



ASSESSING BOARD EFFECTIVENESS

Resources for Boards of Trustees Self-Evaluation

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TABLE OF CONTENTS

PAGE 03
Introduction

PAGE 06
Purpose and Outcomes

PAGE 08
Evaluation Process

PAGE 11
Designing the Evaluation Process

PAGE 15
Evaluation Criteria

PAGE 23
Individual Trustee Performance

PAGE 24
Summary

PAGE 25
Self Evaluation Survey Guide

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INTRODUCTION



Successful colleges require effective leadership and governance. Success is a result of highly qualified and skilled people serving in leadership positions. Highly qualified people learn their roles, embrace their responsibilities and continually improve their performance. Effective governing boards are comprised of trustees who are committed to excellence.

Students, communities, college staff, the public, media, government and the accrediting commission expect and deserve a high degree of professionalism and performance from community college trustees.

How do governing boards ensure they are effective? One way is through ongoing board and trustee education and development to provide the skills necessary to govern well. Another is through regular board self-evaluation to assess how the board is meeting the standards of good governance as a matter of practice.

While it is true that the public “evaluates” board performance when it re-elects (or not) trustees to the board, the political process provides only “yes” or “no” feedback, and the reason is for the vote is not always clear. To assess and improve its performance, a board needs ongoing performance evaluations in regards to specific roles and responsibilities beyond what can’t be obtained through elections.

Assessing board performance involves looking at the board as a unit. While individual trustee behavior contributes to effective board functioning, a board self-evaluation looks at how individuals work together to govern the district. It focuses on board policies and practices related to the role of the board in representing the community, setting policy direction, working with the CEO and monitoring institutional effectiveness.

RELATIONSHIP TO CEO EVALUATION

Given the unique nature of the relationship between the board and CEO, the evaluations of the board and the CEO are intertwined. When the board evaluates itself, it is, in part, evaluating how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that person.

Some boards schedule their CEO evaluation and board self-evaluation discussions in conjunction with each other to capitalize on the link between them. Others do them at different times. Both evaluations result in identifying priorities and tasks for the coming year. **No matter how the evaluation sessions are linked, the board and CEO priorities must be aligned.**

The CEO contributes to board evaluation by assessing his or her support and leadership to the board. The board conducts the CEO evaluation and looks at its own behavior in fostering CEO effectiveness.

BOARD RESPONSIBILITIES

- Adopt a board self-evaluation policy and process.
- Regularly conduct a board self-evaluation.
- Discuss the results of the evaluation to identify strengths and areas for improvement.
- Use the results to enhance board effectiveness and set annual board goals.

ACCREDITATION STANDARD

The importance of regular board self-evaluation is underscored by the Western Association's Accrediting Commission for Community and Junior Colleges. Standard 4.6 (2024 Revision) states:

“The governing board improves its own effectiveness through orientations, professional development and regular board self-evaluation.”

The district's accreditation self-study report should include evidence that boards have policies and procedures in place to conduct regular self-evaluations and have used the results of those evaluations to improve governance. Evidence includes survey results, annual reports from the evaluation discussion, and board meeting minutes that include review and/or ratification of board goals resulting from evaluations. The results of the evaluations are made public by posting them on the district's website and/or adopting or affirming them at a public board meeting.



PURPOSE AND OUTCOMES

The purposes of the board self-evaluation include identifying areas of board functioning that are working well and those that need improvement. It is an opportunity for an open and candid discussion about board and trustee responsibilities, as well as trustees' interests and desires. By reflecting on their own performance and engaging in ongoing improvement, the board sets an example for ongoing improvement throughout the institution.

Exploring board and trustee responsibilities fosters communication and leads to more cohesive boards. Trustees on boards that regularly conduct meaningful self-evaluations report that they gain an increased appreciation for and understanding of their fellow trustees; their board meetings run more smoothly and they receive better information; they have a set of priorities that guide board agendas and workshops; and they increase the time they spend on policy, goals and accomplishments.

