

Summary of 2014 Board Self-Assessment Form

With receipt of the five, independently completed Board Self-Assessment forms, the results were compiled. With the use of the same assessment tool from the Board's Self Evaluation since 2009, the results were tabulated and a comparative ranking to the board's evaluation to the three, prior reviews included.

As prior, the ranking were fairly consistent amongst the board members, with most rankings, primarily between 3-5. As such, the composite results reflect mostly positive rankings.

Dimensions with a perfect (5.0) Strongly Agree Rating included:

- Segment of Board Organization – Board meetings comply with state laws.
- Segment of Constituency Interface, related to:
 - Board members maintain good relationships with community leaders.
 - Board members assist and support the District by attending community events.
 - Board members support the development of programs in partnership with local school districts and other educational entities.
 - Board recognizes and celebrates positive accomplishment of the District's students, faculty and staff.

Dimensions assessed as Strongly Agree/Highly Rated Dimensions (4.0 or higher) in:

- Segments of Board Organization, except one ranked 5 and one ranked 3.8.
- Commitment to Learners.
- Constituency Interface, related to:
 - Board is knowledgeable about community and regional needs and expectations.
 - Board helps educate the local community about community college needs and causes.
 - Board supports the development of educational partnerships with community agencies, businesses, and local government, where appropriate.
 - Board members adhere to protocols for dealing with college and community citizens and the media.
 - Board actively supports the District's Foundation and fundraising efforts.
- Segments of Community College System Interface, related to:
 - Support of educational partnerships.
 - Understanding and awareness of state educational policies.
 - Board is aware of the policies of state government (BOG & State Chancellor's office).
- Economic/Political System Interface, except one segment ranked 3.8.
- District Policy Leadership.
- Management Oversight, except two ranked in the range of 3.0-3.8.

- Guardianship.

Dimensions assessed at “Somewhat Agreed/Lowest Rated” (3.0-3.9), included:

- Segment of Board Organization, related to Board operates as a unit.
- Segment of Community College System Interface, related to:
 - Board members assist and support District by attending CCCT and State events.
- Segment of Economic / Political System Interface, related to Board agendas contain sufficient state policy issues facing the district.
- Segments of Guardianship, related to:
 - Board maintains open communication with the Chancellor.
 - A climate of mutual trust and respect exists between the Board and Chancellor

There were no dimensions ranked below 3.0, with 3.0 ranking equating to “Somewhat Agree”.

Overall, the results of the 2014 Board Self-Assessment showed minimal variation to the prior year ranking, however the number of increases (20) were nearly double to that of the number of reductions (11) in the seven dimensions ranked numerically. However, final numerical rankings show only one measurement. With the comparative ranking to the board’s assessment in 2013, it is easy to see areas where the board saw measureable (+0.4 or more points, shown with **blue numbers**) favorable advancements in certain dimensions; and conversely, dimensions where measureable reductions (-0.4 or more points shown in **red numbers**) in ranking from the board members for the past 12 months.

Many dimensions received **positive increases from 2013, and included most notably:**

- Segments of Board Organization, related to:
 - Board meetings are conducted in an orderly, efficient and effective manner.
 - Board operates as a unit.
 - Board operates without conflict of interest.
 - Board is appropriately involved in accreditation process.
- Segments of Commitment to Learners, related to board supports one student contract and a learner-centered curriculum.
- Segments of Constituency Interface, related to:
 - Board helps educate the local community about community college needs and causes.
 - Board members support development of programs in partnership with local school districts and other educational entities.
 - Board recognizes and celebrates positive accomplishments of the District’s students, faculty and staff.
 - Board members adhere to protocols for dealing with college and community citizens and the media.

- Economic/Political System Interface, related to:
 - Board is knowledgeable about national policy that affects the district.
 - Board attends national events on behalf of the interest of district.
 - Board helps educate legislators about community college causes and district needs
- Segments of District Policy Leadership, related to:
 - Board focuses on policy in board discussions.
 - Board is appropriately involved in the vision, mission and goals of the district.
 - Policy making process is clear, transparent, and inclusive.
 - Board seeks community input in developing policies that affect the community at-large.
- Segments of Guardianship, related to:
 - Board regularly receives and reviews reports on the financial status of the District.
 - Board supports and assists in seeking external funding.
 - Board ensures the District maintains an adequate reserve.
 - Board assures budget is linked to planning.

Limited dimensions experience reduced rankings from 2013, and they included:

- Segments of Commitment to Learners related to:
 - Board demonstrates a concern for all students.
 - Board monitors the effectiveness of the District in fulfilling its mission.
- Segment of Community College System Interface relating board actively seek to understand state educational policy issues.
- Segments of Economic / Political System Interface, related to:
 - Board advocates District interest to national agencies and legislators.
 - Board advocated with and interfaces with local, state and federal bodies.
 - Board actively seeks political and civic support for the District.
- Segments of Management Oversight, related to:
 - Board maintains open communication with Chancellor.
 - Board annual evaluates Chancellor in a manner consistent with board policy.
 - A climate of mutual trust and respect exist between Board and Chancellor.
 - Board sets clear expectations and goals for Chancellor.
- Segment of Guardianship, related to Board monitors the implementation of facilities master plans.

Additionally, some areas show a spread of rankings (across three ranking levels, shown in the highlighted yellow). These marks were the individual rankings, or perceptions of board members are not as congruent, as some of the other dimension. This year, great splits were seen in the area of Management Oversight (70%) and Economic/Political Systems Interface (89%) with many “super splits” of ranging 4-5 ranking levels. Equally, the dimensions with the highlighted blue rankings show areas

were the board, as members are primarily congruent with each other. Oddly enough this year, some of these congruent rankings occur in segments that also have non-congruent (split) rankings in Economic/Political Interface.

In June 2013, when the board reported out the result of the 2012 Self-Assessment, the Board planned to:

1. Interim Chancellor Recruitment and selection.
2. Chancellor recruitment and selection.
3. Provide support and direction to Interim Chancellor that advances the role of the Chancellor and actions of the Board as a whole; and to fulfill the greater mission of the District and Board, as we steadfastly focus on our core mission.
4. Advocate the role, mission, and vitality of community colleges within the state system, by exploring and addressing funding/revenue models to build fiscal sustainability and provide student success, access and equity.
5. Monitor student success and access of all student populations and review data and reports that provide perspective and trend analysis to support programs, operations and policy matter. Monitoring shall include attention to and support for efforts to close the “achievement gap” of under-prepared and under-represented students, and implement the Student Success Scorecard.
6. Continue to advance and support the maturation and further develop the District and the three, separately accredited colleges by providing latitude and develop processes, roles, accountability and autonomy.
7. Responsibly assure that mission and planning for colleges and district are linked to budget and resource development.
8. Strive for a positive, synergistic Board of Trustees that recognizes, respects, and capitalizes on the uniqueness of each individual, and that leverages and positions the board for the overall advancement of the District.
9. Advocate community college funding to support the mission and objective of California Community Colleges including funding restorations and measures of fiscal sustainability, and provide sound budgeting and stewardship of District funds.
10. Advance the mission statement of the Board of Trustees, with development of guiding principles for assuring service to and governing of the District as whole, with by-district elected members providing local relationships with district community.
11. Support and facilitate relationships with local schools, industries and businesses, to facilitate a better educational continuum and for “making life better” in our community. This includes a continuation of holding joint meetings with school boards on focused topics of common interest.
12. Assure leadership and policy matters are undertaken and aligned with the District Strategic Plan Themes of Student Access; Student Learning and Success; Resource Stewardship; Community Collaboration and Partnership; Creativity and Innovation; and System Effectiveness.
13. Set policy and direction for the District; support Chancellor in advancing and executing the plan, and monitor implementation through the CEO evaluation process.

14. The Board remains unanimous in their support of Chancellor in leading labor negotiations to assure District resources and services are maintained and responsibly deployed, and to anticipate fair bargaining agreements will be realized with all labor groups.
15. Support the development of standards, policies and protocols that lead to efficiencies and sound resource development and implementation, including continued support for the Chancellor's role in resource development.
16. Support programs, policies and investments that advance the district and its operations into sustainable practices, including but not limited to use of technology, LEED certified development and other resource and environmentally sustainable measures.

This Summary is intended only to facilitate the board's self-evaluation process and reporting of outcomes for the June Board meeting.

RIVERSIDE COMMUNITY COLLEGE DISTRICT BOARD SELF-ASSESSMENT FORM

**This is intended to describe the Board as a whole rather than as individual members.
Please rate the Board in the following key functional areas related to the seven dimensions of Board Effectiveness (BP 2745).**

1 = strongly disagree; 2 = somewhat disagree; 3= somewhat agree;

4= agree; 5 = strongly agree

Board Organization	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• Board meetings are conducted in an orderly, efficient and effective manner that provides sufficient time for discussion	4.8	4.4	4.0	3.4
• The Board operates as a unit.	3.8	3.2	3.4	3.6
• Agenda items contain sufficient background and documentation for the Board's review and decision	4.4	4.4	4.2	4.6
• The Board understands its roles and responsibilities.	4.0	3.8	3.4	3.0
• Board meetings allow appropriate input from constituencies (staff, faculty, students, community)	4.8	4.6	3.2	4.4
• The Board works to achieve the District's goals	4.6	4.8	4.0	4.6
• Board meetings comply with state laws	5.0	4.8	4.8	4.6
• The Board operates without conflict of interest	4.6	4.2	4.2	4.2
• Members uphold the final majority decision of the Board	4.6	4.6	3.8	3.4
• The Board reviews the District's mission statement on a regular basis	4.2	4.4	4.0	4.2
• The Board is appropriately involved in the accreditation process	4.8	4.2	4.4	4.6
• The Board is knowledgeable about the culture, history, and values of the District	4.4	4.2	4.0	4.4

