Riverside Community College District

2026 Board Self-Assessment

Summary Report

Prepared by the
Association of Community College Trustees



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ACCT appreciates the opportunity to assist the Riverside Community College District Board of Trustees with this process.

Should you have any questions, please contact Hollie Chessman at hchessman@acct.org or Teri Jacques at tjacques@acct.org.

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OVERVIEW OF BOARD SELF-ASSESSMENT PROCESS

The Association of Community College Trustees (ACCT) is pleased to assist the Riverside Community College District (RCCD) Board of Trustees with its 2026 self-assessment process. RCCD has six board members when the student trustee is included. Five trustees completed the assessment. Because the student trustee does not typically participate in the board self-assessment, these five responses represent 100 percent participation among the board members who normally complete the assessment; the response count does not indicate that a regular board member failed to participate. All responses have been anonymously tabulated. ACCT may have made minimal stylistic changes to comments to provide greater clarity, ensure confidentiality, protect the integrity of the process, and encourage positive and productive dialogue.

One goal of the Board Self-Assessment (BSA) is to strengthen the board's unique leadership role and partnership with the chancellor. Periodic board self-assessment provides an opportunity for trustees to review their roles and responsibilities, set standards, and clarify expectations. It can also demonstrate the board's continuing commitment to accountability and assessment for the RCCD community.

This summary report provides an overall assessment of the board as a unit and reinforces the role of the governing board. It also provides a profile of each trustee's response to every assessment item. Comparing these results shows where there is broad consensus while preserving each trustee's individual perspective when ratings differ from the board as a whole.

The BSA is designed to assess key characteristics of effective governance. The 2026 RCCD instrument includes 37 items across nine categories. Items are rated on a scale of 1 to 5, indicating the extent to which respondents agree or disagree. Comparative references in this report are to RCCD's 2019 assessment (which also had 100% completion), conducted seven years before the 2026 assessment.

Key Findings

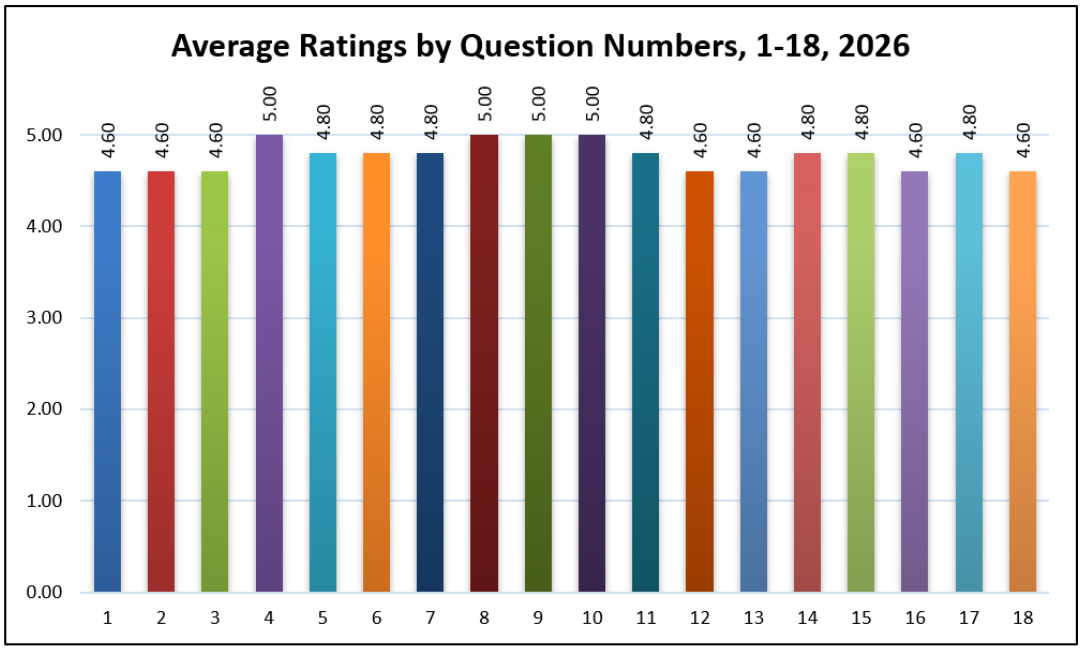
- The 2026 RCCD assessment averaged 4.72 across 37 items, up 0.14 points from 4.58 in 2019.
- Board-Chancellor Relations rated highest at 4.95; Board Organization, Advocating for the College, and Board Education rated lowest at 4.60.
- Overall, 98.9 percent of responses were rated 4 or 5, with no ratings of 1 or 2 and no "don't know" responses.
- Eight categories improved from 2019; comments highlighted RCCD's quality and growth while identifying Human Resources, meeting preparation, transparency, and oversight as areas for attention.

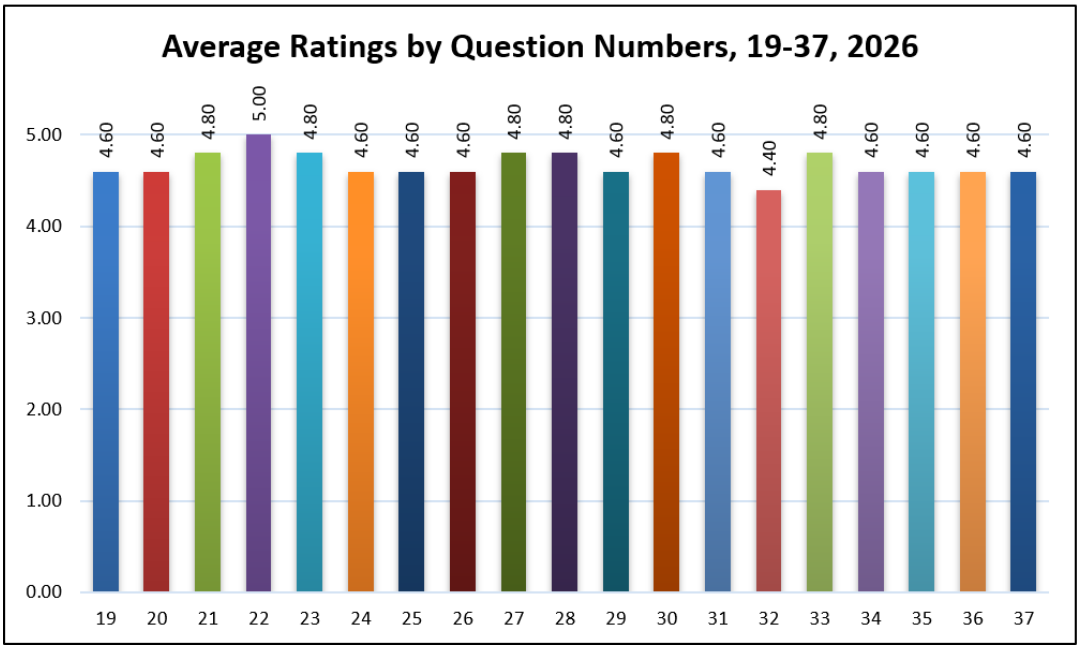
We hope this process will encourage discussion around areas where the board may want to direct its attention. In addition, we hope this activity will enhance board-chancellor and trustee-to-trustee relationships. Please note that ACCT does not allow any individuals or institutions to reproduce, distribute, or transmit in any form or by any means the self-assessment instrument, including photocopying, recording, or other electronic or mechanical methods.

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Highlights and Summary

The chart below displays the average rating for each of the 37 items in the 2026 RCCD assessment. The overall average was 4.72, compared with 4.58 in the 2019 assessment, an increase of 0.14 points. Item averages ranged from 4.40 to 5.00, and every item averaged at least 4.0. See Appendix A for the assessment instrument. Item numbers under each bar correspond to the question number.





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Highest and Lowest Rated Items

The tables below display the items with the highest and lowest average ratings. All 37 items (100 percent) averaged 4.0 or higher in 2026. Five items received the maximum average of 5.00, while the lowest-rated item averaged 4.40.

Three of the five highest-rated items were in Board-Chancellor Relations (items 8, 9, and 10); item 4 in Policy Role & Direction and item 22 in Standards for College Operations also averaged 5.00. The lowest-rated item was item 32, educating the local community about District needs and issues, at 4.40.

