



May 2014 Board Self Assessment Highlights

RIVERSIDE CCD

BOARD OF TRUSTEES

PROCESS

- Receives report of board tasks and accomplishments
- Completes Board Self-Assessment Form
 - 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 20th Board meeting
- Reporting out / Goals setting scheduled for June 17th Board meeting

OVERVIEW

- With few exceptions, all members ranked all items from 3 to 5 (somewhat agree to strongly agree)
 - Some items received individual ranking of 1 or 2
- 64 of the 70 items received an average of 4.0 and higher
 - 16 of those were 4.6 or higher, indicating strong agreement
 - 5 of those were 5.0, unanimous strong agreement
- 6 were ranked between 3.0 – 3.8 (somewhat agree to agree)
 - No ranking was less than 3.2
- Improvement / Decline
 - 20 items ranked more positive than 2013 (+0.4)
 - 11 items ranked less positive than 2013 (-0.4)

OVERVIEW (CONT.)

Of the 70 items, this year's self assessment included:

- 19 ranked with unified perspectives (four or more, the same)
- 26 ranked with diverse perspectives (across three or more ranking levels)

Overall Unified Dimensions:

- Consistency Interface (5/9), with high ratings (one split)

Overall Split Dimensions

- Commitment to Learners
- Economic / Political Systems Interface
 - Includes “super-splits” ranks of 1 & 5 range, and
 - Includes item with both split and unified rankings (4/1)
- Management Oversight (70% Split)

Dimensions with Unified and Diverse Perspectives

- Board Organization
- Community College System Interface
- District Policy Leadership
- Guardianship (1/3, 1.3, 1/3)

HIGHLY RANKED DIMENSIONS

The following dimensions had unanimous rankings of 5.0:

- 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

HIGHLY RANKED DIMENSIONS (CONT.)

The following dimensions had high percentages of rankings 4.0 and above:

- Segments of Board Organization
 - Except one ranked 5 and one ranked 3.8
- Commitment to Learners
- Constituency Interface, related to:
 - Knowledgeable about community and regional needs and expectations.
 - Educate local community about community college needs and causes.
 - Support development of educational partnerships.
 - Adhere to protocols for dealing with college and community citizens and the media.
 - Actively supports the District's Foundation and fundraising efforts

HIGHLY RANKED DIMENSIONS (CONT.)

The following dimensions had high percentages of rankings 4.0 and above (cont.):

- 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 ranked 3.8.
- District Policy Leadership
- Management Oversight
 - Except two ranked in the 3.0-3.8 range
- Guardianship

LOWEST RANKED DIMENSIONS

The following dimensions had high percentages of rankings 3.0 to 3.8:

- Segment of Board Organization - Operates as a unit
- Segment of Community College System Interface- Assist and support District by attending CCCT and State events
- Segment of Economic/Political System Interface- Agendas contain sufficient state policy issues facing District
- Segments of Guardianship, related to:
 - Board maintains open communication with the Chancellor.
 - Climate of mutual trust and respect exists between Board & Chancellor

NO DIMENSIONS RANKED LESS THAN 3.2

BOARD ORGANIZATION (12)

- Variability in average scores (3.8 – 5.0)
 - 3.8: Board operates at a unit
 - 5.0: Board meetings comply with state laws
- Rankings were relatively the same, or more positive (25%)
- Rankings by trustees diverse in perceptions for 42% (5/12) of dimensions, but unified for 42% of dimensions (one in both)
 - Unified: Board meetings conducted effectively; Board meetings allow for adequate input; Board meetings comply with state law; Board operates without conflict; and Board is appropriately involved in accreditation process.
 - Diverse: Board operates as a unit; Board understands its roles and responsibilities; Board Operates without conflict; Board reviews mission statement regularly; and Board is knowledgeable about culture, history and values.

COMMITMENT TO LEARNERS (7)

- All ranking above average (4.2 – 4.6)
- Ranking relatively the same, and higher and lower:
 - Same: Board makes decisions based on what is best for learners and community; Board reviews reports on student outcomes and success; Board receives information on students ed. programs, services, and initiatives; and Board is knowledgeable about the educational programs of the District
 - Lower (-0.4): Board demonstrates a concern for the success of all students; and Board monitors the effectiveness of the district in fulfilling its mission.
 - Higher (+0.4): Board supports one student contract and a learner-center curriculum
- Diverse on ranking the majority (4/7) of the dimensions
 - Board demonstrates a concern for the success of all students; and Board monitors the effectiveness of the district in fulfilling its mission; Board reviews reports on student outcomes and success; and Board receives information on students ed. programs, services, and initiatives

CONSTITUENCY INTERFACE (9)

- Continues to be STRONGLY ranked dimension, ranked 4.0-5.0
 - Rankings remained consistent or increased (4 of 9):
 - 8 of 9 ranked 4.6 or higher;
 - Only one ranked 4.0
- Unified in 6 of 9 dimension, with 4 of 9 Unanimous 5.0
 - 5.0: Maintain good relationships with community leaders; Assist and support District by attending events; Support development of programs and partnerships with K-12 and other education; and Recognizes/celebrates accomplishments of students, faculty & staff
 - 4.8: Educate community about colleges issues & needs; and Supports educational partnerships with community agencies, businesses and government
- Diverse in only 1 dimension:
 - Board members adhere to protocols for dealing with college and community citizens and the media (4.0)

COMMUNITY COLLEGE SYSTEM INTERFACE (5)

