

MT. SAN ANTONIO COLLEGE

BOARD OF TRUSTEES SELF-EVALUATION

February 2015

Just as Boards are concerned with the effectiveness of the institutions they govern, so they should be concerned with their own effectiveness as a Governing Board. Effective Boards engage in a continuing process of self-assessment and evaluation of their performance in order to identify areas of strength and strategies for improvement.

Accrediting Commission standards require Boards to define processes for assessing their performance in policy or bylaws, and to act in a manner consistent with the statements. The processes may be as formal or informal as the Board wishes—the most important thing is to use a process that provides useful information for the Board members.

Evaluating the performance of the Board as a unit is not the same as evaluating individual trustee performance. The accreditation standards do not require individual self-assessment, although many trustees find it beneficial.

The Board self-evaluation is very different from the political evaluation that takes place every few years at the ballot box. The election process has many variables, and it is extremely difficult to determine how a Board can specifically improve its own effectiveness through election results.

The purpose of the Board self-evaluation is to identify areas of Board functioning that are working well and those that may need improvement. In addition, the discussion of Board roles and responsibilities builds communication and understanding among the members and leads to a stronger, more cohesive working group. At the end of an evaluation discussion, Board members should have:

- identified areas for improvement, perhaps stated as goals and criteria for future evaluations;
- an understanding of what they expect from themselves and each other to be an effective Board; and
- a summary of accomplishments and characteristics of which they can be proud.

Beside each question is a space for you to give a general evaluation mark. The following rating scale should be used:

A = Excellent
B = Above Average
C = Average
D = Below Average
F = Unsatisfactory

Rating

Board Organization

- The board operates as a unit. _____
- Board members uphold the final majority decision of the board. _____
- Board members understand that they have no legal authority outside board meetings. _____
- The board's decisions are independent of partisan bias. _____

Policy Role

- 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. _____
- The board focuses on policy in board discussions, not administrative matters. _____
- The board has clarified the difference between its policy role and the roles of the CEO and staff. _____

Community Relations

- The board is committed to protecting the public interest. _____
- Board members act on behalf of the entire community. _____
- Board members maintain good relationships with community leaders. _____
- Board members keep the CEO informed of community contacts. _____

Policy Direction

- The board is knowledgeable about the mission and purpose of the institution. _____
- The board bases its decisions in terms of what is best for students and the community. _____
- The board maintains a future-oriented, visionary focus in board discussions. _____

Rating

Board-CEO Relations

- The board and CEO have a positive, cooperative relationship. _____
- A climate of mutual trust and respect exists between the board and CEO. _____
- The board has clear protocols for communicating with staff that include the CEO. _____
- The board clearly delegates the administration of the college to the CEO. _____

Fiscal Oversight

- The board understands the fiscal condition of the organization. _____
- The Board provides fiscal oversight to assure the financial stability of the College. _____
- The board understands the financial audit and its recommendations. _____

Institutional Performance

- The board demonstrates a concern for the success of all students. _____
- The board is appropriately involved in the accreditation process. _____
- The board is committed to equal opportunity. _____

Board Leadership

- The board understands its roles and responsibilities. _____
- Board members are prepared for board meetings. _____
- The board maintains confidentiality of privileged information. _____
- The board understands the political implications of its actions. _____

Advocating the College

- The board recognizes positive accomplishments of the college. _____
- Board members speak positively about the institution in the community. _____
- The board plays a leadership role in the local community. _____
- The board helps educate the local community about community college needs and issues. _____
- The board works to secure adequate public funding. _____

Board Education

Rating

- Board members are engaged in a continuous process of training and development.
- The board adequately studies issues prior to board action.
- The information provided to the board is appropriate and relevant.

The following questions are open-ended. Your response will assist in institutional evaluation and determining future priorities.

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 with:

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. Additional Comments:

Please complete this self-evaluation and return it to the President’s Office no later than Tuesday, February 3, 2015.