

BP 1745 BOARD SELF-EVALUATION

Reference:

ACCJC Accreditation Standard IV.C.10

The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

As the District's elected body, the Board of Trustees recognizes that it has a fiduciary responsibility to meet the learning needs of those who might benefit from the District's programs in the communities it serves.

To that end, the Board of Trustees has established the following process:

A committee of the Board of Trustees shall be appointed in November to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in the Board Policies regarding Board of Trustees operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.

The process for Board self-evaluation shall be recommended by the aforesaid committee of the Board of Trustees and approved by the Board of Trustees.

All board members will be asked to complete the evaluation instrument and submit them to the Chancellor.

A summary of the evaluations will be presented and discussed at a Board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

To assess whether it is effective in meeting this fiduciary responsibility, the Board adopts a Board Effectiveness approach to guide its self-assessment process. The approach is grounded in four key principles:

- A. **Learner Centeredness:** The Board recognizes its fiduciary responsibility to meet learner needs and act in the interest of learners in the communities served by the District.
- B. **Continuous Assessment:** Particularly in terms of rapid change, organizations must continuously assess their effectiveness to maintain and improve their alignment with environmental trends and changing learner needs. As a

consequence, the Board agrees to continuously assess and review its effectiveness and that of the institution.

- C. **Evidence Based Assessment:** The Board commits to open, evidence-based institutional and community dialogue.
- D. **Commitment to Act:** The Board agrees to act on its assessments to improve both Board and institutional effectiveness.

In keeping with these principles, the Board of Trustees establishes a continuous self-assessment process to both consider its effectiveness and model its commitment to continuous improvement. In order to ensure the sustainability of said process, the Board will conduct a self-evaluation annually to occur prior to the end of June of each year. The process is intended to assist the Board in the assessment of its performance as a whole body. It is not intended to evaluate or assess the performance of individual Board members.

Initially, the Board will review and discuss its record of performance periodically in open session. Staff will inventory and assist the Board in the preparation of its record. Dialogue will be structured around the following seven dimensions of Board Effectiveness. It is anticipated that the Board will calendar discussions regarding a specific set of the dimensions each year. More formal measurement tools may be incorporated into the process over time.

- A. **Commitment to Learners:** The Board assesses its role in ensuring that the focus remains on the learner and that processes are in place to maintain that focus. For example, the Board might discuss its use of institutional and student research and its efforts to encourage inquiry about learner populations that may not be adequately served by the District.
- B. **Constituency Interface:** The Board assesses its constituency interface by discussing its relationship with District constituencies. Questions might include: What mechanisms and processes are in place for the Board to listen to, respond to, and communicate with its constituency? Do the mechanisms and processes promote input from diverse interests? How should the Board represent and advocate for the District in the community?
- C. **Community College System Interface:** The Board assesses its Community College System interface by evaluating its interaction with the California Community College System and other community college organizations. Questions might include: Does the Board engage in activities to support the District's position within the system? What are the appropriate advocacy roles to be played – learner advocacy, college advocacy?
- D. **Economic/Political System Interface:** The Board assesses its economic and political system interface by assessing its interaction with local, state and federal economic and political processes, institutions and personnel. Here questions

might include: How does, and should, the Board advocate District interest and learner interests to local, state and federal government agencies and legislators?

- E. **District Policy Leadership:** The Board assesses policy leadership by examining its role in the District policy process. Questions might include: What is the appropriate role of the Board in addressing issues confronted by the District and learners? What issues occupy the attention of the board? What is the relationship of the issues to the District's mission? Was the Board appropriately engaged in defining the District's mission, strategies, and goals? Is the Board informed of and appropriately engaged in the setting of District policies?
- F. **Management Oversight:** The Board assesses its management oversight primarily through the assessment of its relationship with the Chancellor and senior administrative staff. Therefore, much of this conversation is reflected in the Board's Chancellor assessment process.
- G. **Process Guardianship:** The Board assesses its role in assuring that the District engages in appropriate budgeting, planning, institutional assessment and other processes. If it desired, the Board could discuss its own structure, policies, practices and procedures.

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