

ACADEMIC SENATE – 2nd READING
March 5, 2015 – APPROVED AS CORRECTED

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE PROCEDURE

THE DISTRICT

CHAPTER 1

SHARED GOVERNANCE STRUCTURE & RESPONSIBILITIES

AP 1201

Reference: California Code of Regulations, Title 5, Section 53203
California Education Code 70901(b)(1)(E)
BP 2510 (Participation in Local Decision Making)
ACCJC Accreditation Standard IV.A, Leadership and Governance

Shared governance at Victor Valley Community College District (VVCCD) as envisioned by Assembly Bill 1725 (Vasconcellos; chaptered 1988) is based upon cooperation, mutual trust, respect and shared values which put students and learning first. Shared governance processes are designed to consider various options openly and creatively. The goal of shared governance at VVCCD is to reach better solutions using the expertise of participants so the District can be more effective. ~~as a result of having been considered through the process itself.~~ The critical component of Shared governance is trust. This governance structure does not address or interfere with department organization or the management structure of the District.

Following are descriptions of governance structures, areas of responsibility, and the information flow from each entity to the Board of Trustees and Superintendent/President.

Board of Trustees

The VVCCD Board of Trustees has full authority to establish, maintain, operate, and govern in accordance with the California Community College Board of Governors' rules and regulations, ~~and~~ the laws of the State of California, and the recommendations of the ACCJC related to Board authority, responsibility and policy-making (Standard IV: Leadership and Governance). By the provisions of Board Policy (BP) 2430, the VVCCD Board of Trustees delegates its authority to the Chief Executive Officer (Superintendent/President). This authority includes the following:

- 1) Establish and approve policies for current and long-range academic and facilities plans and programs, and promote orderly growth and development of the District.(BP 1200; BP 1202)
- 2) Establish and approve policies for courses of instruction and educational programs. (BP 4220)

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- 3) Establish academic standards, probation, dismissal, and readmission policies, and graduation requirements consistent with the minimum standards adopted by the Board of Governors. (BP 4220; BP 4250; BP 4240; BP 4100)
- 4) Employ and assign all personnel consistent with the minimum standards adopted by the Board of Governors, and establish employment practices, salaries, and benefits for all employees consistent with the laws of this state. (BP 7100; BP 7120; BP 7130; BP 7140; BP 7210; BP 7230; BP 7240; BP 7250; BP 7260)
- 5) To the extent authorized by law, determine and control the operational and capital outlay budgets. The Board of Trustees shall determine the need for elections for override tax levies and bond measures, and request that those elections be called. (BP 6200; BP 6250; BP 6320; BP 6330; BP 6340)
- 6) Manage, control, and convey property for the use and benefit of the District. The Board of Trustees may contract for the procurement of goods and services as authorized by law, and may acquire by eminent domain any property necessary to carry out the powers or functions of the District. (BP 6500)
- 7) Establish procedures to afford faculty, staff, and students the opportunity to exercise their right to participate effectively in District and college governance, and to ensure that their opinions are given every reasonable consideration. The rights of the Academic Senate to assume primary responsibilities for making recommendations on academic and professional matters are stipulated in Board Policy 4035. (BP 1201)
- 8) Establish rules and regulations governing student conduct. (BP 5500)
- 9) Establish students fees, and, at its discretion, other fees as authorized by law.(BP 5300)
- 10) At its discretion, receive and administer gifts, grants, and scholarships on behalf of the District. (BP 3820)
- 11) Provide auxiliary services as deemed necessary to achieve the purpose of the community college. (BP 3600)

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- 12) After consultation with appropriate campus constituencies, approve the District’s academic calendar, including the holidays it will observe. (BP 4010)
- 13) On behalf of the District, participate in the Shared Governance process established by the Board of Governors for the development and review of policy proposals relative to the California community college system. (BP 2510)

President’s Cabinet

Areas of Responsibility –

- Establishes goals, action strategies, and strategic master plan. Establishes college priorities.
- Reviews and updates master plan.
- Reviews ~~unit plans and strategies~~ **Program Reviews and Annual Updates.**
- Monitors progress towards goals and priorities.
- Maintains effective communication with the campus
- ~~Co-chairs College Council meetings with Academic Senate President~~

Faculty Academic Senate

The Academic Senate is established for the purpose of participating in the formation of educational and professional policy. The Academic Senate serves as the official voice of the faculty of Victor Valley Community College on academic and professional matters. Pursuant to Title 5 Section 53200-53204 and Board Policy 4035 and AP 2410, the Victor Valley Board of Trustees will “consult collegially” with the Academic Senate, which means that the Board of Trustees shall develop policies ~~on~~ regarding academic and professional matters and will rely primarily on the advice and judgment of the Academic Senate.

The Superintendent/President is designated by the Board of Trustees to work with Faculty Academic Senate representatives to reach mutual agreement by written resolution, regulation, or Board policy effectuating such recommendations.

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Pursuant to Board Policy 4035 and AB 1725, “academic and professional matters” include the following:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review
- Processes for institutional planning and budget development and
- Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate

Information Flow – Direct to Board of Trustees on policy-related issues. Direct to Superintendent/President on operational decisions.

Membership – Full-time and ~~part-time instructional and non-instructional~~ **Adjunct** faculty members.

Academic Senate Committees reflect the “10+1” academic and professional areas, and include (but are not limited to) budget, curriculum, catalog, educational master planning, hiring, legislative analysis, and student support. A full list of Academic Senate Committees can be found in the VVC Academic Senate By-Laws.

College Council

College-Wide Shared Governance Committees

Establishing Committees. College-wide shared governance committees are established through the College Council. Ad hoc committees or task forces are established through the standing committees as needed for a specific term and focused tasks. All committees shall be established for a stated purpose,

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which is ongoing or recurring in nature. The determination of whether a committee is discharged will result from a systematic cycle of evaluation of all shared governance committees pursuant to procedures detailed in the **forthcoming** Victor Valley College ~~Governance Guide~~ **Shared Governance Handbook**. The College Council will discharge any college-wide committees that are determined to be unnecessary.

Committee Representation. The governance structure provides for representation from five recognized constituencies at Victor Valley College: students, faculty, classified staff, classified managers, and educational administrators. Appointments from these constituencies, when not specified by position, are made by the following:

- Students – ASB Council
- Faculty – Academic Senate (Full-time and Adjunct)
- Classified Staff – CSEA
- Managers – Management Team
- Administrators – Superintendent/President

It is expected that committee members are partisan representatives in addition to being expected to draw upon their particular expertise. Recommendations must be motivated by doing what is best for the college in light of its mission, goals, and needs. Committees should seek a broad diversity of members and, where possible, avoid overlap in membership and service by the same individuals. Constituent groups shall appoint or replace committee members as needed. In the initial stages of a committee's formation, a member of College Council will be appointed as an Advocate for each standing committee. The role of the **Administrative** Advocate will be to convene the initial meeting and hold elections for a chair. Once a chair is established, coordination and moderating meetings is his/her responsibility; committee chairs will be elected each September to serve for the academic year. **Committee chairs will rotate between Administration, Classified and Faculty, so every constituency has the opportunity to serve as chairperson (upon approval of AP 1201, the current chair of a Shared Governance committee will represent that constituency group until the following September, when the position will rotate).** The Administrative Advocate will continue on only in a support capacity and to serve as the communication liaison between the committee and College Council. The Superintendent/President reserves the ultimate responsibility for the overall membership balance of all standing committees and ensures broad representation across the committees. Pursuant to the importance of Shared Governance committee activity, actions and decisions in campus planning and to accreditation, each committee will: annually review and, if necessary revise, the committee charge for

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relevance and purpose; complete annual reflection reports on accomplishments relative to the committee's charge.

