

## 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.*

### Standard IVA. 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.*

*IVA-1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.*

#### **Description**

The College's commitment to excellence and effectiveness is affirmed explicitly in the institutional vision, values, mission, and goals (Item IVA-1), and its policy on institutional effectiveness (Item IVA-2). In particular, educational excellence is central to the District's vision, the first of the District's primary values and the subject of Board Policy 4000, Standards of Educational Excellence (IVA-24). Moreover, the District's values and mission express a strong commitment to collaboration, empowerment, and innovation in teaching, learning, problem solving, and growth. The College recognizes that ethical and effective leadership throughout the organization enables the College to identify institutional vision, mission, philosophy, and strategic goals, to foster continual improvement, and ultimately, to enhance student learning outcomes (Items IVA-1, IVA-2, and IV4A-3). Within the framework of the College's mission, vision, and core values (Item IV4A-4), the College promotes integrity, diversity and collaboration through the following:

- guiding the College's actions with an internally consistent framework of principles

- valuing different points of view and contributions of all, and
- encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.

Effective communication is an important vehicle by which the institution is able to learn, to grow, and to improve. Along with the other core values, six College goals, and mission, the College creates clear expectations for setting and achieving goals across the institution.

According to Title 5 of the California Code of Regulations, sections 53200-53206, 51023.5 and 51023.7, the Academic Senate, staff, and students shall participate in the decision-making processes of the District. These regulations are incorporated into Board Policy 2510, Participation in Local Decision Making (Item IVA-5).

Faculty, administrators, and staff members understand the College's mission and their roles in supporting this mission. As documented in the Campus Climate Survey 2010, 75% of the District workforce know the mission, vision, and values of the College and how they contribute to them as workforce members (Item IVA-25).

Information about institutional performance is available to all administrators, faculty, and staff in the the College's annual report (Item IVA-26) and the institutional research website (Item IVA-27). The following additional sources of performance information are available within the District as well as to students and the community through the institutional research website: enrollment trends, common data set, Institutional Effectiveness Presentation to the Community, Quick Facts, and the annual report. In addition, program review reports and division summaries are available to the District workforce, and reports from earlier years are also available to the public. The program review process is designed to provide all faculty and staff the opportunity to participate in procedures for evaluation and planning for improvement (Item IVA-22).

The College's participative governance structure includes processes by which faculty, staff, and students participate in the formulation and evaluation of District policies (Item IVA-1). Shared governance is practiced through College Council, which includes representatives from the following five constituencies: faculty, classified staff, students, classified management, and educational administrators. Moreover, College Council has established nine standing committees for ongoing and recurring purposes, and each committee's membership is also drawn from the five College constituencies (Item IVA-14). In addition, the Board of Trustees consults collegially with the Academic Senate on policies that involve designated academic and professional matters (Item IVA-15).

*IVA-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.*

*IVA-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 or organizations for providing input into institutional decisions.*

### **Description**

The College maintains a written policy defining and authorizing faculty, staff, administrator, and student participation in decision-making processes. Board Policy 1201, Shared Governance (Item IVA-1) addresses participatory governance, which is defined as shared responsibility for developing and recommending policy through the collaboration of administration, faculty, staff, and students for the purpose of providing high quality programs and services at the College. Participatory governance at the College involves joint responsibility and collaborative decision-making among administration, management, faculty, staff, and students through their representation on shared governance councils and committees. The College has substantive and clearly defined roles, mechanisms, and organizations within the institutional governance process to ensure that all members of the campus community have the opportunity to participate in policy making, in planning, and in budget decisions that relate to their areas of responsibility and expertise. The President's Cabinet is charged with short-term and long-term strategic planning, as well as the broad oversight of budgetary decisions related to planning. In addition, the Finance/Budget and Planning Committee is a standing College-wide committee makes reports to College Council on policy-related issues and to the Superintendent/President on improvements to operational issues. The charge of this committee can be found in Administrative Procedure 1202 (Item IVA-27).

Board Policy 4035 supports academic collegial consultation (Item IVA-9). The Board of Trustees consults collegially with the Academic Senate on the development of policies that involve designated academic and professional matters (Item IVA-15).

Classified staff are provided with an official representative voice in participatory governance through the local chapter of the California State Employees Association (CSEA; Item IVA-11). In addition, CSEA representatives meet regularly with the Superintendent/President. CSEA is a member-run organization, and has exclusive bargaining rights with the District regarding salary, benefits, and working conditions.

The Associated Student Body (ASB) serves to enhance the awareness of student concerns through open communication with administration, with faculty, and with staff; students serve on

various campus-wide committees to ensure that their voices are included in College decision-making processes (Item IVA-12). The ASB President serves as the Student Trustee and represents students at meetings of the Board of Trustees.

