# GOVERNING BOARD SELF-EVALUATION

*Reference: Accreditation Standard IV.B.1.e and g*

Pursuant to Policy No. 2745, the Governing Board hereby establishes procedures and adopts the attached form for annual self-evaluation.

Based on this self-evaluation, the Governing Board may develop both short-term and long-term goals for itself and the College District. In addition to identifying specific issues, discussion of the Governing Board's roles and responsibilities may build communication and understanding of Governing Board members' values and strengths as individuals, and lead to a stronger, more cohesive working group.

- The content and format of the Self-Evaluation Form will be developed and revised as necessary by the Superintendent/President upon advice of counsel and/or at the request of the Governing Board.

- The Superintendent/President or designee will distribute the Self-Evaluation Form to each Governing Board member at least one month prior to the annual retreat.

- Each Governing Board member shall submit a completed Self-Evaluation Form to the Superintendent/President or designee two weeks before the annual retreat. The results will be compiled by tallying the responses given for each question and providing a list of all comments.

- Review of the self-evaluation results and evaluation tool will be conducted at the annual retreat. A facilitator may be used to assist in this process. The results of this self-evaluation will be published in the agenda of a regularly scheduled Governing Board meeting no later than two (2) months following the Governing Board retreat.

- All forms and documentation associated with the Governing Board Self-Evaluation will be kept as source documents for the Agenda item.

# SOUTHWESTERN COMMUNITY COLLEGE DISTRICT

# GOVERNING BOARD SELF-EVALUATION

SOUTHWESTERN COLLEGE

## SELF EVALUATION

The items are based on the criteria outlined in Board Roles and Responsibilities, as well as ACCT's statement "On the Effective Governance of Community Colleges" and the ACCT Code of Ethics. After each item indicate one of the following:

1. Meets Expectation
2. Needs Improvement
3. Unable to evaluate
4. Average
5. No Response

| BOARD ORGANIZATION | Meets Expectation | Needs Improvement | Unable to Evaluate | Average | No Response |
|---|---|---|---|---|---|
| Board Members uphold the final majority decision of the Board. | | | | | |
| Board Members represent Board policy in responding to public and employee questions. | | | | | |
| Board members make decisions after thorough discussion and exploration of many perspectives. | | | | | |
| The Board's decisions are independent of partisan bias. | | | | | |
| Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion. | | | | | |
| The meeting agendas are relevant to the work of the Board. | | | | | |
| Board officer responsibilities are clear. | | | | | |

*Comments and/or feedback regarding Board organization*:

| **POLICY RULE** | Meets Expectation | Needs Improvement | Unable to Evaluate | Average | No Response |
|---|---|---|---|---|---|
| The Board understands that the primary function of the Board is to establish the policies by which the community college is to be administered. | | | | | |
| Board members understand and support the concept that Board policy is the primary voice of the Board. | | | | | |
| The Board assures a systematic, comprehensive review of Board policies and then procedures the implement them. | | | | | |
| The Board focuses on policy in Board discussions, not administrative matters. | | | | | |
| The Board has clarified the difference between its policy role and roles of the CEO and staff. | | | | | |
| The Board, through the CEO, seeks advice and recommendations from faculty, staff and students in developing educational policy. | | | | | |

*Comments and/or feedback regarding policy rule:*

| **COMMUNITY RELATIONS** | Meets Expectation | Needs Improvement | Unable to Evaluate | Average | No Response |
|---|---|---|---|---|---|
| The Board is committed to protecting the public interest. | | | | | |
| The Board has determined what benefits the community should derive from the college. | | | | | |
| Board members adhere to protocols for dealing with citizens and the media. | | | | | |
| Board members keep the CEO informed of community contacts. | | | | | |
| The Board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate. | | | | | |

*Comments and/or feedback regarding community relations:*

| **POLICY DIRECTION** | Meets Expectation | Needs Improvement | Unable to Evaluate | Average | No Response |
|---|---|---|---|---|---|
| The Board is appropriately involved in defining the vision, mission and goals. | | | | | |
| The Board has ensured that the mission and goals are sufficiently responsive to community current and future needs. | | | | | |
| The Board bases decisions in terms of what is best for students and faculty. | | | | | |
| The Board maintains a future-oriented, visionary focus in Board discussions. | | | | | |
| The Board annually sets annual priorities in conjunction with the CEO. | | | | | |
| The Board is appropriately involved in the planning process. | | | | | |
| The Board is familiar with the general strategic and master plans of the institution. | | | | | |
| The Board encourages partnerships and other cooperative agreements with business, government, community agencies, and other educational institutions. | | | | | |

