

# Board Orientation Agenda - May 2022

1. **Effective Board Governance**
2. **Board governance and Ends policies**
3. **College vision, mission, and profile**
4. **The internal and external environment the College is operating under**
5. **State environment on performance funding**
6. **Strategic plan and goals**
7. **Strategies related to goals & Future of Higher Ed**
8. **College financials**
9. **Board member level of engagement, meeting agenda**

# Effective Board Governance

The ultimate test of board effectiveness is how effectively they ensure that the missions of their institutions are achieved.

Cyril Houle

Describing the target to be hit (Ends) and what to avoid (Executive Limitations) is governance; doing it is management.

San Jose CC on Policy Governance

# Effective Boards: Association of Community College Trustees (ACCT) - 9 Characteristics

1. Think independently, yet act collectively
2. Lead as a thoughtful, educated team
3. Represent the common good
4. Support and advocate for the college
5. Create a positive climate
6. Focus on the mission, on student success
7. Define policy standards for college operations
8. Employ, support, and evaluate the chief executive
9. Monitor performance

## Effective Boards: Association of Governing Boards (AGB) - 10 Characteristics

1. Create a culture of inclusion (engagement, inquiry)
2. Uphold fiduciary principles (advocacy, legally, fiscally)
3. Cultivate a healthy relationship with the president
4. Select an effective board chair (team leader, partner)
5. Establish an effective governance committee
6. Delegate appropriate decision authority to committees
7. Consider strategic risk factors
8. Provide appropriate oversight of academic quality
9. Develop a renewed commitment to shared governance
10. Focus on accountability (to serve the public)



## Effective Boards - Policy Governance® (Created by John Carver - 8 Characteristics)

1. Act as a unit
2. Represent the “ownership” of the college (community link, one step below ownership vs. one step above CEO)
3. Operate by policy. Define decisions and directions in policy. Delegate authority through policy
4. Begin with fewer broadest policy statements. Narrow the focus as needed. Stop when accepting “any reasonable interpretation”
5. Define vision and goals as “ends” (obsessed by ends)
6. Establish limits for “means” in policy (delegated to CEO)
7. Define governing processes and standards
8. Monitor CEO performance against policy criteria

# Carver Policy Categories

The model enables the board to focus on the larger issues through 4 policy categories

## 1. Ends

- Policies that state the expected outcomes for those served by the College (board acting on behalf of the ownership)

## 2. Executive Limitations

- Defines the ethical, legal, and prudent limits on staff activities
- CEO has authority and responsibility. Sole board employee.

## 3. Board/CEO Relationship

- Board focuses on Ends, the results or the “What,” future needs/trends
- CEO focuses on the Means or the “How”

## 4. Board Governing Process

- how board governs itself

## Differences from Traditional Models

	Policy Governance	Traditional
<b>Policy Categories</b>	<b>Four categories reflect board role</b>	<b>Categories reflect college structure</b>
<b>Goals</b>	<b>Define outcomes for students &amp; community</b>	<b>May be strategic goals</b>
<b>Policy making</b>	<b>Board develops; start with broad values</b>	<b>Usually created by staff</b>
<b>Operational policies</b>	<b>Proscriptive (sets limits; states what “not to do”)</b>	<b>Prescriptive; states what should be done</b>
<b>Community Links</b>	<b>Job #1 of board; external focus</b>	<b>Usually a more internal focus</b>
<b>Climate of Excellence</b>	<b>Board ethics; self-evaluation; board development focus</b>	<b>Governing style and code of conduct established by policy</b>

## **Board Fiduciary Responsibilities**

A person who is in a position of trust with another is called a fiduciary. Board members are fiduciaries because they have been entrusted with an organization's mission and resources. Fiduciaries are held to certain legal standards set out as fiduciary duties. They include the duties of care, loyalty and obedience.

### ***Duty of Care***

Board members must exercise care in overseeing the organization as a whole (Duty of Oversight) and also exercise the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances when making individual decisions. Board members should act honestly and in good faith, with a view to the best interests of the college (the legal entity of the organization, and by extension, its moral owners or shareholders), and with the care, diligence and skill that a reasonably prudent person would use in similar circumstances.

### ***Duty of Loyalty***

Board members must set aside their own interests, whether professional or personal, or the interests of any other organization. They must have complete, undivided loyalty to the college on whose board they serve. The college's interests must come first.



## Board Fiduciary Responsibilities (cont'd)

### *Duty of Obedience*

Board members have a responsibility to be faithful to the organization's stated mission and to follow its governing documents. They have a duty to the organization's purposes to be carried out, that funds are used for lawful purposes consistent with the mission, and that the organization complies with applicable laws.

### *Acting in Good Faith*

A board member is entitled to rely on information prepared or presented by officers or employees the board member believes is reliable and competent; legal counsel, public accountants or others as to matters the board member reasonably believes are within the person's professional or expert competence; a board committee if the board member reasonably believes the committee merits confidence. A board member is not acting in good faith if the board member has knowledge about the matter that makes reliance otherwise permitted unwarranted.

# The Carver Policy Governance<sup>®</sup> Model

## Carver Model 10 Principles

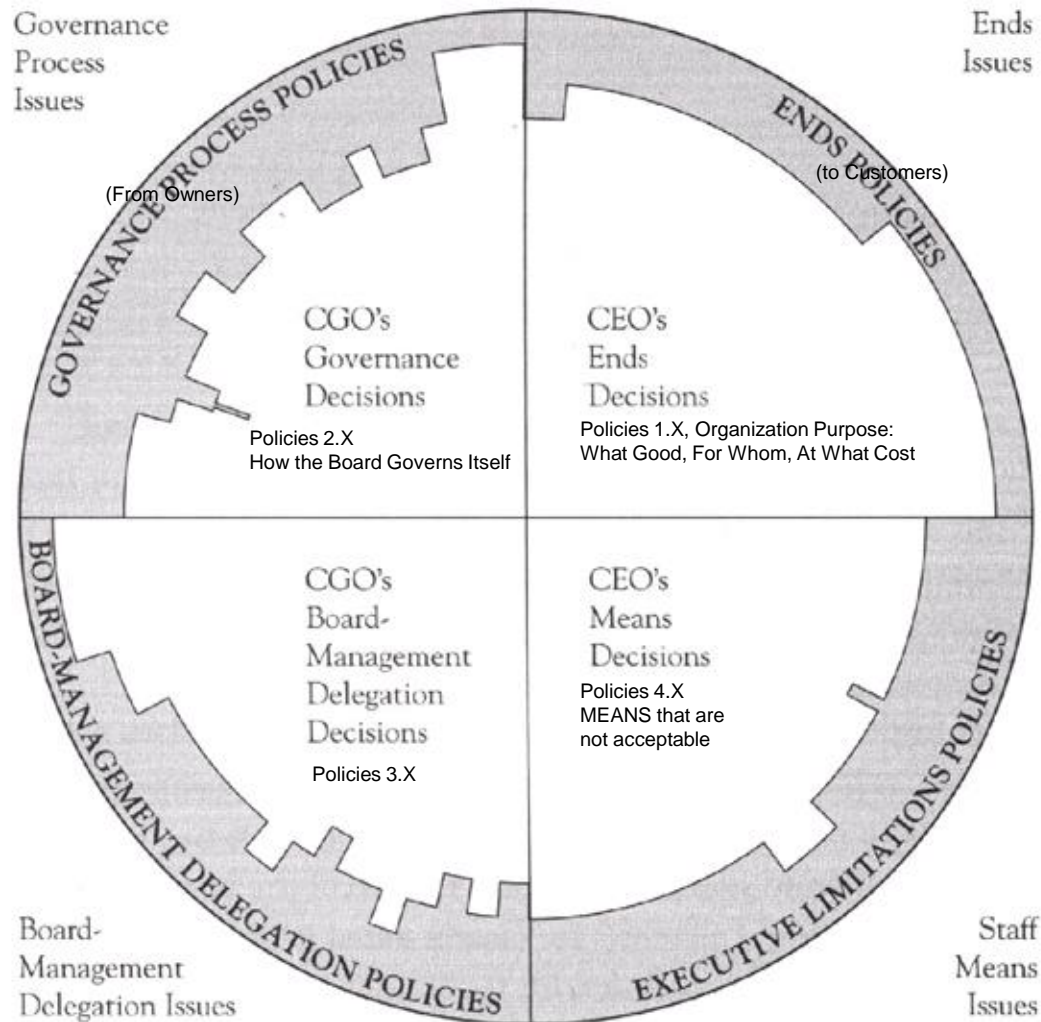
1. **Ownership** (board as servant to shareholders who morally and legally own the organization)
2. **Governance position** (owners above and operation below)
3. **Board holism** (authority only as a group) (no committees for oversee operations)
4. **Ends policies** (reflect purpose based on **what good, for whom, at what cost**)
5. **Means policies** (everything that is not Ends)

# The Carver Policy Governance<sup>®</sup> Model

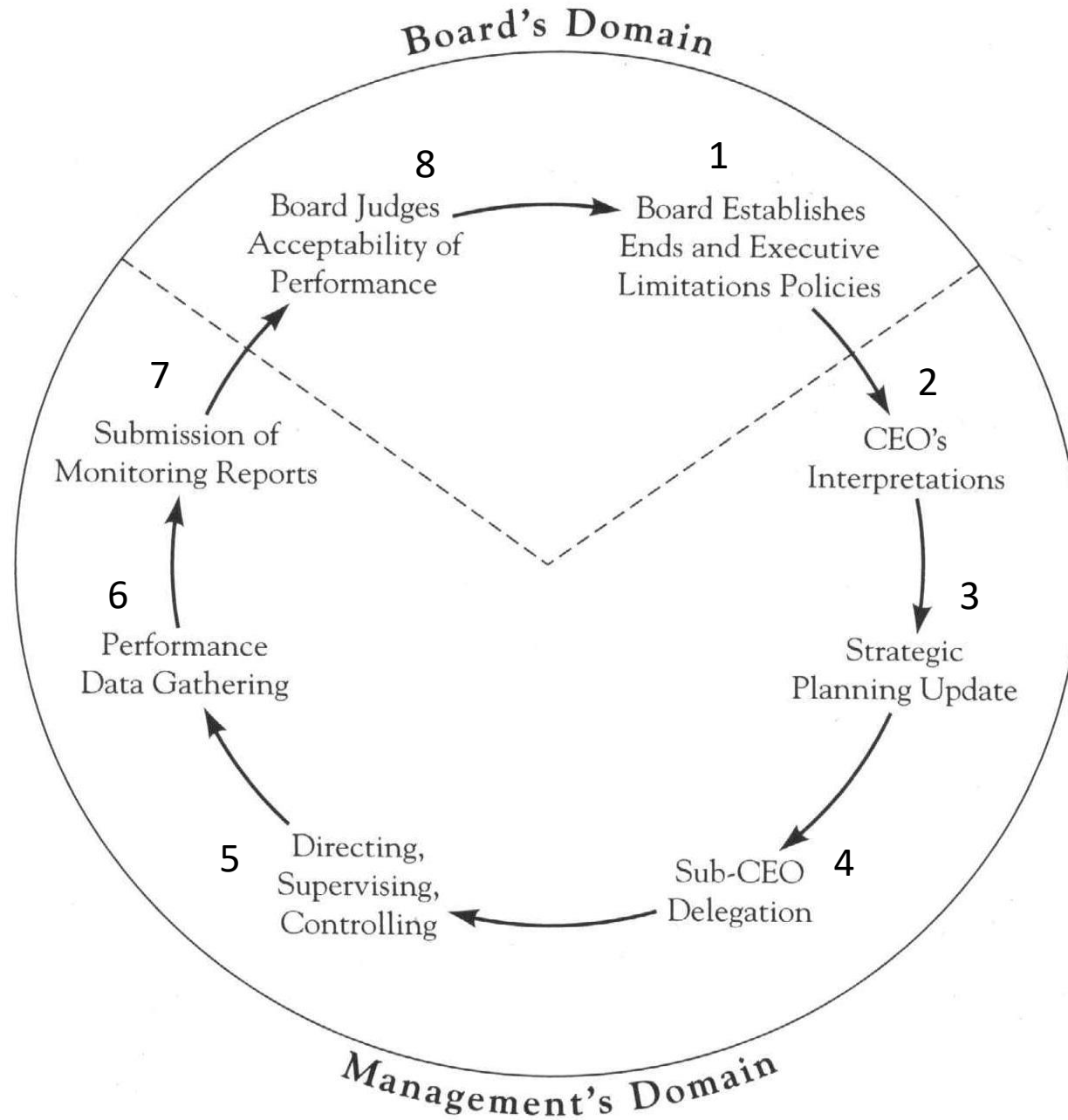
## Carver Policy Principles (continued)

