

Summary of 2016 Board Self-Assessment Form

With receipt of the five, independently completed Board Self-Assessment forms, the results were compiled. With the use of the same assessment tool from the Board's Self Evaluation since 2009, the results were tabulated and a comparative ranking to the board's evaluation to the three, prior reviews included.

As prior, the ranking were fairly consistent amongst the board members, with most rankings, primarily between 3-5; however this year rankings of 2.0 were more prevalent than prior years. As such, the composite results reflect rankings of 3.0 to 5.0.

Dimensions with a perfect (5.0) Strongly Agree Rating included only one, being:

- Segment of Commitment to Learners, Board monitor's effectiveness of the District in fulfilling its mission.

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

- Segments of Board Organization, related to:
 - Board meetings are conducted in an orderly, efficient and effective manner that provides sufficient time for discussion.
 - Board meeting allow appropriate input from constituencies.
 - Board works to achieve District's goals.
 - Board meetings comply with state laws.
 - Board operates without conflict of interest.
 - Members uphold the final majority decision of the board.
 - Board is appropriately involved in the accreditation process.
 - Board's knowledgeable about the culture, history, and values of the District.
- All segments of Commitment to Learners, except one ranked 3.8 and one 5.0.
- Segments of Constituency Interface, related to:
 - Board is knowledgeable about community and regional needs and expectations.
 - Board members maintain good relationships with community leaders.
 - Board members assist and support the District by attending community events.
 - Board supports the development of educational partnerships with community agencies, business and local government.
 - Board recognizes and celebrates positive accomplishments of the District's students, faculty and staff.
 - Board actively supports the District's foundation and fundraising efforts.
- Segments of Economic/Political System Interface except two ranked 3.8

- Segment of District Policy Leadership, related to Board discusses issues openly and actively seeks the view of college constituents.
- Segments of Management Oversight, related to:
 - Board provides a high level of support to the Chancellor.
 - Board annually evaluates the Chancellor in a manner consistent with AP 2435.
- Segments of Guardianship, except one that ranked 3.4

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

- Segments of Board Organization, related to:
 - Board operates as a unit.
 - Agenda items contain sufficient background and documentation for the Board’s review and decision.
 - Board understands its roles and responsibilities.
- Segment of Commitment to Learners, related to Board supports one student contract and a learner-centered curriculum
- Segments of Constituency Interface, related to:
 - Board helps educate the local community about community college needs and causes.
 - Board members support the development of programs in partnership with local K-12, and other educational entities.
 - Board members adhere to protocols for dealing with college and community citizens and the media.
- All segments of Community College System Interface.
- Segments of Economic / Political System Interface, related to:
 - Board is knowledgeable about national policy that affects the District.
 - Board agenda contains sufficient state policy issues facing the District.
- Segments of District Policy Leadership, except one that ranked 4.0.
- Segments of Management Oversight, related to:
 - Board and Chancellor have a positive and cooperative relationship.
 - Board maintains open communication with Chancellor.
 - Climate of mutual trust and respect exist between Board and Chancellor.
 - Board encourages professional growth of Chancellor.
 - Board is adequately informed about the important issues facing District.
 - Board has clear protocols for communicating with staff that include the Chancellor.
 - Board clearly delegates the administration of District to Chancellor.
 - Board sets clear expectations and goals for Chancellor.
- Segments of Guardianship, related to:
 - Board ensures that District budget reflects District’s mission and plans.
 - Board policies assure effective fiscal management and internal controls.

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

Summary of Results from Prior Year Assessment

Overall, the results of the 2016 Board Self-Assessment showed variations of nearly 72% of the dimensions to the prior year ranking. One ranking was 5.0, with 35 (51%) ranked between 4.0-4.9 and 33 (47%) ranked between 3.0 and 3.9. With the comparative ranking to the board’s assessment in 2015, it is easy to see areas where the board saw measureable (+0.4 or more points, shown with **blue numbers**) favorable advancements in certain dimensions; and conversely, dimensions where measureable reductions (-0.4 or more points shown in **red numbers**) in ranking from the board members for the past 12 months. This year’s rankings were comprised of a small number of increases in five (7%) and a number of reductions in 45 (64%) the seventy elements ranked. However, final numerical rankings show only one measurement.