The outcomes of a board self-evaluation include:

- A summary of what the board does well and its accomplishments for the prior year
- A better understanding of what is needed from each trustee and the CEO to be an effective board and leadership team
- An assessment of progress on the prior year's goals and identification of what needs to be completed is in need of more focused attention.
- Goals and tasks for the coming year related to board performance and its leadership for district goals

In addition to the general outcomes, boards may have specific needs or desires from year to year, depending on circumstances. For instance:

- During an accreditation self-study, the board may want to focus on the accreditation standards.
- If the board has hired a new CEO in the past year, the evaluation may focus on the board/CEO relationship.
- If a board has not been functioning well, it may wish to focus on team dynamics, communication and the board's code of ethics.
- If the board has a significant number of new trustees, the evaluation may focus on the roles and responsibilities of the board and trustees.



EVALUATION PROCESS

Self-evaluation processes range from relatively informal discussions to formal, structured assessment surveys or interviews. A board evaluation, whether formal or informal, should result in a report that describes the process, summarizes the results and identifies actions that the board intends to take because of the evaluation. The self-evaluation process and results are public information under California's Brown Act.

Annual board self-evaluations are the most common and useful. Each year, the board sets aside time to reflect on past accomplishments and performance against pre-determined criteria and to identify priorities and expectations for the coming year.

Boards may choose specific areas to review more often. For instance, some boards will quickly assess the board meeting discussion and agenda content at the end of each meeting, which provides immediate feedback. Other boards will assess how they oriented and integrated newly elected trustees, or the process by which they hired a new CEO, after those events occurred.

Following are some common ways to gather information for the self-evaluation.

SURVEYS

Surveys are by far the most common approach to gathering information about board performance. Responders rate board performance on various criteria and those ratings are summarized and presented to the board for discussion. Those discussion constitute the board's self-evaluation.

Survey instruments ask responders to rate performance on the items in the survey, usually using a numeric scale. The ratings are provided as raw data and/or are summarized in some way (averages, charts, graphs, etc.)

Using the same rating scale from year to year allows average ratings to be compared to prior years for the same or similar criteria. Using the same rating scale for trustee and constituent surveys allows for easy comparison between the two sets of results.

Surveys are designed to assess two areas of board functioning:

- 1 The progress made on achieving board priorities and tasks set the previous year.
- 2 Board performance on characteristics of effective board functioning.

Annual Board Priorities and Tasks: Survey instruments that assess achievement on board priorities are unique to each board. Annual priorities will vary from district to district and from year to year. In addition, the board may identify specific areas related to board performance to address in the coming year.

Board Functioning: There are two primary types of instruments that assess board functioning. The first involves using a generic survey based on criteria that reflect commonly accepted standards of board effectiveness. The second involves developing a survey using criteria found in local board policy and practice related to ethics, board meetings, delegation to the CEO, monitoring policy implementation, and other board roles.

INTERVIEWS

Interviews offer a qualitative approach to evaluation. For this approach, a third party, usually a consultant, conducts structured interviews of all board members, the CEO and others (if any) identified by the board. The interviewer gathers information about board performance, summarizes the results of the interviews and writes a report to the board. This approach may be used in addition to a survey.

An interview approach allows for more in-depth exploration of issues, highlights accomplishments and identifies specific areas of concern and suggestions for improvement. It is beneficial to use when the board has not had an evaluation for some time, when trustees prefer this method, when survey information isn't useful, or particularly when there are **significant and/or ongoing concerns about board functioning**. Drawbacks include that it is a time-consuming, expensive process, and does not, in itself, result in numerical ratings that can be compared from year to year.

INFORMAL DISCUSSION

Informal processes do not use surveys or structured interviews to gather information. Rather, the board allots time for a substantive discussion of board strengths, accomplishments, weaknesses and areas for improvement. It is recommended that such discussions be facilitated by an external person or consultant to allow the board chair ample opportunity to participate. A report of the discussion is prepared that summarizes the discussion and identifies further board action.

This method is appropriate for boards with members who have been together a number of years, along with a long-term CEO. The drawback is that, unlike surveys, it does not provide numerical ratings that can be compared over time.

DESIGNING THE EVALUATION PROCESS



BOARD POLICY

Boards should have a policy and procedure regarding self-evaluation. The League's Policy and Procedure Service provides basic language in BP 2745, but almost all boards have added language to reflect their own processes. There may be an accompanying procedure that includes the survey form and describes how the data will be gathered and summarized. The board should periodically review the policy and process to ensure it continues to be useful. Examples of board policies may be found on most districts' websites.