6. Executive limitations (to avoid prescribing means)
7. Policy sizes (starting at the broadest and most inclusive; then narrowing one level at a time)
8. Delegation to management: CEO has sole accountability
9. Reasonable interpretation: to any policy not stated (as long as it is not Illegal, Unethical, or Imprudent)
10. Monitoring: Evaluation of CEO based on Ends and Executive Limitations

# It provides a model/framework to ensure accountability of the Board and of the President



# Policy Governance® Cycle





# About the Board at NC State

<b>Appointed by local Board of Education</b>	<b>=</b>	<b>6</b>
<b>Appointed by the Governor</b>	<b>=</b>	<b>3</b>
<b>Total</b>	<b>=</b>	<b>9</b>

## Current Board Composition

**Ashland County = (2) Locally Appointed, (1) Governor Appointed**  
**Crawford County = (2) Locally Appointed, (1) Governor Appointed**  
**Richland County = (2) Locally Appointed, (1) Governor Appointed**

# **NC STATE Board Ends Policies – President's Monitoring**

- 1. Global End – Mission** (access, success, resources)
- 2. Diversity** (celebrating commonalities, respecting differences, representing the community)
- 3. Equal opportunity** (proportion of educationally and economically disadvantaged)
- 4. Career readiness and development** (employment in relevant jobs and high demand areas, economic self-sufficiency)
- 5. Transferability** (to 4-year universities)
- 6. Enrichment** (community needs)

# **NC STATE Board Executive Limitations Policies – President's Monitoring**

- 1) Global Limitations**
- 2) Communication and Support**
- 3) Treatment of Consumers**
- 4) Treatment of Employees**
- 5) Compensation and Benefits**
- 6) Financial Planning and Budgeting**
- 7) Financial Conditions and Activities**
- 8) Asset Protection**
- 9) Ends Focus of Grants and Contracts**
- 10) Emergency CEO Succession**

## **College Vision**

**North Central State College is committed to being a leader in excellent, affordable higher education and a partner in achieving greater community prosperity and a better quality of life.**

# **Global Ends Policy / Mission**

**North Central State College exists for the citizens of its service region**

**to attain the knowledge and skills to succeed in their chosen path for learning, work, or enrichment, sufficient for the college to justify available resources.**

## **Strategic Goals**

- 1. Access**
- 2. Success**
- 3. Resources**



## **Operational Mission**

**Providing individuals with the knowledge, skills and inspiration to succeed in their chosen paths**



## North Central State College

- Located in north central Ohio
- Serves the three-county district of Ashland, Crawford & Richland
- Population ~ 220,000



# College Profile

1. Budget: ~\$20 million
2. ~ 3,000 unique students annually: ~ 75% under 25 years old; ~10% non-credit
3. \$40,000-45,000 credit hours annually (1,500 FTE); Hybrid-Online 50%
4. Early College: 45% HC, 35% FTE
5. Majors: 27% Health; 23% BIT; 11% LA
6. Programs: Health (Nursing, LPN, PTA, Radiology, Respiratory), BIT (Business, IT, Engineering, Baccalaureate), Liberal Arts (Transfer AA, AS; Criminal Justice)
7. Age: Overall 22; Part-Time 72%; Full-Time 28%; Gender: 61% Female; 39% Male. Race: 89% white, 11% minorities
8. 52% FTFT of students are Pell eligible (does not include early college)

# Strategic Plan: Environmental Scan (cont'd)

1. **Government and Political Environment** (Covid impact, political/cultural/social crisis, National Higher Education Act including federal financial aid, Pell grant, year round, length of support (# of semesters), student loans and debt, and simplification of FAFSA; performance funding & higher accountability; less state subsidies; disinvestment in higher education; “politically driven” education system; regulations; metrics and unfunded mandates
2. **Technological Environment** (reach of internet, online education, Internet of Things, automation and robotics, ERP software, mobile applications, wireless, convenience, continually changing, high cost of software/equipment, disaster recovery, IT and cyber security, Gaming (technological + visual literacy + Edutainment)

# Strategic Plan: Environmental Scan

3. **Economical and Fiscal Environment** (condition of the economy, skills gap, jobs without people – people without jobs, focus on workforce development, tight budgets, less subsidies, value of college degree, public pushback on rising cost of education and student debt, focus on affordability of tuition,
4. **Educational Environment** (low level educational attainment, lower credits, developmental education, workforce demand to meet training needs, more STEMM focus, AA and AS; K-12 challenges in student readiness especially after 2-years of COVID, educational practices (accreditation including quality, assessment and accountability, inverted classroom, shared governance, tenure policies)



# Strategic Plan: Environmental Scan (cont'd)

## 5. Social and Demographic Environment

growth/decline of various demographic groups, achievement gap, minority representation, brain drain, poverty level, social services and government dependency, people with some college/no degree

## 6. Global trends

global knowledge and innovations, global student markets, international competitions/collaborations

## 7. Competitive Environment

online, dual enrollment, discounted tuition

# Strategic Plan: Environmental Scan (cont'd)

## 8. Physical Environment

renovation need, deferred maintenance, optimized and reduced space due to online

## 9. Image challenge

Stigma of universities thinking of community colleges as second class, but nationally recognized on workforce

## 10. Leadership challenge in staff, faculty, administration

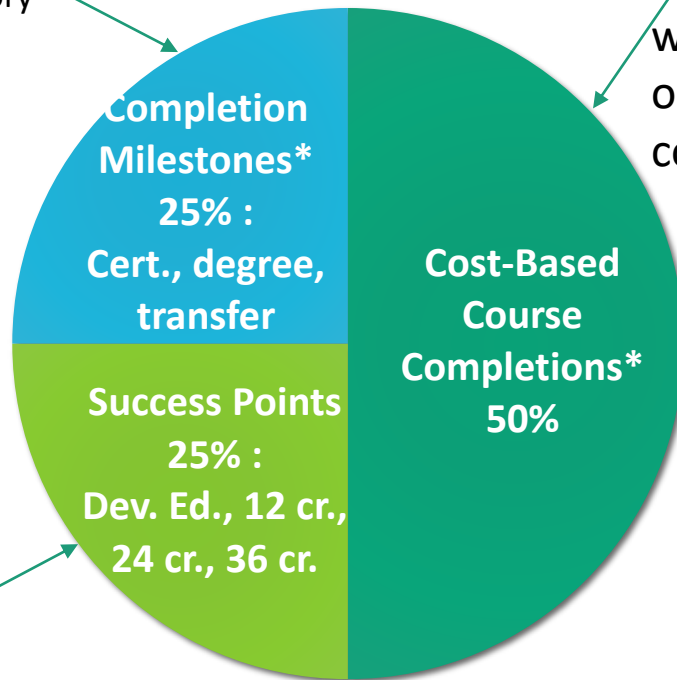
professional development, changing role of faculty, retirement, succession planning

## Ohio Performance Funding Framework Summary – Focused on Completion

\* Access weight:

- a. 25% - 1 category
- b. 66% - 2 categories
- c. 150% - 3 categories
- d. 200% - 4 categories

\* Access weight: 15%  
on course completion



No access weight

\* Access Categories  
Weight Applied

- **Adult** (age 25 and over at time of enrollment)
- **Low-Income**, Pell Eligible (ever in college career)
- **Minority** (African American, Hispanic, Native American)
- **Academically under prepared** (remediation free standards)

All data averaged over three years

# Strategic Plan

**The strategic plan is the pathway for the achievement of the college's mission of student access and success through the alignment of the human, fiscal and physical resources.**

# Strategic Goals

- 1. Access**
- 2. Success**
- 3. Resources**



# Strategic Goal: Access

- 1. Ensure welcoming and inclusive outreach and engagement (online/hybrid, face-to-face, 8- & 16-weeks, satellite, cohort, block scheduling)**
- 2. Foster a welcoming, supportive and collaborative culture for students and community (welcoming environment; partnerships with educational institutions, businesses, and government)**
- 3. Deliver relevant and affordable learning opportunities (in emerging technologies, workforce, and transfer)**

# Strategic Goal: Success

- 1. Support and guide student goal development and achievement (state factors; retention: course/term/year/degree; transfer; certificates; licensures; internships)**
- 2. Provide a student-centered, inclusive learning environment inside and outside the classroom (early alert; holistic support; intrusive advising)**
- 3. Perpetuate a culture of excellence (quality, assessment, data-informed, accreditations)**

# Strategic Goal: Resources

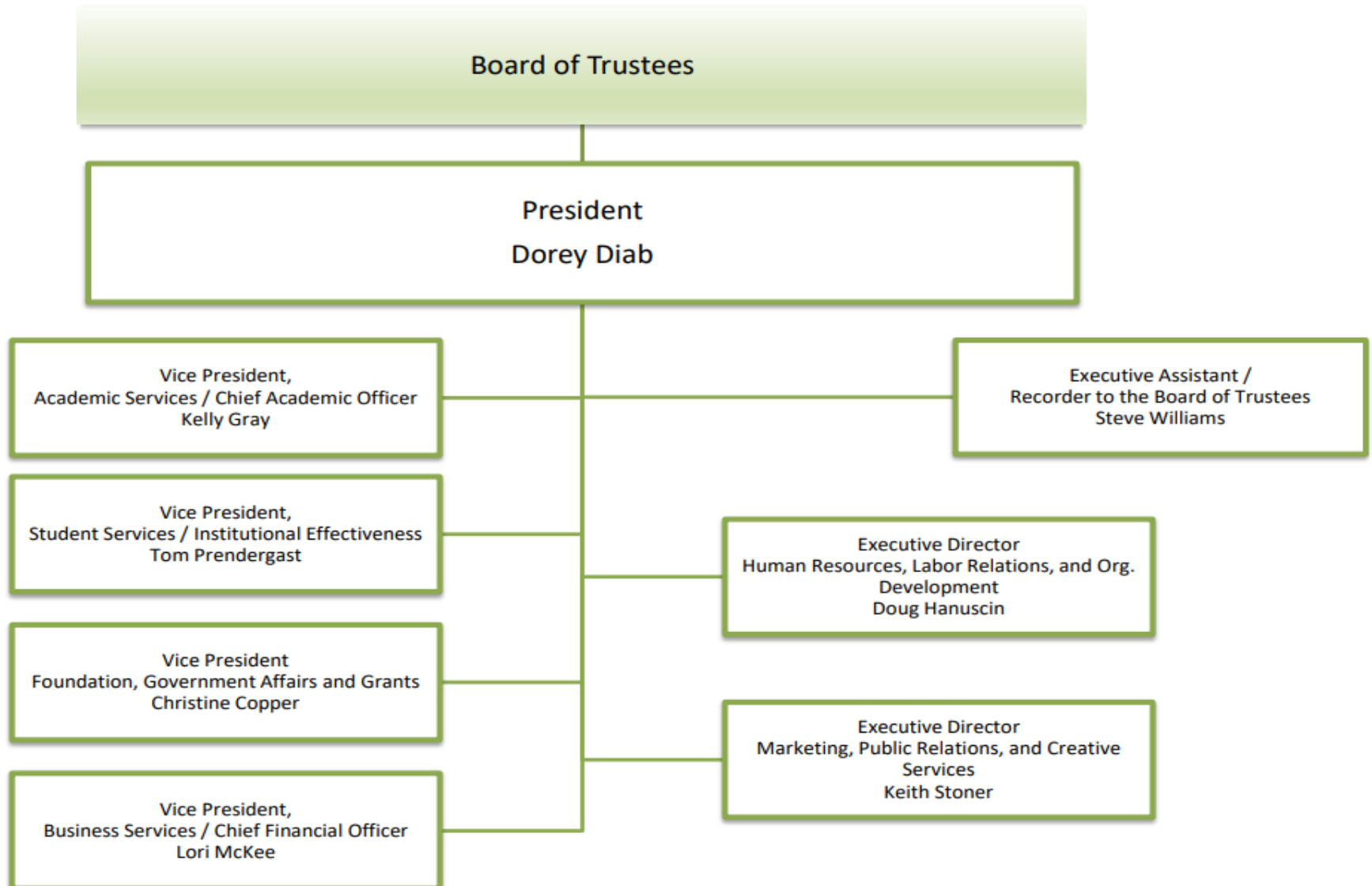
- 1. Be a great place to work** (valuing people, integrity, communication, civility, shared governance, accountability, diversity)
- 2. Secure and manage fiscal resources responsibly** (enrollment, revenues, tuition, subsidies, fundraising, grants, efficiencies, balanced budget, reserve)
- 3. Optimize college assets and infrastructure** (facilities, space, energy, technology, equipment)

