



QUICK SURVEY RESULTS

Board Self-Evaluation

March 8, 2023

A total of 18 colleges/districts responded to ICCTA's Quick Survey on BOARD SELF-EVALUATION.

HIGHLIGHTS:

- ❖ More than 3/4 of responding colleges conduct regular self-evaluations.
- ❖ The majority of board self-evaluations take place annually.
- ❖ More than 70% of colleges use an evaluation instrument to assist in their self-review.
- ❖ 5 sample evaluation tools are attached to these survey results.

1. Does your Board of Trustees conduct self-evaluations?

Yes – 14

Danville, Elgin, Harper, Heartland, Highland, Illinois Valley, John Wood, Kishwaukee, Lake Land, Morton, Oakton, South Suburban, Spoon River, Triton

No – 4

DuPage: However, our board is preparing to begin an evaluation program.
Illinois Central
Kankakee
Kaskaskia

2. If YES to Question #1, how often does this self-evaluation occur?

Quarterly – 1

Harper

Annually – 9

Danville, Elgin, Heartland, Illinois Valley, John Wood, Kishwaukee, Lake Land, Morton, Triton

Other -- 4

Highland: Every other year in even years so that new trustees have a year of experience before going through the process.

Oakton: Ideally annually.

South Suburban: 2012, 2016, 2018 and one scheduled for 2023. The timeline has followed the schedule of the Board retreats.

Spoon River: Board Self-Evaluation is not regularly scheduled.

3. Do you use an evaluation instrument?

Yes -- 10

Danville

Elgin: The document was developed using the Board's policies. It has been tweaked over the years, but basically the same since it was created and adopted

Harper: The Harper College Board of Trustees conducts a self-evaluation annually and reviews their goals every six months. The current instrument used is from ACCT.

Heartland: Instrument provided by ICCTA

Highland: ICCTA does our self-evaluation and the instrument was supplied by them.

Illinois Valley

John Wood: Due to COVID the Board has not changed their self-evaluation since 2020.

Kishwaukee: ICCTA facilitates our board self-evaluations annually. We use the tool provided by the facilitator.

Lake Land: We work with Jim Reed, ICCTA Executive Director, to conduct an annual board retreat in which a portion of the meeting is focused on effective board governance. About two months prior to that meeting we work with Mr. Reed to have him issue a survey to our trustees as the self-evaluation instrument. We discuss results of the survey and effective steps forward during the Annual Retreat. The survey can change from year to year and we try to build on progress from previous years.

Morton

No -- 4

Oakton: ICCTA has helped facilitate these annual evaluations as part of Board retreats.

South Suburban: The former Executive Director of ICCTA conducted the evaluation.

Spoon River: The most recent Board Self-Evaluation was conducted by ICCTA.

Triton

For more information, please contact:

Illinois Community College Trustees Association

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DANVILLE AREA COMMUNITY COLLEGE BOARD OF TRUSTEES
2019-2020 SELF-EVALUATION

[Please evaluate by circling one number at right for each of the statements at left. **Indicate reasons for ratings of 2 or below.** See legend, below.]

| BOARD ATTRIBUTES | RATING | | | | | |
|---|--------|---|---|---|---|---|
| 1. Trustees uphold the final majority of the Board. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Trustees consider and respect minority opinions. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Trustees have a working knowledge of the structure, history, and mission of the College. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Trustees have adequate opportunity to discuss issues and action that affect the College. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. While valuing historical perspective and precedents, Trustees are open to change and new ideas. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Trustees makes decisions after thorough discussion of all perspectives. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Trustees have a working understanding of the budget and financial status of the College. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Trustees contribute positively to discussion and debate through thoughtful, wise and clearly stated observations and opinions. | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion. | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Meeting agenda items contain sufficient background information and recommendations for the Board. | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. The Board has a fair and open process for selecting officers. | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Trustees adhere to protocols. Trustees may communicate decisions made by the Board as a whole to the public, press or other entities; however, the Board Chair is the only Trustee empowered to make official comments on behalf of the Board. Inquiries from external organizations or individuals should be referred to the Board Chair or President. | 0 | 1 | 2 | 3 | 4 | 5 |

Legend: 0 = Unable to Assess; 1 = Poor; 2 = Marginal; 3 = Adequate; 4 = Good; 5 = Outstanding

* The Board intent is to function according to policy governance and at no time is there any attempt to monitor, supervise, or micromanage any area for the President.

| BOARD POLICY ROLE* | RATING | | | | | |
|--|---------------|----------|----------|----------|----------|----------|
| 1. The Board has an up-to-date board policy manual. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Trustees understand and remain policy rather than operationally or administratively focused. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The Board has well-defined policies on conduct. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. The Board avoids counterproductive behavior by individual Trustees. | 0 | 1 | 2 | 3 | 4 | 5 |
| COMMUNITY RELATIONS | RATING | | | | | |
| 1. The Board is knowledgeable about community needs and expectations. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The Board is knowledgeable about regional needs and expectations. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Trustees are actively involved in the college and attend events on a regular basis. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Trustees are actively involved in the community and attend events on a regular basis. | 0 | 1 | 2 | 3 | 4 | 5 |
| POLICY DIRECTION | RATING | | | | | |
| 1. The Board is confident that the mission and goals are sufficiently responsive to current and future needs of the community. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The Board spends sufficient time discussing the future direction of the college. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The Board maintains a future-oriented, visionary focus in Board discussions. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. The Board bases its decisions in terms of what is best for students and the community. | 0 | 1 | 2 | 3 | 4 | 5 |
| BOARD / PRESIDENT RELATIONS | RATING | | | | | |
| 1. The Board and President have a positive, cooperative relationship. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The Board sets clear expectations for the President. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The Board effectively evaluates the President, annually. | 0 | 1 | 2 | 3 | 4 | 5 |

