

2020

MCCCDGB Annual Board Evaluation



The mission of Mohave Community College is to be a learning-centered institution, serving all constituencies, inspiring excellence through innovation and empowering students to succeed. Mohave Community College strives to be recognized as a resource for educational, cultural and civic activities by the communities it serves.

The Process:

- Each board member is encouraged to review the document and complete **individual** self-evaluation prior to meeting with the board as a whole.
- Items in the document were selected from the ACCT website and are consistent with MCC GBP 1.065 - Powers and Duties of the Governing Board.
- ACCT recommends that Governing Board Members establish annual board goals. This is collaboratively accomplished during the GB review.
- Link: https://www.mohave.edu/assets/PP_Manual.pdf

INDICATORS:

| | | |
|---|--------------------|--|
| 1 | <u>Optimum</u> | I (we) operate at an optimum level of performance. |
| 2 | <u>Sustainable</u> | I (we) operate at a sustainable level that is satisfactory to me as I review my performance and consider areas of strength/growth. |
| 3 | <u>Growth</u> | I (we) operate at an acceptable level, but my (our) growth in this area would lead to optimal performance. |
| 4 | Improvement | I (we) suggest improvement for me (the board). |

1. BOARD OPERATIONS

Score

Scale: 1 = "O"; 2 = "S"; 3 = "G"; 4 = "I" (see indicators)

| | | |
|-----|---|-----|
| 1.1 | The Board holds annual workshop(s) for professional development and to explore contemporary issues in community college governance. | 2.2 |
| 1.2 | The Board regularly reviews reports on student learning outcomes, and demonstrates a concern for the success of all students. | 1.8 |
| 1.3 | The Board spends sufficient time discussing the future direction of the College, and maintains a visionary focus during board discussions. | 1.8 |
| 1.4 | Trustees treat one another with respect and work together in a spirit of harmony and cooperation to accomplish the work of the Board. | 1.2 |
| 1.5 | The Board considers and respects minority opinions. | 1.3 |
| 1.6 | The Board openly discusses issues and maintains appropriate relations with constituent groups. | 2.4 |
| 1.7 | The Board accommodates the differences of opinion that arise during debates of issues and once a decision is made, Trustees cease debate and uphold the decision of the Board | 1.0 |
| 1.8 | The Chair serves as the voice of the Board when dealing with the public and media *3 out of 5 members | 1.7 |

KNOWLEDGE & UNDERSTANDING

Score

Scale: 1 = "O"; 2 = "S"; 3 = "G"; 4 = "I" (see indicators)

| | | |
|-----|---|-----|
| 2.1 | The board understands and adheres to its roles, responsibilities, and a code of ethics. | 1.5 |
| 2.2 | An examination of the Board's work provides clear evidence that the Board understands that its primary function is to establish the policies by which the community college is administered | 1.4 |
| 2.3 | The Board understands the budget, the budget process and the financial health of the college | 1.7 |
| 2.4 | The Board is knowledgeable about the mission and purposes of the institution. | 1.3 |
| 2.5 | The Board is knowledgeable about the educational programs and services of the College, and seeks appropriate information about same from the President. | 1.8 |
| 2.6 | The Board is knowledgeable about major social and economic trends and issues that affect the community college institution. | 2.2 |
| 2.7 | The Board understands state and federal accountability requirements, and reviews accountability reports to state and federal agencies. | 2.0 |
| 2.8 | The Board understands and protects the academic freedom of the faculty, administration, staff, and students. | 1.5 |
| 2.9 | The Board understands the political implications of its actions, and considers the implications once a decision is made. | 1.3 |

3. MISSION AND POLICY

Score

Scale: 1 = "O"; 2 = "S"; 3 = "G"; 4 = "I" (see indicators)

| | | |
|------------|--|------------|
| 3.1 | The Board focuses on policy in board discussions, not administrative matters | 1.6 |
| 3.2 | The Board requires and is involved in long-range fiscal planning. | 1.8 |
| 3.3 | The Board monitors the effectiveness of the college in fulfilling the mission, and requires the college to regularly evaluate program effectiveness. | 1.8 |
| 3.4 | Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success | 2.0 |
| 3.5 | The College routinely evaluates effectiveness of efforts to improve student success and uses the results to improve policy and practice | 1.9 |
| 3.6 | The Board has policies that require fair and equitable employment processes, and is committed to equal opportunity. | 1.4 |
| 3.7 | Annual review of all facilities is conducted by the President, and presented to the GB. In turn, GB policies adequately address parameters for facilities maintenance, appearance, safety, and security. | 1.8 |
| 3.8 | The Board has a long-range facilities plan. | 1.8 |
| 3.9 | The vision and goals of the institution adequately address community needs. | 2.0 |

4. BOARD – PRESIDENT RELATIONSHIP

Score

Scale: 1 = "O"; 2 = "S"; 3 = "G"; 4 = "I" (see indicators)

| | | |
|------------|---|------------|
| 4.1 | The Board maintains open and effective communication with the President | 1.2 |
| 4.2 | The Board and President have a positive, cooperative relationship that reflects mutual trust and respect. | 1.2 |
| 4.3 | The Board clearly delegates the administration of the college to the President. | 1.2 |
| 4.4 | Through its behavior, the Board sets a positive example for the President and other employees. | 1.5 |
| 4.5 | The Board has policies that require adequate participation in decision-making within the institution and through the President, seeks advice and recommendations from faculty, staff and students in developing policies. | 1.7 |
| 4.6 | The Board spends sufficient time planning and providing clear priorities for the President and the College | 1.7 |
| 4.7 | The Board encourages the professional growth of the President | 1.1 |

| 5. TRUSTEESHIP | | Score |
|--|--|--------------|
| Scale: 1 = "O"; 2 = "S"; 3 = "G"; 4 = "I" (see indicators) | | |
| 5.1 | Trustees understand that they have no legal authority outside board meetings. | 1.0 |
| 5.2 | As a Trustee, I adhere to confidentiality expectations and requirements. | 1.2 |
| 5.3 | Trustees are prepared for board meetings and meetings are conducted in such a manner that the purposes are achieved effectively and efficiently | 1.3 |
| 5.4 | The information requested by and provided to Trustees does not put an undue burden on staff. | 1.2 |
| 5.5 | Trustees are knowledgeable about the college, recognizing positive accomplishments and speaking positively about the institution in the community. | 1.3 |
| 5.6 | Trustees are knowledgeable about state and national laws and educational policy issues. | 2.0 |
| 5.7 | The time I dedicate to my responsibilities as a Trustee is worthwhile. | 1.0 |
| 5.8 | As a Trustee, I am satisfied with the overall effectiveness of board management and organization. | 1.5 |
| 5.9 | I enjoy and am satisfied with my role as a Trustee. | 1.1 |
| 6.0 | Trustees actively support the MCC foundation and its efforts. | 1.9 |

Perceived Strengths

The Board accommodates the differences of opinion that arise during debates of issues and once a decision is made, Trustees cease debate and uphold the decision of the Board

Trustees understand that they have no legal authority outside board meetings.

The time I dedicate to my responsibilities as a Trustee is worthwhile.

Perceived Areas of Improvement

The Board holds annual workshop(s) for professional development and to explore contemporary issues in community college governance.

The Board is knowledgeable about major social and economic trends and issues that affect the community college institution.

The Board openly discusses issues and maintains appropriate relations with constituent groups.