The policy should:

- State the purpose and value of the board self-evaluation
- Describe the process or states how it will be determined (by a committee of the board or another method)
- Indicates when the evaluation will take place
- State if constituency feedback will be sought
- Commit the board to using the results to enhance board performance.

It reflects the decisions of the board discussed below.

A few boards have a standing or ad hoc committee to review the criteria and conduct the process. **If a board has no process in place or wishes to significantly revamp the process and criteria, a subcommittee of the board is usually asked to develop a recommendation.** The CEO and executive assistant provide support to the committee. Alternatively, the board may ask the CEO and his or her staff to research and recommend a self-evaluation process to the board.

Decisions for the board include: the specific purposes of the evaluation, whether or not the evaluation will include a survey and/or interviews, who will participate, which criteria will be used, consultant roles (if any), how the results will be shared and discussed, and who will write the report. **Designing the process involves answering the following questions:**

Will the board evaluation be conducted through an evaluation discussion, survey, interviews, or a combination of approaches?

- Who will be asked to evaluate the board?
- Who will gather the information and compile the results?
- When will the results be discussed by the board?
- How will the results be made public?

Who participates in the board's self-evaluation?

A comprehensive board self-evaluation should provide a 360° view that includes an assessment of feedback from a variety of stakeholder groups across the college or district. These constituency groups include but are not limited to:

All board members. Boards are expected to evaluate themselves. Every publicly elected trustee should be involved in assessing board performance and discussing the results of the evaluation. Newly elected trustees may think they don't have enough experience on the board to provide useful feedback, but virtually all new trustees have spent time observing the board prior to being elected and their input can be very valuable. Student trustees may be encouraged to contribute feedback and participate in the evaluation discussion.

CEO. The CEO is able to provide essential feedback to the board on its performance. The CEO is key to ensuring that the board has the information and other resources to fulfill its responsibilities on many evaluation criteria. Therefore, the CEO should participate in some way, although the method of contributing feedback may be different than for the trustees or other stakeholders. For instance, the CEO would provide feedback during a discussion of survey results rather than completing a survey form.

College constituents. Many boards provide an opportunity for college employees to complete surveys on board performance. The most common approach is to invite college leaders who are most familiar with the board to complete a brief survey and make comments. This includes administrators who routinely attend board meetings as well as faculty, staff and student constituency group leaders. Data from these surveys reveal how the board is perceived by those who most often see it in action.

If all employees are invited to provide feedback, the survey should be constructed to identify responses from those who regularly observe board meetings and have knowledge of board performance in order to differentiate responses from those with little experience.

Community members. A few boards seek information from selected community representatives (such as those on foundation boards or advisory committees). Surveys or interviews that gather feedback from community members should include those areas that community members may know about, such as the visibility and effectiveness of the board as ambassadors for the college. These surveys are often short – three to six questions, such as:

- The Governing Board for [Community College District] has a reputation for effective governance and positive leadership for the colleges.
- [Community College District] board members are effective ambassadors for the community colleges.
- The Governing Board for [Community College District] ensures that community interests and needs are reflected in decisions affecting the colleges.

If the board evaluation process includes feedback from college and/or community constituencies, the summary of the survey or feedback should be presented separately from the board's self-evaluation data so that the board may compare trustee perceptions with those of others. The outside feedback should be constructive, professional, and instructive. It should not be grievances leveled at the board or individual trustees without purpose or means of improvement attached.

EVALUATION DISCUSSION

The board self-evaluation is the discussion about the survey or interview results. Interview summaries and survey ratings provide information for the board as a basis for discussion, but are not, in themselves, the self-evaluation.

Survey ratings identify areas where the board is doing well. High scores should be celebrated and lower scores should be explored to see how the board might improve. Items where trustees had differing ratings should be addressed to explain the differing perceptions. Examining what excellence looks like to each trustee contributes to board effectiveness.

The evaluation session is an open meeting of the board. Boards often schedule the evaluation session as a study session, workshop or retreat to allow for enough time to discuss the evaluation and identify priorities for the following year.

The timing of the evaluation, particularly if it results in identifying annual priorities, should be coordinated with the district's annual goal setting cycles.

THE REPORT

The end results of the evaluation are a summary of the discussion and a set of goals or actions to be taken as a result of the evaluation. A written follow-up report helps ensure that the results will be used and that issues will be addressed. It is evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing body. The report is a public document, usually posted on the district's website. The goals, priorities or action items for the coming year are usually reviewed at a subsequent board meeting and ratified or adopted.