# NC State Strategic Planning Goals Summary

1. **Access:** Increase headcount and credit FTE enrollment
2. **Success:** Increase credit completion, course completion, term-to-term persistence, fall-to-fall retention, transfer, and the graduation rate including certificates
3. **Resources:** Increase the sum of revenues from tuition, grants, and fund raising, as well as the reserve, and the composite ratio; while reducing costs
4. **Excellence:** Continually improve quality and stakeholders' satisfaction as partly measured by the survey of students, employees, and employers; while reducing risks

# College Divisions Organization Chart

## OFFICE OF THE PRESIDENT



# Overall Implementation Strategies

**Create new processes and align existing infrastructure for student access and student success**

- 1. Academic services**
- 2. Student services**
- 3. Resources**

# Overall strategies – Academic Services

1. New programs based on economic analysis and needs of employers
2. Student success plan (Campus Completion Plan)
3. Program review and assessment
4. Course completion and student retention data and evaluations
5. Cohorts / learning communities
6. Prior learning assessment / Competency Based Education / project-based and experiential learning especially for non-traditional students
7. Distance learning / hybrid
8. Internships / Co-Ops / Capstone courses
9. Honors college
10. Meta majors
11. Milestone courses
12. Block scheduling
13. Academic maps and curriculum sheets (including part-time)
14. Hire minority faculty
15. Professional development in leadership and management
16. Right sizing and alignment of departments / programs / positions



## Overall strategies – Student Services

1. Enrollment management plan and metrics
2. Appreciative advising process (more intrusive) to help students succeed and graduate with less credits, less time, less cost, less loans, less default
3. One stop in Byron Kee Center (admission, testing, advising, financial aid, registration,, payment)
4. Additional student advisors (one in every academic building)
5. Early college collaborations (HS/Career Centers, CCP/dual enrollment, College NOW)
6. Required orientation
7. Better distribution of financial aid
8. Expediting transcript review
9. Alignment of financial aid and scholarships to enhance access
10. Open house / technology night events
11. Review and optimize resources for outreach locations
12. Professional development in customer services, welcoming and positive culture
13. Right sizing and alignment of departments / programs / positions

# Overall strategies – Resources

1. Financial plan (balanced budget, adding to the reserve, maintain strong composite score)
2. Health care plan – reduce cost
3. HR plan (retirements, hiring process and minorities, HR policies)
4. IT plan (smart classrooms, new computers and software, bandwidth and wireless connectivity, network and servers, security, disaster recovery)
5. Facilities plan (renovation on main campus and outreach centers; energy, utilities, conference center)
6. Refocus the energy of personnel on generating revenues through student enrollment and retention, fundraising and grants, and networking/collaborating with the community
7. Data analytics (Ends Policies, Fact Book, Economic Analysis, Operational Database). Leading and lagging indicators.

# Student academic pathway/journey to success

1. Getting admitted and oriented to college, curriculum, and career
2. Providing proper advising from student and academic services
3. Discovering and removing barriers through support services
4. Helping student move from a developmental to a college level course
5. Helping students with success factors (minority, Pell, adults)
6. Course completion (especially key gateway and milestone courses)
7. Finishing 12, 24, and 36 credit hours
8. Moving from one semester to another, from one year to another
9. Finishing certificates
10. Doing internships/apprenticeships
11. Transferring
12. Graduating
13. Getting a job

# Specific Strategies on Student Success

1. Increase proactive contact with students, online and face-to-face (advising high tech and high touch)
2. Develop earlier interventions especially for at-risk students
3. Increase year-to-year retention
4. Improve graduation rate
5. Increase career counseling
6. Involve the faculty fully in the college's cultural, structural, and system changes
7. Continue enhancing transfer articulation agreements and reverse transfer tracking
8. Use employer advisory committee feedback to enhance students' soft skills
9. Implement a cohort program with Competency Based Education especially for adult learners
10. Enhance tracking of students through employment to improve college processes
11. Take our successes to scale inside and outside the college

# Supporting Student Basic Needs to Success

1. Food pantry
2. Child care
3. Home utilities
4. Technology support (computer and wireless connectivity)
5. Transportation
6. Open Education Resources to reduce cost of textbooks

# Lessons Learned & Guiding Principles from COVID

**The pandemic could be the best learning experience to ever happen to community colleges**

**It was the urgent agent to help us change our culture**

**2020 was no vision. It was the year employees mastered other duties as assigned**

**It helped us build resiliency to overcome VUCA (volatility, uncertainty, complexity, ambiguity)**

**Jonas Salk: The reward for work well done is the opportunity to do more**



## **Creating our future by building on a winning foundation through strong partnerships internally and externally**

### ***Sustaining the present and creating the future of our College:***

- *Mission driven, data informed, and equity minded*
- *Changing from time and process (input & seat time) to more outcomes and knowledge—and competency-based education*
- *With anytime and anyplace access for students, and remote work for employees*
- *With a major shift to skills & certificates in the short term, and degrees in the long term*
- *Preferably through a cohort or an academy cluster*
- *With technical skills, lifelong/human/soft skills, and hands-on/project-based/internship learning.*