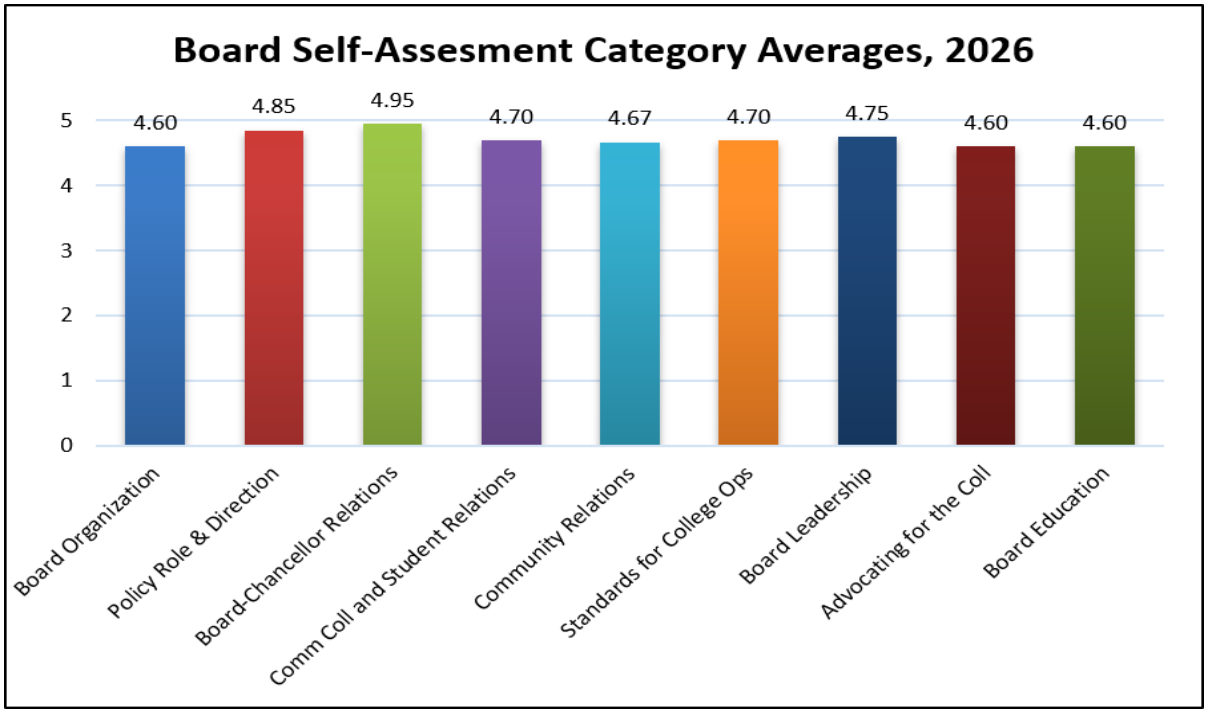
Highest Rated Items	AVG	Category
4. The board understands that one of its primary functions is to establish the policies governing the community college district, based on consideration of all pertinent perspectives.	**5.00**	Policy Role & Direction
8. The board provides the proper level of authority to the chancellor for administration of the District.	**5.00**	Board-Chancellor Relations
9. Board members respect the role of the chancellor as the link between the board and staff.	**5.00**	Board-Chancellor Relations
10. The board encourages the professional growth of the chancellor.	**5.00**	Board-Chancellor Relations
22. The board sets goals, priorities and action items that align with the mission.	**5.00**	Standards for College Operations

Lowest Rated Item	AVG	Category
32. The board helps educate the local community about District needs and issues.	**4.40**	Advocating for the College

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Category Averages

The chart below displays the 2026 average for each category, and the table compares category averages with 2019. Board-Chancellor Relations was highest at 4.95, followed by Policy Role & Direction at 4.85 and Board Leadership at 4.75. Board Organization, Advocating for the College, and Board Education were lowest at 4.60. Eight categories improved from 2019; Board Education showed the largest increase (+0.53), while Board Organization declined by 0.30 points.



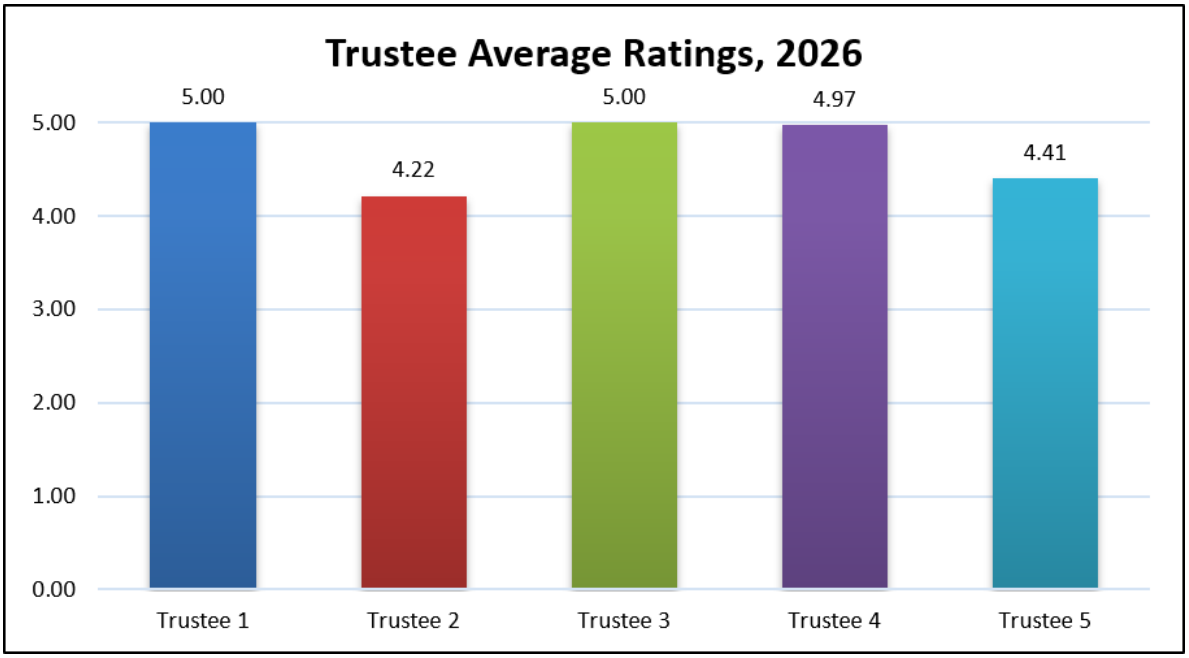
Category	2019	2026	Diff
Board-Chancellor Relations	4.75	**4.95**	0.20
Policy Role & Direction	4.80	**4.85**	0.05
Board Leadership	4.47	**4.75**	0.28
Comm Coll and Student Relations	4.68	**4.70**	0.02
Standards for College Ops	4.50	**4.70**	0.20
Community Relations	4.60	**4.67**	0.07
Board Organization	4.90	**4.60**	-0.30
Advocating for the Coll	4.25	**4.60**	0.35
Board Education	4.07	**4.60**	0.53

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Individual Trustee Averages

Five trustees completed the 2026 assessment, representing 100 percent participation among the board members who normally complete it; the student trustee does not typically participate. Individual trustee averages ranged from 4.22 to 5.00. Two trustees averaged 5.00, and the remaining averages were 4.97, 4.41, and 4.22. The 0.78-point range reflects consistently favorable ratings overall, with some variation in the degree of agreement.

You can see the individual ratings for each item on pages 10-27.

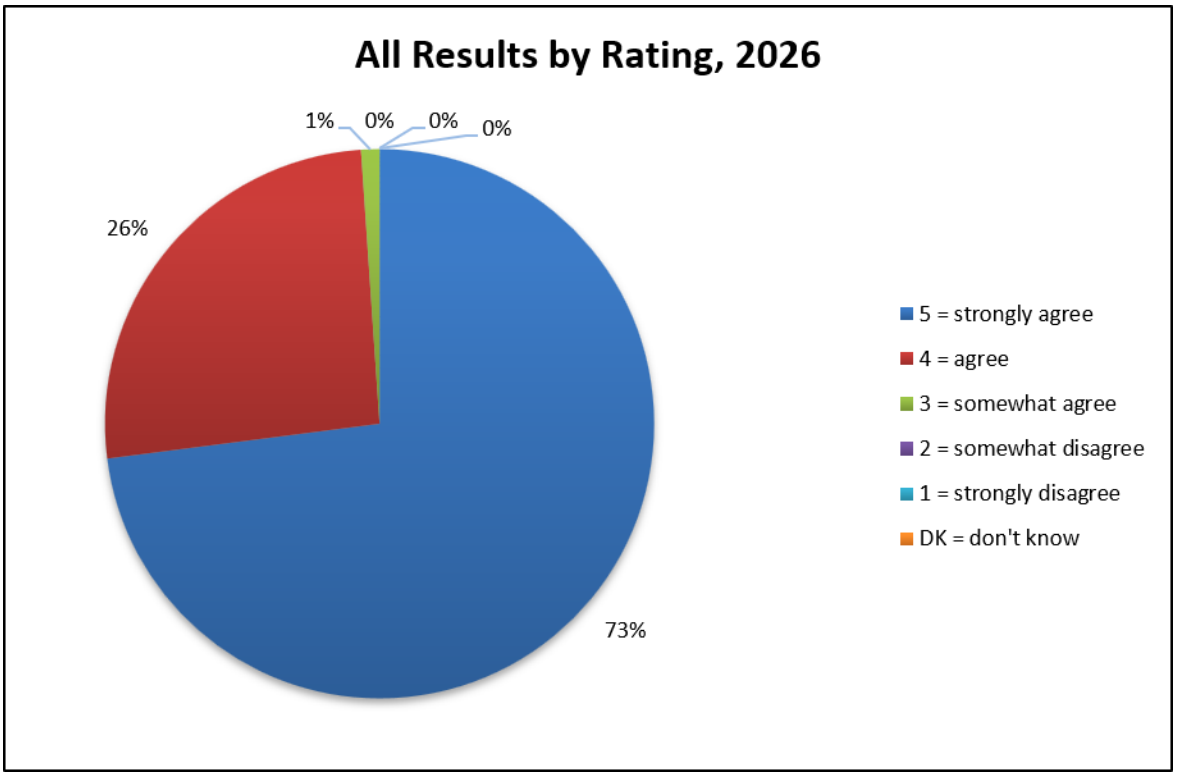


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Breakdown of Responses by Rating

The chart below displays the percentage distribution of all 185 ratings submitted in the 2026 RCCD assessment.

