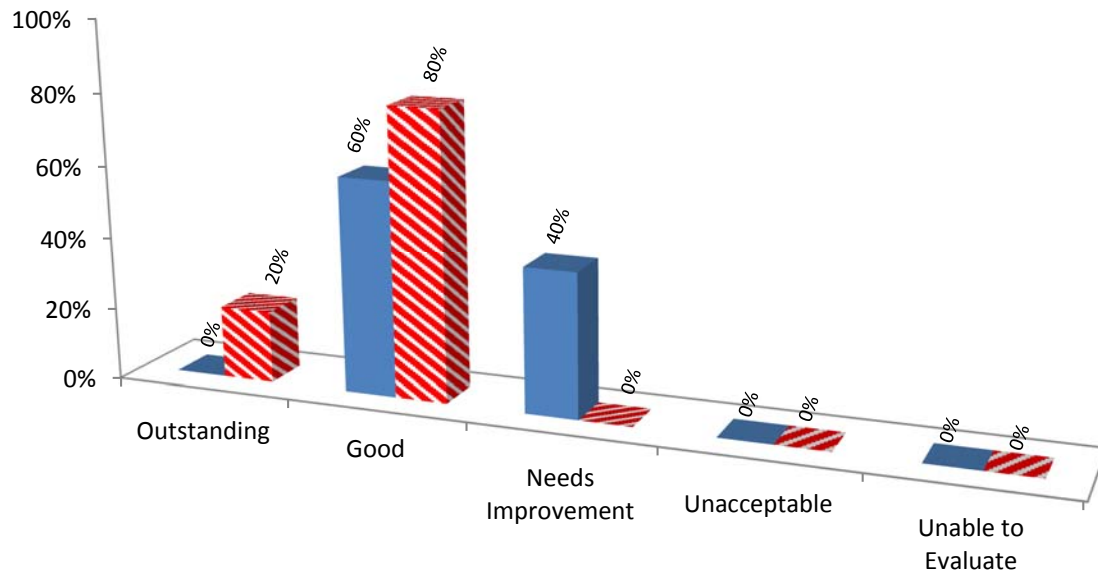
53. New members participate in a comprehensive orientation to the board and district.



54. Board members participate in trustee development activities.

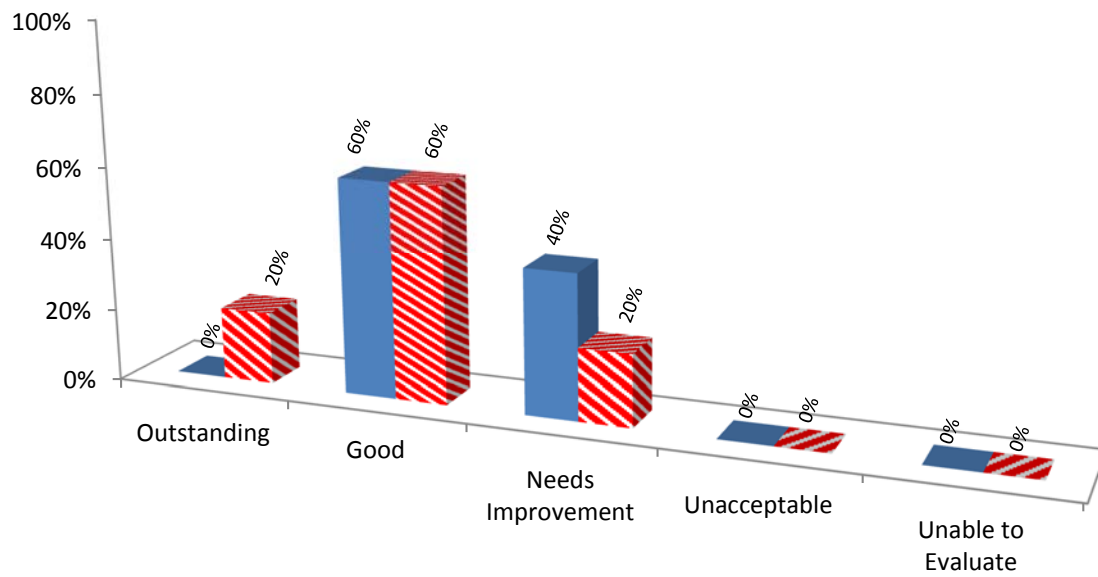


55. The board evaluation process helps the board enhance its performance.



■ 2013 ■ 2015

56. The board measures its accomplishments against board goals.



■ 2013 ■ 2015

Additional Open-Ended Questions (each bullet represents an individual trustee's response)