CONDUCTING THE SURVEY

Most districts have research personnel who are skilled in survey development and using survey software to collect responses. The raw data may be provided, but results should be summarized into an easy-to-understand format like averages, charts and/or graphs to help the board make sense of the data.

ROLE OF CONSULTANTS

Consultants and facilitators are often helpful to boards in developing and conducting an evaluation. They provide an independent, non-biased perspective to help keep board discussions focused and productive. They may help prepare the survey form, summarize data and provide follow-up reports. **They allow the board chair, who would normally chair the discussion, to participate fully. This works especially well for boards that are not functioning well as a team and have disagreement about their roles, budget priorities and the role of the CEO.**

EVALUATION CRITERIA



Boards may use a variety of criteria and approaches to assess performance. It is good practice to combine progress assessments relative to board priorities with criteria related to effective board practice. **Criteria should include:**

- 1 Progress on annual board goals or priorities established by the board, including board roles (tasks) in furthering the strategic goals of the district
- 2 Commonly accepted standards for community college boards of trustees, including but not limited to Accrediting Commission standards for governing boards
- 3 Criteria gleaned from the board's own policies (e.g. the code of ethics, board responsibilities and duties, delegation to the CEO)

ANNUAL BOARD PRIORITIES AND TASKS

Each year, boards should discuss progress on the district's goals and plans, identify the most important priorities for the coming year and the board's role in governing and furthering those priorities. Board priorities are developed in conjunction with the CEO and complement the CEO's annual goals and priorities.

Annual priorities clarify where board and CEO resources and time should be spent in the coming year. They comprise steps toward strategic and long-range goals and clarify what the board should be doing.

“The priorities lead to tasks or roles for the board. Those priorities should answer the question, **“What does the board need to do in order to accomplish the specific priorities?”**”

Common board roles or tasks related to the goals include setting expectations, monitoring progress, reviewing and approving plans or policies, advocating for the district and the like. **The priorities and tasks inform the development of board meeting agenda items and workshop topics.**

Implementing priorities and board roles/tasks are criteria in the board's annual self-evaluation for the following year. Specific benchmarks or measures may be established to help the board define expectations for itself and its members.

Following are just a few examples of district goals, board priorities and related tasks, and a possible benchmark. There are countless possibilities as priorities and goals will vary from district to district and year to year. A caveat is not to have too many. **Most boards have between eight and twelve areas to address.**

Board goals may be lofty, such as “provide leadership to ensure educational quality through fostering innovation.” This type of statement lets the college know the board is vitally interested in educational quality and will be expecting reports. It is helpful to identify specific tasks or roles for the board in providing such leadership, e.g. “review a comprehensive report of program reviews in the career technical areas, and monitor implementation of plans to improve programs where indicated.”

EXAMPLE 1

District Strategic Goal: **Improve Student Success**

Board Priority: Expect and monitor progress on establishing and assessing student success.

- **Board Task:** Participate in workshops that educate board members about the metrics and reports used by the district to monitor student achievement.

EXAMPLE 2

District Strategic Goal: **Maintain the Fiscal Stability of the District**

Board Priority: Ensure that all board members are knowledgeable about the district's fiscal condition.

- **Board Task:** Hold board study sessions on state and other revenues, as well as long-range budget projections. Support trustee education on understanding budgets, financial statements and audit reports.

Board Priority: Maintain a minimum of two months expenses in as a reserve amount.

- **Board Task:** Expect that the budget presented for review will include two months expenses held in reserves.

EXAMPLE 3

District Strategic Goal: **Promote a college culture that fosters innovation, excellence and commitment to education**



District Objective

Strengthen professional and leadership development opportunities for all staff.



Board Priority

Ensure there is a program for leadership development to address retirements and turnover in administration.



Board Task

Expect and review a report on leadership development within the administration.



Board Task

Expect that the budget will include resources for professional and leadership development.

These examples barely scratch the surface of possible criteria. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks.

To help trustees and others respond to this type of survey, the instrument may describe what the board did to fulfill its role. For instance, the survey may list the board meetings or workshops where the board addressed certain topics, or activities the trustees engaged in to further their own development or represent the district.