Legend: 0 = Unable to Assess; 1 = Poor; 2 = Marginal; 3 = Adequate; 4 = Good; 5 = Outstanding

| | | | | | | |
|---|---------------|----------|----------|----------|----------|----------|
| 4. The Board clearly delegates the administration of the College to the President. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Trustees respect the role of the President as the link between the Board and staff. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. The Board encourages the professional growth of the President. | 0 | 1 | 2 | 3 | 4 | 5 |
| STANDARDS FOR COLLEGE OPERATIONS | RATING | | | | | |
| 1. The Board is knowledgeable about the educational programs and services of the College. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The Board requires and is involved in long-range fiscal planning. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The Board assures that the budget reflects College priorities in the mission and goals. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Board policies adequately address parameters for fiscal management that meet audit standards. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. The Board has policies that require fair employee due process and grievance procedures. | 0 | 1 | 2 | 3 | 4 | 5 |
| INSTITUTIONAL PERFORMANCE | RATING | | | | | |
| 1. The Board has reviewed effectiveness of the College's educational programs, as presented by the President. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The Board regularly reviews reports on student learning outcomes. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The Board is kept informed, by the President, of the performance related to safety and security. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. The Board understands the financial audit and its recommendations. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. The Board is actively involved in supporting the DACC Foundation. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. The Board asks the right questions. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. The Board demonstrates a concern for the success of all students. | 0 | 1 | 2 | 3 | 4 | 5 |

Legend: 0 = Unable to Assess; 1 = Poor; 2 = Marginal; 3 = Adequate; 4 = Good; 5 = Outstanding

| BOARD LEADERSHIP | RATING | | | | | |
|---|---------------|----------|----------|----------|----------|----------|
| 1. The Board has a clear description of Board roles and responsibilities. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Trustees work together as a team to accomplish the work of the Board. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The Board accommodates the differences of opinion that arise during debates of issues. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Trustees may contribute single interest or their own professional perspectives to discussions but always vote on behalf of the community as a whole. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Once a decision is made, Trustees cease debate and uphold the decision of the Board. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. The Board is willing to take a stand for what it believes is right for students and the community. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. The role of the Chair is clear. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. The Board respects and supports the Chair. | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. The Chair manages the board meetings by keeping on schedule and facilitating effective meetings. | 0 | 1 | 2 | 3 | 4 | 5 |
| ADVOCATING FOR THE COLLEGE | RATING | | | | | |
| 1. Trustees actively support the mission and values of the College. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The Board helps educate the local community about community college needs and issues. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The Board advocates College interests to state legislators. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. The Board advocates College interests to national legislators. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. The Board advocates College interests to agencies and associations. | 0 | 1 | 2 | 3 | 4 | 5 |

Legend: 0 = Unable to Assess; 1 = Poor; 2 = Marginal; 3 = Adequate; 4 = Good; 5 = Outstanding

| BOARD EDUCATION | RATING | | | | | |
|--|--------|---|---|---|---|---|
| 1. The Board strives to become increasingly more effective. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The Board self-evaluation process provides useful information on Board performance. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Trustees participate in continuing education on best practices. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. The Board participates in professional development activities as a group. | 0 | 1 | 2 | 3 | 4 | 5 |

COMMENTS REGARDING THE BOARD OF TRUSTEES SELF- EVALUATION

Please reference the appropriate item number(s) and write your comments below and on the back. **Indicate reasons for ratings of 2 or below.**

**BOARD OF TRUSTEES
2022-2023 SELF-EVALUATION**

[Please evaluate by circling one number at right for each of the 56 statements at left. **Indicate reasons for ratings of 3 or below.** See legend, below.]

| BOARD ORGANIZATION | RATING | | | | |
|---|--------|---|---|---|---|
| 1. Trustees uphold the final majority decision of the board. | 1 | 2 | 3 | 4 | 5 |
| 2. Trustees consider and respect minority opinions. | 1 | 2 | 3 | 4 | 5 |
| 3. Trustees make decisions after thorough discussion and exploration of many perspectives. | 1 | 2 | 3 | 4 | 5 |
| 4. Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion. | 1 | 2 | 3 | 4 | 5 |
| 5. Meeting agenda items contain sufficient background information and recommendations for the board. | 1 | 2 | 3 | 4 | 5 |
| 6. The board has up-to-date board policies. | 1 | 2 | 3 | 4 | 5 |
| 7. The board has a fair and open process for selecting officers. | 1 | 2 | 3 | 4 | 5 |
| POLICY ROLE* | RATING | | | | |
| 8. The board focuses on policy in board discussions, not administrative matters. | 1 | 2 | 3 | 4 | 5 |
| 9. The board has clarified the difference between its policy role and the roles of president and staff. | 1 | 2 | 3 | 4 | 5 |
| 10. The board has well-defined policies on conduct. | 1 | 2 | 3 | 4 | 5 |
| 11. The board avoids counterproductive behavior by individual trustees. | 1 | 2 | 3 | 4 | 5 |

Legend: 1 = Poor; 2 = Marginal; 3 = Adequate; 4 = Good; 5 = Outstanding

| COMMUNITY RELATIONS | | RATING | | | | |
|------------------------------------|--|---------------|----------|----------|----------|----------|
| 12. | The board is knowledgeable about community needs and expectations. | 1 | 2 | 3 | 4 | 5 |
| 13. | The board is knowledgeable about regional needs and expectations. | 1 | 2 | 3 | 4 | 5 |
| 14. | Trustees adhere to protocols. Trustees may communicate decisions made by the board as a whole to the public, press or other entities; however, the board chair is the only trustee empowered to make official comments on behalf of the board. Inquiries from external organizations or individuals should be referred to the board chair or president. [GP 7.4] | 1 | 2 | 3 | 4 | 5 |
| 15. | Trustees are actively involved in the college and attend events on a regular basis. | 1 | 2 | 3 | 4 | 5 |
| 16. | Trustees are actively involved in the community and attend events on a regular basis. | 1 | 2 | 3 | 4 | 5 |
| POLICY DIRECTION | | RATING | | | | |
| 17. | The board is confident that the mission and goals are sufficiently responsive to current and future needs of the community. | 1 | 2 | 3 | 4 | 5 |
| 18. | The board spends sufficient time discussing the future direction of the college. | 1 | 2 | 3 | 4 | 5 |
| 19. | The board maintains a future-oriented, visionary focus in board discussions. | 1 | 2 | 3 | 4 | 5 |
| 20. | The board bases its decisions in terms of what is best for students and the community. | 1 | 2 | 3 | 4 | 5 |
| BOARD / PRESIDENT RELATIONS | | RATING | | | | |
| 21. | The board and president have a positive, cooperative relationship. | 1 | 2 | 3 | 4 | 5 |
| 22. | The board sets clear expectations for the president. | 1 | 2 | 3 | 4 | 5 |
| 23. | The board effectively evaluates the president, annually. | 1 | 2 | 3 | 4 | 5 |
| 24. | The board clearly delegates the administration of the college to the president. | 1 | 2 | 3 | 4 | 5 |
| 25. | Trustees respect the role of the president as the link between the board and staff. | 1 | 2 | 3 | 4 | 5 |

