



Governance Institute for Student Success

Fostering Community College Student Completion Through Effective Governance

DRAFT

**Hocking Technical College
Board Self-Assessment Report**

April 2012

**Prepared by the Association of Community College Trustees
Board Leadership Services
Washington, DC**



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Overview of Self-Assessment Process

We want to thank trustees, presidents, and professional board support staff for their support and willingness to participate in this effort to gather self-reported data on the board of trustees. This report provides an overall assessment of the board as one unit and reinforces the role and responsibilities of the board. It also provides a profile of each trustee without disclosing the identity, or attribution associated with, any individual trustee. A comparison of these sets of data provides a clearer picture of where there is general consensus and where there is divergence among individual trustees from the board's overall average response.

This report also includes comparative data between two time periods – Fall 2010 and Spring 2012, and can be used to highlight any marked improvements or areas that may require some additional attention. However, it should be noted that the respondents between the two time periods – Fall 2010 and Spring 2012 – are often not the same. Information available on the differences between these two respondent populations is noted in the comparison section on the next page.

Some stylistic changes were made to the comments submitted in an effort to provide clarity, but content was not altered.

Review at Governance Institute for Student Success (GISS)

This report was prepared by ACCT to encourage reflection and assessment and to foster learning during the GISS. It is a tool for both self-assessment and group-assessment, and it is intended to inform constructive dialogue on the board's strengths, weaknesses, and areas requiring greater attention. By conducting a self-assessment, the board helps set standards, clarifies expectations, and serves as an example of the ongoing commitment to accountability needed to ensure student success. The trustees attending the GISS will have an opportunity to discuss the quantitative and qualitative data and the findings as part of the governing board assessment process.

Discussion with full Board of Trustees

We encourage all boards to use this report as a tool to facilitate group discussion, acknowledge the effectiveness of the board, address concerns before they become bigger issues, and clarify the roles and responsibilities of the board. We hope that the findings will facilitate open and frank discussion and, in turn, enhance the board/president and trustee-to-trustee relationships. The goal is to strengthen the board's unique leadership role and partnership with the president. To benefit fully from the self-assessment process, and as a follow-up to the GISS, we encourage all boards and the president to set aside time to discuss the report as a group 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 Elizabeth Alvarado at ealvarado@acct.org, 202-775-4470.



Board Profile - Fall 2010 and Spring 2012 Comparison

Hocking Technical College:

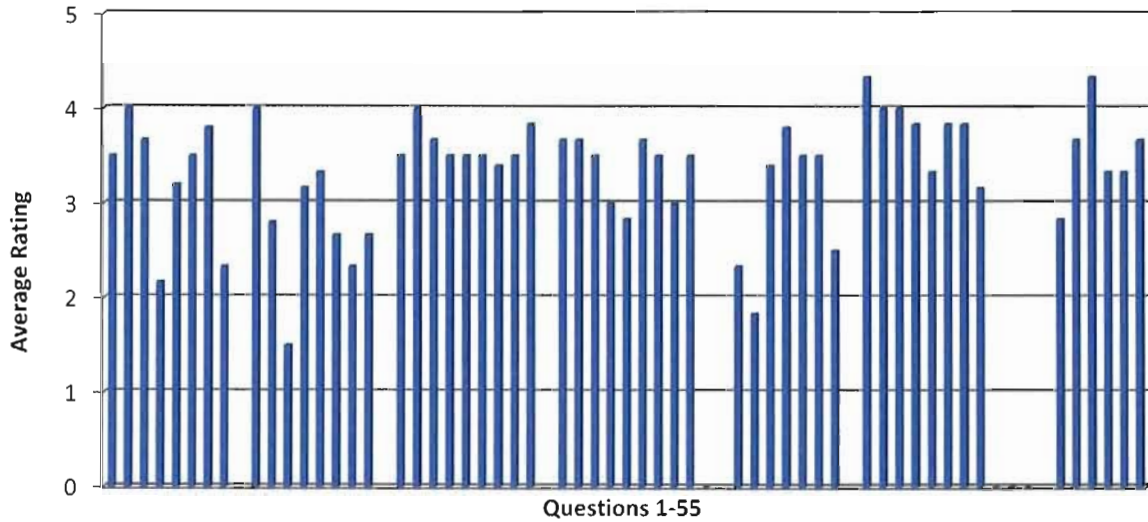
	<u>Fall 2010</u>	<u>Spring 2012</u>
Total Number of Trustees	8	9
New Trustees (not on Board in Fall 2010)		7
Trustees who completed Board Self-Assessment (BSA)	6	7
Trustees who completed BSA in 2010 and 2012		0
Trustees who attended GISS – Ohio in 2010	1	
Average Number of Years of Service	2.33	1
Average Number of Hours Per Month Spent on Board Work	9.33	13

In Fall 2010 there were eight members on the Hocking Technical College Board of Trustees, six of the eight members completed the Board Self-Assessment (BSA). In Spring 2012, Hocking Technical College had nine board members, and seven members completed the BSA.

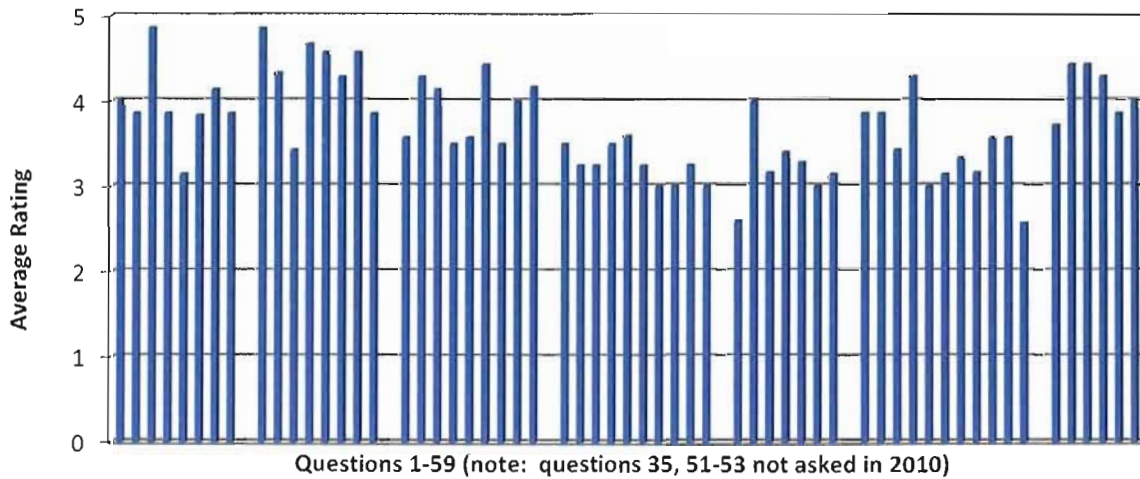


Highlights of Board Self-Assessment

Fall 2010



Spring 2012





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The table below shows the Board Self-Assessment questions with the highest and lowest ratings in Fall 2010 and Spring 2012. Please note that the respondents in the two time periods were not the same. Question numbers are from 2012 survey.

Most Highly Rated Individual Items

	<u>Fall 2010</u>	<u>Spring 2012</u>	<u>Difference</u>
3. The Board is knowledgeable about major social and economic trends and issues that affect the community and the College.	3.67	4.86	1.19
9. Board members treat one another with respect, and a climate of mutual trust exists.	4.00	4.86	0.86
12. The Chair serves as the voice of the Board when dealing with the public and media.	3.17	4.67	1.50
43. Understanding the role and responsibilities of the President.	4.33	3.86	-0.47
56. The degree to which board members adhere to confidentiality requirements	4.33	4.43	0.10

Lowest Rated Individual

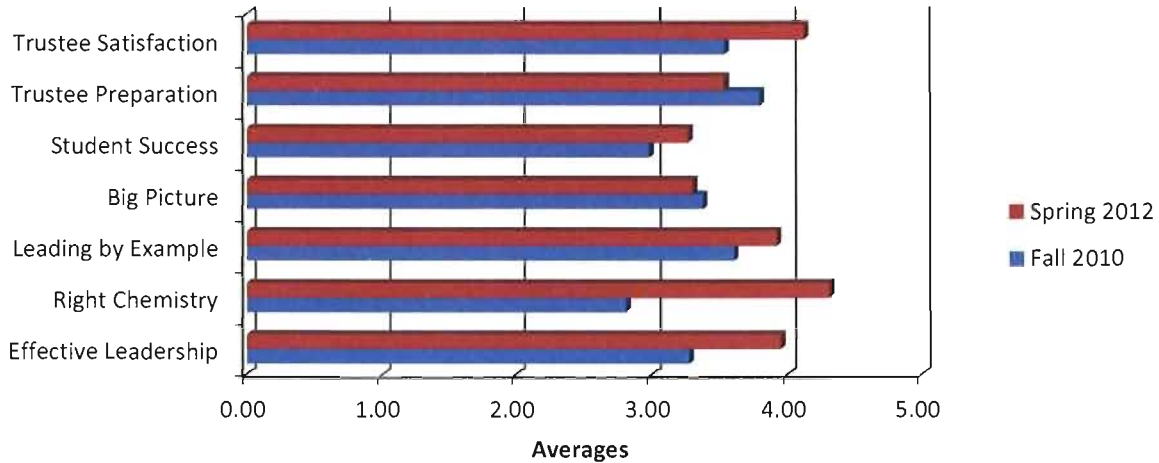
	<u>Fall 2010</u>	<u>Spring 2012</u>	<u>Difference</u>
4. The Board is adequately informed about important internal issues facing the College.	2.17	3.86	1.69
8. The Board regularly participates in Board self-assessments and professional development.	2.33	3.86	1.53
11. The Board has good procedures for the orientation and training of new board members.	1.50	3.43	1.93
15. The Chair, members of the Board, and the President have a positive cooperative relationship with mutual trust and respect.	2.33	4.57	2.24
36. The Board expects, and the President provides, regular reports on disaggregated student outcomes and uses the results to modify policy.	2.33	2.60	0.27
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.	1.83	4.00	2.17
42. The College provides training to Board, faculty, and staff on using data and research to improve programs and services.	2.50	3.14	0.64
53. Understanding internal constituencies and power dynamics in higher education.	N/A	2.57	N/a