BOARD DEVELOPMENT GOALS

In addition to priorities related to achieving institutional goals, effective boards will set goals related to improving their own performance as a governing body. These goals may reflect areas that respond to current conditions, such as passing a bond election or hiring a new CEO, foster board leadership and/or respond to accreditation recommendations or areas that were not rated highly in a board self-evaluation. **Examples include:**

Board Priority: Strengthen the board's connections with school district board(s) and knowledge of K-12 trends and issues.

- **Board Task:** Participate in a joint workshop with local K-12 boards of trustees.

Board Priority: Cultivate a safe and respectful work and learning environment.

- **Board Task:** Draft and regularly revise a robust diversity, equity and inclusion policy.

- **Board Task:** Establish a committee of administrators, faculty, staff and students to evaluate, revise and promote the college/district's DEI policy and its effectiveness.

Board Priority: Strengthen the board's policy role.

- **Board Task:** Approve an updated board policy manual by the end of the academic year.

Board Task: Ensure that the board only delegates to the CEO as a unit and not as individual trustees.

BOARD PERFORMANCE STANDARDS

A common approach to board self-evaluation is to use a survey based on commonly accepted criteria.

District Mission and Planning:

- Does the board understand the role and mission of community colleges?
- Does the board regularly review the mission?
- Does the board provide leadership for planning through setting broad policy direction and standards for planning processes?

Board Policy Role:

- Does the board understand and fulfill its policy role?
- Is the board policy manual up to date?
- Does the board clearly differentiate between its role and the role of the CEO?
- Is the board focused on the future direction of the district?

Board/CEO Relationship:

- Is there an open, respectful partnership and good communication between the board and the CEO?
- Does the board set clear expectations for the CEO?
- Is there an effective CEO evaluation process?
- Does the board create an environment that supports CEO success?

Board/Community Relationship:

- Does the board represent the community that it serves?
- Is the board knowledgeable about community trends and needs?
- Does the board help promote the image of the college in the community?
- Does the board effectively advocate on behalf of the college?

Educational Programs and Quality:

- Does the board understand the educational programs and services?
- Does the board monitor student success and educational quality?

- Does the board focus on the future needs of students?
- Does the board effectively advocate on behalf of the college?

Fiduciary Responsibilities:

- Does the board ensure that the district is fiscally healthy?
- Does it approve a budget that supports educational and strategic goals?
- Does it effectively monitor fiscal management?
- Does it assure that district facilities meet student and employee needs?

Board/Staff Relations & Human Resources:

- Does board policy and direction foster respect and support for employee excellence?
- Does the board provide clear parameters for the collective bargaining process?
- Does the board refrain from micromanaging staff?
- Does board policy and practice support faculty, staff and student participation in decision-making?

Board Leadership and Behavior:

- Does the board understand and uphold its role and responsibilities?
- Does it have and adhere to a code of ethics and policies on conflicts of interest?
- Does the board deal effectively with perceived ethical violations?
- Do board members work together as a unit for the good of the district?
- Do board members respect each other's opinions?
- Do board members "do their homework" and contribute effectively to board discussions?

Board Meetings and Agendas:

- Do meeting agendas focus on key policy issues and board responsibilities?
- Does the board have the information it needs to make good decisions?
- Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently?

- Do board members adhere to all aspects of open meetings laws?

The following performance standard is of particular importance:

Board Development:

- Does the board have its own goals and objectives for the year and evaluate its progress toward them?
- Do new board members, including the student trustee, receive an orientation to their roles and responsibilities, as well as to the district's mission and policies?
- Are all board members encouraged to engage in ongoing education about college, state and federal issues?
- Do board members receive and review information about education policy?
- Does the board continually explore how to work as a cohesive team that engages in rich discussions with the aim of creating an environment that fosters excellence?

STANDARDS OF PRACTICE AND LOCAL BOARD POLICY

One of the purposes of self-evaluation is to answer the question, "Are we doing what we say we are going to do?" A board may decide to use board effectiveness criteria derived from its local policies. The code of ethics and policies on board roles, meetings, delegation to the CEO and how the board monitors policy implementation are all rich sources of criteria. A benefit of this approach is that the board reviews its policies during the course of the evaluation.

Using this approach requires a board committee and/or staff to develop a customized survey instrument. **The following are examples of items found in various board policies:**

- 1 Individual trustees have no legal authority outside the meetings of the board; they shall conduct their relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact. (From a board code of ethics policy)
- 2 The board delegates to the CEO the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action. (From a board policy on delegation to the CEO)

- 3 Board members shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the board. (From a policy on communication among board members)

LEGAL AUTHORITY AND RESPONSIBILITIES

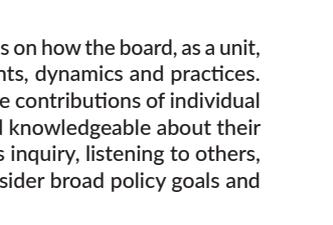
"The Education Code 70902 explains the powers and duties of community college boards of trustees. Boards fulfill these duties by adopting relevant policies and exercising their authority in board meetings. The criteria and practices outlined in this chapter can be used to evaluate board performance. This includes maintaining an up-to-date policy manual, complying with its own rules, publishing satisfactory agendas and conducting appropriate board discussions."

ACCREDITATION STANDARDS

Every eight years, colleges undergo the reaccreditation process, which includes a comprehensive self-study. **As part of the self-study, boards must assess whether or not they are meeting the specific standards in ACCJC's Standard 4 (2024 Revision).** This assessment should be done the year prior to or early in the self-study process to allow the board time to correct any deficiencies.

The accreditation commission appoints teams that visit colleges to confirm the self-study and review compliance with all standards. They review evidence that boards uphold Standard 4, including that they have regularly evaluated themselves. **Self-evaluation policies, annual evaluation sessions, written results and evidence of how boards have used the results to improve board performance demonstrate boards meet the standard.**

INDIVIDUAL TRUSTEE PERFORMANCE



SUMMARY

As stated at the beginning, board self-evaluation focuses on how the board, as a unit, is functioning. The focus is on board accomplishments, dynamics and practices. However, effective board functioning depends on the contributions of individual trustees. Boards benefit when their members are skilled and knowledgeable about their roles and the issues they face. Communication skills, curious inquiry, listening to others, critical thinking, a focus on the future and the ability to consider broad policy goals and values are all important attributes for a trustee to strive for.

Boards may wish to provide an opportunity for individuals to assess their knowledge and skills as a trustee. The responses to these individual self-assessments can be used to identify trustee development activities, which may include board study sessions, attendance at conferences, reading materials and on-line seminars. See “Assessing Trustee Knowledge” later in this document for a tool to help individual trustees identify learning needs.

The Community College League of California offers conferences, webinars, consultants and written resources to help trustees gain the skills and knowledge they need to be successful. The brochure, “Trusteeship, Tasks, Knowledge & Skills” outlines those skills and knowledge. The Trustee Handbook explores these and other issues in depth. There are numerous other resources available at www.ccleague.org under the Leadership Development section, including Board

Focus Introduction to Fiscal Responsibilities, and Assessing the Performance of Your CEO. These and other resources provide information to individual trustees that are committed to continuous improvement in their role as a trustee. Finally, the Excellence in Trusteeship program provides a structure for trustees to strengthen their capacity to govern well. Being re-certified every few years keeps skills and knowledge up to date.

In addition to assessing the need for training, boards may provide an opportunity for individual trustees to assess their performance as a trustee using criteria related to being an effective member of the team, being a good ambassador for the college, upholding the code of ethics, following agreed upon ground rules and the like. A few boards have a process that provides opportunities for feedback between trustees on these characteristics to help board members strengthen their skills.

This resource guide is intended to help boards design a self-evaluation process that meets specific board needs and cultures. The information should help boards determine the approach they will use, which criteria will provide the best information for the board, who will be asked to evaluate the board and how the results will be used.

Governing boards that engage in the self-evaluation process and thoughtfully consider and use the results to improve their performance provide excellent leadership for their communities and colleges. They embrace their responsibilities and ensure that board members have the skills and knowledge to lead and govern. High performing boards add value and an important local perspective to their districts, thereby ensuring that their colleges make a difference in the lives of students and the community.

