



# Board Self Assessment Highlights

Riverside Community College District,  
Board of Trustees  
May 2016

# PROCESS

- Board receives report of Board tasks and accomplishments
- Completes Board Self Assessment Form, independently
  - 70 items, in 7 dimensions
  - Open-ended questions
  - Ranking Scale:
    - *1=strongly disagree*
    - *2= somewhat disagree*
    - *3=somewhat agree*
    - *4=agree*
    - *5=strongly agree*
- Results presented at May 2016 Board meeting
- Reporting out / Goals setting scheduled for June 2016 Board meeting

# OVERVIEW

- With few exceptions, all members ranked all items from 3.0 - 5.0
  - This year, the ranking of 2.0 was more prevalent than prior years
- 37 of 70 items received an average ranking of 4.0 and higher (53%)
  - 10 of these 4.6 or higher, indicating strong agreement (15%)
  - 1 of these 5.0, unanimous strong agreement (1.5%)
- 33 ranked between 3.0 - 3.8 (47%)
  - No ranking was less than 3.0 (and only three)
- Improvement / Decline
  - 5 items ranked more positive since 2015 (+0.4)
  - 45 items ranked less positive since 2015 (-0.4)
    - *24 of these items ranked less positive since 2015 by -0.8 to -1.4*

# OVERVIEW (cont.)

Of the 70 items, this years self assessment included:

- Overall unified dimensions
  - 7 ranked with unified perspectives (four or more, ranked the same)
- Overall split dimensions
  - 44 ranked with diverse perspectives (rankings across three or more rankings)
    - 13 ranked as "super splits", meaning across four or more rankings
- Dimensions with unified & diverse perspectives
  - Only one this year

Overview: Since using this tool in 2009, this years assessment has the largest number of split dimensions, and lower rankings

**All ranking are positive at being 3.0 or above**

# BOARD ORGANIZATION

## 12 Dimensions ranked

- Ranking ranged from 3.6 to 4.6
- 2 ranked congruently
- 50% (6) split rankings (only one super-split)
- 1/3 (4) ranked lower than prior year
  - 2 ranked -0.8 less than prior year
    - Board Operates as a Unit (3.6 from 4.4)
    - Board works to achieve the District's goals (4.0 from 4.8)
- 2/3 ranked similar to prior year

# COMMITMENT TO LEARNERS

## 7 Dimensions ranked

- Ranking ranged from 3.8 to 5.0
- 1 ranked congruently
  - 5.0: Board monitors the effectiveness of the District in fulfilling her mission
- 3 split rankings
- 2 ranked higher than prior year
- 1 ranked lower than prior year
- 4 ranked similar to prior year

# CONSTITUENCY INTERFACE

## 9 Dimensions ranked

- Ranking ranged from 3.2 to 4.8
- 2 ranked congruently
- 3 split rankings
- 1 ranked higher than prior year
- 6 ranked lower than prior year
- 2 ranked similar to prior year

# COMMUNITY COLLEGE SYSTEM INTERFACE

## 5 Dimensions ranked

- Ranking ranged from 3.2 to 3.8
  - Lower ranked dimension
- All 5 split rankings
- 1 ranked congruently; and split
  - 5.0: Board monitors the effectiveness of the District in fulfilling her mission
- 4 ranked lower than prior year
- 1 ranked similar to prior year

# ECONOMIC / POLITICAL SYSTEM INTERFACE

## 9 Dimensions ranked

- Ranking ranged from 3.8 to 4.6
- 6 split rankings
- 1 ranked higher than prior year
- 5 ranked lower than prior year
- 3 ranked similar to prior year

# DISTRICT POLICY LEADERSHIP

## 9 Dimensions ranked

- Ranking ranged from 4.0 to 3.0
- 1 ranked congruently (all five ranked)
  - 3.0: Board understands its policy role and differentiates it from those of the chancellor and college staff.
- 8 split rankings
  - 4 super split rankings
- 8 ranked lower than prior year
  - 5 ranked -0.8 to 1.4 less than prior year
- 1 ranked similar to prior year

# MANAGEMENT OVERSIGHT

## 10 Dimensions ranked

- Ranking ranged from 3.0 to 4.0
- 9 split rankings
  - 6 super split rankings
- 9 ranked lower than prior year
  - 3 ranked -0.8 less than prior year
  - 2 ranked -1.0 less than prior year
  - 2 ranked -1.2 less than prior year
  - 2 ranked -1.4 less than prior year
- 1 ranked similar to prior year

