PALO VERDE COLLEGE

2ND READING: BOARD OF TRUSTEES 2012-13 PERFORMANCE GOALS

BACKGROUND: As noted in the CCLC (Community College League of California) Trustee Handbook, the *Purpose and Outcomes* of the Board's self-evaluation is to, "*to identify areas of board functioning that are working well and those that may need improvement*".

CCLC notes that the result of the Board's Self-Evaluation is that the Board:
• assesses their progress *on the prior year's goals* and identifies what needs to be completed;
• identifies *goals and tasks* for the coming year related to board performance and its *leadership for district goals*. This is the item that supports the development of both Board Performance Goals and Board Institutional Goals.

The process of identifying annual *Board Performance Goals* links their findings from their prior self-evaluation to a documented plan for what they want to accomplish in the coming year.

2ND READING: Continuing to use the Self-Evaluation Form consistent with CCLC's templates, and after lengthy discussion and consideration over the past few months, the following Board Performance Goals were developed and preliminarily agreed upon for 2nd Reading.

Self-Evaluation Goal: A. Policies, Guidance, and Decision-Making

1. Review annually short and long term institutional Strategic Plan. (A-1)
2. Review Policies (A-2)
3. Identify Superintendent/ President annual goals. (A-3)
4. Receive sufficient preparatory materials to make competent decisions. (A-4, 5, 6)
5. Acquire input from constituencies. (A-7, 8)
6. Act in a timely manner. (A-9)

Self-Evaluation Goal: B. Relationships with the Superintendent

1. Supports the operational decisions and actions of the S/P. (B-1)
2. Annual 360 S/P evaluation.(B-2)
3. Identify Superintendent/ President annual goals. (B-3)

Self-Evaluation Goal: C. Board-Employee Relationships

1. Annual review of changes to the CTA and CSEA contracts. (C-1)
2. Meets with the S/P to establish negotiations' parameters. (C-2)
3. Receives complaints from employees and provides information regarding the complaint resolution process. (C-3)
4. Supports employee professional development and evaluation. (C-4)

Self-Evaluation Goal: D. Relationships with the Educational Program/ Students

1. Keeps abreast instructional program offerings. (D-1, 2)
2. Supports Student Learning Outcomes (D-3)
3. Maintains currency on K-12 & PVC joint projects. (D-4)
4. Keeps abreast student support programs & services and student activities. (D-5, 6)

Self-Evaluation Goal: E. Board/Community Relationships

1. Maintains community contact via civic, organizational, and volunteer efforts. (E-1)
2. Hold at least one community town hall /meeting hall in Blythe and Needles. (E-3,4,5)
3. Serves as an ambassador for PVC in promoting enrollment and events. (E-3,4,5)

Self-Evaluation Goal: F. Business and Financial Management

1. Proficient in understanding the District budget, revenues, and challenges. (F-1, 3, 4, 5, 6)
2. Annually reviews College list of unmet needs, Educational Plan update. (F-2, 3, 4, 7)
3. Obtains specificity /clarity on the budget development process. (F-6)
4. Board Finance & Audit Committee meets no less than 4 times/year and makes regular reports to the Board. (F-1, 2, 3, 4, 5, 6, 8)
5. Review and update Finance-related policies and procedures. (F-8)

Self-Evaluation Goal: G. Professional Development of the Board

1. Maintains currency of Board roles and responsibilities. (G-1, 2, 3, 4)
2. Attends CCLC or other Board-related professional development meetings to stay current on Board issues. (G-2,3,4)

Attached is a reference that links the Board's 2011-12 Self-Evaluation to their proposed 2012-13 Board Performance, along with Performance Measures.