57. What are the board's greatest strengths?

- Diversity of skills -- academic to law to business to city management to teaching.
- Diverse backgrounds of members and high level of interest in District and college matters.
- Diversity, all are pro public schools, all value the special mission of community colleges.
- Involvement in the community; knowledge of the needs of constituents.
- Members are focused on student success and completion.

58. What are the major accomplishments of the board in the past year?

- Finishing a revamp/updating of 330 District policies and procedures.
- FINALLY learning to delegate to the Chancellor and not micromanaging.
- No longer acting in a vindictive manner.
- Ending the old board committee system which only allowed a couple members to be privy to the information -- and instead now rely on the chancellor to make reports on those areas that are relevant -- and to the whole board.
- A report each meeting from one of the Colleges, highlighting one of their specialties.
- Balancing the budget and working to find closure on labor agreements.
- Completion of accreditation process with no warnings.
- Follow-through on revised policies regarding delegation of authority to Chancellor and dual reporting by general counsel and board Secretary.
- RFQ for General Counsel.
- Completion of contract negotiations with employee groups.
- Cooperative work on difficult decisions related to Chancellor searches.
- Increased hiring of full-time faculty.
- Suspension of committees that encroached on operational matters.
- Improved use of queue and motions buttons to run meetings more smoothly.
- Selection of a construction project for possible PLA.
- Decision to appoint a Vice Chancellor of HR.
- Greater use of study sessions to replace committees and inform all trustees.
- Presentations by students and staff at board meetings to inform trustees about programs at the colleges.
- Improved communication and greater sense of cooperation with district staff.
- Implementation of new process to select student trustee.
- Increased communication with district community through board-generated newsletter.
- Hiring a VC of Human Resources, following Interim Chancellor's recommendation on both a classified employee study and a reorganization of IT.
- Keeping calm in spite of the changes in Chancellor. Hiring good interims. Supporting the colleges through the accreditation process, and getting warnings removed.

59. What are areas in which the board could improve?

- Be more civil to one another; dramatically shorten their meetings..... Both closed session and open meetings.
- Understanding -- really understanding -- that the District Board and all of the District employees at the District office are here to support and strengthen the Colleges which earn ALL the revenue for the District.
- The Board regularly needs reminding that the District office exists to SUPPORT the colleges, not vice versa.
- Activating the seven working committees of the Board to have matters reviewed and managed in a better fashion.
- Keeping its word to be "inclusive" when establishing search committees. Community members need to better represent the make up of the District, in terms of economics, ethnicity and gender.
- Enforcing policy on the make up of campus selection committees to have more recruitment of faculty that reflects the community make up.
- Keeping managers accountable in contract development, fiscal and legal matters.
- Demand from the Chancellor for thorough agenda information to make informed decisions.
- Support on campus safety issues and procedures for the benefit and safety of students and faculty.

- Better interpersonal communications. Keeping the Board meetings more efficient.
- Provide positive feedback to one another and helpful comments in a spirit of cooperation
- Consult directly with board president instead of questioning board secretary on areas that are the board president's responsibility.
- Reduce repetitive comments by trustees during discussions,
- Active listening instead of lecturing board members who may disagree.
- Working as a team, listening more to the issue differences and compromising on solutions.
- Really understanding the value in having checks and balances, doing participatory governance in more depth but absolute due dates.
- Worrying more about doing the right thing and discussions than how short or long the meeting will be.