Of the 185 responses, 135 (73.0 percent) were rated "5" (Strongly Agree) and 48 (25.9 percent) were rated "4" (Agree). Together, ratings of 4 or 5 accounted for 183 responses, or 98.9 percent. The remaining two responses (1.1 percent) were rated "3" (Somewhat Agree). Respondents did not select 1 or 2 and "Don't Know."



Rating	# of Responses	% of Responses
5 = strongly agree	135	73%
4 = agree	48	26%
3 = somewhat agree	2	1%
2 = somewhat disagree	0	0%
1 = strongly disagree	0	0%
DK = don't know	0	0%
Total	185	100%

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Results by Topic

Throughout the following section, each category includes charts showing the 2026 item averages and individual trustee ratings. The accompanying table reports each item's 2019 and 2026 averages and the seven-year difference.

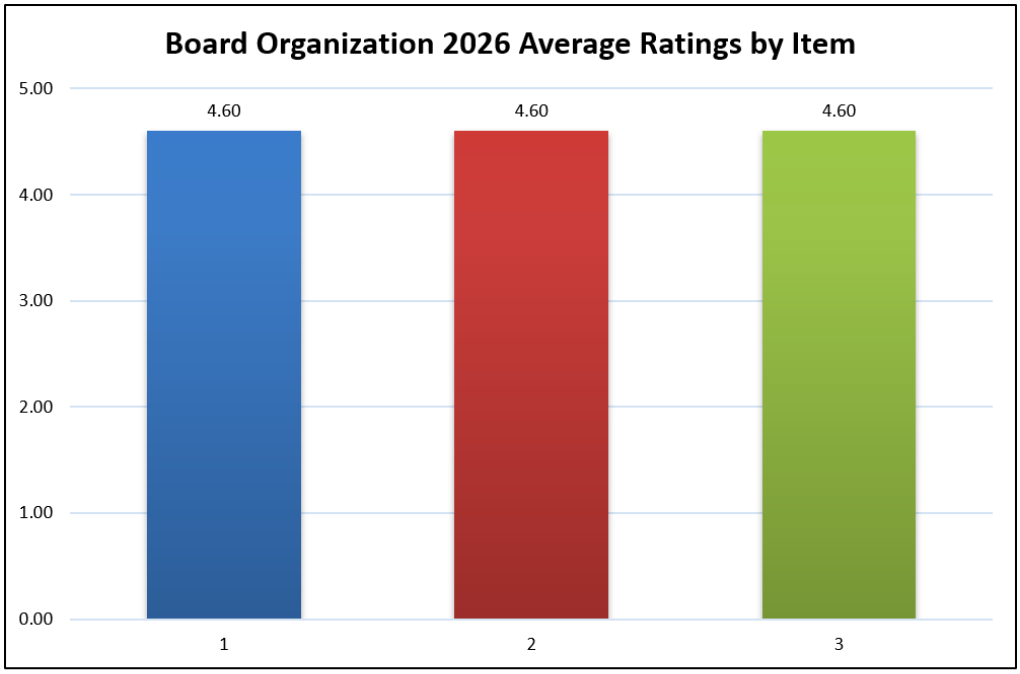
Trustee ratings were strongly positive across all nine categories. The category notes identify meaningful differences between 2019 and 2026 and highlight the highest- and lowest-rated items within each topic.

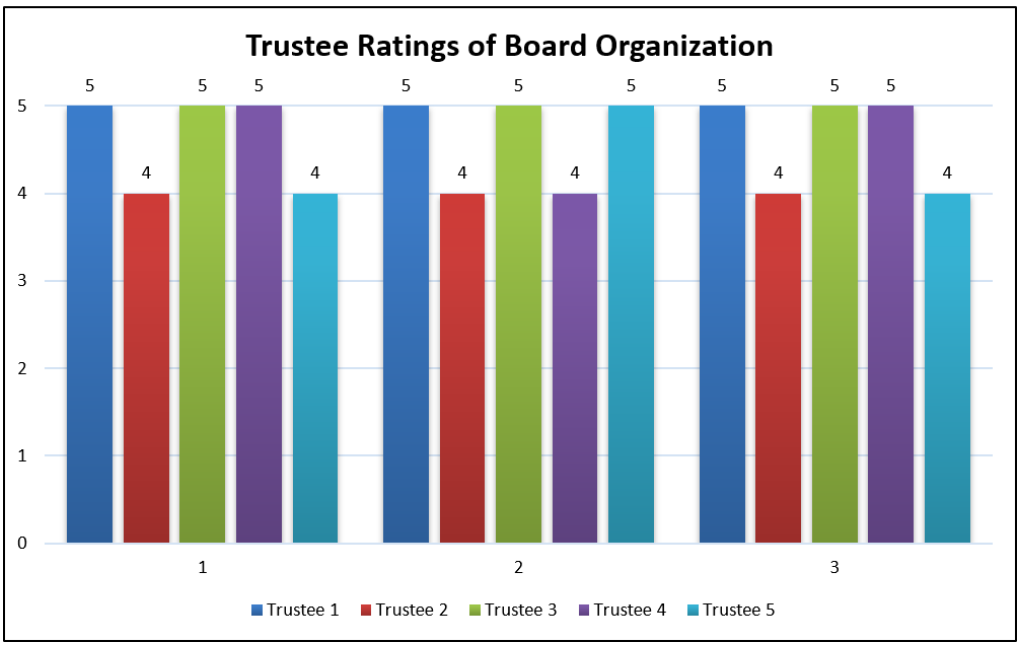
Trustee comments are verbatim (except for grammatical edits) and areas that may need to be addressed or offer recommendations are highlighted.

Board Organization	2019	2026	Diff
1. Board meetings are conducted in such a manner that the purposes are achieved effectively and efficiently.	4.80	**4.60**	-0.20
2. Board members are given timely and adequate background information on the issues they are requested to make decisions about.	4.80	**4.60**	-0.20
3. Board members make decisions after thorough discussion and exploration of many perspectives.	4.80	**4.60**	-0.20

Data Notes
Board Organization averaged 4.60 in 2026, down 0.30 points from 4.90 in 2019. Each of the three items averaged 4.60 and declined by 0.20 points, indicating a consistent response pattern across meeting effectiveness, background information, and deliberation.

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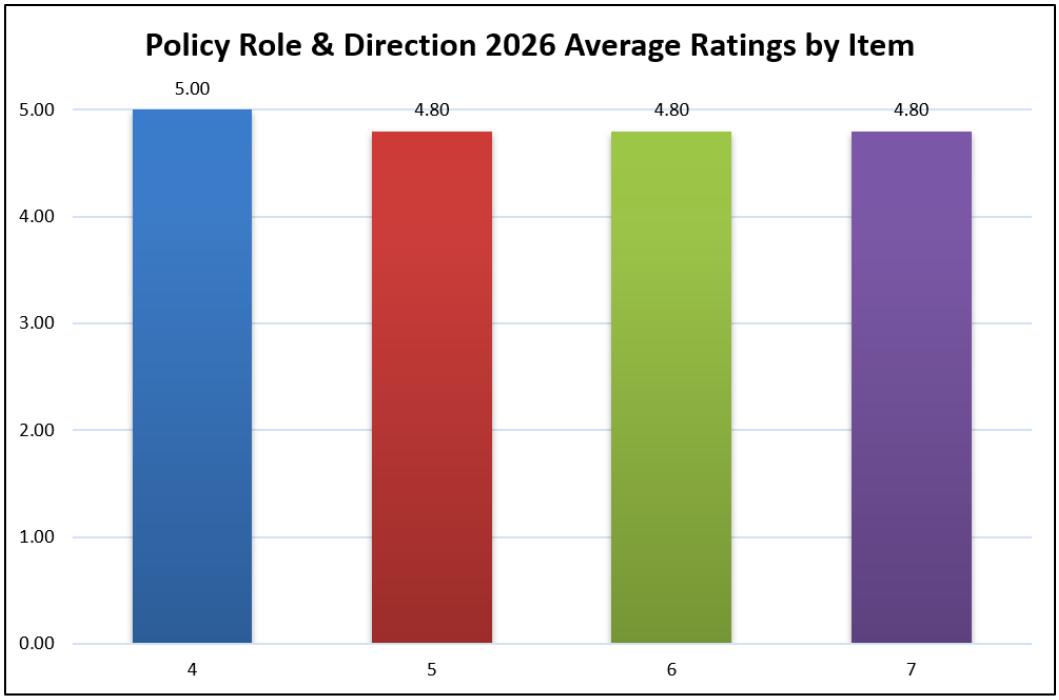
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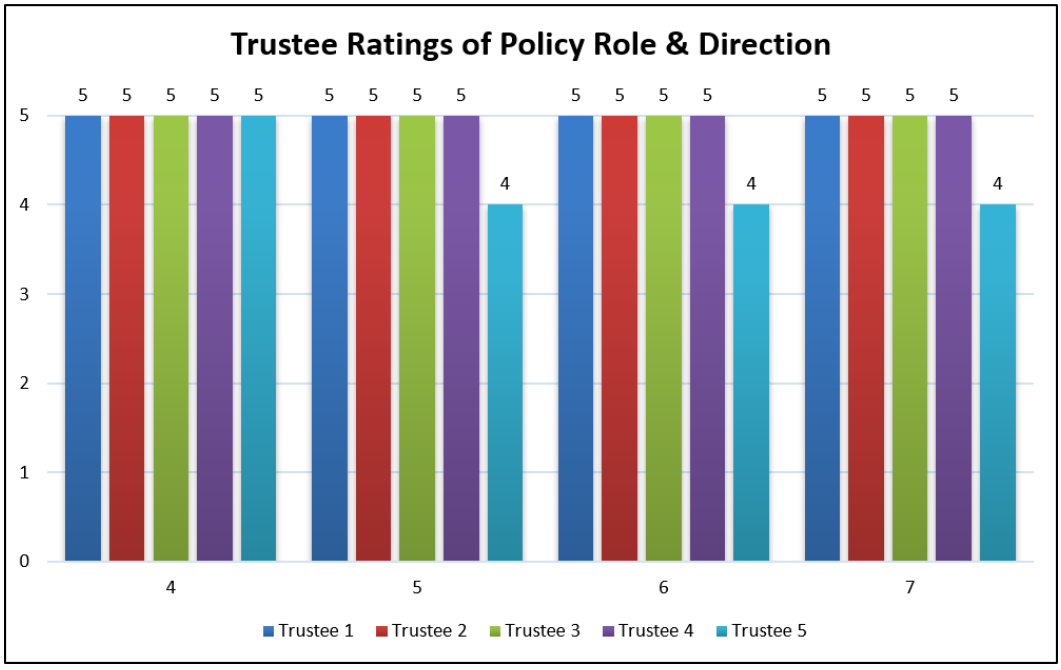
Policy Role & Direction	2019	2026	Diff
4. The board understands that one of its primary functions is to establish the policies governing the community college district, based on consideration of all pertinent perspectives.	4.60	**5.00**	0.40
5. The board spends sufficient time discussing the future direction of the District.	4.40	**4.80**	0.40
6. The board adopts policies that guide the administration of the District and monitors compliance while leaving the day-to-day operations of the District to the chancellor.	4.60	**4.80**	0.20
7. The board has ensured that the mission and goals are sufficiently stated to be responsive to current and future community needs.	4.80	**4.80**	0.00