BOARD PERFORMANCE GOALS FOR 2012-13

RELATED TO THE BOARD'S SELF-EVALUATION

Self-Evaluation Goals	Goal	Measurement
A. Policies, Guidance, and Decision-Making		
1. Documented institutional philosophy, long range plan (5-10 years) and near-term objectives (1-3 years). 2. Written policies on significant phases of operations. 3. Guidance and direction given to the Superintendent. 4. Use of Superintendent and his/her recommendations in Board decision-making. 5. Use of administrative staff, faculty, classified staff, and students in Board decision making. 6. Receptiveness to suggestions and recommendations. 7. Awareness of community attitudes and desires of special interest groups. 8. Willingness to hear and consider all sides of a controversy. 9. Timeliness of Board actions.	1. Review annually short and long term institutional Strategic Plan. (A-1)	Date of Plan Review
	2. Review Policies (A-2)	Establish & implement process
	3. Identify Superintendent/ President annual goals. (A-3)	Documented list
	4. Receive sufficient preparatory materials to make competent decisions. (A-4, 5, 6)	Materials
	5. Acquire input from constituencies. (A-7, 8)	Meetings; surveys; etc.
	6. Act in a timely manner. (A-9)	Board Minutes
B. Relationships with the Superintendent		
1. Support of the Superintendent in his/her decisions and actions. 2. Periodic evaluation and discussion with the Superintendent of his/her performance. 3. Maintenance of Superintendent's salary comparable to similar positions elsewhere.	1. Supports the operational decisions and actions of the S/P. (B-1)	Board Minutes
	2. Annual 360 S/P evaluation.(B-2)	Evaluation Date & document
	4. Identify Superintendent/ President annual goals. (B-3)	Documented list

C. Board-Employee Relationships		
1. Knowledge of collective bargaining and similar management/employee procedures. 2. Fairness of negotiation results to all parties including students and taxpayers. 3. Receptiveness to complaints from employees. 4. Encouragement of employee development and performance evaluation.	1. Annual review of changes to the CTA and CSEA contracts. (C-1)	Date and materials
	2. Meets with the S/P to establish negotiations' parameters. (C-2)	Date & document
	3. Receives complaints from employees and provides information regarding the complaint resolution process. (C-3)	Documented list
	4. Supports employee professional development and evaluation. (C-4)	- List of professional development - Employee evaluation report
D. Relationships with the Educational Program/ Students		
1. Knowledge of the District's instructional program. 2. Time and emphasis allowed in Board meetings for discussing educational objectives and instructional programs. 3. Interest exhibited in student outcomes. 4. Attention given by the Board to local intra-schools (college and high schools) educational programs. 5. Knowledge of student personnel services. 6. Knowledge of student activities.	1. Keeps abreast instructional program offerings. (D-1, 2)	Board Presentations Written Updates VPI/SS Board Reports
	2. Supports Student Learning Outcomes (D-3)	Annual SLO report and presentation Program Review presentations
	3. Maintains currency on K-12 & PVC joint projects. (D-4)	Board Agenda Reports
	4. Keeps abreast student support programs & services and student activities. (D-5, 6)	Board Presentations Written Updates VPI/SS Board Reports
E. Board/Community Relationships		
1. Communication and publicity program with community. 2. Perception of (a) educational needs of the community, and (b) community services. 3. Awareness of community attitudes and feelings. 4. Effectiveness in securing community support for financing important programs.	1. Maintains community contact via civic, organizational, and volunteer efforts. (E-1)	Date and materials
	2. Hold at least one community town hall /meeting hall in Blythe and Needles. (E-3,4,5)	Dates List of feedback obtained
	3. Serves as an ambassador for PVC in	

5. Rapport with local news media	promoting enrollment and events.	
F. Business and Financial Management		
1. Knowledge of revenue sources and judgment of the District's ability to support proposed programs. 2. Perception of institutional needs. 3. Alignment of the budget to local area educational needs and the Educational Master Plan of the District. 4. Provisions for meeting long-term plans. 5. Adequacy of financial reserves. 6. Involvement in budget study/ approval. 7. Adequacy of plant/personnel security and insurance. 8. Recency of policies and procedures related to financial operations and fiscal integrity.	1. Proficient in understanding the District budget, revenues, and challenges. (F-1, 3, 4, 5, 6)	• Budget Workshops • Board Audit & Finance Committee Meetings/Minutes • College Budget Committee • Established Board Goals
	2. Annually reviews College list of unmet needs, Educational Plan update. (F-2, 3, 4, 7)	• Planning Workshop/s • Updated master plan • S/P updates and reports
	3. Obtains specificity /clarity on the budget development process. (F-6)	
	4. Board Finance & Audit Committee meets no less than 4 times/year and makes regular reports to the Board. (F-1, 2, 3, 4, 5, 6, 8)	
	5. Review and update Finance-related policies and procedures. (F-8)	
G. Professional Development of the Board		
1. Participation in orientation or training for Board service. 2. Participation in local, state, and national conferences for Board members. 3. Participation in regional meetings for Board members. 4. Involved in professional reading about community college education.	1. Maintains currency of Board roles and responsibilities. (G-1, 2, 3, 4). 2. Attends CCLC or other Board-related professional development meetings to state current on Board issues. (G-2,3,4)	Annual Board review of CCLC and Accreditation guidelines Attendance at local and state Board meetings Review of materials