Commitment to Learners	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• The Board is knowledgeable about the educational programs and services of the District	4.4	4.4	4.0	4.2
• The Board demonstrates a concern for the success of all students	4.4	5	4.6	4.4
• The Board monitors the effectiveness of the District in fulfilling its mission	4.2	4.6	4.2	3.8

RIVERSIDE COMMUNITY COLLEGE DISTRICT BOARD SELF-ASSESSMENT FORM

Commitment to Learners	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• The Board receives information about students, educational programs, services and initiatives	4.4	4.6	4.8	4.6
• The Board reviews reports on student outcomes and success	4.2	4.4	4.4	4.6
• The Board supports one student contract and a learner-centered curriculum	4.6	4.2	4.4	4.0
• The Board makes decisions based on what is best for learners and the community	4.6	4.4	4.0	4.0

Constituency Interface	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• The Board is knowledgeable about community and regional needs and expectations	4.6	4.6	4.4	4.4
• Board members maintain good relationships with community leaders	5.0	4.8	4.8	4.6
• Board members assist and support the District by attending community events	5.0	5	5.0	4.8
• The Board helps educate the local community about community college needs and causes	4.8	4.4	4.4	4.6
• The Board supports the development of educational partnerships with community agencies, businesses, and local government, where appropriate	4.8	4.6	4.6	4.8
• Board members support the development of programs in partnership with local unified school districts and other educational entities	5.0	4.6	4.4	4.8
• The Board recognizes and celebrates positive accomplishments of the District's students, faculty, and staff.	5.0	4.4	4.8	4.8
• Board members adhere to protocols for dealing with college and community citizens and the media	4.0	3.6	4.2	4.2
• The Board actively supports the District's Foundation and fundraising efforts	4.6	4.6	4.2	4.4

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Community College System Interface	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• Board members assist and support the District by attending events of CCCT and State Chancellor's Office	3.6	3.8	3.6	4.2
• The Board supports the development of educational partnerships with state government agencies, where appropriate	4.2	4	4.4	4.6
• The Board members actively seek to understand state educational policy issues	4.0	4.4	4.2	4.6
• Board members assist and support the District by attending events of State Chancellor's Office	3.4	3.6	3.8	
• Board is aware the policies of state government and Chancellor's Office and Board of Governors	4.2	4.2	4.4	4.4

Comments:

- Attendance at training conferences from full Board is lacking.

Economic/Political System Interface	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• The Board advocates District interests to national agencies and legislators	4.0	4.4	4.4	4.8
• The Board advocates with and interfaces with local, state, and federal bodies	4.0	4.4	4.4	5
• The Board is knowledgeable about national policy that affects the District	4.4	3.6	4.4	4.6
• The Board attends national events on behalf of the interests of the District	4.6	4	4.6	4.6
• The Board advocates District interests to regional legislators	4.2	4.2	4.4	4.8
• The Board actively seeks political and civic support for the District	4.4	4.8	4.4	4.8
• The Board advocates District interests to state agencies and legislators	4.2	4.2	4.4	4.6
• The Board helps educate the state legislators about community college causes and District needs	4.4	4	3.8	4.6
• Board agendas contain sufficient state policy issues facing the District	3.8	3.8	4.2	4.4

District Policy Leadership	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• The Board ensures and is involved in a systematic and comprehensive review of Board policies	4.2	4.2	4.0	4.2
• The Board focuses on policy in Board discussions	4.2	3.8	4.0	3.8
• The Board is appropriately involved in defining the vision, mission, and goals of the District	4.4	4	4.2	4.2
• Policy recommendations contain adequate and accurate information and are presented with sufficient time to allow for study and discussion	4.0	4.2	4.2	4.4

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District Policy Leadership	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• The policy-making process is clear, transparent, and inclusive	4.2	3.8	4.2	3.6
• The Board, through the Chancellor, seeks advice and recommendations from faculty, staff and students in developing educational policy	4.4	4.4	4.6	4.6
• The Board seeks community input in developing policies that affect the community at large	4.2	3.8	4.0	3.8
• The Board discusses issues openly and actively seeks the views of college constituents	4.6	4.4	4.6	4.4
• The Board understands its policy role and differentiates it from those of the Chancellor and college staff	4.2	4.2	4.2	3.6

Comments:

- Some policy agenda items could be provided with more time to digest the information.
- Not all board members understand their roles.