Data Notes

Policy Role & Direction averaged 4.85 in 2026, up 0.05 points from 4.80 in 2019. Item 4 was highest at 5.00 (+0.40); items 5, 6, and 7 each averaged 4.80, with item 7 unchanged from 2019.

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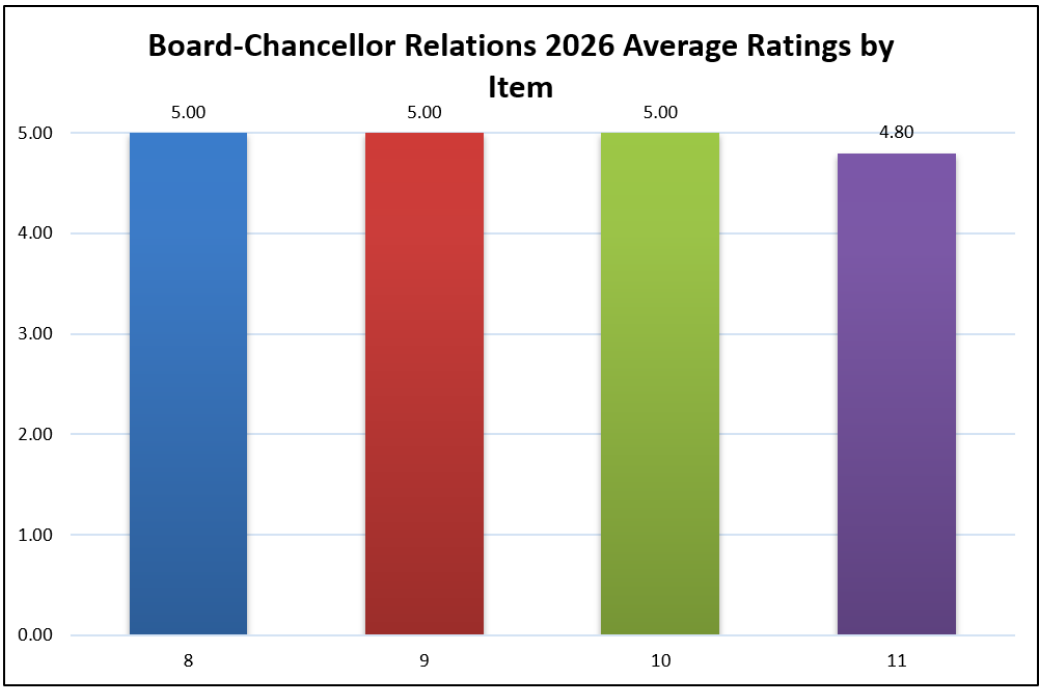
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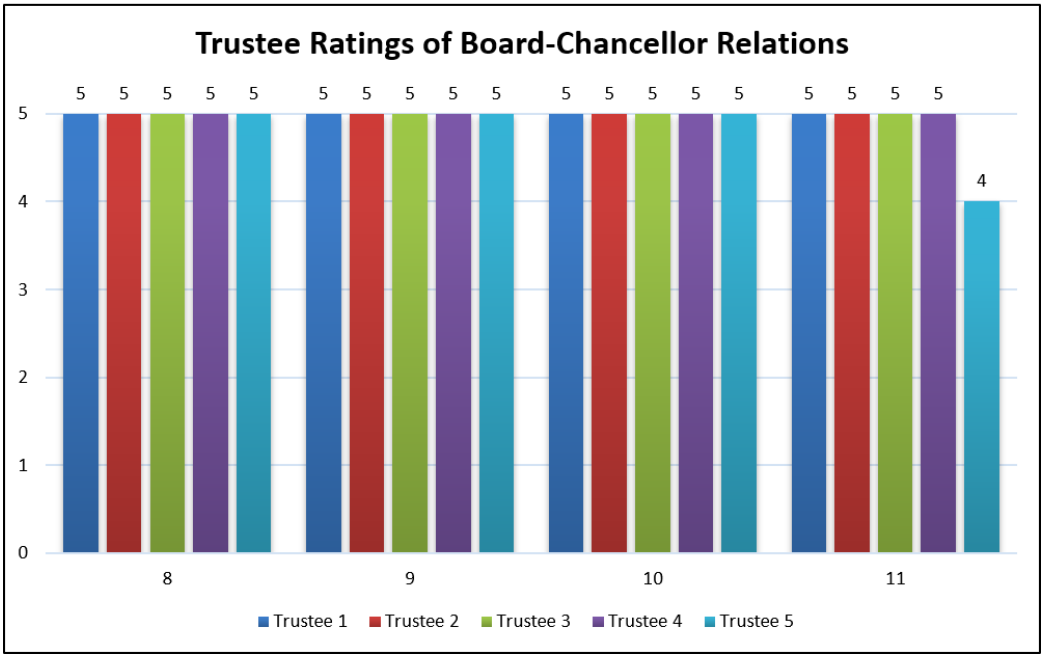
Board-Chancellor Relations	2019	2026	Diff
8. The board provides the proper level of authority to the chancellor for administration of the District.	4.80	**5.00**	0.20
9. Board members respect the role of the chancellor as the link between the board and staff.	4.80	**5.00**	0.20
10. The board encourages the professional growth of the chancellor.	5.00	**5.00**	0.00
11. Board members are adequately prepared to address important issues facing the District.	4.40	**4.80**	0.40

Data Notes

Board-Chancellor Relations was the highest-rated category in 2026 at 4.95, up 0.20 points from 4.75 in 2019. Items 8, 9, and 10 each averaged 5.00; item 11 was lowest at 4.80 but improved by 0.40 points from 2019. Responses were nearly unanimous at the top of the scale.