Legend: 1 = Poor; 2 = Marginal; 3 = Adequate; 4 = Good; 5 = Outstanding

| | | | | | |
|--|---------------|----------|----------|----------|----------|
| 26. The board encourages the professional growth of the president. | 1 | 2 | 3 | 4 | 5 |
| STANDARDS FOR COLLEGE OPERATIONS | RATING | | | | |
| 27. The board is knowledgeable about the educational programs and services of the college. | 1 | 2 | 3 | 4 | 5 |
| 28. The board requires and is involved in long-range fiscal planning. | 1 | 2 | 3 | 4 | 5 |
| 29. The board assures that the budget reflects college priorities in the mission and goals. | 1 | 2 | 3 | 4 | 5 |
| 30. Board policies adequately address parameters for fiscal management that meet audit standards. | 1 | 2 | 3 | 4 | 5 |
| 31. The board has policies that require fair employee due process and grievance procedures. | 1 | 2 | 3 | 4 | 5 |
| INSTITUTIONAL PERFORMANCE | RATING | | | | |
| 32. The board has reviewed effectiveness of the college's educational programs, as presented by the president. | 1 | 2 | 3 | 4 | 5 |
| 33. The board regularly reviews reports on student learning outcomes. | 1 | 2 | 3 | 4 | 5 |
| 34. The board is kept informed, by the president, of the performance related to safety and security. | 1 | 2 | 3 | 4 | 5 |
| 35. The board understands the financial audit and its recommendations. | 1 | 2 | 3 | 4 | 5 |
| 36. The board is actively involved in supporting the ECC Foundation. | 1 | 2 | 3 | 4 | 5 |
| 37. The board asks the right questions. | 1 | 2 | 3 | 4 | 5 |
| 38. The board demonstrates a concern for the success of all students. | 1 | 2 | 3 | 4 | 5 |

Legend: 1 = Poor; 2 = Marginal; 3 = Adequate; 4 = Good; 5 = Outstanding

| BOARD LEADERSHIP | RATING | | | | |
|--|---------------|---|---|---|---|
| 39. The board has a clear description of board roles and responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 40. Trustees work together as a team to accomplish the work of the board. | 1 | 2 | 3 | 4 | 5 |
| 41. The board accommodates the differences of opinion that arise during debates of issues. | 1 | 2 | 3 | 4 | 5 |
| 42. Trustees may contribute single interest or their own professional perspectives to discussions but always vote on behalf of the community as a whole. | 1 | 2 | 3 | 4 | 5 |
| 43. Once a decision is made, Trustees cease debate and uphold the decision of the board. | 1 | 2 | 3 | 4 | 5 |
| 44. The board is willing to take a stand for what it believes is right for students and the community. | 1 | 2 | 3 | 4 | 5 |
| 45. The role of the chair is clear. | 1 | 2 | 3 | 4 | 5 |
| 46. The board respects and supports the chair. | 1 | 2 | 3 | 4 | 5 |
| 47. The chair manages the board meetings by keeping on schedule and facilitating effective meetings. | 1 | 2 | 3 | 4 | 5 |
| ADVOCATING FOR THE COLLEGE | RATING | | | | |
| 48. Trustees actively support the mission and values of the college. | 1 | 2 | 3 | 4 | 5 |
| 49. The board helps educate the local community about community college needs and issues. | 1 | 2 | 3 | 4 | 5 |
| 50. The board advocates college interests to state legislators. | 1 | 2 | 3 | 4 | 5 |
| 51. The board advocates college interests to national legislators. | 1 | 2 | 3 | 4 | 5 |
| 52. The board advocates college interests to agencies and associations. | 1 | 2 | 3 | 4 | 5 |

Legend: 1 = Poor; 2 = Marginal; 3 = Adequate; 4 = Good; 5 = Outstanding

| BOARD EDUCATION | RATING | | | | |
|---|--------|---|---|---|---|
| 53. The board strives to become increasingly more effective. | 1 | 2 | 3 | 4 | 5 |
| 54. The board self-evaluation process provides useful information on board performance. | 1 | 2 | 3 | 4 | 5 |
| 55. Trustees participate in continuing education on best practices. | 1 | 2 | 3 | 4 | 5 |
| 56. The board participates in professional development activities as a group. | 1 | 2 | 3 | 4 | 5 |

COMMENTS REGARDING THE BOARD OF TRUSTEES SELF-EVALUATION

Please reference the appropriate item number(s) and write your comments below and on the back. **Indicate reasons for ratings of 3 or below.**

**IVCC Board Self-Assessment
2023**

Please rate the effectiveness of the IVCC Board of Trustees by clicking in the box above the corresponding number according to the scale below.

| | | | | |
|------------------------------|-----------------|----------------|--------------|---------------------------|
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

