



Oregon Coast Community College

DRAFT Board Self-Assessment Report –August 2014

Prepared by the Association of Community College Trustees (ACCT) — Board Leadership Services
Washington, DC

CONTENTS

Overview of Board Self Assessment Process	2
Board Profile: 2014	3
Highlights of the Board Self Assessment	4
- Category Averages	4
- Overall Averages and High and Low-Rated Items	5
- Breakdown of Responses by Percentages	6
- Individual Trustee Average Ratings	7
Results by Topic	9
- Effective Leadership: The Roles And Responsibilities Of The Board	10
- The Right Chemistry: Board/Trustee/Chair/President Relationship	12
- Leading By Example: Being Productive And Consistent	14
- Big Picture Focus: Institutional Effectiveness	16
- Institutional Student Success Readiness	18
- Trustee Preparation	20
- Trustee Satisfaction	22
Open Ended Question	24

Overview of the Board Self-Assessment Process

The Board Self-Assessment is designed to assess key characteristics of effective governance and the readiness of the Board of Trustees to undertake leadership in promoting student success. The BSA includes 59 items across seven categories related to effective board functioning: effective leadership, the right chemistry, leading by example, big picture focus, institutional readiness for student success, trustee preparation and trustee satisfaction. Items within each category are rated on a scale of 1 to five, with 1 indicating the extent to which respondents strongly disagree/not at all considered/implemented/satisfied and five indicating the extent to which respondents strongly agree/considered/implemented/satisfied.

This report provides an overall assessment of the board as one unit, as well as a profile of each trustee, without disclosing the identity, or attribution associated with, any individual trustee. A comparison of overall and individual responses provides a clearer picture of where there is general consensus and where there is divergence in individual and group responses within each category and identifies areas of strength, weakness and improvement.

The BSA report should be used as a tool to facilitate group discussion during the GISS and among the larger board following the institute to examine the general health and effectiveness of the board, address concerns before they become bigger issues, and clarify the roles and responsibilities of the board.

Review at Governance Institute for Student Success (GISS)

The BSA is a tool for both individual- and group-assessment, and findings will be used to inform constructive dialogue on the board's strengths, weaknesses, and areas requiring greater attention. This report is intended to encourage reflection and facilitate learning and candid discussion during the GISS. Trustees and presidents will work in small groups to talk about key findings and recommendations for strengthening/enhancing board relationships and functioning. Results and recommendations should be used to help Boards set standards, clarify roles and expectations, improve relationships, increase productivity and enhance institutional and trustee effectiveness in advancing student success and completion.

Discussion with Full Board of Trustees

We encourage Boards to also use this report to facilitate ongoing, open and frank discussion among the larger board following the GISS to enhance the board/president and trustee-to-trustee relationships and strengthen the board's unique leadership role and partnership with the president. Further, to benefit fully from the board self-assessment process, and as a follow-up to the GISS, we urge all boards and the president to discuss and reach a consensus on a plan of action and next steps.

Should you have any questions, please reach out to Dr. Narcisa Polonio at npolonio@acct.org, 202-276-1983 or Dr. Miya T. Simpson at msimpson@acct.org, 202-775-6493.

Board Profile: 2014

OREGON COAST COMMUNITY COLLEGE

2014

TOTAL NUMBER OF TRUSTEES

7

TRUSTEES WHO COMPLETED BOARD SELF-ASSESSMENT (BSA)

7

AVERAGE NUMBER OF YEARS OF SERVICE

9.2

(6 respondents)

AVERAGE NUMBER OF HOURS PER MONTH SPENT ON BOARD WORK

3.7

(6 respondents)

Highlights of the Board Self-Assessment

This chart reveals the survey categories in order of highest to lowest average rating on a scale of 1 to 5, with 1 indicating the extent to which respondents strongly disagree/not at all considered/implemented/satisfied and five indicating the extent to which respondents strongly agree/considered/implemented/satisfied. Ratings above 3.0 reflect a generally healthy Board.

Overall findings suggest the Board is functioning well, with scores ranging from 3.25 to 3.97. Ratings were highest for the institutional effectiveness (3.97) category. This suggests that trustees individually are aware of critical factors contributing to an effective college. The student success category is the lowest rated among all categories with a score of 3.25 indicating, for example, that while most trustees agree that progress has been made in aligning and collaborating between student services and academic affairs, there are more diverse opinions about the degree to which budget allocation decisions are made based on evidence of program effectiveness and student success indicators.

Figure 1. Category Averages - 2014

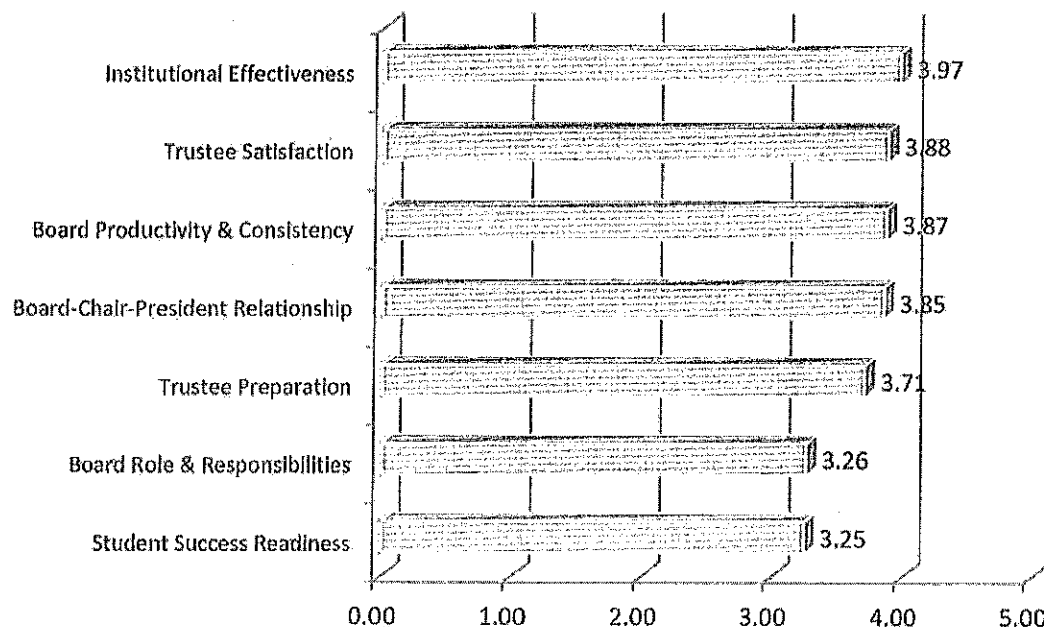
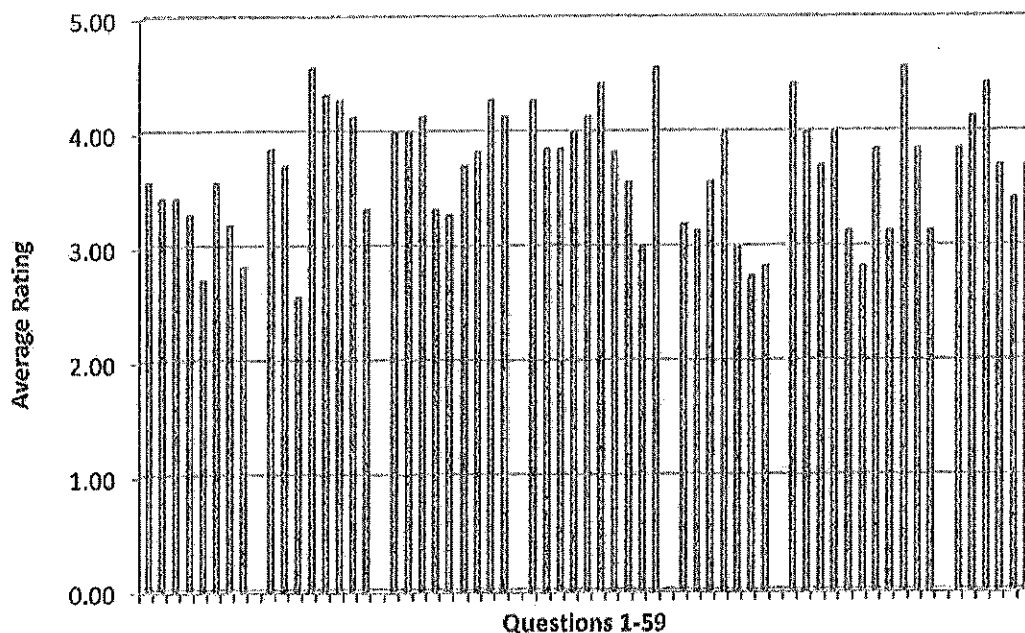




Figure 2. Overall Averages - 2014



The table below shows selected Board Self-Assessment questions with the highest and lowest rating.

HIGHEST RATED INDIVIDUAL ITEMS

	2014	Category
51. Understanding your role and responsibilities as a Trustee/Board member	4.57	Trustee Preparation
35. Fostering student success and equity	4.57	Institutional Effectiveness
12. The Chair serves as the voice of the Board when dealing with the public and media.	4.57	Board/Chair/President Relationship
56. The degree to which board members adhere to confidentiality requirements	4.42	Trustee Satisfaction

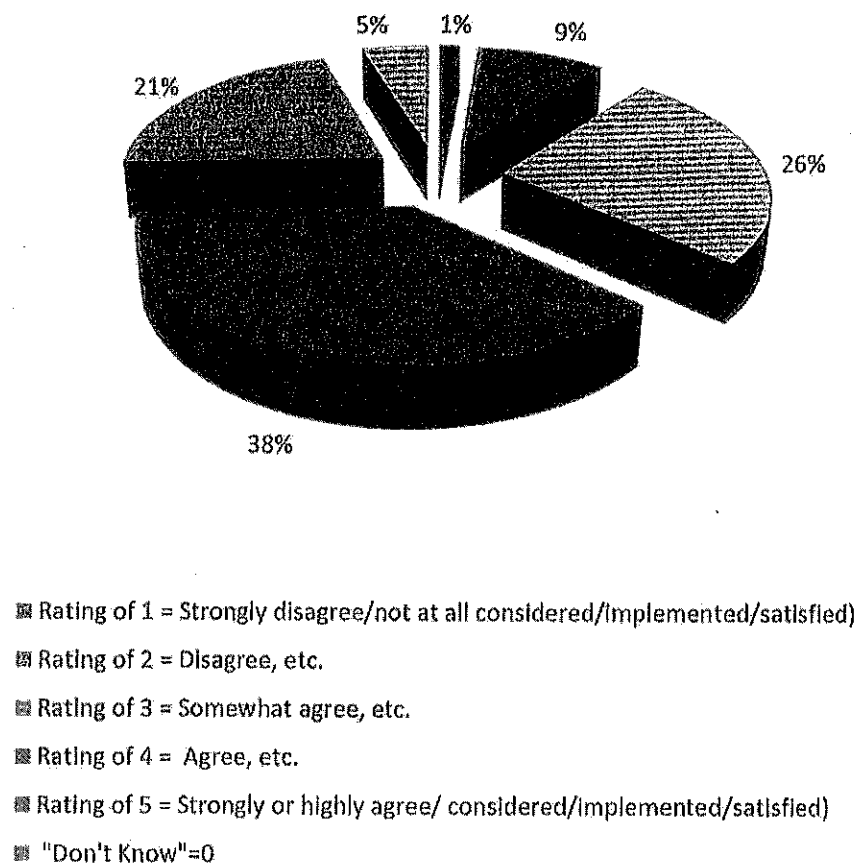
LOWEST RATED INDIVIDUAL ITEMS

11. The Board has good procedures for the orientation and training of new board members.	2.57	Board/Chair/President Relationship
5. The Board spends sufficient time planning and providing clear priorities for the President and the College.	2.71	Board Roles & Responsibilities
41. Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success.	2.75	Student Success Readiness
8. The Board regularly participates in professional development, such as state and national trainings	2.83	Board Roles & Responsibilities

Breakdown of Responses by Percentages

Figure 3 shows the distribution of response ratings. Fifty-nine percent (59%) of responses in the 2014 Board Self-Assessment were rated 4 or 5, suggesting some agreement/consideration/implementation/satisfaction in different aspects of governance and student success practices.

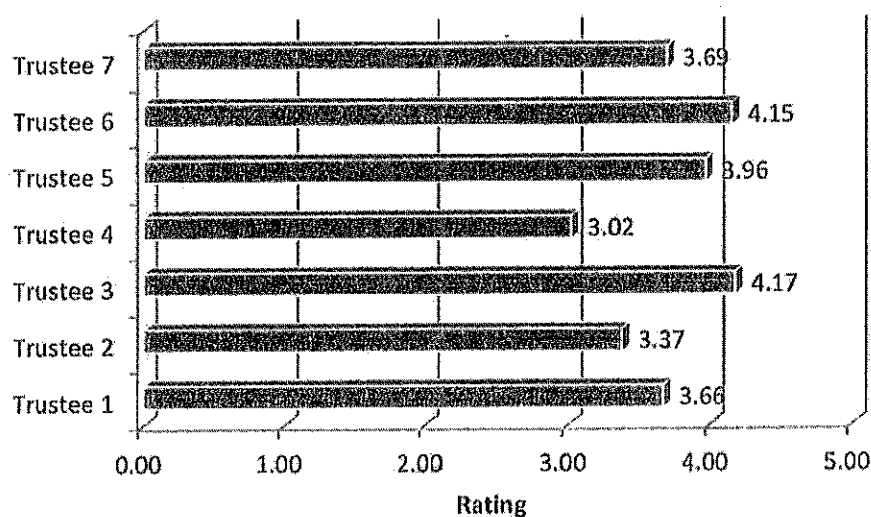
Figure 3. Distribution of Responses - 2014



Individual Trustee Average Ratings

Results of the individual trustee average ratings are shown in Figure 4. Average individual trustee ratings above 3.0 reflect a generally healthy board. Average scores ranged from a low of 3.02 to a high of 4.17. This difference of 1.15, out of a maximum difference of 4.0, indicates some agreement among trustees' overall assessment of the Board.

Figure 4. Trustee Averages - 2014



Results by Topic

The following section reveals the findings for each of the seven categories of the Governance Institute for Student Success Board Self-Assessment - Board Roles & Responsibilities: Board/Chair/President Relationships; Board Productivity and Consistency; Institutional Effectiveness; Student Success Readiness; Trustee Preparation; and Trustee Satisfaction.

For each category, the table shows the average rating, as well as the number of individuals that responded for each question/item. The blue chart provides a visual representation of the average ratings for each question, while the multi-colored chart illustrates individual trustee's rating for each question. Please note that response ratings of zero (0) represent "Don't Know", and are not calculated into the average ratings, but are depicted in the multi-colored chart of individual trustee respondent's ratings.

When reviewing the results for each section, the following questions should be considered for each category:

- What are points of **consensus**? In particular, on which questions do all or most respondents score high (i.e. 4.0 and above), and on which items do all or most respondents score low (i.e. below 3.0)?
- What are points of **divergence**? That is, which items tend to have more varied individual ratings?
- What are areas for **further discussion**? For example, which items tend to have more "Don't Know" or non-responses?
- What are areas for **action by the full board**?

Please use the **COMMENTS** section to record your observations and questions that can be shared during group discussions.

EFFECTIVE LEADERSHIP: THE ROLES AND RESPONSIBILITIES OF THE BOARD

Scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree

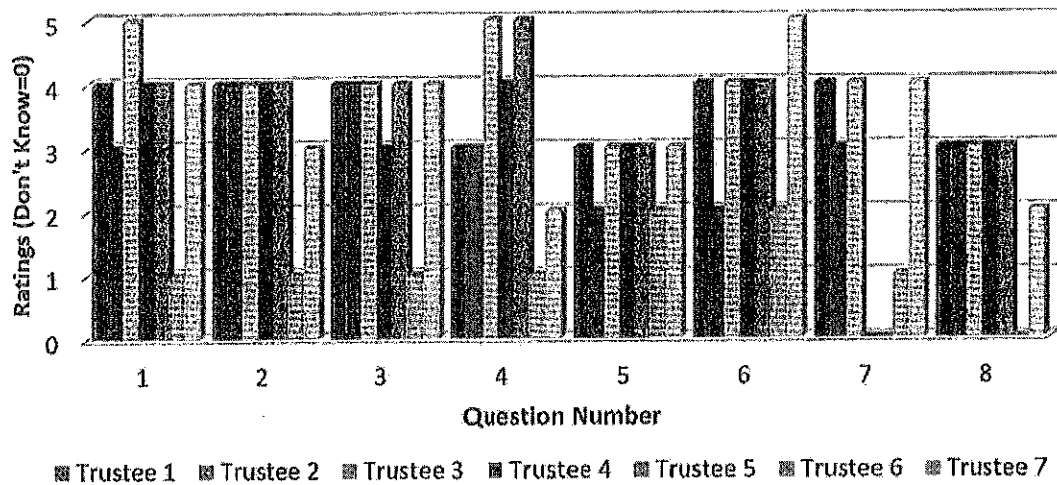
	<u>2014</u>	<u>#</u> <u>Respondents</u>
1. The Board continuously demonstrates that it adheres to its roles and responsibilities in accomplishing its duties.	3.57	7
2. An examination of the Board's work provides clear evidence that the Board understands that its primary function is to establish the policies by which the community college is administered.	3.43	7
3. The Board is knowledgeable about major social and economic trends and issues that affect the community and College.	3.43	7
4. The Board is adequately informed about important internal issues facing the College.	3.29	7
5. The Board spends sufficient time planning and providing clear priorities for the President and the College.	2.71	7
6. Before adopting policy recommendations, the Board ensures it has adequate information and data, and it allows sufficient time for study and discussion.	3.57	7
7. The Board has and adheres to procedures and standards for dealing with actual or potential conflicts of interest.	3.20	7
8. The Board regularly participates in professional development, such as state and national trainings	2.83	7

NOTE: Items 7 and 8 include "Don't Know" responses which were not calculated into the average ratings.

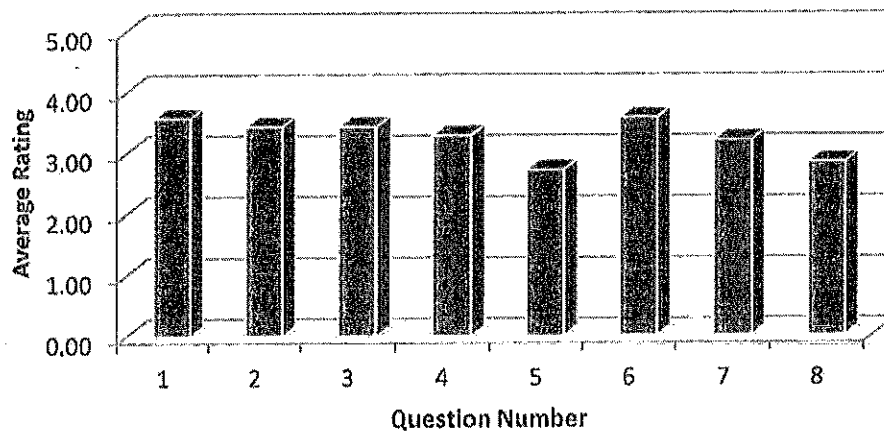
COMMENTS



Board Roles & Responsibilities Individual Responses - 2014



Average Ratings - 2014



THE RIGHT CHEMISTRY: BOARD/TRUSTEE/CHAIR/PRESIDENT RELATIONSHIP

Scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree

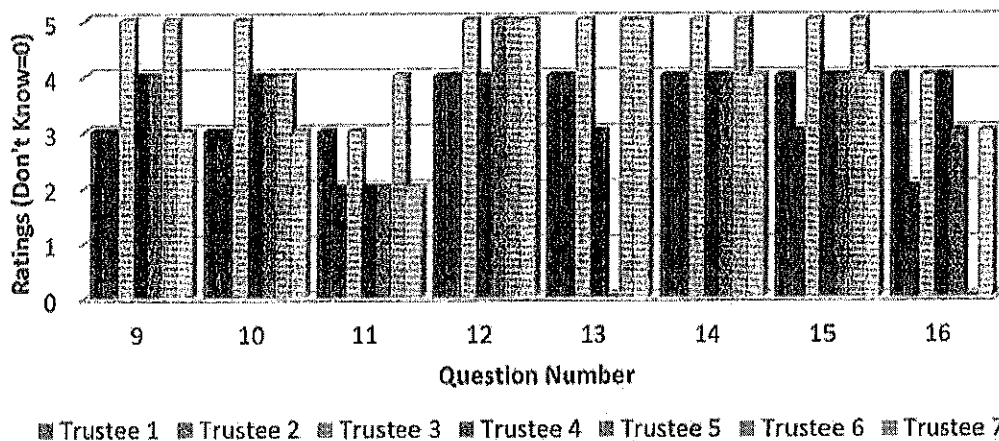
	<u>2014</u>	<u>#</u> <u>Respondents</u>
9. Board members treat one another with respect, and a climate of mutual trust exists.	3.86	7
10. The Chair of the Board effectively handles disagreements or divisions among members about policies, programs, and the budget.	3.71	7
11. The Board has good procedures for the orientation and training of new board members.	2.57	7
12. The Chair serves as the voice of the Board when dealing with the public and media.	4.57	7
13. The roles and responsibilities of the Chair are clear and supported by all Board members.	4.33	7
14. The Board maintains open and effective communication with the President/Chancellor.	4.29	7
15. The Chair, Board members, and President/Chancellor have a positive cooperative relationship with mutual trust and respect.	4.14	7
16. The Board encourages the professional growth of the President/Chancellor through annual evaluation, written feedback, and guidance on performance.	3.33	7

NOTE: Items 13 and 16 include "Don't Know" responses which were not calculated into the average ratings.

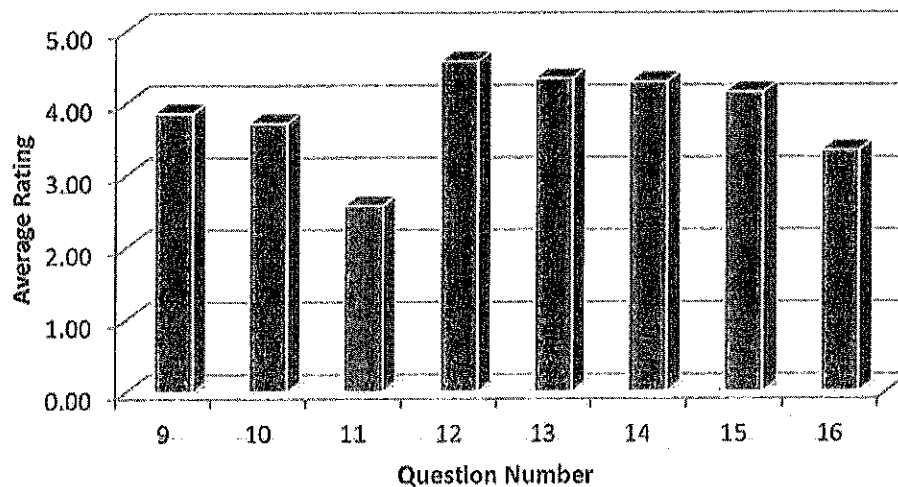
COMMENTS



Board - Chair- President Relationship Individual Responses - 2014



Average Ratings - 2014



LEADING BY EXAMPLE: BEING PRODUCTIVE AND CONSISTENT

Scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree

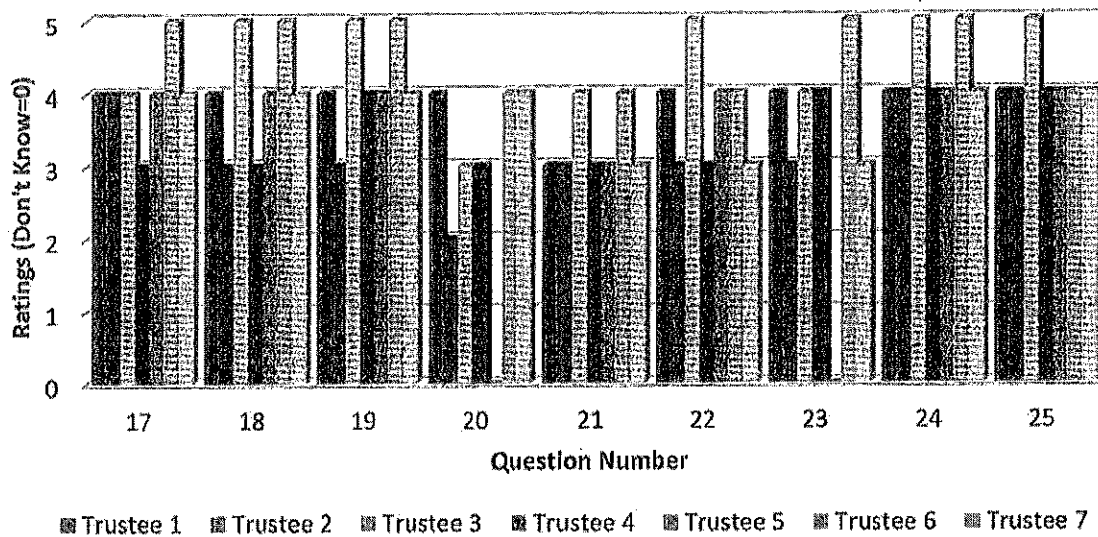
	<u>2014</u>	<u>#</u> <u>Respondents</u>
17. Board members are prepared for Board meetings, and meetings are conducted in such a manner that the purposes are achieved effectively and efficiently.	4.00	7
18. The Board adheres to a code of ethics and avoids any perception of a potential conflict of interest.	4.00	7
19. Board agendas are relevant to the work of the Board, and they are focused enough to use the Board's time efficiently.	4.14	7
20. The Board periodically reviews and evaluates its policies and procedures.	3.33	7
21. The Board focuses on policy in Board discussions, not administrative matters.	3.29	7
22. The Board understands the budget, the budget process, and the financial health of the College.	3.71	7
23. The Board has policies that require adequate participation in decision-making within the institution and through the President/Chancellor, seeks advice and recommendations from faculty, staff, and students in developing policies.	3.83	7
24. The Board is sensitive to the concerns of students and employees while maintaining impartiality and support for the President/Chancellor.	4.29	7
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.	4.14	7

NOTE: Items 20 and 23 include "Don't Know" responses which were not calculated into the average ratings.

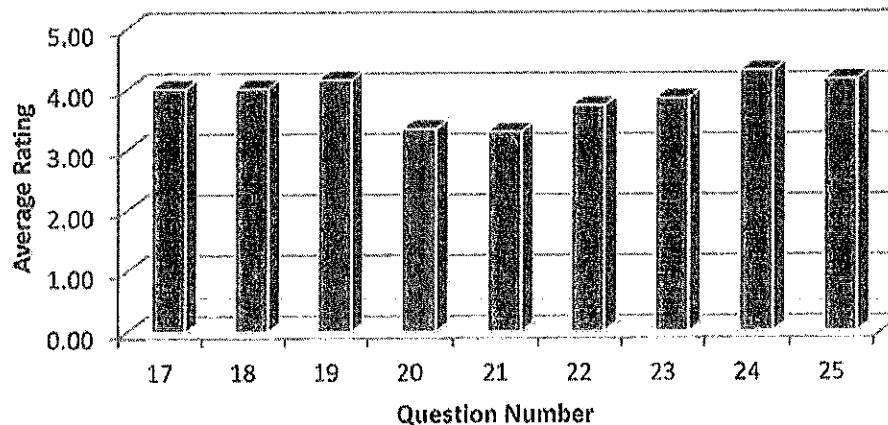
COMMENTS



Board Productivity & Consistency Individual Responses - 2014



Average Ratings - 2014



BIG PICTURE FOCUS: INSTITUTIONAL EFFECTIVENESS

Scale: 1 = not considered, 5 = highly considered

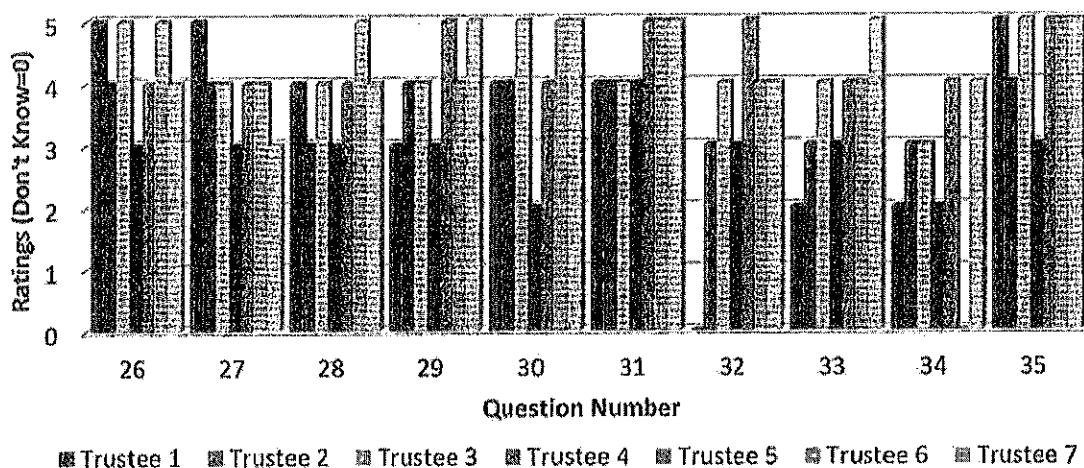
	<u>2014</u>	<u>#</u> <u>Respondents</u>
26. Academic quality and program review	4.29	7
27. Good faculty and staff morale	3.86	7
28. Good relations with constituent groups (e.g., alumni, parents, etc.)	3.86	7
29. Review of data on retention, transfer, and graduation rates	4.00	7
30. Favorable publicity	4.14	7
31. Enrollment growth	4.43	7
32. Disaggregated student cohort data on successful completion of developmental (remedial) education courses	3.83	7
33. Student data on completion and placement by occupational programs	3.57	7
34. Data on the effectiveness of customized and/or short-term workforce training	3.00	7
35. Fostering student success and equity	4.57	7

NOTE: Items 32 and 34 include "Don't Know" responses which were not calculated into the average ratings.

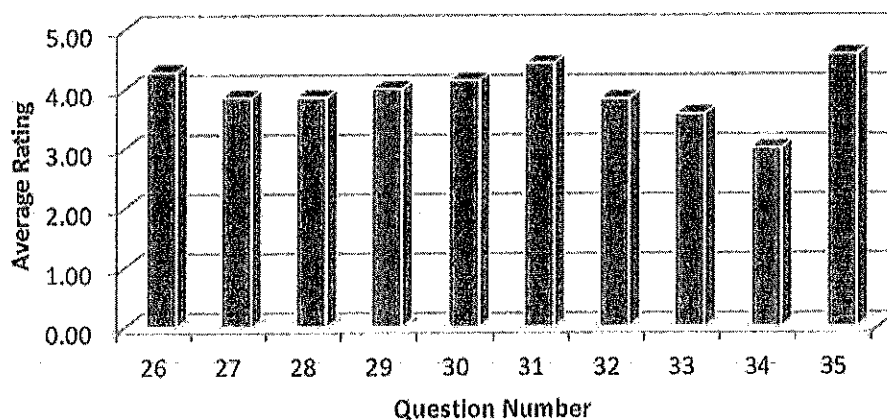
COMMENTS



Institutional Effectiveness Individual Responses - 2014



Average Ratings - 2014



INSTITUTIONAL READINESS FOR STUDENT SUCCESS**

Scale: 1 = not at all implemented; 5 = completely implemented

	<u>2014</u>	<u>#</u> <u>Respondents</u>
36. The Board expects, and the President provides, regular reports on disaggregated student outcomes and uses the results to modify policy.	3.20	7
37. The Board holds retreats or regular workshops to review data and obtain professional development about building a culture of evidence to inform policy decisions.	3.14	7
38. The College routinely evaluates effectiveness of efforts to improve student success and uses the results to improve policy and practice.	3.57	7
39. There is alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services.	4.00	7
40. The College has established a strategic planning process that relies on data to set goals for student success and to measure goal attainment.	3.00	7
41. Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success.	2.75	7
42. The College provides training to Board, faculty, and staff on using data and research to improve programs and services	2.83	7

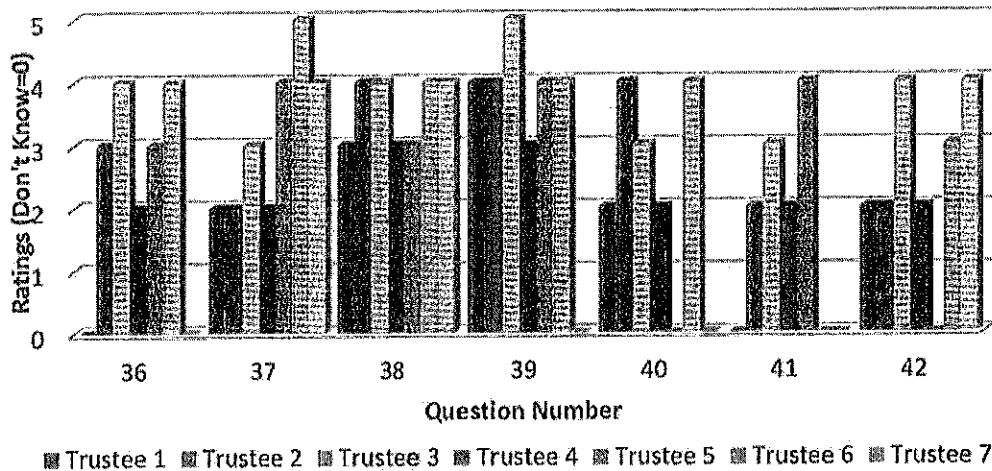
Sources: ** Byron N. McClenney and Kay M. McClenney: *Questions from Achieving the Dream--Institutional Readiness Assessment*, 2009

NOTE: Items 36, 39, 40, 41 and 42 include "Don't Know" responses which were not calculated into the average ratings.

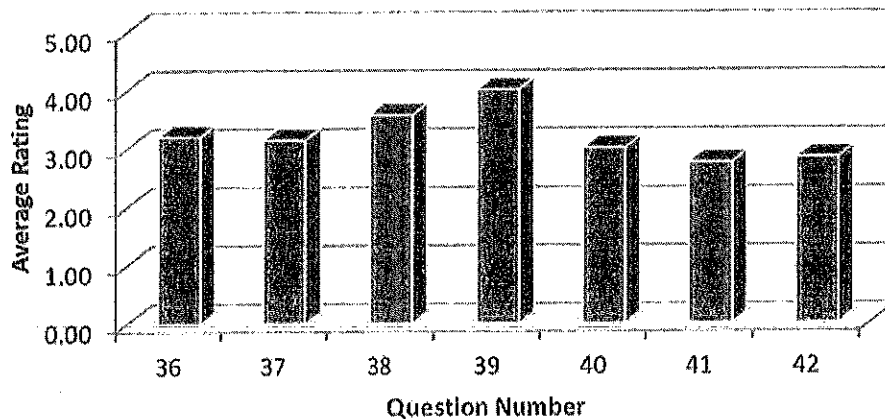
COMMENTS



Institutional Readiness for Student Success Individual Responses - 2014



Average Ratings - 2014



EXPERIENCE AS AN INDIVIDUAL TRUSTEE - PREPARATION

Scale: 1 = not at all prepared; 5 = very well prepared

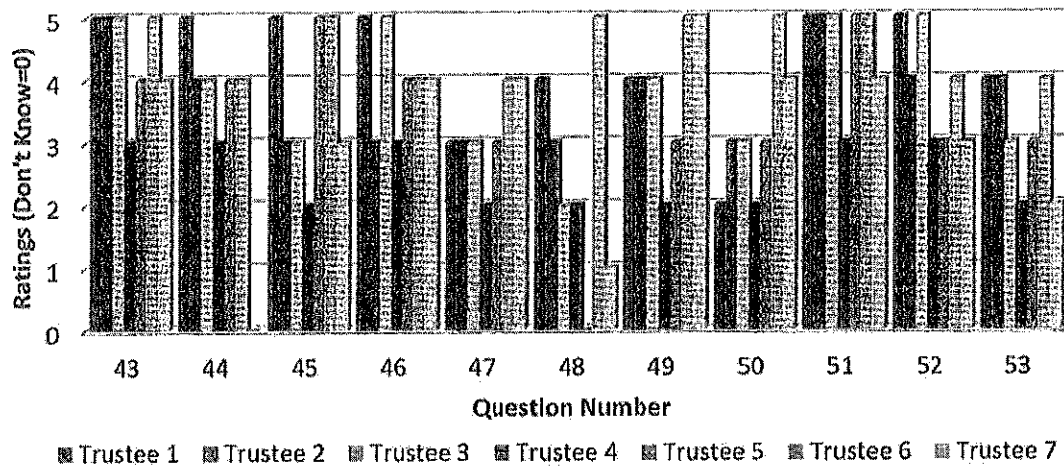
	<u>2014</u>	<u>#</u> <u>Respondents</u>
43. Understanding the role and responsibilities of the President	4.43	7
44. The amount of work expected of you	4.00	7
45. Long-term strategic planning	3.71	7
46. Understanding finance and budget	4.00	7
47. Knowing what institutional data to review and the key indicators of student success	3.14	7
48. Campus politics	2.83	7
49. Advocating for the College with legislators and other political officials	3.86	7
50. Identifying and acquiring new sources of funding (fundraising, corporate partnerships, earmarks, etc.)	3.14	7
51. Understanding your role and responsibilities as a Trustee/Board member	4.57	7
52. Understanding shared or participatory governance.	3.86	7
53. Understanding internal constituencies and power dynamics in higher education	3.14	7

NOTE: Items 43 and 48 include "Don't Know" responses which were not calculated into the average ratings.

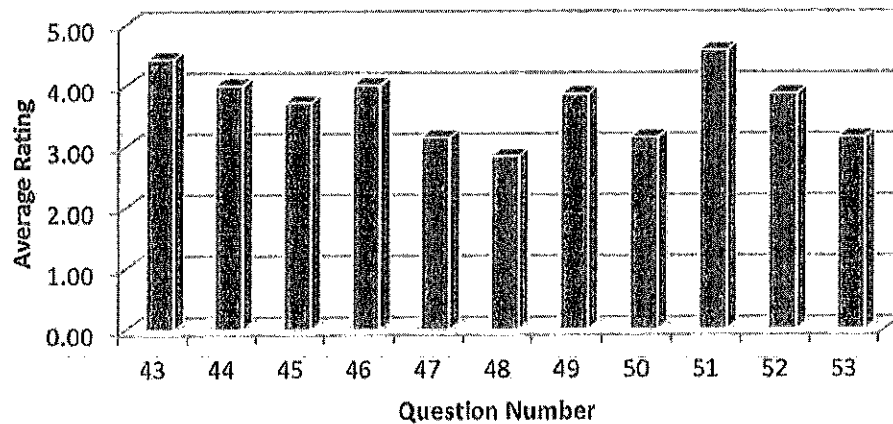
COMMENTS



Trustee Preparation Individual Responses - 2014



Average Ratings - 2014



EXPERIENCE AS AN INDIVIDUAL TRUSTEE - SATISFACTION

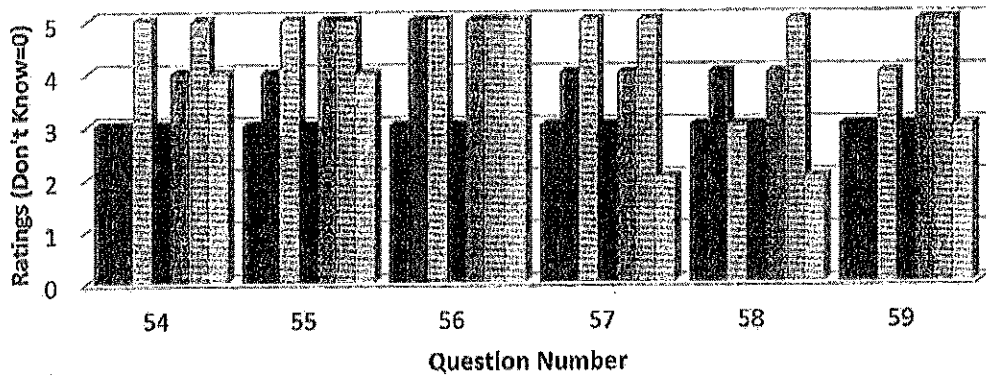
Scale: 1 = not at all satisfied; 5 = highly satisfied

	<u>2014</u>	<u>#</u> <u>Respondents</u>
54. The quality, amount, and frequency of information provided to the Board.	3.86	7
55. Your overall satisfaction serving as a board member.	4.14	7
56. The degree to which board members adhere to confidentiality requirements.	4.43	7
57. The degree to which your contributions on the Board are valued.	3.71	7
58. The overall effectiveness of board management and organization.	3.43	7
59. How your time as a board member is used.	3.71	7

COMMENTS

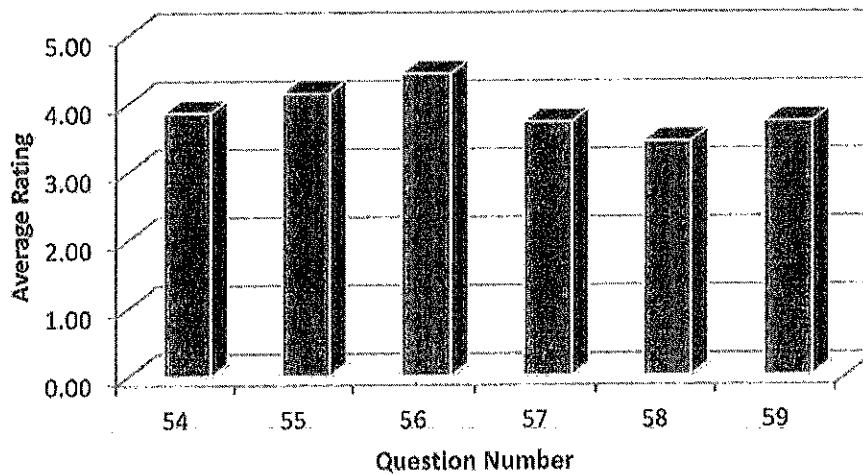


Trustee Satisfaction Individual Responses - 2014



Trustee 1 Trustee 2 Trustee 3 Trustee 4 Trustee 5 Trustee 6 Trustee 7

Average Ratings - 2014



Open Ended Questions

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

Please share any additional comments/questions:

- I have only been a board member for about a year. Also please consider in my responses, we have a new president; sometimes it was difficult to respond to a question concerning what the college has done and where we are now going. Thanks.

ACCT appreciates the opportunity to be of service to the Board and President of Oregon Coast Community College, and applauds their proactive and professional commitment to their leadership positions.





Oregon Coast Community College

Board Self-Assessment Report – June, 2016

Prepared by the Association of Community College Trustees (ACCT) — Board Leadership Services
Washington, DC

CONTENTS

Overview of Board Self-Assessment Process	2
Board Profile: 2014, 2016	3
Highlights of the Board Self-Assessment	4
- Category Averages	4
- Overall Averages and High and Low-Rated Items	5
- Breakdown of Responses by Percentages	6
- Individual Trustee Average Ratings	7
Results by Topic	8
- Effective Leadership: The Roles and Responsibilities of the Board	9-10
- The Right Chemistry: Board/Trustee/Chair/President Relationship	11-12
- Leading by Example: Being Productive and Consistent	13-14
- Big Picture Focus: Institutional Effectiveness	15-16
- Institutional Readiness for Student Success	17-18
- Experience as Individual Trustee - Preparation	19-20
- Experience as Individual Trustee - Satisfaction	21-22
Open-Ended Questions	23

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Should you have any questions, please reach out to Dr. Narcisa Polonio at npolonio@acct.org, 202-276-1983, Dr. Norma Goldstein, ngoldstein@acct.org, 202-775-6488 or Cynthia Lopez, clopez@acct.org, 202-775-4456.

Board Profile: 2014 & 2016

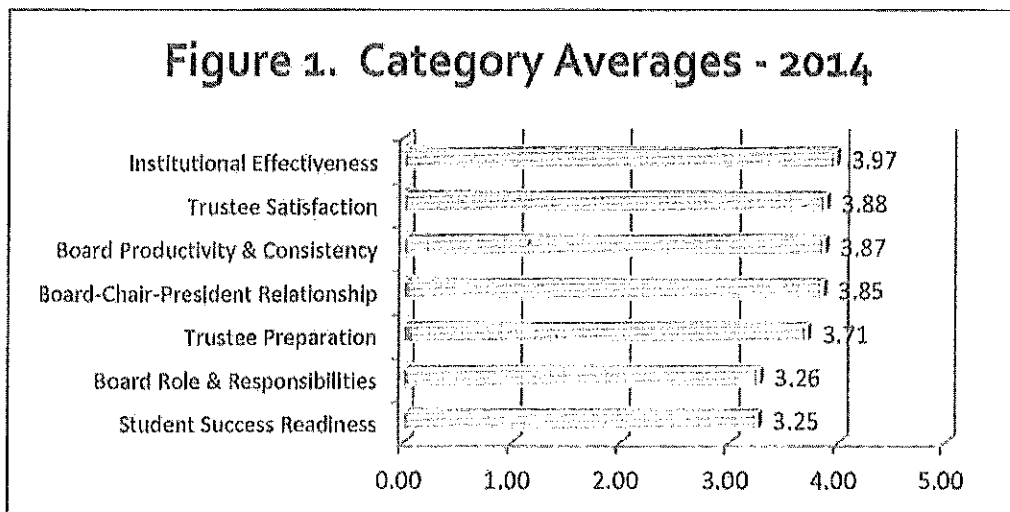
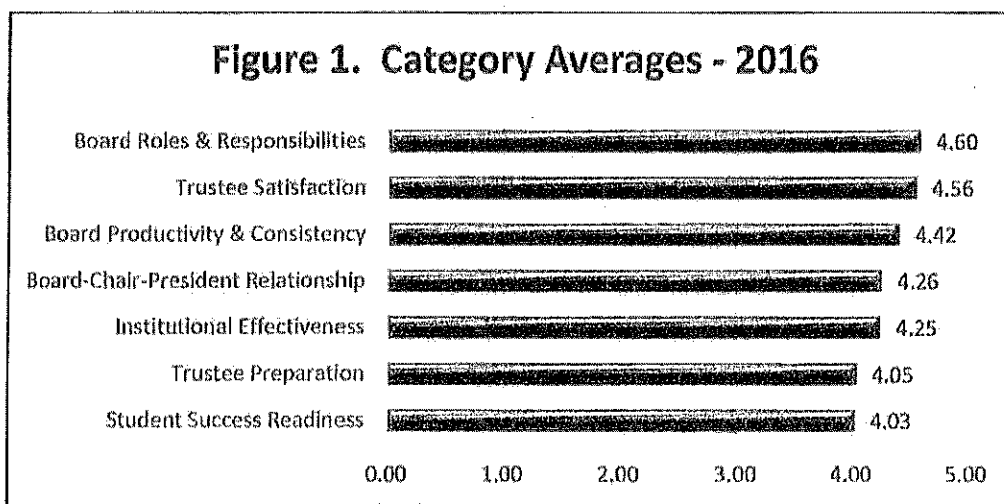
OREGON COAST COMMUNITY COLLEGE

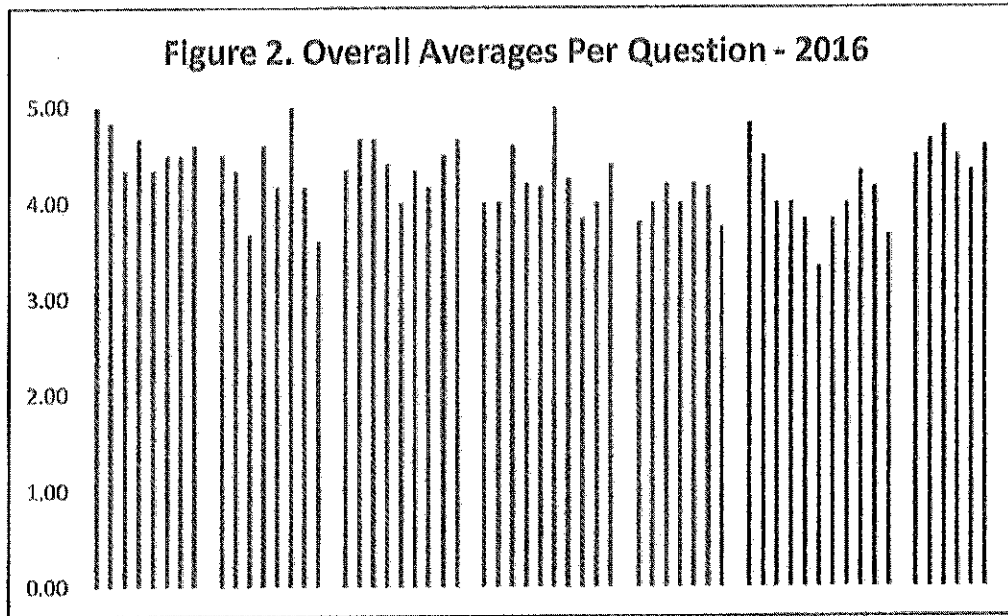
	2014	2016
TOTAL NUMBER OF TRUSTEES	7	7
TRUSTEES WHO COMPLETED BOARD SELF-ASSESSMENT (BSA)	7	6
AVERAGE NUMBER OF YEARS OF SERVICE	8.0	4.0
AVERAGE NUMBER OF HOURS PER MONTH SPENT ON BOARD WORK	7.0	5.3

Highlights of Board Self-Assessment 2014/2016

These charts reveal the survey categories in order of highest to lowest average rating on a scale of 1 to 5, with 1 indicating the extent to which respondents strongly disagree/not at all considered/implemented/satisfied and 5 indicating the extent to which respondents strongly agree/considered/implemented/satisfied. Ratings above 3.0 reflect a generally healthy Board.

Overall findings for 2016 suggest the Board of Trustees is functioning very well, with average scores ranging from 4.03 to 4.60. Ratings were highest for the Board Roles and Responsibilities (4.60) category. Student Success and Readiness (4.03) is the lowest rated among all categories yet well above the 2014 rating and very well above the 3.0 threshold. With much higher scores than those in 2014 overall, this suggests that in 2016 trustees individually agree that the Board carries out effective leadership efficiently and effectively.





The table below shows selected Board Self-Assessment questions with the highest and lowest ratings.

HIGHLY RATED INDIVIDUAL ITEMS

	2016	Category
1. The Board continuously demonstrates that it adheres to its roles and responsibilities in accomplishing its duties	5.00	Effective Leadership: The Roles and Responsibilities of the Board
14. The Board maintains open and effective communication with the President.	5.00	The Right Chemistry: Board/Trustee/Chair/President/Chancellor Relationship
31. Enrollment growth	5.00	Big Picture Focus: Institutional Effectiveness
2. 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.	5.00	Effective Leadership: The Roles and Responsibilities of the Board
43. Understanding the role and responsibilities of the President	5.00	Your Experience as an Individual Trustee

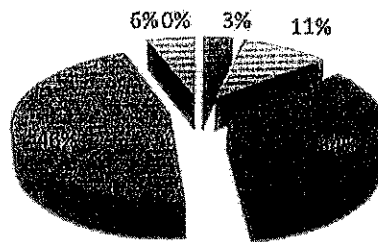
LOWEST RATED INDIVIDUAL ITEMS

48. Understanding campus politics	3.33	Your Experience as an Individual Trustee
16. The Board encourages the professional growth of the President/Chancellor through annual evaluation, written feedback, and guidance on performance.	3.60	The Right Chemistry: Board/Trustee/Chair/President/Chancellor Relationship
11. The Board has good procedures for the orientation and training of new board members.	3.67	The Right Chemistry: Board/Trustee/Chair/President/Chancellor Relationship
53. Understanding internal constituencies and power dynamics in higher education	3.67	Your Experience as an Individual Trustee

Breakdown of Responses by Percentages

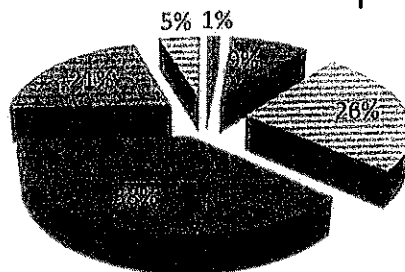
Figure 3 shows the distribution of response ratings for both 2014 and 2016. Eighty percent (80%) of responses in the 2016 Board Self-Assessment were rated 4 or 5, suggesting a great deal of agreement/consideration/implementation/satisfaction in different aspects of governance and student success practices, far greater than that indicated in 2014 (59%).

Figure 3. Distribution of Responses - 2016



- Rating of 1 = Strongly or highly disagree/not at all considered/implemented/satisfied
- Rating of 2 = Disagree
- Rating of 3 = Somewhat Agree
- Rating of 4 = Agree
- Rating of 5 = Strongly or highly agree/considered/implemented/satisfied
- Rating of 0 = Don't Know

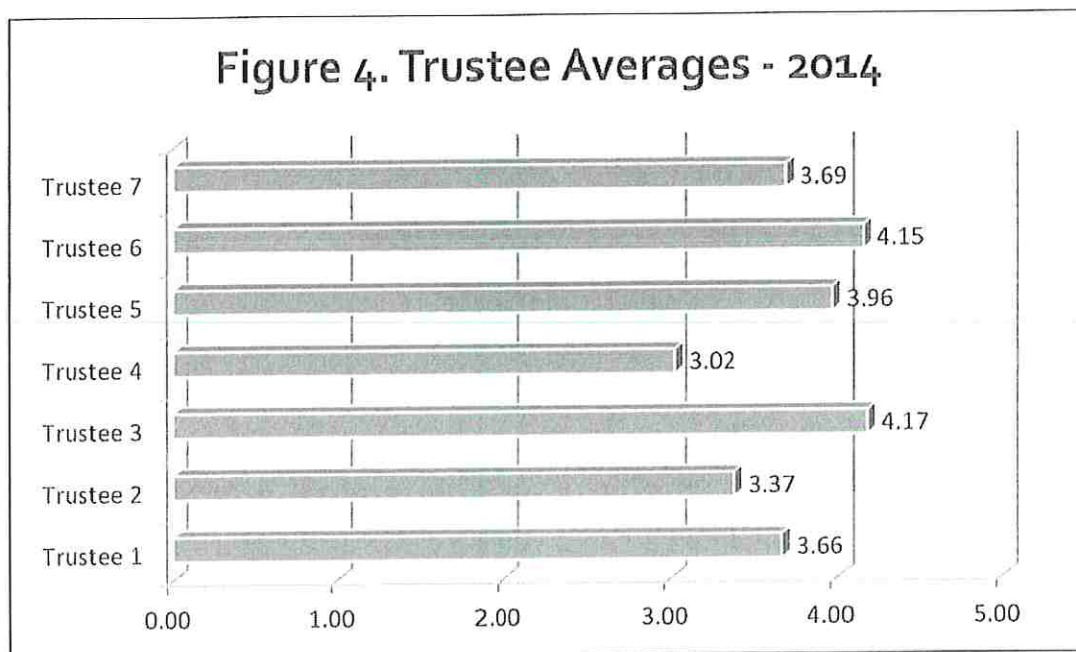
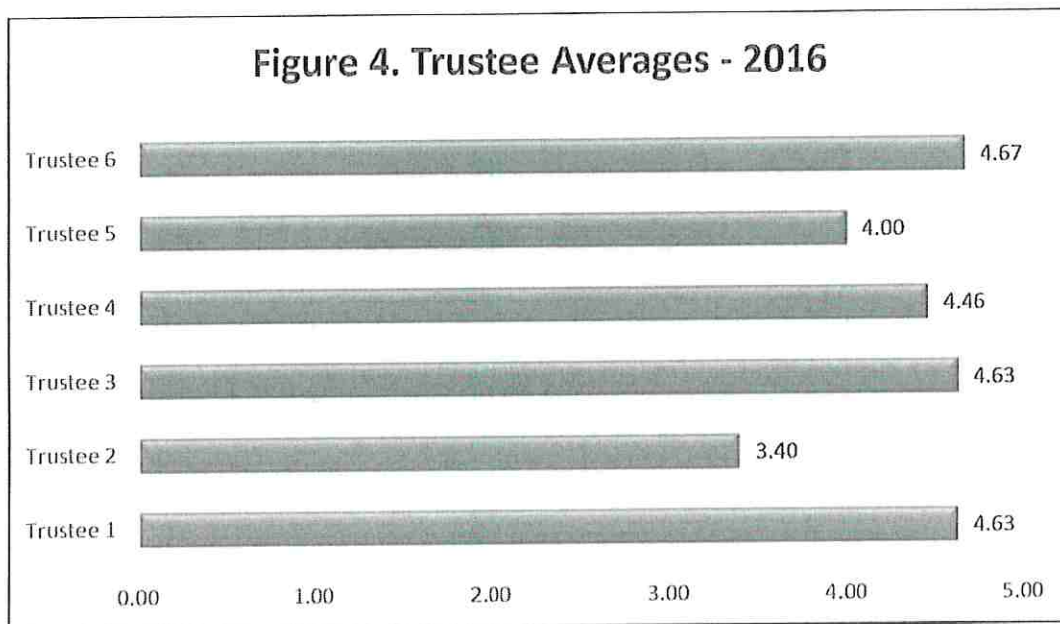
Figure 3. Distribution of Responses - 2014



- Rating of 1 = Strongly disagree/not at all considered/implemented/satisfied
- Rating of 2 = Disagree
- Rating of 3 = Somewhat agree
- Rating of 4 = Agree
- Rating of 5 = Strongly or highly agree/considered/implemented/satisfied
- Rating of 0 = Don't Know

Individual Trustee Average Ratings

Results of the individual trustee average ratings are shown in Figure 4. Average individual trustee ratings above 3.0 reflect a generally healthy Board. Average scores for 2016 ranged from a low of 3.40 to a high of 4.67, suggesting agreement among most Board members, but with variation. Compared to the variance of 1.15 in 2014 of the highest to lowest rating, this 2016 difference of 1.27, out of a maximum difference of 4.0, indicates general consensus among trustees' overall assessment of the Board, but not total agreement. Scores are generally higher in 2016 than in 2014.



Results by Topic

The following section reveals the findings for each of the seven categories of the Governance Institute for Student Success Board Self-Assessment - Board Roles & Responsibilities: Board/Chair/President Relationships, Board Productivity and Consistency, Institutional Effectiveness, Student Success Readiness, Trustee Preparation, and Trustee Satisfaction.

For each category, the table shows the average rating, as well as the number of individuals that responded for each question/item. The blue chart provides a visual representation of the average ratings for each question, while the multi-colored chart illustrates individual trustee's rating for each question. Please note that response ratings of zero (0) represent "Don't Know" and are not calculated into the average ratings, but are depicted in the multi-colored chart of individual trustee respondent's ratings.

When reviewing the results for each section, the following questions should be considered for each category:

- What are points of **consensus**? In particular, on which questions do all or most respondents score high (i.e. 4.0 and above), and on which items do all or most respondents score low (i.e. below 3.0)?
- What are points of **divergence**? That is, which items tend to have more varied individual ratings?
- What are areas for **further discussion**? For example, which items tend to have more "Don't Know" or non-responses?
- What are areas for **action by the full board**?

Please use the **COMMENTS** section to record your observations and questions that can be shared during group discussions.

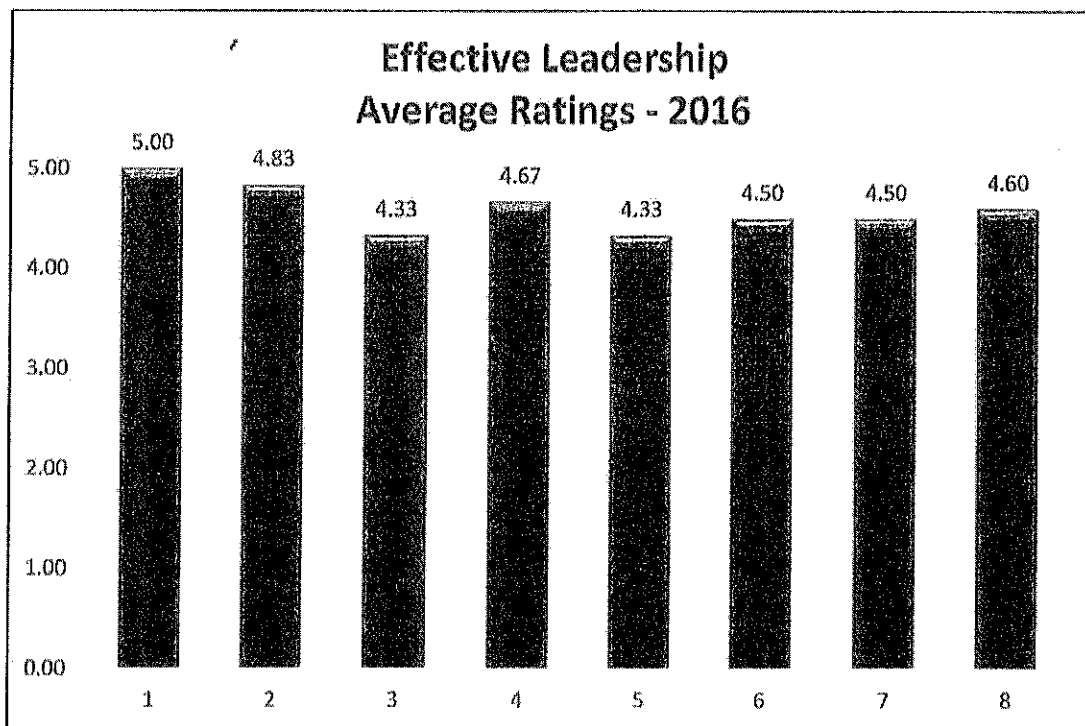
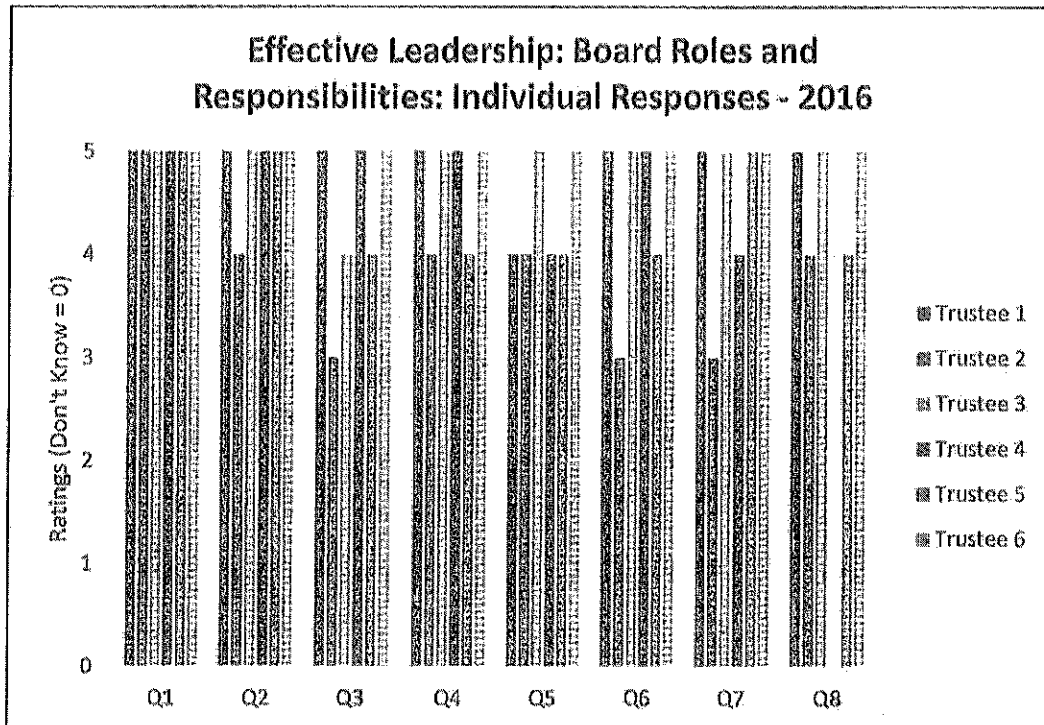
EFFECTIVE LEADERSHIP: THE ROLES AND RESPONSIBILITIES OF THE BOARD

Scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree

	<u>2014</u>	<u>#</u> <u>Respondents</u>	<u>2016</u>	<u>#</u> <u>Respondents</u>	<u>Difference</u>
1. The Board continuously demonstrates that it adheres to its roles and responsibilities in accomplishing its duties.	3.57	7	5.00	5	+1.43
2. 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.	3.43	7	4.83	5	+1.40
3. The Board is knowledgeable about major social and economic trends and issues that affect the community and the College.	3.43	7	4.33	5	+0.90
4. The Board is adequately informed about important internal issues facing the College.	3.29	7	4.67	5	+1.38
5. The Board spends sufficient time planning and providing clear priorities for the President/ Chancellor and the College.	2.71	7	4.33	5	+1.62
6. Before adopting policy recommendations, the Board ensures it has adequate information and data, and it allows sufficient time for study and discussion.	3.57	7	4.50	5	+0.93
7. The Board has and adheres to procedures and standards for dealing with actual or potential conflicts of interest.	3.20	7	4.50	5	+1.30
8. The Board regularly participates in Board self-assessments and professional development.	2.83	7	4.60	5	+1.77

In this category, for 2016, all ratings are higher by over one and close to two percentage points in every item than those given in 2014, indicating a more cohesive Board currently.

COMMENTS



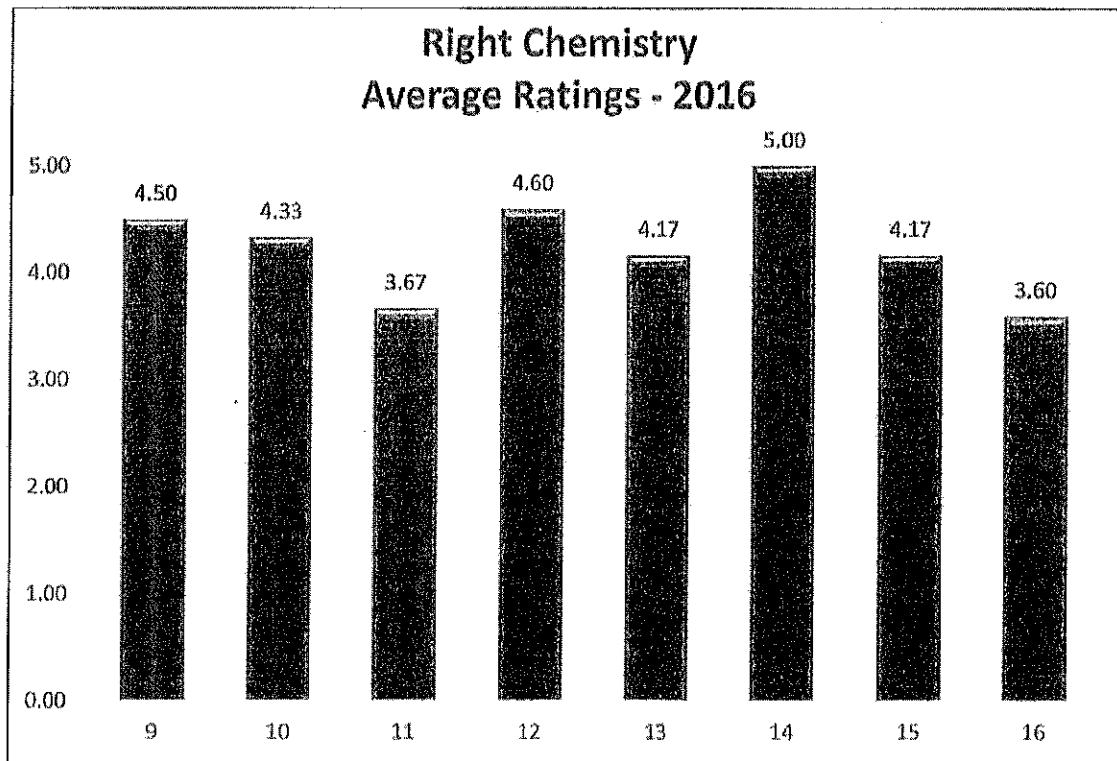
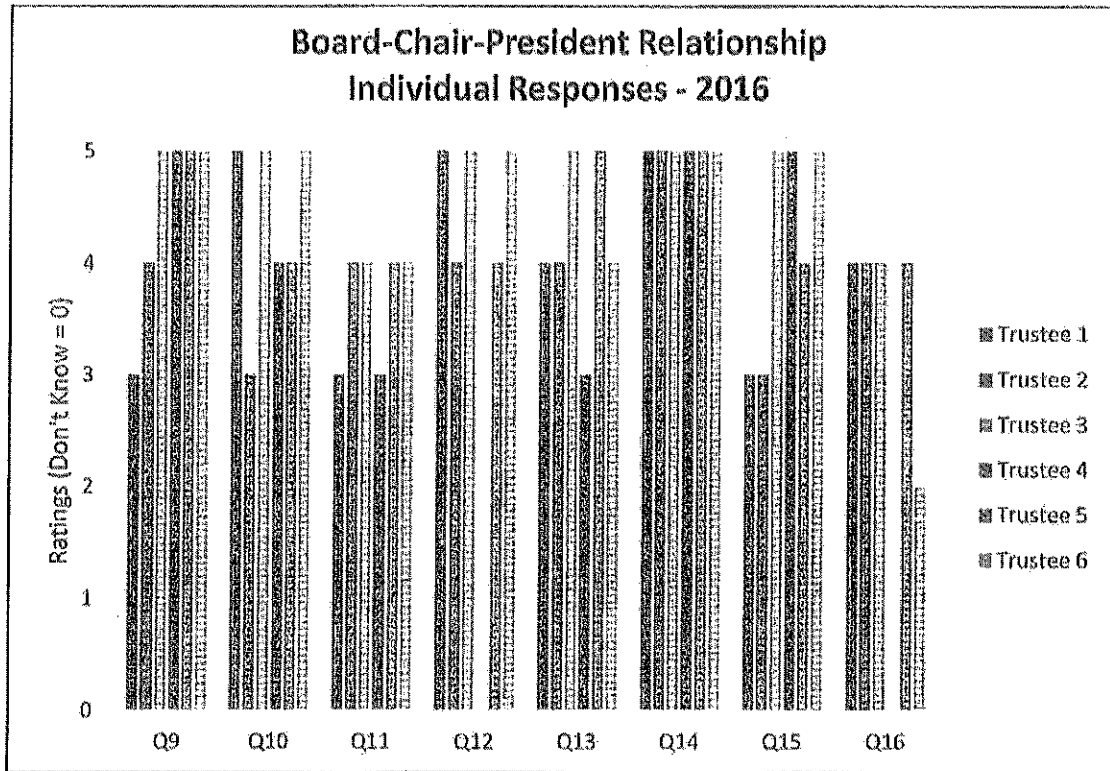
THE RIGHT CHEMISTRY: BOARD/TRUSTEE/CHAIR/PRESIDENT RELATIONSHIP

Scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree

	<u>2014</u>	<u># Respondents</u>	<u>2016</u>	<u># Respondents</u>	<u>Difference</u>
9. Board members treat one another with respect, and a climate of mutual trust exists.	3.86	7	4.50	5	+0.64
10. The Chair of the Board effectively handles disagreements or divisions among members about policies, programs, and the budget.	3.71	7	4.33	5	+0.62
11. The Board has good procedures for the orientation and training of new board members.	2.57	7	3.67	5	+1.10
12. The Chair serves as the voice of the Board when dealing with the public and media.	4.57	7	4.60	5	+0.03
13. The roles and responsibilities of the Chair are clear and supported by all trustees.	4.33	7	4.17	5	-0.16
14. The Board maintains open and effective communication with the President.	4.29	7	5.00	5	+0.71
15. The Chair, Board members, and the President have a positive cooperative relationship with mutual trust and respect.	4.14	7	4.17	5	+0.03
16. The Board encourages the professional growth of the President/Chancellor through annual evaluation, written feedback, and guidance on performance.	3.33	7	3.60	5	+0.27

In this category, again, all ratings except one (Item #13) are higher in 2016 than those collected in 2014. The highest rating in 2016 is for item #14 (5.00) about open communication with the President, and the lowest are items #16 (3.60) about professional growth and evaluation of the President and item #11 (3.67) about procedures for training new Board members. Only one rating in 2016 is very slightly lower (-0.16) than that in 2014, item #13.