Management Oversight	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• The Board and the Chancellor have a positive and cooperative relationship	4.2	4	3.6	3.4
• The Board provides a high level of support to the Chancellor	4.4	4.4	4.2	4.4
• The board maintains open communication with the Chancellor	3.8	4.4	4.2	4.2
• The Board annually evaluates the Chancellor in a manner consistent with AP 2435 (Evaluation of Chancellor)	4.4	4.8	4.6	4.6
• A climate of mutual trust and respect exists between the Board and the Chancellor	3.2	4	3.4	4.0
• The Board encourages the professional growth of the Chancellor	4.4	4.6	4.6	4.6
• The Board is adequately informed about the important issues facing the District	4.2	4.2	4.4	4.6
• The Board has clear protocols for communicating with staff that include the Chancellor	4.6	4.4	4.2	3.4
• The Board clearly delegates the administration of the District to the Chancellor	4.0	4.2	3.75	4.0
• The Board sets clear expectations and goals for the Chancellor	4.2	4.6	4.5	4.2

Comments:

- In the last 12 months, the board has had a better working relationship with the Chancellor's Office
- The cooperative relationship with the Chancellor has occurred recently with the current Interim Chancellor

RIVERSIDE COMMUNITY COLLEGE DISTRICT BOARD SELF-ASSESSMENT FORM

Guardianship	2014 Ranking	2013 Ranking	2012 Ranking	2011 Ranking
• The Board assures that the District budget reflects the District's mission and plans	4.2	4.2	4.6	4.6
• Board policies assure effective fiscal management and internal controls [only 4 responses]	4.5	4.2	4.4	4.6
• Board regularly receives and reviews reports on the financial status of the District	4.8	4.4	4.4	5.0
• The Board reviews the annual audit and monitors responses to recommendations	4.6	4.4	4.6	4.8
• The Board monitors the implementation of facilities master plans	4.0	4.4	3.8	5.0
• The Board supports and assists in seeking external funding	4.8	3.8	3.8	4.8
• The Board ensures the District maintains an adequate financial reserve [only 4 responses]	4.25	3.8	4.0	4.8
• The Board assures that budget is linked to planning	4.0	3.2	3.4	4.0
• The Board monitors the appropriate use of all District funding, e.g., Bond oversight	4.4	4.2	4.0	4.8

Comments:

- We are under our 5% reserve, however we are capable of increasing the percentage to meet that goal once again

OPEN ENDED QUESTIONS

Please provide your thoughts on the following question.

1. What are the Board's greatest strengths?
 - a. Involvement in community and District activities.
 - b. Community groups and events.
 - c. Community involvement.
 - d. Its connection with the community on a variety of different constituency groups.
 - e. Promotion of shared governance,
 - f. Genuine concern for the District.
 - g. Dedication to the District – Community-K12
 - h. Leadership of [Board] President.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD SELF-ASSESSMENT FORM**

2. What are the major accomplishments of the Board this past year?
 - a. Dealing with difficult budget related decisions.
 - b. Accreditation input.
 - c. Accreditation process.
 - d. Fluid accreditation process.
 - e. Surviving the chancellor changes.
 - f. Immediate attention to sensitive matters and their resolution.
 - g. New partnerships and the community.

3. What are the areas in which the Board could improve?
 - a. Greater oversight of the Chancellor through the implementation of better systems.
 - b. Understanding our differences and allowing appropriate dialogue for understanding.
 - c. Interpersonal relationships of members during meetings; whether public session or closed.
 - d. We need more collegiality and civility amongst board members.

4. As a Trustee, I am most pleased about...
 - a. The ability of the District to go forward in spite of fiscal and personnel challenges.
 - b. The hard work and fiscal accountability the board took to keep the District operating.
 - c. Our reputation on a state-wide level.
 - d. The opportunity this role gives me to affect change that can truly improve the lives of at risk students.

5. As a Trustee, I would like to see the following change(s) in how the Board conducts business.
 - a. A workshop where each board member can air their concerns with a facilitator.
 - b. Understand education is a business.
 - c. Better written documentation of the Board meetings.

6. What issue(s) do you feel the Board should make a priority for the coming year?
 - a. Putting into place a goal of all three colleges being supported and enhanced for their individual contributions/benefits.
 - b. Chancellor Search finalized.
 - c. Permanent assignments for Vice-Presidents at colleges.
 - d. Emphasis on high school students ready for college.
 - e. Maintain good fiscal management of the District.
 - f. Looking into number of counselors in comparison to students trying to register.
 - g. Additional class access to students for high demand courses.
 - h. Restoration of 5% reserves.