

Institutional Analysis of Standard IV Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IVA Decision-Making Roles and Processes

IVA.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Description

In order to encourage innovation leading to institutional excellence, the College's institutional leaders collaborate to develop a college-wide decision-making process through shared governance. Employees and students communicate and improve college programs, services and student success. Authorities, responsibilities and processes are implemented and outlined in BP/AP1201 [[IVA.1-01](#), [IVA.1-02](#)]. BP 1201 and AP 1201 provide structure and authority for processes as evidenced in College Council and Shared Governance, such as the Finance/Budget and Planning committee, Student Support and Success Committee and the Academic Senate committees and other institutional processes, including Educational Master Plan, focus groups and college community forums [[IVA.1-03](#), [IVA.1-04](#), [IVA.1-05](#)].

College-wide committees (AP 1201)

- Committees are established according to California Education Code, District vision and goals, and State and Federal legislative directives.
- Meetings are public; individuals and groups request permission to speak and are heard; written meeting minutes are disseminated for all standing committees; appointees are responsible for keeping respective groups informed of proceedings and recommendations; appointees' professional responsibilities are to attend meetings and contribute.

- Nine standing committees include at least two representatives from faculty, Academic Senate, classified staff, CSEA (California State Employees Association), students, ASB Council, classified management, and educational administrators.
- The committees are: Diversity, Environmental, & Health & Safety, Facilities, Finance/Budget & Planning, Institutional Effectiveness, Employee Professional Development, Student Success & Support, Sustainability, and Technology.

Student Participation

Student participation in the governance process ensures representation of their interests in the College. The Associated Student Body (ASB) appoints representatives to the committees so that student perspectives are included in decision-making. The ASB communicates to students through its officer meetings and campus events.

Faculty and Staff

Faculty and staff improve services and programs through Program Review (PR), which is divided into two categories, instructional and non-instructional. Program Review involves staff, faculty, administrators and students in their respective areas in improvement of course and program offerings. Verification teams from the Instructional Program Review Committee (IPRC) and the Non-instructional Program Review Committee (NIPRC) review the Program Review reports for accuracy and completeness. Completed Program Review reports are posted on the College's SharePoint workspace [[IVA.1-06](#), [IVA.1-07](#)]. In addition to cyclical Program Review, faculty and staff in Career Technical Education (CTE) programs meet regularly with program advisory committees to ensure that all program offerings are appropriately aligned with current industry standards.

College Council

The college-wide committee, College Council, practices shared governance. Representatives from each of the five major constituencies are: faculty, classified staff, students, classified management and educational administrators. Each constituency has at least two representatives. College Council assures the Board of Trustees that policies and procedures are revised and considered. The College Council reviews and evaluates the shared governance document for effectiveness and plans and implements changes.

Membership includes: President's Cabinet, Academic Senate, California Teachers' Association, American Federation of Teachers/Part-time Faculty Union, Classified School Employees Association, Management Association, and Associated Student Body. The meetings are open to all faculty, students and staff at regular times and days. The College Council agenda is emailed to the campus community.

College Council regularly meets and accepts input from all constituent groups to ensure widespread participation in the governance process and institution-wide improvement. College Council is a key leadership group that provides each constituency a decision-making process on the College's critical issues [[IVA.1-01](#)]. AP 1201 also establishes the process between the Academic Senate and the Board of Trustees (BOT) [[IVA.1-02](#)]. The process is used to address

the eleven academic and professional matters over which the Academic Senate has authority as defined in Title 5, 53200 of the California Code of Regulations (CCR).

The College constituent groups collaborate in decision-making roles and processes to help develop all institutional plans, including the 2012 Strategic Plan and the 2011 Educational Master Plan [[IVA.1-08](#), [IVA.1-09](#), [IVA.1-10](#)]. These broad institutional plans guide the BOT, the Administration and all programs and services as actions are taken. The BOT is informed of written and oral reports on college programs and services and completion of the yearly program review process each year.

