

**SOCCCD Board of Trustees Evaluation 2017 – Employee Version  
Results**

Below are the results from the SOCCCD Board of Trustees’ Evaluation 2017. This survey was sent to all employees in the district and was open from May 8, 2017 to June 12, 2017.

**D1 Please select the place(s) where you work.**

|                       | Percent  | Count | Percent |
|-----------------------|--|-------|---------|
| Saddleback College    |   | 122   | 49.2%   |
| Irvine Valley College |   | 101   | 40.7%   |
| District Services     |   | 27    | 10.9%   |
| Total                 |  | 250   | 100.8%  |

**D2 How long have you worked in the district?**

|                  | Percent  | Count | Percent |
|------------------|--|-------|---------|
| Less than 1 year |   | 23    | 9.2%    |
| 1-2 years        |   | 27    | 10.8%   |
| 3-5 years        |   | 47    | 18.9%   |
| 6-10 years       |   | 58    | 23.3%   |
| 11-19 years      |   | 59    | 23.7%   |
| 20 or more years |   | 35    | 14.1%   |
| Total            |  | 249   | 100.0%  |

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**D3 What is your employee type?**

|                       | Percent  | Count | Percent |
|-----------------------|--|-------|---------|
| Administrator/Manager |   | 63    | 25.3%   |
| Faculty               |   | 98    | 39.4%   |
| Classified Staff      |   | 88    | 35.3%   |
| Total                 |  | 249   | 100.0%  |

**D4 Are you a full-time or part-time employee?**

|                       | Percent  | Count | Percent |
|-----------------------|--|-------|---------|
| Administrator/Manager |     | 63    | 25.3%   |
| Faculty               |   | 98    | 39.4%   |
| Classified Staff      |   | 88    | 35.3%   |
| Total                 |  | 249   | 100.0%  |

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**D5 Over the past year, please indicate where you have received or accessed information on SOCCCD's Board of Trustees. (Please check all that apply.)**

|  | Percent  | Count | Percent |
|--|--|-------|---------|
| SOCCCD website   |   | 156   | 62.9%   |
| College website  |   | 71    | 28.6%   |
| Emails from District Services: Board highlights and other press releases |  | 211   | 85.1%   |
| Newspaper  |   | 10    | 4.0%    |
| Other websites   |   | 9     | 3.6%    |
| Other, please specify  |   | 10    | 4.0%    |
| <b>Total</b>   |  | 467   | 188.3%  |

**D6 Over the past year, how many Board of Trustees meetings have you attended?**

|                     | Percent  | Count | Percent |
|---------------------|--|-------|---------|
| None                |   | 128   | 51.4%   |
| 1-3 meetings        |   | 73    | 29.3%   |
| 4-6 meetings        |   | 26    | 10.4%   |
| 7-9 meetings        |   | 3     | 1.2%    |
| 10 or more meetings |   | 19    | 7.6%    |
| <b>Total</b>        |  | 249   | 100.0%  |

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**D7 Over the past year, how many Board of Trustees meetings have you watched on television and/or watched via a meeting video posted on the SOCCCD website?**

|                     | Percent  | Count | Percent |
|---------------------|--|-------|---------|
| None                |   | 160   | 64.3%   |
| 1-3 meetings        |   | 62    | 24.9%   |
| 4-6 meetings        |   | 19    | 7.6%    |
| 7-9 meetings        |   | 6     | 2.4%    |
| 10 or more meetings |   | 2     | 0.8%    |
| <b>Total</b>        |  | 249   | 100.0%  |

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Please indicate the extent to which you agree or disagree with the following statements. The last three survey items are open-ended questions. Please provide your feedback in the text boxes provided.

**Q1 The Board understands its policy role and differentiates its role from those of the Chancellor, District Services, and college employees.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 18    | 10.1%   |
| 4     | Agree             |   | 74    | 41.6%   |
| 3     | Neutral           |   | 70    | 39.3%   |
| 2     | Disagree          |   | 14    | 7.9%    |
| 1     | Strongly Disagree |   | 2     | 1.1%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.52 | 0.68     | 0.82      | 178         |

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**Q2 The Board’s policies are regularly reviewed and are up-to-date. They effectively guide operations on a district-wide basis.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 19    | 10.7%   |
| 4     | Agree             |   | 61    | 34.3%   |
| 3     | Neutral           |   | 68    | 38.2%   |
| 2     | Disagree          |   | 29    | 16.3%   |
| 1     | Strongly Disagree |   | 1     | 0.6%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.38 | 0.81     | 0.9       | 178         |

**Q3 The Board clearly delegates authority to and supports the Chancellor.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 21    | 11.8%   |
| 4     | Agree             |   | 69    | 38.8%   |
| 3     | Neutral           |   | 75    | 42.1%   |
| 2     | Disagree          |   | 12    | 6.7%    |
| 1     | Strongly Disagree |   | 1     | 0.6%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.54 | 0.66     | 0.81      | 178         |

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**Q4 The Board sets clear expectations for and effectively evaluates the Chancellor.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 12    | 6.7%    |
| 4     | Agree             |   | 54    | 30.3%   |
| 3     | Neutral           |   | 94    | 52.8%   |
| 2     | Disagree          |   | 13    | 7.3%    |
| 1     | Strongly Disagree |   | 5     | 2.8%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.31 | 0.67     | 0.82      | 178         |

**Q5 Board members represent the interests and needs of the communities served by the district.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 24    | 13.5%   |
| 4     | Agree             |   | 66    | 37.1%   |
| 3     | Neutral           |   | 59    | 33.1%   |
| 2     | Disagree          |   | 24    | 13.5%   |
| 1     | Strongly Disagree |   | 5     | 2.8%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.45 | 0.96     | 0.98      | 178         |

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**Q6 The Board advocates on behalf of the district to local, state, and federal governments.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 22    | 12.4%   |
| 4     | Agree             |   | 73    | 41.0%   |
| 3     | Neutral           |   | 69    | 38.8%   |
| 2     | Disagree          |   | 12    | 6.7%    |
| 1     | Strongly Disagree |   | 2     | 1.1%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.57 | 0.7      | 0.84      | 178         |