*Comments and/or feedback regarding policy direction:*

| **BOARD – CEO RELATIONS** | Meets Expectation | Needs Improvement | Unable to Evaluate | Average | No Response |
|---|---|---|---|---|---|
| The Board and CEO have a positive, cooperative relationship. | | | | | |
| A climate of mutual trust and respect exists between the Board and CEO. | | | | | |
| The CEO's job description is current and accurate. | | | | | |
| The Board provides a high level of support to the chief executive. | | | | | |
| The Board effectively evaluated the CEO. | | | | | |
| The Board clearly delegates the administration of the college to the CEO. | | | | | |
| Board members respect the role of the CEO as the link between the Board and staff. | | | | | |

*Comments and/or feedback regarding Board-CEO relations:*

| STANDARDS FOR COLLEGE OPERATIONS | Meets Expectation | Needs Improvement | Unable to Evaluate | Average | No Response |
|---|---|---|---|---|---|
| The Board is knowledgeable about the educational programs and services of the college. | | | | | |
| The Board has established parameters for college budget planning. | | | | | |
| The Board requires and is involved in long-range fiscal planning. | | | | | |
| The Board requires and in involved in long-range fiscal planning. | | | | | |
| Board policies adequately address parameters for facilities maintenance and appearance. | | | | | |
| Board policies adequately address parameters for investments and management of assets. | | | | | |
| Board policies adequately address parameters for fiscal management that meet audit standards. | | | | | |
| The Board has established clear parameters for collective bargaining with employee groups. | | | | | |

*Comments and/or feedback regarding standards for college operations:*

| **INSTITUTIONAL PERFORMANCE** | Meets Expectation | Needs Improvement | Unable to Evaluate | Average | No Response |
|---|---|---|---|---|---|
| The Board requires the college to regularly evaluate program effectiveness. | | | | | |
| The Board is appropriately involved in the accreditation process. | | | | | |
| The Board monitors performance related to its policies for facilities development, maintenance, and appearance. | | | | | |
| The Board monitors performance related to its policies for facilities development, maintenance, and appearance. | | | | | |
| The Board monitors its policies for collective bargaining. | | | | | |

*Comments and/or feedback regarding institutional performance:*

| **BOARD LEADERSHIP** | Meets Expectation | Needs Improvement | Unable to Evaluate | Average | No Response |
|---|---|---|---|---|---|
| The Board adheres to its roles and responsibilities. | | | | | |
| The Board adheres to a code of ethics or standards of practice. | | | | | |
| Board members work together as a team to accomplish the work of the Board. | | | | | |
| The Board bases its decisions upon all available facts in each situation. | | | | | |
| Board members avoid conflicts of interest and the perception of conflicts of interest. | | | | | |
| Board members may contribute single interest or their own professional perspectives to discussion, 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. | | | | | |
| The Board maintains confidentiality of privileged information. | | | | | |
| The Board works together in a spirit of harmony and cooperation. | | | | | |
| Through its behavior, the Board has set a positive example for the CEO and other employees. | | | | | |

*Comments and/or feedback regarding Board leadership:*

| **ADOPTED BOARD GOALS** | Meets Expectation | Needs Improvement | Unable to Evaluate | Average | No Response |
|---|---|---|---|---|---|
| Establish a comprehensive long-range planning process that would include revisiting the mission, vision, and goals of the institution. | | | | | |
| Implement a series of study sessions/workshops for Board education and discussion of issues that are critical to the district. | | | | | |
| Establish a process for review and update of Board policies and administrative procedures. | | | | | |
| Develop policy for trustee education including new trustee orientation and trustee evaluation process. | | | | | |
| Delegate responsibility for managerial process to the CEO (i.e. personnel, bargaining, and budgeting) with clear expectations that these processes be open and involve faculty and staff in decision making. | | | | | |
| Strengthen communication with the community-at-large and business/industry. | | | | | |
| Establish goals and timelines for the Interim Superintendent/President. | | | | | |

*Comments and/or feedback regarding adopted board goals:*

1. What are the Board's greatest strengths?

2. What are the major accomplishments of the Board in the past year?

3. What are areas in which the Board could improve?

4. As a trustee, I am most pleased about. . . .

5. As a trustee, I have concerns about. . . .

6. As a trustee, I would like to see the following changes in how the Board operates:

7. I recommend that the Board has the following goals for the coming year:

8. What do you see as the major challenges and opportunities in the next five years for the college?

9. Do you understand the Board's role in the accreditation process?

10. Comments regarding the self-evaluation instrument and the process as a whole:

11. Other questions/concerns: