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## STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

### A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

**Standard IV A 1. The institution recognizes and utilizes the contribution of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator. The college recognizes that ethical and effective leadership throughout the organization enables the institution to identify institution values, set and achieve goals, learn, and improve.**

#### Standard IV A 1 Descriptive Summary

The institution encourages staff, faculty, administrators, and students, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for self-improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation. The college administrators set the tone in which the college conducts its activities in order to fulfill its missions. The institution is constantly striving to clarify and improve the Mission Statement based on the

changing needs of the Victor Valley area. Documentation includes the College Mission Statement, as revised and approved by the Board of Trustees on November 2003, and as appearing in the 2003-4 VVC catalog, the *40 Years: A Retrospective*, and the annual *FactBook* compiled by the Office of Institutional Research.

The Master Plan Goals are accessible to administrators, faculty and staff through the Planning and Resource Development webpage. The six Master Plan Goals, including the goals of the Board of Trustees in relation to them, are as follows:

**Goal 1 – Organizational Excellence** – The College’s governance roles and processes are structured so as to maximize institutional effectiveness.

#### Board of Trustees’ Goals:

- a. Direct the College to continue work on mission and vision statements.
  - (1) Use only the bold sections in the first part when brevity is important, e.g., on the back of business cards.
  - (2) Develop a vision statement that is succinct,

inspirational, and separate from the mission.

(3) Consider using oasis of learning as a theme for the vision statement and capitalize/build on the meaning of oasis: growth, refreshment, life-giving, safety, comfort, beauty, vitality.

(4) Encourage and support exploring ways to use the mission statement, such as using the first part as the mission/purpose and the second part as the values statement of the college.

- b. Be a learning organization in which individual growth is the goal.
- c. Use the growth of the college to maximize organizational effectiveness and excellence.
- d. Continue the Board's learning activities.

**Goal 2- Student Success Through Educational Excellence** – Institutional Commitment to Student Learning and Student Success through Educational Excellence

Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.

Board of Trustees' Goals:

- a. Ensure that students are learning and are successful, as defined by graduation and employment rates, learning assessment, and other measures.

- b. Assure that the college is inclusive and has comprehensive support services.

**Goal 3 – Economic and Community Development-** The College will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political and social responsibilities.

Board of Trustees' Goals:

- a. Commit resources to fund an office of planning, research, economic, and community development.
- b. Respond to community workforce and economic development needs and establish partnerships to meet these needs.
- c. Establish community partnerships that involve community support.
- d. Maximize the college as a cultural center.
- e. Utilize the Foundation as a community resource.

**Goal 4 - Diverse Populations-** The College will increase access opportunities by improving programs and services to better serve an increasingly diverse campus population.

Board of Trustees' Goals:

- a. Assure that employees care deeply about students and are flexible and able to respond to diverse learning needs.
- b. Assure that the college is actively inclusive.

**Goal 5 – Technology-** The College will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support

of programs and services, and the improvement of institutional effectiveness to enhance student learning.

- a. Protect resources to secure and update technology for purposes of teaching and learning and conducting college business.

**Goal 6 – Learning Centered Resource Management-** Through utilization of prudent fiscal policies and the proactive entrepreneurial pursuit of increased revenue, the college will work diligently to secure solid financial resources to meet current and future enrollment growth, community learning needs and learning outcomes.

**Board of Trustees' Goals**

- a. Set the global priorities for the budget within the mission to meet community needs, e.g., transfer, workforce development, economic development.
- b. Enhance planning for facilities and program delivery. The planning may include (1) buildings, (2) land use, (3) a second campus, (4) 24/7 education, (5) alternative delivery systems such as online learning, and (6) new instructional programs.
- c. Evaluate how many students can be served with our current facilities.
- d. Evaluate how many students the college anticipates serving in 2010/2014 (including non-traditional students), and what will be needed to serve those students.
- e. Maximize state funding through grants, federal programs, and the Foundation.

- f. Be legislatively proactive and assume an advocacy role to increase state funding.

These institutional goals are disseminated through e-mail and listed on the web site. In addition, college employees, students and community members can access this information through the VVC Planning and Resource Development Website.

The Office of Institutional Research annually publishes FactBook, that is available to faculty, staff, and students. This FactBook of institutional performance is easily accessed on the institutional web page. It includes understandable and concise demographic information regarding VVC and the community it serves. These data are used in institutional discussions, service planning, and decision-making. For example, the FactBook gives demographic data that is used to serve the diverse student populations of Victor Valley. This information was used to develop the recent Title V grant that Victor Valley College received to serve Hispanic underserved populations. It is also used in discussion with outside organizations such as the Logistics Airport to develop specialized educational programs.

Institutional evaluation and review through employee evaluations, student retention and learning outcomes are some of the ways in which VVC utilizes the evaluation in its education performance. Documentation includes the Office of Student Services compilation and periodic distribution of information and the periodic distribution of information concerning institutional learning trends and student retention in matriculation planning.

In terms of institutional planning and program review efforts, faculty and staff

participate in campus-wide committees where individuals may suggest ideas for improvement in their areas. These committees include but are not limited to Faculty Senate, Accreditation Steering Committee, Student Learning Outcomes Steering Committee, Budget Advisory Committee, Vocational Advisory Committees, Spirit Committee, College Assembly, Program Review, and the Master Plan Committee. In addition, the Superintendent/President uses advisory bodies such as the Cabinet in determining institutional effectiveness.

Beginning in Fall 2003, the Superintendent/President instituted the “President’s Pen”(a web publication for distribution of campus information). An additional avenue for intercampus exchange is the President’s Connection meetings: a forum for an intercampus exchange of campus ideas for the purpose of institutional improvement. The Superintendent/President’s office has also been relocated to provide better access to employees and students. Employees and community members are encouraged to submit items to the Board of Trustees’ agenda in order to address subjects of concern to the college and community. Deadlines for addition to the Board agenda are sent out routinely. The Board of Trustees’ meetings are scheduled at 6 p.m. to allow more community involvement.

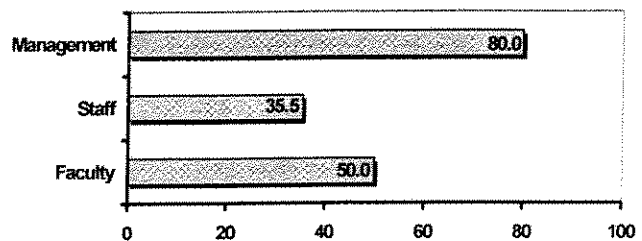
The mission of the college to enhance student learning is supported by the shared decision making process of College Assembly, which is the venue and central body for shared governance. The College Assembly is made up of representatives from the five major college constituencies: students, faculty, classified employees, management and administration. Each of these constituencies provides two

representatives to the College Assembly. The College Assembly assures the Board of Trustees that policies, procedures, and other important recommendations brought to it have been thoroughly reviewed and considered and subsequently provided to the Board and Superintendent/President.

#### Standard IV A 1 Self-Evaluation

In order to get a more objective perspective on self-evaluation, the research staff conducted a survey in Spring 2004 to discover how various segments of the college would respond to the standards of the Accreditation Commission. The response was limited, with only 17.3% of the college personnel participating. This percentage was composed of 53 full time faculty out of 134, 10 associate faculty out of 350, 32 classified staff out of 183, 15 classified management out of 20, and 7 academic administrators out of 15.