Evaluation

The College meets this standard. The College is committed to shared governance, open communication, and collaboration within the College environment and encourages all employees and students to take an active role improving College programs and services and student success. All campus constituent groups are involved in the implementation of the authorities, responsibilities, and processes outlined in BP 1201, which establishes inclusive decision-making practices. BP 1201 provides clear authority and structure for systematic participation. This is evidenced in the discussions and actions of the College Council, Finance/Budget and Planning Committee, College-wide committees, Academic Senate Committee, Program Review reports, and other institutional processes, including forums used to generate ideas for cost savings, mission statement revision forums among other processes.

Action Plan

No Action Plan Required.

IVA.1. Evidence

- IVA.1-01 [Board Policy 1201](#)
- IVA.1-02 [Administrative Procedure 1201](#)
- IVA.1-03 [College Council Composite](#)
- IVA.1-04 [Academic Senate Minutes 5-5-16, Item 6](#)
- IVA.1-05 [Academic Senate Minutes 6-2-16, Item 6](#)
- IVA.1-06 [SharePoint IRPC Workspace](#)
- IVA.1-07 [SharePoint NIRCP Workspace](#)
- IVA.1-08 [EMP 2012 and Beyond](#)
- IVA.1-09 [Academic Senate 9-6-12, Item 1.8](#)
- IVA.1-10 [Academic Senate 10-4-12, Item 1.4](#)

IVA.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Description

The College has well-established policies and procedures allowing administrator, faculty, and staff participation in decision-making processes. BP/AP 1201 is in the process of review through all constituent groups and establishes the authority and responsibilities of the Board of Trustees, College president, administrative staff, faculty, students, and staff in decision making and governance [[IVA.2-01](#), [IVA.2-02](#)]. AP 1201 outlines the processes for implementation--a description and delineation of the Shared Governance processes, including the committees' Charges and the information to College Council and the Superintendent/President. The policy also establishes the committee structure for the institution, including delineation of membership, roles, and responsibilities between types of committees.

The College also encourages students to participate in matters in which students have a direct and reasonable interest. BP/AP 1201 and 1202, BP/AP 4020 and 6200 provide for student views and participation in the formulation and development of District policies and procedures [[IVA.2-01](#), [IVA.2-02](#), [IVA.2-03](#), [IVA.2-04](#), [IVA.2-05](#), [IVA.2-06](#), [IVA.2-07](#), [IVA.2-08](#)]. Those areas include: grading policies, code of student conduct, academic disciplinary policies, curriculum development, course and program discontinuance, processes for institutional planning and budgeting, standards for student preparation and success, student services planning and development and student fees under the District authority.

BP/AP 1201 specifies the process for constituent group participation in decision making at all levels of the College, including the shared governance process in which constituent groups have legally defined roles and responsibilities under state regulations and committees, including college-wide committees, Academic Senate committees, ad hoc committees, and special task forces. In this context, shared governance includes the Finance/Budget & Planning Committee reflecting the College's commitment to participation and decision making at the highest levels of the institution. This policy component includes the roles and responsibilities of the College Council--the College President and representatives from each constituent group--and provides a single point of contact for communication and information sharing between constituencies and the College President.

Evaluation

The College meets this standard. BP/AP 1201 and 1202 provide the College with clear standards for constituent group participation in decision-making. All campus constituencies (committees, the Academic Senate and work groups) participate, share and cooperate in the decision-making process to implement policy provisions.

AP 1201 and associated policies are currently being evaluated as a part of a larger review of Board policies. The College can improve and promote shared understanding of the participative processes outlined in AP 1201 through regular evaluation of this policy and related governance and decision-making process and structures. Such review will ensure consistent implementation of the policy and the roles of all constituent groups. Further evaluation and revisions are needed to ensure that future policy and process evaluations include explicit review of how policies and processes align with and support the institutional mission, student learning and success.

Action Plan

No Action Plan Required.

IVA.2. Evidence

- IVA.2-01 [Board Policy 1201](#)
- IVA.2-02 [Administrative Procedure 1201](#)
- IVA.2-03 [Board Policy 1202](#)
- IVA.2-04 [Administrative Procedure 1202](#)
- IVA.2-05 [Board Policy 4020](#)
- IVA.2-06 [Administrative Procedure 4020](#)
- IVA.2-07 [Board Policy 6200](#)
- IVA.2-08 [Administrative Procedure 6200](#)

IVA.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Description

The College clearly defines the roles of faculty and staff in the College's policy, planning and budget processes. BP 2510 and BP/AP 6200 introduce the College's philosophy on decision making--governance, planning and budget processes. "The Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommending policies" [[IVA.3-01](#), [IVA.3-02](#), [IVA.3-03](#)]. The District recognizes that Governance consists of three decision-making processes that function within California Community Colleges: Bargaining, Administrative and Shared Governance [[IVA.3-04](#)]. AP 1201 outlines the administrative-making process and specifies the role of administration in carrying out the policies and procedures of the College's daily operations [[IVA.3-05](#)]. In addition, AP 1201 outlines shared governance as distinct but inter-related processes: for example, mutual agreement on academic agreement with the Academic Senate, planning and budgeting conducted through the Finance/Budget and Planning Committee and consultation with all constituent groups with College Council.

The authority and membership of the Finance/Budget and Planning Committee are specified in AP 1201. Under this policy the Finance/Budget and Planning Committee is represented by students, classified staff, faculty, and administrators.

Administrator and faculty roles and authority in policy development are outlined through the following. For faculty, AP 1201 specifies the ten areas where the BOT must either rely on or agree with the Academic Senate--the sole representative for faculty on academic and professional matters. These areas are commonly referred to as the "10 + 1"; thus, faculty have direct and substantive roles in the development of policies in these areas. The Academic Senate committees are responsible for areas including Curriculum, Program Review, Catalog, and Graduation Requirements. The Academic Senate reviews and votes on policies.

The Constitution and Bylaws of the Academic Senate outline the structure and charge of all campus committees; the Senate appoints faculty to committees [[IVA.3-06](#), [IVA.3-07](#)]. Faculty, through the Academic Senate, have a voice in the development and approval of institutional policies through the College Council--the central point of constituent group input for all policies not covered under the 10 + 1 [[IVA.3-05](#)]. The Academic Senate represents faculty to the BOT. The Academic Senate works directly with the BOT on governance and policy matters that fall under the 10 + 1 process outlined in AP 1201. The president of the Academic Senate attends Board meetings and delivers a monthly report to the BOT [[IVA.3-08](#), [IVA.3-09](#)]. BP 1201 establishes the process whereby the Academic Senate and the BOT, or its designees, collaborate and come to joint decisions on policy and governance matters that fall under the academic and professional matters, also defined in BP/AP 1201 [[IVA.3-10](#), [IVA.3-11](#)].

The development process for plans and budgets relies on the participation of faculty, staff, and administrators [[IVA.3-12](#), [IVA.3-13](#)]. At the committee level, faculty are represented through Academic Senate appointees. In 2010, the College reaffirmed the philosophy for the shared governance process, including the membership and authority of the committees [[IVA.3-05](#)]. Currently the College is reviewing, and the Academic Senate previously reviewed, and has brought back to College Council AP 1201 to ensure equitable participation in collegial consultation [[IVA.3-14](#)]. The College supports the faculty's role in institutional governance by providing 40% reassigned time to the Academic Senate president, 30% to the Academic Senate vice president, and 10% to the secretary, treasurer and past president respectively. Other facilitator pay is provided to faculty members for duties such as curriculum, program review, distance education, and SLO assessment [[IVA.3-15](#)].