COMMENTS:



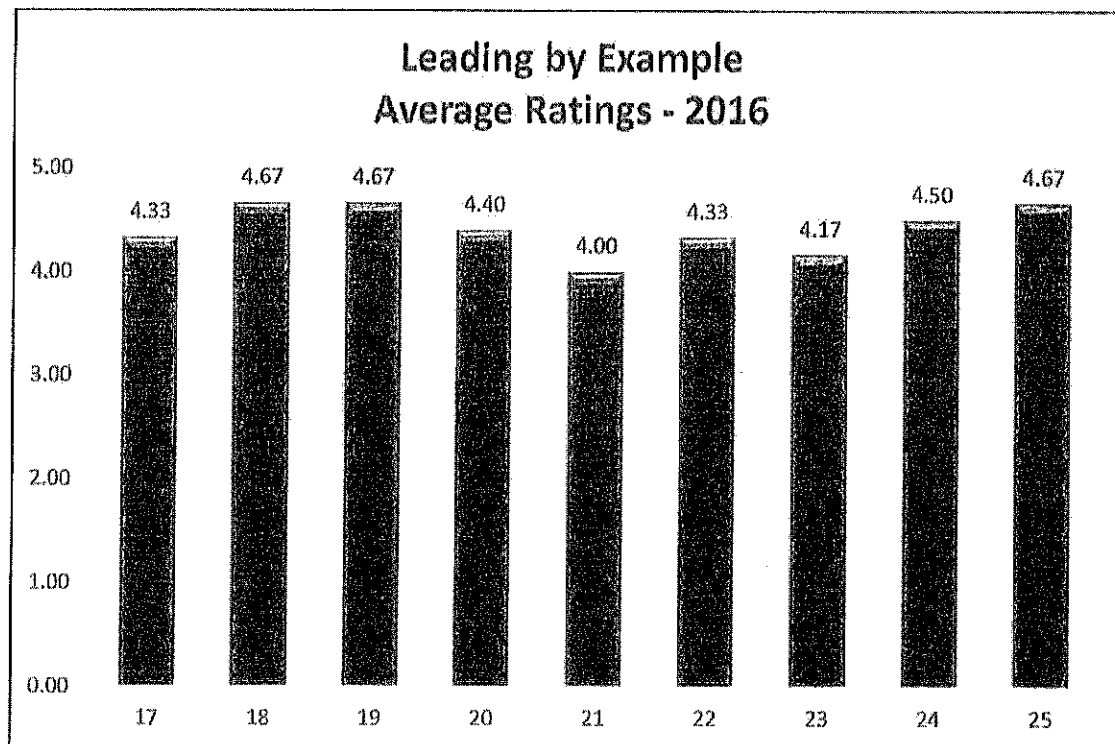
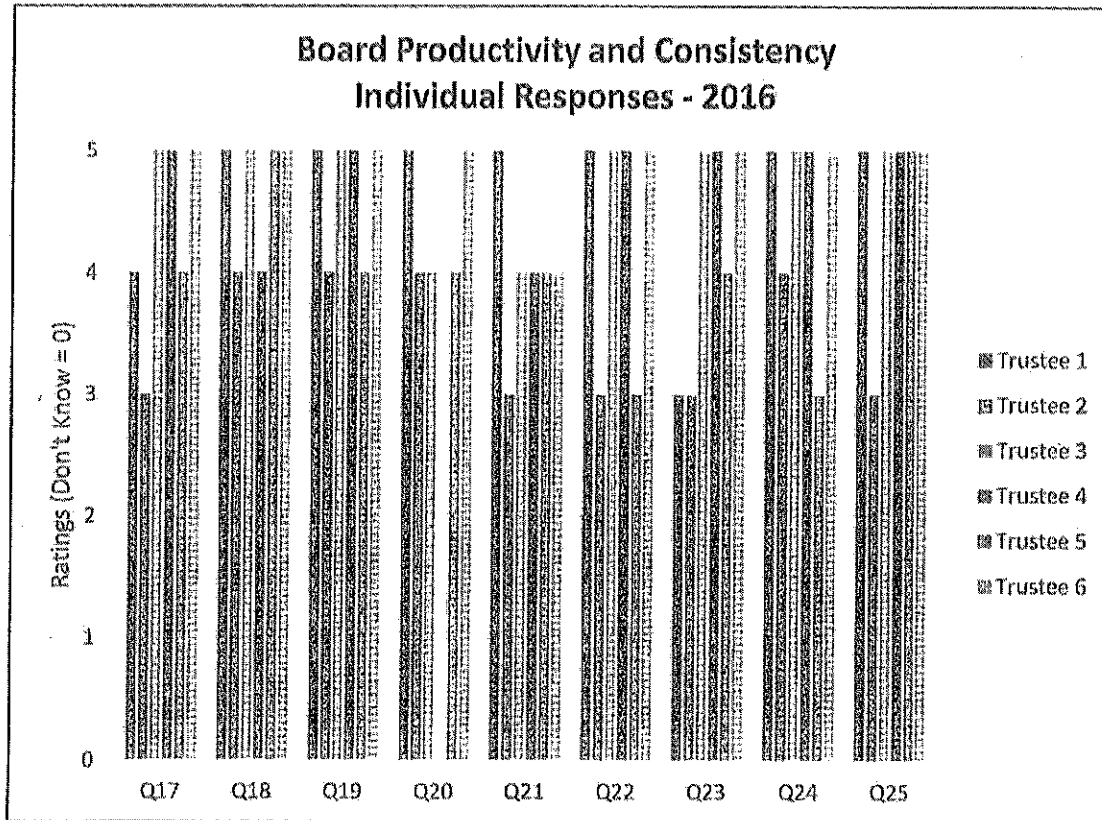
LEADING BY EXAMPLE: BEING PRODUCTIVE AND CONSISTENT

Scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree

	<u>2014</u>	<u>#</u> <u>Respondents</u>	<u>2016</u>	<u>#</u> <u>Respondents</u>	<u>Difference</u>
17. Board members are prepared for Board meetings, and meetings are conducted in such a manner that the purposes are achieved effectively and efficiently.	4.00	7	4.33	5	+0.33
18. The Board adheres to a code of ethics and avoids any perception of a potential conflict of interest	4.00	7	4.67	5	+0.67
19. Board agendas are relevant to the work of the Board, and they are focused enough to use the Board's time efficiently	4.14	7	4.67	5	+0.53
20. The Board periodically reviews and evaluates its policies and procedures	3.33	7	4.40	5	+1.07
21. The Board focuses on policy in Board discussions, not administrative matters.	3.29	7	4.00	5	+0.71
22. The Board understands the budget, the budget process, and the financial health of the College.	3.71	7	4.33	5	+0.62
23. The Board has policies that require adequate participation in decision-making within the institution and, through the President/Chancellor, seeks advice and recommendations from faculty, staff, and students in developing policies.	3.83	7	4.17	5	+0.34
24. The Board is sensitive to the concerns of students and employees while maintaining impartiality and support for the President.	4.29	7	4.50	5	+0.21
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.	4.14	7	4.67	5	+0.53

In this category, all item ratings for 2016 are well above those given in 2014 and far above the 3.0 threshold. High marks of 4.67 went to item #18 about Board adherence to a code of ethics, item #19 about the relevance of Board agendas, and item #25 about accommodating differences of opinion. Scores reflect a consistently productive Board.

COMMENTS:



BIG PICTURE FOCUS: INSTITUTIONAL EFFECTIVENESS

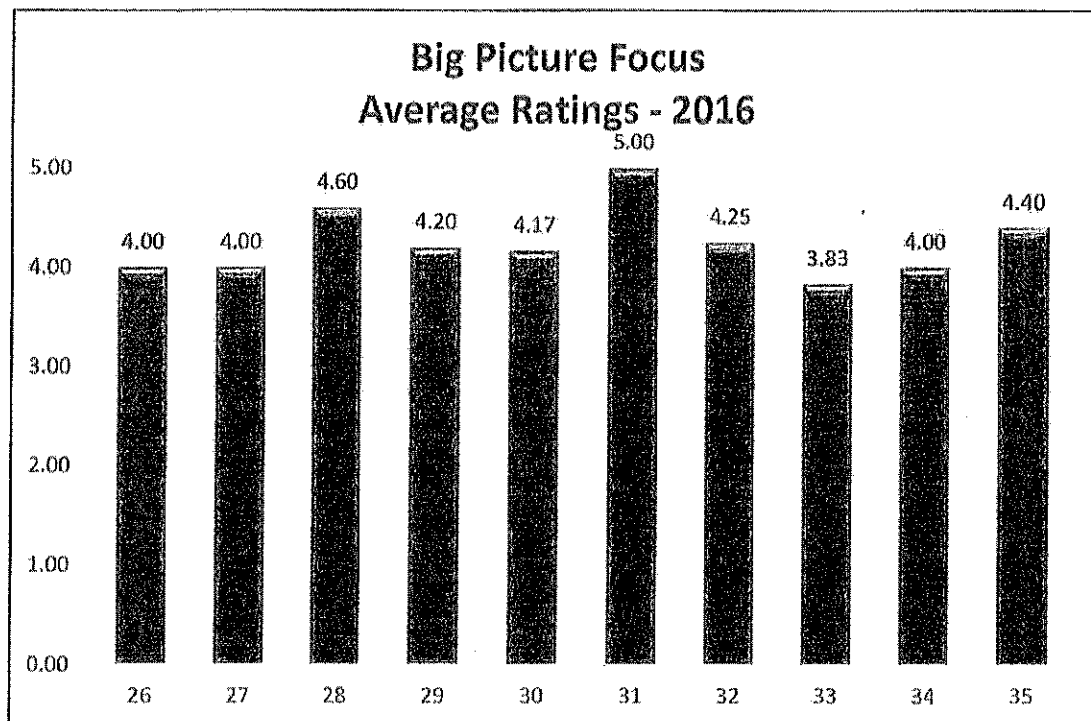
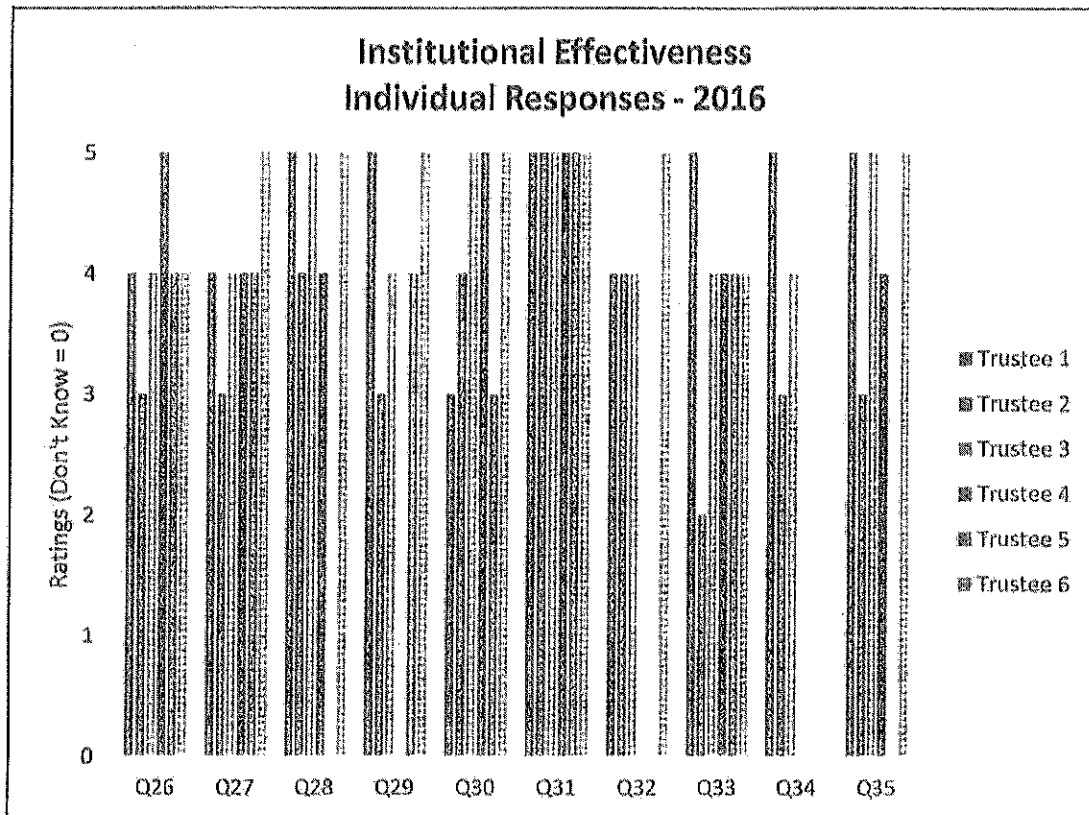
Scale: 1 = not considered, 5 = highly considered

Reflecting on the work of the Board over the last two years, to what degree were the following indicators considered when determining institutional effectiveness? Please use the following scale: 1 = never considered; 5 = highly considered

	<u>2014</u>	<u>#</u> <u>Respondents</u>	<u>2016</u>	<u>#</u> <u>Respondents</u>	<u>Difference</u>
26. Academic quality and program review	4.29	7	4.00	5	-0.29
27. Good faculty and staff morale	3.86	7	4.00	5	+0.14
28. Good relations with constituent groups (e.g., alumni, parents, etc.)	3.86	7	4.60	5	+0.74
29. Review of data on retention, transfer, and graduation rates	4.00	7	4.20	5	+0.20
30. Favorable publicity	4.14	7	4.17	5	+0.03
31. Enrollment growth	4.43	7	5.00	5	+0.57
32. Disaggregated student cohort data on successful completion of remedial (developmental) education courses	3.83	7	4.25	5	+0.42
33. Student data on completion and placement by occupational programs	3.57	7	3.83	5	+0.26
34. Data on effectiveness of customized and/or short-term workforce training	3.00	7	4.00	5	+1.00
35. Fostering student success and equity	4.57	7	4.40	5	-0.17

In this category, for 2016, all ratings except two (Item #26 about academic quality (-0.29) and program review and item #35 (-0.17) about fostering student success and equity) are higher than those given in 2014. Consensus was unanimous for 2016 on enrollment growth. Ratings for the other items are still very high, well above a 3.0 threshold.