Board Organization and Board Roles

- | | | | | | |
|---|---|---|---|---|---|
| 1. The board operates as a unit. | 1 | 2 | 3 | 4 | 5 |
| 2. Board members uphold the final majority decision of the board. | 1 | 2 | 3 | 4 | 5 |
| 3. Board members understand that they have no legal authority outside board meetings. | 1 | 2 | 3 | 4 | 5 |
| 4. Board members represent board policy in responding to public and employee questions. | 1 | 2 | 3 | 4 | 5 |
| 5. Board members make decisions after thorough discussion and exploration of many perspectives. | 1 | 2 | 3 | 4 | 5 |
| 6. The meeting agendas are relevant to the work of the board. | 1 | 2 | 3 | 4 | 5 |
| 7. Closed sessions are held only when needed. | 1 | 2 | 3 | 4 | 5 |
| 8. Board officer responsibilities are clear and appropriate. | 1 | 2 | 3 | 4 | 5 |
| 9. Board committees effectively assist the board to do its work. | 1 | 2 | 3 | 4 | 5 |
| 10. The board understands and adheres to its roles and responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 11. The board adheres to a code of ethics or standards of practice. | 1 | 2 | 3 | 4 | 5 |
| 12. Board members work together respectfully as as a team to accomplish the work of the board. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 13. Board members are prepared for board meetings. | 1 | 2 | 3 | 4 | 5 |
| 14. Board members avoid conflicts of interest and the perception of conflicts of interest. | 1 | 2 | 3 | 4 | 5 |
| 15. Board member may contribute single interest or their own professional perspectives to discussions, but always vote on behalf of the community as a whole. | 1 | 2 | 3 | 4 | 5 |
| 16. The board maintains confidentiality of privileged information. | 1 | 2 | 3 | 4 | 5 |
| 17. Through its behavior, the board has set a positive example for the President and other employees. | 1 | 2 | 3 | 4 | 5 |
| 18. The board actively encourages creativity and innovation. | 1 | 2 | 3 | 4 | 5 |
| 19. The board is willing to take a stand for what it believes is right for students and the community. | 1 | 2 | 3 | 4 | 5 |
| 20. The board works to build positive relationships with all stakeholders. | 1 | 2 | 3 | 4 | 5 |

Comments on this section:

Board Relationships

| | | | | | |
|--|---|---|---|---|---|
| 21. The board and the President have a positive, respectful relationship. | 1 | 2 | 3 | 4 | 5 |
| 22. The board sets clear expectations for the President. | 1 | 2 | 3 | 4 | 5 |
| 23. The board provides a high level of support to the President. | 1 | 2 | 3 | 4 | 5 |
| 24. The board maintains open communication with the President. | 1 | 2 | 3 | 4 | 5 |
| 25. Board members are available to the President for support and feedback. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 26. The board effectively evaluates the President. | 1 | 2 | 3 | 4 | 5 |
| 27. The board clearly delegates the administration of the college to the President. | 1 | 2 | 3 | 4 | 5 |
| 28. Board members keep the President informed about contacts with the community and staff. | 1 | 2 | 3 | 4 | 5 |
| 29. Board members respect the role of the CEO as the link between board and staff. | 1 | 2 | 3 | 4 | 5 |
| 30. The board encourages the professional growth of the President. | 1 | 2 | 3 | 4 | 5 |

Comments on this Section:

Mission, Vision, and Valued Practices

| | | | | | |
|---|---|---|---|---|---|
| 31. The board is knowledgeable about the mission and purposes, and valued practices of the institution. | 1 | 2 | 3 | 4 | 5 |
| 32. The board is appropriately involved in defining the vision, mission, and purposes. | 1 | 2 | 3 | 4 | 5 |
| 33. The vision and mission of the institution adequately address community needs. | 1 | 2 | 3 | 4 | 5 |
| 34. The board bases its decisions in terms of what is best for students and the community. | 1 | 2 | 3 | 4 | 5 |
| 35. The board spends sufficient time discussing the future direction of the college. | 1 | 2 | 3 | 4 | 5 |
| 36. The board regularly reviews the mission, vision, and purposes of the institution. | 1 | 2 | 3 | 4 | 5 |
| 37. The board is knowledgeable about the educational programs and services that implement the mission of the college. | 1 | 2 | 3 | 4 | 5 |
| 38. The board maintains a future-oriented, visionary focus in board discussions. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 39. The board endorses and facilitates the valued practices of the college. | 1 | 2 | 3 | 4 | 5 |
| 40. The board annually sets priorities in conjunction with the President. | 1 | 2 | 3 | 4 | 5 |

Comments on this Section:

Planning and Institutional Performance

- | | | | | | |
|---|---|---|---|---|---|
| 41. The board requires and is appropriately involved in the college strategic planning process. | 1 | 2 | 3 | 4 | 5 |
| 42. The board understands the educational and legal context in which planning occurs. | 1 | 2 | 3 | 4 | 5 |
| 43. The board is familiar with the strategic and master plans of the institution. | 1 | 2 | 3 | 4 | 5 |
| 44. The board monitors the effectiveness of the college in fulfilling the mission. | 1 | 2 | 3 | 4 | 5 |
| 45. The board requires the college to regularly evaluate program effectiveness. | 1 | 2 | 3 | 4 | 5 |
| 46. The board regularly reviews reports on student learning outcomes. | 1 | 2 | 3 | 4 | 5 |
| 47. The board adequately monitors the impact the college has on the community. | 1 | 2 | 3 | 4 | 5 |
| 48. The board is appropriately involved in the accreditation process. | 1 | 2 | 3 | 4 | 5 |
| 49. The board understands and reviews accountability reports to state and federal agencies. | 1 | 2 | 3 | 4 | 5 |
| 50. The board monitors performance related to its policies for facilities development, maintenance, and appearance. | 1 | 2 | 3 | 4 | 5 |
| 51. The board monitors performance related to its policies regarding safety and security. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 52. The board monitors performance related to its policies on fiscal management. | 1 | 2 | 3 | 4 | 5 |
| 53. The board understands the financial audit and its recommendations. | 1 | 2 | 3 | 4 | 5 |
| 54. The board monitors its policies for collective bargaining. | 1 | 2 | 3 | 4 | 5 |
| 55. The board monitors performance related to its policies on employment processes. | 1 | 2 | 3 | 4 | 5 |
| 56. The board understands the budget and budget process. | 1 | 2 | 3 | 4 | 5 |
| 57. The board assures that the budget reflects college priorities in the mission and goals. | 1 | 2 | 3 | 4 | 5 |
| 58. The board is committed to equal opportunity. | 1 | 2 | 3 | 4 | 5 |
| 59. The board has policies that require adequate participation in decision making within the institution. | 1 | 2 | 3 | 4 | 5 |
| 60. The board meets its responsibility as a court of appeal. | 1 | 2 | 3 | 4 | 5 |

