

Actionable Improvement Plan:

Develop a formalized evaluation of the effectiveness of College Council's structure and processes.

IV.A.2

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.

Descriptive Summary:

Participatory governance is inclusive of all employee groups. Embedded in the principle of participatory decision-making is the importance of all students, staff, faculty, and administrators and the value their contributions have to Cerro Coso. The college's Participatory Governance Model codifies the established and implemented decision-making processes carried out by the institution. This handbook additionally specifies the manner in which individuals submit agenda items from their constituencies regarding topics on policy and planning [**doc. 251**].

Self-Evaluation:

The College meets the Standard. The Participatory Governance Model is the written policy providing for faculty staff, administrator and student participation in decision-making process.

Actionable Improvement Plan:

None

IV.A.2.a

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.

Descriptive Summary:

Cerro Coso embraces the principles of collegial consultation and participatory decision-making embodied in AB 1725, Title 5 of the California Code of Regulations, and board policy [**doc. 190_56, doc. 190_18, doc. 208**]. As a reflection of that commitment, the College strives to include

all campus constituencies—students, staff, faculty, and administration—in consultation and decision discourses.

College Council serves as the main entity for participatory decision-making at the College and is co-chaired by the college president and the Academic Senate president. College Council makes recommendations on all matters related to planning and participatory decision-making. College Council receives recommendations and other information from the constituency groups and participatory governance committees. College Council optimizes the funding, allocation, and utilization of all resources. Its members disseminate information regarding the budget and ensure that budget decisions are linked to a participatory process [**doc. 251**].

While previously there was intentional planning that faculty and administrators submitted in the form of unit plans and program reviews, until academic year 2011-2012 these were completed separately from the budget development cycle. As explained more thoroughly in Standard I.B.3, the college now has an annual planning cycle that requires a budget to be attached at the time planning is done that reflects the needs of each department, division, campus, or administrative unit [**doc. 25, doc. 29, doc. 30**]. Additionally, a yearly staffing plan, information technology plan, maintenance and operations plan, and professional development plan are written to reflect the resource requests of unit plans [**doc. 303**]. These planning documents are used by College Council's Budget Development Committee to arrive at the recommended college budget. This process exemplifies how individuals participate in appropriate planning.

Below are detailed descriptions of the college constituencies that appoint representatives to College Council.

The *President's Administrative Cabinet* includes the college's chief officers, educational administrators, and managers. The group submits items for discussion to the agenda through their designated College Council representatives. The Administrative Cabinet meets monthly. College Council representatives include the college president as co-chair, the vice president of Academic Affairs, the vice president of Student Services, one mid-level manager, the Eastern Sierra College Center director, and the South Kern/Kern River Valley College Center director.

The *Academic Senate* is representative of all full-time and part-time faculty at Cerro Coso and designates faculty representatives to participatory governance committees, hiring committees, and other committees and task forces of the college as needed. The Academic Senate president co-chairs College Council and appoints five additional representatives, one faculty member from each of the following categories: career technical education, instructional programs, counseling, union, and one member-at-large. At least one of the five representatives should come from one of the college centers [**doc. 4**].

The *Classified Senate* includes all members of the full-time and part-time permanent classified staff members and serves as one of the official organizations. The Classified Senate appoints one representative to College Council [**doc. 61**].

The *Classified Union, CSEA, Chapter 617*, is representative of all of the voting members of the classified bargaining unit and has additional rights as the exclusive representative status in participatory governance in consideration of the common overlap of bargaining issues within the decision-making process. The Classified Union appoints two representatives to College Council.

The *Associated Students of Cerro Coso ASCC* is comprised of all Cerro Coso students and serves as the organization in which students participate in decision-making and college governance. The ASCC President participates in College Council along with two other student representatives. Per the bylaws of the ASCC, senior senators are assigned to various College Council sub-committees and are responsible for representing the students' voices [**doc. 40**].

The *Institutional Effectiveness Committee* is a standing committee that is charged with providing oversight to the planning and assessment process for sustainable continuous quality improvement. It provides ongoing leadership to accreditation recommendations and action plans and provides leadership and direction in the creation of the required interim reports and accreditation self-study to the Accreditation Commission for Community and Junior Colleges (ACCJC) [**doc. 165**].

The *Budget Development Committee* recommends, through a transparent, collegial, and inclusive process, a tentative budget to College Council that is consistent with the strategic planning document of the college and supports the strategic initiatives of the institution, as well as the annual unit plans and the education master plan [**doc. 45**].