**Q7 The Board assures that there is an effective planning process and is appropriately involved in the process.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 19    | 10.7%   |
| 4     | Agree             |   | 74    | 41.6%   |
| 3     | Neutral           |   | 61    | 34.3%   |
| 2     | Disagree          |   | 21    | 11.8%   |
| 1     | Strongly Disagree |   | 3     | 1.7%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.48 | 0.8      | 0.9       | 178         |

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**Q8 Board members are knowledgeable about the district’s educational programs and services.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 17    | 9.6%    |
| 4     | Agree             |   | 79    | 44.4%   |
| 3     | Neutral           |   | 57    | 32.0%   |
| 2     | Disagree          |   | 22    | 12.4%   |
| 1     | Strongly Disagree |   | 3     | 1.7%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.48 | 0.79     | 0.89      | 178         |

**Q9 Board members understand the budget and fiscal status of the district.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 23    | 12.9%   |
| 4     | Agree             |   | 66    | 37.1%   |
| 3     | Neutral           |   | 63    | 35.4%   |
| 2     | Disagree          |   | 19    | 10.7%   |
| 1     | Strongly Disagree |   | 7     | 3.9%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.44 | 0.96     | 0.98      | 178         |

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**Q10 Board decisions assure the fiscal stability and health of the district.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 23    | 12.9%   |
| 4     | Agree             |   | 63    | 35.4%   |
| 3     | Neutral           |   | 62    | 34.8%   |
| 2     | Disagree          |   | 22    | 12.4%   |
| 1     | Strongly Disagree |   | 8     | 4.5%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.4  | 1.02     | 1.01      | 178         |

**Q11 The Board effectively monitors implementation of institutional plans.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 15    | 8.4%    |
| 4     | Agree             |   | 55    | 30.9%   |
| 3     | Neutral           |   | 88    | 49.4%   |
| 2     | Disagree          |   | 18    | 10.1%   |
| 1     | Strongly Disagree |   | 2     | 1.1%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.35 | 0.67     | 0.82      | 178         |

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**Q12 The Board respects faculty, staff, and student participation in their decision making.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 16    | 9.0%    |
| 4     | Agree             |   | 78    | 43.8%   |
| 3     | Neutral           |   | 56    | 31.5%   |
| 2     | Disagree          |   | 17    | 9.6%    |
| 1     | Strongly Disagree |   | 11    | 6.2%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.4  | 0.99     | 0.99      | 178         |

**Q13 Trustees refrain from attempting to manage or direct work or activities of employees.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 18    | 10.1%   |
| 4     | Agree             |   | 65    | 36.5%   |
| 3     | Neutral           |   | 69    | 38.8%   |
| 2     | Disagree          |   | 17    | 9.6%    |
| 1     | Strongly Disagree |   | 9     | 5.1%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.37 | 0.94     | 0.97      | 178         |

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**Q14 Trustee behavior sets a positive tone for the district.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |  | 29    | 16.3%   |
| 4     | Agree             |  | 70    | 39.3%   |
| 3     | Neutral           |  | 61    | 34.3%   |
| 2     | Disagree          |  | 13    | 7.3%    |
| 1     | Strongly Disagree |  | 5     | 2.8%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.59 | 0.89     | 0.94      | 178         |

**Q15 The Board regularly reviews and adheres to its code of ethics and standards of practice.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |  | 20    | 11.2%   |
| 4     | Agree             |  | 64    | 36.0%   |
| 3     | Neutral           |  | 85    | 47.8%   |
| 2     | Disagree          |  | 8     | 4.5%    |
| 1     | Strongly Disagree |  | 1     | 0.6%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.53 | 0.6      | 0.78      | 178         |

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**Q16 Board members maintain confidentiality of privileged information.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 16    | 9.0%    |
| 4     | Agree             |   | 71    | 39.9%   |
| 3     | Neutral           |   | 75    | 42.1%   |
| 2     | Disagree          |   | 10    | 5.6%    |
| 1     | Strongly Disagree |   | 6     | 3.4%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.46 | 0.75     | 0.86      | 178         |

**Q17 Board meeting agendas include sufficient information; the topics reflect Board responsibilities and tasks.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 28    | 15.7%   |
| 4     | Agree             |   | 81    | 45.5%   |
| 3     | Neutral           |   | 59    | 33.1%   |
| 2     | Disagree          |   | 9     | 5.1%    |
| 1     | Strongly Disagree |   | 1     | 0.6%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.71 | 0.66     | 0.81      | 178         |

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**Q18 Board meetings are conducted in an orderly, respectful manner; sufficient time is provided to explore and resolve key issues.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 27    | 15.2%   |
| 4     | Agree             |   | 76    | 42.7%   |
| 3     | Neutral           |   | 66    | 37.1%   |
| 2     | Disagree          |   | 7     | 3.9%    |
| 1     | Strongly Disagree |   | 2     | 1.1%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.67 | 0.67     | 0.82      | 178         |

**Q19 The Board evaluation process helps the Board enhance its performance.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 22    | 12.4%   |
| 4     | Agree             |   | 63    | 35.4%   |
| 3     | Neutral           |   | 77    | 43.3%   |
| 2     | Disagree          |   | 14    | 7.9%    |
| 1     | Strongly Disagree |   | 2     | 1.1%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 1       | 5       | 3.5  | 0.73     | 0.85      | 178         |

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**Q20 Board members engage in professional development that enhances their performance as trustees. New Board members have an orientation to their role.**

| Value |                   | Percent  | Count | Percent |
|-------|-------------------|--|-------|---------|
| 5     | Strongly Agree    |   | 18    | 10.1%   |
| 4     | Agree             |   | 59    | 33.1%   |
| 3     | Neutral           |   | 91    | 51.1%   |
| 2     | Disagree          |   | 10    | 5.6%    |
| 1     | Strongly Disagree |  | 0     | 0.0%    |
| -     | Total             |  | 178   | 100.0%  |

| Minimum | Maximum | Mean | Variance | Std. Dev. | Respondents |
|---------|---------|------|----------|-----------|-------------|
| 2       | 5       | 3.48 | 0.57     | 0.75      | 178         |

