

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES

Report No.: X-C

Date: June 15, 2010

Subject: Board Self Evaluation – Reporting Out

Background: At a special Board meeting held May 17, 2010, the Board of Trustees conducted their annual self-evaluation with Chancellor Gray facilitating. Prior to the meeting, each Board member was provided with an evaluation packet that included BP 2745-Board Self Evaluation, a self-assessment tool, a compilation of Board presentations, and a summary of Board activities for the previous 12 months. Additionally, a summary and reporting of 2009 outcomes were included in the packet. The assessment tool and summary were categorized into the seven dimensions of effectiveness contained within the Board's policy. Prior to the special Board meeting, each of the Trustees completed the assessment tool by evaluating the Board as a whole. These assessments were completed individually and submitted to the Chancellor's Office. The Chancellor's Office compiled an aggregated evaluation sheet with a summary of the aggregated findings, similar to what was conducted in 2009. Additionally, a comparative analysis over the past 12 months was included, as the self assessment tool was the same one used in 2009, and provides a baseline for the 12-month period.

As in 2009, the rankings were fairly consistent amongst the board members, with most rankings, primarily between 3-5. As such, the composite results reflect positive rankings of Strongly Agree/Highly Rated Dimensions (4.0 or higher) in:

- Segments of Board Organization, related to:
  - Achieving District Goals
  - Upholding Board Decisions
  - Receiving input to the Board
  - Board Involvement in Accreditation
- Commitment to Learners
- Constituency Interface
- Community College System Interface
- Economic/Political System Interface
- District Policy Leadership
- Management Oversight
- Guardianship

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

- Segments of Board Organization, related to:
  - Board Operates as a Unit
  - Board Meetings are Orderly and Efficient
  - Board Understands its Role
  - Board Knowledge of History, Culture and Value of District

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- Commitment to Learners – Board Reviews Reports on Student Success & Outcomes
- Constituency Interface – Board members Adhere to Protocols with External Relations
- Management Oversight – Board has Clear Protocols for Communicating with Staff/Chancellor

There were no dimensions ranked below 3.2, with 3.0 ranking equating to “Somewhat Agree”.

Overall, the results of the 2010 Board Self Assessment show a high or favorable ranking to the board in the seven dimensions ranked numerically. However, final numerical rankings show only one measurement. With the comparative ranking to the Board’s assessment in 2009, it is easy to see areas where the Board saw measureable advancements in certain dimensions; and conversely, dimensions where measureable reductions in ranking from the board members for the past 12 months. Many dimensions received positive increases from 2009, and included most notably:

- Segments of Board Organization, related to:
  - Agendas Contain Sufficient Information for Review and Decision
  - Board Meetings Allow Time for Constituency Input
  - Members Uphold Board Decisions
  - Board Regularly Reviews the District’s Mission Statement
  - Board is Appropriately Involved in the Accreditation Process
- Segments of Commitment to Learners, related to:
  - Board Demonstrated a Concern for the Success of All Students
  - Board Monitors the Effectiveness of the District Fulfilling its Mission
- Constituency Interface – Board Actively Supports the Foundation and Fundraising
- Community College Interface – Board Supports Development of Educational Partnerships
- Economic/Political Interface – Board Agendas Contain State Policy Issues
- Segments of District Policy Leadership, related to:
  - Board Focuses on Policy
  - Board Involved in Defining Vision, Mission, and Goals of District
  - Policy Recommendations are Clear, Accurate and Appropriately Studied

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- Board, via Chancellor, Seeks Advise in Developing Policy
- Board Seeks Input from Constituencies
- Board Discusses Issues Openly and Actively
- Board Understands its Policy Role and Differentiation from Role of Chancellor/Staff
- Segments of Management Oversight, related to:
  - Board Provides Support to Chancellor
  - Board Annually Evaluates Chancellor
  - Board & Chancellor Have Mutual Trust & Respect
  - Board Encourages Professional Growth of Chancellor
  - Board is Adequately Informed by Chancellor of Important District Issues
- Segments of Guardianship, related to:
  - Board Assures District Budget Reflects Mission and Plans
  - Board Supports and Assist in External Funding
  - Board Assures that Budget is Linked to Planning

Limited dimensions experience reduced rankings, and they included:

- Segments of Board Organization, related to:
  - Board Meetings are Orderly and Efficient
  - Board Operates as a Unit
  - Board Operates without Conflict of Interest
  - Board is Knowledgeable about District History, Culture and Values
- Economic/Political Interface – Board Attends National Events
- Management Oversight – Board Has Clear Protocols for Communicating with Chancellor/Staff

In June 2009, when the Board reported out the result of the 2009 Self Assessment, the Board planned to:

- Meet with the new chancellor to set goals, priorities and protocols for the coming year.
- Will work with new chancellor to define and adhere to the Board's policy role and the role of chancellor as chief administrator.
- Board will calendar self-evaluations to occur annually in May
- Board Committee Chairs and co-chairs will meet with staff to discuss and plan out possible agenda items and topics for future meetings and place priorities.

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Recommended Action: It is recommended that the Board of Trustees report out the findings of the annual self-evaluation; that the Board, during its self evaluation at the May 2010 meeting, concluded that it had reached and/or met the four objectives set for themselves in 2009. Furthermore, based upon the 2010 Self Assessment review at the May 2010 meeting, the board has established the following objectives for themselves for this next 12-month period of board self-evaluation.