Five dimensions received positive increases from 2015, and included most notably:

- Segments of Commitment to Learners, related to:
 - Board monitors the effectiveness of the District in fulfilling its mission.
 - Board receives information about students, educational programs, services and initiatives.
- Segment of Constituency Interface, related to Board is knowledgeable about community and regional needs and expectations.
- Segment of Economic/Political System Interface, related to Board attends national events on behalf of the interest of the District.

Several dimensions experience reduced rankings from 2015, and they included:

- Segments of Board Organization, related to:
 - Board operates as a unit.
 - Board works to achieve the District’s goals.
 - Board reviews the District’s mission statement on a regular basis.
 - Board is knowledgeable about the culture, history and values of the District.
- Segment of Commitment to Learners related to Board makes decisions based upon what is best for learner and the community.
- Segments of Constituency Interface, related to:
 - Board helps educate the local community about community college needs and causes.
 - Board supports the development of educational partnerships with community agencies, businesses and local government.
 - Board members support the development of programs in partnership with local USD and other educational institutions.

- Board members adhere to protocols for dealing with college and community citizens and the media.
- Board actively supports District's Foundation and fundraising efforts.
- All segments of Community College System Interface, except for one.
- Segment of Economic / Political System Interface, related to:
 - Board advocates with and interfaces with local, state and federal bodies.
 - Board is knowledgeable about national policy that affects the Board.
 - Board advocates District interest to state agencies and legislature.
 - Board helps educate state legislators about community college causes and District needs.
 - Board agendas contain sufficient state policy issues facing the District.
- All segments of District Policy Leadership, except for one.
 - Eight of nine elements decreased; with five of them decreased by -0.8 or more [including two that reduced by -1.4]
- All segments of Management Oversight, except for one.
 - Nine of 10 elements decreased, with all nine decreased by -0.8 or more; including two reduced by -1.4; two reduced by -1.2; and two by reduced by -1.0.
- All segments of Guardianship, except for one.

This year's rankings were largely either stable or declined over prior years with many decreasing at a larger rate beyond the -0.4 deviation from last year; particularly in District Policy Leadership, Management Oversight, and Guardianship.

Additionally, some areas show a spread of rankings (across three ranking levels or more). These marks individual rankings, or perceptions of board members which are not as congruent with one another. This year had the greatest number of splits at 44 (63%) with 13 (19%) of those being super splits (over 4 or more rankings). Dimensions that included rankings with large number of splits included; Board Organization (50%), Commitment to Learners (50%), Community College System Interface (100%), Economic/Political Leadership (67%), District Policy Leadership (89%), Management Oversight (90%), and Guardianship (56%). Of these splits, Management Oversight saw the majority of the splits to be super splits, as does Community College System Interface, and 50% of the splits in District Policy Leadership are super splits.

Similarly the dimensions with one ranking of four or more trustees indicate areas where the board, as members are primarily congruent with each other. Congruent rankings applied to only 7 of the 70 elements, and there were no clusters within any one dimension. This is the lowest rate of congruent ranking amongst board members in recent years. One of the seven elements ranked with congruent perceptions of the board members, also include a split ranking; that element being Community College System Interface – Board is aware of policies of state government and Chancellor's office and Board of Governors.

In June 2015, when the board reported out the result of the 2015 Self-Assessment, the Board planned to:

1. Continue to review, discuss, and monitor student success, particularly related to equity outcomes.
2. Engage in setting expectations and policy direction for district-wide planning.
3. Support and monitor progress toward achieving a strong identity as a multi-college district, with a “college-centric” philosophy.
4. Ensure the Board has ample opportunity to discuss and make recommendations (if needed) on state and national policy and legislative issues.
5. Expect and monitor ongoing attention to leadership development, including succession planning.
6. Review fiscal policies and budget parameters to ensure long-term fiscal stability.
7. Participate as appropriate in the Centennial/25 year celebrations.
8. Expect, support, and monitor implementation of a capital campaign.

This Summary is intended only to facilitate the board’s self-evaluation process and reporting of outcomes for the June Board meeting.