

**BP 2745 Board of Trustees Self Evaluation**

**Reference: California Education Code Section 70902  
ACCJC 2002 Standard IV.B.1.j**

1. The Board of Trustees expects excellence in performance in the discharge of its fiduciary and policy-making responsibilities. In furtherance of this expectation it shall be the policy of the Board to evaluate its collective performance periodically to identify areas of improvement and provide constructive advice for corrective actions. The purpose of the self evaluation is to review the strengths and weaknesses of the Board and to identify specific functions that are working well along with those needing improvement.
2. The Board of Trustees annual self evaluation shall be consistent with the applicable regional accreditation standards. The self evaluation is to be based upon the performance of duties as delineated in Board Policy 1040 [2010.1] Duties and Responsibilities of the Board of Trustees and in Board Policy 2715 Board of Trustees Code of Ethics and Standards of Good Practice. The evaluation will also be based on progress made in achieving the goals and objectives developed annually by the Board.
3. Questionnaires or survey instruments used in the self evaluation will be reviewed periodically and revised or replaced as needed. A sample questionnaire is provided in Board Policy 2745.1 Board Self-Evaluation Questionnaire.
4. In April of each year, the Board of Trustees shall work with the Superintendent/President to select a facilitator to assist the Board in its self evaluation process. In May of each year, the facilitator will be responsible for administering a questionnaire to the leadership representatives from each shared governance and collective bargaining group. The evaluation questionnaire shall be completed by each participant and submitted to the facilitator by the date indicated. The questions used in the questionnaire should be geared to solicit input on the following areas:
  - a. Board Organization
  - b. Policy Role of the Board
  - c. Community Relations
  - d. Board Policy Direction
  - e. Board-Superintendent Relations
  - f. Standards for College Operations
  - g. Overall Institutional Performance
  - h. Board Leadership
  - i. Advocacy for the College

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- j. Board Education and Development
5. The facilitator shall consolidate the mean scores and written comments from the completed questionnaires into one written report. The results from the shared governance and collective bargaining groups will be provided as input to the Board of Trustees for their own self-evaluation.
  6. The facilitator shall administer the questionnaire to each of the Board of Trustees. The facilitator shall compile the results, write a written summary, and present it to the Board of Trustees. The results shall be discussed in an open meeting of the Board.
  7. The results of the self evaluation will be used to formulate corrective actions for improvements and to help set future goals and objectives. At the same time, the Board shall review the Board Policy 2715 Board of Trustees Code of Ethics and Standards of Good Practice and make any appropriate revisions.

**Board Policy 2745.1 Board Self-Evaluation Instrument**

**Rating Scale**

**4 = Excellent 3 = Acceptable 2 = Needs Improvement 1 = Unsatisfactory 0 = Unknown**

**Board Organization**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board operates as a unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members uphold the final majority decision of the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board considers and respects minority opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members understand that they have no legal authority outside Board meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members represent Board policy in responding to public and employee questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members make decisions after thorough discussion and exploration of many perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board's decisions are independent of partisan bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The meeting agendas are relevant to the work of the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has adequate input into the planning of meeting agendas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Meeting agenda items contain sufficient background information and recommendations for the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ Closed sessions are held only when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board officer responsibilities are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board officer responsibilities are appropriate for the work of the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board committees have clear and appropriate responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board committees effectively assist the Board to do its work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board’s process for recruiting and selecting a Superintendent and/or a Board member to fill a vacancy attracts excellent candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

1. What are the major strengths of the Board in this area?

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2. How can the Board do better in this area?

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**Board Policy 2745.1 Board Self-Evaluation Instrument**

**Rating Scale**  
**4 = Excellent 3 = Acceptable 2 = Needs Improvement 1 = Unsatisfactory 0 = Unknown**

**Board Policy Role**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board understands that the primary function of the Board is to establish the policies by which the community college is to be administered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members understand and support the concept that Board policy is the primary voice of the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board periodically reviews and evaluates its policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board assures a systematic, comprehensive review of Board policies and the procedures that implement them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board focuses on policy in Board discussions, not administrative matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has clarified the difference between its policy role and the roles of the Superintendent/President and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board policy manual is current, relevant, and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Policy recommendations contain adequate information and are presented to that sufficient time is allowed for study and discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The policy-making process is clear, public, and inclusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>▪ The Board, through the Superintendent/President, seeks advice and recommendations from faculty, staff, and students in developing educational policy.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ The Board openly discusses issues and seeks the views of College constituents.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ The Board seeks community input in developing policies that affect the community at large.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

1. What are the major strengths of the Board in this area?

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2. How can the Board do better in this area?