Survey Item 46: Institutional leaders create an environment for empowerment, innovation, and institutional excellence.  
Figure



Under the leadership of the Superintendent/President, the Board of Trustees, and Faculty and Staff, the goals, plans and priorities of Victor Valley College as delineated in the Master Plan Goals and Accomplishments 1999, and the Mission Statement are closely followed and achieved. Effective discussion, planning, and implementation have improved with regularity across the campus in a variety of meetings and discussions such as the

College Assembly. The survey graph indicates that the management is more pleased with this process than the staff or faculty.

#### **Standard IV A 1 Planning Agenda**

- The College will provide leadership training for administrators specific to utilizing contributions from empowerment and recognition of constituency groups.
- The College will implement a Budget Advisory Committee and develop recommendations and procedures which do not interfere with collective bargaining and appropriate Academic Senate roles, for example, hiring processes for replacements of retired full time faculty and classified staff and the contributions, empowerment and recognition of constituency groups.
- Provide campus-wide training in effective, productive, and ethical communication consistent with the Ethics Statement recently adopted by the College Assembly and submitted to the Board of Trustees in December 2004.
- The College will conduct a campus climate survey for faculty, staff and students to gauge improvements in communication and knowledge throughout the College. This survey will be broadened to include additional components which reflect the diverse groups that make up the campus community. The College will conduct the faculty and staff satisfaction surveys and student surveys, determine if allocated resources are meeting goals by utilizing constituency recommendations.

#### **Standard IV A 2. The institution establishes and implements a written**

**policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**Standard IV A 2a. Faculty and administrators 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. Students and staff also have established mechanisms and organizations for providing input into institutional decisions.**

#### **Standard IV A 2a Descriptive Summary**

The faculty perform a substantive role in formal and informal governance processes of the institution. The Board of Trustees has adopted policy 4035, dated February 11, 2003, regarding the faculty role in collegial governance. This includes eleven academic and professional areas that are specified in which the board is to rely primarily on the advice and judgment of the faculty. The eleventh item refers to other areas for consideration that through mutual agreement may be brought forward. These reflect Title 5, Section 53200 governance issues.

The classified staff and students have established mechanisms and organizations for providing input into institutional decisions. The classified staff serves as members on campus-wide committees and task forces that ultimately make recommendations regarding policy, procedures, and practice. The ASB president serves as a student trustee on the

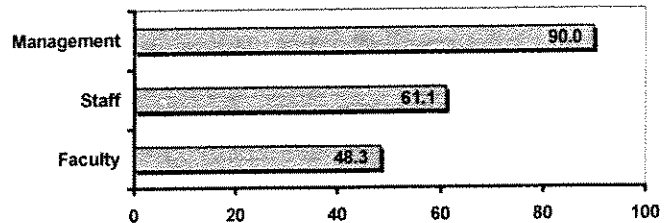
Board of Trustees. Classified staff and students have appropriate representation to the College's shared governance body, College Assembly.

The role of administration in governance is substantive and clearly defined in the Victor Valley College Governance document. The centerpiece for the formal shared governance process is the College Assembly. The purpose of the College Assembly is to share the responsibilities of governance and to involve students, staff, faculty, management, and the administration appropriately in the policy formation of the College. The College Assembly is made up of two representatives from each of these constituencies. The members of the College Assembly are responsible for communicating information regarding concerns and issues to their groups. The ultimate result of shared governance is to create an exceptional teaching and learning atmosphere that encourages teaching and the student learning experience.

Administrative employees are included on governance committees that formulate policies and procedures that have a significant impact on administrative employees, the Board of Trustees, and the overall operation of the District. Because administrators are held accountable for their actions and decisions, governance committees are advisory. Administrators are obligated to seriously consider input and advice of committee members.

#### Standard IV A 2a Self-Evaluation

Survey Item 47: Faculty exercise a substantial voice in institutional policies, planning, and budget allocations relating to their area of expertise.



The management responded (90%) favorably to the item, while nearly 2/3 of the staff also agreed. The majority of the faculty, however, do not agree that they have a substantial voice. Further analysis is needed to assess the differences of opinion.

#### Standard IV A 2a Planning Agenda

- Continue to include all constituent groups in all discussions and committees working on institutional policies, planning and budget allocations related to their area of expertise.

**Standard IV A 2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

#### Standard IV A 2b Descriptive Summary

These student learning programs and services exist to enable students to succeed and to develop competence through academic and vocational programs. These programs and opportunities contribute to community and state economic growth and competitiveness to foster personal development and life-long learning through

culturally enriching programs and activities for the expanding learning community. The appropriate groups in the institution both recognize and are committed to verified student learning success, instructional and institutional innovation and excellence, systematic self-evaluation and improvement, and learning-centered planning and allocating of resources.

Central to accomplishing the goals of the institution are individual faculty members, faculty committee participation, and the Faculty Senate on the campus. The faculty drive the comprehensive curriculum through the various committee structures that include curriculum, master education planning, faculty senate, student learning outcomes committee, online instruction committee, facilities planning and academic units and specialties areas. The coordination and cooperation of these bodies working with the administration constitute the ongoing planning and continued development for the revitalization of existing programs and the building of new options for student success.

Board Policy 4035, Academic Collegial Consultation, states the institution will rely primarily on the advice and judgment of faculty for academic and professional matters. The eleven areas listed below are the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles

7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the Faculty Senate.

(Board Policy #4035 Academic Collegial Consultation, Feb 11, 2004).

#### **Standard IV A 2b Self-Evaluation**

The documents that describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters are

1. Academic Freedom Statement (located on page 5, in the Victor Valley College Catalog 2004-2005).
2. Authority of Instructors (located on page 27 in the Victor Valley College Catalog 2004-2005.)
3. Victor Valley College Web Site, Staff Development Office (<http://www.vvc.edu>)

Based upon analysis of the eleven areas of consultation, the College relies on faculty, the Faculty Senate, other faculty structures, and administrators for recommendations concerning student learning and services.

At the November 17, 2004, College Assembly meeting, the standards were reviewed. It was indicated that the three areas where improvement had occurred at the College Assembly were in the College Assembly feedback to the community, the diverse representation, and that all policies

and procedures go through the approval process of the College Assembly.

#### **Standard IV A 2b Planning Agenda**

- Adopt procedures and opportunities for consulting collegially, specifically utilization of recommendations provided by faculty, complete the revisions of the Governance Document Draft and implement the ideals of shared governance with the Academic Senate being relied upon primarily for collegial consultation per Board Policy 4035, Academic Collegial Consultation.

**Standard IV A 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

#### **Standard IV A 3 Descriptive Summary**

It is in the spirit of collegiality, cooperation, and collective effort that the responsibility of governance is undertaken at Victor Valley College. The purpose of the Victor Valley College governance structure is to share the responsibilities of governance and to appropriately involve faculty, staff, management and administrators, and students in formulation of college policy.

The Governance Document Draft outlines philosophy, responsibilities, functions, formal participation, committee participation, primacy issues for participation, diversity of committees, and informal participation. The Governance Document Draft outlines the representation with the Committee Structure as follows:

Representation with Committee Structure. The governance structure provides for representation from five recognized constituencies at Victor Valley College: faculty, bargaining unit classified employees, management council members, executive administration, and students. Appointments from these constituencies, when not specified by position, are made by the following:

Students - Associated Student Body Council  
Faculty - Faculty Senate  
Classified Staff—CSEA Bargaining Unit  
Managers—Management Group  
Administrators  
Superintendent/President

Group members of the College Assembly report back to their constituent groups. Faculty representatives report College Assembly activities to the Faculty Senate and are recorded in the minutes. Student representatives report at the Associated Student Body meetings and have a representative present on the Board of Trustees. Management and Administration representatives report College Assembly activities via hard copy meeting notes to management employees. In addition, informal reports are given at the Leadership Team Meetings. Classified employee representatives report the College Assembly activities at their general business meeting, and they are recorded in the minutes. Meeting notes are sent via e-mail to classified employees. The groups represented work collaboratively to effect institutional improvements such as standards for discipline of students, document on revised shared governance (in development), and communication among constituent groups.