1. Board will continue to provide leadership, in its appropriate role, in the continued development of the three accredited college district.
2. Board supports an environment at RCCD which embraces, supports and celebrates its diversity, equality and equal employment opportunities, and will monitor progress and advancement in these areas.
3. Board will support and share the work and efforts of developing outside resources to the District, primarily through the work and support of Riverside Community College District Foundation; and will work with and support the foundation and chancellor in advancing a campaign that furthers the needs and opportunities of the district.
4. Board will support Riverside School for the Arts, and advancement of the District in arts and media.
5. Board will continue to advance the mission of the Innovative Learning Center at Stokoe, and supports the Center's evolution to fulfill its unique agenda, and support measures that advance the operational agenda.
6. Board will advance the fiscal accountability of the District, and will assure that a balanced budget is passed for 2010-2011, and implemented, accordingly.
7. Board will continue to supports the existing relationships and partnerships of the district, and look to build new collaborations that further the role and mission of the District; inclusive of their relationships as trustees and the board, as a whole.
8. Board will continue to support student success and encourage the development of programs that advance the success of students, in the multitude platforms and means utilized.

Gregory W. Gray  
Chancellor

Prepared by: Chris Carlson  
Chief of Staff

## Riverside Community College District Board of Trustees May 2010 Board Self Assessment Outcomes

### Process

Each Riverside CCD trustee completed a Board Self-Assessment Form, which consisted of 69 items that reflected the seven dimensions of board effectiveness defined by Board Policy. As background information, they received a report of board actions and activities over the past year related to the dimensions, and the results of the 2009 Board Self Assessment.

The results of assessment indicated that the board members agree that they perform the functions in the seven dimensions of Board effectiveness. With some exceptions, all members rated all items from 3 to 5 (somewhat agree to strongly agree). 62 of the 69 items received an average of 4.0 and higher 53 of those were 4.5 or higher, indicating strong agreement. Seven items were rated between 3.2 – 3.8 (somewhat agree to agree).

The results were presented at a special meeting of the Board of Trustees held May 17, 2010 and facilitated by Chancellor Gray.

### Discussion

The board affirmed its high ratings in the following dimensions of board effectiveness, recognizing that trustees are active in the community, knowledgeable about educational policy issues, maintain a student-centered focus, and are willing and able to be effective advocates for the district.

- Commitment to Learners
- Constituency Interface
- Community College System Interface
- Economic/Political System Interface
- District Policy Leadership
- Management Oversight
- Guardianship

Board members noted their pride in its strengths and accomplishments this past year. Because the same assessment tool was used in 2009, the board was able to assess their rankings relative to the prior year rankings. This included several areas of progress, in particular with leadership and management oversight, and limited areas of reduced ranking in segments of board organization. Overall, the Board noted their efforts in being committed to students, advancing partnerships, recognizing diversity, and knowledge of the district. The Board further celebrated their accomplishments, most notably navigating through a difficult budget year, the hiring and working with a new chancellor, and becoming a multi-college district with the accreditation of Moreno Valley College and Norco College.

## Outcomes

The board reviewed the four objectives set in 2009 and noted the successful achievement of all four. In review and response to the board self assessment tool, the Board set eight objectives for the next 12-month board self assessment period.

1. *Board will continue to provide leadership, in its appropriate role, in the continued development of the three accredited college district.*
2. *Board supports an environment at RCCD which embraces, supports and celebrates its diversity, equality and equal employment opportunities, and will monitor progress and advancement in these areas.*
3. *Board will support and share the work and efforts of developing outside resources to the District, primarily through the work and support of Riverside Community College District Foundation; and will work with and support the foundation and chancellor in advancing a campaign that furthers the needs and opportunities of the district.*
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5. *Board will continue to advance the mission of the Innovative Learning Center at Stokoe, and supports the Center's evolution to fulfill its unique agenda, and support measures that advance the operational agenda.*
6. *Board will advance the fiscal accountability of the District, and will assure that a balanced budget is passed for 2010-2011, and implemented, accordingly.*
7. *Board will continue to supports the existing relationships and partnerships of the district, and look to build new collaborations that further the role and mission of the District; inclusive of their relationships as trustees and the board, as a whole.*
8. *Board will continue to support student success and encourage the development of programs that advance the success of students, in the multitude platforms and means utilized.*

Overall, the board evaluated the board self-assessment process as useful and appreciated the background information provided by staff. Additionally, the comparative analysis from the review in 2009 to this year's review allowed the board to assess areas of progress and further accomplishment, while focusing on areas of greater need of attention and advancement.

### Summary of 2010 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 in 2009, the results were tabulated and a comparative ranking to the board's evaluation in 2009 can be made.

As in 2009, the ranking were fairly consistent amongst the board members, with most rankings, primarily between 3-5. As such, the composite results reflect positive rankings of Strongly Agree/Highly Rated Dimensions (4.0 or higher) in:

- Segments of Board Organization, related to:
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Dimensions assessed at "Somewhat Agreed/Lowest Rated" (3.0-3.9), included:

- Segments of Board Organization, related to:
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There were no dimensions ranked below 3.2, with 3.0 ranking equating to "Somewhat Agree".

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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 2009, when the board reported out the result of the 2009 Self Assessment, the Board planned to:

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- Will work with new chancellor to define and adhere to the Board's policy role and the role of chancellor as chief administrator.
- Board will calendar self-evaluations to occur annually in May
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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