

Summary of 2013 Board Self-Assessment Form

Attached is a composite of the results from the five Board Self-Assessment forms, submitted by each trustee. 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 Commitment to Learners - The Board demonstrates a concern for the success of all students.
- Segment of Constituency Interface - Board members assist and support the District by attending community events.

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

- Segments of Board Organization, except for two ranked in 3 range.
- Commitment to Learners, except one ranked 5.
- Constituency Interface, except for one ranked 5 and another ranked in range of 3.
- Segments of Community College System Interface, related to:
 - Support of educational partnerships.
 - Understanding and awareness of state educational policies.
- Economic/Political System Interface, except two ranked in 3 range.
- Segments of District Policy Leadership, related to:
 - Board ensures and is involved in systematic and comprehensive review of Board policies.
 - Board is appropriately involved in defining the vision, mission and goals of District.
 - Policy recommendations contain adequate and accurate information and are presented with sufficient time to allow for study and discussion.
 - Board, through Chancellor, seeks advise and recommendations from faculty, staff and students in developing education policy.
 - Board discusses issues openly and actively seeks the views of college constituents.
 - Board understands its policy role and differentiates is from those of Chancellor and staff.
- Management Oversight
- Segments of Guardianship, related to:
 - Budget reflects mission and plans of District.

- Policies effect fiscal management and internal controls.
- Regular reports on fiscal condition of District.
- Board monitors the implementation of facilities master plans.
- Monitors District funds and audits.

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

- Segments of Board Organization, related to:
 - Board operates as a unit.
 - Board understands its role and responsibilities.
- Segment of Constituent Interface – Board members adhere to protocols for dealing with colleges and community citizens and the media.
- Segment of Community College System Interface – Members assist and support District by attending CCCT and State events.
- Segments of Economic / Political System Interface, related to:
 - Board is knowledgeable about national policy that affect district, and b educates legislators about community college issues.
 - Board agendas contain sufficient state policy issues facing the district.
- Segments of District Policy Leadership, related to:
 - Board focuses on policy in Board discussions.
 - Policy-making process is clear, transparent, and inclusive.
- Segments of Guardianship, related to:
 - Board supports and assists in seeking external funding.
 - Board ensures that budget is linked to planning.
 - Board ensures adequate reserves are maintained.

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

Overall, the results of the 2013 Board Self-Assessment showed minimal variation to the prior year ranking, almost equally with increases and reductions in the seven dimensions ranked numerically. However, final numerical rankings show only one measurement. With the comparative ranking to the board’s assessment in 2012, it is easy to see areas where the board saw measure able (+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 2012, and included most notably:

- Segments of Board Organization, related to:
 - Board understands its roles and responsibilities.

- Board meetings allow appropriate input from consistencies.
- Board works to achieve District's goals.
- Members uphold final majority decision of the Board.
- Board reviews District's mission statement on a regular basis.
- Segments of Commitment to Learners, related to:
 - Board is knowledgeable about educational programs and services of the District.
 - Board demonstrates a concern for the success of all students.
 - Board monitors the effectiveness of the District fulfilling its mission.
 - Board makes decisions based upon what is best for learners and community.
- Segments of Constituency Interface, related to:
 - Board members support the development of educational partnerships with community agencies, businesses and local government, where appropriate.
 - Board actively supports the Foundation and fundraising.
- Economic/Political System Interface – Board actively seeks political and civic support for the District.
- Segments of Management Oversight, related to:
 - Board and Chancellor have a positive and cooperative relationship.
 - Climate of mutual trust and respect exists between Board and Chancellor.
 - Board clearly delegates the administration of the District to the Chancellor.
- Guardianship – Board monitors implementation of facilities master plans.

Limited dimensions experience reduced rankings from 2012, and they included:

- Segment of Constituency Interface, relating to:
 - Board recognizes and celebrates positive accomplishments of District's students, faculty, and staff.
 - Board members adhere to protocols for dealing with college and community citizens and the media.
- Segment of Community College System Interface relating to board supporting the development of educational partnerships with state governmental agencies, where appropriate.
- Segments of Economic / Political System Interface, related to:
 - Board is knowledgeable about national policy that affect district.
 - Board attends national events on behalf of the interest of district.
 - Board agendas contain sufficient state policy issues facing the district.
- Segment of District Policy Leadership relevant to policy making process being clear, transparent and inclusive.
- Segment of Guardianship, related to Board assuring that the budget reflects the District's mission and plans.

Additionally, some areas show a spread of rankings (across three segments, 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. Equally, the dimensions with the highlighted blue rankings show areas where the board, as members are primarily congruent with each other.

In June 2012, when the board reported out the result of the 2011 Self-Assessment, the Board planned to:

1. Create a mission statement for the Board of Trustees with guiding principles for governance of the members of the board elected by-district.
2. Continue to mature and develop the reorganized District with three, separately accredited colleges with greater autonomy and accountability.
3. 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.
4. Monitor student success and achievement of all student populations and review data and reports that provide perspective and trend analysis to support programs, operations and policy matters. Monitoring shall include attention to and support for efforts to close the “achievement gap” of under-prepared and under-represented students.
5. 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.
6. Support 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.
7. Set policy and direction for the District; support Chancellor in advancing and executing the plan, and monitor implementation through the CEO evaluation process.
8. Advocate for the budget and provide stewardship for the district recognizing the fiscal dilemma community colleges face; including the right sizing of the district, monitoring enrollment (FTES), and advocate for new funding model(s).
9. Responsibly assure that mission and planning for colleges and district are linked to budget and resource development.
10. Advocate the role, mission, and vitality of community colleges within the state system, by exploring and addressing funding/revenue models to build sustainability.
11. 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.

12. 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.
13. Assure leadership and policy matters are undertaken and aligned with the District Strategic Plan Themes of Student Access; Student Success; Service to Community; System Effectiveness; Financial Resource Development; Organizational and Professional Development; and Green Initiatives.
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.

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