Program Review tracks faculty and administrators in individual programs or in academic divisions who play a primary role in planning and budgeting process and in long-range planning [[IVA.3-13](#)]. Faculty work with division deans to analyze budgets and program resources and develop annual plans and budget requests that are submitted to the administration for review. The Finance/Budget and Planning Committee then peruses the document, which is then reviewed by the President/Superintendent of the College [[IVA.3-16](#)].

The policies and government structures established by the College are clear and assure appropriate representation. The Academic Senate reviews all committee appointments to ensure a

varied, effective, efficient participation by both part-time and full-time faculty from different disciplines and areas in support of the institutional mission and student success.

Administrators' roles and authority in policy development are similar. Academic Senate committees, including Curriculum, include appropriate administrative feedback. For example, each academic dean serves in an advisory role on both CurricUNET and the Curriculum Committee.

Evaluation

The College meets this standard. The structures and processes for faculty and staff participation and policy development, planning and budgeting are set forth in BP/AP 1201 and BP 2510. This provides a role for all groups that is carried out through the regular administrative process and District and Academic Senate committees, including the "shared governance" Finance/Budget and Planning Committee. The selection of administrative advocates on all committees is appropriate to employee expertise. Faculty roles in governance, policy development, planning, and budgeting are insured through BP/AP 1201. BP/AP 1201 defines the legal authority of the Academic Senate over ten specific academic or professional matters. Faculty roles and authorities are aligned with faculty responsibility, with faculty being given greatest authority in areas of curriculum and other academic standards. This authority is exercised through service on Academic Senate and college-wide committees and through College Council.

Action Plan

To increase effectiveness, VVC will perform systematic evaluations and revisions of administrative procedures that are needed to ensure future policy and process evaluations that support the institutional mission and student success.

IVA.3. Evidence

- IVA.3-01 [Board Policy 2510](#)
- IVA.3-02 [Board Policy 6200](#)
- IVA.3-03 [Administrative Procedure 6200](#)
- IVA.3-04 [Board Policy 1201](#)
- IVA.3-05 [Administrative Procedure 1201](#)
- IVA.3-06 [Academic Senate Constitution](#)
- IVA.3-07 [Academic Senate Bylaws](#)
- IVA.3-08 [BOT Minutes 10-13-15, Item 3.2](#)
- IVA.3-09 [BOT Minutes 12-8-15, Item 4.3](#)
- IVA.3-10 [BOT Minutes 5-10-16, Item 7.51](#)
- IVA.3-11 [BOT Backup 5-10-16](#)
- IVA.3-12 [Administrative Procedure 6200](#)
- IVA.3-13 [Program Review Handbook](#)
- IVA.3-14 [College Council AP 1201](#)
- IVA.3-15 [Faculty Forum](#)
- IVA.3-16 [Finance Budget Cmte 6-8-16](#)

IVA.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Description

Faculty and academic administrators have distinct, but complementary, roles and responsibilities for recommendations about curriculum and student learning programs and services. These responsibilities are defined by Board policies (BP) and administrative procedures (AP):

- Board Policy 4020: Program, Curriculum, and Course Development, Program Discontinuance [[IVA.4-01](#)]
- AP 4020: Process for Program Discontinuance [[IVA.4-02](#)]
- Board Policy 4025: Philosophy and Criteria for Associate Degree and General Education [[IVA.4-03](#)]
- Board Policy 4040: Library Services [[IVA.4-04](#)]
- Board Policy 4050: Articulation [[IVA.4-05](#)]
- Board Policy 4100: Graduation Requirements for Degrees and Certificates [[IVA.4-06](#)]
- Board Policy 4220: Standards of Scholarship [[IVA.4-07](#)]
- Board Policy 4260: Pre-Requisites and Co-Requisites [[IVA.4-08](#)]

The Curriculum Committee of the Academic Senate is the primary body responsible for implementation of these policies and for managing the curriculum development and review process [[IVA.4-09](#), [IVA.4-10](#)]. These responsibilities are defined within the CurricUNET approval process for the College [[IVA.4-11](#)]. This approval pathway includes the specific roles and responsibilities of program faculty developing curriculum/degree/certificate proposals, deans and chairs in reviewing proposals, and the specific roles of the Curriculum Committee faculty members, Articulation officer, and other faculty membership. All decisions of the Curriculum Committee are regularly presented to the BOT for approval [[IVA.4-12](#)].