# GUARDIANSHIP

## 9 Dimensions ranked

- Ranking ranged from 3.4 to 4.0
- 5 split rankings
- 8 ranked lower than prior year
  - 3 ranked -0.8 less than prior year
- 1 ranked similar to prior year

# 6 OPEN ENDED QUESTIONS

## 1. What are the Board's greatest strengths

- Its commitment to our students.
- The district's health.
- Community involvement.
- The experience and community connection that individual members bring.
- Ability to work with each other.
- Genuine concern for the students and district.

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

- Have begun to request serious information regarding student success.
- Accreditation completion.
- Contract negotiations with CSEA.
- Attending special activities for each college.
- Successful centennial campaign and unified support,
- Good working relationship with the chancellor.

## 6 OPEN ENDED QUESTIONS (cont.)

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

- Give the chancellor clear understanding of responsibilities as a community college chancellor.
- Being active listeners when on an agenda item.
- Quit making promises to fix things outside of a meeting.
- Overall community outreach.
- Policy review and updates.
- The board has become less congenial. Back stabbing needs to stop.
- Better attendance to events outside of Riverside.

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

- The positive interaction generated with our students and faculty/staff and administration.
- The continuing relationship between the chancellor and the board.
- The facility projects and that we support each other when one our own is recognized.
- Board meeting organization and following according to the agenda.
- The opening of Centennial Plaza, the Silver & Centennial and RCC Student Center.

## 6 OPEN ENDED QUESTIONS (cont.)

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

- Organized time attributed to board members with given reports.
- Closed session needs to stay closed session. This may not be the fault of the board, but too many discussions seems to be leaked.
- Higher ability to *{unfinished sentence}*.

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

- There are massive amounts of openings in all levels of employees, these must be filled.
- Increased faculty and administration diversity.
- The deficit spending of PERS/STRS, etc., structure a long-term plan to address this deficit and rising costs.
- Assist chancellor in understanding the duties of chancellor for this district.
- Overhauling the websites and establish a consistent/efficient method of events and issue communication between the colleges, district, chancellor and board.

# GOALS SET JUNE 2015

The board identified the following priorities for 2015-2016:

1. Continue to review, discuss, and monitor student success, particularly related to equity outcomes.
2. Engage in setting expectations and policy direction for district-wide planning
3. Support and monitor progress toward achieving a strong identity as a multi-college district, with a "college-centric" philosophy
4. Ensure the Board has ample opportunity to discuss and make recommendations (if needed) on state and national policy and legislative issues
5. Expect and monitor ongoing attention to leadership development, including succession planning
6. Review fiscal policies and budget parameters to ensure long-term fiscal stability
7. Participate as appropriate in the Centennial/25 year celebrations
8. Expect, support, and monitor implementation of a capital campaign

What's next . . .

**SETTING OF GOALS FOR 2016**



## Summary of 2016 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; however this year rankings of 2.0 were more prevalent than prior years. As such, the composite results reflect rankings of 3.0 to 5.0.

### **Dimensions with a perfect (5.0) Strongly Agree Rating included only one, being:**

- Segment of Commitment to Learners, Board monitor's effectiveness of the District in fulfilling its mission.

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

- Segments of Board Organization, related to:
  - Board meetings are conducted in an orderly, efficient and effective manner that provides sufficient time for discussion.
  - Board meeting allow appropriate input from constituencies.
  - Board works to achieve District's goals.
  - Board meetings comply with state laws.
  - Board operates without conflict of interest.
  - Members uphold the final majority decision of the board.
  - Board is appropriately involved in the accreditation process.
  - Board's knowledgeable about the culture, history, and values of the District.
- All segments of Commitment to Learners, except one ranked 3.8 and one 5.0.
- Segments of Constituency Interface, related to:
  - Board is knowledgeable about community and regional needs and expectations.
  - Board members maintain good relationships with community leaders.
  - Board members assist and support the District by attending community events.
  - Board supports the development of educational partnerships with community agencies, business and local government.
  - Board recognizes and celebrates positive accomplishments of the District's students, faculty and staff.
  - Board actively supports the District's foundation and fundraising efforts.
- Segments of Economic/Political System Interface except two ranked 3.8