

2021 Board of Trustees Self-Evaluation Summary

Rate statements according to the following scale:

4: Strongly Agree 1: Strongly Disagree

3: Agree

0: Unable to Judge

2: Disagree

SECTION 1: OVERALL BOARD EFFECTIVENESS						
		4	3	2	1	0
1	The board regularly reviews the district's mission and goals, and monitors progress by periodically evaluating the College's Strategic Plan and Key performance indicators.					
2	The board fulfills its policy role and refrains from attempting to manage employee work.					
3	The board maintains a positive and effective working relationship.					
4	The board devotes sufficient time, thought, and study to render effective and credible service to the district, working in a spirit of civility and courtesy despite differences of opinion that may arise.					
5	Board members participate in board member development activities, new members receive a comprehensive orientation to board roles and the district.					
6	Full participation in the CCLC's Excellence in Trusteeship Program .					
7	The boards' actions have adhered to the Vision, Mission, Goals and Values it has articulated to staff, students and the public.					
8	The board approaches issues from a board, impartial, and institutional perspective.					
9	The board has adhered to the current COVID environment.					
Section 1 Comments:						

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SECTION 2: BOARD AND CEO EFFECTIVENESS						
		4	3	2	1	0
1	The board alerts the chancellor about any concerns before going public with them.					
2	All board members receive the same communications from the Chancellor.					
3	The board helps the chancellor be effective by not making unnecessary demands on him.					
4	The board provides the chancellor with close guidance, support, dialogue, information, and feedback.					
5	The board is sensitive to the concerns of students and staff while maintaining impartiality and support of the chancellor.					
6	The board recognizes that the board (not a single board member) has the legal right to give direction to only one employee, the chancellor.					
7	The board acknowledges that the chancellor directs the staff, not the board.					
8	The board provides the chancellor with fair, consistent, and constructive feedback.					
9	The board has created an environment in which the chancellor has the authority to lead the district.					
10	The board is keeping the chancellor informed, adhering to the rule of "no surprises"					

Section 2 Comments:

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SECTION 3: BOARD COMPETENCIES/ SUBSECTION 1: FISCAL COMPETENCIES						
		4	3	2	1	0
1	Ensure the district maintains fiscal responsibility.					
2	Each board member reviews and remains informed about the organization's budget and financial condition as presented in financial statements and other supporting documents.					
3	Each board member understands the annual budget cycle and knows how the budget is developed.					
4	Each board member recognizes the importance of having a reserve.					
SECTION 3: BOARD COMPETENCIES/ SUBSECTION 2: PUBLIC RELATIONS COMPETENCIES						
1	Board members represent the interests of the citizens in their respective areas of the district.					
2	Each board member understands the best ways to represent the district to the public.					
3	The board maintains advocacy at the local, state and national level on matters of importance to the district.					
4	Each board member understands the role of public comments in meetings.					
5	Each board member supports and attends various community events.					

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SECTION 3: BOARD COMPETENCIES/ SUBSECTION 3: ACCREDITATION COMPETENCIES						
		4	3	2	1	0
1	The board reviews accreditation standards and practices for good governance and uses them as part of the board's annual self- evaluation process.					
2	Each board member understands what is included in the four standards.					
3	Each board member recognizes why data is critical to accreditation.					
SECTION 3: BOARD COMPETENCIES/ SUBSECTION 4: STRATEGIC COMPETENCIES						
1	Each board member develops a knowledge and understanding of the organization's strategic plans. (i.e: Facilities Masterplan)					
2	Each board member considers the role of the organization in terms of social, economic, and political developments at least five years into the future.					
3	Each board member promotes and participates in the development of executive succession plans.					
4	Each board member identifies potential problem solutions, organizational weaknesses, and organizational strengths.					
5	Each board member seeks opportunities for leadership development.					

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SECTION 3: BOARD COMPETENCIES/ SUBSECTION 5: EDUCATIONAL AND STUDENT SUCCESS COMPETENCIES						
		4	3	2	1	0
1	Each board member educates themselves regarding the regulatory requirements and stipulations under which each board member acts.					
2	Each board member understands how CA law defines Student Success.					
3	Each board member knows the district's Basic Skills program, what student learning outcomes are, and how the program review process works.					
SECTION 3: BOARD COMPETENCIES/ SUBSECTION 6: PRACTICAL COMPETENCIES						
1	Each board member attends, prepares for, and participates in board meetings.					
2	Each board member actively participates in board committee work.					
3	Each board member participates in the evaluation of the chancellor.					
4	Board meetings provide adequate time for discussion.					
5	Each board member possesses integrity and a professional demeanor.					
6	Each board member adheres to the Standards of Board Ethics.					



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Section 3 Comments:

Survey Overall Comments: