

Summary of 2015 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 Constituency Interface, related to Board recognizes and celebrates positive accomplishment of the District's students, faculty and staff.
- Segment of Guardianship, related to Board insures the District maintains adequate financial reserve.

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

- Segments of Board Organization, except one ranked 3.6 and one ranked 3.25.
- All segments of Commitment to Learners.
- Segments of Constituency Interface, except one ranked 5.0.
- Segments of Community College System Interface, related to:
 - Board members assist and support the District by attending events of CCCT and State Chancellor's Office.
 - Support of educational partnerships.
 - Understanding and awareness of state educational policies.
- Segments of Economic/Political System Interface, except one segment ranked 3.8.
- All segments of District Policy Leadership.
- All segments of Management Oversight.
- Segments of Guardianship, except one that ranked 5.0.

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

- Segment of Board Organization, related to:
 - Agenda items contain sufficient background and documentation for the board's review and decision.
 - Members uphold the final majority decision of the Board.
- Segment of Community College System Interface, related to:
 - Board members assist and support District by attending events of the State Chancellor's office.

- Board is aware of the policies of the state government and Chancellor's Office and Board of Governors.
- Segment of Economic / Political System Interface, related to Board attends national events on behalf of the interest of the District.

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

Summary of Results from Prior Year Assessment

Overall, the results of the 2015 Board Self-Assessment showed variations of 48.5% to the prior year ranking; with the number of increases (21 / 30%), and the number of reductions (13 / 18.6%) in the seven dimensions ranked numerically. However, final numerical rankings show only one measurement. With the comparative ranking to the board's assessment in 2014, 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 2014, and included most notably:

- Segment of Board Organization, related to Board operates as a unit.
- Segment of Commitment to Learners, related to Board demonstrates a concern for the success of all students.
- Segment of Constituency Interface, related to Board members adhere to protocols for dealing with college and community citizens and the media.
- Segment of Community College System Interface related to Board members assist and support the District by attending events of CCCT and State Chancellor's Office.
- Economic/Political System Interface, related to:
 - Board advocates District interest to national agencies and legislators.
 - Board advocates and interfaces with local, state and federal bodies.
 - Board advocates District interest to state agencies and legislators.
- Segment of District Policy Leadership related to Board seeks community input in developing policies that affect the community at large.
- Management Oversight, related to:
 - Board and Chancellor have a positive and cooperative relationship.
 - Board provides a high level of support to the Chancellor.
 - Board maintains open communication with the Chancellor.
 - A climate of mutual trust and respect exist between the Board and Chancellor.
 - Board is adequately informed about important issues facing the District.

- Board clearly delegates the administration of the District to the Chancellor.
- Board sets clear expectations and goals for the Chancellor.
- Segments of Guardianship, related to:
 - Board monitors the implementation of facilities master plans.
 - Board ensures the District maintains an adequate financial reserve.
 - Board assures the budget is linked to planning.
 - Board monitors the appropriate use of all District Funding.

Limited dimensions experience reduced rankings from 2014, and they included:

- Segments of Board Organization:
 - Board meetings are conducted in an orderly and efficient and effective manner that provides sufficient time for discussion.
 - Agenda items contain sufficient background and documentation for the Board's review and decision.
 - Board meetings allow appropriate input from constituencies.
 - Members uphold final majority decision of the board.
- Segments of Commitment to Learners related to:
 - Board is knowledgeable about the educational programs of the District.
 - Board supports one student contract and learner centered curriculum.
- Segments of Constituency Interface:
 - Board is knowledgeable about community and regional needs and expectations.
 - Board members maintain good relationships with community leaders.
 - Board helps educate the local community about community college needs and causes.
 - Board members support the development of programs in partnership with local USD and other educational institutions.
- Segment of Community College System Interface relating board being aware of the policies of state government and Chancellor's Office and Board of Governors.
- Segment of Economic / Political System Interface, related to Board attends national events on behalf of the interest of the District.
- Segment of Management Oversight, related to Board annual evaluates Chancellor in a manner consistent with board policy.

Additionally, some areas show a spread of rankings (across three ranking levels). 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 Commitment to Learners (71%), Community College System Interface (80%), District Policy Leadership (56%), and Management Oversight (50%). Equally, the dimensions with rankings of four or more, indicate areas where the

board, as members are primarily congruent with each other. Majority ranking with board member ranking congruently included Management Oversight (60%). Oddly enough this year, some of these congruent rankings occur in segments that also have non-congruent (split) rankings in Management Oversight and Board Organization. In summary of the 70 dimensions 21 (30%) were ranked congruently, 32 (46%) were ranked with diverse perspectives; and of these four (6%) were both.

In June 2014, when the board reported out the result of the 2013 Self-Assessment, the Board planned to:

1. Finalize Chancellor Recruitment and selection.
2. Hold session with Board and Chancellor to establish visions, objectives and goals for the Board and Chancellor to collectively achieve in the 2014-2015 year; and monitor progress of established goals, and in accordance with established procedures.
3. Review and assess planning and implementation of AB86 relative to partnerships, plans and programming; and resource allocation and development with K-12 in transitioning and fulfilling the role in adult education in the region.
4. Advance and monitor the Student Success Initiative and address data, service and programs needs associated with state-wide initiative, and set standards for and monitor student success.
5. Advance partnerships with industry, K-12 and other educational institutions that advance the mission of the District and support the mission of the colleges, and hold 2-4 joint governing meetings annually.
6. Foster a climate of trust and collegiality by continuing to adhere to ethical standards and model civility and respect.
7. Understand and implement long term resource allocations, and establish stewardship policies, practices and standards that support the advancement of the three-college district model.

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