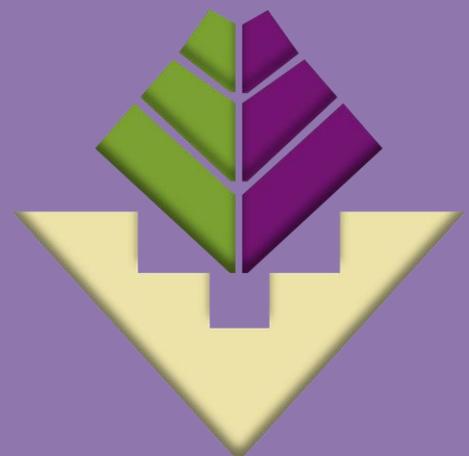


2016

Board of Trustees Self Evaluation 2015

San José • Evergreen Community College District

Research and Institutional Effectiveness Report
December 2015



Executive Summary

The San Jose Evergreen Community College District (SJECCD) Board of Trustees Standing Committee on Self Evaluation, made up of Trustees Myra Cruz (Chair), Wendy Ho, and Dr. Jeff Lease, undertook an effort to update the Board's self-evaluation process. In October, 2015, the committee designed a process by which the Board would participate in a survey, modeled after the survey developed by the Governance Institute for Student Success (GISS). In November 2015, that survey went out to eight board members, seven elected Trustees and one student member. All eight Trustees completed the survey. These results, along with the results of the Board's meeting self-evaluation which takes place at the end of every Board meeting will be used as a "summative" report. This summative report will lay the foundation for the Board's work plan that will be defined later in the year.

The summative report uses a triangulated methodology. Information is gathered from three sources which collect data in very different ways: The Board Self-evaluation Survey of October 2015; The Board Meeting Evaluation taken at the end of each board meeting in 2015; and the Board Ends Policy Monitoring Reports.

Self-evaluation survey

The majority of the Trustees rated items favorably. There were some questions that received extremely favorable responses (strengths) and some that received lower responses (opportunities for improvement). Responses indicating areas for improvement are those items that received an average score from the Trustees of below 4. Responses indicating strengths received an average score of 4 or above. The following tables show which items received higher or lower responses in order to give a flavor for which themes the Board believes are most important.

Strengths

The items that rated the highest across all sections of the survey relate to the overall feeling that the Board gets along and that they know what their general responsibilities are. This marks an improvement to years previous when the Board had challenges with balancing their role with the role of the chancellor and administration. This shows the Board is headed in a positive direction.

Opportunities for Improvement

The items that rated the lowest across all sections of the survey tended to deal with matters relating to Board training and orientation, information and data, and staff and faculty relations/morale. The open-ended responses tended to share a similar theme. Board members seem to be concerned about their own training relative to how they are prepared to take on their roles and responsibilities.

Board Meeting Evaluation

Meeting evaluation comments tended to be positive in tone, mentioning a variety of topics such as satisfaction with the effectiveness with how the board works together, how civil the meetings are, board meetings topics are in line with maximizing resources/good fiscal management, and appreciation for staff.

On the other hand, the board mentions concerns as well. For example, four Board members mentioned concern or support for students in their evaluation comments, two Board members mentioned concern for staff or constituency groups, and two Board members mentioned the need for a retreat of the Board.

Board Ends Policy Monitoring Reports

The highest scores were found in Ends Policy #5: Student Success, which received a rating of 3.86. This is closely followed by Ends Policy #2: Transferability, which received a rating of 3.67. Ends Policy #3 received a rating of 3.5. The ends policy receiving the lowest scores was Ends Policy #1: Career Development, which received a rating of 2.5. The reason for this lower performance has to do with two metrics which have yet to be incorporated into the scorecard and therefore have no scores to report. This holds the rating down at 1, which is there as a reminder to continue looking for measures that reflect these metrics.

Introduction

The San Jose Evergreen Community College District (SJECCD) Board of Trustees Standing Committee on Self Evaluation, made up of Trustees Myra Cruz (Chair), Wendy Ho, and Dr. Jeff Lease, undertook an effort to update the Board’s self-evaluation process. In October, 2015, the committee designed a process by which the Board would participate in a survey, modeled after the survey developed by the Governance Institute for Student Success (GISS). In November 2015, that survey went out to eight board members, seven elected Trustees and one student member. All eight Trustees completed the survey. These results, along with the results of the Board’s meeting self-evaluation which takes place at the end of every Board meeting will be used as a “summative” report. This summative report will lay the foundation for the Board’s work plan that will be defined later in the year.

Methodology

The summative report uses a triangulated methodology. Information is gathered from three sources which collect data in very different ways. Through this triangulated method, the summative report seeks to present a holistic picture of where the Board stands as far as their evaluation of their own effectiveness for calendar year 2015. The three sources, the methods of which are described below are: The Board Self-evaluation Survey of October 2015; The Board Meeting Evaluation taken at the end of each board meeting in 2015; and the Board Ends Policy Monitoring Reports.