Faculty are primarily responsible for recommendations on Student Learning programs and services through annual planning and program review process. Within instructional programs, faculty identify areas for short- and long-term goals, improvements, or modifications to programs. Area administrators and the Executive Vice President of Instruction and Student Services review each Program Review Report associated with their areas and assignments [[IVA.4-13](#)].

Evaluation

The College meets this standard. Faculty and administrators work collaboratively through clearly defined curriculum and program review processes. The BOT relies on the expertise of the faculty for recommendations on curriculum. The responsibilities defined in policy are implemented in practice as supported in the minutes and agenda of the Curriculum Committee, in Program Review reports, and BOT agendas and minutes. Over the last three years, the Curriculum Committee approved new curriculum processes that allowed for more frequent approvals and updates to curriculum. These changes were implemented in response to a need for more frequent

revisions and modifications of curriculum (such as for textbook updates or student learning outcome revision), to ensure timely response in articulation and transfer standards, training and occupational needs, and expectations for student preparation. Currently, a full review of AP 4020 is being processed through the Curriculum Committee and Catalog Committee. This review ensures that the process is public and in collaboration with all stakeholders.

Action Plan

Update BP 4020 and AP 4260.

IVA.4. Evidence

- IVA.4-01 [Board Policy 4020](#)
- IVA.4-02 [Administrative Procedure 4020](#)
- IVA.4-03 [Board Policy 4025](#)
- IVA.4-04 [Board Policy 4040](#)
- IVA.4-05 [Board Policy 4050](#)
- IVA.4-06 [Board Policy 4100](#)
- IVA.4-07 [Board Policy 4220](#)
- IVA.4-08 [Board Policy 4260](#)
- IVA.4-09 [Academic Senate Bylaws](#)
- IVA.4-10 [Academic Senate Duties](#)
- IVA.4-11 [Curriculum Cmte Handbook](#)
- IVA.4-12 [BOT Minutes Items 7.17, 7.51, 5.31](#)
- IVA.4-13 [Administrative Procedure 6200](#)

IVA.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Description

Decision-making at the College ranges from unit level to college-wide decisions. Committee members participate in making appropriate decisions, conferring with those affected by the decisions, and in accordance with the level and type of operational decision. BP/AP 1201 specifies informational flow for decision making so all constituent groups affected by a decision are provided sufficient time and notice for input before decisions are finalized, except in emergencies [[IVA.5-01](#), [IVA.5-02](#)].

BP/AP 1201 provides for effective participation of all constituent groups, structure and means. The administrative-making process provides for leadership in making decisions and responsibilities for carrying out operational matters in units or divisions. It recognizes the administrators' expertise: familiarity with the laws governing their respective functions, long-term knowledge about past practice and issues, and education and training in their areas and in management principles. Many committee appointments are based upon the expertise of the

individual administrator and the need of the committee; this aligns roles with decision-making responsibilities.

BP 1200 includes the following regarding collaboration: collaboration is encouraging recursive interaction of knowledge, experience, and mutual learning of people who are working together toward a common, creative goal [[IVA.5-03](#)]. In addition, BP 1201 states that shared governance at Victor Valley Community College includes both formal and informal processes that provide employees and students with substantial opportunity to participate in District policy formation and that provide advice and judgment on policy matters that ensure attainment of the college mission [[IVA.5-04](#), [IVA.5-05](#)]. The Board of Trustees and all constituent groups are committed to an open process of decision making, which allows and encourages participation of all constituent groups in accordance with need, function, and the law. The Board of Trustees empowers the Superintendent/President and constituent groups to collaborate as a campus community to determine and establish relevant priorities and action plans [[IVA.5-06](#), [IVA.5-07](#)].

