

# Riverside CCD Board of Trustees

May 2012 Board Self Assessment Highlights

# Process

- Received report of board tasks and accomplishments
- Board Self-Assessment Form
  - 69 items in 8 dimensions
  - Open-ended questions
- Rating Scale
  - 1 = *strongly disagree*;
  - 2 = *somewhat disagree*;
  - 3 = *somewhat agree*;
  - 4 = *agree*;
  - 5 = *strongly agree*.
- Results presented at May 15 Board meeting

# Overview

- With relatively few exceptions, all members rated all items from 3 to 5 (somewhat agree to strongly agree)
- 56 of the 69 items received an average of 4.0 and higher
  - 1 of those were 5.0, unanimous strong agreement
  - 13 of those were 4.6 or higher, indicating strong agreement
- 13 were rated between 3.0 – 3.8 (somewhat agree to agree)
  - No ranking was less than 3.2

# Highly Rated Dimensions

- The following dimensions had high percentages of ratings 4.0 and above:
  - Commitment to Learners
    - Rankings consistent or slightly improved to prior years self assessment
  - Constituency Interface
    - Rankings consistent or slightly decreased from prior years self assessment
  - Economic/Political System Interface
    - Rankings consistent or slightly decreased from prior years self assessment, but board varied on its perception on many dimensions.
  - District Policy Leadership
    - Rankings consistent or slightly improved to prior years self assessment, but board varied on its perception on many rankings

# Commitment to Learners

- Average ratings above 4.0 -- ALL
  - the board is concerned about students;
  - Board monitors institutional effectiveness
  - makes decisions on what is best for learners;
  - is knowledgeable about the educational programs and services of the District; and
  - reviews student success and outcomes
- Board unified on ranking (4.8) of receives information about students, educational programs, services and initiatives.
- Board diverse on ranking the majority of the dimensions

# Constituency Interface

- One of the strongest dimensions
- Ratings remained consistent (one decrease) from last year
  - From 4.8 to 4.2 – Board members support development of educational partnerships.
- ALL ratings above 4.2, with 1/2 above 4.6
  - Knowledgeable about community; maintain good relationships with community leaders; attend community events; educate community, support partnerships; recognize accomplishments of college employees; adhere to protocols regarding communication with employees, students, & media; support Foundation & fundraising
- Board members unified in ranking 1 / 3 of dimensions

# Economic / Political System Interface

- Ratings all fairly strong
  - 50% of ratings remained consistent and 50% decreased from last year
  - Board not unified on ranking of nearly 50% of dimensions
- Ratings above 4.2, with ½ above 4.6
  - Knowledgeable about community; maintain good relationships with community leaders; attend community events; educate community, support partnerships; recognize accomplishments of college employees; adhere to protocols regarding communication with employees, students, & media; support Foundation & fundraising
- One rating at 3.8 – Board educates legislators on college issues.

# District Policy Leadership

- Another strong dimension
- Ratings remained consistent or increased from last year
- ALL ratings above 4.0
  - Board diverse in its ranking of nearly 2/3 of dimensions
  - Board unified on two of the nine dimensions
    - Board involved in defining mission, vision, and goals
    - Policy recommendations are well throughout and process is inclusive
- Board ratings improved for:
  - Board understands its policy role vs. administrative role of Chancellor and staff.
  - Policy making is clear, transparent and inclusive.



# Dimensions with Mixed Ratings

- The following dimensions had ratings of mixed variations:
  - Board Organization
    - Ratings range from 3.2 to 4.8, with some improved and some reduced from prior year
    - Some ratings unified in perception among trustees, while other ratings among trustees not unified in perception
  - Community College System Interface
    - Rankings range from 3.6 to 4.4, with one rating reduced from prior year
  - Management Oversight
    - Ratings range from 3.4 to 4.6, with majority rated consistent to prior years assessment, with one rating reduced from prior year
    - 70% of ratings among trustees not unified in perception
  - Guardianship
    - Rating range from 3.4 to 4.6 with majority ratings reduced from prior year
    - 58% of ratings among trustees not unified in perception

# Board Organization

- Variability in average scores (3.2 – 4.8)
- Ratings varied both positively and negatively from prior years
- Ratings by trustees diverse in perceptions for 50% of dimensions, but unified for 25% of dimensions
  - Unified Dimension Rankings: Agenda items contain sufficient background; Board works to achieve district goals; and board meetings comply with state law
  - Diverse Dimension Rankings: Board meetings conducted effectively; board meetings allow for adequate input; board upholds final decisions; board operates without conflict; board reviews mission statement regularly; and board is knowledgeable about culture, history and values.