COMMENTS:





INSTITUTIONAL READINESS FOR STUDENT SUCCESS**

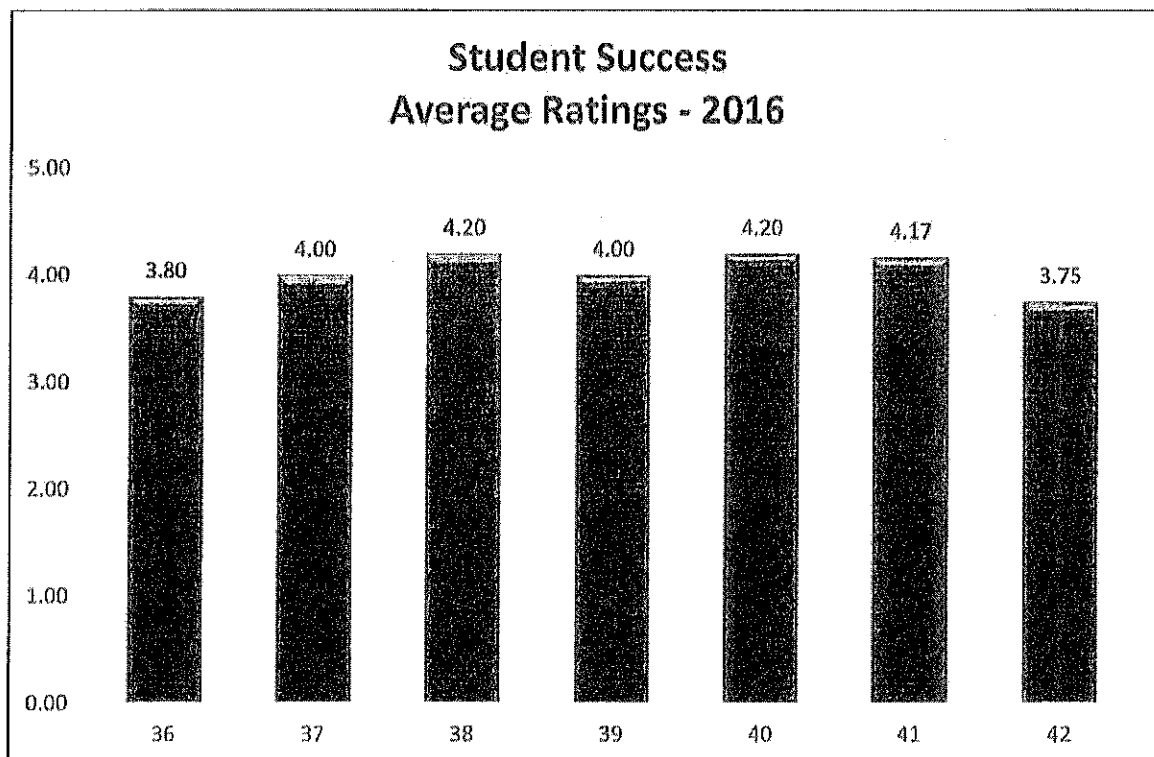
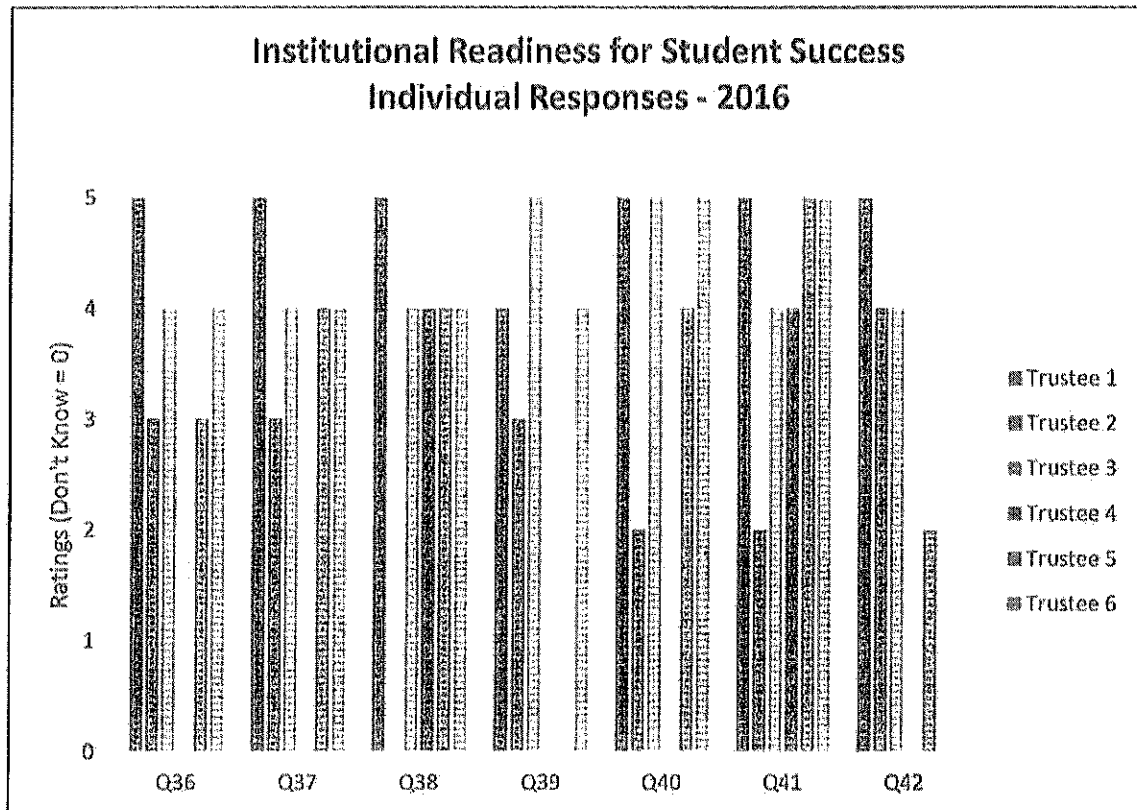
Scale: 1 = not at all implemented; 5 = completely implemented

	<u>2014</u>	<u>#</u> <u>Respondents</u>	<u>2016</u>	<u>#</u> <u>Respondents</u>	<u>Difference</u>
36. The Board expects, and the President provides, regular reports on disaggregated student outcomes and uses the results to modify policy.	3.20	7	3.80	5	+0.60
37. The Board holds retreats or regular workshops to review data and obtain professional development about building a culture of evidence to inform policy decisions.	3.14	7	4.00	5	+0.86
38. The College routinely evaluates effectiveness of efforts to improve student success and uses the results to inform policy and practice.	3.57	7	4.20	5	+0.63
39. There is alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services.	4.00	7	4.00	5	0
40. The College has established a strategic planning process that relies on data to set goals for student success and to measure goal attainment.	3.00	7	4.20	5	+1.20
41. Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success.	2.75	7	4.17	5	+1.42
42. The College provides training to Board, faculty, and staff on using data and research to improve programs and services.	2.83	7	3.75	5	+0.92

Sources: ** Byron N. McClenney and Kay M. McClenney: *Questions from Achieving the Dream--Institutional Readiness Assessment*, 2009.

In this category, all ratings for 2016 are once again well above those given in 2014. For 2016, the highest rating of 4.20 is for item #38 about routinely evaluating student success efforts and item #40 about strategic planning based on student data, and the lowest is item #42 (3.75) about Board, faculty and staff training using data for improving programs and services. The most marked improvement (+1.42) in agreement from 2014 is item #41 (4.17) regarding budget allocations based on evidence related to student success.

COMMENTS:



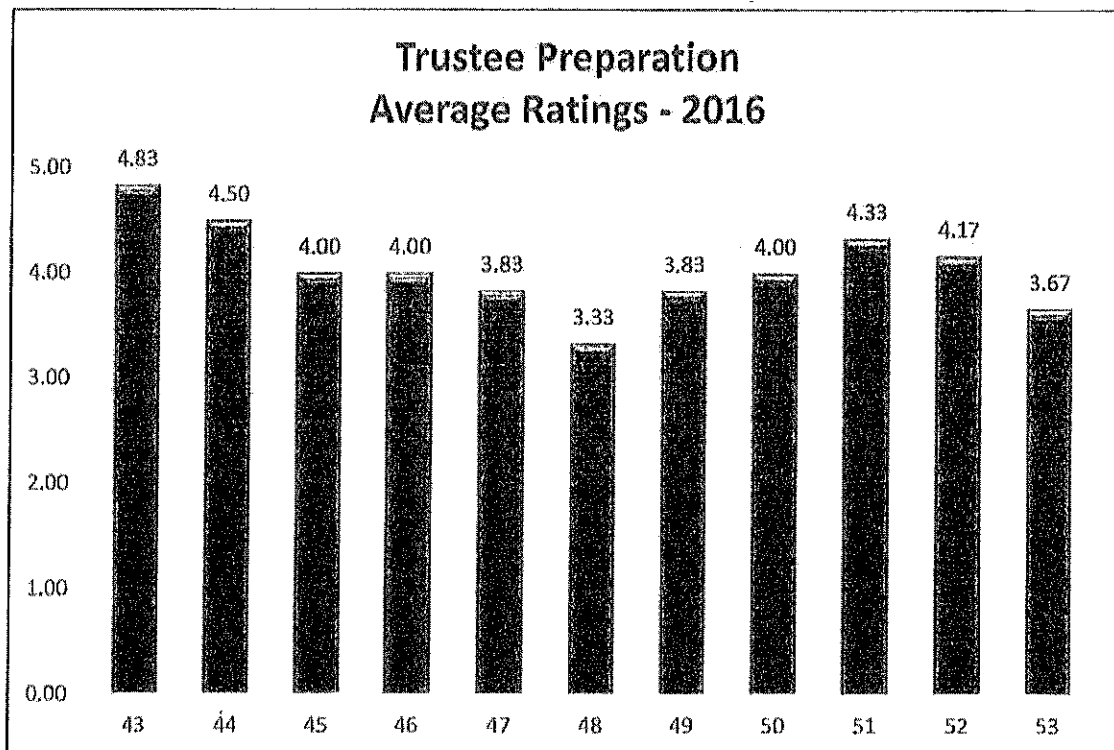
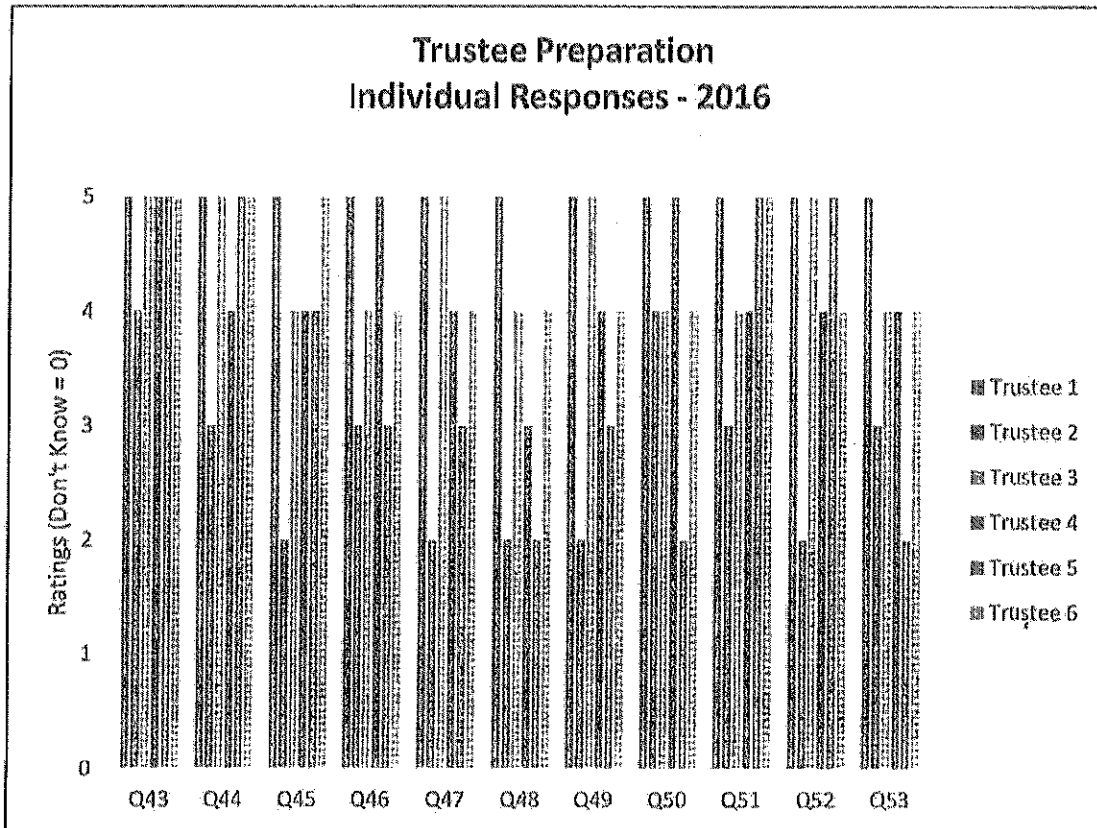
EXPERIENCE AS AN INDIVIDUAL TRUSTEE - PREPARATION

Scale: 1 = not at all prepared; 5 = very well prepared

	<u>2014</u>	<u>#</u> <u>Respondents</u>	<u>2016</u>	<u>#</u> <u>Respondents</u>	<u>Difference</u>
43. Understanding the role and responsibilities of the President	4.43	7	4.83	5	+0.40
44. The amount of work expected of you	4.00	7	4.50	5	+0.50
45. Long-term strategic planning	3.71	7	4.00	5	+0.29
46. Understanding finance and budget	4.00	7	4.00	5	0
47. Knowing what institutional data to review and the key indicators of student success	3.14	7	3.83	5	+0.69
48. Understanding campus politics	2.83	7	3.33	5	+0.50
49. Advocating for the College with legislators and other political officials	3.86	7	3.83	5	-0.03
50. Identifying and acquiring new sources of funding (fundraising, corporate partnerships, earmarks, etc.)	3.14	7	4.00	5	+0.86
51. Understanding your role and responsibilities as a Trustee/Board Member	4.57	7	4.33	5	-0.24
52. Understanding shared or participatory governance	3.86	7	4.17	5	+0.31
53. Understanding internal constituencies and power dynamics in higher education	3.14	7	3.67	5	+0.53

In this category, most ratings have improved somewhat than those in 2014, the most significant being item #50 (+0.86) about fundraising. Agreement was strongest (4.83) for item #43 about the role of the President. The lowest scored item in this category was #48 (3.33) about understanding campus politics, also the lowest rating in 2014.