***To enhance the economic and social mobility of our students and employees, and the prosperity of our community.***



# Sustaining the Present and Creating the Future of our College

## Our WHY: a culture of adaptability and caring (internal partnership)



*Agility in delivering in-person, hybrid, online, 8-weeks, 16 weeks, CBE...*

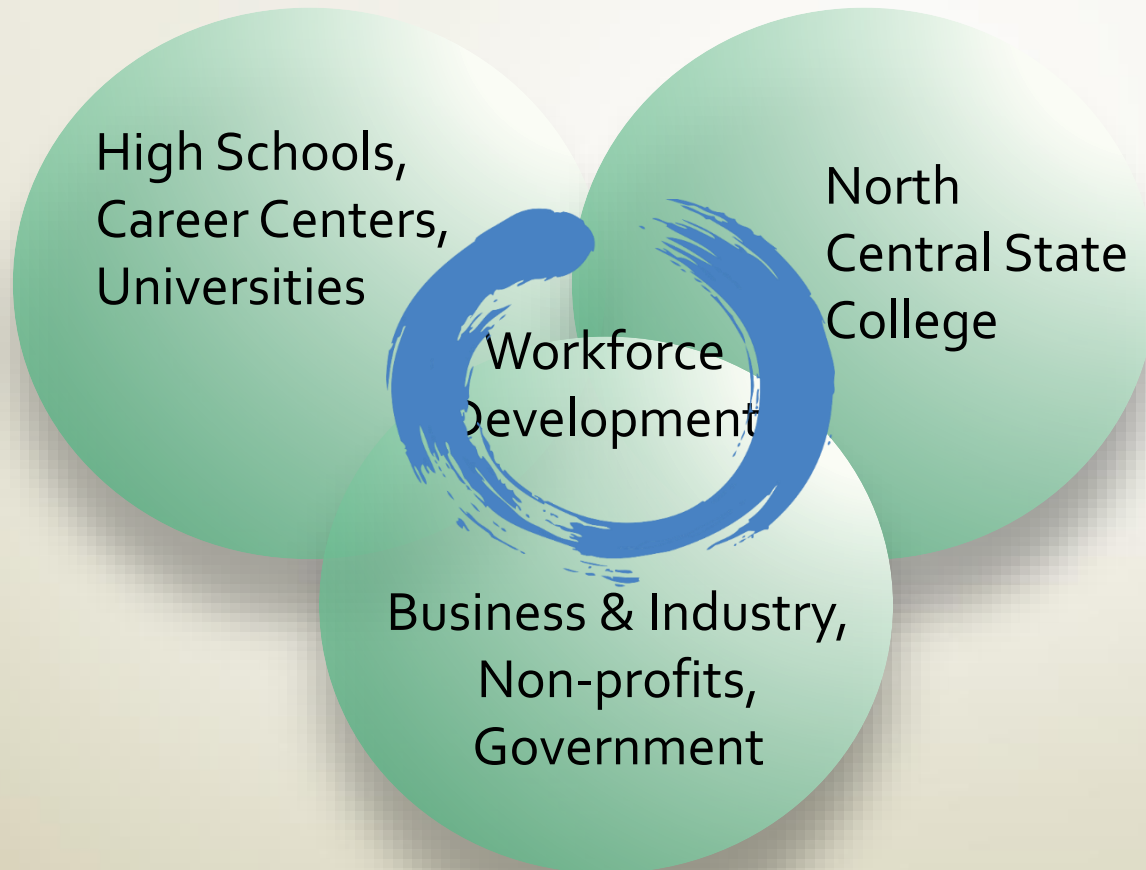
*“from high school to certificates, to associate and baccalaureate degrees (BASMET, BSN, IT / Cyber), tuition and debt Free (Tuition Freedom, 75% no loans, 289% ROI).”*

*Caring by supporting the academic (tutoring, advising) and basic need of students (food, transportation, technology), moving from transactional to relational collaboration*

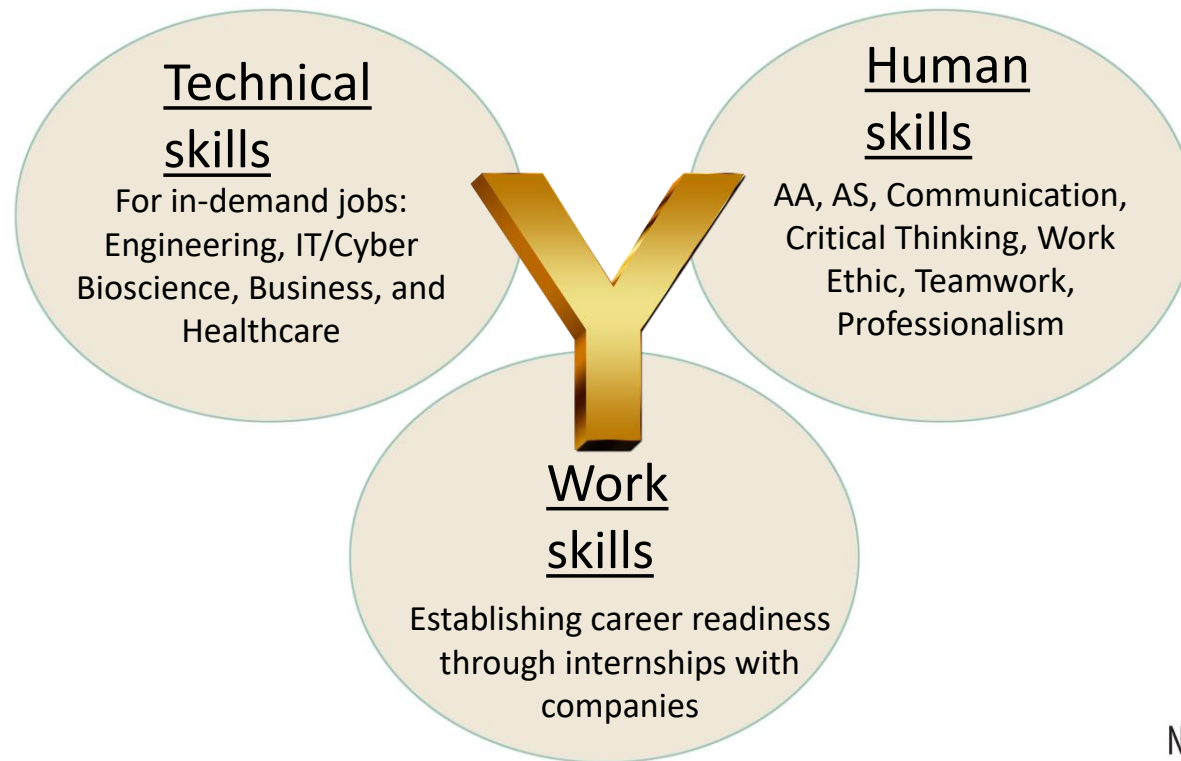
*Nimbleness in maintaining our future financial viability that we built over the years*

# Strong External Partnerships with our Community Partners

“employers are screaming for talent and skills”



## How are we fulfilling community needs? The Three-Legged WHY



North Central State College

# **College Financials**

## **FY 2022 Revenue Budget (in \$ millions)**

<b><u>Revenues:</u></b>	<b>Proposed FY 2022</b>
State Appropriations	9,612,201
Student Tuition and Fees	10,472,047
Federal Stimulus	
Other Revenues	296,500
University Center	20,000
Capital Debt Service	50,000
Child Development Center	511,320
Workforce & Community Dev.	130,660
Facilities	48,972
<b>Total Revenues</b>	<b>21,141,700</b>