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**Q21 What are the strengths and accomplishments of the Board?**

| Respondents |
|-------------|
| 126         |

|   |
|---|
| I don't really know what the board does on a regular basis, so I don't feel qualified to judge.   |
| Efforts are being made to seek information of what goes on a 'ground level' of the colleges.  |
| Approachable and friendly   |
| I don't have enough interaction with the board to comment   |
| They dress nice.  |
| They are involved and informed  |
| I'm not well informed of the current state of the collective board to make a comment.   |
| Community relations appear to be their strengths  |
| Probably the most striking public feature of the recent Board is that they seem to get along much better than the previous Board of Trustees.   |
| Maintains a fiscally stable district  |
| too many late meetings, need to shorten board reports and public comments   |
| I feel that I'm too new to comment here, or provide ratings other than "Neutral" in most cases.   |
| board highlights are wonderful, thank you for doing these   |
| they are not divisive like past boards  |
| Very effectively support both colleges  |
| they like to be engaged at the campuses but sometimes too much. They sometimes interfere in our day to day business.  |
| The strengths are that they all appear to support and advocate for the well-being of the colleges.  |
| I have had occasion to attend several board meetings a year and have always been impressed by the board's handling of the issues presented. They are knowledgeable about the subject matter and ask for clarification when they aren't. The board members obviously take their responsibilities seriously, have educated themselves about the issues, and act in what they believe to be the best interest of the district. I always come away impressed. |
| Being there for checks and balances. They do have our best interests at heart. They will listen to anyone who wishes to contact them.   |
| They appear involved as they attend events and such   |
| Encouraging the ongoing development of infrastructure for both campuses.  |
| Attendance at college activities  |
| I believe the current Board seems to get along better than past Boards and individual Board members are more respectful of each other and staff than some past individual board members.  |
| I have great respect for the Board, but I admit with my limited time I have not been attending meetings. I like the idea of watching either live or recorded.   |
| The Board has been engaging in meetings and asks appropriate questions. I believe they have offered effective leadership in guiding the District in the past year.  |
| Finding ways to help employees.   |
| Thank you for your commitment to our Community.   |

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|---|
| The SOCCCD board of trustees maintains their fiscally conservative approach towards the use of public resources which has provided excellent educational opportunities for our students.  |
| They each have their own thing I suppose- Marcia stays involved in what the colleges are actually doing, Lang keeps tabs on the money, if I am ever worried about the status of the MTAS building I know who to ask. There is so much approve, approve, approve, I am not sure if there is anything they have done that constitutes an accomplishment. Strengths would be that they balance each other out. |
| Good people.  |
| They do represent the college at special events, but we never hear about their strengths or accomplishments.  |
| The Board, with the Interim Chancellor, is actively trying to educate themselves.   |
| They are fiscally conservative and make sound financial decisions. Most of the time.  |
| Board continues to support and focus on student success. They participated in workshops that focused on the accreditation self-study, particularly with Standard IV.C. on governance. Board continues to be instrumental in ATEP's Site development and planning.   |
| They were highly engaged in learning about the colleges' institutional self-evaluations and the site team visits.   |
| Numerical growth, student retention, increased student involvement in the college.  |
| You are a group of respected, honorable people with an interest in doing the right things and doing them well.  |
| budgets   |
| The Board is able to effectively evaluate, prioritize, and act on agenda items with the unequivocal goal of fulfilling the district's mission.  |
| The Board has increasingly become more professional in their decision-making processes and their comportment at Board meetings. I'm not aware of inappropriate involvement in College decision making.  |
| Some good work for veterans.  |
| Their commitment and dedication to their responsibilities.  |
| I don't know much about the board except they approve purchases and contracts and changes of employment.  |
| The board has gotten much much better since I arrived in 2002 where the atmosphere was toxic.   |
| I am not sure. You are not the Board of the past, this has been both good and not so good.  |
| Local leadership  |
| They're actively listening to concerns. This is a very important time in the District's history and we need change.   |
| I believe the BOT really listen, and they support District and campus administration.   |
| They are professional, and try to attend many of our meetings and events.   |
| ???   |
| n.a.  |
| n/a   |
| I do not interact with the board.   |
| Board members conduct themselves in a civil manner during open session of board meetings.   |
| No opinion  |
| don't know  |
| The Board works well with administration, faculty and staff. Everyone is respected.   |

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|--|
| Civility.  |
| The board item submission schedule and changes to include items in the Presidents' Reports is great.   |
| Our Board seems more engaged over the last year than previous years.   |
| I am not sure  |
| The board is interested in our programs and students yet not holding the chancellor accountable to ensure IVC's continued negative tone and cancerous behavior towards SC and the district is a major fault. The IVC administration has been tearing this district down for years without being held accountable. At this point it is in the chancellor and board's hands. |
| Focus on enhancing professional and leadership development opportunities for all staff.  |
| Improvement in overall district climate after the ineffective chancellor resigned or quit.   |
| they keep employees well minformed   |
| oversight/managment  |
| Fiscal responsible.<br>Represent district at public functions - some board members go above and beyond.<br>Supportive of ATEP - developing and driving organizational goals.<br>Taking corrective action when necessary.   |
| trying their best to be approachable by doing the coffee talks   |
| strong at scheduling meetings not at implementing  |
| Very active in the community.  |
| The Board members visibility at student events   |
| The Board's leadership is AAA and it starts with the President of the Board. For the past two years I have found the Board to be strong, intelligent, wise, and extremely respectful to all employees throughout the District.   |
| giving themselves bonuses  |
| Decline  |
| n/a  |