Additional avenues of communication and opportunities where individuals and groups can express their ideas are the President's Pen, President's Connection, Cabinet meetings, Leadership Team, Town Hall Meeting, email, constituent group newsletters.

In the Spring Semester 2001, the Board of Trustees, at the request of the campus CTA organization, voted unanimously to include part-time faculty into the full-time union. Subsequently, AFT filed an unfair labor practice suit with the Public Employee Relations Board (PERB) against the college for failing to allow the part-time faculty to vote for their own representation, and PERB ruled against the college. The college appealed that decision, and PERB again ruled against the college. The college then appealed to a higher court, and that court again ruled against the college. These two decisions resulted in the election for union representation in the spring of 2004, in which 184 of the part-time faculty voted to have the American Federation of Teachers Part-Time Faculty United (AFT-PTFU) serve as their representative.

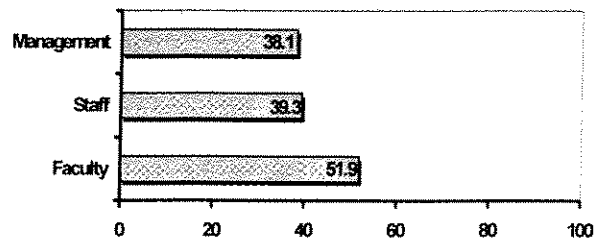
From 2001 to 2004, the part time faculty representatives worked with administration with regards to issues concerning part time faculty.

### Standard IV A 3 Self-Evaluation

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students strive to work together for the good of the institution. These processes facilitate discussion of ideas and communication among the institutions' constituencies, exemplified best by the work of the College Assembly.

Based upon an interview with the representative for the AFT-PTFU, it was indicated that the Fall Semester 2004 was a period of building for the new union as its members try to integrate part-time faculty with on-going segments of the College. It now has representation on the Accreditation Team Steering Committee and on the Standard IV Leadership and Governance Committee. The Superintendent/President has worked well with AFT-PTFU as they began the negotiating process.

Survey Item 48: Through the shared governance process, all constituents of the district work together for the good of the institution.



This figure indicates that slightly more than half of the faculty agree that all segments of the college are working together for the good of the institution, but less than half of the management and staff think so the College Assembly and other constituents of the college are aware that more work is needed in this area.

### Standard IV A 3 Planning Agenda

- Continue to encourage participation in governance, adopting procedures and opportunities for consulting collegially specifically utilization of recommendations provided by the constituent groups, revise the Governance Document with Academic Senate being relied upon primarily for academic and professional matters, and providing pertinent information necessary for

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updating committees utilizing technology, improving communication, trust, and the priority of student learning and success.

**Standard IV A 4. The institution advocates and demonstrates honesty and integrity in the relationships with external agencies. It agrees to comply with accrediting commission standards, policies, guidelines, commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantial changes. The institution moves expeditiously to respond to recommendations made by the commission.**

#### **Standard IV A 4 Descriptive Summary**

Victor Valley College's past accreditation history demonstrates honesty and integrity in its relationship with external agencies including the Accrediting Commission and the U.S. Department of Education. The College has an ongoing relationship with the Accrediting Commission and has responded expeditiously and honestly to the Commission requests, accreditation recommendations and planning agendas, the self-studies, team visits, periodic reports, substantive change report, and communications with the Accrediting Commission.

The Accreditation Commission staff conducted a self-study workshop on September 25, 2003, at Cypress College. Eleven faculty and staff members, including the Superintendent/President attended this workshop. Dr. Darlene Pacheco, Associate Director of the Accrediting Commission, conducted a workshop about the Accreditation Standards, themes, and the College's capacity to support student learning at Victor Valley College on April 28, 2004.

Victor Valley College and the U. S. Department of Education have an ongoing relationship. The Financial Aid Office staff has an open line of communication with the Department of Education. In order to keep abreast of the current policy changes, the entire staff attended the Department of Education Electronic Access Conference in December for training. The Financial Aid Office must also maintain various reports in order to remain in compliance with the Department of Education regarding Title IV funds. When reports are due, the Financial Aid Director communicates with Victor Valley College's Region IX liaison in San Francisco or contacts the U. S. Department of Education's trainer for guidance or clarification. In addition, the Student Support Services Program staff is provided with yearly training in counseling, grant management, project reporting, financial aid, student success and retention strategies. In addition the college works closely with the state Chancellor's Office, the California State University System and the San Bernardino County office of Social Services.

The College also has ongoing relations with other external agencies. Some of the external certifying agencies are as follows: the California Board of Registered Nursing, National Automotive Technicians Education Foundation, (NATEF), Federal Communication Commission, Electronic Technician Association, Educational Foundation of the National Restaurant Association, Computing Technology Industry Association, Commission on Accreditation of Respiratory Care, American Welding Society, the Commission on Peace Officer Standards and Training (POST) and the Board of Corrections (STC), National Fire Protection Association and California State Fire

### Marshall's Fire Fighter I Certification Program.

The Public Information Officer consults with the Superintendent/President. All communications, whether they are in the form of press releases, publications, radio or television announcements, flyers, brochures, fact sheets, or specific requests from the news media that require support information regarding institutional qualities or effectiveness, have all been confirmed by the appropriate authority before being released. This confirmation for accuracy comes in the form of personal contact and review of materials, direct contact with the appropriate source, review of material in Cabinet or with specific individuals prior to release. When a specific item is called into question by the media, the appropriate source for this information is contacted by the Public Information Officer and asked to respond and verify the information.

### Standard IV A 4 Self-Evaluation

In order to maintain honesty and integrity and enhance relations with the Accreditation Commission, Victor Valley College has designated an Accreditation Liaison Officer who is also the Director of Instructional Compliance. The Superintendent/President, the Accreditation Liaison Officer's and administrators primary responsibility is to facilitate and collaborate with students, staff, faculty, and other administrators as well as the to ensure a process designed to produce an honest, reliable and complete self-study.

The college cites as evidence of compliance the self-studies, midterm, and annual reports. For example, the Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges, accepted Victor Valley College's Midterm Report dated January 16,

2002. Victor Valley College was commended for the thoroughness of the report and for the serious efforts to integrate planning, research, and resource allocation (Accrediting Commission Letter).

Based upon interviews with the Financial Aid Director and the Coordinator of the Student Support Services Program, the College has maintained a positive relationship with the U. S. Department of Education and continues to comply with federal guidelines for the Financial Aid Program and the Student Support Services Program, a Title IV grant from the U. S. Department of Education. Through the assistance and guidance from the U.S. Department of Education, the College also submitted and received a Title V Grant under the Developing Hispanic Survey Institution Programs for \$2,753,357 for a five year period, beginning with 2004-05 year.

### Standard IV A 4 Planning Agenda

None

**Standard IV A 5. The roles of leadership and the institution's governance and decision making structures are evaluated and reevaluated to assure continued function, integrity, and effectiveness of the decision making processes.**

### Standard IV A 5 Descriptive Summary

In accordance with statewide standards and regulations, the College Assembly functions as the fundamental core body to assure that development and improvements are collaborative within the academic community. In conjunction with the planning of diverse campus-wide committees and groups, benchmarks are identified and articulated for specific

projects via this venue. Further, in support of leadership and decision-making processes, the institution conducts departmental program reviews, various surveys, ongoing dialogue through committee meetings, the Master Plan, and the Chancellor's Operational Program Reviews.

The institution communicates the developments and results of these processes and findings through numerous avenues and means to the campus community. For example, the Victor Valley College Governance document is presently in the process of establishing and defining evaluative criteria and formal procedures are being defined. At each stage of development, the document has been presented to the Academic Senate for approval and review. The Governance Document Draft states, "At the beginning of each academic year, the College Assembly will review the shared governance document and will evaluate itself to assure integrity and effectiveness of both the document and of the Assembly." The Accreditation Opinion Staff Survey was distributed, conducted, and completed in the Spring Semester 2003. By utilizing the campus network system (GroupWise), the findings were distributed to the campus community via email. The President's Pen, which is published monthly and is located on the college website, extends to and includes the greater community at large. The Board of Trustee's minutes are also published on the website. On campus, Town Hall Meetings are open to all members of the community. These meetings facilitate direct dialogue and allow for reciprocal communication with leadership.

The institution recognizes challenges through its evaluation processes and addresses needed improvements. For

example, the draft of the governance document has undergone numerous changes to clarify and define terminology. For example, the "consult collegially" clause has been defined to read as follows:

"Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods according to its own discretion:

1. Relying primarily upon the advice and judgment of the Academic Senate;
2. That the district governing board, or such representatives as it may be designate, and the representative of the Academic Senate shall have an obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effecting such recommendations.

In addition to the recognition of documentation challenges, the College also addresses functional processes, such as the purpose of the Budget Advisory Committee. This committee is currently undergoing an evaluative and reassessment process, including a title change. In addition, the Faculty Senate completed an extensive review and revised the faculty hiring process in 2003.

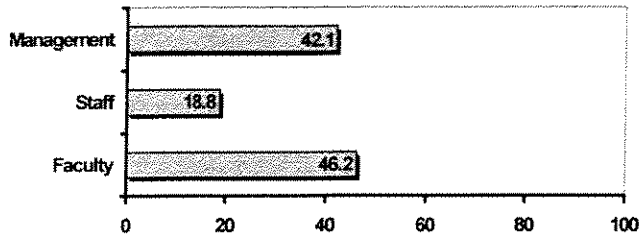
#### **Standard IV A 5 Self-Evaluation**

The means for evaluating the integrity and effectiveness of college governance and decision making structures are in place: The College Assembly, the Accreditation Opinion Staff Survey, the campus network system (GroupWise), The President's Pen, the board of trustees minutes, which are

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distributed on the college website, and Town Hall Meetings.

Survey Item 49: The institution's governance and decision-making structures are regularly evaluated to assure integrity and effectiveness.



Less than half of all constituent groups agreed that decision-making structure is one regularly evaluated to assure integrity of effectiveness

#### **Standard IV A 5 Planning Agenda**

- Annually evaluate the roles of leadership and the institution's governance and decision making structures to ensure continued function, integrity, and effectiveness of the decision making processes.

# STANDARD IV: LEADERSHIP AND GOVERNANCE

## B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

**Standard IV B 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.**

**Standard IV B 1a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

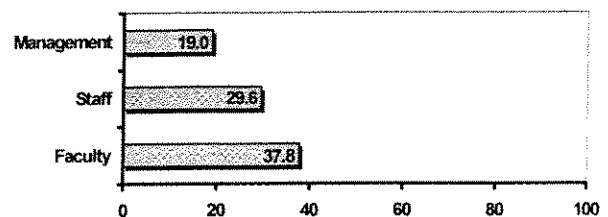
### Standard IV B 1a Descriptive Summary

Under the supervision of the California Board of Governors, the Victor Valley College Board of Trustees makes policy that reflects public interest. The Board consists of five members elected by citizens of the community, and one non-voting student member elected by and representing the student body of the college. The Board acts independently of other government bodies and is charged with the responsibility of accurately representing the community in board activities and decisions. Policies set by the board are implemented on a daily basis by the superintendent/president, the administrators, faculty, and staff. The Board of Trustees works closely with local community and business leaders to establish

programs that will benefit the community at large.

### Standard IV B 1a Self-Evaluation

Survey Item 50: The Board of Trustees reflects the public interest in activities and decisions.



This item reveals that 19% of Management, 29.6% of Staff and 37.8% of faculty agree that the Board of Trustees reflects the public interest in its activities and decisions.

In response to this data, the College has published information on the college's web site that includes the individuals serving on the Board of Trustees, Board Policies, Board Procedures, the Schedule of Board Meetings, and Board Agendas and Minutes. The college community and the general public are welcome and invited to attend these open meetings.

### Standard IV B 1a Planning Agenda

- Through its various constituencies the Board of Trustees attempts to reflect the public interest and to communicate more effectively with the campus. The Superintendent/President will continue to work with the Board of Trustees to enhance understanding of this information throughout the campus.

**Standard IV B 1b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

### Standard IV B 1b Descriptive Summary

The college meets this standard in a number of Board policies including the mission statement that provides the framework for development of board policies and procedures. Input includes minority as well as majority opinion.

Board Policy # 2410 Policy and Administrative Procedure states:

The board may adopt such policies as are authorized by law or determined by the board to be necessary for the efficient operation of the district. Board policies are intended to be statements of intent by the board on a specific issue within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities. Policies of the board may be

adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing board policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

Board Policy 2510 Participation in Local Decision Making Faculty states:

The board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulation. In executing that responsibility, the board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the district is governed and administered. This policy shall not be interpreted to imply that there must be total agreement by all participants with majority rule but there is input by all constituents. The ultimate responsibility for decisions rests with the Board of Trustees.

Board Policy 4020 Program and Curriculum Development states:

The programs and curricula of the district shall be of high quality, relevant to community and student

needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

The Board of Trustees has a board procedure manual that is currently under revision. Two board members are preparing procedure recommendations based on the California Community College League model for board policies and procedures. When procedure recommendations are complete this team of two board members will present the recommended procedures as a board agenda item to the full board for input and approval.

Board Policies were updated following the California Community College League recommendations. The College Assembly approved the policy changes on September 16, 2003. The Board of Trustees approved the changes on October 14, 2003. Currently, the college procedures are being reviewed through various processes within each cabinet members area of supervision.

The Board also approves the mission statement that is currently under revision. The revision was undertaken by a sub group of the Integrated Planning Team. This was brought to the full Planning Team that includes representatives of most of the campus groups; it was distributed to the entire campus with request for comment. The comments were tabulated and discussed and the statement revised by the full committee. A meeting was held with representatives of the College Foundation to receive community input. The Superintendent/President then submitted the document for approval and presented the

mission statement to college assembly. Constituent groups read the mission statement two times for changes/deletions/additions and once College Assembly approved the statement, the Superintendent/President presented the mission statement to the Board of Trustees for approval.

The Superintendent/President's Office provided and will continue to provide the Board of Trustees with information on campus-wide activities. The Board also receives information of campus functions at board meetings as well as area reports from each vice president, the foundation director, and from other constituents. Policies are discussed and input is given to the College Assembly. Finally, constituent groups respond to all policies in the district. As of the Fall 2002 each member of the Board of Trustees has an individual GroupWise email account, providing more access to communication with constituents.