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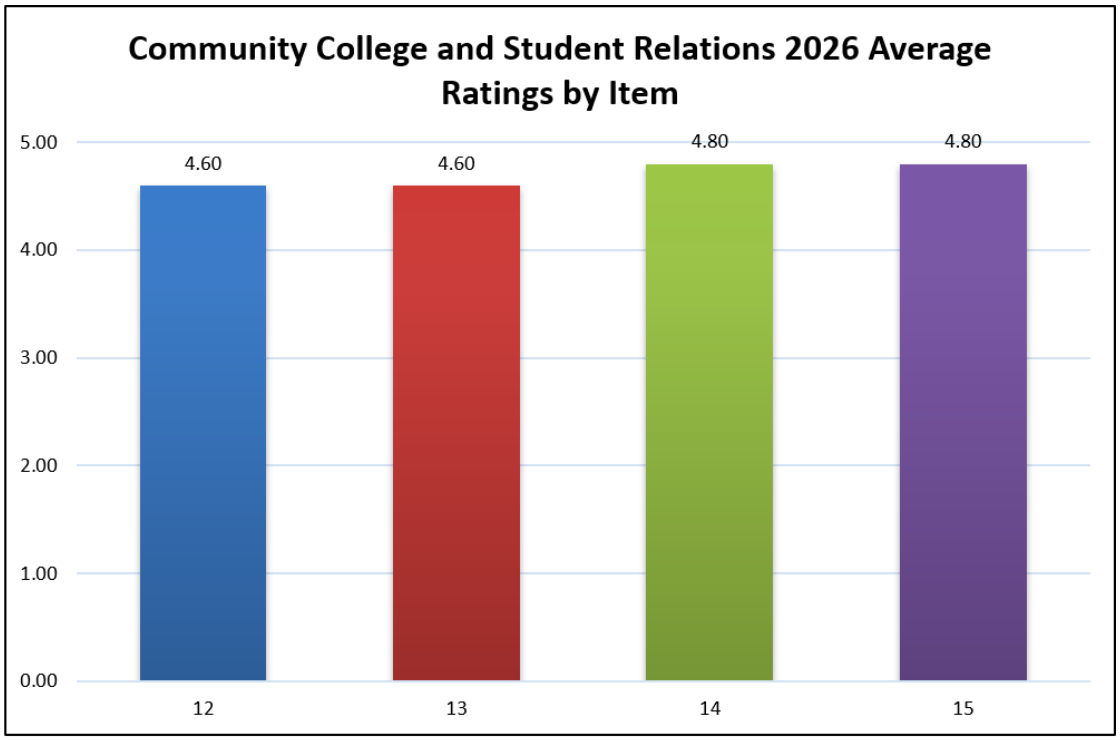
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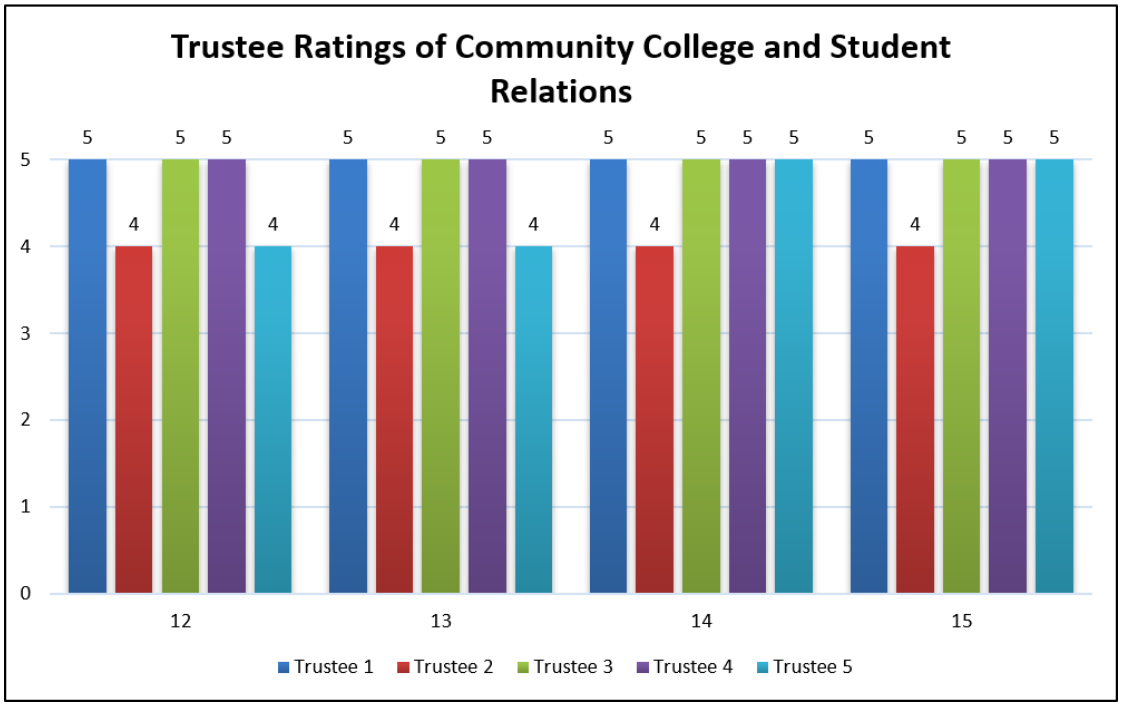
Community College and Student Relations	2019	2026	Diff
12. Board members show support for student and employee achievements by recognizing them during meetings and attending awards celebrations.	5.00	**4.60**	-0.40
13. Board members support the programs and activities of the District by attending the various District events.	5.00	**4.60**	-0.40
14. Transparency of board actions and materials is important to board members.	4.80	**4.80**	0.00
15. The board is sensitive to the concerns of students and employees while maintaining impartiality.	4.80	**4.80**	0.00

Data Notes

Community College and Student Relations averaged 4.70 in 2026, a slight 0.02-point increase from 4.68 in 2019. Items 14 and 15 were highest at 4.80 and unchanged; items 12 and 13 averaged 4.60, each 0.40 points below 2019. Overall, ratings remained strongly favorable.

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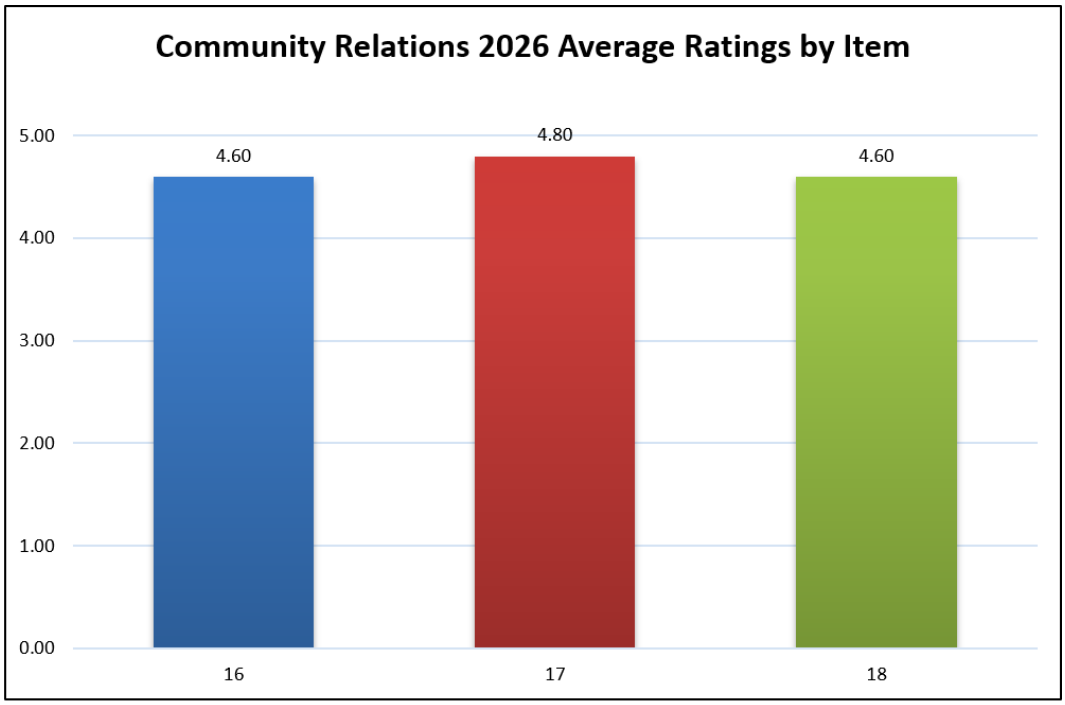
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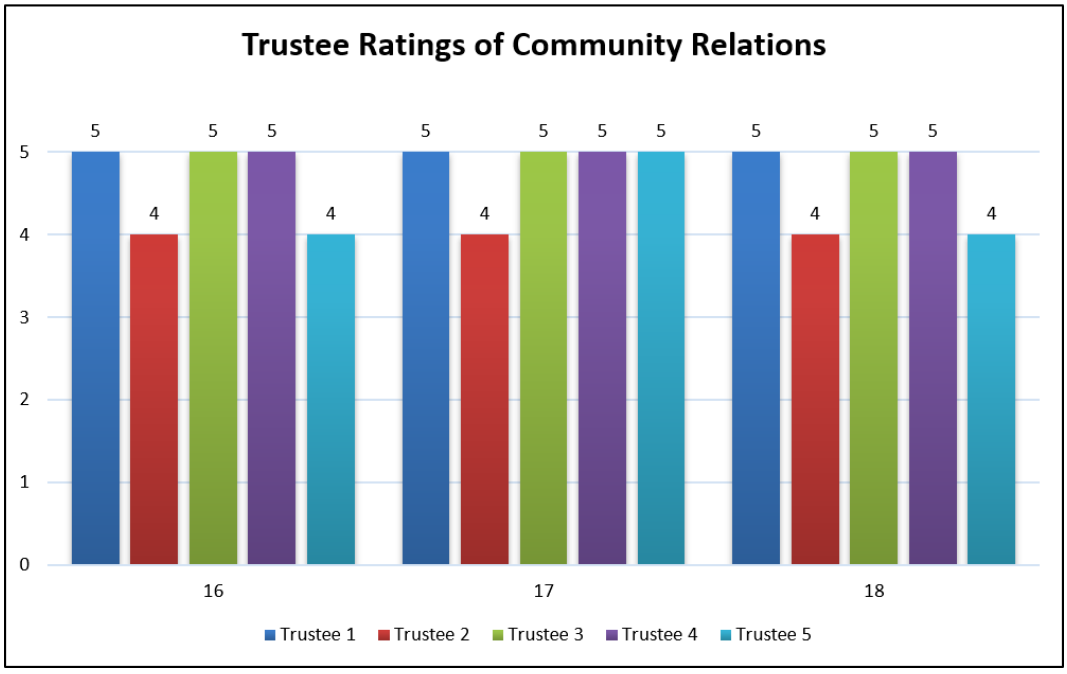
Community Relations	2019	2026	Diff
16. The board is knowledgeable about community and regional needs and expectations.	4.60	**4.60**	0.00
17. Board members keep the chancellor informed of community contacts and issues.	4.60	**4.80**	0.20
18. The board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.	4.20	**4.60**	0.40

Data Notes

Community Relations averaged 4.67 in 2026, up 0.07 points from 4.60 in 2019. Item 17 was highest at 4.80 (+0.20); items 16 and 18 averaged 4.60, with item 18 improving by 0.40 points and item 16 unchanged.