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**Q22 In what areas, if any, might the Board improve?**

| Respondents |
|-------------|
| 129         |

|  |
|--|
| I don't really know what the board does on a regular basis, so I don't feel qualified to judge.  |
| All members of the Board need to investigate on a deep level the continuing concerns of Workday.   |
| It would be nice for the board to be proactive in breaking down barriers instead of perpetuating or creating them. For instance, at two recent IVC events, comments were made by trustees that had a negative impact on IVC. At the "Coffee with the Chancellor and Board" on May 16, Trustee Whitt made comments that she rarely visits IVC (because she lives down south) and she also stated "you" referring to IVC and "we" referring to Trustee Whitt and Saddleback. Shouldn't "we" be more inclusive of both colleges, especially since "we all" are the district?  |
| I was shocked at the Commencement Ceremony on May 26, at Trustee Jemal's statement that "Irvine Valley College was probably not your first or even fifth choice..." of schools to attend. If the same speech and comments were made at Saddleback Commencement, I apologize, but the comment is demeaning. Thank you.  |
| It's my understanding that resolutions were no longer being presented to the board. However, the May board meeting had numerous resolutions for Dr. Burnett, which extended the meeting.   |
| Coffee mornings and tea time meetings were great!  |
| I don't have enough interaction with the board to comment  |
| The listening sessions showed a perfect picture as to what the board is ignorant about. WorkDay problems seemed to have caught the entire board by surprise.   |
| No suggestions   |
| No comment, I will yield to the more informed, aware, and engaged colleagues.  |
| The board needs to ensure fiscal effectiveness of the district and colleges.<br>The board needs to be transparent with the tax paying community.<br>The board needs to conduct a financial assessment of the district and Managerial staff.  |
| Each Board member should be having public meetings with constituents, if it does not violate the Brown Act. I don't think the public has a real idea of who they actual are, or what their goals are for their areas.  |
| communication, both within and out of the organization   |
| Be concerned, ask more in-depth, probing questions, monitor and mentor the Associated Student governance group(s) in understand of budgets, conduct/ethical standards in fiduciary duty/responsibility, and fiscal accountability.   |
| allow the college presidents and chancellors to make decisions without second guessing   |
| The board members need to be more active and involved to see how the programs are run and see that they are run efficiently. in case of the IVC CDC, no one from the Board came to see how the program was run.Over the last few years the program was deliberately neglected and run to the ground on purpose, there was no checks and balances on what could be done differently to save it. The management was left to do whatever they felt like doing, if the board is presented with an idea they need to investigate on their own and not take things to face value. The program was stuck in twilight zone with the ideas to come to the 21st century shot down! |
| I feel that I'm too new to comment here, or provide ratings other than "Neutral" in most cases.  |

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| <p>some board members have shared confidential information with us. some people bypass college or district processes and go directly to the board and the board member then interferes with procedures.</p>  |
| <p>try not to get caught up in district internal business; allow the chancellor and the colleges to do their job</p>   |
| <p>More faculty support and salary raises</p>  |
| <p>understand that the colleges and district have a separate role and honor the decision making processes we have in place.</p>  |
| <p>I am very disappointed in the handling of the budget at IVC. It appears not much thought was put into giving a large raise to all staff and the budget. I sat in so many meetings with Davit telling all staff that we would be in a deficit if we received the large raises but no buddy listened. I feel the Board should agree to pay for all of the deficit with the raises and allow IVC to come out of this poor situation. It is not appropriate to punish staff, faculty and everyone for the oversight of giving this large raise.</p>   |
| <p>The only area I would suggest improvement is a selfish one. It concerns the area of negotiation of the faculty contract. My major issue is the time it takes to come to resolution. I believe it is possible to come to resolution much more quickly than seems to be the case in prior negotiations. The drawn out negotiation process leads to severe demoralization in the faculty ranks as they perceive it as heartless and devaluing of the faculty. I know that is not the intention of the board, but you definitely don't want to have the people who have the primary interface with our students demoralized, angry, and unhappy.</p>  |
| <p>Their choices in hiring department managers. (Why in the world would they have Teddi Lorch in charge of HR? As an example, after the board voted on and passed a salary contract she was asked about the time frame retroactive checks would cover. She thought the retro checks would only cover the time back to 2016 and did not realize the time frame was back to 2015 and could not answer what should be anticipated questions weeks after the vote.)</p>  |
| <p>Research further into problems with management dealing with faculty and staff who are actually interfering with their work this effects student success and overall moral. This is also going to be a liability to the health of the cohesive functioning of the College. Less retribution more negotiation with a kinder intention.</p> <p>Working out of class on a mass scale, Personal agendas, No hope for promotion and or full time employment.</p> <p>Protect whistle blowers on management.</p> <p>Too much management.</p> <p>Respect and reward for longevity and experience instead of harassment and humiliation tactics to get these people to resign or retire early.</p> <p>We are losing many essential experienced people due to this tactic.</p> |
| <p>Being more involved in how the colleges are run. The climate at IVC between faculty and administration continues to be problematic, as they continually blame one another for stupid things. As a newer faculty member, it is disheartening to see how the adm/staff at IVC already have an image of who the faculty are, without giving people a chance to be, and show them who they are.</p>   |
| <p>Consider changing board policy that would allow the district to access our basic aid reserves, as needed, to fund and improve staff and faculty salaries, and to support the same during contract negotiations. Faculty, for example, are responsible for the education, guidance and success of students, and would more than justify the board's support of equitable compensation.</p>   |

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I would hope that the board maintains its neutrality in terms of faculty, administrator and classified interventions or attempts at intervention in decisions. At times it seems that the faculty is given undue influence to the board outside of the regular channels.

Making live streaming of board, or a link easy to get to, I would stay more informed.

**OUT OF TOUCH WITH THE DAY TO DAY DUTIES OF FACULTY AND STUDENTS**

The board needs to stop reacting to anecdotal complaints and find out the facts before jumping to conclusions.

**STOP HIRING MANAGERS AND ADMINISTRATOR! NEED MORE CLASSIFIED STAFF.**

Recently, a few Board members appeared to accept the selective memory of one faculty leader, and was publically highly critical of the Irvine Valley College's process and recommendation for close the CDC. This was not a quick decision made in a vacuum; rather the fiscal difficulties for the center had been discussed in shared governance meetings for several years. The closure was recommended a few years ago when the college was looking for ways to reduce costs, but delayed at that time. The timing of the closure now was accelerated by the number of staff accepting the retirement incentive and the dramatic budget shortfall increase. This was also a very sensitive matter as plan required confidential personnel actions.