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**Community Relations**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board is committed to protecting the public interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board effectively represents the "voice" of the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has determined what benefits the community should derive from the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members act on behalf of the entire community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board is knowledgeable about community and regional needs and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has strategies for involving the community in discussion of issues that impact the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members maintain good relationships with community leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has protocols for dealing with the citizens and the media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members adhere to protocols for dealing with citizens and the media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members keep the Superintendent/President informed of relevant community contacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

QUESTION	0	1	2	3	4
<ul style="list-style-type: none"> <li>▪ The Board encourages active cooperation by citizens, organizations, and the media with respect to establishing policy on current College operations and proposed future developments.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ The Board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

1. What are the major strengths of the Board in this area?

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2. How can the Board do better in this area?

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**Policy Direction**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board is knowledgeable about the mission and purposes of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board is appropriately involved in defining the vision, mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The vision and goals of the institution adequately address community needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has ensured that the mission and goals are sufficiently responsive to the community's current and future needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board bases its decisions in terms of what is best for students and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board spends sufficient time discussing the future direction of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board regularly reviews the mission and purposes of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board is knowledgeable about the educational programs that implement the mission of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board is involved in setting expectations for broad student learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board maintains a future-oriented, visionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
focus in Board discussions.					
<ul style="list-style-type: none"> <li>▪ The Board sets annual priorities and goals in conjunction with the Superintendent/President.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ The Board requires short-term and long-range strategic planning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ The Board is appropriately involved in the planning process.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ The Board understands the educational and legal context in which planning occurs.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ The Board is familiar with the general strategic and master plans of the institution.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ The Board encourages partnerships and other cooperative agreements with business, government, community agencies, and other educational institutions.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

1. What are the major strengths of the Board in this area?

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**Board/Superintendent Relations**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board and Superintendent/President have a positive, cooperative relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ A climate of mutual trust and respect exists between the Board and Superintendent/President.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board sets clear expectations for the Superintendent/President.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Superintendent/President's job description is current and accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board provides a high level of support to the chief executive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board maintains open communication with the Superintendent/President.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members are available to the Superintendent/President for support and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board effectively evaluates the Superintendent/President.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has clear protocols for communicating with staff that include the Superintendent/President.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board clearly delegates the administration of the College to the Superintendent/President.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

QUESTION	0	1	2	3	4
<ul style="list-style-type: none"> <li>▪ Board members keep the Superintendent/President informed about relevant contacts with the community and staff.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

1. What are the major strengths of the Board in this area?

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**Standards for College Operations**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board is knowledgeable about the educational programs and services of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board understands the fiscal condition of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has established parameters for College budget planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board requires and is involved in long-range fiscal planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board understands the budget document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board assures that the budget reflects College priorities in the mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has a long-range facilities plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board policies adequately address parameters for facilities maintenance and appearance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board policies adequately address parameters regarding safety and security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board policies adequately address parameters for investments and management of assets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board policies adequately address parameters for fiscal management that meet audit standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board has established clear parameters for collective bargaining with employee groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has policies that require fair and equitable employment processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board is committed to equal opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has policies that require fair employee due process and grievance procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has policies that require adequate participation in decision-making within the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board meets its responsibility as a court of appeal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

1. What are the major strengths of the Board in this area?

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2. How can the Board do better in this area?

