**Sample 1: Evaluation of Progress on Board Priorities and Tasks**

Annual board priorities and tasks are established each year and define the board’s role in furthering the goals of the district. They:

1. are aligned with the major categories of district goals or directions. These tasks usually reflect board responsibilities for policy, delegation to the CEO, and monitoring institutional performance. They are developed in conjunction with the CEO.
2. identify specific tasks for the board to focus on or improve its functioning as an effective governing board.

Board-identified priorities and tasks become criteria for the board self-evaluation. The board rates itself on how well it performed the task or role.

Board priorities are set annually and are unique to each board. Therefore the criteria are different for each board and often vary from year to year. Usually, there are one to three board priorities and tasks related to each district direction or goal.

***The following example is for illustrative purposes only. The criteria for this type of evaluation must be derived from the district goals and board/CEO discussion.***

A suggested rating scale for this type of survey is:

 5 Outstanding progress or performance

 4 Good progress or performance

 3 Performance met acceptable standard

 2 Poor progress or performance

 1 No progress or performance

 N/A Unable to evaluate

In the examples below, the headings in bold are examples of goals from a district’s strategic plan. The numbered items indicate a possible board role, the bulleted items are the specific tasks the board would do to fulfill the role.

**District Direction: Student Access, Learning and Success**

1. Continue the ongoing board focus on student success, including progress on closing the “achievement gap.”
* Examples of board tasks include workshops or discussions at board meetings on programs targeting underachieving student groups; monitoring implementation of the student equity plan, etc.
1. Strengthen the board’s capacity to use metrics to monitor district progress on student success.
* Examples of board tasks include board workshops on various accountability reporting systems, how to use data as information for decision-making.
1. Strengthen the relationship with local high schools.
* Examples of board tasks include joint meeting with school district boards, reports on outreach efforts, reports on the success of students from local high schools, etc.

**District Direction: Fiscal Stability and Vitality**

1. Monitor the fiscal health of the district; expect that the board receives accurate and timely fiscal reports.
* Examples of board tasks include: discussing monthly or quarterly fiscal reports, participating in a study session on the findings and response to the annual audit.
1. Ensure that the district has resources to meet long-term needs.
* Examples include: expect and approve plans to fund retirement benefits and fund long-term liabilities.

**District Direction: Community and Economic Development**

1. Ensure that district career and technical programs meet community and regional workforce needs.
* Examples of board tasks include: review and discuss reports on the alignment between regional workforce needs and college programs, student achievement, and/or program review processes and how they are used to improve programs.

**District Direction: Organizational Effectiveness**

1. Ensure that communication and decision-making processes throughout the district are inclusive and function efficiently and effectively.
* An example of a board task would be to review and discuss reports on these processes.
1. Ensure that district technology plans and services are up-to-date in terms of supporting student success.
* An example of a board task is to review and approve an updated technology plan that addresses the relationship to student success.

**Board Functioning**

*Priorities and tasks in this section are specific to each board, as it identifies areas for improvement. The following are just three examples.*

1. Board members will strengthen their knowledge of principles of effective boardsmanship.
* Tasks could include participation in the League’s *Excellence in Trusteeship* program, attendance at conferences, and/or participation in relevant board retreats/workshops
1. Board members will uphold trustee communication protocols related to the community, college employees, and the media.
* Board tasks may be to have a workshop to review and develop communication protocols, or provide media training to board members.
1. Participate appropriately in the accreditation self-study.
* Board tasks may include a board workshop on the board’s role in accreditation,
receiving regular reports on self-study progress, active involvement in responding to Standard IV.C, and approving the self-study report.

***Relationship with Other Surveys***

In addition to these criteria, boards may wish to add items related to general board functioning (see Sample 2), accreditation criteria (see Sample 3), and/or a few open-ended questions (see page 24). Items from the board’s code of ethics, communication protocols, or delegation to the CEO policy may also be added as desired.