

# A STRATEGIC APPROACH TO IMPLEMENTING 4.2.g BOARD SELF-EVALUATION

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## 2018 PRINCIPLES      SACSCOC

- Two new standards
  - 4.2.g (Board Self-evaluation)
  - 12.6 (Student debt)

Neither of these new standards are part of the Fifth Year Interim Report.

There are crosswalks to the 2018 Principles on the SACSCOC website for your review.

- Decennial crosswalk  
<http://www.sacscoc.org/pdf/2018%20Crosswalk%20reaffirmation.pdf>
- Fifth Year Interim crosswalk  
<http://www.sacscoc.org/pdf/2018%20Crosswalk%20fifth-year.pdf>

## 2018 PRINCIPLES SACSCOC

### Learning outcomes from this presentation on 4.2.g

Recommendations for:

1. Incorporating the language and requirements of the standard into Board policy and process.
2. Reviewing strategic planning and accreditation timelines to incorporate the self-evaluation.
3. Revising Board professional development to address the self-evaluation process.
4. Creating a Board self-evaluation instrument.
5. Generating Board minutes and other documentation that result in improvements.
6. Facilitating a new process that is cyclical and effective.

## 4.2.g BOARD SELF-EVALUATION

### Creation of a process for 4.2.g

- *Resource Manual* indicates that this new standard is intended to be something more substantive than a statement that “the board conducted a self-evaluation.”
- By connecting the self-evaluation to an identified and already existing strategic planning process, the institution can ensure that the new Board self-evaluation becomes a routine institutional effectiveness (IE) practice with accompanying documentation.

## 4.2.g BOARD SELF-EVALUATION

Need four things to facilitate 4.2.g

1. **Board process** to document an effective review that demonstrates meaningful feedback and dialog.
2. **Board policy** addressing the self-evaluation as a duty.
3. **Documentation** of appropriate approvals and outcomes of the process.
4. **Timeline** for both future, and if possible, past implementations.

*Resource Manual* states under *Rational and Notes* for 4.2.g, "The process of institutional improvement underlies the *Principles of Accreditation*." (page 29)

## 4.2.g BOARD SELF-EVALUATION

**Think about your strategic planning process and your accreditation timeline.**

- Do you implement 4.2.a (regular review of institution's mission) as part of strategic planning? This is one of the Board's duties.
- For the same reason, you could implement 4.2.g (Board self-evaluation) as part of strategic planning. This is a new Board duty.
- Also consider your institution's mission and rotation cycle of Board membership.

*Resource Manual cross-references to other related Standards/Requirements on 4.2.g. (page 31)*  
SACSCOC is pointing you to the Standard 7.1 (Institutional Planning)

## 4.2.g BOARD SELF-EVALUATION

### Think about your strategic planning process and your accreditation timeline.

- Review your current strategic planning cycle (3-year, 5-year) against submission cycles for the Decennial Reaffirmation because the Board Governance standard is **not a Fifth Year reporting requirement**.
- You need to know how many cycles of self-evaluation might be included in the Decennial report.
- You need to revise any Strategic Planning manuals to include this activity as a part of the institutional process. The SP manual will be one of your documentation items.

## 4.2.g BOARD SELF-EVALUATION

### Think about your strategic planning process and your accreditation timeline.

My institution can get in 2 cycles prior to our next Decennial review.

Timeframe	Strategic Planning	Accreditation
Sept. 2015	SP Retreat for 2016-2020	
Mar. 2017		10-year report due Class 2018- reaffirmation letter
Sept. 2020	SP Retreat for 2021-2025	
Sept. 2022		5-year report due
Sept. 2025	SP Retreat for 2026-2030	
Mar. 2027		10-year report due Class 2028- reaffirmation letter

## 4.2.g BOARD SELF-EVALUATION

### **You need a Board policy.**

- Regardless the frequency of the Board self-evaluation, you need to add language that reflects this periodic self-evaluation as a policy and requirement of your Board.

### **Do you add a new Board policy or could you update a current Board policy instead?**

- One consideration is whether your governing Board's responsibilities and duties are set by state law as part of a state system or by a local Board's institutional control.

## 4.2.g BOARD SELF-EVALUATION

### **You need a Board policy.**

- If you have local board policy, Identify the current Board Policy that identifies/enumerates the Board powers and duties.
- Update this policy to include the "periodic self-evaluation" as one of the duties of the Board.
- This is probably the same policy that identifies the approval of the institutional mission as a responsibility of the Board.
- The updated or new Board Policy will be a documentation item, along with Board agendas and minutes where the new policy was introduced and approved.

## 4.2.g BOARD SELF-EVALUATION

### How does the self-evaluation process work?

*Resource Manual's Questions to Consider* focus on the identification of how Board Member's know what they are to do and why. "A good starting place is a self-reflective examination of the issues that underlie the **governance standards** of the *Principles of Accreditation*."(page 29) The best place to start is literally a review of Section 4.

This naturally leads to a review of current practices for Board professional development training because this is usually how you educate the Board members on their duties/responsibilities.

## 4.2.g BOARD SELF-EVALUATION

### Create a Board Training Accreditation Alignment document

Spreadsheet that demonstrates the alignment between SACSCOC expectations for Board Governance (subsections of 4.1 and 4.2) and the legal authority and training provided at your institution.

- The Board Training Accreditation Alignment resource will be one of your documentation items and used in the Self-Evaluation process.
- **The gap analysis in the PD/training materials will identify areas that are missing from the alignment to subsections of 4.1 and 4.2.**
- **Remember that 4.1 is a Core Requirement.**
  - These identified gaps will be the topics that will be added to the PD/training process.
  - The revised PD manual will be the basis for demonstrating "how" the Board is informed of its role and requirements.
  - The PD manual will be one of your documentation items.

## 4.2.g BOARD SELF-EVALUATION

### Self-Evaluation versus Professional Development Training

- The PD Training could be covered annually (to capture any new members with turnover in your board membership) using the training manual. This will cover all the details.
- The review of the PD process through a review of the Board Training Accreditation Alignment could be done strategically (every 3-5 years) as part of the Self-evaluation and Effectiveness Review. This is simply a reminder that the PD training aligns to SACSCOC expectations by reviewing the alignment spreadsheet.

## 4.2.g BOARD SELF-EVALUATION

### Self-Evaluation Instrument

#### *Resource Manual's Questions to Consider*

- As you check-off the questions addressed by a revised Board Professional Development, you will see that some questions are still unaddressed by an updated PD process. These can become the basis for the creation of a new Board Self-Evaluation Effectiveness assessment.
- Use the remaining unanswered questions as the basis for the evaluation instrument. List the questions as a Likert-scale, yes/no, open text response survey that will become the Board Self-Evaluation Effectiveness assessment.
- The review of the Board Training Accreditation Alignment and general discussion of SACSCOC expectations will prepare the Board for the effectiveness assessment.
- The survey instrument and report of results will be documentation items.

## 4.2.g BOARD SELF-EVALUATION

You will have Board agenda and minutes documenting the Board Training Accreditation Alignment review and Self-Evaluation.

- This review will generate discussion that is captured in Board minutes.
- You can have a PD Training manual on hand with all the documentation if detailed questions arise.

You could do this over two board meetings.

1. A first where the review and Self-Evaluation assessment take place.
2. A second where the assessment results are shared and follow-up discussion is documented on any assessment items where there are concerns.

## 4.2.g BOARD SELF-EVALUATION

### *Resource Manual's Sample Documentation*

You should have all the necessary documentation.

- Updated Strategic planning manual showing that the Board Self-Evaluation process is part of the strategic planning process.
- Updated or new Board Policy regarding Board Powers and Duties.
- Board Training Accreditation Alignment document.
- Updated Board Professional Development/Training manual as a result of the gap analysis.
- Board Effectiveness Survey Instrument and Summary results for each cycle.
- Board agendas demonstrating a schedule of activities in the self-review process that took place.
- Board minutes documenting that the policy was updated, the review process took place, the effectiveness evaluation was conducted, the consensus of any recommended changes or satisfaction with the status quo, and the implementation of recommended changes at points in the future.