I think it would better serve everyone if the Board investigated the real circumstances before publically criticizing a process and a college's executive leadership.

Board members need to maintain the boundaries of communication going through the office of the chancellor for suggestions and concerns. Likewise, the board needs to refrain from encouraging communications of complaints sent directly to individual board members.

Remembering at all times that an individual trustee has no legal authority outside the meetings of the Board and should conduct their relationships with District staff, students, the local citizenry, and the media on that basis.

Closed Session should not be used as a means to 'wait people out', hoping they go away like old boards have done. Don't be so obvious when you are making fun of each other- Jemal and TJ look like bullies some days picking on the 2 ladies and Jim Wright- its unprofessional and embarrassing.

They need to think out of the box. Serious financial issues not addressed.

Become more involved in the day-to-day processes at the college to see why employees are unhappy with how we do business. Get to know the issues employees and faculty are still having with Workday.

Too much micromanagement of staff. Some trustees do not understand their roles or just don't care.

Some trustees are bossy, demanding and disrespectful of staff.

Inappropriate sharing of information with employees.

Some trustees are being influenced from employees who contact the board directly and tell them how to vote instead of respecting the process.

Too much ego! The trustees should be focused on supporting students and the administration. Some are clearly focused on themselves.

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| Rewarding bad behavior. President Burnett. Embarrassing. He was more abusive than you know. You fed his ego and yours too.  |
| Monitor and, when necessary, influence state legislation on a variety of issues of importance to the District. Participate in Board development activities offered locally, online or at the state level and/or federal level in order to assure that Trustees are kept current with community college issues, opportunities, and new initiatives. Assure that the new trustee participates in a new trustee orientation program and has one-on-one meetings with key individuals in the District in order to assure that he/she is thoroughly educated about the role and responsibilities of a community college trustee.   |
| You are clueless as to how damaging the acting chancellor is (and was as vice-chancellor) with her micromanagement of educational programs. She positively harms students almost every day. You are also quite unaware of how wildly inept your leading district services people are. Building, planning, HR, risk management...they are unbelievably ill-managed. Tell me a building that came in on time and on budget and everybody was happy. Name ONE. Consider the fiasco that is Workday. And these people give themselves raises at an alarming frequency.  |
| Guys, you just have to do something and not sit there idly as you're being ripped off and students damaged.   |
| none  |
| N/A   |
| Several Board members seem not to fully understand the instructional focus/realities of the colleges.   |
| Respect faculty. Raise part-time faculty salaries to parity or near parity. Realize that while fiscal solvency is necessary, it is not ALL there is. Develop values appropriate to an institute of higher education.  |
| I wish a forum existed for faculty to share concerns they have anonymously. There are things going on that the Board and administration need to be made aware of.   |
| More meet and greet sessions so we can put names with faces   |
| Understanding what certain departments need where the rubber meets the road so that district services can run much more efficiently. I hear administrators and managers flapping their lips using the words "Student Success" and "Efficiency" and then doing absolutely nothing to have those words have any real value. In most cases, their policies work directly against those important qualities. I have only seen one board member at my performance events in 14 years.  |
| Do something about the micro-managing abusive environment at IVC with regard to a few of the administrators - you know of what we speak - you have been informed - repeatedly. The departure if Craig Justice was very very good, but this does not go far enough. No one gets in the way of the college's progress than its own President. There are a few others as well. The Publications Office is autocratic, abusive to people across the campus yet Roquemore will not listen and protects them - particularly Diane Oaks, the quality of their work has become quiet mediocre, not artistic, boiler plate 'blah'. This is an office with too much dictatorial power and one that seems immune to correction, reflection or criticism. |
| Attending more college events   |
| Still tend to micromanage too much.   |
| One of the areas our District has struggled with most in recent years is the reclassification of either classified staff or mid-level management positions being reclassified to higher levels of pay without any real significant justification or evidence of more complex duties or larger workloads; and the creation of frivolous management positions that do not have any direct reports. In the past decade, under the leadership of President Burnett, the management group at Saddleback has almost doubled.  |

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Many of these changes were not questioned by the Board. That seems fiscally irresponsible.

Another concern is the unbalanced workloads and pay scale placement. We have managers at both the IVC and SC Presidents' offices, the Executive Assistants in the Vice Chancellors' office, and the "Manager" of the Chancellor's office essentially performing the same exact types of duties that senior administrative assistants coordinate and manage for daily, yet they're paid on a significantly higher scale than those of us down on the campus level that manage easily two times the workload as those holding pseudo management roles, (and they have no direct reports). Why are they managers?

The inconsistency in pay between an executive assistant for a VC's office (mgmt. level 10 \$6,504 - \$9,156/month), Manager of the Chancellor's Office (mgmt. level 12 \$7,173 - \$10,094)/month), College President's Office Manager (mgmt. level 10,\$6,504 - \$9,156/month), and Chancellor's Executive Assistant (mgmt. level 7, \$5,620 - \$7,908/month), versus Senior Admin (classified range 127 \$4,443 - \$5,689/mo), and Admin (classified range 121, \$3,831 - \$4,905/month) are disturbing.

Senior Admins. are essentially performing the same types of duties as the EAs and Office Mgrs. All of these positions should be part of the bargaining unit pool as classified positions. Not one of those positions truly qualify as management level. These are the types of unbalance workload and payroll inequities that have continued to create rifts between various worktypes/groups.

The process for the Board approving anything related to a permanent management position should really involve a public/transparent process. Many times other employees are completely unaware that positions have been bumped up until after they have been approved. A notice of reclassification or request to create a management position should have to be advertised to the constituency groups for a minimum of six months before it is even requested to be Board approved. This should be a process directly from Human Resources and/or the Chancellor's office as a monthly report.

In the last year, (or year and a half), Human Resources has also had some hefty reclassifications of two classified employees to management (giving them lifetime benefits), and a reclassification of one HR manager to a new title that increased her pay by an additional \$1,500/month, yet absolutely nothing has improved in the Human Resources department. Why were these reclassifications necessary? The justification must be transparent and shared out with all groups before the Board should even be given the opportunity to approve. If anything, the human resources department is mess, yet they are being rewarded with increased salaries.