Documentation that is currently available and accessible includes as of Spring 2002 auditory taped Board meetings are available at the VVC library. The Superintendent/President's office maintains hard copies of minutes and agendas of all board meetings. College Assembly as well as Academic Senate reports are given at the board meetings. Agendas as well as minutes are posted on the web site at [www.vvc.edu](http://www.vvc.edu).

Other policies, institutional goals or other formal statements exist that describe Board expectations for quality, integrity and improvement of student learning programs and services. An example is Policy #2715 Code of Ethics Standards of Practice, which states:

The board maintains high standards of ethical conduct for its members.

Members of the board are responsible to:

- Authorize the Superintendent/President to act as the board executive officer and shall confine board action to policy determination, planning, overall approval and evaluation, maintenance of the fiscal stability of the district, hiring of competent personnel and other duties and responsibilities as prescribed by law.

The Board also gives authority to the Superintendent/President to establish procedures. One of the President's major focuses will be to create better and effective communication between the Board and other college constituents. As was stated on Flex Day, she is implementing this goal through The President's Connection, held the second Friday of each month from 10 a.m. to 11 a.m. in the Superintendent/President's conference room, The President's Pen, a communication newsletter posted on her web page, and centralizing the office to the center of campus which creates better accessibility for all.

The goals of the Superintendent/President for the college include:

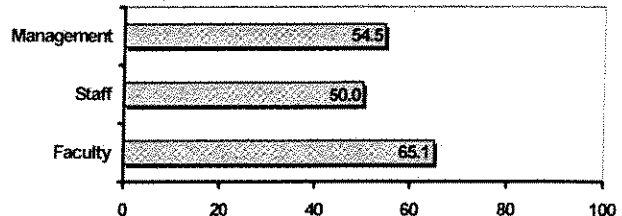
- Support high quality educational opportunity and the faculty needs to provide a positive learning environment for students
- Enhance the college's role in career training and economic development
- Support a wide array of appropriate services to enhance student learning
- Provide leadership for a learning centered college
- Re-build trust and communication
- Lead feasibility assessment for General Obligation Bond
- Update facilities plan and engage in integrated planning

- Re-implement evaluation processes for all employees in a way that facilitates professional growth and enhancement of the work and learning environment

The College Mission Statement provides the framework for the goals of the Superintendent/President and the Board of Trustees. The Board establishes its goals and updates these goals yearly. The Board approves the Superintendent/President's goals and focuses on measurable goals as criteria for the President's evaluation. Goals developed in collaboration with the Board will be shared with the College at the Board of Trustees meeting and integrated into the college-wide planning process. The Board of Trustees is evaluated through a self-evaluation process coordinated through the Superintendent/President's office.

#### Standard IV B 1b Self-Evaluation

Survey Item 51: Consistent with the institutional mission, the Board of Trustees establishes policies to ensure the quality of student learning program services.



Fifty percent or more of the management, staff, and faculty expressed satisfaction with the board's efforts to ensure the quality of student learning. The Superintendent/President conducted a workshop after the 2003 board election to discuss the role of the superintendent/president, goal setting, and policy review in a manner that serves to promote the attainment of the college mission statement. As noted earlier, much work has been done on the Integrated

Planning Process, and the Master Plan is being revised.

#### **Standard IV B 1b Planning Agenda**

- Improve communication across the campus.

**Standard IV B 1c. The governing board has the ultimate responsibility for educational quality, legal matters and financial integrity.**

#### **Standard IV B 1c Descriptive Summary**

The College meets the standard in a number of ways. With regard to education quality, the board approves curriculum at its board meetings, approves all hiring of instructors/deans, and receives information on program reviews. Through the Superintendent/President, the Board receives information on legal matters and directs decisions through Board action. The Board accepts its responsibility for the financial integrity of the district and remains current on financial matters through budget workshops and budget documents. The Board approves the College budget including all payments/transfers. The governing board is an independent body and not subject to the actions of any other entity. The Board's actions are final.

The Board reviews and approves all legal and financial matters as well as all educational quality items. The Superintendent/President is providing a renewed commitment to update the administrative/management evaluation process as a tool for professional development and provide students with the best possible educational and service quality. She initiated a management taskforce that is revising the manager's evaluation process for the October

leadership meeting. Currently the Superintendent/President feels that the existing process is not as effective as it should be to support educational quality as well as the mission statement. Additionally, the Superintendent/President is working with the President's Cabinet to ensure that all employee evaluations are conducted on a regular basis and used to facilitate educational quality. The Superintendent/President initiated the Budget Advisory Committee, a participatory governance committee to make recommendations on budget issues and allocations. Finally, she is working with the cabinet to verify and ensure that all college activities are allowable under appropriate laws and codes.

Documentation that is currently available and accessible include all minutes and agendas of all board meetings are posted on the website. [www.vvc.edu](http://www.vvc.edu). Audiotapes and agendas are available at the VVC library. The Superintendent/President's Office maintains the hard copy of all minutes/agendas.

#### **Standard IV B 1c Self-Evaluation**

A review of the Board Agenda and Minutes published on the campus website and the open access to paper copy in the Superintendent/President's office for public study demonstrate that the Board has the ultimate responsibility for educational quality, legal matters and financial integrity. Under the direction of the President/Superintendent, the Vice President of Administrative Services presents State of the College budget. This information is available to view at the regular hours of the campus and is available on the campus website.

### Standard IV B 1c Planning Agenda

None

**Standard IV B 1d. The institution or the governing board publishes the board policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

### Standard IV B 1d Descriptive Summary

This information is available in both hard copy and on the campus website. The site lists the composition of the Board of Trustees. Other information available at the same location is Board Policies, Board Procedures, Schedule of Board Meetings, and Board Agendas and Minutes. Information specifying the duties, responsibilities, structures and operating procedures are also included at this site.

### Standard IV B 1d Self-Evaluation

Communication of the above information is available in both hard copy and on the web. Individuals may access this information during normal hours of operation of the campus or on the web.

### Standard IV B 1d Planning Agenda

- The institution and the Board will continue to publish and expand access to this information.

**Standard IV B 1e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

### Standard IV B 1e Descriptive Summary

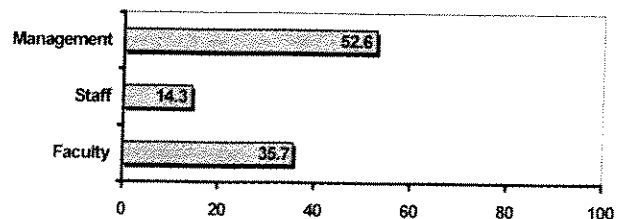
The policies, procedures, meeting agendas and meeting minutes of the VVC Board of Trustees are posted on the college web site under "President's Office" area. The Board conducts a yearly self-evaluation and reviews policy and practices as necessary. Self-evaluation policy and procedure changes are reported to the campus community and the public as they occur.

### Standard IV B 1e Self-Evaluation

A review of board meeting agendas and minutes indicates that the governing board does indeed act in a manner consistent with its policies. The board has evaluated its policies and procedures. The board has acted in a manner consistent with its policies.

The Board of Trustees adopted a complete Board Policy Revision on September 11, 2001. The revision ensured the alignment of board policy with new accreditation standards and the California Education Code. The Faculty Senate/Association President suggested that board members do not appear to be familiar with the policies and need to be reminded of them on a fairly regular basis.

Survey Item 52: The Board of Trustees regularly evaluates its policies and revises them as necessary.



In general, all groups are not in agreement with this item, particularly faculty and staff. Further analysis is needed to determine why

groups believe the Board of Trustees does not regularly evaluate its policies.

#### **Standard IV B 1e Planning Agenda**

None

**Standard IV B 1f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

#### **Standard IV B 1f Descriptive Summary**

The VVC Board of Trustees has a training program for board development and new member orientation. Members are encouraged to attend the bi-annual Community College League of California conference that provides special workshops for new board members as well as workshops on board development. The college superintendent/president provides an orientation to new board members. Board Policy 2740, Board Education, provides for continuity of board membership and states "the board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education." In addition, Board Policy 2100, Board Elections, states:

The term of office of each trustee shall be four years, commencing the first board meeting in December following the election. Elections shall be held every two years, in odd numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election.

Furthermore, within 60 days of any board vacancy, the board must decide whether to order an election or fill the vacancy through a provisional appointment (Board Policy #2110—Vacancies on the Board).

#### **Standard IV B 1f Self-Evaluation**

The Board schedules a yearly retreat and introduces new Board members through a process of orientation that involves a review of past practice and its policies and procedures. This process has worked well in past practice and has given the new Board member both general and specific information to become a member the Board of Trustees.

#### **Standard IV B 1f Planning Agenda**

None

**Standard IV B 1g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

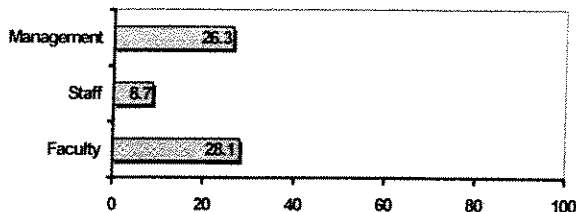
#### **Standard IV B 1g Descriptive Summary**

The Board evaluation instrument was developed in conjunction with its ethics statement and was reviewed at the April 22-23, 2004, Board Retreat. This self-evaluation of the Board consists of a set of self-evaluation questions. The results are brought together and returned to the Board for consideration. The Board considers the evaluation and institutes any changes in policy or procedure developed from this self-evaluation.

### Standard IV B 1g Self-Evaluation

Every four years, the Board is evaluated by the public through the election process. The Board of Trustees' self-evaluation processes are clearly defined and published. The Superintendent/President confirmed the Board's self-evaluation on April 20, 2004.

Survey Item 53: The Board of Trustees' self-evaluation processes are clearly defined and published.



Less than one-third of all constituents agreed that the Board of Trustees' self-evaluation processes are clearly defined and published.

### Standard IV B 1g Planning Agenda

- The Board will communicate its self-evaluation process to the campus community.

**Standard IV B 1h. The governing board has a code of ethics (Board Policy #2715) that includes a clearly defined policy for dealing with behavior that violates its code.**

### Standard IV B 1h Descriptive Summary

The Board Policy #2715 states that the board maintains high standards of ethical conduct for its members. Members of the Board are responsible to:

- authorize the superintendent/president to act as the board executive officer and shall confine board action to policy

determination, planning, overall approval and evaluation, maintenance of the fiscal stability of the district, hiring of competent personnel, and other duties and responsibilities as prescribed by law

- protect the interests of students in every decision and shall assure the opportunity for quality education for every student

- recognize and actively communicate that authority rests only with the whole board assembled in a legally constituted meeting and make no personal promises nor take any action, which would give the appearance of a conflict of interest

- use appropriate channels of communication

- respect the letter and intent of the Ralph M. Brown Act, taking official actions in public sessions

- recognize that the primary duty of every trustee is to represent the general interest of the college district

- prevent conflicts of interest and the perception of conflicts of interest

- join with other members of the board, staff, community, and students in becoming fully informed about the nature, value, and direction of contemporary education in our society

- devote time, thought, and study to the duties and responsibilities of a community college board member that they may render effective and credible service

· be scrupulous about any expenses for which they are reimbursed by the district

· maintain the confidentiality of privileged and executive session information

· maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals

The governing board has established their policy of acceptable ethical behavior and their responsibility to adhere to such policy. The policy identifies the utilization of the Ralph M. Brown Act, which defines appropriate action for violation of code.

#### **Standard IV B 1h Self-Evaluation**

On November 2, 2004, the College Assembly passed a new ethics statement that reads:

Employees of the Victor Valley Community College District, while performing their duties or interacting with other employees, students, members of the community, and all others should be honest, fair, respectful of others, and free from discrimination. Employees shall act in the best interests of students, promote good will, and create a positive image for the college (College Assembly Minutes, October 5, 2004).

The ideal of ethical behavior related to the Board of Trustees is implied in the Mission Statement language, "...integrity and collaboration among students, staff, faculty and administrators."

#### **Standard IV B 1h Planning Agenda**

- With the approval of the new code of ethics, the Board will work with the Superintendent/President to communicate and comply with this new policy.

**Standard IV B 1i. The governing board is informed about and involved in the accreditation process.**

#### **Standard IV B 1i Descriptive Summary**

The Board of Trustees is informed and involved in the accreditation process. The Superintendent/President, faculty, and staff provide information about the Accreditation Self-Study to the Board of Trustees. A member of the Board of Trustees is a member of the Accreditation Steering Team. The Board of Trustees reviews and approves the interim and midterm reports. The president of the Board of Trustees signs the Institutional Self-Study for Reaffirmation of Accreditation prior to submission to the Accrediting Commission. In addition, the Board of Trustees may meet with the Accreditation Site Visit Team members to provide input and answer questions.

#### **Standard IV B 1i Self-Evaluation**

The Board of Trustees is informed about accreditation activities through information provided by the Superintendent/President, and has been involved in the Accreditation Self-Study process. The Superintendent/President provided information to the Board of Trustees at board meetings on October 14, 2004, and November 11, 2004. At the meeting on November 11, 2004, the Superintendent/President provided information about the accreditation workshop on September 25, 2003, accreditation themes, and the learning-

centered college. In addition, the members of the Accreditation Steering Committee provided accreditation information to the Board of Trustees on July 9, 2002, August 20, 2002, October 22, 2002, October 28, 2003 and October 26, 2004. An example of trustee involvement was the participation of a board member on the Accreditation Steering Committee. At the meeting on February 10, 2004, a board member indicated the enjoyment of working on accreditation activities. The Board members who attended the Flex Day activities were provided information about accreditation activities on January 10, 2003, and September 2, 2003. The Board of Trustees accepted the Interim Accreditation Report and approved the Midterm Accreditation Report on October 9, 2001 (Board of Trustees Minutes October 9, 2001). Members of the Board attended the Accreditation Self-Study Open Forum on April 28, 2004, at Victor Valley College.

#### **Standard IV B 1i Planning Agenda**

None

**Standard IV B 1j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (Board Policy # 2435). The governing board delegates full responsibility to the Superintendent/President to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.**

#### **Standard IV B 1j Descriptive Summary**

The process of the evaluation begins with the Superintendent/President and Board collaboratively agreeing on goals for next academic year by April 15 of the current

year. The Superintendent/President then presents a self-evaluation based upon the developed goals that are then presented to the Board. The Board reviews this self-evaluation, utilizing the agreed upon goals and accomplishments. In addition to this Board review, a management survey is sent to members of each constituent group and returned to the Human Resource Office. The survey results are consolidated by the Human Resources Office and shared with the Board. The Board reviews and consults with each member the results of the management survey and develops a consensus. The Board next discusses their view of the evaluation with the Superintendent/President in a closed session Board meeting. The shared results of the Board and President are written up by the Board president and finalized with consensus of the full Board. If the evaluation results in any contract change the Board votes an action item at a scheduled public meeting.

#### **Standard IV B 1j Self-Evaluation:**

Based upon an extensive interview with the Superintendent/President on April 20, 2004, the above information was developed and verified.

#### **Standard IV B 1j Planning Agenda**

None

**Standard IV B 2. The Superintendent/President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, and selecting personnel.**

**Standard IV B 2a. The Superintendent/President plans, oversees, and evaluates an administrative structure**

that is organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

#### **Standard IV B 2a Descriptive Summary**

Dr. Patricia Spencer joined the College on May 1, 2003. The Superintendent/President sets the tone in which the College conducts its activities in order to fulfill its mission. The Superintendent/President has established a comprehensive approach to long range planning, communications, and daily operation. Through participation in the College Assembly and President's Cabinet, the Superintendent/President has been actively involved in the formation of the Master Plan, Facilities Plan, and Technology Plan, which collectively communicates the vision and direction of the College. Other activities include scheduled communication forums and the Superintendent/President actively participates in campus events such as "TechX Weekend," "Rams Spirit Week," and cultural events such as "Christmas Around the World."

The administration consists of the Superintendent/President, Deputy Superintendent/Executive Vice President of Instruction, Vice Presidents, Deans, and Directors.

#### **Standard IV B 2a Self-Evaluation**

Survey Item 54: The president effectively leads an administrative structure organized and staffed to reflect the institution's mission, goals, size, and complexity.

Of those who responded, 81% of management and 45.5% of staff and 77.3% of faculty agreed with this statement.

#### **Standard IV B 2a Planning Agenda**

None

#### **Standard IV B 2b. The Superintendent/President guides institutional improvement of the teaching and learning environment**

#### **Standard IV B 2b Descriptive Summary**

The Superintendent/President guides institutional improvement of the teaching and learning environment by the following:

Providing effective and efficient leadership and management that makes possible an effective teaching and learning environment. The Superintendent/President meets regularly with the Academic Senate, the Chief Instructional Officer (CIO), the Chief Student Services Officer (CSSO), the Instructional and Student Services Deans, and College Assembly where values, goals, and priorities are openly discussed.

Setting expectations that research and analysis on external and internal conditions will be used in the evaluation and planning process. The Superintendent/President relies heavily on data and empirical studies to drive decision-making. The Superintendent/President differentiates and ranks initiatives that have a positive impact on students and the teaching/learning environment above those that do not.

Ensuring the educational planning and allocation are integrated with resource planning and distribution. The Superintendent/President, provides oversight of the development of the, the Master Plan, Facilities Master plan, budget, and human resources plan to ensure that resources and the teaching/learning environment are integrated. The Superintendent/President is

that is organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

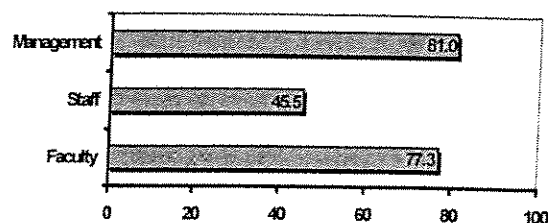
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Dr. Patricia Spencer joined the College on May 1, 2003. The Superintendent/President sets the tone in which the College conducts its activities in order to fulfill its mission. The Superintendent/President has established a comprehensive approach to long range planning, communications, and daily operation. Through participation in the College Assembly and President's Cabinet, the Superintendent/President has been actively involved in the formation of the Master Plan, Facilities Plan, and Technology Plan, which collectively communicates the vision and direction of the College. She initiated a college-wide budget committee for the purpose of increasing communication, understanding, and constituency input on state and college budget issues. Other activities include scheduled communication forums and the Superintendent/President actively participates in campus events such as "TechX Weekend," "Rams Spirit Week," and cultural events such as "Christmas Around the World."

The administration consists of the Superintendent/President, Deputy Superintendent/Executive Vice President of Instruction, Vice Presidents, Deans, and Directors.

#### Standard IV B 2a Self-Evaluation

Survey Item 54: The president effectively leads an administrative structure organized and staffed to reflect the institution's mission, goals, size, and complexity.



Of those who responded, 81% of management and 45.5% of staff and 77.3% of faculty agreed with this statement.

The organizational structure has been sufficient to meet the needs of the district. The superintendent/president did eliminate unnecessary management positions and replacement of positions has been delayed due to budget constraints. Currently, the president's cabinet is reviewing the management structure and the staffing needs to accommodate growth. The deputy superintendent/executive vice president, instruction, is working with the Senate president to implement criteria based on student growth and programmatic needs for identifying and prioritizing faculty rehires and new faculty positions.

The superintendent/president delegates authority as appropriate and on the basis of the organizational structure and position descriptions. Each area works both independently and as a team as the work requires. Each employee has a span of control within which they conduct their duties. The superintendent/president respects and holds each employee accountable within this span of control. However, when she is concerned or has questions, she does move to a closer level of supervision and/or direction.

#### Standard IV B 2a Planning Agenda

None

**Standard IV B 2b. The Superintendent/President guides institutional improvement of the teaching and learning environment**

**Standard IV B 2b Descriptive Summary**

The Superintendent/President guides institutional improvement of the teaching and learning environment by the following:

Providing effective and efficient leadership and management that makes possible an effective teaching and learning environment. The Superintendent/President meets regularly with the Academic Senate, the Chief Instructional Officer (CIO), the Chief Student Services Officer (CSSO), the Instructional and Student Services Deans, and College Assembly where values, goals, and priorities are openly discussed.

Setting expectations that research and analysis on external and internal conditions will be used in the evaluation and planning process. The Superintendent/President relies heavily on data and empirical studies to drive decision-making. The Superintendent/President differentiates and ranks initiatives that have a positive impact on students and the teaching/learning environment above those that do not.

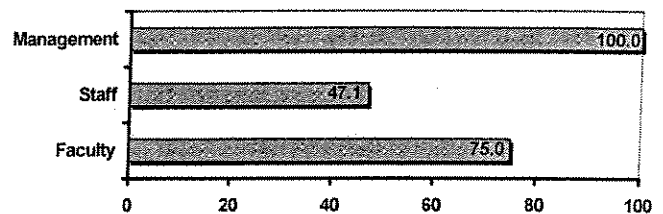
Ensuring the educational planning and allocation are integrated with resource planning and distribution. The Superintendent/President, provides oversight of the development of the, the Master Plan, Facilities Master plan, budget, and human resources plan to ensure that resources and the teaching/learning environment are integrated. The Superintendent/President is actively involved with the prioritizing of open positions and involved with the hiring of all full-time faculty and administrators to

ensure that the highest qualified applicants are hired for approved positions.

Establishing procedures to evaluate overall institutional planning and implementation efforts. The Superintendent/President further relies on the Institutional Research Office, program reviews, student and staff surveys, and outcome assessment to accurately reflect the results of the institution's planning and implementation efforts. Results are constantly compared to the original plans, and changes, where needed, are made to the working plans. It is the philosophy of the Superintendent/President that plans and related documents are evolving documents to be updated as the situation warrants.

**Standard IV B 2b Self-Evaluation**

Survey Item 55: The president guides institutional improvement of the teaching and learning environment.



This result reflects the differences of opinions between the management (100%), staff 47.1% and faculty 75%.