Self-evaluation survey

In November 2015, a survey was administered via email to eight members of the SJECCD Board (seven elected Trustees and one student Trustee). The survey, designed in Qualtrics, was divided into 9 sections. Eight of the sections were groupings of Likert-type questions that dealt with topics of importance to the Board’s student success focus. The items were grouped into categories that focused on:

1. Effective Leadership: The Role and Responsibilities of the Board
2. The Right Chemistry: Board/Trustee/Chair/Chancellor Relationship
3. Leading by Example: Being Productive and Consistent
4. Big Picture Focus: Institutional Effectiveness
5. Institutional Readiness for Student Success
6. Experience: Individual Trustee Preparation
7. Experience: Individual Trustee Satisfaction
8. Accreditation

A ninth section was a series of open-ended questions that gave the Board the opportunity to respond to questions in a personal way. The open-ended questions were:

- a. What are the board's greatest strengths?
- b. What are the major accomplishments of the board in the past year?
- c. As a trustee, I am most pleased about _____?
- d. As a trustee, I am most concerned about _____?
- e. In what ways, if any, has your Board promoted or addressed student success in the past year?
- f. Additional comments/questions

The Likert-type questions were set to a 5-point scale. With only eight respondents who made up the entire population of potential respondents, statistical significance was not addressed in analyzing these results. The analysis looked at *strengths* as responses of "4" or "5" on the 5-point scale. Taking the average of responses into account, an item that ranked favorably would have received an average score above 4, showing that the majority of Trustees rated a "4" or "5" on the 5-point scale. Those items that received an average score of below 4.0, showing that the majority of Trustees rated the item "1", "2", or "3", were noted as *opportunities for improvement*. This system will be referred to as the *standard* for purposes of analysis.

Board meeting self-evaluation

Minutes from the Board meeting from January to December 2015 were reviewed. The final agenda items for each of these meetings included the Board Self-evaluation. For each of these meetings, the Board Chair opened up a conversation with the following inquiries:

1. To ascertain the effectiveness of the meeting in attaining the advancement of the Board's Global Ends Policy.
2. To ascertain the degree to which Trustees adhered to the Board adopted Governance Principle: Trustees Code of Conduct.

The responses to these prompts were analyzed and quantified into themes. Those themes are reported as a part of this summative self-evaluation.

Board Ends Policy Monitoring Reports

Each quarter, the Board received a Monitoring Report on Ends Policies as noted by the Board Calendar. The metrics are reviewed here related to how far they are away from pre-determined targets set in advance. Each of the seven ends policies have indicators behind them that are used to measure the District's progress in meeting its goals. Each indicator has at least one metric that is used to define what is meant by progress. These metrics are monitored against relevant comparisons that are used as targets. The source of these metrics is the Student Success Scorecard, SJECCD Student Success Metrics, and other internal institutional effectiveness metrics. Metrics that are within 90% of meeting their target are given a rating of 4 (green). Metrics that are between 80% and 89% of meeting their target are given a rating of 3 (purple). Metrics that are between 70% and 79% of meeting their target are given a rating of 2 (yellow).

A measure that is below 70% of its target OR has yet to be measured by the District, is given a rating of 1 (red). At the end of each monitoring report, the ratings are averaged to give the targeted Ends Policy an overall rating.

Results

Self-evaluation survey

The majority of the Trustees rated items favorably. There were some questions that received extremely favorable responses (strengths) and some that received lower responses (opportunities for improvement). Responses indicating areas for improvement are those items that received an average score from the Trustees of below 4. Responses indicating strengths received an average score of 4 or above. The following tables show which items received higher or lower responses in order to give a flavor for which themes the Board believes are most important.

Strengths

The items that rated the highest across all sections of the survey relate to the overall feeling that the Board gets along and that they know what their general responsibilities are. This marks an improvement to years previous when the Board had challenges with balancing their role with the role of the chancellor and administration. This shows the Board is headed in a positive direction.

Survey items that received an average score above 4.5

Item	Mean
The Board accommodates the differences of opinion that arise during debates of issues, and once a decision is made, Board members cease debate and uphold the decision of the Board.	4.63
Understanding the role and responsibilities of the Chancellor	4.75
Understanding shared or participatory governance	4.50
Understanding your role and responsibilities as a Trustee/Board member	4.75
The Board has ultimate responsibility for educational quality, legal matters, and financial integrity.	4.50

Opportunities for Improvement

The items that rated the lowest across all sections of the survey tended to deal with matters relating to Board training and orientation, information and data, and staff and faculty

relations/morale. The open-ended responses tended to share a similar theme. Board members seem to be concerned about their own training relative to how they are prepared to take on their roles and responsibilities.