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I feel that the BOT is sometimes easily swayed by executive presentations, some of which have been misleading and not completely truthful or forthcoming. One example of this is the presentation about the success (not) of Workday. The BOT have been led to believe everything is fine and Workday is a wonderful system, when this is not true. Workday tasks take more time, but we cannot add staff. Everything from data entry to research to reports takes longer in Workday, and there are very few reports generated in Workday that do not have to be exported to Excel, with additional time spent manipulating the report to get the information we need. Please don't ask why we haven't come to the coffee talks. There was enough blowback from the listening session when we first complained about Workday. There is no one in HR, Accounting, Payroll, or IT who will stick their neck out again. Let's just say we've been told not to discuss Workday.

I have often wondered what \$15 million could have done to integrate our old systems without purchasing a new one, especially with Escape's advances in HR, Payroll, Budget, and mobile technology. Escape was built for K-12-higher education and was customizable. Workday was built for the corporate world and cannot be customized. I feel that Workday misrepresented its product. Workday was not our best choice, and it has proven to be a costly mistake. Yes, we have to work with it, but we have lowered our standards to do so.

I would like to see the Board improve in their oversight of HR related items:

1. Why has Saddleback nearly DOUBLED the number of management positions in the past 6 years?
2. Why are some positions classified as management when they could easily be classified? For example, the president's executive assistants, and "office managers" in addition to the Vice Chancellor's assistants. If you examine the actual day-to-day work they do, they should all be classified staff. It creates a climate of inequity for classified staff when they see people doing the same work, but compensated at higher management rates.
3. Why are some positions paid at and classified as "Administrators" when they do not supervise any faculty? For example, Dean of Enrollment Services and Dean of Concurrent Enrollment and Guided Pathways. These should be considered classified management. The same goes for Director of Learning Assistance, and Director of Emeritus.
4. Why are certain managers reclassified to better positions to "reward" them? For example, the Director of Emeritus (a classified manager) was reclassified to an Assistant Dean (an Academic Administrator position, with almost a \$40K bump). Why wasn't he reclassified to an Academic Administrator (and kept the title of director) instead?
5. Why is District Services spending nearly 14 million dollars on Workday over three years, and it still doesn't do what we need it to do? Furthermore, who is regulating the waste that is associated with Workday? For example, all of the extra managers, staff and others who have been hired to run the professional development and training? What about the off-site offices that we are leasing for hundreds of thousands of dollars? It concerns me that many, many positions have now been created (including many management positions) to operate Workday, with little oversight, counts or accountability.
6. Why are staff positions reclassified to higher-paying positions all the time as a way to "reward" employees? The taxpayers are ending up paying for all of these increases.

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Faculty rights. Academic standards. Improved procedures.

selecting effective administrators.

Understand new contracts in more detail and the impact of changes and intentions as well as interpretation. or bring in those who have a good grasp of what is happening.

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| <ul style="list-style-type: none"> <li>- Please learn basic board meeting protocol and parliamentary procedure. Please stop trying to pull non-consent items during the consent calendar portion of the meeting, please don't pull consent items solely to make basic comments or pose basic questions that should have been asked prior to the meeting.</li> <li>- Please try to respect and enforce the two-minute limit for trustee oral reports, for public comments, and for shared governance group oral reports.</li> <li>- Please be confidential.</li> <li>- Please respect and value recommendations from administration and the chancellor, especially in personnel and fiscal matters.</li> </ul>   |
| No opinion  |
| don't know  |
| Communications have improved and need to continue on a regular basis.   |
| Most board members are not adequately or accurately in tune with both colleges. Public forums or coffees do not provide true information about what is going on in the district. They should spend more time reviewing district services and how they have increasingly made it more difficult for the colleges to do their jobs for students and the community. Also, they claim to be fiscally "conservative" and yet they allow the district to waste millions of dollars on inflated manager salaries in district services, mismanagement of construction projects, horrific human resources department, burdensome and costly bureaucratic processes and procedures, undermining college personnel, and an overall lack of proper support for colleges and students. |
| I am not sure IVC's concerns are well represented on the board. I don't know if the board is as familiar with IVC as it is with Saddleback.   |
| I think the Board should try to get out and see some of the programs offered within our campuses. so many times at the Board meeting the information may not reflect what is actually going on on the various campuses.   |
| I am not sure   |
| We need the board to Ensure collegiality and student focus at among both college's administration.  |
| Seek broader input/feedback from college constituents and select community representatives;<br><br>and active participation in the "business" of the College where board members' expertise skill sets are appropriate.   |
| Oversight of District Services. Oversight of facilities. Cost and timeliness of construction projects.<br>Oversight of Chancellor and Vice-Chancellors and their lack of job performance.   |
| Scheduling rules and guide lines for adjunct faculty  |
| help bridge the conflict between district and college.  |

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1.) Certain resources are not being used to their fullest. For example, the IMC Lab, originally designed to assist CIM students in completing assignments, has been physically separated from many of the teaching classes, making it less convenient for students to use the lab. Some CIM classes have been moved to the Health Sciences Building and students never know that the IMC Lab exists. New faculty members know little about the IMC Lab. Eliminate the copy machines from the Lab, this just detracts from the teaching environment. There are other places on campus that are more suited to students who are in a hurry to print an assignment, or to print personal material.

2.) Some departments have a difficult time spending allocated budgets within the fiscal year. As a result, there is a considerable amount of end-of-year "binge-spending". Money is never wisely spent when the pressure is on. This is a tremendous waste.

3.) In the last several years, quite a few laptop computers were purchased for use by classes not having access to classrooms with stationary computers. When these laptops get checked out they are abused, they are difficult to maintain due to battery storage requirements, instructors rarely use them because they need to be transported to the appropriate class and accounted for, and the laptops don't have the best screen making it difficult for some students to view. It would seem that the cost of a laptop - especially considering the employee time spent monitoring and charging the batteries, would exceed the cost of stationary computers in a classroom. Stationary computers are better equipped to withstand rough student handling, the monitors are easy to see, and they don't have batteries that go bad and need considerable monitoring.

the above

Insure that the quality and improvement of facilities equally reflect across the board to include approving funds target to improving and maintaining the fields. Presently, facilities look like we are in Santa Ana, but Santa Ana's facilities look like Irvine should.