# Community College Systems Interface

- Dimension varied in ranking
  - Rankings 3.6 to 4.4
  - Only one ranking decreased ( $< 0.40$ ) from prior year

# Management Oversight

- Variability in average scores (3.4 – 4.6)
- Ratings consistent with one decline from prior year
- Majority of ratings by trustees diverse in perceptions of dimensions (70%)
- 7 items 4.2 – 4.6
  - Board provides a high level of support to Chancellor and maintains open communication; Board annually reviews Chancellor; Board encourages professional growth; Board is adequately informed about important issues; Board has clear protocols for communicating with staff and Chancellor; and Board sets clear expectations and goals for Chancellor
- 3 items 3.4 – 3.75
  - Board and Chancellor have a positive and cooperative relationship; climate of mutual trust and respect exist between Board and Chancellor; and Board clearly delegated the administration of the District to the Chancellor

# Guardianship

- Variability in average scores (3.4 – 4.6)
- Ratings either consistent, or declined (50%+) from prior year
  - Change from last year, with most dimensions rated 4.6-5.0
- Majority of ratings by trustees diverse in perceptions of dimensions
  - Change from last year, when the board was very unified in ratings
- Three dimensions were average at 3.4-3.8
  - Board monitors implementation of facilities master plans
  - Board supports and assist in seeking external funding
  - Board assures budget is linked to planning

# Greatest Change in Ratings-Increase

- Segments of Board Organization, related to:
  - Board meetings are conducted orderly and effectively
  - Board understands its roles and responsibilities
  - Members uphold final majority decision of the Board
- Segments of Commitment to Learners, related to:
  - Board monitors the effectiveness of the District fulfilling its mission
  - Board supports one student contract and a learner-centered curriculum
- Segments of District Policy Leadership, related to:
  - Policy making process is clear, transparent and inclusive
  - Board understands policy making role and differentiates it from the administrative role of the Chancellor and staff
- Segments of Management Oversight, related to
  - Board has clear protocols for communicating with staff and Chancellor
  - Board sets clear expectations and goals for Chancellor
- Segments of Guardianship, related to:
  - Board regularly receives reports on fiscal matters

# Greatest Change in Ratings-Decrease

- Segments of Board Organization, related to:
  - Agenda items contain sufficient material and information to support decision making
  - Board meetings allow for appropriate input for all constituencies
  - Board is knowledgeable about the culture, history and values of the District
- Segment of Constituency Interface relating to Board members support development of partnership programs in education
- Segment of Community College System Interface relating to members assist and support District by attending CCCT and state events
- Segments of Economic / Political System Interface, related to:
  - Board advocates and interfaces with state, local and federal bodies
  - Board advocates District interest to regional legislators
  - Board educates legislators about community college causes and issues
- Segment of Management Oversight, related to Board and Chancellor have mutual trust and respect for one another.
- Segments of Guardianship, related to:
  - Board monitors implementation of facility master plans
  - Board supports and assist in seeking external funding
  - Board ensures District has adequate reserves
  - Board assures budget is linked to planning
  - Board monitors use of District funds

# Open Ended Questions

- Greatest Strengths

- Genuine concern and interest for the district.
- Board knows and understand the history of RCCD.
- Student commitment to the fullest.
- Oversight of operating budgets.
- Interaction with Chancellor
- It's diversity of its members. Diversity of member's occupations.

- Major Accomplishments

- Improved communication, and board more visible at community functions.
- Supporting national and state board representation.
- Nursing, Science and Math Complex being completed.
- Education Fair.
- Keep District going forward, in spite of budget crisis.



# Open Ended Questions (cont')

- Areas for Board Improvement

- Cooperative spirit and collegiality among board members is dismal and rude.
- Relationship and communication among board members and board officers understood.
- Taking more of a lead in state and national issues.

- Most Pleased About

- The success of the PLA for the region.
- Maintaining an atmosphere of collegiately with all district employees.
- Each trustee is interested in what the district in doing and not hesitate to ask questions.
- Relationship with the Chancellor.

# Open Ended Questions (cont')

- Possible changes in how the board conducts business:
  - Be more professional, and not allow attacks.
  - Expressing verbally more acknowledgement of speakers and student presentations.
  - Respect and communication with Board President to be both courteous and hold accountable.
- Priority Issues for Coming Year:
  - Maintaining access and success for completion for students.
  - Board relations with Chancellor and amongst board members.
  - Budget must be #1 priority.
  - Be very selective what conferences we attend because of finances.
  - Be as visible as possible to local functions of the community.

# Goals set from June 2011

Board planned to:

- Continue to address and support transformation into a three-college district.
- Strive for a positive, synergistic board of trustees that recognizes respects and capitalizes on the uniqueness of each trustee, and that leverages and positions the board for the overall advancement of the district.
- Supports the role of the Chancellor and actions of the board as a whole, to fulfill the greater mission of the District and to continually stay focused on our core mission.
- Set policy and direction for the District, support Chancellor in advancing and executing them, and monitor the implementation through the CEO evaluation process.
- Participate appropriately as a board and clearly focus efforts on supporting and advancing district planning as it faces 2016 and its next century of service. (Note, participation included contributing to broad vision development and setting criteria for planning, e.g. that budgeting is linked to planning)
- Address the budget and stewardship of the district and the fiscal paradigm community colleges within the state face; including the right sizing of the district, advocacy of new funding model(s), and efficiencies.

# Goals set from June 2011 (cont')

- 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, such as the e-board book, LEED certified development and other policy measures.
- Assure leadership and policy matters are undertaken and aligned with the District Strategic Plan Themes of Student Access; Student Success; Service to Community; System Effectiveness; Financial Resource Development; Organizational and Professional Development; and Green Initiatives.
- Support and facilitate relationships with local schools, industries and businesses, to collaborate in providing a better educational continuum and for "making life better" in our community, including (a) possible joint meeting(s) with school boards on focused topics of common interest.
- Monitor student success and achievement of all student populations and review data and reports that provide perspective and trend analysis to support programs, operations and policy matters. Monitoring shall include attention to and support for efforts to close the "achievement gap" of under-prepared and represented students.