60. As a trustee, I am most pleased about:

- Selection of a great chancellor who understands how a chancellor leads.
- Changes made to improve delegation of authority policies. The leadership of the interim Chancellor.
- Final accreditation reports that commended board for making necessary policy changes.
- Open process to select General Counsel (RFQ).
- Retreat with facilitators.
- Suspension of committees.
- We have been fortunate to have good Interim chancellors.
- Progress on review of policies
- Board willingness to make changes and try new ways of doing things.
- Hiring of new Vice Chancellor of HR.
- The success of our students; their transfer rates, CTE graduations and certifications and overall the experience we, as an organization, provide them for their life's timeline and experiences.
- I am most pleased with faculty and staff who go the extra mile to "show" their students the reasons for the lessons and study they complete. We prepare people for the real world and faculty and staff must be commended.
- What we do for students and assisting them to succeed.

61. As a trustee, I have concerns about:

- Baseless, disparaging remarks made by trustees about their fellow trustees at board meetings.
- Trustees who do not accept the decisions resulting from a majority vote at meetings and continue to complain about changes with which they disagreed.
- Intrusiveness and inconsistency of recommendations of general counsel in union negotiations and agenda review.
- Legal costs, particularly those of general counsel.
- Tendency of some trustees to think of board in terms of majority/minority, instead of working as a team.
- Vindictive and bullying behavior when there is disagreement.
- Managers, at all levels, using our resources to their highest and best use.
- If we can find economies the district could make adjustments and hire more faculty or consider employee salaries.
- The ability of the Board to work together, supporting the decisions of the Board, once made.
- The ethics of some board members who never seem to understand that once a decision is reached by a majority, and voted upon, that all should support it the decision.
- Trust, honesty, ethics, confidence in complete staff reports, presentation of real options.

62. As a trustee, I would like to see the following changes in how the board operates:

- Much shorter meetings.
- More trust in each other -- warranted, proven trust.
- Set clear limits on the timing of reports.
- The chair should cut off board members who wander off into long extraneous monologues. Nobody is listening.
- Balance on the Board, avoid the personal and nonverbal aside whispers, reach actual decisions AFTER discussion of various rather than tuning out people you disagree with or don't like.
- Seek out collaboration and agreement.
- Having all the complete agenda information to provide for a smooth, constructive and efficient meeting. Presentations should not consist of volume, but rather concise information.
- That member on the dais, and staff in the audience refrain from "side-bar" distracting conversations.
- Speakers should be given common courtesy.
- Reinstate one or two board committees that do not interfere with operational matters.
- Limit trustee comments at board meetings to no more than five minutes.

- Removal of General Counsel from dais and perhaps open board meetings.
- Show respect for each other and respect for the administrators we work with. Encourage a climate of respect on the campuses.

63. I recommend that the board has the following goals for the coming year:

- Create a list of major goals for the year via a "brain storming" session. Reduce the list to 5 or less specific goals to accomplish by measurable means. Get Chancellor to give input on how and timelines. All goals need to relate to Student Success.
- Focus on remedial math and English and getting students into college-level classes. Resolve issues related to financial aid reporting. Hire a permanent Chancellor.
- Focus on student retention.
- Monitor student success data.
- Continued emphasis on employee morale.
- Increased faculty hiring.
- Select either the current interim chancellor as "permanent" or seek out the best in the state.
- There are many goals for this board and they have been vocalized in meetings and the recent retreat. This year, after three interim chancellors the goal to be concentrated on and achieved is the selection of a Chancellor with the leadership skills to lead the District, place demands on management, provide a higher education vision and work with community leaders and legislators to increase student success and identification of local jobs and increase in the workforce. That being said the District must maintain its prestigious leadership position.

If there are additional comments you would like to make, please provide them here:

- None of it is a disaster -- but all of it could be improved.
- I hope we are successful in recruitment of a leader that will take us to the next level and that many of our organizational and cultural traits can be refined to become favorable "best practices."
- While the Board has made great strides in the way it operates, there is still work to be done, starting with hiring a great Chancellor.