Survey items that received an average score below 4.0

Item	Mean
The Board regularly participates in professional development, such as state and national trainings	3.75
The Board has good procedures for the orientation and training of new board members.	3.50
The Board periodically reviews and evaluates its policies and procedures.	3.88
The Board focuses on policy in Board discussions, not administrative matters.	3.88
Academic quality and program review.	3.63
Good relations with constituent groups (e.g., alumni, parents, etc.)	3.57
Good faculty and staff morale	3.14
Favorable publicity	2.86
Disaggregated student cohort data on successful completion of developmental (remedial) education courses	3.86
Enrollment growth	3.63
Student data on completion and placement by occupational programs	3.00
Data on the effectiveness of customized and/or short-term workforce training	3.50
The Board expects, and the Chancellor provides, regular reports on disaggregated student outcomes and uses the results to modify policy.	3.75
The District routinely evaluates effectiveness of efforts to improve student success and uses the results to improve policy and practice.	3.63
There is alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services.	3.25
The Board holds retreats or regular workshops to review data and obtain professional development about building a culture of evidence to inform policy decisions.	3.00
The District has established a strategic planning process that relies on data to set goals for student success and to measure goal attainment.	3.75

Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success.	3.38
The District provides training to Board, faculty, and staff on using data and research to improve programs and services	3.00
Long-term strategic planning	3.63
Campus politics	3.71
Identifying and acquiring new sources of funding (fund-raising, corporate partnerships, earmarks, etc.)	3.43
The quality, amount, and frequency of information provided to the Board.	3.88
How your time as a board member is used.	3.88
The Board has a program for board development and new member orientation.	3.50
The Board has training about the accreditation process and Accreditation Standards.	3.50
The Board has an established and documented process for regularly evaluating the Chancellor	3.88

Section Summary

Effective Leadership: The Role and Responsibilities of the Board

The first set of questions dealt with the Board’s knowledge on their roles and responsibilities. The majority of Trustees stated that they Agree or Strongly Agree with the statements related to this topic. The one area that falls below the standard here is “The Board regularly participates in professional development, such as state and national trainings.”

Question	Mean
The Board continuously demonstrates that it adheres to its roles and responsibilities in accomplishing its duties.	4.5
The Board is knowledgeable about major social and economic trends and issues that affect the community and District.	4.25
The Board is adequately informed about important internal issues facing the District.	4.00
An examination of the Board's work provides clear evidence that the Board understands that its primary function is to establish the policies by which the community college is administered.	4.50

The Board spends sufficient time planning and providing clear priorities for the Chancellor and the District.	4.38
Before adopting policy recommendations, the Board ensures it has adequate information and data, and it allows sufficient time for study and discussion.	4.13
The Board has and adheres to procedures and standards for dealing with actual or potential conflicts of interest.	4.25
The Board regularly participates in professional development, such as state and national trainings	3.75
Average	4.22

The Right Chemistry: Board/Trustee/Chair/Chancellor Relationship

The Trustees responded positively to Board/Chancellor relationship questions. The question was scored the lowest in this series of questions has to do with Board orientation and training.

Question	Mean
Board members treat one another with respect, and a climate of mutual trust exists	4.13
The Board has good procedures for the orientation and training of new board members.	3.50
The Chair serves as the voice of the Board when dealing with the public and media.	4.38
The Chair of the Board effectively handles disagreements or divisions among members about policies, programs, and the budget.	4.13
The roles and responsibilities of the Chair are clear and supported by all Board members.	4.25
The Board maintains open and effective communication with the Chancellor.	4.38
The Chair, Board members, and Chancellor have a positive cooperative relationship with mutual trust and respect.	4.13
The Board encourages the professional growth of the Chancellor through annual evaluation, written feedback, and guidance on performance.	4.00
Average	4.11

Leading by Example: Being Productive and Consistent

The majority of Trustees agreed with questions relating to the Board being productive and consistent in its leadership. Board members agreed strongly that the Board accommodates differences of opinion that arise during debates or issues. There are two areas that may need improvement: the Board's focus on policy rather than administrative matters and the Board's regular review of its policies and procedures.

Question	Mean
Board members are prepared for Board meetings, and meetings are conducted in such a manner that the purposes are achieved effectively and efficiently.	4.13
Board agendas are relevant to the work of the Board, and they are focused enough to use the Board's time efficiently.	4.00
The Board periodically reviews and evaluates its policies and procedures.	3.88
The Board adheres to a code of ethics and avoids any perception of a potential conflict of interest.	4.25
The Board focuses on policy in Board discussions, not administrative matters.	3.88
The Board understands the budget, the budget process, and the financial health of the District.	4.38
The Board has policies that require adequate participation in decision-making within the institution and through the Chancellor, seeks advice and recommendations from faculty, staff, and students in developing policies.	4.00
The Board is sensitive to the concerns of students and employees while maintaining impartiality and support for the Chancellor.	4.25
The Board accommodates the differences of opinion that arise during debates of issues, and once a decision is made, Board members cease debate and uphold the decision of the Board.	4.63
Average	4.15

Big Picture Focus: Institutional Effectiveness

Institutional effectiveness items speak to the Trustees opinions about how they use data to foster student success and good faculty and staff relations. Items in this category did not get high marks from Trustees. Out of a maximum score of 5, the majority of Trustees rated these questions in the “3” range (agree somewhat). The highest score was given to the Board’s focus on “Fostering student success and equity” and the lowest score relates to “Good faculty and staff morale.” It is clear from this series of questions that the Trustees consider items in the “Big Picture Focus” to need improvement.

Answer	Mean
Academic quality and program review.	3.63
Good relations with constituent groups (e.g., alumni, parents, etc.)	3.57
Review of data on retention, transfer, and graduation rates	4.14
Good faculty and staff morale	3.14
Favorable publicity	2.86
Disaggregated student cohort data on successful completion of developmental (remedial) education courses	3.86
Enrollment growth	3.63
Student data on completion and placement by occupational programs	3.00
Data on the effectiveness of customized and/or short-term workforce training	3.50
Fostering student success and equity	4.25
Average	3.56

Institutional Readiness for Student Success

Trustees did not rate their readiness for student success with high marks. The majority of the Board rated this area with a “3” or Somewhat Agree. The lowest rated items in this series of questions deal with holding regular trainings and retreats for Trustees to review data and talk about policy.

Answer	Mean
The Board expects, and the Chancellor provides, regular reports on disaggregated student outcomes and uses the results to modify policy.	3.75
The District routinely evaluates effectiveness of efforts to improve student success and uses the results to improve policy and practice.	3.63
There is alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services.	3.25

The Board holds retreats or regular workshops to review data and obtain professional development about building a culture of evidence to inform policy decisions.	3.00
The District has established a strategic planning process that relies on data to set goals for student success and to measure goal attainment.	3.75
Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success.	3.38
The District provides training to Board, faculty, and staff on using data and research to improve programs and services	3.00
Average	3.39

Experience: Individual Trustee Preparation

Trustees responded somewhat favorably to individual trustee preparation. The majority of the Trustees rated items in this series of questions with a “4” or Agree. The lowest rated item dealt with fund-raising and partnerships. The highest rated item in this series relates to Trustees understanding their roles and responsibilities as Board members.

Answer	Mean
Understanding the role and responsibilities of the Chancellor	4.75
Long-term strategic planning	3.63
Understanding finance and budget.	4.13
The amount of work expected of you	4.38
Knowing what institutional data to review and the key indicators of student success	4.14
Campus politics	3.71
Advocating for the District with legislators and other political officials	4.29
Identifying and acquiring new sources of funding (fund-raising, corporate partnerships, earmarks, etc.)	3.43
Understanding your role and responsibilities as a Trustee/Board member	4.75
Understanding shared or participatory governance	4.50
Understanding internal constituencies and power dynamics in higher education	4.00
Average	4.16

Experience: Individual Trustee Satisfaction

As far as trustee overall satisfaction, most Trustees were Satisfied, if not Very Satisfied with their experience on the Board. Trustees on average gave lower scores to the quality, amount, and frequency of information provided to the Board as well as how their time as a board member is used.

Question	Mean
The quality, amount, and frequency of information provided to the Board.	3.88
The degree to which board members adhere to confidentiality requirements.	4.13
The degree to which your contributions on the Board are valued.	4.00
Your overall satisfaction serving as a board member.	4.13
The overall effectiveness of board management and organization.	4.00
How your time as a board member is used.	3.88
Average	4.00

Accreditation

Trustees tended to Agree or Agree Strongly with questions relating to the Board's responsibilities for accreditation standards. The items that Trustees rated lower have to do with training and orientation for the Board.

Question	Mean
The Board establishes policies consistent with the mission statement of the District to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	4.00
The Board has ultimate responsibility for educational quality, legal matters, and financial integrity.	4.50
The Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	4.38
The Board acts in a manner consistent with its policies and bylaws.	4.25
Board members understand how the District helps students develop skills to enable them to be successful in college.	4.13

The Board has a program for board development and new member orientation.	3.50
The Board has a mechanism for providing for continuity of Board membership and staggered terms of office.	4.25
The Board's self-evaluation processes for assessing board performance are clearly defined, implemented and published in its policies and/or bylaws.	4.13
The Board is informed about and involved in the accreditation process.	4.00
The Board has training about the accreditation process and Accreditation Standards.	3.50
The Board has an established and documented process for regularly evaluating the Chancellor	3.88
The Board has defined and documented the delegation of administrative authority to the Chancellor	4.25
Average	4.06

Open-ended questions

9. What are the board's greatest strengths?

The majority of respondents (66.6%) felt the board's greatest strengths is working as a cohesive board and collectively speaking with one voice. Additional strengths identified is in the manner in which members treat each other with respect (16.7%). Further strength was identified as the competence in governance when it pertains to academic quality, student success and the commitment to data-driven decision making (16.7%).

"The ability to continually speak with one voice. Policy governance. Ends policies have minimized or eliminated micro-management."

