



Board Self Assessment Highlights

Riverside Community College District

Board of Trustees

May 2017

PROCESS

- Each member of the Board receives report of Board tasks and accomplishments
- Completes Board Self Assessment Form, independently
 - 70 items, in 8 dimensions
 - Open-ended questions
 - Ranking Scale:
 - 1=*strongly disagree*
 - 2= *somewhat disagree*
 - 3=*somewhat agree*
 - 4=*agree*
 - 5=*strongly agree*
- Results presented at May 2017 Board meeting
- Reporting out / Goals setting scheduled for June 2017 Board meeting

OVERVIEW

- With few exceptions, all members ranked all items from 3.0 - 5.0
 - Like 2016, the ranking of 2.0 was more prevalent than prior years, and this year the use of ranking of 1.0 was used.
- 37 of 70 items received an average ranking of 4.0 and higher (53%)
 - 14 of these ranked 4.6 or higher, indicating strong agreement (20%)
- 30 ranked between 3.0 – 3.8 (43%)
- This year, 3 (4%) items were ranked 2.8
- Improvement / Decline
 - 20 (29%) items ranked more positive since 2016 (+0.4)
 - Largest variation was +0.8
 - 21 (30%) items ranked less positive since 2016 (-0.4)
 - Largest variation was -1.2

OVERVIEW (cont.)

Of the 70 items, this years self assessment included:

- Overall unified segments
 - 9 ranked with unified perspectives (four or more, ranked the same)
- Overall split segments
 - 43 ranked with diverse perspectives (rankings across three or more rankings)
 - 21 ranked as “super splits” (rankings across four or more rankings) [48% of all splits]
- Segments with unified & diverse perspectives
 - Same one this year

Overview: Since using this tool in 2009, this years assessment, like last year included the largest number of split, and super split rankings.

This year, while overall positive, the use of ranking of 1.0 and 2.0 impacted overall rankings with three (3) ranked at 2.8

BOARD ORGANIZATION

12 Segments ranked

- Ranking ranged from 3.2 to 4.6
- 1 ranked congruently
- 75% (9) split rankings (6 super-splits)
- 50% (6) ranked lower than prior year
 - 1 ranked -1.2 less than prior year: 3.2 Board meetings are conducted in an orderly, efficient and effective manner....
- 3 ranked higher than prior year
 - 4.4 Board works to achieve the District's goals
 - 4.2 Agenda items contain sufficient background and documentation for the Board's review and decision
 - 4.6 Members uphold the final major decision of the Board.
- 3 ranked similar to prior year

COMMITMENT TO LEARNERS

7 Segments ranked

- Ranking ranged from 3.8 to 4.6
- 1 ranked congruently
 - 3.8 Board monitors the effectiveness of the District in fulfilling her mission
 - Was congruent last year at 5.0, fell in ranking by -1.2
- 4 split rankings
- 1 ranked lower than prior year
- 6 ranked similar to prior year

CONSTITUENCY INTERFACE

9 Segments ranked

- Ranking ranged from 3.6 to 4.6
- 2 ranked congruently
 - 1 ranked both congruently and split: 4.6 Board recognizes and celebrates positive accomplishments of the District's students, faculty and staff.
- 4 split rankings
- 4 ranked higher than prior year
- 2 ranked lower than prior year
- 3 ranked similar to prior year

COMMUNITY COLLEGE SYSTEM INTERFACE

5 Segments ranked

- Ranking ranged from 3.0 to 4.2
- 4 split rankings / 4 super split rankings
- 1 ranked congruently
 - 3.0 Board members assist and support the District by attending events of the State Chancellor's Office
- 3 ranked higher than prior year
- 0 ranked lower than prior year
- 2 ranked similar to prior year

ECONOMIC / POLITICAL SYSTEM INTERFACE

9 Segments ranked

- Ranking ranged from 3.4 to 4.8
- 1 congruent ranking
 - 4.8 Board actively seeks political and civic support for the District
- 2 split rankings
 - 1 super split 3.4 Board Agendas contain sufficient state policy issues facing the District.
- 4 ranked higher than prior year
- 2 ranked lower than prior year
- 3 ranked similar to prior year

DISTRICT POLICY LEADERSHIP

9 Segments ranked

- Ranking ranged from 2.8 to 4.2
- 2 ranked congruently
 - 3.8 Board ensures and is involved in a systematic and comprehensive review of Board policies
 - 2.8 Board, through the Chancellor, seeks advise and recommendations from faculty, staff and students in developing educational policy.
- 7 split rankings (78%)
 - 4 super split rankings (57% of all splits)
- 2 ranked higher than prior year
- 3 ranked lower than prior year
- 4 ranked similar to prior year

MANAGEMENT OVERSIGHT

10 Segments ranked

- Ranking ranged from 2.8 to 3.8
- 10 split rankings (100%)
 - 10 super split rankings (100%)
- 6 ranked lower than prior year
- 1 ranked higher than prior year
 - 3.4 Board has clear protocols for communicating with staff that includes Chancellor
- 3 ranked similar to prior year
- Note: Use of 1.0 in ranking, with splits ranking from 1.0 to 5.0
 - A climate of mutual trust and respect exists between the Board and the Chancellor
 - Board clearly delegates the administration of the District to the Chancellor

GUARDIANSHIP

9 Segments ranked

- Ranking ranged from 3.6 to 4.8
- 3 split rankings
- 1 congruent ranking
 - 4.8 Board reviews the annual audit and monitors responses to recommendations
- 1 ranked lower than prior year
- 3 ranked higher than prior year
- 5 ranked similar to prior year

SUMMARY - RANKINGS

- This year's rankings continue to be majority positive
 - 0 ranked at 5.0
 - 37 (53%) ranked between 4.0-4.9
 - 30 (43%) ranked between 3.0 - 3.9
 - 3 (4%) ranked 2.8

SUMMARY - RANKINGS

- Modest amount ranked with a deviation greater than +0.4, over the prior year. Dimensions with the greatest concentration of **increases** were:
 - Constituency Interface (44%)
 - Community College System Interface (60%)
 - Economic/Political System Interface (44%)
- Modest amount ranked with a deviation greater than -0.4, over the prior year. Dimensions with the greatest concentration of **decreases** were:
 - Board Organization (50%)
 - District Policy Leadership (33%)
 - Management Oversight (60%)

SUMMARY – PERCEPTIONS/ SPLITS

- Great number of splits at 43 (61%)
- Dimensions with rankings with large number of splits included:
 - Board Organization (75%)
 - Commitment to Learners (57%)
 - Constituency Interface (44%)
 - Community College System Interface (80%)
 - District Policy Leadership (78%)
 - Management Oversight (100%)

SUMMARY – PERCEPTIONS/ SPLITS

- 21 (30%) of those being super splits (over 4 or more rankings)
- Dimensions that included rankings with large number of super splits included:
 - Board Organization (50%)
 - District Policy Leadership (57%)
 - Management Oversight (100%)
 - Guardianship (44%)

SUMMARY – PERCEPTIONS/ CONGRUENT

- 9 (12%) segments were ranked congruently (4 or more)
 - Lowest number in recent years
 - No clusters within any one dimension
 - None were ranked the same by all five (only 4)
- Areas of congruent perceptions include:
 - 4.2 Board Organization - Agenda items contain sufficient background and documentation for the Board's review and decision.
 - 3.8 Commitment to Learners – Board monitors the effectiveness of the District in fulfilling its mission.
 - Constituency Interface
 - 4.2 Board is knowledgeable about community and regional needs and expectations.
 - 4.6* Constituency Interface- Board recognizes and celebrates positive accomplishments of the District's students, faculty, and staff.

(*both congruent/split)

SUMMARY – PERCEPTIONS/ CONGRUENT

- Areas of congruent perceptions include (*Cont.*):
 - 3.0 Community College System Interface - Board members assist and support the District by attending events of State Chancellor's Office.
 - 4.8 Economic/Political System Interface – Board actively seeks political and civic support for the District.
 - District Policy Leadership –
 - 3.8 Board ensures and is involved in defining the vision, mission and goals of the District.
 - 2.8 Board, through Chancellor seeks advise and recommendations from faculty, staff and students in developing educational policy.
 - 4.8 Guardianship – Board reviews the annual audit and monitors responses to recommendations.

6 OPEN ENDED QUESTIONS

○ 1. What are the Board's greatest strengths

- The Board members education and professional backgrounds brings the greatest strength to supporting policy, instruction, fiscal stability, and community engagement.
- Board members have a wealth of experience and all seem to be motivated by a desire to make RCCD the best district possible. They seem to have a single-minded focus on the interest of the district.
- Community networking & involvement.
- Commitment to college mission.
- Commitment to college students.
- Involvement in community and advocating at state and federal levels.

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

- Supporting a diverse population and the willingness to be active listeners and problem solvers through policy and communication with the district stakeholders.
- Surviving an internal ethic challenge.
- The Board produced resolutions addressing challenges resulting from the current political environment.
- The Board also conducted an effective lobby effort in Washington D.C.

6 OPEN ENDED QUESTIONS

3. What are the areas in which the Board could improve?

- Communication with student base.
- CTE Focus and expansion.
- Micromanaging – learn to set policy instead.
- As goals are developed, perhaps a more focused approach might be of benefit – tackling one or two very specific issues rather than a plethora of concerns.
- Be more sensitive to attendees' time when responding to questions.
- The RCCD District has not identified for three years a strategic plan framework. This has hurt our ability to communicate effectively and better define the roles of the district vs the colleges.
- Although we are socially respectful of each other, the board needs to spend time together learning how we can better work together on initiatives and support initiatives and long range goals.

4. As a Trustee, I am most pleased about...

- The amazing grant opportunities that we have received as a district and through our colleges that support our students and the programs.
- The cooperation of District staff.
- Our continued efforts toward student success.
- The District seems to be making continuous strides forward in meeting student needs.

6 OPEN ENDED QUESTIONS

○ 5. As a Trustee, I would like to see the following change(s) in how the Board conducts business.

- Each board member should be an equal to our colleagues when representing the district and colleges. When providing accolades to the academic, employee groups, or when accepting district recognition, we should all be included and have the opportunity to be recognized as a cohesive board.
- I would like to see a restructuring of the Business meeting so that committees might function in a meaningful manner and stakeholders, in the spirit of 10+1, actually feel ownership of recommendations.
- Less “political” comments and more on board business.
- We need to meet with our feeder districts to collaborate about issues of concerns and identify priority plans to work on.
- Making sure we are time sensitive when making *{illegible}*.
- Possibly adding one board meeting at Norco and Moreno Valley.

○ 6. What issue(s) do you feel the Board should make a priority for the coming year?

- Increasing the Latino faculty and administrator staff diversity.
- Be sensitive to college funding and working with the state and Governor.
- Learn proper role of Board.
- Supporting our students and employees of the district with information about social and civil rights. Ex: This could be done by developing an on-line tool kit or information in the student center that will provide resources that clearly demonstrate that we support and care about our students and employees. For successful implementation this must be done with faculty, administration, students, employees and other stakeholders who have valuable input.
- The district would benefit if more students moved from part-time to full-time. I also believe that RCCD needs to devolve its PR to the colleges and an aggressive plan be developed to market the colleges – especially Norco and Moreno Valley.

GOALS SET *for* 2016-2017

The Board identified the following priorities for 2016-2017

- I. Create and implement a process/ program to study emerging and persistent issues impacting the college.
- II. Study the relationship between the 3 colleges and establish a model to equalize services and funding.
- III. Update Board policies to reflect expansion to 3 colleges in the District.
- IV. Improve Board relations and seek consensus on issues to act as a team.
- V. Review District's governing budget policies and update where needed to reflect the Board's direction.
- VI. Improve communications w/ Chancellor & among members of the Board of Trustees.



What's next . . . June Board Meeting

REPORTING OUT *via* SETTING OF GOALS FOR 2017-2018