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**Institutional Performance**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board has a system to evaluate effectiveness of the educational program of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board monitors the effectiveness of the College in fulfilling the mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board requires the College to regularly evaluate program effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board regularly reviews reports on student learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board demonstrates a concern for the success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board adequately monitors the impact the College has on the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board is appropriately involved in the accreditation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board understands state and federal accountability requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board reviews accountability reports to state and federal agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board monitors performance related to its policies for facilities development, maintenance and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
appearance.					
▪ The Board monitors performance related to its policies regarding safety and security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board monitors performance related to its policies on investments and asset management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board monitors performance related to its policies on fiscal management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board understands the financial audit and its recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board monitors its policies for collective bargaining.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board monitors performance related to its policies on employment processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board monitors performance related to its policies on employee discipline and grievance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board monitors compliance with policies related to the Academic Senate primacy on academic and professional concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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**Board Leadership**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board has a clear description of Board roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board understands its roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board adheres to its roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board understands and adheres to its legal responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board adheres to a code of ethics or standards of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members treat one another with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members work together as a team to accomplish the work of the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members are prepared for Board meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board accommodates the differences of opinion that arise during debates of issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board bases its decisions upon all available facts in each situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members avoid conflicts of interest and the perception of conflicts of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members may contribute single interest or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
their own professional perspectives to discussions, but always vote on behalf of the community as a whole.					
▪ Once a decision is made, Board members cease debate and uphold the decision of the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board maintains confidentiality of privileged information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board works together in a spirit of harmony and cooperation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Through its behavior, the Board has set a positive example for the Superintendent/President and other employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board actively encourages creativity and innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board is willing to take a stand for what it believes is right for students and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board understands the political implications of its actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board works to build positive relationships with all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board considers the political ramifications of its decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

1. What are the major strengths of the Board in this area?

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2. How can the Board do better in this area?

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**Board Policy 2745.1 Board Self-Evaluation Instrument**

**Rating Scale**

**4 = Excellent 3 = Acceptable 2 = Needs Improvement 1 = Unsatisfactory 0 = Unknown**

**Advocating for the College**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ Board members are knowledgeable about the college's history, mission, and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board recognizes positive accomplishments of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members actively support the mission and values of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members speak positively about the institution in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members support the College by attending various events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board plays a leadership role in the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members participate in community activities as representatives of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board helps educate the local community about community college needs and issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members are knowledgeable about state laws and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members are knowledgeable about state and national educational policy issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The Board advocates College interests to state and national agencies and legislators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board actively seeks political and civic support for the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board works to secure adequate public funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board actively supports the College's foundation and fundraising efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board understands and protects the academic freedom of the faculty and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board supports the state and national community college trustee associations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

1. What are the major strengths of the Board in this area?

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2. How can the Board do better in this area?

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**Rating Scale**

**4 = Excellent 3 = Acceptable 2 = Needs Improvement 1 = Unsatisfactory 0 = Unknown**

**Board Education**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ Candidates for the Board are educated about Board responsibilities and the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ New members receive an orientation to the Board and the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board strives to become increasingly more effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members are engaged in a continuous process of training and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board has an ongoing program of Board development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members are knowledgeable about the roles and responsibilities of trusteeship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board is knowledgeable about state and national laws and issues related to community colleges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board is knowledgeable about major social and economic trends and issues that affect the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board adequately studies issues prior to Board action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Board Policy 2745.1 Board Self-Evaluation Instrument**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
▪ The information provided to the Board is appropriate and relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The information requested by and provided to Board members does not put an undue burden on staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Sufficient resources are allocated for Board members to attend conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members are up-to-date on community college issues through reading and attendance at conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Board members devote time, thought, and study to the duties and responsibilities of a community college Board member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board periodically evaluates itself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Board self-evaluation process provides useful information on Board performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

1. What are the major strengths of the Board in this area?

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2. How can the Board do better in this area?

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## **Board Goals**

One of the outcomes of a self-evaluation is the establishment of Board goals for the following year. Therefore, the self-evaluation process may include a request that respondents to assess how well the goals set in the prior evaluation were achieved.

## **Open Ended Questions**

A self-evaluation instrument may be designed with space for general comments under each item or at the end of each section of the form. Some general questions include:

- What are the Board’s greatest strengths?
- What are the major accomplishments of the Board in the past year?
- What are areas in which the Board could improve?
- I recommend that the Board has the following goals for the coming year:

\_\_\_\_\_

THE QUESTIONS BELOW ARE FOR TRUSTEES ONLY

- As a trustee, I am most pleased about \_\_\_\_\_
- As a trustee, I have concerns about \_\_\_\_\_
- As a trustee, I would like to see the following changes in how the Board operates:

\_\_\_\_\_