SELF EVALUATION SURVEY GUIDE

RATING SCALE:

Strongly Agree = 5 Slightly Agree = 4 Agree = 3 Slightly Disagree = 2 Strongly Disagree = 1

POLICY VS. MICROMANAGEMENT	
1-5	The Board ...
	understands and fulfills its roles and responsibilities to advance the district's mission and goals
	refrains from directing the work or activities of employees; respects all stakeholders in decision-making process
	clearly defines and communicates roles, responsibilities, and authority for decision-making
	regularly reviews the mission and purposes of the institution
	acts as an independent policy-making body that reflects the public interest
	ensures the district complies with relevant laws, regulations and accreditation standards

FISCAL OVERSIGHT	
1-5	The Board ...
	discusses monthly or quarterly fiscal reports, participates in a study session on the findings and formulates a response to the annual audit
	ensures that budget allocations match its stated mission and goals
	understands the budget and provides effective oversight for fiscal operations without undue micromanagement of specific funds
	ensure the fiscal stability and health of the district to meet long-term needs

In selecting material for self-evaluation, boards may refer to these standard-based criteria. They should choose one to two relevant topics from each category to ensure a comprehensive assessment. Board may also add additional questions pertaining to their own board goals or performance issues. Feedback from additional stakeholders on campus can be incorporated into the self-evaluation process. Boards may add additional questions pertaining to areas that have been identified for improvement.

RATING SCALE:

Strongly Agree = 5 Slightly Agree = 4 Agree = 3 Slightly Disagree = 2 Strongly Disagree = 1

SUPPORT CEO / DELEGATE FULL AUTHORITY	
1-5	The Board ...
	supports the CEO's leadership by delegating responsibility and authority to the CEO
	maintains an excellent working relationship with the CEO, including honoring established protocols for communication
	sets clear expectations for and effectively evaluates the CEO and the CEO's contract
	authorizes the CEO to implement board policies and ensure effective operations and fulfillment of the institutional mission

REPRESENT ALL	
1-5	The Board ...
	represents the interests and needs of all communities served by the district
	The board supports and advocates district interests to local, state and federal governments
	members represent the district effectively and appropriately at college and district events and in the community
	members represent the college well at college events and in the community

RATING SCALE:

Strongly Agree = 5 Slightly Agree = 4 Agree = 3 Slightly Disagree = 2 Strongly Disagree = 1

QUALITY OF PROGRAMS / STUDENT SUCCESS	
1-5	The Board ...
	reflects a commitment to student success and equity in its deliberations and decisions
	supports continued efforts aimed at closing the “achievement gap”
	monitors the quality and effectiveness of educational programs and services
	members are sufficiently knowledgeable about the district’s educational programs and services

DIVERSITY, EQUITY, INCLUSION AND ACCESS	
1-5	The Board ...
	monitors implementation of the student equity plan
	evaluates effectiveness of educational programs with regard to equity.
	promotes diversity, equity and inclusion both in policy and practice
	designates a campus DEI officer for each college
	ensures human resources policies and union contracts set standards for quality, fairness and equity

ONGOING VS. COMPREHENSIVE ANNUAL SELF-EVALUATION

Boards should assess their performance in an ongoing manner. For example, boards can evaluate themselves according to one of the standards-based criteria at the end of each board meeting.

Once a year, boards should set aside time to complete a comprehensive self-evaluation. The comprehensive self-evaluation should consider a minimum of two to three topics in each category, with special emphasis placed on areas for improvement that were identified during ongoing self-evaluations throughout the year.

RATING SCALE:

Strongly Agree = 5 Slightly Agree = 4 Agree = 3 Slightly Disagree = 2 Strongly Disagree = 1

GOVERNANCE	
1-5	The Board ...
	ensures decision-making processes throughout the district function efficiently and effectively
	abides by communication protocols in regards to the community, college employees and the media, including maintaining confidentiality when appropriate
	expresses its authority only as a unit and upholds the decision of the board once a vote is taken
	maintain an atmosphere of respect and adheres to its code of ethics
	publishes meeting agendas that reflect board responsibilities and include sufficient information for decision-making.
	conducts meetings in adherence with the Brown Act in an orderly, respectful manner
	effectively educates new members and is committed to professional development
	keeps district and board policies current and regularly reviewed in a cycle
	regularly evaluates itself to enhance its performance

It’s crucial for board members to approach the self-evaluation process with an open mind, ready to embrace constructive criticism and opportunities for growth. By regularly conducting these evaluations and actively working on areas of improvement, the community college board will be better positioned to serve its students, faculty, staff and community.



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