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

The accomplishments of the board based on a percentage of respondents (50.0%) acknowledge positivity in board leadership. The board also acknowledged the board commitment in developing additional student opportunity along with keeping the budget a priority towards students' success. (42.9%). The Milpitas campus of 27 acres of surplus land, saved taxpayer money through bond refinancing was a rewarding choice, following that (7.1%) answered with acknowledgement in the presenting at state and national conferences, participating in webinars, to highlight the board's policy governance work.

“The implementation of our governance policy principles and the ends policies monitoring with a long-term perspective. The 27 acres land development project was challenging but rewarding in many ways as we think about the benefits it will yielded for our students and community. Kudos to the Chancellor Search Committee for their work and leadership. The overall district climate is positive. The Board is modeling civility and accountability. This year we have been presenting at state and national conferences, participating in webinars, to highlight our policy governance work. A lot to be proud of!”

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

Trustees were mostly pleased with the commitment to academic quality, and efforts to closing the equity gap. (33.3%) They were also pleased with the relationships that have evolved internally and externally and the ability to collaboratively work as a team and share their policy governance story. In addition trustees' are just as pleased in their role in effective advocacy, the board's cohesiveness, governance principles and Ends Policies while governing with a strong united voice in making decisions. (33.3%). Trustee were proud of effective advocacy and decisions that will yield continual resources for students support. (16.7%).

“Our overall progress this year, our commitment to academic quality and to moving the needle on closing the equity gap. I am also proud of our decisions that will yield resources for our students. I appreciate the relationships we have evolved internally and externally. Proud of the trustees' role in effective advocacy. We have become a stronger advocacy voice thanks to the work of our legislative team and committee. Also, I am most pleased about the opportunities to present at national and state conferences and share our policy governance story, our transformation.”

12. As a trustee, I am most concerned about

The majority of trustees concerns were focused on the lack of understanding on how items are posted on the consent agenda and in what way items are “vetted” prior to board approval, also the lacking in board meeting preparation along with the active participation of trustees negative and abstention in how it impacts their results all while taking in consideration the community and stakeholders’ needs (50.0%).

The board also acknowledges their concerns in regards to the communication the district has with the public on a social media level (20%). Other topics highlighted were the transition to a new Chancellor, leadership vacancies on campus along with providing future salary increases to staff while healthcare costs consume available compensation dollars (20%). There was a few who recognized a need to identify policy directions to close and eliminate the equity/achievement gap. (10%)

“We can do better in listening to community stakeholders and students. What would it look like if their involvement shapes in a more meaningful way what the institution offers (based on community needs)? Another concern related to closing the equity/achievement gap. I am also concern about the need to identify policy directions to close and eliminate the equity/achievement gap.”

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

The widely held view of respondents identified time management as a focus of change and suggested streamlining meeting agenda by imposing a limit to the duration of agenda items to no more than 4 hours and suggested to use the board majority voting process for agendas that go beyond the limit. (50%). Trustees would like to see more opportunities for board development/training while utilizing existing resources (33.3%). Other changes suggested is to continue developing and using the ongoing evaluation process to evaluating board meeting agenda for effectiveness and clarity in the board's role in policy development. (16.7%)

“More opportunities for board development such as creating a Board Development Program tapping into existing resources. Would like us to continue evaluating our board meeting agenda for effectiveness and clarify the board's role in policy development.”

14. In what ways, if any, has your Board promoted or addressed student success in the past year?

The evolution of a board calendar, monitoring data/monitoring reports on student success and equity, the implementation of the ends policies was the overwhelming sentiment when it comes to the promotion of addressing student success in the past year (83.3%). The participation of Board members in advocacy activities to ensure the system continues to focus on student success and equity was also identified (16.7%).

“We have evolved a calendar and a meeting agenda that includes monitoring data/monitoring reports on student success and equity, the implementation of our ends policies. Board members with staff are presenting at conferences our governance policy model adaptation, where we have been, where we are at, and our future directions. Board members are participating in advocacy activities to ensure the system's focus on student success and equity, particularly for our most vulnerable populations. We are committed and see that the framework created is now going viral internally and externally.”

15. Additional comments/questions:

One trustee chose to leave an additional comment. This comment sums up the spirit of the majority of the Board's comments and reflections during 2015. Mostly expressing satisfaction with the forward movement of the Board in terms of their commitment and implementation of student success policies and values.

“My appreciation for our trustees’ engagement, our partnership with constituency groups and staff, all in the spirit of student success and student equity. We are moving and going from GOOD to GREAT!”

Board meeting self-evaluation

Comments from the Board Meeting Evaluation during the 2015 calendar year indicate that the Board is satisfied with the way the meetings keep in line with the Ends Policies and the Student Success Policy. Out of 57 individual comments, 10 (17.5%) mentioned that the meeting was in line with Ends Policies and 7 (12.3%) mentioned that the meeting was in line with the Student Success Policy. The need for better meeting management rounded out the top three comments with 5 board members mentioning this throughout the year. Meeting evaluation comments tended to be positive in tone, mentioning a variety of topics such as satisfaction with the effectiveness with how the board works together, how civil the meetings are, board meetings topics are in line with maximizing resources/good fiscal management, and appreciation for staff.

On the other hand, the board mentions concerns as well. For example, four Board members mentioned concern or support for students in their evaluation comments, two Board members mentioned concern for staff or constituency groups, and two Board members mentioned the need for a retreat of the Board.

These comments are very much in line with the comments and ratings from the Board Self-evaluation Survey. This suggests a consistency in the thoughts and feelings of the Board as it pertains to their effectiveness.

Comments on Board Meeting Evaluation January to November 2015

In line with Ends Policies	10	17.54%
In line with student success policy	7	12.28%
Need for better meeting management	5	8.77%
Effective board	4	7.02%
Concern/support for students	4	7.02%
Working together/once voice	3	5.26%
In line with maximizing resources	3	5.26%
In line with Civility statement	3	5.26%
In line with Principles	2	3.51%
Appreciate/support for Staff	2	3.51%
Concern/support for staff or constituency groups	2	3.51%
In line with good fiscal management	2	3.51%
Need for a Board retreat	2	3.51%
In line with ethics policy	2	3.51%
Good information on Board policies	1	1.75%
Concern about district operations	1	1.75%
Concern/support for community	1	1.75%
Good information	1	1.75%
In line with social justice	1	1.75%
Good information on Measure G	1	1.75%

Total number of comments 57

Board Ends Policy Monitoring Reports

In 2015, the Board heard monitoring reports for the following Ends Policies:

#1 Career Development; #2 Transferability; #3 College Readiness; #5 Student Success

Appendix A shows the performance of each of these ends policies based upon their score on the Board Ends Policy Dashboard and Scorecard methodology (see explanation in the Methodology section of this report).

The highest scores were found in Ends Policy #5: Student Success, which received a rating of 3.86. This is closely followed by Ends Policy #2: Transferability, which received a rating of 3.67. Ends Policy #3 received a rating of 3.5. The ends policy receiving the lowest scores was Ends Policy #1: Career Development, which received a rating of 2.5. The reason for this lower performance has to do with two metrics which have yet to be incorporated into the scorecard and therefore have no scores to report. This holds the rating down at 1, which is there as a reminder to continue looking for measures that reflect these metrics.

Most of the measures for which we have information indicate positive performance against existing targets. These results indicate that current performance either meets or exceeds set standards on many of the metrics. As the Board reviews these metrics, discussions have ensued about the value of resetting these targets as stretch targets, meaning make the targets higher than they currently are. This would reduce the overall rating of all of the Ends Policies, but may also help inspire continuous improvement throughout the district.

Summary and Recommendations

Strengths

The summative evaluation revealed a number of strengths from the perspective of the Board on how effective they feel they are in leading the District.

- The Board is satisfied with the way they work together and get along with one another.
- The Board is satisfied with their relationship with the Chancellor.
- The Board believes its meeting content and behavior are consistent with their Ends Policies, Student Success Policies, Civility Statement and Principles.
- The Board appreciates staff for their work.
- The Board Ends-Policies meet or exceed set standards on most measures of student success and readiness for career or transfer.

Opportunities for Improvement

The Board identified several opportunities for improvement.

- The Board is concerned about its own training and orientation.
- The Board would like more information and data.
- The Board is concerned about staff and faculty morale.
- The Board Ends-Policies show a need for refinement of targets.
- Some metrics for the Board Ends-Policies need to be operationally defined.
- Observations from the meeting minutes indicate that the majority of the comments and feedback are given by a minority of the trustees.

Recommendations

Based upon the strengths and opportunities for improvement, the following recommendations are presented:

- The Board may want to increase the duration and content of its training and orientation for new members. Perhaps, in addition to the introductory training, new members might be invited to participate in regular session from various functional leaders of the district in order to familiarize themselves with the various processes of the District.
- The Board might establish a more formal professional development option for returning members. For example, the Board might require that each member attend a certain number of conferences and/or workshops in order to maintain good standing on the Board.

- The Board should hold at least retreat throughout the year that would include planning as well as professional development topics.
- The Board Ends-Policies targets should be refined to enable more aspirational goals for student success metrics and disaggregated by student groupings.
- The Board should to speak in one voice and work collaboratively with the Chancellor.
- The Board should evaluate the effectiveness new trustee orientation perhaps supplementing it with a video from each cabinet member outlining the functions of their area.
- The Board should work on a mechanism to encourage all trustees to give feedback.
- The Board should include an annual primer on the Ends Policies in a Board retreat or study session.
- The Board should think of ways to be more visible on campus or interact with students and staff.