Fiscal management.

NA

Keep Board intact.

teaching staff

Decline

n/a

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**Q23 What should be Board goals, priorities, and/or tasks for the coming year?**

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| <b>Respondents</b> |
| 126                |

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| Support district students, employees, and community members. Advocate for district improvements and more funding to support those improvements.   |
| Look at the fiscal irresponsibility of management and administrative hiring. Also consider the tremendous work of the Search/Hiring committees.   |
| To be more objective in their when speaking publically at the colleges.   |
| To be a checks and balances for the college and ensure that Community Colleges have programs for all members of the community.  |
| Spend time in the offices at the colleges, we don't bite. Familiarize yourself with the campuses in person, not just on paper. Talk to classified employees. It is great that you attend some events (some of you) but you don't get to know an office when you only attend their celebratory events. Don't rubber stamp the continuous hiring of management. Don't participate in the Christmas raffle. Classified work so hard for our students and it is a nice token to win a prize at the Christmas party. It is like board members are robbing from the poor when they win. It does not seem appropriate. |
| Hire a great Chancellor and President   |
| I will yield my comments to negotiation team. Hire a new chancellor.  |
| Transparency with the community it serves, taxpayers and accountability.<br>The same within the SOCCCD community.   |
| Making it a priority to really examine the necessity for the increase in the numbers and types of hiring that is going on in the District - for example, the job pool size of the District Services has increased significantly in the past ten years, and I'm not sure that increasing the numbers of employees at that level has really assisted the campuses with supporting one of the goals of the Colleges, and by extension, the District: educating students.   |
| improve support of district-wide educational program through strengthening program budgets  |
| Hire a Chancellor, or make an offer to the current interim Chancellor that she would be inclined to accept.   |
| I feel that I'm too new to comment here, or provide ratings other than "Neutral" in most cases.   |
| learn the role of the board vs. district/colleges; we are starting to see micromanaging from certain board members  |
| hire the interim chancellor as permanent. come on, she is much better than any of the past chancellors. why waste time and money, folks   |
| Focusing on faculty enhancement and student support   |
| external relations  |
| Hire a Chancellor. Hire a President for Saddleback. Possibly be more active in promoting wellness on each campus and supporting funding with the Legislature for this especially mental health.   |
| Better overwatch of construction from start to finish including an outside independent consultant. Also include the experienced staff and faculty who actually implement and or use this equipment and or space in concept through construction committees. this way we can correct or update projects to save millions of dollars on these projects while making them functional.  |
| Work to bridge the gap between management (FRISK) and employees who feel targeted by hostile politics.  |

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| Be more involved and really seeing how to create a more amicable environment at IVC  |
| To consider changing board policy toward the utilization of basic aid reserves, as , needed, to sustain all necessary district expenses without unnecessary budget consequences.   |
| Support PT faculty.  |
| Fiscal stability of the district<br>Hiring a new chancellor<br>Continuing to ensure equity of policy, funding, etc., between the campuses.   |
| Work on joining with the entire California Community College System to better market Community Colleges and what an educational bargain they are as compared to private educational institutions and for profit trade schools.   |
| Get rid of unnecessary management. They have been hiring people who try to do classified work and then focus on attendance and micro management. We used to have a President and 2 VP's it ran better and was more efficient. Now we have assistants , assistants of assistants and unnecessary managers vs more workers.  |
| Fun, friendly, collaborative, informal, non-agenda activities to bring everyone in the district together. Faculty, staff, managers, operations, technology, everybody, and connecting with each college campus. I know that is a tall order, but people (including myself) don't often get out routine of teaching, office hours, committee work, etc, etc, so having ways for people to build friendships and/or at least putting faces to names makes organizations runs smoothly. Just informal short, 1 hr, here and there, maybe with snacks, or perhaps brown bag-bring your lunch to this department, that department, perhaps that is outside of the role of the board..but, I think it is worth mentioning.   |
| <b>STOP HIRING MANAGERS AND ADMINISTRATOR! NEED MORE CLASSIFIED STAFF!!!!</b>  |
| Finding ways to better market each college, to hopefully improve enrollment.   |
| Keeping spending in check instead of approve approve, approve. Question excess spending especially in the area of stipends which compared to 10 years ago is through the roof- at some point there is not enough hours in the day to constitute the number of stipends being granted. For sabbaticals- require a written report like in the past. Hold people accountable for the money they earn- the number of management positions has also increased quite rapidly over the past few years. Even the student government budgets- I was shocked that not one trustee questioned the IVC student government budget this past year even though it clearly showed co-curricular programs being cut dramatically- which should have been a red flag since it will now fall on the general funds to cover. |
| Hopeful for a new chancellor to bring SOCCCD to a more competitive educational district.   |
| Same as above.   |
| Continue self-education at SOCCCD, especially the colleges (not just district services), as well as regionally, state-wide, and nationally.<br>Get real head-hunters for president & chancellor searches   |
| Work on understanding trustee roles and setting a good example.  |
| Maintain fiscal stability while, at the same time, re-examining the means and methods by which the District can expand educational opportunities to meet documented community needs and provide the staffing and resources needed to fund it. The District must also continue to scrutinize programs and services to assure that they are most relevant, meeting community needs, and aligned with the Board's Core Values and Principles.   |
| Fiscal stability is a priority. Reinventing the Human Resources department so that it supports the needs of the district and . Ensuring that administrative regulations, practices and protocols are written and adhered to. There are many areas of ambiguity where no direction is provided, and forms are changed   |

