

## Summary of 2012 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, 2010 and 2011, the results were tabulated and a comparative ranking to the board's evaluation to the prior reviews can be made.

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:**

- Constituency Interface – Board member attendance of community events.

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

- Segments of Board Organization, related to:
  - Board Meetings are orderly and efficient
  - Agenda material is complete
  - Achieving District goals
  - Meetings complies with laws
  - Board operates without conflict
  - Board involvement in accreditation
  - Board knowledge of history, culture and values of District
- Commitment to Learners
- Constituency Interface
- Segments of Community College System Interface
  - Support of educational partnerships
  - Understanding and awareness of state educational policies
- Economic/Political System Interface
- District Policy Leadership
- Segments of Management Oversight
  - Board provides support to Chancellor and maintains open communication
  - Board annually evaluates the Chancellor, and sets clear expectations and goals
  - Board encourages professional growth of Chancellor
  - Board is adequately informed about important issues facing the District
  - Board has clear protocols for communicating with Chancellor/Staff
- Segments of Guardianship
  - Budget reflects mission and plans of District
  - Policies effect fiscal management and internal controls

- Regular reports on fiscal condition of District
- Maintains fiscal reserve
- Monitors Districts funds and audits

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

- Segments of Board Organization, related to:
  - Board operates as a unit
  - Board understands its role and responsibilities
  - Board meetings provide adequate input from constituency
  - Upholding board decisions by members of the board
- Segment of Community College System Interface – Members assist and support District by attending CCCT and State events
- Segment of Economic / Political System Interface – Board educates legislators about community college issues
- Management Oversight
  - Board and Chancellor have a positive/cooperative relationship
  - Board clearly delegates administration of the District to the Chancellor
  - Board and Chancellor enjoy a climate of mutual trust and respect

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

Overall, the results of the 2012 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. With the comparative ranking to the board’s assessment in 2011, it is easy to see areas where the board saw measureable (+0.4 or more points) favorable advancements in certain dimensions; and conversely, dimensions where measureable reductions (-0.4 or more points) in ranking from the board members for the past 12 months.

**Many dimensions received positive increases from 2011, and included most notably:**

- 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

**Limited dimensions experience reduced rankings, and they included:**

- 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

Additionally, some areas show a spread of rankings. These marks were the individual rankings, or perceptions of board members are not as congruent (spread amongst three or greater ranking values), as some of the other dimension. Equally, other dimension rankings showed areas were the board, as members are primarily congruent with each other (four or more ranking similarly).

In June 2011, when the board reported out the result of the 2010 Self-Assessment, the Board planned to:

1. Continue to address and support transformation into a three-college district.

2. 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.
3. 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.
4. Set policy and direction for the District, support Chancellor in advancing and executing them, and monitor the implementation through the CEO evaluation process.
5. 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)
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.

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