*IVA-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.*

**Description**

The College relies on appropriate faculty structures and academic administrators for recommendation about student learning programs and services (Item IVA-14). The Board of Trustees consults collegially with the Academic Senate on the following academic and professional matters that relate to learning programs and services (Item IVA-15):

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development; and
- Standards or policies regarding student preparation and success.

The process for review of curriculum reveals the institutional reliance on the faculty and the Academic Senate for recommendations related to student learning. The Curriculum Committee is charged with curriculum review and presents recommendations for approval to the Academic Senate, which in turn forwards such recommendations to the Board of Trustees pursuant to Board Policy 4035 (Item IVA-15). The Curriculum Committee is chaired by the Curriculum Facilitator and includes the Articulation Officer and eight faculty members representing all instructional disciplines. The Curriculum Facilitator is responsible for setting the agenda, facilitating discussion regarding proposed courses and programs, and initiating evaluation of the process. The Articulation Officer advises the committee on matters relating to the transfer of courses.

*IVA-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.*

**Description**

Participatory governance at the College relies upon cooperation, mutual trust, respect and shared values which put students and learning first (Item IVA-1). The College's Board of Trustees, administrators, faculty, staff, and students take pride in working together for the good of the institution. A clear governance structure (Item IVA-27) and a positive atmosphere throughout the College help to facilitate discussion of ideas and effective communication among the institution's constituencies. College employees are committed to working together to serve students and the community. Participatory governance structures and practices are vital components fundamental to demonstrating the College's commitment to "value different points of view and contributions of all" (Item IVA-4).

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

**Description**

The College advocates and demonstrates honesty and integrity in its relationships with external agencies and complies with Accrediting Commission standards, policies, guidelines, and requirements. All standards related to the accreditation process are completed in a timely manner, and the College recognizes that the self study process is a valuable tool that will assist it in improving its programs and services to students.

The College also demonstrates honesty and integrity when communicating institutional qualities and effectiveness to the public. For example, a link to accreditation information is available to the public on the College website (Item IVA-18). This link includes reports from site teams, progress reports, focused midterm report, and self study reports. Additionally, the public can access program reviews (Item IVA-21), the Annual Report (Item IVA-20), and past fact books (Item IVA-19) from the College website.

The College has demonstrated honesty and integrity through the development of the current self study by including a broad representation from all College constituencies. The self study committee is headed by two accreditation co-chairs. Additionally, each of the four standards has co-chairs, at least one of whom is a faculty member. Working with the chairs of each standard is

a team of faculty and staff of up to 13 people, with one board member serving on the Standard IV team. Constituent groups requested volunteers for these teams. All relevant documents were made available on a common drive accessed on the College network. Committee co-chairs met weekly to share progress reports and to identify support needs. All teams were encouraged to write frank and honest appraisals of the College's methods, procedures, programs, and development since the previous report.

*IVA-5. The role of leadership and the institution's governance and decision-making structures 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**

At the beginning of each academic year, the College Council is expected to review the shared governance document and will evaluate itself to assure integrity and effectiveness of all College Council activities. Any improvements deemed necessary are to be planned, implemented, and evaluated (Item IVA-1). In addition, Campus Climate Survey 2010 was designed to measure each of the following (Item IVA-24):

- how well shared governance processes operate pursuant to Administrative Procedure 1201 (Item IVA-1);
- how engaged workforce members are in those processes; and
- how consistent prevailing business practices are with our core organizational values of excellence, integrity, accessibility, diversity, collaboration, and innovation (see Administrative Procedure 1202; Item IVA-3).

The Campus Climate Survey was completed in Fall 2010 as a partial response to the recommendations from the 2005 ACCJC Visiting Team regarding improving campus climate and institutional effectiveness. Results have been made available to the 2011 Accreditation Self study co-chairs, the members of the Institutional Effectiveness Committee, the College Council, and the President's Cabinet. The Office of Institutional Effectiveness developed recommendations for action and improvement on the basis of the Climate Survey results (Item IVA-24). These recommendations were adopted by the College Council for implementation campus wide (IVA-6).

In addition to the Campus Climate Survey, a reorganization of the College's structure was accomplished in 2007 in order to streamline decision-making and insure adequate leadership in technology. The number of instructional department chairs was reduced from 34 to 15. Faculty facilitators ensure that the unique needs of disciplines continue to have an advocate, and that key areas can be addressed (e.g., off-campus sites, student learning outcomes, staff development, honors, study abroad, distance learning, etc).

### **Evaluation, Standard IVA**

**Standard IVA-1:** An environment for empowerment, for innovation, and for institutional excellence is enabled through the participative governance structure. Staff, faculty, students, and administrators can take initiative through established participative governance processes that effectively address improvement proposals related to the College's policies and institution-wide issues.

The participative governance structure allows for ample opportunities for members of the College community to contribute to institutional improvement, and its value for this purpose is widely acknowledged across the College. According to the Campus Climate Survey 2010 (Item IVA-24), College Council is perceived as an effective main body through which participative governance is practiced; furthermore, participative governance committees are perceived as providing opportunities for employees to participate in the improvement of institutional effectiveness. However, Campus Climate Survey 2010 results (Item IVA-24) suggest that the following areas are among those warranting special attention for the purpose of improvement: communications from committees to the campus; decision-making processes; valuing and practicing creativity, innovation, and teamwork.

**Standards IVA-2 and IVA-2a:** The College has implemented a written policy (Items IVA-1 and IVA-14) providing for faculty, staff, administrator, and student participation in decision-making processes. New policies were adopted by the Board of Trustees in 2007 to confirm the College's commitment to better decision-making and to strengthen internal structures. These policies include Board Policy 1201, Shared Governance (Item IVA-1), and Board Policy 1202, Institutional Effectiveness (Item IVA-2). The results of significant planning and reorganization have resulted in more effective dialogue and decision making as evidenced by meeting minutes of participative governance committees and reports that are posted on the College website (Item IVA-26). However, areas in need of improvement do exist according to the Campus Climate Survey 2010 and will be addressed—*e.g.*, clearer communication about decisions made; more consistently implemented processes for resource allocations; and empowering decision-makers at appropriate levels.

**Standard IVA-2b:** There are appropriate faculty structures in place, and the decision-making on issues of "academic and professional matters" has been designated appropriately to the faculty by way of the Academic Senate.

**Standard IVA-3:** There are appropriate governance structures in place to enable workforce members to work together for the good of the institution through discussion of ideas and effective communication. However, results from the Campus Climate Survey 2010 indicate areas in need of improvement: quality of communication and campus climate; decision-making practices; informing campus community about important issues; and advocacy by campus leaders of respective needs of constituents.

**Standard IVA-4:** The College's recent and past accreditation history shows integrity in its relationship with the ACCJC. Following the reaffirmation of accreditation as a result of the 2005 Self Study, the College promptly submitted a series of Progress Reports in accordance with ACCJC requests. Although the College received a notification of Warning in July 2007, this

sanction was removed on the basis of the College's Focused Midterm Report (October 15, 2008; Item IVA-18). The College has demonstrated honesty, integrity, and diligence in working with external agencies, in communicating openly with the surrounding College community, and in meeting established requirements and deadlines to secure funds from various granting agencies.

**Standard IVA-5:** Agenda and minutes for the years 2007-2010 provide minimal documentation of review of the participative governance structure. One campus climate survey has been conducted in the last five years. However, an informal evaluation of the College's organizational structure lead to reorganization in order to improve decision-making structures in the areas of instruction and technology. Instructional departments were streamlined and cabinet-level representation was established for the College's technology and information resources.

### **Summary of Opportunities for Improvement**

The College's current participative governance structures were formalized in 2007 and have since been implemented. Recent results from the Campus Climate Survey 2010 indicate a review of established administrative procedure may be needed to make the necessary improvements to both campus climate and in participative governance operations.

Other findings in the Campus Climate Survey 2010 indicate improvements must be addressed in the College's participative governance system and its overall institutional effectiveness. This will ensure that decision-making roles and processes are well understood across campus, and that fair and equitable access by all members of the College community to those processes is safeguarded.

### **Planning Agenda, Standard IVA**

The Superintendent/President will ensure successful completion of the Recommended Actions and Next Steps for Improvement document. This includes but is not limited to revising relevant administrative procedures, designing and implementing strategies for improving, and regular monitoring of campus climate by the end of academic year 2011-2012 (Standards IVA-1, 2, and 5).

## **Evidence in Support of Standard IVA**

- Item IVA-1. [Board Policy 1201, Shared Governance](#)
- Item IVA-2. [Board Policy 1202, Institutional Effectiveness](#)
- Item IVA-3. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item IVA-4. [Board Policy 1200, District Vision, Mission and Values](#)
- Item IVA-5. [Board Policy 2510, Local Decision Making](#)
- Item IVA-6. [College Council Agenda and Minutes](#)



- Item IVA-7. [Finance/Budget and Planning Committee Agenda and Minutes](#)
- Item IVA-8. [Institutional Effectiveness Committee Agenda and Minutes](#)
- Item IVA-9. [Academic Senate Minutes](#)
- Item IVA-10. [Curriculum Committee Agenda and Minutes](#)
- Item IVA-11. [Local CSEA Website](#)
- Item IVA-12. [Associated Student Body Website](#)
- Item IVA-13. [Board Policy 3250, Institutional Planning](#)
- Item IVA-14. [Administrative Procedure 1201, Shared Governance Structures](#)
- Item IVA-15. [Board Policy 4035, Academic Collegial Consultation](#)
- Item IVA-16. [Academic Senate Constitution](#)
- Item IVA-17. [Accreditation Website](#)
- Item IVA-18. [President's Office Website](#)
- Item IVA-19. [VVC Fact Books](#)
- Item IVA-20. [Annual Report](#)
- Item IVA-21. [P.R.A.I.S.E. Website](#)
- Item IVA-22. [Measure JJ Website](#)
- Item IVA-23. [Board Policy 4000, Standards of Educational Excellence](#)
- Item IVA-24. [Campus Climate Survey 2010](#)
- Item IVA-25. [Institutional Research Website](#)
- Item IVA-26. [Shared Governance Committees Website](#)
- Item IVA-27. [Administrative Procedure 1201, Shared Governance Structure and Responsibilities](#)

## **Standard IVB. Board and Administrative Organization**

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Board of Trustees for setting policies and of the chief administrator for the effective operation of the institution. Multi-College Districts/systems clearly define the organizational roles of the District/system and the Colleges.*

*IVB-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. The Governing Board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.*

### **Description**

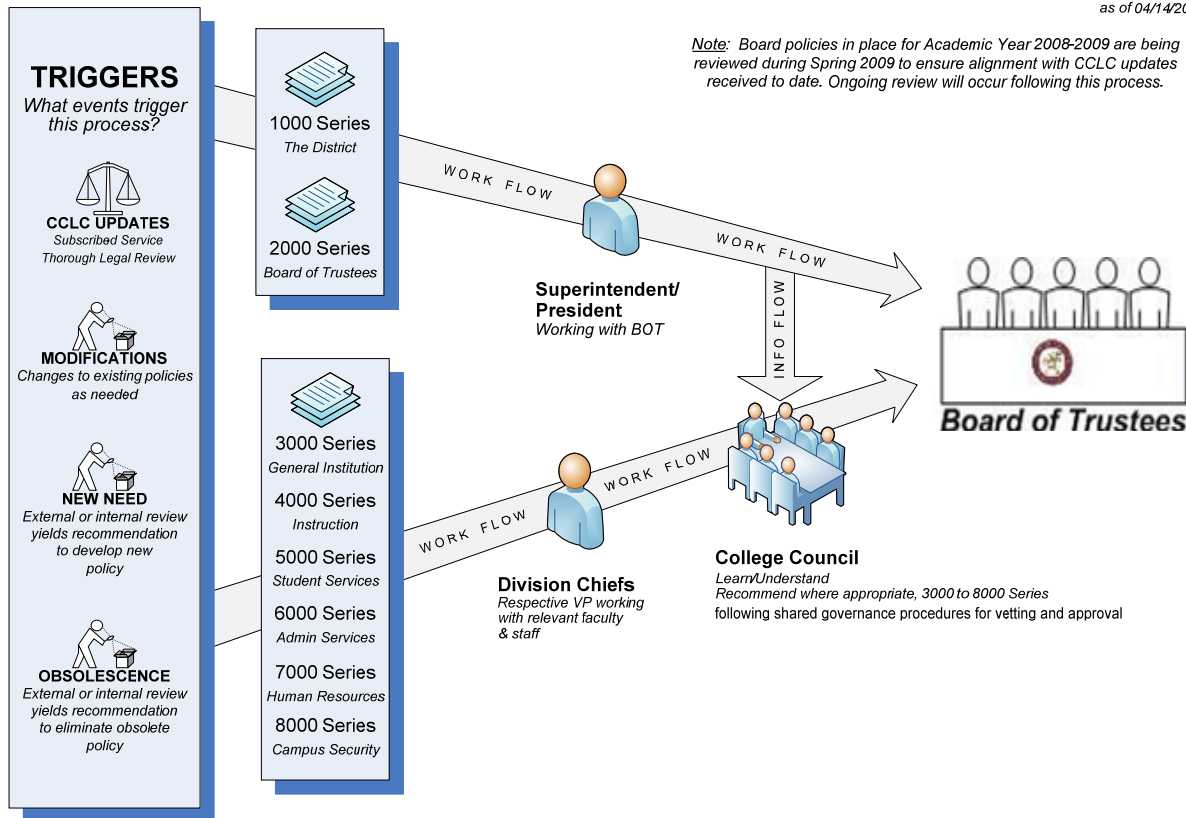
The College has a five member elected Board of Trustees. Each Board member serves a four year term. In addition to the five members, a Student Trustee is represented and elected annually by the Associated Student Body. Approximately half the Board stands for re-election in even numbered calendar years (see Board Policy 2010, Membership; Item IVB-1).

The College has a set of policies that have been reviewed and approved by the Board. These policies are available on the College's website. Board Policy 2410, Policy and Administrative Procedure (Item IVB-5), authorizes the Board to establish policies for the operation of the College/District. The policy establishes the method for approval of new policies and the revision of existing policies. A majority of the Board may adopt or amend policies after a first reading at a regular Board meeting and a second reading at a subsequent Board meeting with a majority of the Board voting in the affirmative.

The process for revision of existing policies or adoption of new policies may be initiated for a number of purposes and follows an established workflow that engages the College's participative governance structure prior to final Board approval.

Figure 5. Board Policy Development Process

as of 04/14/2009



Administrative procedures are established by the Superintendent/President for implementation of Board policies. The Superintendent/President may revise at anytime administrative procedures to be consistent with the intent of Board policies. The Superintendent/President shall provide each member of the Board biannually with revised administrative procedures.

The Board of Trustees has established standards of educational excellence with the approval of Board Policy 4000 (Item IVB-6). The mission statement of the College and the approved Board policy together affirms the Board’s intent to foster a learning community that “upholds high standards of educational excellence.”

The Board of Trustees’s duties and responsibility are enumerated in Board Policy 2200 (Item IVB-7). Among other duties, the Board of Trustees is explicitly charged with fiscal health and stability of the College. The Board of Trustees has approved a budget preparation policy (Board Policy 6200; Item IVB-8) that details the budget development and approval process. This process addresses the role of the Superintendent/President and defines criteria to be followed in budget development, including assumptions, reserves, and long-term goals and commitments.

As stated in Board Policy 2200 (Item IVB-7) the Board of Trustees “hires and evaluates the Superintendent/President.” Board Policy 2431, Superintendent/President Selection (Item IVB-9), established the Board of Trustees’s responsibility to establish a search process to fill the position of Superintendent/President when the position is vacant. In March of 2010, the Superintendent/President suddenly vacated his position, and an interim was appointed by the

Board. The Board of Trustees has retained and authorized a search process to select a permanent Superintendent/President.

*IVB-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.*

**Description**

The Board of Trustees has adopted Board Policy 2200 (Item IVB-7) to address the need to protect and act in the public interest of the residents of the District. In Board Policy 2715 (Item IVB-10) the code of ethics/standards of practice policy, the Board of Trustees is admonished to “recognize that the primary duty of every Trustee is to represent the general interest of the College District.” In this same policy the Board of Trustees is reminded that legal authority rests with the whole Board in a legally-constituted meeting.

The Board of Trustees permits members of the College community and the broader community to comment on any item to be acted upon at a Board meeting prior to its action. In this way the community can make its wishes known to the Board and the Board can consider the comments prior to taking action.

*IVB-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.*

**Description**

Board Policy 4000 (Item IVB-6) reflects the Board of Trustees’s desire for a quality curriculum, improvement in student learning, and development of instructional competence. In addition, the Board of Trustees has adopted a mission statement in Board Policy 1200 (Item IVB-11) that informs the staff and students of its commitments:

***Vision***

Victor Valley Community College District uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership.

***Values***

As a student-centered learning organization, we will uphold the following core values:

- Excellence – providing superior service and educational learning opportunities

- Integrity – guiding the college’s actions with an internally consistent framework of principles
- Accessibility – facilitating access to the college’s programs from other locations
- Diversity – valuing different points of view and contributions of all
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal
- Innovation- providing creative approaches to learning problem solving and growth

### ***Mission***

The mission of Victor Valley Community College is to:

- Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
- Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
- Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
- Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.
- Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

### ***Goals***

The goals of Victor Valley Community College are to:

- create sustainability and environmental stewardship for our colleagues, our students, and our community.
- become an agile learning organization consistent with the needs of students and the communities that the college serves.
- offer educational programs that lead to meaningful and measurable student learning and success through seamless transfer opportunities to colleges, universities, and careers.
- increase the number of students served through recruitment, persistence, and retention strategies.

- provide affordable and attractive options for members of the community seeking a postsecondary education, which includes an environment in which diversity thrives.
- develop and deliver enriching courses for community members and businesses seeking additional training and development.

The Board of Trustees supports a full and integrated set of instructional programs for transfer, basic skills instruction, and career-technical training. Moreover, it supports special instructional programs such as the award winning Model United Nations, The Costa Rica Sustainability Summer Program, and the East Timor Rainforest Animal Assessment Project. All of these activities must be approved by the Board of Trustees at the recommendation of the Superintendent/President.

*IVB-1c. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

### **Description**

The Board of Trustees has demonstrated its interest and commitment to educational quality by adopting relevant policies, and approving all changes to the curriculum at its regular monthly meetings (Item IVB-73)

The Board of Trustees has adopted Board Policy 6300, Business and Fiscal Affairs (Item IVB-15). This policy sets forth the following requirements:

- Adequate internal financial controls
- Fiscal objective, procedures, and constraints are communicated to the Board and employees
- Adjustments to the budget are made in a timely manner, when necessary
- The management information system provides timely, accurate and reliable fiscal information
- Responsibility and accountability for fiscal management are clearly delineated

The policy further requires "the books and records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual." The Board of Trustees requires a quarterly report showing the financial and budgetary condition of the District.

The Board of Trustees actions are final and not subject to approval or amendment by any other entity. The Board is committed to effective collaboration within the District, as well as on the system, State, and national levels.

*IVB-1d. The institution or the Governing Board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

**Description**

The Board of Trustees publishes policies on the College's website which define the Board's size, duties, responsibilities, structure and expectations of each Board member: Board Policy 2200, Board Duties and Responsibilities (Item IVB-7); and Board Policy 2010, Membership (Item IVB-1).

*IVB-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.*

**Description**

The Board of Trustees reviews policies on a regular basis; examples can be found in the Board meeting minutes on November 10, 2009, Section #8.4 regarding revisions and new Board policies (Item IVB-16).

*IVB-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.*

**Description**

Two new members were elected in November 2010, and one existing member resigned shortly thereafter to assume another elective office. A new Board member was appointed on February 1, 2011 to fill a vacancy. The current Board now consists of three new members and two continuing members. As required by Board Policy 2100, Board Elections (Item IVB-28), Trustee terms are staggered in order to provide continuity in Board membership.

There is no formalized policy for Board development or the orientation of new Board members. However, there is opportunity for regular communication with the Board through the Superintendent/President. He provides an orientation for each new Board member and meets regularly with each to ensure open lines of communication. In conjunction with legal counsel, the Superintendent/President provides Board training and updates on the Brown Act. In addition, Vice Presidents meet with new Board members upon request to provide that member with information relative their areas of responsibility.

Each spring, the Board of Trustees schedules an annual retreat and budget workshop during which members are given a comprehensive and thorough review of the budget and an

explanation of the budgeting process. Furthermore, a variety topics are addressed in special workshops throughout the year to ensure continued Board development.

*IVB-1g. The Governing Board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

**Description**

The Board of Trustees has adopted Board Policy 2745, Self-Evaluation (Item IVB-17). The policy very specifically defines the criteria and process to be used. to evaluate Board effectiveness. A summary of the evaluation is presented and discussed by the Board at a meeting held for that purpose.

*IVB-1h. The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

**Description**

Board Policy 2715, Code of Ethics/Standards of Practice (Item IVB-10) defines the standards of ethical conduct that Board members are responsible for maintaining. Board members must protect the interest of students, ensure quality of education, use appropriate channels of communication, among other duties.

*IVB-1i. The Governing Board is informed about and involved in the accreditation process.*

**Description**

Board Policy 3200 (Item IVB-18) directs the Superintendent/President to ensure that the College complies with the standards of the Accrediting Commission of Community and Junior Colleges and other programs that seek special accreditation. The Superintendent/President addresses accreditation in his report at regular Board meetings. A member of the Board was assigned to the Standard IV team for the College's accreditation self study. There are periodic reports to the Board of Trustees with regard to the accreditation status of the College, as well as of individual programs that require separate accreditation.



*IVB-1j. The Governing Board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-College District/system or the College chief administrator (most often known as the president) in the case of a single College. The Governing Board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or College, respectively.*

**Description**

The Board of Trustees' responsibility for selecting, delegating authority to, and evaluating the District's chief administrator (Superintendent/President) is established by Board policy:

- Board Policy 2431, Superintendent Selection (Item IVB-9)
- Board Policy 2430, Delegation of Authority to Superintendent/President (Item IVB-19)
- Board Policy 2435, Evaluation of Superintendent/President (Item IVB-20)

As stated in policy (Item IVB-19), the Board of Trustees delegates full responsibility and authority to the Superintendent/President to implement and administer policies without interference. In addition to carrying out Board-adopted policies, the Superintendent/President is accountable for:

- entering into contracts up to \$64,000.00 and approving expenditures of \$250.00 or less;
- making expenditures on behalf of the District to satisfy contracts;
- accepting resignations;
- hiring District employees (except for academic managers);
- delegating any power and duties entrusted to him or her, while still being held for such delegated powers and duties;
- interpreting Board policy;
- ensuring that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion; and
- fulfilling other responsibilities as determined in annual goal-setting or evaluation sessions.

The evaluation policy (Item IVB-20) requires the Board to evaluate the Superintendent/President annually based on the requirements set forth in the contract of employment, the job description, and established goals and objectives.

*IVB-2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

**Description**

The Superintendent/President has primary responsibility for the overall quality of the District by providing effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. These responsibilities are established by Board policy:

- Board Policy 3250, Institutional Planning (Item IVB-22)
- Board Policy 6300, Fiscal Management (Item IVB-15)
- Board Policy 7110, Delegation (Item IVB-24)
- Administrative Procedure 1202, Implementing Institutional Effectiveness (Item IVB-25)

The Superintendent/President has established a comprehensive approach to leadership through inclusion of key constituents of the College, including but not limited to College Council, governance committees, President's Cabinet, and Senior Cabinet. The Superintendent/President also regularly meets with key faculty, staff, students, and community leaders, and hosts college forums open to the public when appropriate.

*IVB-2a. The president plans, oversees, and evaluates an administrative structure 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.*

**Description**

The Superintendent/President is guided by Board policy to plan, oversee, and evaluate organizational structure and staffing, and to delegate authority to administrators as appropriate:

- Board Policy 3250, Institutional Planning (Item IVB-22)
- Board Policy 3100, Organizational Structure (Item IVB-23)

As shown on the [organizational chart](#) provided in this report as Figure 3, three Vice Presidents report directly to the Superintendent/President, in addition to two Executive Deans, the public information officer, and two administrative support staff. The Superintendent/President delegates authority to each administrator according to each respective area of responsibility. The

Superintendent/President regularly evaluates the organizational structure. Since the last accreditation visit, several changes have been made to account for the growing student population and reduction in fiscal resources, while balancing community and workforce needs.

*IVB-2b. The president guides institutional improvement of the teaching and learning environment by the following:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

**Description**

The Superintendent/President guides the institutional improvement of the teaching and learning environment through the participative governance process (Item IVB-25). There are nine participative governance committees that make reports to College Council, which consists of a representative assembly of constituent groups on campus.

Recommendations from participative governance committees are presented to College Council and discussed. No formal votes are taken; rather, decisions are made by consensus. The Superintendent/President ensures collegiality and establishes an environment wherein diverse views across campus are welcome, valued, and encouraged.

The Superintendent/President established the Office of Institutional Effectiveness to ensure that evaluation and planning rely on high quality research and analysis that is widely disseminated. Furthermore, at the core of the College's priorities to support student learning is an integrated annual program review and resource allocation cycle

*IVB-2c. The president assures the implementation of statutes, regulations, and Governing Board policies and assures that institutional practices are consistent with institutional mission and policies.*

**Description**

The Superintendent/President assures all operations of the College support and comply with statutes, regulations, and Board policies through the effective delegation of responsibility to

respective professional areas. The Superintendent/President initiated a comprehensive review of Board policies in 2009. The College subscribes to the Community College League of California (CCLC) Model Governing Board Policy Updates. Through regular meetings and monthly correspondence, all Board members are informed of relevant information affecting institutional practice.

*IVB-2d. The president effectively controls budget and expenditures.*

**Description**

The Board of Trustees, through Board policies 2430, 6100, and 6300 (Items IVB-19, 28, and 15) delegates to the Superintendent/President the authority to supervise the general business procedures of the District, including the administration of property and contracts, the budget, the audit and accounting for funds, the acquisition of supplies, equipment and property, and the protection of assets and persons. All of these responsibilities are performed in accordance with all applicable laws, regulations, including Title 5, and in accordance with the California Community Colleges Budget and Accounting Manual (BAM). Included in these responsibilities is the periodic reporting to the Board of Trustees as to the financial and budgetary condition of the college. Collectively, these policies allow the Superintendent/President to effectively control budget and expenditures.

The Superintendent/President fulfills these responsibilities in a number of ways. He oversees the budget development process annually, taking into consideration recommendations made by the Finance, Budget, and Planning Committee which is an integral part of the College's participative governance structure. The Superintendent/President hosts budget workshops that are open to the entire college community. He actively requests input from constituency groups on cost saving measures. The Superintendent/President consults College-wide on matters of budget and planning, insisting on a well-documented link between these two functions. He meets regularly with his Senior Cabinet, Cabinet to monitor the financial and budget condition of the College. Annually, he recommends the budget calendar, the tentative budget, and the adopted budget to the Board of Trustees. He submits the quarterly CCFS-311 reports to the Board of Trustees for approval, and also assures that all mandated audits are performed on a timely basis, including the audits of the College, the foundation, and the bond. For the last six years and beyond, the District has received unqualified audit opinions from the independent auditors. In addition, the Superintendent/President makes periodic special reports to the Board of Trustees when fiscal situations warrant. The Superintendent/President ensures that the College monitors and controls cash flow to maintain the stability of College and District operations and to manage risk for financial emergencies and unforeseen circumstances.

The Superintendent/President supports budget augmentation through the establishment of partnerships and by working closely with the Victor Valley College Foundation. He serves as a highly visible member of the Foundation Board and represents the College and the District throughout the community in pursuit of external funding for College programs and services. When needed, the Superintendent/President influences budget on a global scale by advocating with local organizations and statewide legislators in support of California Community College budget issues. He monitors and shares multi-year budget trends impacting the operation of the

college and insists that these trends be incorporated and linked to the College's enrollment management plan.

*IVB-2e. The president works and communicates effectively with the communities served by the institution.*

**Description**

The Superintendent/President communicates effectively with the communities served through his regular participation in several service organizations, clubs, and other community-based organizations. In addition, well-established relationships with area school districts have been maintained and enhanced through the Superintendent/President's attendance at local and regional meetings organized by local organizations, and by his encouragement and support of regular meetings between College and school personnel that occur in connection with special projects (e.g., GEAR-UP, Cal-PASS, Title V-HSI related projects, Teachers R Heroes).