Comments on this Section:

Board Policy Governance

| | | | | | |
|---|---|---|---|---|---|
| 61. The board understands that the primary function of the board is to establish the policies by which the community college is to be administered. | 1 | 2 | 3 | 4 | 5 |
| 62. Board members understand and support the concept that board policy is the primary voice of the board. | 1 | 2 | 3 | 4 | 5 |
| 63. The board assures a systematic, comprehensive review of board policies and the procedures that implement them. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 64. The board focuses on policy in board discussion, not administrative matters. | 1 | 2 | 3 | 4 | 5 |
| 65. The board policy manual is current, relevant, and useful. | 1 | 2 | 3 | 4 | 5 |
| 66. The policy-making process is clear, public, and inclusive. | 1 | 2 | 3 | 4 | 5 |
| 67. The board, through the President, seeks advice and recommendations from faculty, staff, and students in developing educational policy. | 1 | 2 | 3 | 4 | 5 |
| 68. The board openly discusses issues and seeks the views of college constituents. | 1 | 2 | 3 | 4 | 5 |
| 69. The board seeks community input in developing policies that affect the community at large. | 1 | 2 | 3 | 4 | 5 |
| 70. The board is committed to protecting the public interest. | 1 | 2 | 3 | 4 | 5 |

Comments on this Section:

Community Relations and Advocacy

| | | | | | |
|--|---|---|---|---|---|
| 71. The board effectively represents the “voice” of the community. | 1 | 2 | 3 | 4 | 5 |
| 72. The board has determined what benefits the community should derive from the college. | 1 | 2 | 3 | 4 | 5 |
| 73. The board is knowledgeable about community and regional needs and expectations. | 1 | 2 | 3 | 4 | 5 |
| 74. Board members maintain good relationships with community leaders. | 1 | 2 | 3 | 4 | 5 |
| 75. Board members adhere to protocols for dealing with citizens and the media. | 1 | 2 | 3 | 4 | 5 |
| 76. The board assists in developing educational partnerships with community agencies, business, and local government, where appropriate. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 77. Board members are knowledgeable about the college's history, mission, and values. | 1 | 2 | 3 | 4 | 5 |
| 78. The board recognizes positive accomplishments of the college. | 1 | 2 | 3 | 4 | 5 |
| 79. Board members speak positively about the institution in the community. | 1 | 2 | 3 | 4 | 5 |
| 80. Board members support the colleges by attending various events. | 1 | 2 | 3 | 4 | 5 |
| 81. The board plays a leadership role in the local community. | 1 | 2 | 3 | 4 | 5 |
| 82. The board helps educate the local community about community college needs and issues. | 1 | 2 | 3 | 4 | 5 |
| 83. The board advocates college interests to state and national agencies and legislators. | 1 | 2 | 3 | 4 | 5 |
| 84. The board actively seeks political and civic support for the college. | 1 | 2 | 3 | 4 | 5 |
| 85. The board works to secure adequate public funding. | 1 | 2 | 3 | 4 | 5 |
| 86. The board actively supports the college's foundation and fundraising efforts. | 1 | 2 | 3 | 4 | 5 |
| 87. The board understands and protects the academic freedom of the faculty and administrators. | 1 | 2 | 3 | 4 | 5 |
| 88. The board supports the state and national community college trustee associations. | 1 | 2 | 3 | 4 | 5 |

Comments on this Section:

Board Development

| | | | | | |
|---|---|---|---|---|---|
| 89. Candidates for the board are educated about board responsibilities and the college. | 1 | 2 | 3 | 4 | 5 |
| 90. New members receive an orientation to the board and the institution. | 1 | 2 | 3 | 4 | 5 |
| 91. The board strives to become increasingly more effective. | 1 | 2 | 3 | 4 | 5 |
| 92. Board members are engaged in a continuous process of training and development. | 1 | 2 | 3 | 4 | 5 |
| 93. The board is knowledgeable about state and national laws and issues related to community colleges. | 1 | 2 | 3 | 4 | 5 |
| 94. The board is knowledgeable about major social and economic trends and issues that affect the institution. | 1 | 2 | 3 | 4 | 5 |
| 95. The information requested by and provided to board members does not put an undue burden on staff. | 1 | 2 | 3 | 4 | 5 |
| 96. Board members are up-to-date on community college issues through reading and attendance at conferences. | 1 | 2 | 3 | 4 | 5 |
| 97. Board members devote time, thought, and study to the duties and responsibilities of a community college board member. | 1 | 2 | 3 | 4 | 5 |
| 98. The board self-evaluation process provides useful information on board performance. | 1 | 2 | 3 | 4 | 5 |

Comments on this Section:

Open-Ended Questions

- What are the board's greatest strengths?

- What are the major accomplishments of the board in the past year?

- What are areas in which the board could improve?

- As a trustee, I am most pleased about:

- As a trustee, I have concerns about:

- As a trustee, I would like to see the following changes in how the board operates:

- I recommend that the board have the following goals for the coming year:

JWCC Board of Trustees

Evaluation

Well-conducted board assessments lead to better boards

Dear JWCC Board of Trustee:

In order for our board to add value to the college we govern, examine our performance, and improve the way that we work together, we need to gather feedback from each of you to measure the collective performance of our board. To reach that goal, we are conducting an annual board evaluation. The information you provide, will help us focus on areas that may need improvement. Feedback is critical to our board. As a member of the JWCC Board of Trustees, you are asked to participate in this evaluation. This evaluation will be used to gather feedback and generate ideas for improvement. The results will be presented at a future full board meeting. Please submit this evaluation **by February 9.**

Confidentiality

Your responses will be kept strictly confidential, and will not be identified with you in any way.