Appendix A

Board Ends Policy Monitoring Report Data

January 2015 to November 2015

Number	Measurement	Target	Status	Score	Rating	Light
Ends Policy #1: Career Development						
1-1.1	BS Math Completion	30.26%	24.4%	80.63%	3	
1-1.2	BS English Completion	41.63%	46.7%	112.18%	4	
1-1.3	ESL Completion	23.20%	24.30%	104.74%	4	
1-2.1	Degrees Conferred	900	1109	123.22%	4	
1-2.2	Certificates Conferred	388	536	138.14%	4	
1-3	Alignment between degree offerings and workforce needs	--	--	0.00%	1	
1-4	Enrollment in workforce/occupational courses	11,500	9,660	84.00%	3	
1-5	Increased corporate partnerships			0.00%	1	
1-6	Increased revenue from contract training	\$150,000	\$115,220	76.81%	2	
1-7	Increased community awareness of district programs			0.00%	1	

Number	Measurement	Target	Status	Score	Rating	Light
1-8	Increased student goal attainment			0.00%	1	
		Overall Rating			2.50	
Ends Policy #2: Transferability						
2-1	Degree Completion and/or transfer ready status	59.12%	47.40%	80.18%	3	
2-2	Number of ADT programs approved by the state	15	18	120.00%	4	
2-3	Student transfer rate	38.00%	34.10%	89.74%	4	
2-4	Number of online sections offered	150	137	91.33%	4	
2-5	Enrollment in online courses	8000	7582	94.78%	4	
2-6	Student demographics proportionate to the county population	100%	80%	80.00%	3	
		Overall Rating			3.67	
Ends Policy #3: College Readiness						
3-1	Percentage of Course and Program Student Learning Outcomes Assessed	100%	80%	80%	3	
3-2	Student Success on Institutional Learning Outcomes	100%	0	0		
3-3	Student Habits of Mind	50.4	47.5	94.25%	4	

Number	Measurement	Target	Status	Score	Rating	Light
3-4	Student Pluralistic Orientation	50.1	49.35	98.50%	4	
3-5	Student Integration of Learning	50.7	44.85	88.46%	3	
		Overall Rating			3.50	
Ends Policy #5: Student Success						
5-1	Persistence	61.12%	65.40%	107.00%	4	
5-2	Course completion	70%	66.71%	95.30%	4	
5-3	Basic skills completion	47.04%	46.30%	98.43%	4	
5-4	Retention	80.00%	86.70%	108.38%	4	
5-5	30 unit completion	69.22%	59.50%	85.96%	3	
5-6	Course productivity rates	515	527.2	102.37%	4	
5-7	Implementation of SSSP Resources	100%	100%	100.00%	4	
		Overall Rating			3.86	

Appendix b

Board Meeting Evaluation Minutes

January 2015 to November 2015

Raw Comments (Individual Trustee names are redacted)

January 27, 2015

President Ho requested that board members provide feedback based on the two criteria reviewed at the last meeting. Trustee stated that the Board has been highly effective and reviewed a lot of substantive reports at this meeting. Trustee Lease stated that the Board has received a lot of great information at this meeting. Our governing principles of speaking with one voice and asking pertinent questions in line with our principles went very well. President Ho stated the AB 86 report is right up there with our global ends policies regarding the use of district resources. The ethics training also reinforced what is contained in the Board's ethics policy.

February 10, 2015

Trustee reported that everything went well. He appreciated the comments of the AFT. Trustee appreciated the information regarding our policies and what we want to achieve for our students. She is really looking forward to the quarterly reports and getting into the detail. This is definitely aligned with the principles we have adopted. Trustee asked how do we respond to the parents of Leland High School; should we put that item on the next board agenda? Chancellor Cepeda answered that we have a record of who has spoken, and she will respond to those comments in writing. We need to review our responsibility to K-12 students. There are many things we can do and can't do and we will review that.

President Ho reported that the Milpitas Joint Use Facility and Diverse Business Outreach reports reflect the work we are doing to maximize resources. Trustee stated that there is still some work required to get the technology right in the Board Room, such as wireless access and the timer for public comments. Overall, he is happy with the meeting and ended his comments by playing the "happy" song.

February 24, 2015

Trustee stated how pleased he was with the budget study session, the interaction and expression of various opinions. At the end we came to a compromise that included our constituents and the Board. This is a good example of effective governance.

Trustee echoed Trustee comments and expressed how pleased he was with how well the Board worked together. A major part of what was discussed this evening is how to ensure we fulfill our commitment to student success.

Trustee thanked everyone for their participation in the discussion.

President Ho expressed appreciation for the meeting discussion and that everyone was willing to compromise for the benefit of our students.

March 10, 2015

Trustee stated that given the situation the Board started with at the beginning of the meeting, it was still an effective meeting. The Board received a lot of information and status updates regarding its student success policy. He recommended that staff work to ensure the air conditioner does not go off during the meeting. Trustee thanked President Ho for managing the speakers and the timing situation very well. President Ho stated that given the difficult situation with the large amount of public comments, the Board adhered to its civility statement throughout the meeting.

April 14, 2015

Trustee thanked Trustee for leading the meeting until President Ho could attend. He thanked President Ho for leading the public speakers. Trustee stated that the Board performed well during an emotionally charged meeting. We had a good meeting that set an example of the spirit of civility. The Board also cared for one another. President Ho echoed Trustee sentiments. She commended the Board for living up to the district's civility statement. Trustee stated that the Board does care for the community and our students. The challenge of being a board member is to always listen.