An example of this collaboration is demonstrated by the functions of the Program Review Committee. The Academic Senate developed the process and in collaboration with all constituent groups, the process was approved. The process includes the division of instructional and non-instructional service areas, technical review by both areas, and a goal of 100% compliance with Program review guidelines. The three-year cycle was completed in the 2015-2016 school year. Another example is that in spring 2016 the revision of AP 4020 began with the review by the Curriculum Committee, the Catalogue Committee, the Academic Senate Executive Team, and the Academic Senate Representative Council. Next the document will be reviewed by the College Council before finally being reviewed by the Board of Trustees [[IVA.5-08](#), [IVA.5-09](#), [IVA.5-10](#), [IVA.5-11](#), [IVA.5-12](#), [IVA.5-13](#), [IVA.5-14](#)].

Evaluation

The College meets this standard. The effectiveness of BP/AP 1201 and the governance process is verified through agendas and minutes of the District and Academic Senate committees and through the implementation of administrative procedures.

Action Plan

No Action Plan Required.

IVA.5. Evidence

- IVA.5-01 [Board Policy 1201](#)
- IVA.5-02 [Administrative Procedure 1201](#)
- IVA.5-03 [Board Policy 1200](#)
- IVA.5-04 [Title 5 Section 532030](#)
- IVA.5-05 [California Education Code 70901](#)
- IVA.5-06 [Board Policy 1202](#)
- IVA.5-07 [Administrative Procedure 1202](#)
- IVA.5-08 [Curriculum Committee 5-12-16, Item 6.2](#)
- IVA.5-09 [Curriculum Committee 5-12-16, Item 6.2](#)

IVA.5-10 [Curriculum Committee 5-26-16, Item 6.1](#)

IVA.5-11 [Curriculum Committee 5-26-16, Item 6.1](#)

IVA.5-12 [Catalogue Committee 5-31-16, Item 3b](#)

IVA.5-13 [Academic Senate 10-6-16, Item 1.3](#)

IVA.5-14 [Academic Senate 11-3-16, Item 1.3](#)

IVA.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Description

Board Policy AP 1201 outlines the decision-making processes and also provides general guidance regarding the type and scope of committees and task forces and their assigned areas of responsibility [IVA.6-01]. Decisions made in committee and through regular governance and decision-making processes are communicated to the campus community through minutes, agendas, and supporting documents. All District committees established by Board policy, the Academic Senate, and all Academic Senate committees adhere to open meeting laws for public agencies as set forth in 54952 of the California Government Code, also known as the Brown Act [IVA.6-02]. As Brown Act compliant entities, these committees identify action items in advance of their meetings and conduct their meetings in public. Materials used in deliberations and discussions are distributed publicly and are available on the committee webpages on the College website. The Chairs of all Academic Senate committees provide monthly reports for the Academic Senate that are delivered orally at public meetings of the Academic Senate [IVA.6-03, IVA.6-04].

The Office of the President provides minutes of BOT meetings and decisions taken at President's Cabinet, through direct emails and video commentaries to the entire campus community. College Council is also used as a single point of communication for some campus matters. The Office of the President is also the primary liaison between the BOT and campus community, communicating the discussions and board actions and discussions to campus constituencies [IVA.6-05]. Additionally, the Academic Senate, Classified Staff, Associated Students, and Presidents from each of the bargaining units deliver monthly reports to the BOT in open session at regular board meetings [IVA.6-03, IVA.6-04].

Evaluation

The College meets this standard. The College documents decision-making processes and decisions and communicates them widely across the campus through webpages, newsletters, emails from the College Superintendent/President, communication from constituent groups, public announcements at governing board meetings, and through regular communication with the public through the Public Information Office. AP 1201 is the primary document that outlines decision-making at the College and is accessible on the College website.