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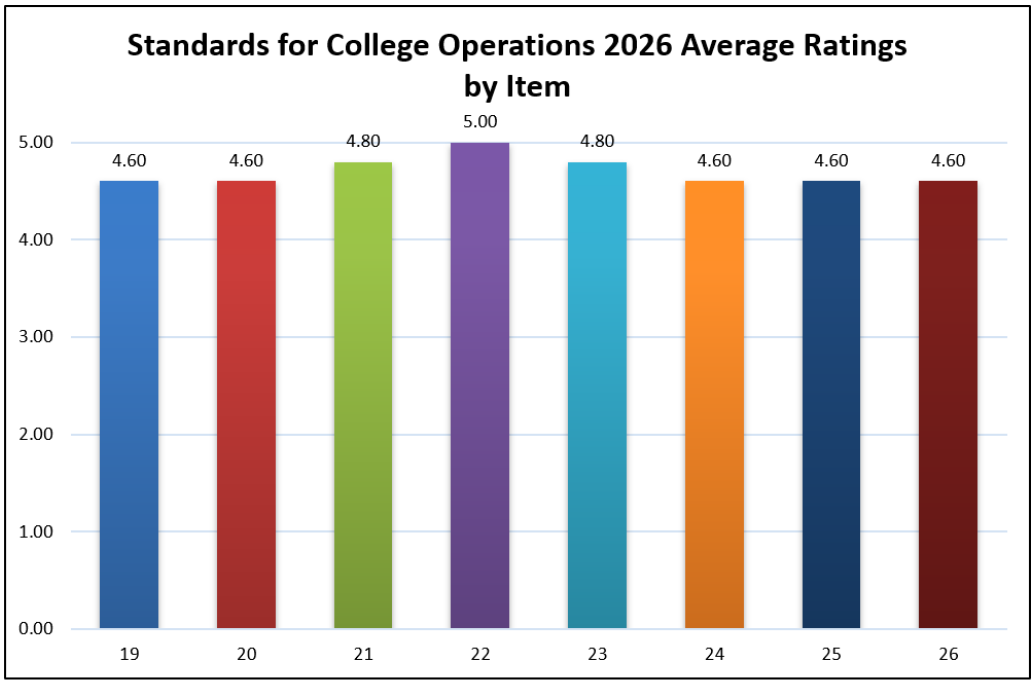
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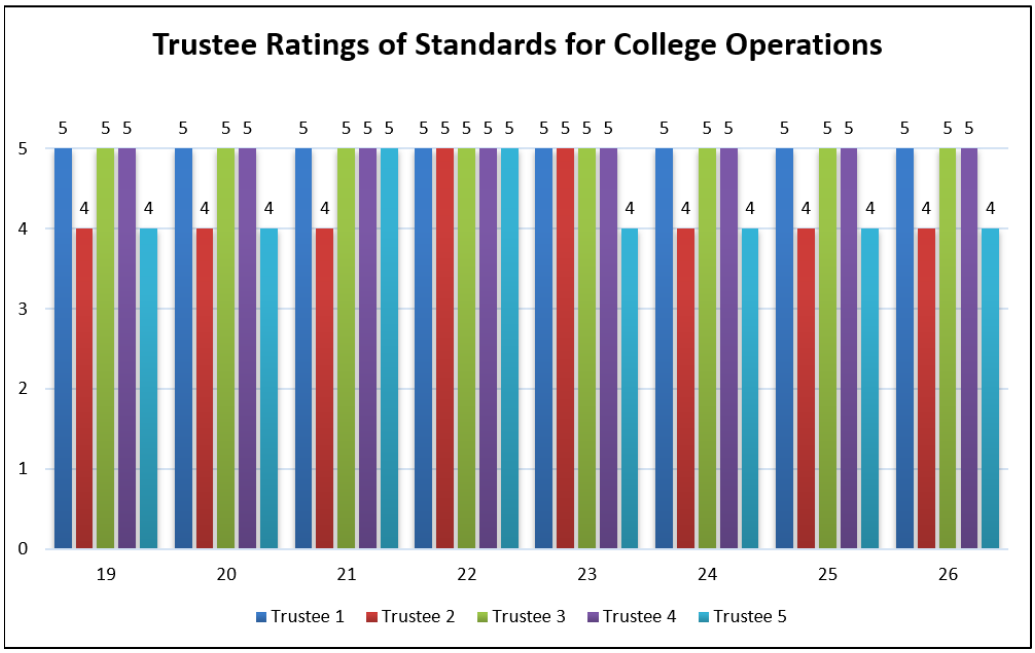
Standards for College Operations	2019	2026	Diff
19. The board is knowledgeable about the college's educational programs/services.	4.60	**4.60**	0.00
20. The board assures that the budget reflects college priorities in the mission and goals.	4.60	**4.60**	0.00
21. The board engages in effective planning.	4.60	**4.80**	0.20
22. The board sets goals, priorities and action items that align with the mission.	4.60	**5.00**	0.40
23. The board sets suitable goals for the chancellor that align with the mission.	4.80	**4.80**	0.00
24. Board policies adequately address parameters for facilities maintenance and appearance.	4.60	**4.60**	0.00
25. The board is aware of the college's funding structure.	4.80	**4.60**	-0.20
26. The board has policies that require adequate participation in decision-making within the institution.	4.80	**4.60**	-0.20

Data Notes

Standards for College Operations averaged 4.70 in 2026, up 0.20 points from 4.50 in 2019. Item 22 was highest at 5.00 (+0.40). Items 21 and 23 averaged 4.80; items 19, 20, 24, 25, and 26 averaged 4.60. Items 25 and 26 declined by 0.20 points, while four items were unchanged.

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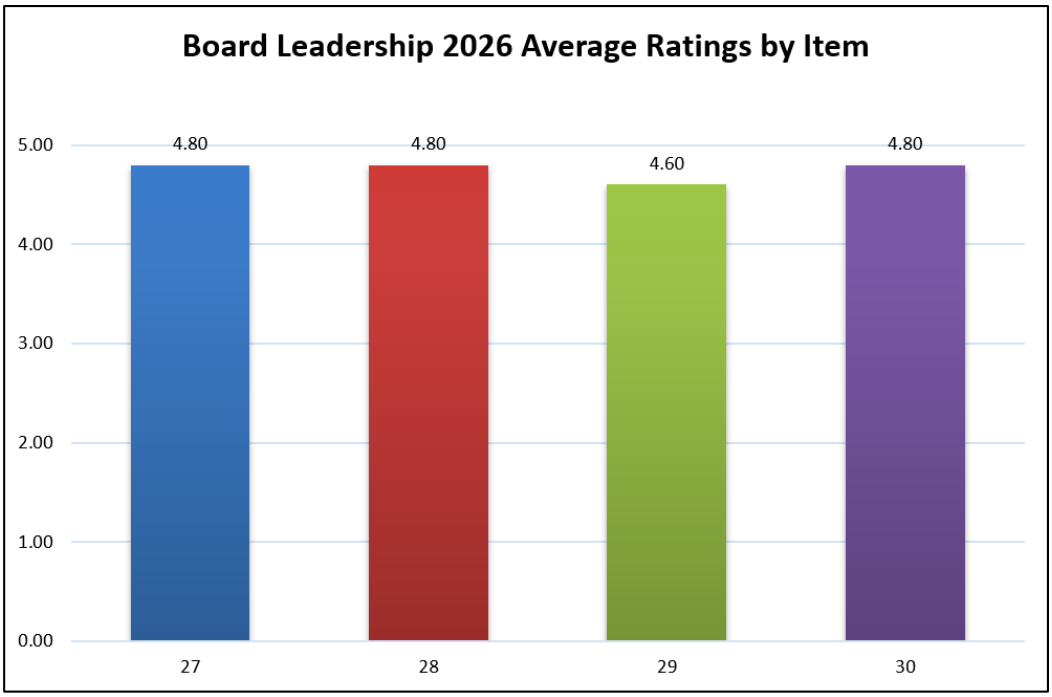
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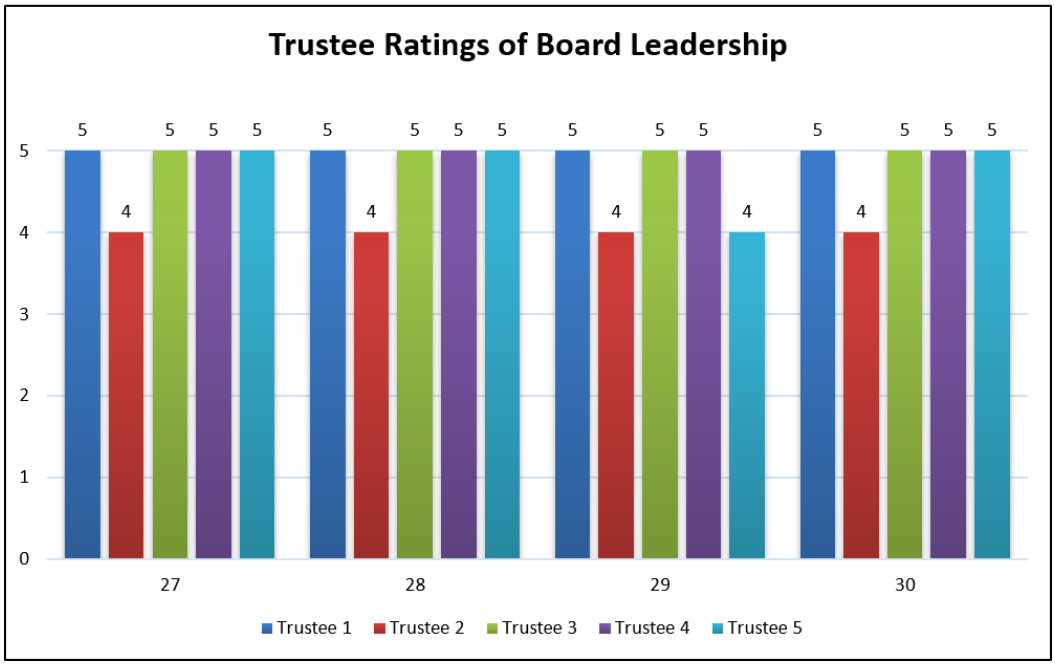
Board Leadership	2019	2026	Diff
27. Through its behavior, the board has set a positive example for the chancellor and other employees.	4.40	**4.80**	0.40
28. The board bases its decisions upon all available facts in each situation.	4.80	**4.80**	0.00
29. Once a decision is made, board members cease debate and uphold the decision of the board.	4.00	**4.60**	0.60
30. The board is willing to re-evaluate decisions when necessary.	4.80	**4.80**	0.00

Data Notes

Board Leadership averaged 4.75 in 2026, up 0.28 points from 4.47 in 2019. Items 27, 28, and 30 were highest at 4.80. Item 29 was lowest at 4.60, but its 0.60-point increase was the category's largest improvement.

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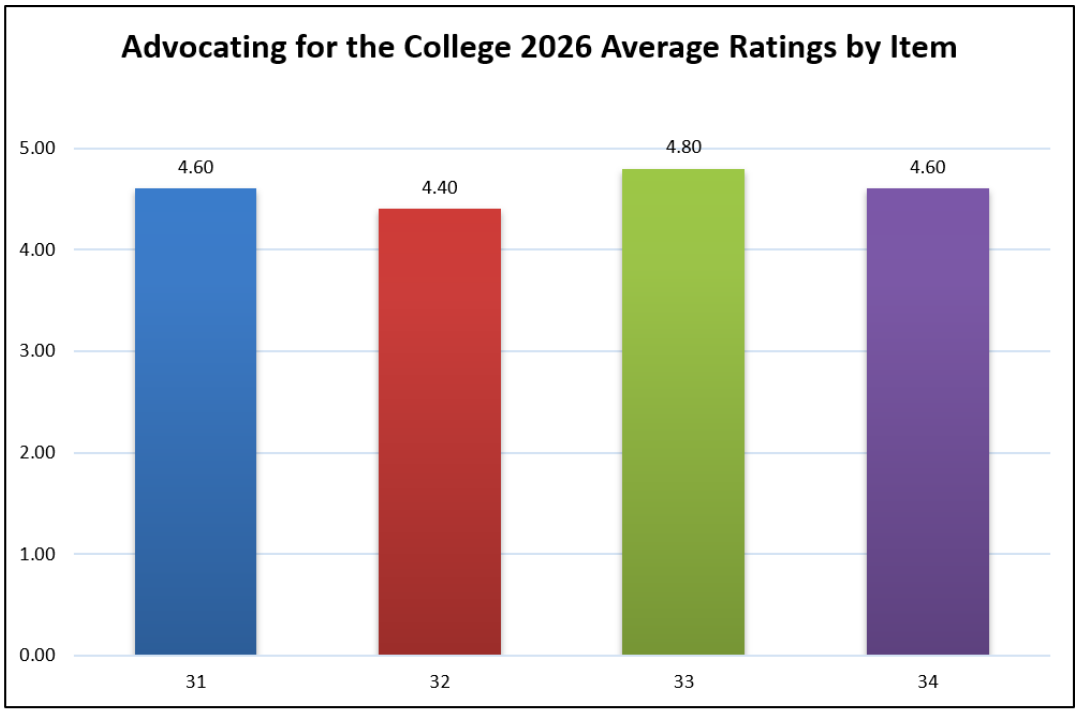
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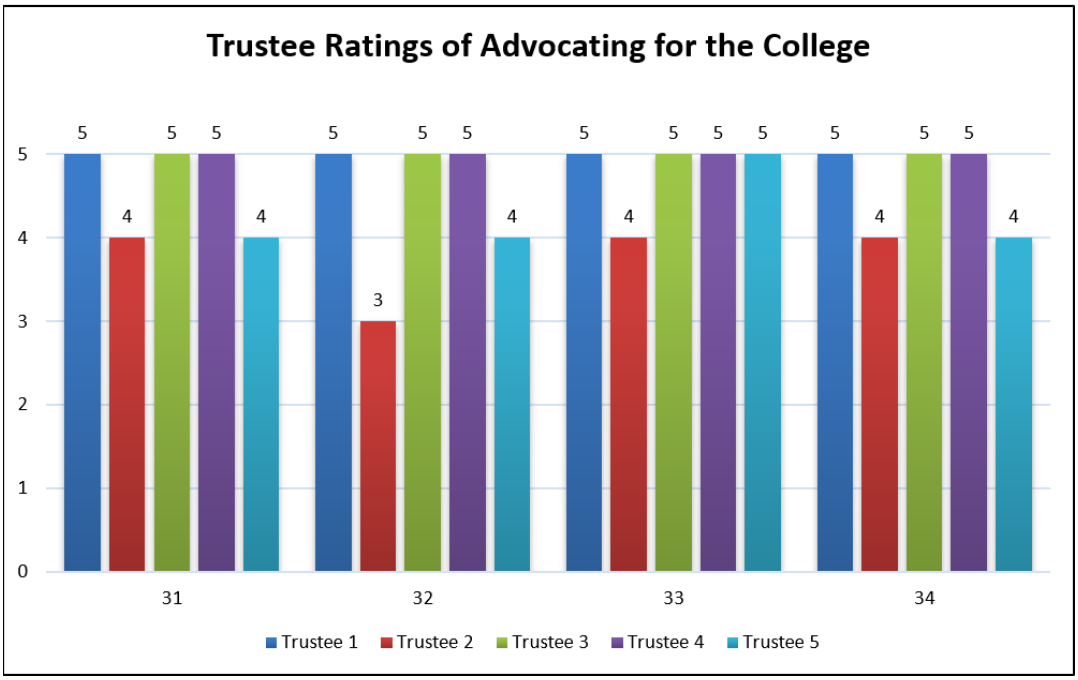
Advocating for the College	2019	2026	Diff
31. Board agendas include sufficient legislative and state policy issues facing the District.	4.00	**4.60**	0.60
32. The board helps educate the local community about District needs and issues.	4.40	**4.40**	0.00
33. The board advocates college interests to state and national agencies and legislators.	4.40	**4.80**	0.40
34. The board actively supports the District's foundation and fundraising efforts.	4.20	**4.60**	0.40

Data Notes

Advocating for the College averaged 4.60 in 2026, up 0.35 points from 4.25 in 2019. Item 33 was highest at 4.80 (+0.40); item 32 was lowest at 4.40 and unchanged. Items 31 and 34 each averaged 4.60, improving by 0.60 and 0.40 points, respectively.