The *Facilities Committee* works with district facilities team members, to develop plans that identify, prioritize, integrate, acquire, and maintain the facilities and infrastructure for the college. The Facilities Committee assists with the development of long-term plans for supporting the space needs and the capacity for growth of the college as part of the strategic plan [**doc. 136**].

The *Professional Development Committee* oversees and facilitates activities related to staff, student, and instructional improvement. Its main purpose is to determine the professional development needs among faculty, staff, and administration; develop a comprehensive plan for staff development; maintain records as required by law; annually evaluate the effectiveness of conducted activities; and act as the advisory committee for the flexible calendar program [**doc. 276**].

The *Safety and Security Committee* promotes campus security by preparing the college to respond effectively to a range of safety related issues [doc. 309].

The *Technology Resource Team* serves as College Council's primary recommending body for technology practices, procedures, standards, and planning in the areas of instruction and information. TRT's goal is for the advancement of technology in the areas perceived as beneficial by the college departments, faculty, staff, and students [doc. 374].

Through the college's participatory decision making process, faculty, administration, students, and staff have a variety of opportunities to provide input into college decisions, either as representatives of committees, constituent groups, or in the case of faculty and classified staff as representatives of their respective senates and unions [doc. 78].

Self-Evaluation:

The College meets the Standard. One recommendation of the last external evaluation process in 2006 was that the College establish and implement an inclusive policy that clearly maps the institutional decision-making process, defines the roles and responsibilities for all campus constituents, and regularly evaluates these structures and processes [doc. 9]. As described in the 2009 Midterm Report, this recommendation has been met. The Participatory Governance Model allows the College to implement the letter of the law regarding participatory governance so that staff and students from all sites have the opportunity to give input into institutional decisions [doc. 58].

In recently reviewing the participation rate of the various identified constituencies a gap was identified in the consistency of student participation at College Council and within its various sub-committees. Through dialogue with the ASCC president, there has been only recent communication and understanding about which governance committees lack representation, who chairs those committees, and when the meetings are held. Upon further investigation, it became clear there was also a misunderstanding regarding the difference between college workgroups and governance committees. Out of this discovery came an agenda item for College Council and a need for revision in the Participatory Governance Model to ensure future ASCC leaders, the ASCC advisor, and College Council sub-committee chairs are aligned with seeking and ensuring student participation. In 2012-2013, College Council will revise the Participatory Governance Model to include a procedure for requesting student participation and for creating meeting calendars to provide for maximum participation from all members identified to participate. It also became apparent that the College has no process for measuring the effectiveness of student participation on College Council and its various sub-committees. In concert with other gaps in ensuring the effectiveness the Participatory Governance Model, measuring the effectiveness of student participation is an area of improvement.

Actionable Improvement Plan:

Develop a formalized evaluation of the effectiveness of student representation in College Council and its sub-committees.

IV.A.2.b

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.

Descriptive Summary:

Board policy explains the role of Academic Senate with language that is consistent with California Education Code and Title 5 of the California Code of Regulations [doc. 190_56]. As mandated by California law, the Academic Senate is granted the primary responsibility for making recommendations in the areas of curriculum and academic standards. The Academic Senate includes all full-time and part-time faculty members. The Academic Senate bylaws and standing rules describe the operation of the Academic Senate. The following are Academic Senate standing committees:

The ~~Curriculum and Instruction Council~~ *Curriculum and Instruction Council* has primary responsibility for the review and recommendation of courses and programs to be approved by the Kern Community College District Board of Trustees, and for the processes by which such approval shall occur. CIC oversees the curriculum for both degree and non-degree applicable course work in basic skills, general education, transfer education, career technical education, and major programs of study, encompassing multiple modes of delivery. The vice president of Academic Affairs is used as a resource to ensure compliance with Ed Code, Title 5, and KCCD Board Policy [doc. 104, doc. 102].

The *Equivalency Committee* works in cooperation with the appropriate departments to ensure equitable treatment of all applicants seeking to qualify for faculty positions through the Equivalency Process. Decisions of the committee are recorded in official personnel files [doc. 334].

The *Petitions Committee* receives and acts upon petitions from students seeking waivers, course substitutions, and other actions [doc. 264].

The *Honors Committee* assists the Honors Program coordinator in making decisions about offerings, activities, recruitment, and scholarships [doc. 160].

The *Calendar Committee* oversees development of the college calendar in accordance with the