Action Plan

College will improve frequency, clarity, and uniformity of communication of decisions.

IVA.6. Evidence

- IVA.6-01 [Administrative Procedure 1201](#)
- IVA.6-02 [Ralph M. Brown Act](#)
- IVA.6-03 [BOT Minutes 12-8-15, Item 4.3](#)
- IVA.6-04 [BOT Minutes 10-13-15, Item 3.2](#)
- IVA.6-05 [VVCTV Video September 2016](#)

IVA.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

The College evaluates leadership roles, institutional governance, and decision-making policies, procedures and processes. Since its last review in 2013, AP 1202 clarifies the process. AP 1202 states: “This administrative procedure supports District efforts to achieve and maintain institutional effectiveness by specifying how Board Policy 1202, Institutional Effectiveness, is implemented” [[IVA.7-01](#), [IVA.7-02](#)]. Additional relevant policies and procedures include: Board Policy 1200, District Vision, Values, Mission and Goals; Board Policy 4000, Standards of Educational Excellence; Administrative Procedure 4000, Sustaining Standards of Educational Excellence [[IVA.7-03](#), [IVA.7-04](#), [IVA.7-05](#)].

In spring 2014, the Academic Senate conducted a comprehensive review of its structures, including the composition and responsibilities of all Academic Senate committees. Through this process, the Academic Senate conducted a thorough evaluation of faculty roles in governance and all decision-making processes at the College. While the Senate ultimately decided not to make any significant changes, the review indicated that the Senate was not following the procedure as set out by the AS by-laws, which lend to the District Vision, Values, Mission and Goal [[IVA.7-06](#), [IVA.7-07](#)]. Another example is in the review, modification and implementation of the Program Review processes. In accordance with AP 6200, the Program Review process was refined and modified to establish the goal of the process to meet the District Vision, Values, Mission and Goals [[IVA.7-08](#)].

College Council is charged with the responsibility of reviewing and recommending revisions to all District committee structures and reviewing District policies. AP 1201 states: “At the beginning of each academic year, the College Council will review the shared governance document and will evaluate itself to assure integrity and effectiveness of all College Council activities. Any improvements deemed necessary will be planned, implemented, and evaluated.” College Council and the Academic Senate are the primary channels for communicating the results of evaluations of leadership, governance, and decision-making. College Council is composed of two representatives from faculty, classified staff, students, classified management and educational administrators.

Evaluation

The College meets this standard. The College conducts periodic evaluations of all leadership roles, governance, and decision-making policies and processes and has used these results to implement changes in process. However, review of recent evaluations indicates that while individual constituencies and committees conduct evaluations, these reviews are not regular or systematic and tend to be focused on structure and process rather than effectiveness. With the exception of Program Review, institutional evaluations are not sufficiently geared towards evaluating the effectiveness of institutional structures and processes in achieving the College mission in support of student learning and achievement. Additionally, evaluations are often limited in scope and do not include broad or effective analysis of the entire system of governance, leadership, decision-making policies, structures, and processes and the consequences of changing any particular component.

Action Plan

To increase institutional effectiveness, the College will develop a plan for regular evaluation of leadership roles and decision-making policies, procedures, and processes to ensure their integrity and effectiveness. These evaluations should establish regular timelines and focus on the effectiveness of leadership, governance and decision-making roles and structures in support of the District mission and student success.

IVA.7. Evidence

- IVA.7-01 [Administrative Procedure 1202](#)
- IVA.7-02 [Board Policy 1202](#)
- IVA.7-03 [Board Policy 1200](#)
- IVA.7-04 [Board Policy 4000](#)
- IVA.7-05 [Administrative Procedure 4000](#)
- IVA.7-06 [Academic Senate Bylaws](#)
- IVA.7-07 [Academic Senate 5-5-16, Item 2.1](#)
- IVA.7-08 [Administrative Procedure 6200](#)