Instructions

Please respond to the following questions using a rating scale of 3 to 1. Comments are encouraged.

3 – Proficient

2 – Satisfactory

1 – Needs Improvement

NA – Not applicable or Don't Know

Detailed Performance of the JWCC Board of Trustees:

1. Mission, Vision, Values and Goals

MISSION, VISION, VALUES and GOALS – One of the Board’s fundamental responsibilities is to set direction for the organization. This includes establishing the mission and defining a vision for John Wood Community College. The mission statement should be clear and concise, and the Board should use it as the foundation for making decisions. The Board should be actively involved in strategic planning. The Board working closely with the President, should review the Mission, Vision, Values and Goals periodically and revise it if necessary.

| Please rate the Board’s performance | | 1 | 2 | 3 | NA | | |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 1.1 | Board members are knowledgeable about the college’s history, mission, vision and values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1.2 | Board members actively support and are involved in defining the mission, vision and values of the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1.3 | The Board has ensured that the mission, vision, values and goals are sufficiently responsive to district’s current and future needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1.4 | The Board based its decisions in terms of what is best for students and the district. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1.5 | The Board spends sufficient time discussing the future direction of the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1.6 | The Board regularly reviews the mission, vision, values and goals of the institution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1.7 | The Board maintains a future-oriented, visionary focus in Board discussions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1.8 | The Board annually sets goals and priorities in conjunction with the President. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1.9 | The Board requires and is appropriately involved in long-range strategic planning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 1.10 | The Board, through the President, seeks advice and recommendations from faculty, staff and students in developing the college mission, vision, and values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments: Click here to enter text. | | | | | | | |

Detailed Performance of the JWCC Board of Trustees:

2. Board Policies

BOARD POLICIES – Board members are the fiduciaries who steer the college towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies. Policies or governance defines and guides appropriate relationships between the College, its Board of Trustees, and President. The Board is responsible for making sure the college has the necessary resources to advance its mission, deciding which programs best support the mission and for evaluating the effectiveness of these programs. The Board also has the responsibility for making sure its own practices are appropriate and up-to-date. The Board needs to ensure that it is operating in accordance with bylaws and other organizational policies. These policies should be reviewed periodically and revised as necessary.

| Please rate the Board's performance | | 1 | 2 | 3 | NA | | |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 2.1 | The Board understands the primary function of the Board is to establish the policies by which the community college is administered. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.2 | Board members understand and support the concept that Board policy is the primary voice of the Board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.3 | The Board periodically reviews and evaluates the policies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.4 | The Board focuses on policy in Board discussions, not administrative matters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.5 | The Board differentiates between its policy role and the roles of the President and staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.6 | The Board policy manual is current, relevant and useful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.7 | Board members are knowledgeable about state laws and regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.8 | The policy-making process is clear, public and inclusive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.9 | Policy recommendations contain adequate information and are presented so that sufficient time is allowed for study and discussion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.10 | Board officer responsibilities are clear and appropriate for the work of the Board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.11 | Board committees have clear and appropriate responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.12 | Board members actively participate in the committees they serve on. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.13 | The Board, through the President, seeks advice and recommendations from faculty, staff and students in developing college policies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2.14 | The Board clearly delegates the administration of the college to the President. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments: Click here to enter text. | | | | | | | |

Detailed Performance of the JWCC Board of Trustees:

3. Board Leadership and Roles

BOARD LEADERSHIP AND ROLES – It is important for the Board to clearly understand their role in terms of the college leadership. The ten basic responsibilities of our board are to 1) Determine our mission and purpose, 2) Select our College President, 3) Support and Evaluate our President, 4) Ensure Effective Planning, 5) Monitor and strengthen our programs and services 6) Ensure adequate financial resources, 7) Protect assets and provide financial oversight, 8) Be a competent Board, 9) Ensure legal and ethical integrity, and 10) Enhance the college’s public standing.

| Please rate the Board’s performance | | 1 | 2 | 3 | NA | | |
|-------------------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 3.1 | The Board has a clear description of Board roles and responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.2 | The Board understands and adheres to its roles and responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.3 | The Board understands and adheres to its legal responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.4 | The Board adheres to a code of ethics or standards of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.5 | Board members treat one another with respect. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.6 | Board members work together as a team to accomplish the work of the Board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.7 | Board members are prepared for Board meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.8 | Board members actively listen and participate at Board meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.9 | The Board accommodates the differences of opinion that arise during debates of issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.10 | The Board bases its decisions upon all available facts in each situation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.11 | Board members may contribute single interest or their own professional perspectives to discussions, but always vote on behalf of the district as a whole. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.12 | Once a decision is made, Board members cease debate and uphold the decision of the Board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.13 | The Board maintains confidentiality of privileged information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.14 | Through its behavior, the Board has set a positive example for the President and other college employees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.15 | The Board actively encourages creativity and innovation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

| Please rate the Board's performance | | 1 | 2 | 3 | NA | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 3.16 | The Board is willing to take a stand for what it believes is right for students and the district. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3.17 | The Board understands the political implications of its actions and decisions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments: Click here to enter text. | | | | | | | |

Detailed Performance of the JWCC Board of Trustees:

4. Board Organization and Meetings

BOARD ORGANIZATION and MEETINGS – A good board is made up of individuals who can contribute critically needed skills, expertise, perspective, wisdom, time, and other resources to the college. The Board needs to organize itself efficiently to carry out its work. We need to work through committees and task forces. Officers are responsible for guiding the board in its governance duties and keeping the entire board engaged. Effective boards have meeting agendas what focus on important issues, allow for discussion, and lead to action. To be productive, board members need to receive and review agendas and background materials before meetings.