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Category Averages



Items below listed in order of highest to lowest average rating for Spring 2012

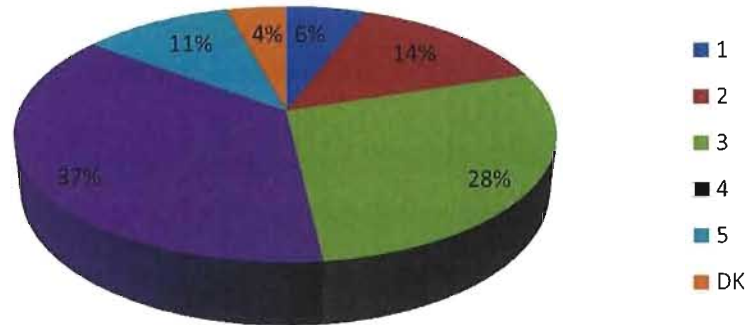
Categories

	<u>Fall 2010</u>	<u>Spring 2012</u>	<u>Difference</u>
Right Chemistry	2.81	4.31	1.50
Trustee Satisfaction	3.53	4.12	0.59
Effective Leadership	3.27	3.95	0.68
Leading by Example	3.60	3.92	0.32
Trustee Preparation	3.79	3.53	-0.26
Big Picture	3.37	3.30	-0.07
Student Success	2.98	3.26	0.28

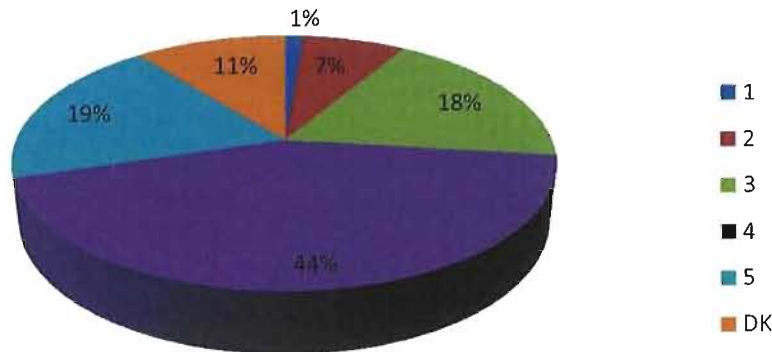


Breakdown of Responses by Percentages

Response Distribution - Fall 2010



Response Distribution - Spring 2012



Response Rating

	<u>Fall 2010</u>	<u>Spring 2012</u>
5 (strongly or highly agree/ considered/implemented/satisfied)	11%	19%
4 (agree, etc.)	37%	44%
3 (somewhat agree, etc.)	28%	18%
2 (disagree, etc.)	14%	7%
1 (strongly disagree/not at all considered/implemented/satisfied)	6%	1%
DK (don't know)	4%	11%

In summary, 48% of responses in Fall 2010 were a 4 or a 5, while 63% of all responses in Spring 2012 were a 4 or 5, indicating an increase in satisfaction and agreement among board members.

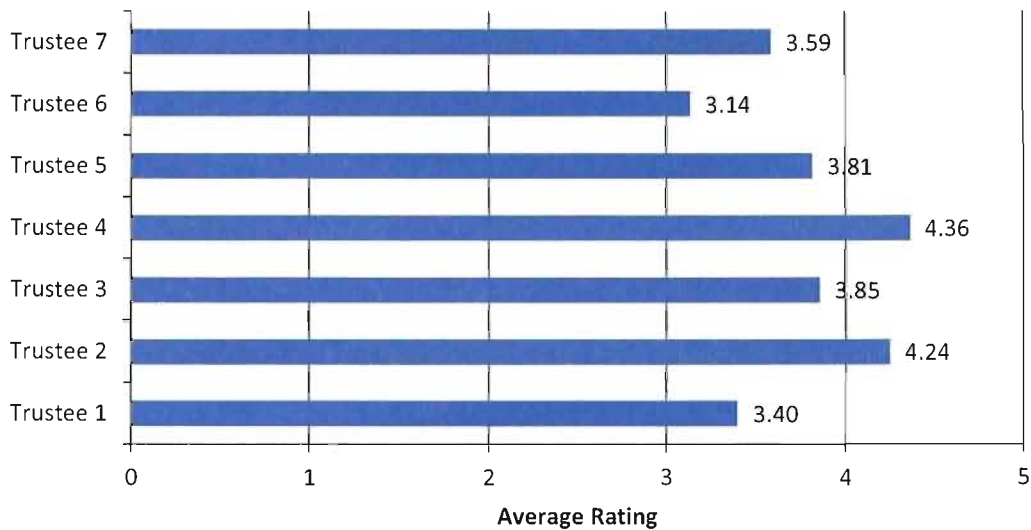
Prepared for the Hocking Technical College Board of Trustees by ACCT.
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Individual Trustee Average Ratings

Average individual trustee ratings above 3.0 reflect a generally healthy board. For questions with a 5-point rating scale, the difference between the highest average score (4.36) and lowest (3.14) is 1.22, out of a possible maximum difference of 4.0. This difference of 1.22 indicates significant divergence of opinions among board members.

