

## Standard IV: Leadership and Governance

### Standard IV

The institution recognizes and utilizes the contributions of leadership throughout the institution 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.

#### IV.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.

##### Overview:

Cerro Coso Community College embraces the principles of collegial consultation and participatory decision-making. Embedded in this governance principle is the idea that the students, faculty, staff, and administrators are critical to the decision-making process.

The participatory governance structure influences the entire institutional decision-making process required for striving to obtain our goals that are embedded within the College mission statement, vision, values, and strategic long range goals as found in the college catalog. This collaborative approach assures effective discussion, planning, and implementation [doc. 70].

##### IV.A.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.

##### Descriptive Summary:

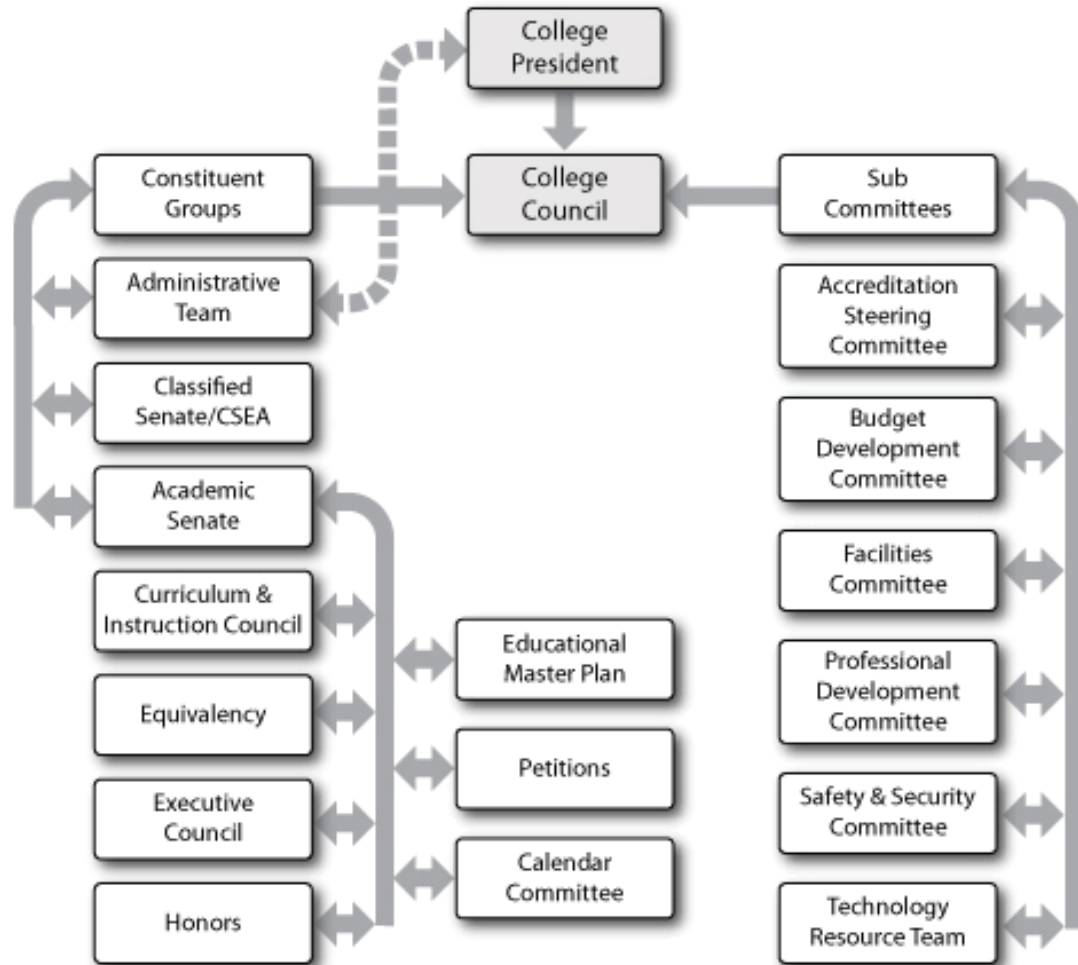
The inclusiveness of the participatory decision-making process is demonstrated by the diverse membership of the College Council which has a balanced representation of administration, classified staff, faculty, and students. College Council recommendations are achieved through consensus. Members represent specific constituent groups and are responsible for communicating from and to College Council on behalf of those groups. The following organizations have representatives on College Council:

- President's Administrative and Executive Councils
- Classified Union – CSEA
- Classified Senate
- Instructional Union – KCCD CCA/CTA/NEA
- Academic Senate
- Student Senate/Associated Students of Cerro Coso

Although the College serves students at five sites, these sites are regarded as part of a single, integrated college and are part of the overall administrative structure of the college. Therefore, every community campus has representation within the membership [**doc. 253**].

The decision-making process occurs through recommendations made to the college president that come from College Council. Standing subcommittees and various constituent groups present items to College Council for consideration. College Council then considers the submissions and makes final recommendations to the president. Although the authority to make decisions for the College rests with the president, great responsibility lies with the recommending bodies to provide the president with the information needed to make the decisions that are in the best interest of the College and its students. A flow chart representing this process can be found in the Participatory Governance Model [**doc. 251**]. Because the College's service area is so geographically large the expectation is that membership will report out to its various constituencies between meetings on the agenda items discussed and recommendations made and bring back input in the case of reviewing draft policies and procedures. At each meeting, groups are provided the opportunity to represent the input of their constituencies on those appropriate matters. The president communicates out the decisions through various ways. Some decisions are communicated out at a College Council meeting and are documented in the minutes [**doc. 78**]. Other decisions, such as balancing a deficit budget or reorganizing the staffing structure, are communicated through the president attending senate meetings or other various college-wide gatherings. The evaluation of the processes has been done informally through dialogue with members at College Council meetings or during independent meetings with the various college leaders.

In 2007, the College revised its vision, mission, values, and goals. At that time, the college mission, "to educate, innovate, inspire, and serve," was communicated out in an effort to obtain college-wide buy-in. Contained within the College's strategic plan are the institutional goals that were adopted by College Council [**doc. 335**]. The college goals are directly tied back to KCCD district-wide goals [**doc. 219**]. College goals are annually reviewed, along with the strategies to accomplish them, in order to evaluate progress toward meeting the defined goals. Under the current administration, all administrators submit annual goals tied directly back to the college goals. The administration visits their goals and achievements annually, which assists in the evaluation of the institution's progress toward the college wide goals [**doc. 21**]. This exemplifies how participatory governance is implemented and the positive effects it has on serving students.



Other operational and administrative areas have wide-spread effects on students and employees. These items are taken up in appropriate working committees, with input gathered from other various employees. Project implementation and progress toward completion is communicated back out through the College's committee meeting structure by the appropriate administrator or project leader [doc. 354, doc. 137, doc. 4, doc. 40].

### Self-Evaluation:

The College meets the Standard. Through the various groups outlined in the above description participating in the governance processes, the College creates an environment for empowerment, innovation, and institutional excellence throughout its various campuses. Due to this structure, many opportunities are available for all employees to be actively engaged.

While College Council structure is embedded in the college culture and dialogue has taken place reviewing it, there is not a defined formalized evaluation of its effectiveness—only dialogue regarding what is working and what is not working in relationship to its various responsibilities.

**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