COMMENTS:



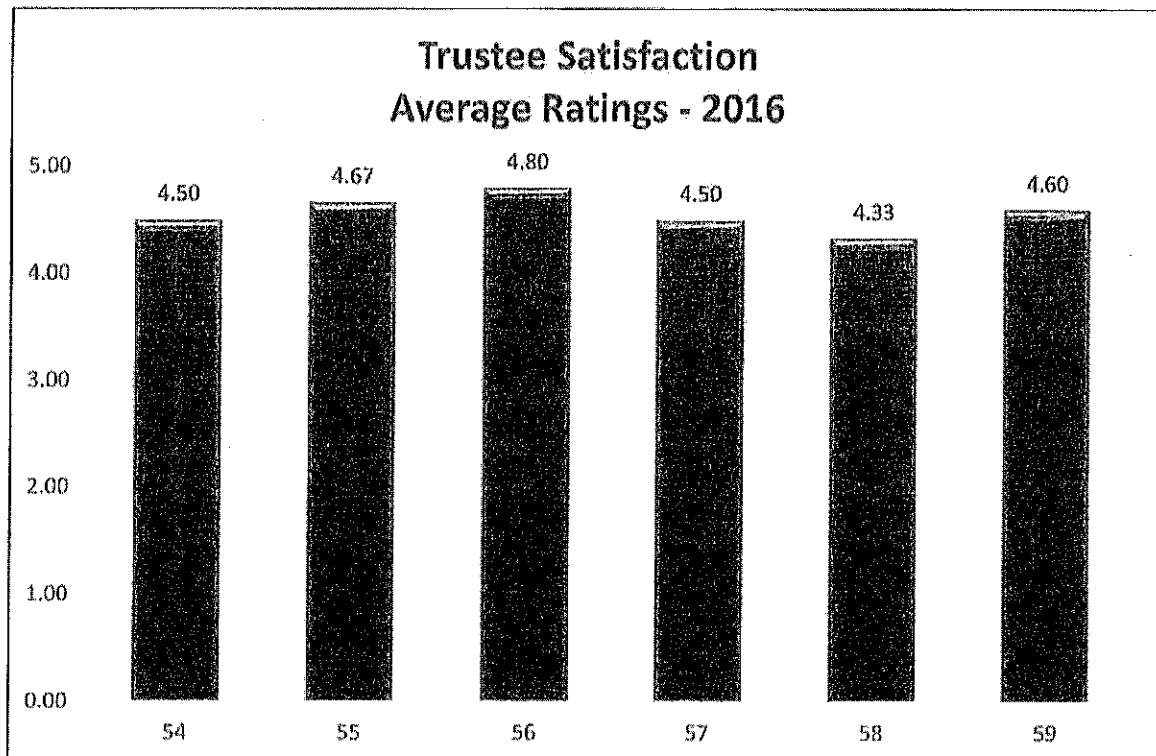
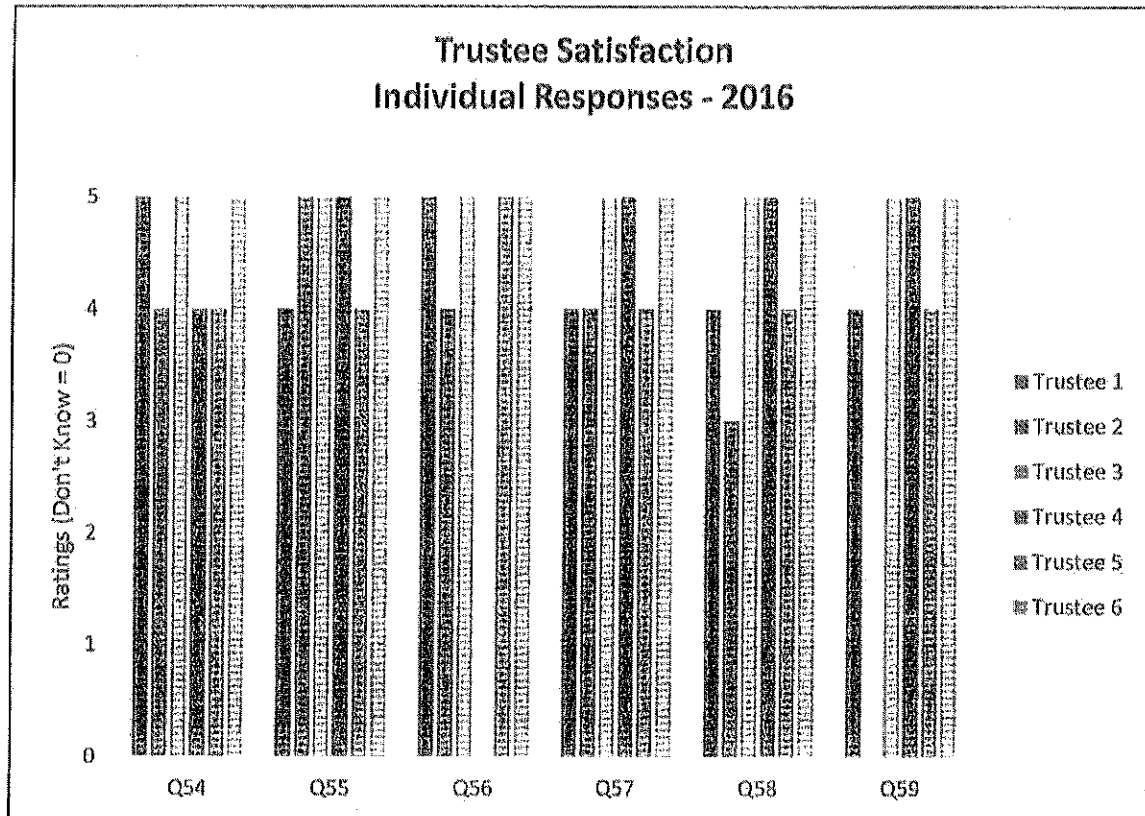
EXPERIENCE AS AN INDIVIDUAL TRUSTEE - SATISFACTION

Scale: 1 = not at all satisfied; 5 = highly satisfied

	<u>2014</u>	<u># Respondents</u>	<u>2016</u>	<u># Respondents</u>	<u>Difference</u>
54. The quality, amount, and frequency of Information provided to the Board	3.86	7	4.50	5	+0.74
55. Your overall satisfaction serving as a board member	4.14	7	4.67	5	+0.53
56. The degree to which board members adhere to confidentiality requirements	4.43	7	4.80	5	+0.37
57. The degree to which your contributions on the Board are valued	3.71	7	4.50	5	+0.79
58. The overall effectiveness of board management and organization	3.43	7	4.33	5	+0.90
59. How your time as a board member is used	3.71	7	4.60	5	+0.89

Ratings in this category reflect a cohesive and highly satisfied Board, in much more agreement than that in 2014.

COMMENTS:



Open-Ended Questions

In what ways, if any, has your Board promoted or addressed student success and equity at your institution in the past year?

Student success is a focus a regular agenda item at monthly board meetings.

Recognized student achievement at special awards ceremonies and board meetings.

Lots of ways, one that comes to mind is a phone call night to check in with students to see if they need anything. Personal touch is well received.

Please share any additional comments/questions:

I was appointed to the Board at the February monthly meeting, so I have been to only two Board meetings, hence I am very much in a learning mode. Therefore, my answers are probably not very insightful or helpful, but I have felt welcomed and appreciated so far and am looking forward to contributing more in the future.

Very rewarding to be involved!

ACCT appreciates the opportunity to be of service to the Board and President of Oregon Coast Community College and applauds their proactive and professional commitment to their leadership positions.



Board of Education Self-Evaluation

June 2019

7 Evals distributed – 7 Evals returned

Using the following scale, share your impressions of yourself as an individual board member and of the Board as a whole:

4 = Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

Responsibilities of the Board of Education:

1. Have/Has full and common understanding of the roles and responsibilities of the OCCC board

You				Board			
4	3	2	1	4	3	2	1
5	2			6	1		
Composite		3.71		3.86			

2. Understand OCCC's mission and its programs:

You				Board			
4	3	2	1	4	3	2	1
4	3			5	2		
Composite		3.57		3.71			

3. The structural pattern (board, officers, committees, president and staff) is understood:

You				Board			
4	3	2	1	4	3	2	1
6	1			6	1		
Composite		3.86		3.86			

4. Board participation at meetings facilitates focus and progress on important organizational matters:

You				Board			
4	3	2	1	4	3	2	1
6	1			6	1		
Composite		3.86		3.86			

5. Each member of the board is prepared, involved, and contributes to the board's work:

You				Board			
4	3	2	1	4	3	2	1
3	4			4	3		
Composite	3.43			3.57			

6. Board members actively recruit their replacement and/or new board candidates:

You				Board			
4	3	2	1	4	3	2	1
2	2	1		2	4		
Composite	3.20			3.33			

7. Board members adhere to Oregon Ethics Standards and OCCC Board Policy for its own practices:

You				Board			
4	3	2	1	4	3	2	1
6	1			5	2		
Composite	3.86			3.71			

8. Board members maintain confidentiality of topics discussed in Executive Session:

You				Board			
4	3	2	1	4	3	2	1
7				6			
Composite	4.00			4.00			

9. There is a sense of satisfaction and/or reward with my/our work on the board

You				Board			
4	3	2	1	4	3	2	1
6	1			6	1		
Composite	3.86			3.86			

10. The board is respectful of minority opinions and also able to reach consensus

You				Board			
4	3	2	1	4	3	2	1
6	1			5	2		
Composite	3.86			3.71			

11. Following discussion and deliberation, the board speaks with one voice

You				Board			
4	3	2	1	4	3	2	1
6	1			7			
Composite		3.86		4.00			

12. Over time, the responsibilities of the board are equally shared by board members

You				Board			
4	3	2	1	4	3	2	1
3	3	1		1	5	1	
Composite		3.29		3.00			

Policy and Direction:

13. Board members develop clear goals and actions resulting from relevant and realistic strategic planning

You				Board			
4	3	2	1	4	3	2	1
4	3			5	2		
Composite		3.57		3.71			

14. The board attends to policy-related decisions which effectively guide operational activities of OCCC

You				Board			
4	3	2	1	4	3	2	1
5	2			6	1		
Composite		3.71		3.86			

15. The board regularly monitors and evaluates progress toward strategic goals and program performance

You				Board			
4	3	2	1	4	3	2	1
6	1			6	1		
Composite		3.86		3.86			

16. The board is aware of higher education trends and developments that affect OCCC

You				Board			
4	3	2	1	4	3	2	1
4	2	1		4	3		
Composite		3.43		3.57			

Budget:

17. The board utilizes regular reports on finances and budgets, for the purpose of fiscal stability and planning

You				Board			
4	3	2	1	4	3	2	1
5	2			6	1		
Composite		3.71		3.86			

18. The board assures that the budget reflects college priorities as established in mission and strategic planning

You				Board			
4	3	2	1	4	3	2	1
5	2			5	2		
Composite		3.71		3.71			

President:

19. The board regularly evaluates and develops the college president

You				Board			
4	3	2	1	4	3	2	1
2	5			2	5		
Composite		3.29		3.29			

20. The board effectively collaborates with college president in advancing initiatives

You				Board			
4	3	2	1	4	3	2	1
5	2			6	1		
Composite		3.71		3.86			

21. The board clearly, effectively, and actively delegates the administration of OCCC to the president

You				Board			
4	3	2	1	4	3	2	1
6	1			6	1		
Composite		3.86		3.86			

Advocacy:

22. The board effectively represents the college to the community

You				Board			
4	3	2	1	4	3	2	1
2	4	1		2	4	1	
Composite		3.14		3.14			

23. All necessary skills, stakeholders, and diversity are represented on the board

You				Board			
4	3	2	1	4	3	2	1
1	4	2		1	4	2	
Composite		2.86		2.86			

24. The board/I act as a good-will ambassador for the college

You				Board			
4	3	2	1	4	3	2	1
3	4			5	2		
Composite		3.43		3.71			

25. The board actively contributes to fundraising efforts

You				Board			
4	3	2	1	4	3	2	1
2	3	2			6	1	
Composite		3.00		2.86			

Total scores

You				Board			
4	3	2	1	4	3	2	1
110	55	8	0	113	55	5	0
Composite		3.59		3.62			

Please list the three to five points on which you believe the board should focus its attention in the next year. Be as specific as possible in identifying these points.

26. Board focus

Support of staff in all they do

Outreach/Public talking points. Advocacy

Having more fun! (couldn't think of anything else..)

Accreditation (ATD) early, if possible

Financial Issues - monitor the budgetary implications of our current status-given the extraordinary expenses of the next couple of years

Explore career Tech Pathways in response to community needs - ie Marine Industries

Accreditation

FTE

Budget

Support College in seeking accreditation

Making fiscally responsible decision in regards to budget

Exploring ways to increase FTE

Bringing more community into College

Support foundation to increase scholarship fund

Continue toward independent accreditation

Continue changeover from Rogue net

Work toward raising more revenue

What do you feel the board is doing especially well, or is highly effective in doing?

27. Especially well

Supporting college staff on road to accreditation-recognize all the extra work involved.

We work very well collaboratively and cooperatively!

Sticking to board responsibilities and not over-reaching

The Board works really well together and supports the President in all that she is doing.

What do you feel the board can do better, or is not effective in doing?

28. Can do better

Being more of a presence on campus from time to time

Outreach to public; better support of staff at public events/visibility

Fundraising is a challenge.

The Board could be more effective in fund raising and being a stronger advocate in the community