Individual Trustee Averages - Spring 2012





Results by Topic



Effective Leadership: The Roles and Responsibilities of the Board

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

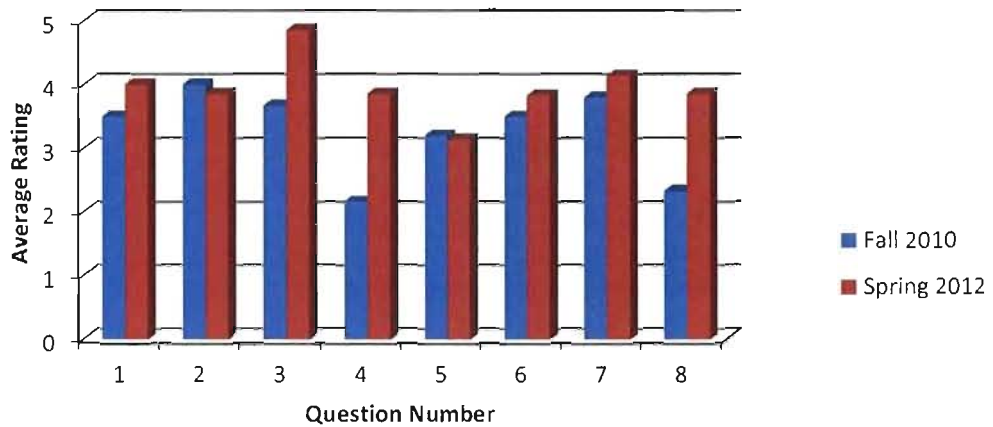
	<u>Fall 2010</u>	<u>Spring 2012</u>	<u>Difference</u>
1. The Board continuously demonstrates that it adheres to its roles and responsibilities in accomplishing its duties.	3.50	4.00	0.50
2. An examination of the Board's work provides clear evidence that the Board understands that its primary function is to establish the policies by which the community college is administered.	4.00	3.86	-0.14
3. The Board is knowledgeable about major social and economic trends and issues that affect the community and the College.	3.67	4.86	1.19
4. The Board is adequately informed about important internal issues facing the College.	2.17	3.86	1.69
5. The Board spends sufficient time planning and providing clear priorities for the President and the College.	3.20	3.14	-0.06
6. Before adopting policy recommendations, the Board ensures it has adequate information and data, and it allows sufficient time for study and discussion.	3.50	3.83	0.33
7. The Board has and adheres to procedures and standards for dealing with actual or potential conflicts of interest.	3.80	4.14	0.34
8. The Board regularly participates in Board self-assessments and professional development.	2.33	3.86	1.52

Findings:

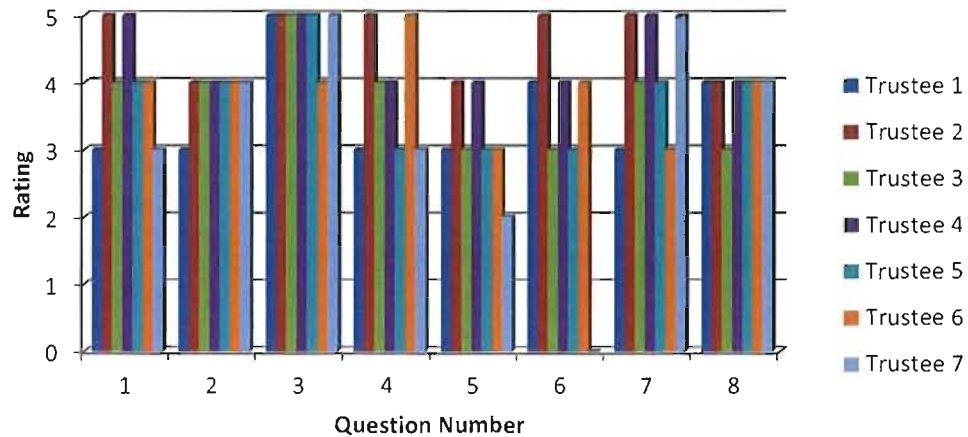
There is a perception among trustee respondents that progress has been made on virtually all areas of effective leadership, particularly the Board being informed about important internal issues facing the College, the Board's knowledge about major social and economic trends and issues that affect the community and the College, and the Board's need for more consistent Board self-assessment and development.



Effective Leadership: Board Roles & Responsibilities Average Question Rating



Effective Leadership Spring 2012-Individual Responses





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

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

	<u>Fall 2010</u>	<u>Spring 2012</u>	<u>Difference</u>
9. Board members treat one another with respect, and a climate of mutual trust exists.	4.00	4.86	0.86
10. The Chair of the Board effectively handles disagreements or divisions among members about policies, programs, and the budget.	2.80	4.33	1.53
11. The Board has good procedures for the orientation and training of new board members.	1.50	3.43	1.93
12. The Chair serves as the voice of the Board when dealing with the public and media.	3.17	4.67	1.50
13. The roles and responsibilities of the Chair are clear and supported by all trustees.	3.33	4.57	1.24
14. The Board maintains open and effective communication with the President.	2.67	4.29	1.62
15. The Chair, members of the Board, and the President have a positive cooperative relationship with mutual trust and respect.	2.33	4.57	2.24
16. The Board encourages the professional growth of the President through annual evaluation, written feedback, and guidance on performance.	2.67	3.86	1.19

Findings:

Across the two time periods, there remains consensus among board members that the Board members treat one another with respect, and a climate of mutual trust exists. Agreement is high that the Board is clear on and supports the Chair's role and responsibilities.

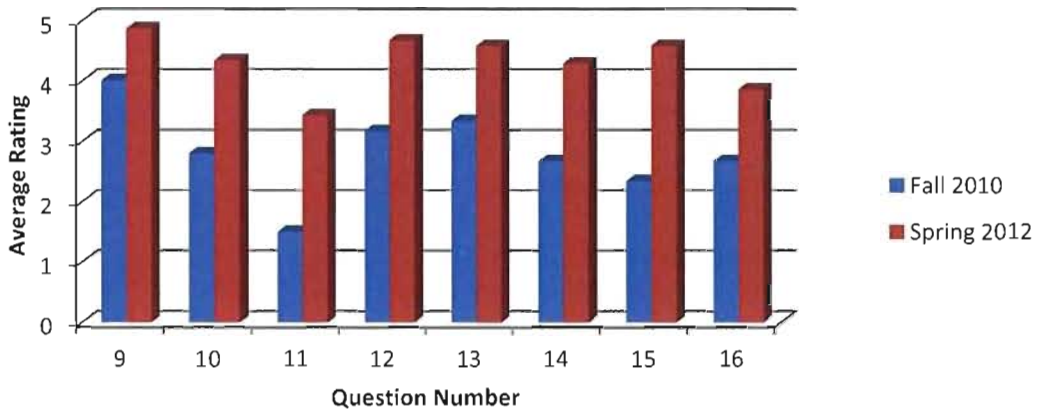
Trustees still perceive a need for improvement of Board orientation and training of new board members.