The Superintendent/President has been instrumental in re-energizing career and technical education advisory groups for the College in order to ensure career and technical programs remain relevant and up-to-date. This year's general meeting was very successful, with many community leaders present.

The Superintendent/President meets with the local daily newspaper at editorial board meetings, and responds to their requests in a timely manner when information is requested through the public information office. Weekly contact is made with the newspaper and other public information organizations such as radio stations.

The Superintendent/President is also very active in the Victor Valley College Foundation, which is governed by a board comprised of members of the community from all walks of life. Through his attendance and delivery of invited addresses to this organization at their regular meetings, the Superintendent/President maintains clear communication lines with the community.

*IVB-3. In multi-College Districts or systems, the District/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the District/system and acts as the liaison between the Colleges and the Governing Board.*

**Description**

Not applicable.

### **Evaluation, Standard IVB**

**Standard IV-1:** The Board of Trustees has adopted a comprehensive set of policies to guide College operations and ensure the best interests of the College, its community and its mission are served. Policies clearly establish the Board's role and responsibilities, in addition to standards, definitions, and expectations for quality and integrity of the College's programs, services, and fiscal health. Furthermore, policies exist to define institutional effectiveness, establish standards of educational excellence, and specify College operations related thereto.

Strategies have been implemented to develop new Board of Trustees members; however, formalization of practices for orienting and developing Board of Trustees members can better ensure continuity in the fulfillment of the College's vision, values and mission. In addition, although procedures for Board self-evaluation have been discussed, the actual evaluation has yet to occur. While serious charges of unethical conduct on the part of board members are rare in the history of the College, current policy provides no guidelines for dealing with occurrences of such conduct.

The Superintendent/President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**Standard IV-2:** The Superintendent/President is very experienced and highly skilled in fiscal matters as they relate to the successful operation of the college. He acts strategically and participatively in the oversight of the College budget. He provides leadership to the Board of Trustees and to the College community in the development and oversight of a balanced budget that supports the College mission.

### **Summary of Opportunities for Improvement, Standard IVB**

There is a need for a formal process for orientation of new Board of Trustees members and clear documentation of that process, including a record of orientations when conducted. Also, the existing code of ethics for Board members is in need of supplementation with criteria to determine whether the code has been violated, the process to be used for this determination, and the sanctions levied if violations were found.

With the election in November 2010 of two Board members with no prior experience in public office and the replacement of a vacating Board member in February 2011 with a potential novice, it is advisable that all these needd be addressed once all Board members have been seated and oriented.

### **Planning Agenda, Standard IVB**

The Superintendent/President will oversee development and adoption of an administrative procedure to formalize processes for Board development and orientation, and will ensure implementation of Board Policy 2745, Board Self-Evaluation (Standards IVB-1).

## Evidence in Support of Standard IVB

- Item IVB-1. Board Policy 2010, Membership
- Item IVB-2. Board Policy 2110, Vacancies on the Board
- Item IVB-3. Administrative Procedure 2110, Vacancies on the Board
- Item IVB-4. Education Code 1770
- Item IVB-5. Board Policy 2410, Policy and Administrative Procedure
- Item IVB-6. Board Policy 4000, Standards of Educational Excellence
- Item IVB-7. Board Policy 2200, Board Duties and Responsibilities
- Item IVB-8. Board Policy 6200, Budget Preparation
- Item IVB-9. Board Policy 2431, Superintendent/President Selection
- Item IVB-10. Board Policy 2715, Code of Ethics/Standards of Practice
- Item IVB-11. Board Policy 1200, District Vision, Values, Mission and Goals
- Item IVB-12. Board of Trustees Minutes
- Item IVB-13. P.R.A.I.S.E. Website
- Item IVB-14. Annual Report 2009
- Item IVB-15. Board Policy 6300, Fiscal Management
- Item IVB-16. Board of Trustees Minutes, November 9, 2010
- Item IVB-17. Board Policy 2745, Self-Evaluation
- Item IVB-18. Board Policy 3200, Accreditation
- Item IVB-19. Board Policy 2430, Delegation of Authority to Superintendent/President
- Item IVB-20. Board Policy 2435, Evaluation of Superintendent/President
- Item IVB-21. Board Policy 7120, Recruitment and Selection
- Item IVB-22. Board Policy 3250, Institutional Planning
- Item IVB-23. Board Policy 3100, Organizational Structure
- Item IVB-24. Board Policy 7110, Delegation

- Item IVB-25. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item IVB-26. [Administrative Procedure 1201, Shared Governance Structure and Responsibilities](#)
- Item IVB-27. [College Council Minutes, November 4, 2009](#)
- Item IVB-28. [Board Policy 2100, Board Elections](#)
- Item IVB-29. [Board Policy 6100, Delegation of Authority](#)