| Please rate the Board's performance | | 1 | 2 | 3 | NA | | |
|-------------------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 4.1 | The Board operates as a unit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.2 | Board members uphold the final majority decision of the Board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.3 | The Board considers and respects each member's opinions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.4 | Board members understand they have no legal authority outside of Board meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.5 | Board members represent Board policy in responding to public and employee questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.6 | Board members make decisions after thorough discussion and exploration of many perspectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.7 | The Board's decisions are independent of partisan bias. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.8 | Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.9 | Meeting agendas are relevant to the work of the Board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.10 | The Board has adequate input into the planning of meeting agendas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.11 | Meeting agenda items contain sufficient background information and recommendations for the Board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.12 | Closed sessions are held only when needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.13 | The number of Board meetings each year is appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.14 | The length and time of the month of each Board meeting is appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.15 | The Board and committees receive sufficient and timely information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.16 | The Board sub-committees and make-up of each sub-committee is appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4.17 | The Board sub-committee is meeting often enough. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

Comments: [Click here to enter text.](#)

Detailed Performance of the JWCC Board of Trustees: 5. Board Relations - President and District

BOARD RELATIONS – PRESIDENT AND DISTRICT – The primary Board-Staff relationship is between the Board and the President, and the quality of this relationship is of the utmost importance. As part of our responsibility for supervising the President, we should ensure that a clear job description outlines his duties, evaluate the President annually, and determine the appropriate compensation. To be effective, the Board and the President need a close working relationship, based on mutual trust and an appreciation of their respective roles in leading the college. In addition, the College Trustees hold the college in trust on behalf of their community district. The Board is elected to ensure the college responds to the district’s needs in ways that balance diverse interests. The Board of Trustees are powerful spokespersons for the College.

| Please rate the Board’s performance | | 1 | 2 | 3 | NA | | |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 5.1 | The Board and the President have a positive and cooperative relationship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.2 | A climate of mutual trust and respect exists between the Board and the President. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.3 | The Board sets clear expectations for the President. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.4 | The President’s job description is current and accurate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.5 | The Board provides a high level of support to the President. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.6 | The Board maintains open communication with the President, and is available for support and feedback. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.7 | The Board has clear protocols for communicating with the college faculty and staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.8 | Board members respect the role of the President as the link between the Board and the faculty and staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.9 | The Board encourages the professional growth of the President. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.10 | The Board and the President work cooperatively in their roles and responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.11 | The Board is committed to protecting the public interest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.12 | The Board effectively represents the “voice” of the district. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.13 | The Board has determined what benefits the district should derive from the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.14 | Board members act on behalf of the entire community college district. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

| Please rate the Board's performance | | 1 | 2 | 3 | NA | | |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 5.15 | The Board is knowledgeable about the community college district and regional needs and expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.16 | The Board has strategies for involving the community in discussion of issues that impact the district. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.17 | Board members maintain good relationships with district leaders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.18 | The Board has protocols and adhere to these protocols for dealing with citizens and the media. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.19 | Board members keep the President informed of district contacts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.20 | The Board assists with developing educational partnerships with district agencies, businesses and government, where appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5.21 | The Board works to build positive relationships with all stakeholders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments: Click here to enter text. | | | | | | | |

Detailed Performance of the JWCC Board of Trustees:

6. Board Advocating for the College

ADVOCATING FOR THE COLLEGE – To succeed, our college needs to have a strong reputation. The board plays a critical role in building, protecting, and promoting the college’s public image by serving as ambassadors to the district. The Board needs to ensure that the college has diverse revenue streams and adequate infrastructure to deliver its programs and services. The Board needs to be involved in helping to develop and implement the fundraising strategy.

| Please rate the Board’s performance | | 1 | 2 | 3 | NA | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 6.1 | The Board recognizes positive accomplishments of the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6.2 | Board members speak positively about the institution in the district. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6.3 | Board members support the college by attending various college events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6.4 | Board plays a leadership role in the community district. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6.5 | Board members participate in district activities as representatives of the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6.6 | The Board helps educate the district about college needs and issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6.7 | The Board advocates college interests to state and national agencies and legislators. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6.8 | The Board actively supports the college’s foundation and fundraising efforts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6.9 | Board members are knowledgeable about state laws and regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments: Click here to enter text. | | | | | | | |

Detailed Performance of the JWCC Board of Trustees: 7. Standards for College Operations

STANDARDS FOR COLLEGE OPERATIONS – The Board needs to understand the college’s clients and stakeholders, and the external and internal operating environment so that it can respond appropriately as opportunities and challenges arise that may require changes in the way the college carries out its mission.

| Please rate the Board’s performance | | 1 | 2 | 3 | NA | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 7.1 | The Board is knowledgeable about the educational programs and services of the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.2 | The Board understands the fiscal condition of the organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.3 | The Board requires and is involved in annual college budget planning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.4 | The Board requires and is involved in long-range fiscal planning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.5 | The Board understands the budget process and documents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.6 | The Board assures that the budget reflects college priorities in its missions, vision, and goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.7 | Board policies address parameters for facilities maintenance and appearance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.8 | Board policies address parameters regarding safety and security. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.9 | Board policies address parameters for investments and the management of assets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.10 | Board policies address parameters for fiscal management that meet audit standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.11 | The Board has established clear parameters for collective bargaining with employee groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.12 | The Board has policies that require fair and equitable employment processes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.13 | The Board is committed to equal opportunity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.14 | The Board has policies that require fair employee due process and grievance procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.15 | The Board has policies that require participation in decision-making within the institution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7.16 | The Board meets its responsibility as a court of appeal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments: Click here to enter text. | | | | | | | |

Detailed Performance of the JWCC Board of Trustees:

8. Institutional Performance

INSTITUTIONAL PERFORMANCE – One of the responsibilities of our Board is to establish clear parameters and expectations for performance and evaluation. Boards have the responsibility to hold the college accountable for achieving student success and serving our district. Our Board will also reflect on our own performance and that of collaborative Board. We will use the overall institutional performance results to improve our College.

| Please rate the Board's performance | | 1 | 2 | 3 | NA | | |
|-------------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 8.1 | The Board has a system to evaluate the effectiveness of the educational program of the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.2 | The Board monitors the effectiveness of the college in fulfilling its mission. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.3 | The Board requires the college to regularly evaluate program effectiveness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.4 | The Board regularly reviews reports on student learning outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.5 | The Board demonstrates a concern for the success of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.6 | The Board is appropriately involved in the accreditation process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.7 | The Board understands state and federal accountability requirements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.8 | The Board reviews accountability reports to state and federal agencies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.9 | The Board monitors performance related to its policies for facilities development, maintenance and appearance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.10 | The Board monitors performance related to its policies regarding safety and security. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.11 | The Board monitors performance related to its policies on investments and asset management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.12 | The Board monitors performance related to its policies on fiscal management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.13 | The Board understands the financial audit and any recommendations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.14 | The Board monitors the policies for the collective bargaining process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.15 | The Board monitors performance related to its policies on employment processes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.16 | The Board monitors performance related to its policies on employee discipline and grievance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

| Please rate the Board's performance | | 1 | 2 | 3 | NA | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 8.17 | The Board periodically evaluates itself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.18 | The Board self-evaluation process provides useful information on Board performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8.19 | The Board annually and effectively evaluates the President. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments: Click here to enter text. | | | | | | | |

Detailed Performance of the JWCC Board of Trustees:

9. Board Education

BOARD EDUCATION – Effective trustees recognize the value of trustee education. They are away they cannot govern well without comprehensive knowledge and governing skills. Learning about board roles and responsibilities, the communities’ needs and the district’s services and programs is an overwhelming task. It takes a great deal of time and energy to gain the knowledge and skills to effectively and appropriately influence the direction of the College.

| Please rate the Board’s performance | | 1 | 2 | 3 | NA | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 9.1 | Candidates for the Board are educated about Board responsibilities and the college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.2 | New members receive an orientation to the Board and the institution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.3 | Board members are engaged in a continuous process of training and development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.4 | The Board has an ongoing program of Board development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.5 | Board members are knowledgeable about the roles and responsibilities of trusteeship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.6 | The Board is knowledgeable about state and national laws and issues related to community colleges. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.7 | The Board is knowledgeable about major social and economic trends and issues that affect the institution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.8 | The Board adequately studies issues prior to Board action. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.9 | The information requested by and provided to Board members does not put an undue burden on staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.10 | Board members are up-to-date on community colleges issues through reading and attendance at conferences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9.11 | Board members devote time, thought, and study to the duties and responsibilities of a community college Board member. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comments: Click here to enter text. | | | | | | | |

Overall Comments

1. Assess how well the college’s strategic goals from the prior year were achieved.

Click here to enter text.

2. What are the Board’s greatest strengths?

Click here to enter text.

3. What are the major accomplishments of the Board this past year?

Click here to enter text.

4. What areas could the Board improve?

Click here to enter text.

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

Click here to enter text.

6. I recommend the Board have the following goals for next year?

Click here to enter text.



BOARD SELF-EVALUATION 2022

Please complete the survey by selecting the box that is the closest to what you believe.

| Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| Board Organization | | | | | |
| 1. The Board operates as a unit. | | | | | |
| 2. The Board meets according to its policies. | | | | | |
| 3. The Board engages in orderly meetings. | | | | | |
| 4. Officer responsibilities are clear. | | | | | |
| 5. Officers fulfill their responsibilities. | | | | | |
| 6. Board committees operate effectively and contribute to Board success. (if applicable) | | | | | |
| Board Behavior | | | | | |
| 7. Board behavior sets a positive tone for the College. | | | | | |
| 8. Board members work well together as a team. | | | | | |
| 9. Different perspectives are encouraged and incorporated into decision-making. | | | | | |
| 10. The Board adheres to the principles set out in Guidelines for Excellence. (if applicable) | | | | | |
| Community Representation | | | | | |
| 11. The Board represents the community it serves. | | | | | |
| 12. The Board has strategies for seeking input from diverse interests. | | | | | |
| Policy Direction | | | | | |
| 13. Policy issues have occupied most of the Board's time and attention during the past year. | | | | | |
| 14. These issues were closely tied to the mission and goals of the College. | | | | | |
| Board – CEO Relations | | | | | |
| 15. The Board and CEO have a respectful partnership and open communication. | | | | | |
| 16. The roles of Board and CEO are clearly defined. | | | | | |
| 17. The Board focuses on its policy role and avoids micro-managing the College. | | | | | |

April, 2022



| Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| College Operations | | | | | |
| 18. The Board has clear policies related to fiscal affairs, asset management, and human resources. | | | | | |
| 19. The Board has clear standards for the planning and provision of educational programs and services. | | | | | |
| 20. The Board has and adheres to clear protocols for communicating with staff. | | | | | |
| Monitor Institutional Performance | | | | | |
| 21. The Board has a system to monitor institutional performance. | | | | | |
| | | | | | |
| 23. The Board regularly reviews reports on adherence to policies on College operations. | | | | | |
| Advocacy | | | | | |
| 24. Board members support the institution. | | | | | |
| 25. Board members attend College events. | | | | | |
| 26. Board members help promote the image of the College in the community. | | | | | |
| 27. Board members advocate for College interests to local, state, and national government. | | | | | |
| Board Education | | | | | |
| 28. New Board members receive an orientation to the College and to the Board. | | | | | |
| 29. All Board members are encouraged to engage in ongoing learning. | | | | | |
| Overall Summary | | | | | |
| 30. Overall, the Board is effective. | | | | | |
| Additional Comments: | | | | | |
| | | | | | |

*(Adapted from ACCT Website: <http://www.acct.org/>)