# College Financials

## FY 2022 Expenditure Budget (in \$ millions)

### Expenditures:

Payroll (excludes CDC/Workforce/Facilities)		8,218,747	
Fringes (excludes CDC/Workforce/Facilities)		3,607,265	
Printing	34,000		
Advertising	116,700		
Postage	50,000		
Shared Campus Expense	1,100,000		
Professional Development	255,000		
Grants and Scholarships	2,140,000		
Equipment Lease and Rental	112,200		
New Equipment	270,700		
Professional Fees	405,019		
All Other Expenses	2,791,344		
Child Development Center	69,255	439167	
Corporate	50,670	102367	
Facilities	521,025	808241	
Contingency			
<b>Total Expenditures</b>	<b>7,915,913</b>	<b>13,175,787</b>	<b>21,091,700</b>

# Board Meeting Agenda

## NORTH CENTRAL STATE COLLEGE BOARD OF TRUSTEE'S MEETING

Wednesday, May 25, 2022

5:30 pm – Gorman Room (165-Fallerius) or Zoom

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- I. **CALL TO ORDER** – *Mr. Matthew Smith*
  - Pledge of Allegiance, Global Ends Policy Statement
- II. **ROLL CALL** – *Mr. Stephen Williams*
- III. **INTRODUCTION OF GUESTS** – *Dr. Dorey Diab*
- IV. **FOCUS OF THE MEETING** – *Mr. Matthew Smith*
- V. **OSU-MANSFIELD ADVISORY BOARD REPORT** - *Mr. Matthew Smith*
  - Mr. Nick Gesouras (Trustee, Ohio State-Mansfield Advisory Board)

# Board Meeting Agenda

## VI. PRESIDENT'S REPORT

A. Student Government/Phi Theta Kappa Update

B. North Central State College Foundation/Development Update

C. Monitoring Report(s): ENDS Policy;  
Career Readiness and Development Policy (1.30)

D. Updates/Other



# Board Meeting Agenda

## Regular Agenda

- |   |   |
|---|---|
| A. Consideration of Approval of Amendment to Policy (14-58) Textbook Selection/Auto Adoption Policy – <i>R-2022-18 – Dr. Dorey Diab</i>         | Pages 25-26<br><b>(Action Required)</b> |
| B. Consideration of Approval of Amendment to Governance Process Policy (2.60) Board Secretary’s Role Policy – <i>R-2022-19 - Dr. Dorey Diab</i> | Pages 27-28<br><b>(Action Required)</b> |
| C. Consideration of Approval of Amendment to Governance Process Policy (2.72) Agenda Planning Policy – <i>R-2022-20 – Dr. Dorey Diab</i>        | Pages 29-30<br><b>(Action Required)</b> |
| D. Treasurer’s Report for April 30, 2022 – <i>Ms. Lori McKee</i>  | Pages 26-32<br><b>(Action Required)</b> |
| E. FY 2022-2023 Budget Proposal Presentation – <i>Ms. Lori McKee</i>  | <b>No Action Required</b>               |

# Board Meeting Agenda

## VIII. POLICY GOVERNANCE

### A. Discussion of Agenda Planning (IAW 02.70) – *Mr. Matthew Smith*

1. Review of Actionable Items

2. Owner Connections

3. Reflections on 1<sup>st</sup> Quarter 2022 Self-Assessment Survey (IAW 02.16)

### B. Board Training (IAW 02.70(b))

1. Policy Governance Principle #1 (Ownership)

– *To be determined*

2. Governance Policy Review (3.0, 3.1 & 3.2) (*Board-CEO Relationship*)

– *To be determined*

# Board Meeting Agenda

## **IX. BOARD CHAIRPERSON'S REPORT – *Mr. Matthew Smith***

A. BOT June Regular Meeting & Annual Planning Retreat scheduled for June 22nd (Kehoe Center)  
(Regular Meeting 4:00pm-4:40pm, Planning Retreat 5:00pm-9:00pm, light dinner)

B. 2022 [ACCT Leadership Congress](#) (October 26-29) (New York, NY)

- Registrations
- Appointment of Voting Delegate
- Equity Awards Nominations

D. OACC Annual Conference (June 2, 2021) (North Central State College)

## **X. MEETING EVALUATION (IAW 02.13 & 02.16) – *Mr. Matthew Smith***

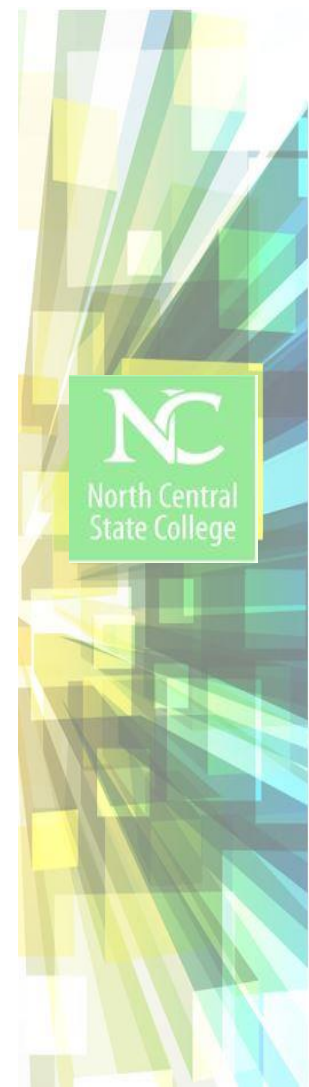
## **XI. TIME AND PLACE OF NEXT MEETING – *Mr. Matthew Smith***

- Wednesday, June 22, 2022 – (Kehoe Center & Zoom)

## **XII. ADJOURNMENT – *Mr. Matthew Smith***

# Board of Trustees 20XX PolGov Training Schedule

NCState Meeting Date	Principle Discussion	Discussion Leader	PolGov Policy Review	Discussion Leader
January 2020	Rehearsal Scenario 4.3	S. Stone	4.9 Executive Limitations	E. Morando
February 2020	Rehearsal Scenario 5.3	M. Masters	2.0, 2.1, 2.2 Governance Process	L. Nelson
March 2020	Deferred to	August 24th	2.3, 2.4, 2.5 Governance Process	P. Mowry
April 2020	Deferred to	September 21st	2.6, 2.7, 2.8, 2.9 Governance Process	M. Smith
May 2020	Deferred to	October 26th	3.0, 3.1, 3.2 Board-CEO Relationship	S. Stone
June 2020	<i>None Scheduled</i>	<i>Planning Retreat</i>	<i>None Scheduled</i>	<i>Planning Retreat</i>
August 2020	Rehearsal Scenario 6.3	E. Morando	3.3, 3.4 Board-CEO Relationship	R. Miller
September 2020	Rehearsal Scenario 3.11	K. Winkle	4.0, 4.1, 4.2 Board-CEO Relationship	D. McElfresh
October 2020	Rehearsal Scenario 4.4	R. Miller	4.3, 4.4, 4.5 Executive Limitations	K. Winkle
December 2020	Rehearsal Scenario 5.4	P. Mowry	4.6, 4.7, 4.8 Executive Limitations	M. Masters
NOTE: ENDS Policies 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, & 1.6 will be reviewed throughout the year and discussed at the July BOT Planning Retreat.				