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| without college input and communication. Working with executive leadership to ensure that new leaders understand the goals of the district and each college.   |
| A safe environment for students, faculty, classified, and administrators.  |
| New Chancellor. Put a leash on District Services and hold them accountable. Try to get Saddleback and IVC to play nicely with each other. Be at least dimly aware of how District Services impacts students.   |
| growth of programs, hiring more full time staff.   |
| I'm not informed enough to make a suggestion on this issue.  |
| Set a defined agenda for the new chancellor, one that includes directives for the Chancellor with respect to the two colleges. This is the key responsibility of the Board.  |
| <ol style="list-style-type: none"> <li>1. Parity for part-time teachers in new contract</li> <li>2. A fair contract between faculty and District</li> <li>3. Appointing an outstanding person as chancellor</li> </ol>   |
| Hiring a new chancellor for the district and a new president for Saddleback College.   |
| ensuring that we have a balanced budget and streamlining processes especially district wide ones like the hiring process   |
| Proper allocation of funds for student success.  |
| Doing something about the environment at IVC. Saddleback clearly still gets the lion's share of attention. we need effective management.   |
| Hiring new Chancellor  |
| Stay at policy level and not be directing chancellor and presidents  |
| Reviewing BP/ARs and come up with policies that truly make sense for a District that has impending budget concerns. I have heard about budget issues repeatedly in several meetings and we continue to see crops of programs that require space, staffing, and budgets. It defies any sense of logic to pursue new avenues if we are not managing what we have appropriately. Again, rewarding a failing system.                 |
| I'm hoping that the recent changes in District services will allow for many of the equitable pay and workload issues to be balanced out, and for Board policies to be reviewed and updated to suit our current needs.  |
| I would like to see the BOT try to reign in the increase in administrative costs. A review of hiring in the past year shows a significant number of new administrative positions. It seems that these positions are rubber-stamped, regardless of the cost. It would be interesting to see the number of new hires for faculty, classified, and administration and whether or not those were new positions or replacement hires. |

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| <p>1. Why has Saddleback nearly DOUBLED the number of management positions in the past 6 years?</p> <p>2. Why are some positions classified as management when they could easily be classified? For example, the president's executive assistants, and "office managers" in addition to the Vice Chancellor's assistants. If you examine the actual day-to-day work they do, they should all be classified staff. It creates a climate of inequity for classified staff when they see people doing the same work, but compensated at higher management rates.</p> <p>3. Why are some positions paid at and classified as "Administrators" when they do not supervise any faculty? For example, Dean of Enrollment Services and Dean of Concurrent Enrollment and Guided Pathways. These should be considered classified management. The same goes for Director of Learning Assistance, and Director of Emeritus.</p> <p>4. Why are certain managers reclassified to better positions to "reward" them? For example, the Director of Emeritus (a classified manager) was reclassified to an Assistant Dean (an Academic Administrator position, with almost a \$40K bump). Why wasn't he reclassified to an Academic Administrator (and kept the title of director) instead?</p> <p>5. Why is District Services spending nearly 14 million dollars on Workday over three years, and it still doesn't do what we need it to do? Furthermore, who is regulating the waste that is associated with Workday? For example, all of the extra managers, staff and others who have been hired to run the professional development and training? What about the off-site offices that we are leasing for hundreds of thousands of dollars? It concerns me that many, many positions have now been created (including many management positions) to operate Workday, with little oversight, counts or accountability.</p> <p>6. Why are staff positions reclassified to higher-paying positions all the time as a way to "reward" employees? The taxpayers are ending up paying for all of these increases.</p> |
| ???  |
| Construct buildings.   |
| selecting qualified leadership;  |
| Not sure how much the board should be involved with classified staff day to day operations so unclear as to how to respond   |
| - Consider scheduling another workshop on parliamentary procedure.   |
| No opinion   |
| don't know   |
| Focus on the strategic plan and goals that the Board has established.  |
| Hire a real chancellor with academic background, community leadership, and ability to know how to successfully lead (LEAD) a multi-college district. The past chancellors have been woefully ill-equipped and the board shamefully allowed their mismanagement to continue even though they knew there were problems. The board should have more dialogue with the people in the district who really know what is going on with each college rather than accepting lip service or dog and pony shows.  |
| More transparency  |
| I believe they should be looking at the number of management positions within the District and the salaries of those positions, many of the positions are classified as managers but they have no staff reporting to them. As we hear about the economical challenges due to the high cost of salaries then learn of people and positions within the District being promoted or being given huge raises it creates dissension between the District and the colleges.   |
| I am not sure  |
| Strengthen the board's policy role.  |

**SOCCCD Board of Trustees Evaluation 2017 – Employee Version  
Results**

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|---|
| <p>Funding the colleges appropriately in the face of declining enrollment.<br/>Overseeing the poor condition of many facilities within the district and lack of progress on new facilities.<br/>Pursuing loans to get projects moving forward such as the stadium at Saddleback, and many other projects.<br/>A new faculty contract that reflects the high cost of living within the district.</p>   |
| <p>Inform staff of your goals and priorities.</p>   |
| <p>help bridge the conflict between district and college.</p>   |
| <p>-Closely monitor the Accreditation Process. We need to be totally on target here!<br/>-Monitor budgets to ensure "appropriate" resource use and eliminate wasteful binge-spending.<br/>-Consider some of the basic student needs that will drive student success - like using the IMC Lab to help online students who need one-on-one help.<br/>-Find a new President who will enforce management standards at all levels of the organization and ensure that the appropriate classes are being held at the most appropriate time for students (not faculty) and take an active role in monitoring departmental budgets. Most importantly, an excellent role model for Saddleback Administrators and Managers.</p> |
| <p>more support of professional development for staff</p>   |
| <p>Our equipment, façade and infrastructure is old and out of pace with the area it represents.</p>   |
| <p>Support the mission of the district and colleges, including ensuring student success and the fiscal health of the district and hold all stakeholders accountable for results.</p>  |
| <p>NA</p>   |
| <p>The Board's goals and priorities have been great so far. If anything I do respect of holding "listening sessions" I would like to hear the Board state what their goals are for the District during a Board meeting or at the Chancellors talk at each campus.</p>   |
| <p>your teaching staff, not your bonuses</p>  |
| <p>Decline</p>  |
| <p>n/a</p>  |