**Standard IV B 2b Planning Agenda**

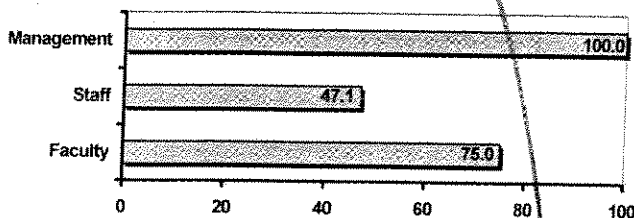
None

actively involved with the prioritizing of open positions and involved with the hiring of all full-time faculty and administrators to ensure that the highest qualified applicants are hired for approved positions.

Establishing procedures to evaluate overall institutional planning and implementation efforts. The Superintendent/President further relies on the Institutional Research Office, program reviews, student and staff surveys, and outcome assessment to accurately reflect the results of the institution's planning and implementation efforts. Results are constantly compared to the original plans, and changes, where needed, are made to the working plans. It is the philosophy of the Superintendent/President that plans and related documents are evolving documents to be updated as the situation warrants.

**Standard IV B 2b Self-Evaluation**

Survey Item 55: The president guides institutional improvement of the teaching and learning environment.



This result reflects the differences of opinions between the management (100%), staff 47.1% and faculty 75%.

**Standard IV B 2b Planning Agenda**

None

**Standard IV B 2c. The Superintendent/President assures the implementation of statutes, regulations, governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

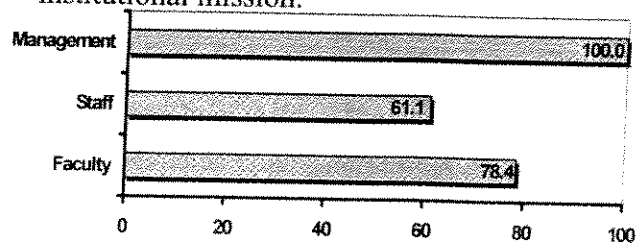
**Standard IV B 2c Descriptive Summary**

The Superintendent/President has established a comprehensive approach to long range planning, communications, and daily operations. Through participation in the President's Cabinet, the Superintendent/President has been actively involved in the formation of the Educational Master Plan, Facilities Plan, and Technology Plans, which collectively communicate the vision of the College.

The President/Superintendent works closely with Human Resources and includes the Director in many committees to ensure the implementation of Title 5, statutes, regulations and Board of Trustees policies. Under the leadership of the current Superintendent/President, both Superintendent/President and the Director are more involved in the hiring process. The President/Superintendent sits on the final interview panel for all management positions and reviews the status on recruitments weekly. The President/Superintendent has included the Director of Human Resources in the cabinet meetings.

**Standard IV B 2c Self-Evaluation**

Survey Item 56: The president assures that institutional practices are consistent with the institutional mission.



The result reflects the differences of opinions between the management (100%) and faculty (78.4%) and classified staff (61.1%).

#### **Standard IV B 2c Planning Agenda**

None

#### **Standard IV B 2d. The Superintendent/President effectively controls budget and expenditures.**

##### **Standard IV B 2d Descriptive Summary**

The Superintendent/President has delegated to the Vice President of Administrative Services, the process of budget development and budget coordination. The Vice President of Administrative Services is responsible for presenting the budget to the Board of Trustees. A Budget Development Calendar has been created by the Vice President of Administrative Services and approved by the Board of Trustees.

Under the direction of the President/Superintendent, the Vice President of Administrative Services presents state of the college budget information at college Flex Day and Town Hall meetings. In Spring 2004, four budget task force groups were formed to brainstorm cost saving measures. All constituent groups were represented on the task force groups. The budget augmentation process has been in effect whereby faculty and classified staff submit budget requests; requests are then prioritized by the President's Cabinet in accordance with the goals and needs of the college. The program review process by departments parallels this activity.

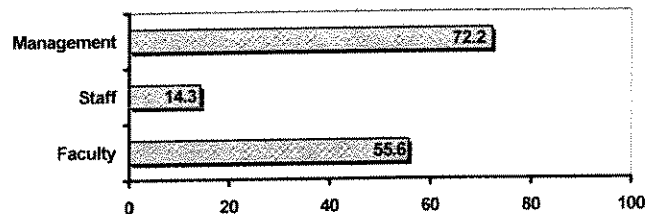
The Superintendent/President expects each administrator to be knowledgeable of the finance code, regulations, and principles of

best practices when dealing with approved budgeted expenditures. Through the cabinet and monthly financial reports, the Superintendent/President maintains a working knowledge of the District's financial position and works with the Vice Presidents to assure adherence to approved expenditures.

The Superintendent/President reviews the CCFS320 and CCFS321 reports before signing and forwarding them to Sacramento to insure that the District is meeting its goals for attendance and revenue. Through the budget cuts for fiscal years 2002-2003 and 2003-2004, Victor Valley College has been able to maintain a high level of teaching/learning excellence without resorting to layoffs or position cuts. The Superintendent/President has maintained a close connection with the budget process to ensure the financial stability of the College.

#### **Standard IV B 2d Self-Evaluation**

Survey Item 57: The president effectively controls budget and expenditures.



The Classified staff strongly disagree that the Superintendent/President effectively controls budget and expenditures. Almost half the faculty also disagree. Further analysis is needed to determine why faculty and staff do not agree with this statement

#### **Standard IV B 2d Planning Agenda**

The College will conduct budget workshops for all constituent groups.

**Standard IV B 2e. The Superintendent/President works and communicates effectively with the communities served by the institution.**

**Standard IV B 2e Descriptive Summary**

The Superintendent/President has designated department chair meetings to the Deputy Superintendent/Executive Vice President, Instruction. With the relocation of the Superintendent/President's office to the central campus area, the Superintendent/President maintains visibility and accessibility. In addition, the Superintendent/President holds "President's Connection" meetings where the college community is invited to discuss matters of interest or concern. The Superintendent/President does hold periodic town hall meetings in order to obtain feedback from campus and community stakeholders.

The Superintendent/President communicates and works with the following groups:

- American Federation of Teachers – Part Time Faculty United
- Associated Student Body Council
- College Assembly
- California School Employees Association
- Academic Senate and Faculty Association/CTA/ NEA
- Leadership Team
- President's Cabinet
- Victor Valley College Foundation
- Management Council
- Board of Trustees

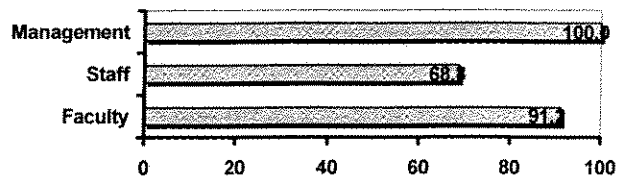
Victorville Chamber, Leadership Academy. In addition the Superintendent/President has worked well with the Part-Time Faculty Union as they begin the negotiation process for part time faculty.

The Superintendent/President delegates authority and responsibility to appropriate managers who are knowledgeable about board policies and who follow best practices while implementing the college's mission, vision, and values. Managers and staff are held accountable for the outcomes in terms of learning environment, student outcomes, finance, and compliance with codes and regulations.

**Standard IV B 2e Self-Evaluation**

The Superintendent/President effectively communicates with the surrounding community by attending city council meetings, meeting regularly with the College's Foundation, speaking at charity events, and by attending service club functions. The Superintendent/President regularly provides interviews to the local newspaper and radio media.

Survey Item 58: The president works effectively with the community served by the institution.



This item indicates that the superintendent/president works effectively with the community.

**Standard IV B 2e Planning Agenda**

None

**Standard IV B 3 - This standard does not apply as it deals with multiple college districts.**