

Summary of 2011 Board Self Assessment Form

The following is an outline summary 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 Assessment. 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:

- Guardianship, related to:
 - Board receives regular reports on the financial status
 - Board monitors implementation of facilities master plan
- Economic/Political Interface – Advocate with Local, State and Federal bodies.

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

- Segments of Board Organization, related to:
 - Agenda Material is Complete
 - Achieving District Goals
 - Receiving input to the Board
 - Board Involvement in Accreditation
 - Board Knowledge of History, Culture and Value of District
- Commitment to Learners
- Constituency Interface
- Community College System Interface
- Economic/Political System Interface
- District Policy Leadership
 - Comprehensive Review of Policies
 - Involvement in Goals, Objectives, Visions
 - Study of Policy Recommendations
 - Seeks Input and Advise
- 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
 - Upholding Board Decisions

- Commitment to Learners – Board monitors effectiveness of fulfilling mission
- District Policy Leadership
 - Focus Board Discussion on Policy
 - Policy-Making is Clear, Transparent and Inclusive
 - Board Seeks Input to Policy
 - Board Understands Policy Role versus Chancellor
- Management Oversight
 - Board has Clear Protocols for Communicating with Staff/Chancellor
 - Board and Chancellor have a positive/cooperative relationship

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

Overall, the results of the 2011 Board Self Assessment showed some variation to the prior year ranking, almost equally with increases and reductions in the seven dimensions ranked numerically. However, final numerical rankings show only one measurement.

Many dimensions received positive increases from 2010, and included most notably:

- Segments of Board Organization, related to:
 - Board Operates as a Unit
 - Agendas Contain Sufficient Information for Review and Decision
 - Board is knowledgeable about the District
- Segments of Commitment to Learners, related to:
 - Board Receives Information about Services and Programs
 - Board Reviews Reports on Student Outcomes and Success
- Segments of Constituency Interface, related to:
 - Board Participates with Partnerships and Programs with Local Education Entities
 - Board Adheres to Protocols with Dealing with College, Community and Media
- Segments of Economic/Political Interface, related to:
 - Board Advocates with Local, State and Federal Bodies
 - Board Attends National Events in the District’s Interest
- Segments of Guardianship, related to:
 - Board Regularly Receives Reports on Fiscal Matters
 - Board Monitors Implementation of Facility Plans

Limited dimensions experience reduced rankings, and they included:

- Segments of Board Organization, related to:
 - Board Understands its Role and Responsibilities
 - Members Uphold the Final Majority Decision
- Segments of Commitment to Learners, related to:

- Board Demonstrate Concern for Success of All Students
- Board Monitors Effectiveness
- Board Makes Decision Based on What is Best for Learners/Community
- Segments of District Policy Leadership, related to:
 - Board Ensures Review of Policies
 - Board Focuses Discussion on Policy
 - Policy Making Process is Clear, Transparent and Inclusive
 - Board Understands Policy Role versus Chancellor and Staff Roles
- Segment of Management Oversight, related to Board and Chancellor have Positive/Cooperative Relationship
- Segment of Guardianship, related to Assures Budget is Linked to Planning

Additionally, some areas show a spread of rankings. These dimensions showed rankings by individual trustees with varied perceptions. Equally, there were dimensions with rankings that indicate the board members were primarily congruent with each other.

In June 2010, when the board reported out the result of the 2010 Self Assessment, the Board planned to:

- Continue to provide leadership, in its appropriate role, in the continued development of the three accredited college district.
- Support 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.
- 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.
- Support Riverside School for the Arts, and advancement of the District in arts and media.
- 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.
- Advance the fiscal accountability of the District, and will assure that a balanced budget is passed for 2010-2011, and implemented, accordingly.
- 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.
- Continue to support student success and encourage the development of programs that advance the success of students, in the multitude platforms and means utilized.

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.