Comments:

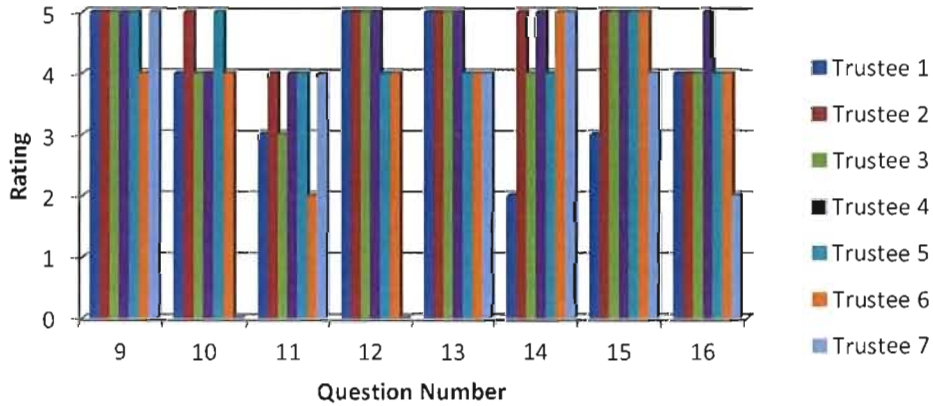
- New board so some questions are tentatively answered



Right Chemistry Average Question Rating



Right Chemistry Spring 2012-Individual Responses





Leading by Example: Being Productive and Consistent

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

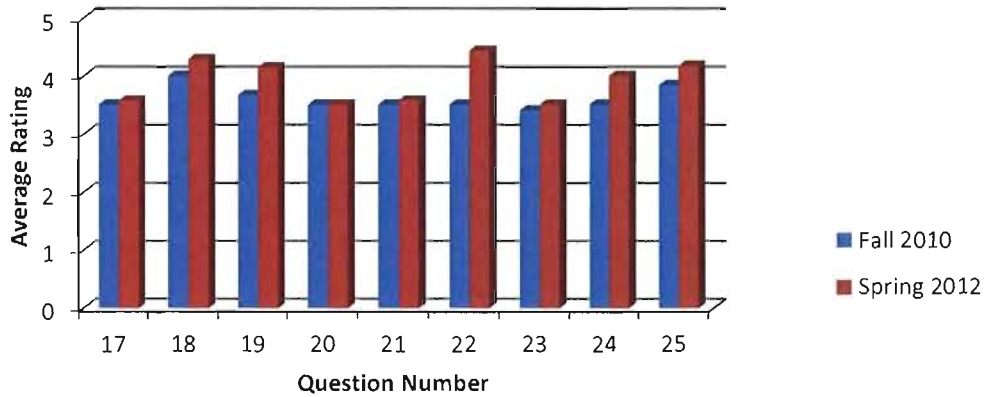
	<u>Fall 2010</u>	<u>Spring 2012</u>	<u>Difference</u>
17. Board members are prepared for Board meetings, and meetings are conducted in such a manner that the purposes are achieved effectively and efficiently.	3.50	3.57	0.07
18. The Board adheres to a code of ethics and avoids any perception of a potential conflict of interest.	4.00	4.29	0.29
19. Board agendas are relevant to the work of the Board, and they are focused enough to use the Board's time efficiently.	3.67	4.14	0.48
20. The Board periodically reviews and evaluates its policies and procedures.	3.50	3.50	0.00
21. The Board focuses on policy in Board discussions, not administrative matters.	3.50	3.57	0.07
22. The Board understands the budget, the budget process, and the financial health of the College.	3.50	4.43	0.93
23. The Board has policies that require adequate participation in decision-making within the institution and, through the President, seeks advice and recommendations from faculty, staff, and students in developing policies.	3.40	3.50	0.10
24. The Board is sensitive to the concerns of students and employees while maintaining impartiality and support for the President.	3.50	4.00	0.50
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.	3.83	4.17	0.33

Findings:

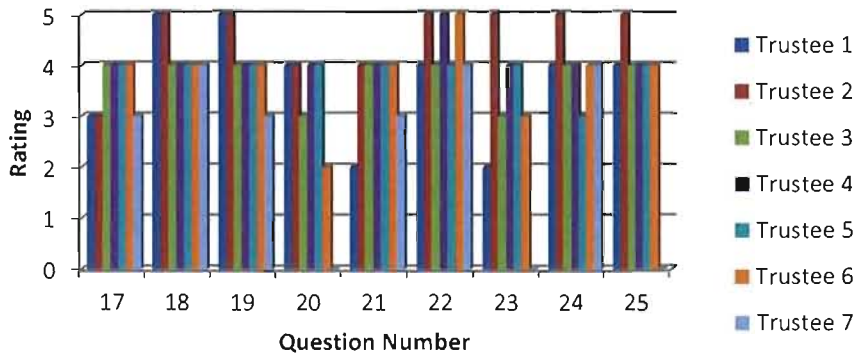
There is a perception among trustee respondents that progress has been made on several areas, particularly with the Board's understanding of the budget, budget process, and the financial health of the College.



**Leading by Example:
Being Productive & Consistent
Average Question Rating**



**Leading by Example
Spring 2012- Individual Responses**





Big Picture Focus: Institutional Effectiveness

Scale: 1 = not considered; 5 = highly considered

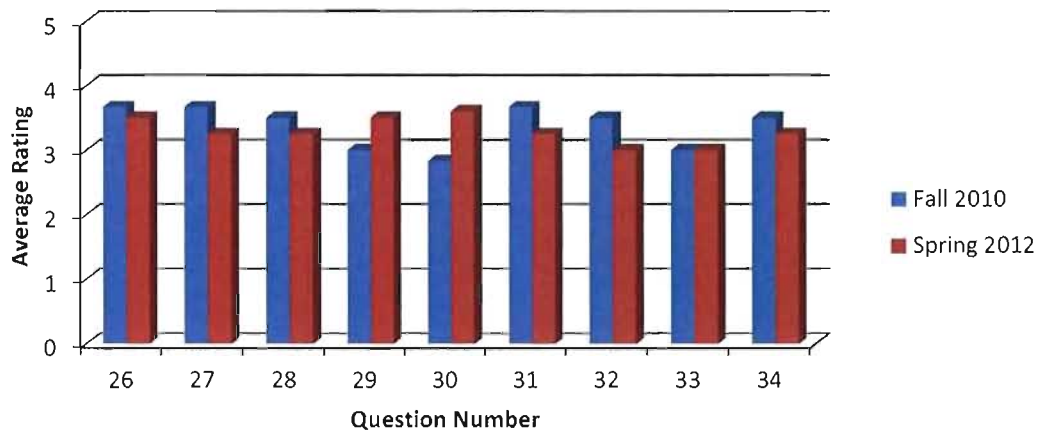
	<u>Fall 2010</u>	<u>Spring 2012</u>	<u>Difference</u>
26. Academic quality and program review	3.67	3.50	-0.17
27. Good faculty and staff morale	3.67	3.25	-0.42
28. Good relations with constituent groups (e.g., alumni, parents, etc.)	3.50	3.25	-0.25
29. Review of data on retention, transfer, and graduation rates	3.00	3.50	0.50
30. Favorable publicity	2.83	3.60	0.77
31. Enrollment growth	3.67	3.25	-0.42
32. Disaggregated student cohort data on successful completion of developmental (remedial) education courses	3.50	3.00	-0.50
33. Student data on completion and placement by occupational programs	3.00	3.00	0.00
34. Data on the effectiveness of customized and/or short-term workforce training	3.50	3.25	-0.25
35. Fostering student success and equity	N/A	3.00	

Findings:

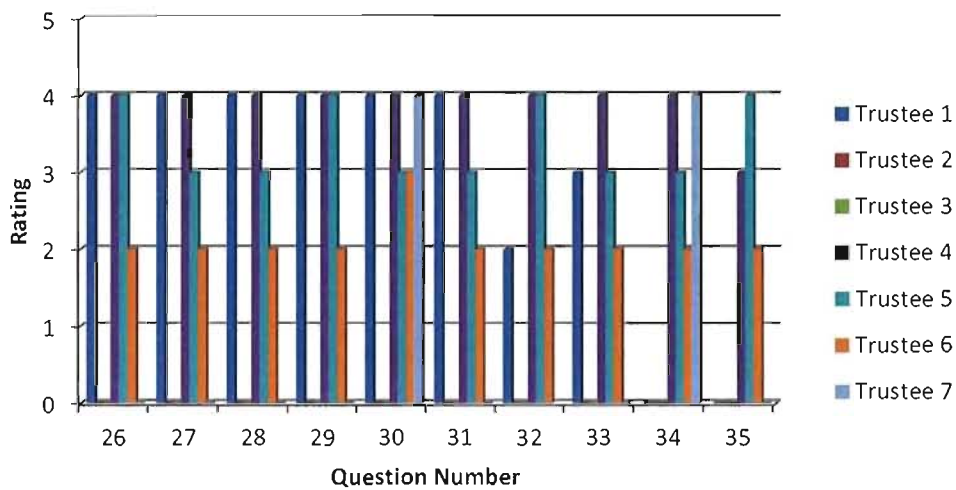
While trustees in 2012 continue to rate academic quality and program review, good faculty and staff morale, and enrollment growth among the strongly considered factors to determine institutional effectiveness, there was a slight decrease in a few of the areas from 2010.



Big Picture Focus: Institutional Effectiveness Average Question Rating



Big Picture Focus Spring 2012-Individual Responses





Institutional Readiness for Student Success**

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

	<u>Fall 2010</u>	<u>Spring 2012</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.	2.33	2.60	0.27
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.	1.83	4.00	2.17
38. The College routinely evaluates effectiveness of efforts to improve student success and uses the results to improve policy and practice.	3.40	3.17	-0.23
39. There is alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services.	3.80	3.40	-0.40
40. The College has established a strategic planning process that relies on data to set goals for student success and to measure goal attainment.	3.50	3.29	-0.21
41. Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success.	3.50	3.00	-0.50
42. The College provides training to Board, faculty, and staff on using data and research to improve programs and services.	2.50	3.14	0.64

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

Findings:

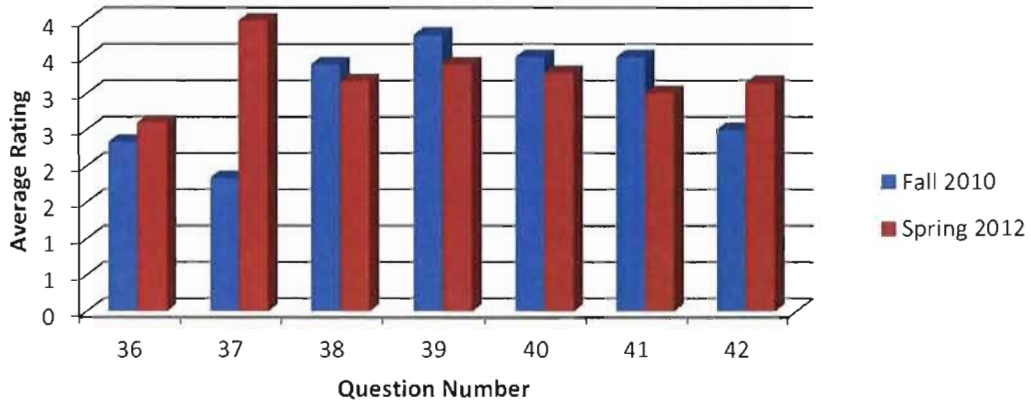
From the two time periods, significant improvement on the implementation of Board retreats and regular workshops to review data and obtain professional development about building a culture of evidence to inform policy decisions. However, trustees indicate that the college still needs to improve on reporting to the Board on disaggregated student outcomes.

Comments:

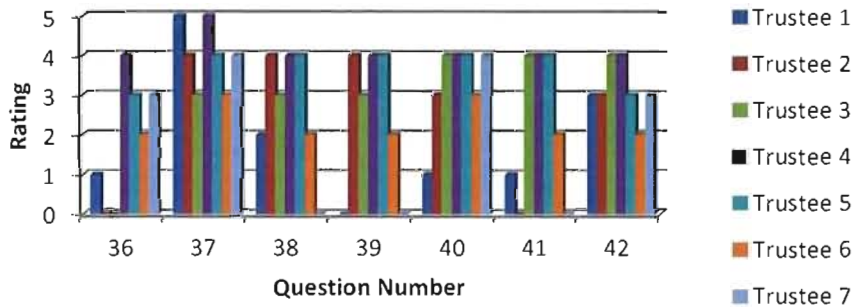
- I am a new board member so can't answer for the past 2 years
- New board member
- A majority of the Board are new members--appointed since June, July or August 2011



**Institutional Readiness for Student Success
Average Question Rating**



**Institutional Readiness for Student Success
Spring 2012-Individual Reponses**





Experience as an Individual Trustee – Preparation

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

	<u>Fall 2010</u>	<u>Spring 2012</u>	<u>Difference</u>
43. Understanding the role and responsibilities of the President	4.33	3.86	-0.48
44. The amount of work expected of you	4.00	3.86	-0.14
45. Long-term strategic planning	4.00	3.43	-0.57
46. Understanding finance and budget	3.83	4.29	0.45
47. Knowing what institutional data to review and the key indicators of student success	3.33	3.00	-0.33
48. Campus politics	3.83	3.14	-0.69
49. Advocating for the College with legislators and other political officials	3.83	3.33	-0.50
50. Identifying and acquiring new sources of funding (fundraising, corporate partnerships, earmarks, etc.)	3.17	3.17	0.00
51. Understanding your role and responsibilities as a Trustee/Board member.	N/A	3.57	
52. Understanding shared or participatory governance.	N/A	3.57	
53. Understanding internal constituencies and power dynamics in higher education	N/A	2.57	

Findings:

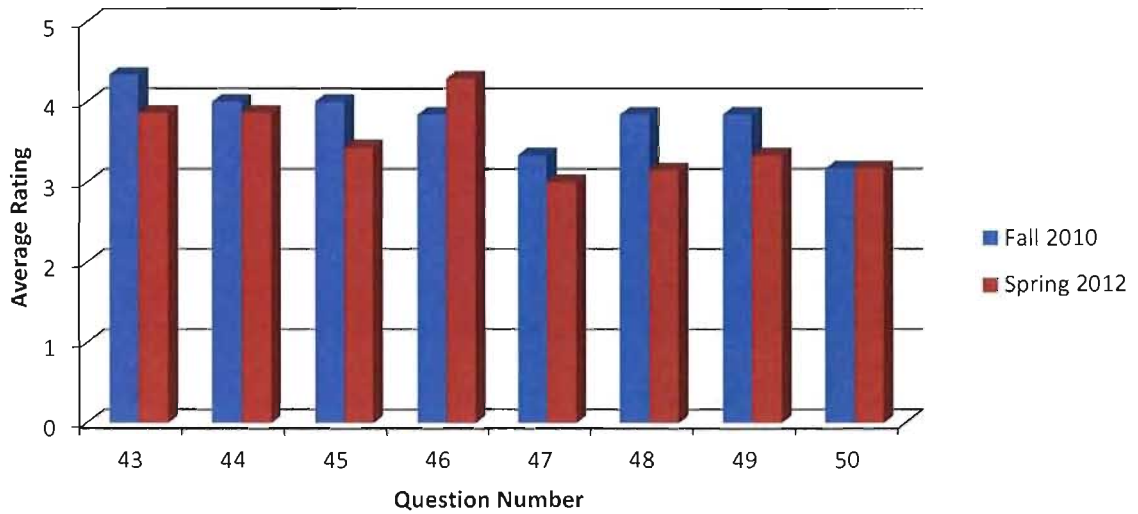
Trustees continue to feel most prepared for understanding the President's roles and responsibilities and long-term strategic planning, and less prepared to help identify and acquire new funding sources. Their preparation for being as advocate for the college with legislators and other political officials is still strong, but to a slightly lesser degree.