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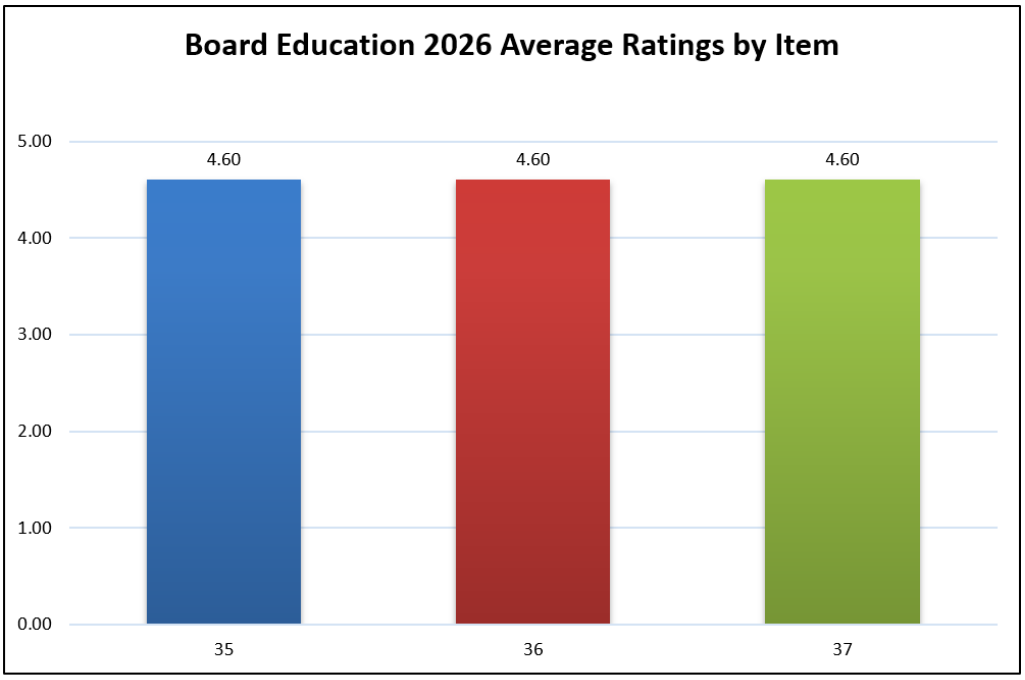
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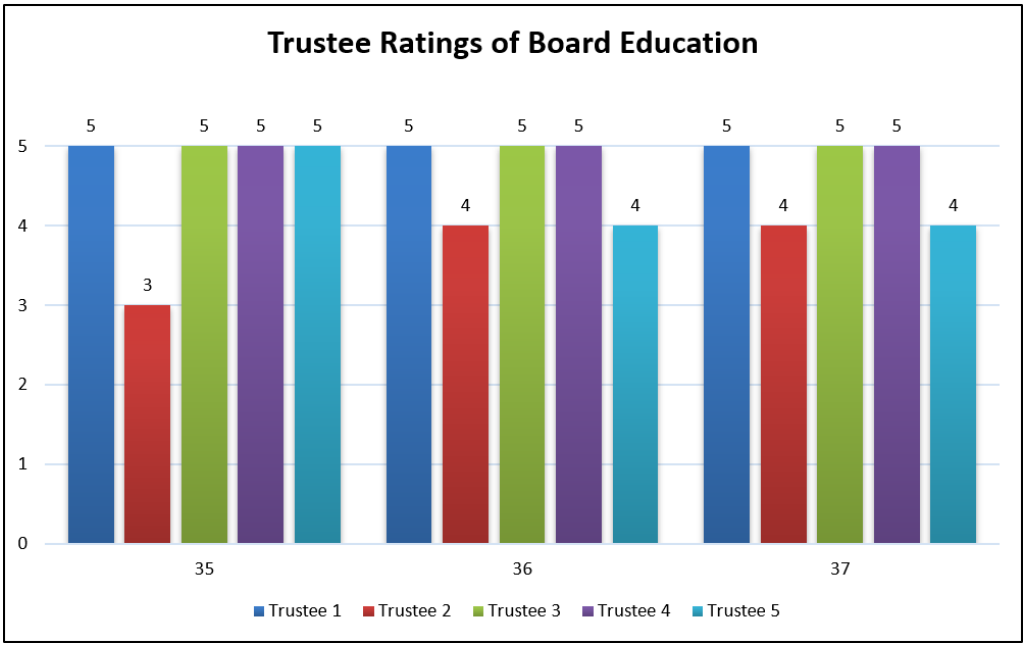
Board Education	2019	2026	Diff
35. Board members are engaged in a continuous process of training and development.	3.60	**4.60**	1.00
36. The board is knowledgeable about major social and economic trends and issues that affect the institution.	4.00	**4.60**	0.60
37. Sufficient resources are allocated for board members to attend conferences and community events upon invitation.	4.60	**4.60**	0.00

Data Notes

Board Education averaged 4.60 in 2026, up 0.53 points from 4.07 in 2019, the largest category increase. All three items averaged 4.60. Item 35 improved by 1.00 point, item 36 by 0.60 points, and item 37 was unchanged.

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Open-Ended Items

As a trustee, I am most pleased about:
Trustees expressed pride in RCCD's educational quality, program and facility growth, responsiveness to change, regional leadership, and the mutual respect among board members.

- Following through on our commitments to the community, specifically expansion of programs, growth of the physical footprint of the district and playing the role of leader in the region for how a community college district should serve its community.
- The collective respect the trustees have for one another. Even though we may not agree politically, we respect the other's position and rarely bring negativity to the board table. ...the continued progress of the District in providing excellent, affordable education, whether through ADTs or CTE, to our communities.
- Our ability to manage change and adapt to stress that impact our students.
- The level of excellence at all levels of the District.

As a trustee, I have concerns about:
Concerns centered on Human Resources capacity, meeting attentiveness, advance briefing on agenda items, financial stability, and the need to manage personnel-related risks.

- Our Human Resources Department. Trustees listening and being attentive during the meeting and especially when we have guest speakers or public comments. I don't believe we should be on cell phones or other distractions when people expect us to be listening to them when they speak. In maintaining the continuity of the district's needs, we must ensure a strong Human Resources department that can keep up with the high demands of a large district, with constant activity in its employment ranks. I believe an overall audit of Human Resources might be in order so that administration can have a clear assessment of what is going on and what the needs are for district. This might help to address the increase in closed session items that result in lawsuit settlements involving employment.
- I have no outstanding serious concerns. If I had, I would have raised them with the chancellor.
- Any agenda item that is a surprise or is not fully briefed in advance is of concern to me. The last couple of meetings have contained items that were not fully briefed in advance, and the board conversations were somewhat tense.
- Keeping the level of income at the current level.

I recommend that the board have the following goals for the coming year:
Suggested goals included strengthening Human Resources, ensuring a transparent chancellor transition and bond reporting, continuing program and facility expansion, improving legal and personnel briefings, and exploring selected bachelor's degrees.

- Take a deep look and strategic plan for how we will improve this key department in our district.
- A smooth transition of the Chancellor position. A transparent process where all district and community people understand what has happened and how we are moving forward. This is our opportunity to once again showcase the district and all that it has to offer the region. We should take advantage of that opportunity.
- We should ensure that the district is kept informed of the advances of projects under our Bond Measure.

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- The community should continue to feel a part of the process, since they are the ones paying for the results. We should continue to enhance our CTE programs with special emphasis of the Jurupa Valley IETTC and the additional site at Perris. We should move forward with the plans to establish the Ben Clark Training Center into the College of Public Safety. Law Enforcement is seeing changes on a national level, that needs continued support toward educational and academic upgrade.
- Frankly, I do not believe we need new goals. I believe we should continue the current course of expanding opportunities through our expansion/construction plans, and continuing to preserve our emphasis on diversity, equity, and inclusion.
- Establish a policy to ensure the board is briefed annually on all outstanding legal actions especially as related to personnel. Establish a policy to ensure the board is briefed on all staff layoffs as related to grant funding that may impact strategic goals, such as improving student achievement or reducing time to graduate.
- Attempting to issue bachelor's degrees in certain areas, such as nursing.

What are areas where you might need additional assistance, training, or support?
Support needs focused on timely updates about changing laws and policies, continued budget and bond oversight, transparent communication, and targeted assistance from the chancellor's office as needed.

- Continued updating of the changing laws and policies that affect our roles. For example, changes in the Brown Act when they happen are highly important and should be brought to us when they happen. Sometimes unless we attend the conferences, we may not be aware of those changes. We should maintain a constant oversight of the budget, especially due to the large Measure Bond money. If we need to increase the reporting out of this item, we should consider the increase. Transparency is highly important so that the community is made aware of what is happening along the way. Open communication is key.
- There are no particular areas that come to mind. I have always sought assistance, if needed, from the chancellor's office.
- We are a great District, respected and admired. We just have a few housekeeping areas to clear up.

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Notes

Thank you for choosing ACCT to coordinate your assessment process.

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Appendix A – The Assessment Questions

1. **Board Organization**
2. Board meetings are conducted in such a manner that the purposes are achieved effectively and efficiently."
3. Board members are given timely and adequate background information on the issues they are requested to make decisions about.
4. Board members make decisions after thorough discussion and exploration of many perspectives.

   Policy Role & Direction
5. The board understands that one of its primary functions is to establish the policies governing the community college district, based on consideration of all pertinent perspectives.
6. The board spends sufficient time discussing the future direction of the District.
7. The board adopts policies that guide the administration of the District and monitors compliance while leaving the day-to-day operations of the District to the chancellor.
8. The board has ensured that the mission and goals are sufficiently stated to be responsive to current and future community needs.

   Board-Chancellor Relations
9. The board provides the proper level of authority to the chancellor for administration of the District.
10. Board members respect the role of the chancellor as the link between the board and staff.
11. The board encourages the professional growth of the chancellor.
12. Board members are adequately prepared to address important issues facing the District.

    Community College and Student Relations
13. Board members show support for student and employee achievements by recognizing them during meetings and attending awards celebrations.
14. Board members support the programs and activities of the District by attending the various District events.
15. Transparency of board actions and materials is important to board members.
16. The board is sensitive to the concerns of students and employees while maintaining impartiality.
17. Community Relations
18. The board is knowledgeable about community and regional needs and expectations.
19. Board members keep the chancellor informed of community contacts and issues.
20. The board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.

    Standards for College Operations
21. The board is knowledgeable about the college's educational programs/services.
22. The board assures that the budget reflects college priorities in the mission and goals.
23. The board engages in effective planning.
24. The board sets goals, priorities and action items that align with the mission.
25. The board sets suitable goals for the chancellor that align with the mission.
26. Board policies adequately address parameters for facilities maintenance and appearance.
27. The board is aware of the college's funding structure.
28. The board has policies that require adequate participation in decision-making within the institution.

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Board Leadership

29. Through its behavior, the board has set a positive example for the chancellor and other employees.
30. The board bases its decisions upon all available facts in each situation.
31. Once a decision is made, board members cease debate and uphold the decision of the board.
32. The board is willing to re-evaluate decisions when necessary.

Advocating for the College

33. Board agendas include sufficient legislative and state policy issues facing the District.
34. The board helps educate the local community about District needs and issues.
35. The board advocates college interests to state and national agencies and legislators.
36. The board actively supports the District's foundation and fundraising efforts.

Board Education

37. Board members are engaged in a continuous process of training and development.
38. The board is knowledgeable about major social and economic trends and issues that affect the institution.
39. Sufficient resources are allocated for board members to attend conferences and community events upon invitation.

Open Ended Questions

40. As a trustee, I am most pleased about:
41. As a trustee, I have concerns about:
42. I recommend that the board have the following goals for the coming year:
43. What are areas where you might need additional assistance, training, or support?

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