April 28, 2015

Trustee complimented President Breland and his staff for the very enjoyable presentation, especially the mariachi music that was played by the high school students. Because of this presentation, he feels more informed about the programs at SJCC. Also the resolution the Board adopted that Black Lives Matter is an example of being sensitive to race issues in our country. Trustee stated this meeting shows that we are focusing on what we are doing for students and focusing on our global ends policies. President Ho stated the importance of the presentation provided by Vice President about escalating our efforts in CTE programs is a key example of what the district should focus on to impact student success. The presentation on refunding of the bonds also is in line with the Board's charge to provide effective stewardship of the district's resources. This meeting was very informative as well as enjoyable.

May 12, 2015

Trustee Lease stated that part of the Board's meeting evaluation is related to meeting management. In the future, we need to be more brief with our oral reports. Trustee stated that, traditionally, when we have new members of the Board we either have a board retreat or some other venue where the Board gets together. We are overdue for our own board retreat as this would be beneficial for our new members. It may be something to think about. Trustee expressed appreciation to her fellow Trustees for the conversation with one another and colleagues. President Ho expressed appreciation for Gilbane's presentation, in particular, as this highlights the Board's responsibility of the use of bond funds.

May 26, 2015

Trustee expressed his appreciation for the joint presentation and stated that he is committed to this project. Trustee stated that the discussion regarding the qualities of the new Chancellor are in line with the Board's ends policies.

June 9, 2015

Trustee stated that receiving our monitoring report shows that we are advancing our ends policies. Trustee stated that items we reviewed today go back to our ends policies. President Ho stated that the workshops at SJCC that support our staff helps in advancing the board's ends policies.

July 14, 2015

Trustee stated he was moved by the presentation by students and how that shows our level of student success. He encouraged staff to keep up the good work. President Ho agreed that it's wonderful to see how our dollars are actually changing lives. It's our job as Trustees to prioritize the district's resources. Trustee is pleased to see that Board has tried to accommodate Trustee, who is out of town. We are understanding that Trustee is sick, and we try to accommodate that as well. Trustee stated that we should not let Chancellor Cepeda go. She has been so important for our district.

August 25, 2015

Trustee stated the Board had a short agenda this evening, and not all of our meetings are that way. One of our goals this year was to work on meeting management. In the future, we may want to focus on the board's work first. Maybe in the future information items can be handled as documents to be submitted. Perhaps when there is a lot of work to be done at the meeting, we

can move the oral reports to the end of the meeting.

Trustee thanked Trustee for saying it very well. This is his 18th year serving as an elected official. Consent Agenda items and Action Agenda items should be handled first because these items contain the business the Board must conduct at the meeting. After approving the agenda and minutes, the Board should move immediately to those two categories. Even Public Comments on Matters Not on the Agenda should come after the Board does its work. Information that might be future Action can be put in transmittal form. We have just broken a time record at this meeting.

Trustee stated that sometimes an agenda may include reports from our students. He is very uplifted when he hears reports from our students. Those are things he always likes to hear, because as Trustees, we need to hear from our students and constituents.

Student Trustee stated that as a courtesy to our constituents, he would like to hear those oral reports at the beginning of the meeting.

President Ho stated that the information provided in the Measure G bond list revision reports is important for the work we do as Trustees.

September 8, 2015

Trustee stated that the scorecard conversation and data presented in the Dashboard clearly speak to the Board's ends policies. And it was also important to uphold our ethics policy in an appropriate manner. Trustee enjoyed the budget presentation and is hoping we can move forward with concerns about the burdens we will face in the future. Trustee appreciated the conversation regarding the Board's code of conduct. She appreciated all the information related to ends policies and where we are at regarding the scorecard. The conversation and discussion is in the midst of advancing the Board's ends policies. President Ho appreciated the Vice Presidents' report regarding the Deans Academy and using equity dollars for student success. The discussion is about how we can be better at deploying the resources.

President Yancey stated the union supports the right of faculty that if the heat is too high in the classroom, they could let their students go home. We need to think about the rebate the district is receiving by not using air conditioning on hot days. This does not promote student success. Even the high schools are letting students out early. He reported he would send out a note to all faculty on this matter tomorrow.

October 13, 2015

Trustee stated that tonight's meeting was a clear indication the Board spoke to its ends with the presentations by SJCC report on student success and equity and also the work regarding the Milpitas College Campus. President Ho stated that SJCC moving around resources to meet the needs of students, and this is in line with the Board's ends policies to ensure that resources are used to support students. It is also good to know that the district's Technology Plan works across all the district organizations.

October 27, 2015

Trustee stated the Board can't be any more effective than seeing our ends policies outlined on the record outlining services and programs that was distributed at the meeting. Good job to Chief Governing Officer for having a great presentation and not filling up the agenda with board work so that at this meeting, the Board could focus on students. President Ho stated that the ends policies are being demonstrated through our support of students.