Comments:

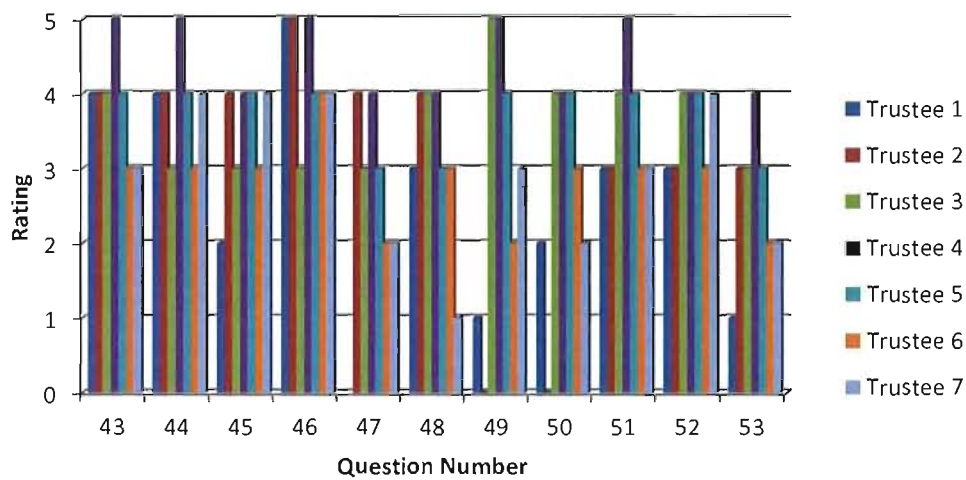
New board member



Trustee Preparation Average Question Rating



Trustee Preparation Spring 2012-Individual Responses





Experience as an Individual Trustee – Satisfaction

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

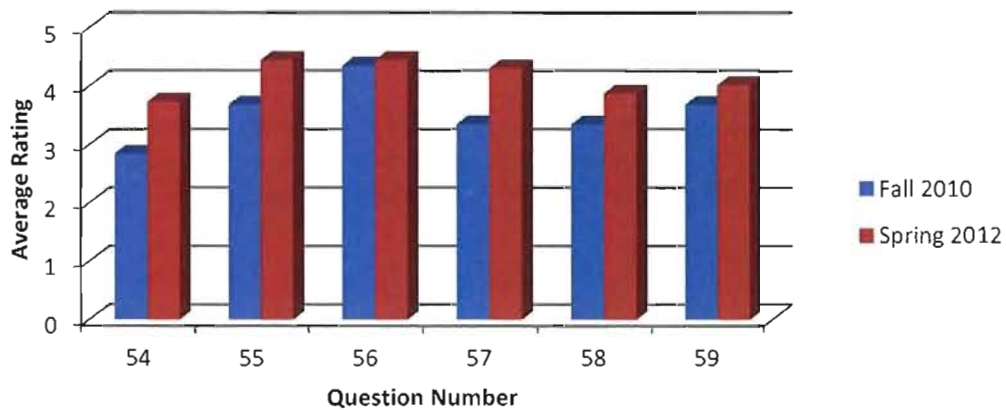
	<u>Fall 2010</u>	<u>Spring 2012</u>	<u>Difference</u>
54. The quality, amount, and frequency of information provided to the Board	2.83	3.71	0.88
55. Your overall satisfaction serving as a board member	3.67	4.43	0.76
56. The degree to which board members adhere to confidentiality requirements	4.33	4.43	0.10
57. The degree to which your contributions on the Board are valued	3.33	4.29	0.95
58. The overall effectiveness of board management and organization	3.33	3.86	0.52
59. How your time as a board member is used	3.67	4.00	0.33

Findings:

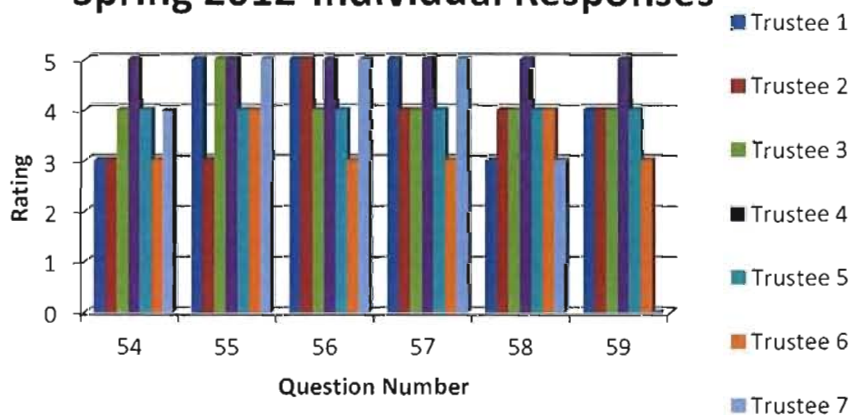
Overall satisfaction as a trustee remains quite strong at Hocking Technical College.



Trustee Satisfaction Average Question Rating



Trustee Satisfaction Spring 2012-Individual Responses





Open Ended Questions

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

- We are in the process of data collection and interpretation.
- New board member
- We have a new Board (most less than 6 months of service). This is starting to be addressed in program reviews.
- At board meetings in the media, regular communication with the Board via email newsletters

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