# Evaluation During & Post Meeting

1. Evaluation during the meeting: How did we do today?
  - a. We stuck to the agenda (or not)
  - b. We started and finished on time (or not)
  - c. Everyone was present and participated (or not)
  - d. We learned so much from a deep discussion on such and such topic
2. Evaluation post meeting:
  - a. Please make sure you fill out the survey
  - b. Results of survey communicated to board chair

# Evaluation Post Meeting

## Board Self-Assessment

**BOT Meeting held on:** \_\_\_\_\_

Rate the Board's general meeting behavior by assigning a numerical rating using the following scale: *(When finished filling out the survey, "Save as" Change the filename date to the date of the Board meeting you are responding on (example: February 23, 2011 Board meeting would be Board Self-Assessment Survey\_022311) and send as an email attachment to:*

*[sstone@ashlandmhrb.org](mailto:sstone@ashlandmhrb.org) )*

0	1	2	3	4	5
Not Applicable	We failed	Unacceptable	Acceptable	Commendable	Met our best expectations

Note: Please comment on all ratings of 1 or 2 in addition to other comments you may have to offer.

# Evaluation Post Meeting

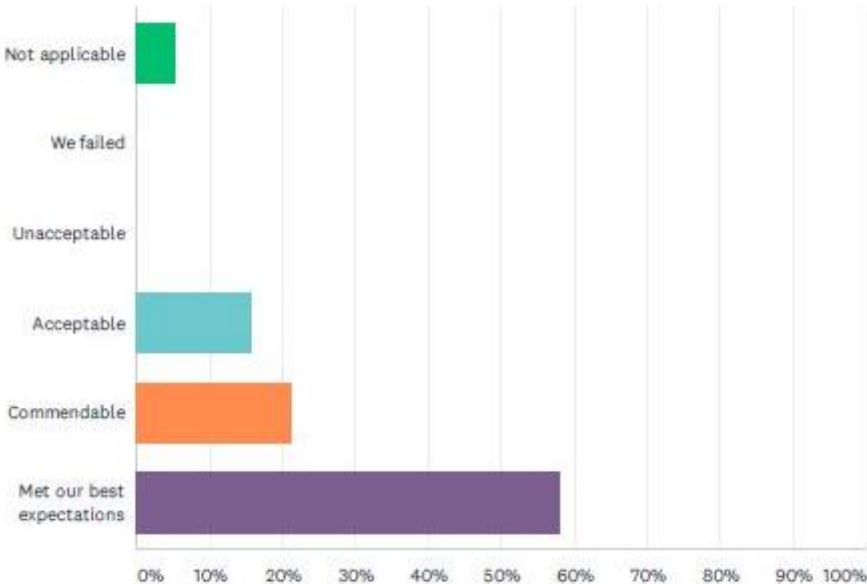
General meeting behavior:

1. The board followed its agenda and did not allow itself to get sidetracked
2. The agenda was well planned to focus on the real work of the board
3. The meeting was well attended
4. The meeting proceeded without interruptions or distractions
5. The board's decision-making processes were understood and were implemented appropriately
6. Participation was balanced. Everyone participated, no one dominated...

# Board Self-Assessment Survey

Q1 The Board followed its agenda and did not allow itself to get sidetracked.

Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not applicable	5.26%	1
We failed	0.00%	0
Unacceptable	0.00%	0
Acceptable	15.79%	3
Commendable	21.05%	4
Met our best expectations	57.89%	11
TOTAL		19

#	NOTE: PLEASE COMMENT ON ALL RATINGS OF 1 OR 2 IN ADDITION TO ANY RECOMMENDATIONS FOR IMPROVEMENT IN THIS AREA YOU MAY HAVE TO OFFER.	DATE
There are no responses.		



## Board Member Level of Engagement

- **Attend monthly board meetings. State has a minimum attendance policy of 60% meetings. Meeting generally follows Robert's Rule of Order with agenda as previously described**
- **Graduation - a Friday evening early in May**
- **Employee appreciation event – early in December**
- **Joint OSU board meeting early in December**
- **An OSU rep attends college board meetings. A college trustee attends their quarterly local OSU board meetings)**
- **Participate in the Ohio Association of Community Colleges. Also annual meeting in Ohio (expense paid by college)**

# Board Member Level of Engagement

- Ohio Department of Higher Education, Chancellor annual update, conference meeting in Columbus in the fall
- National Association of Community Colleges Trustees meetings (this year in New York) (expense paid by college).

## References:

- College website: [www.ncstatecollege.edu](http://www.ncstatecollege.edu) (bottom A-Z, B for board)  
<https://ncstatecollege.edu/about/president/board-of-trustees/>
- OACC website (<https://ohiocommunitycolleges.org>)
- OACC Trustee Manual:  
<https://www.ohiocommunitycolleges.org/pdf/trusteeorientation.pdf>
- Ohio Department of Higher Education: <https://www.ohiohighered.org/>

Northwest State



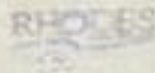
Lorain County Community College



Lakeland

NC  
North Central State College

Stark State  
1826 A-2006



Marion  
Technical College

EASTERN GATEWAY  
COMMUNITY COLLEGE

Fulton State

COLUMBUS  
STATE



intel.

2006 2006 COLLEGE  
ZSC

BELMONT  
2006 2006

CLARK STATE

SINCLAIR

WSCC

Cincinnati State

SOUTHERN STATE  
COMMUNITY COLLEGE

HOCKING  
COLLEGE

WOTBANE

OACC

OHIO ASSOCIATION OF  
COMMUNITY COLLEGES



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**It is all about the students**