- Continues to be a lower ranked dimension (3.4-4.2)
- Ranked same, with one lower from prior year
 - Actively seek to understand state education policy (4.0 from 4.4)
- Unified in one area:
 - Aware of state government/chancellor's office policies (4.2)
- Diverse in 3 of 5:
 - Support District by attending CCCT/State Chancellor's office events; Supports development of educational partnerships with state agencies; and Actively seek to understand state education policy

ECONOMIC / POLITICAL SYSTEM INTERFACE (9)

- Rankings all fairly strong (3.8-4.6)
 - 3.8: Agendas contain sufficient state policy issues facing District
 - 4.6: Board attends national events of interest to District
- Rankings equally same, higher and lower
 - Lower: Advocates District interest to national agencies and legislators; Advocates and interfaces with local, state and federal bodies; and Actively seeks political and civic support for district
 - Higher: Knowledgeable about national policy affecting District; Attends national events of interest to District; and Educates state legislators on college issues and District needs
- 8 of 9 rankings diverse in member perspectives
 - Unified in 2 of 8: Actively seeks political and civic support for District; and Helps educate state legislators about community college issues and needs

DISTRICT POLICY LEADERSHIP (9)

- Rankings all fairly strong (4.0-4.6)
 - 4.0: Policy recommendations contain adequate information and sufficient time to allow for study and discussion
 - 4.6: Board discusses issues openly and seeks views
- Rankings consistent or improved (4 of 9)
- Diverse in majority of dimensions (5 of 9)
 - Board ensures and involved in systematic/comprehensive review of Board policies; Focuses policy in Board discussions; Policy making is clear, transparent and inclusive; Board is appropriately involved in defining vision, mission and goals of District; and Policy recommendations contain adequate information and sufficient time to allow for study and discussion
- Unified in two dimensions
 - Board seeks community input in developing policies that affect community at large; and Board understands its policy role and differentiates it from those of Chancellor and staff

MANAGEMENT OVERSIGHT (10)

- Variability in average scores (3.2–4.6):
 - 3.2: Climate of mutual trust and respect exist between Board and Chancellor
 - 4.6: Board has clear protocols for communicating with staff and Chancellor
- Rankings consistent or declined (40%)
 - Board maintains open communication with Chancellor
 - Board annually evaluates Chancellor consistent with AP 2435
 - Climate of mutual trust and respect exist between Board and Chancellor (largest decline 4.0 to 3.2 of any dimension)
 - Board sets clear expectations and goals for Chancellor
- Diverse in majority of rankings (70%)
- Unified in no ranking of any dimension

GUARDIANSHIP (9)

- Variability in above average scores (4.0–4.8)
- Rankings either consistent, or improved (4/9) from prior year with only one decline
 - Largest increased of any dimension (3.8 to 4.8): Board supports and seeks external funding
- Rankings by trustees equally divided amongst perceptions of unified, diverse or otherwise
 - Diverse: Board assures budget is linked to planning; Board monitors implementation of facilities master plans; and Board policies assure fiscal management and fiscal internal controls
 - Unified: Board assure District budget reflects the District's mission and plans; Board regularly receives and reviews reports on fiscal status of District; and Board supports and assist in seeking external funding

OPEN ENDED QUESTIONS

1. What are the Board's greatest strengths?

- Involvement in community and District activities.
- Community groups and events.
- Community involvement.
- Connection with the community on a variety of different constituencies.
- Promotion of shared governance,
- Genuine concern for the District.
- Dedication to the District – Community-K12.
- Leadership of [Board] President.

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

- Dealing with difficult budget related decisions.
- Accreditation input.
- Accreditation process.
- Fluid accreditation process.
- Surviving the chancellor changes.
- Immediate attention to sensitive matters and their resolution.
- New partnerships and the community.

OPEN ENDED QUESTIONS

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

- Greater oversight of the Chancellor through the implementation of better systems.
- Understanding our differences and allowing appropriate dialogue for understanding.
- Interpersonal relationships of members during meetings; whether public session or closed.
- We need more collegiality and civility amongst board members.

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

- The ability of the District to go forward in spite of fiscal and personnel challenges.
- The hard work and fiscal accountability the board took to keep the District operating.
- Our reputation on a state-wide level.
- The opportunity this role gives me to affect change that can truly improve the lives of at risk students.

OPEN ENDED QUESTIONS

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

- A workshop where each board member can air their concerns with a facilitator.
- Understand education is a business.
- Better written documentation of the Board meetings.

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

- Putting into place a goal of all three colleges being supported and enhanced for their individual contributions/benefits.
- Chancellor Search finalized.
- Permanent assignments for Vice-Presidents at colleges.
- Emphasis on high school students ready for college.
- Maintain good fiscal management of District.
- Looking into number of counselors in comparison to students trying to register.
- Additional class access to students for high demand courses.
- Restoration of 5% reserves.

GOALS SET FROM JUNE 2013

Board planned to:

- Interim Chancellor recruitment and selection.
- Chancellor recruitment and selection.
- 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.
- 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.
- 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.
- 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.

GOALS SET FROM JUNE 2013 (CONT.)

- Responsibly assure that mission and planning for colleges and District are linked to budget and resource development.
- 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.
- 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.
- 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.
- 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.

GOALS SET FROM JUNE 2013 (CONT.)

- 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.
- Set policy and direction for the District; support Chancellor in advancing and executing the plan, and monitor implementation through the CEO evaluation process.
- 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.
- 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.
- 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.

What's Next?

SETTING OF GOALS FOR 2014