~~College Wide Committees. The following is a list of standing governance committees, their charge, and information flow from the committee to other Shared governance entities (see Diagram 1). Information must flow freely along designated communication lines and between standing and ad hoc committees (a/k/a task forces). Committee deliberations and actions may benefit other committees. Information must flow freely between the Faculty Senate and Superintendent/President. Direct input to the Board of Trustees may be provided by annual reports and/or Board request.~~

Shared Governance Committees. The following is a list of standing governance committees, their charge, and information flow from the committee to other Shared governance entities (see Diagram 1). Information must flow freely along designated communication lines and between standing and ad hoc committees (a/k/a task forces). Committee deliberations and actions may benefit other committees, **and it is imperative that committees share information on a regular basis, including via reporting at the College Council.** Information must flow freely between the Faculty Academic Senate and Superintendent/President. Direct input to the Board of Trustees may be provided by annual reports and/or Board request.

Accreditation

Structure of the committee:

Due to the high importance of meeting ACCJC requirements, including documentation/evidence of meeting accreditation Standards, this Shared Governance Committee has two levels: the Accreditation Steering Committee (ASC), and the larger Accreditation Committee (AC).

The ASC, under the guidance of the Vice President of Instruction and Student Services (or designee/Accreditation Liaison Officer [ALO]), consists of faculty, staff and administrators who are experienced in research, compiling and writing accreditation reports. Key College personnel with knowledge of both College operations and accreditation Standards compose this group. The ASC's primary purpose is to coordinate the work of the four AC Standards groups for reporting purposes.

The Accreditation Committee consists of four separate work groups, each devoted to an accreditation Standard, who work in conjunction with the ASC to continuously monitor, examine and compile data

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that will be used to ensure accreditation reports and related activities are systematic and ongoing. The Accreditation Committee is chaired by the Academic Senate President (or designee) and the Vice President of Instruction/Student Services (or designee/ALO). Members of the ASC are work group leaders for the AC, and work with the AC members who belong to each Standard.

Charge – Guide and monitor the accreditation process for the entire college, including:

- Develop timelines and recommend policies and procedures for accreditation, consistent with the guidelines provided by ACCJC (ASC).
- Coordinate training for faculty, staff, management, and students with regard to accreditation requirements and related College policies and procedures (ASC).
- Monitor progress on preparing reports, resolving recommendations, and other accreditation-related processes, and initiate corrective action where appropriate (ASC).
- Provide assistance for or, if necessary according to established **written** criteria, replace Committee or subcommittee chairs or members, if work is found inadequate at specified milestones (ASC).
- Take the primary responsibility for preparation of the self-study. Under the overall leadership and coordination of the Accreditation Committee Co-Chairs and the ASC, the standards subcommittee co-chairs (to be designated at the appropriate time in each cycle by the Co-Chairs) coordinate the preparation of their respective sections of the self-study. Other members of the Committee, along with contributors from across the campus community who are knowledgeable in policies and operations related to the Standards, also participate in preparation of the self-study (AC).
- Review and provide input on midterm, follow-up, and other special reports to the Commission. If requested by the Accreditation Liaison Officer (ALO), help draft such reports (AC).
- Receive appropriate training for members to become the expert campus resources on accreditation processes and requirements (AC/ASC).
- Provide a forum for ongoing campus dialogue on accreditation issues and practices (AC/ASC).
- In consultation with the appropriate governance structures and processes, recommend a pool of candidates to the President for editing the self-study under the supervision of the ALO, and recommend faculty and staff to the President for subcommittees as needed (AC/ASC).
- Evaluate the effectiveness of accreditation processes and structures at least biennially, and make recommendations for improvement as needed (AC/ASC).

Information Flow –

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- Direct to College Council on policy-related issues.
- Direct to Accreditation Liaison Officer.

Distance Education

~~Charge – The Distance Education Committee makes collaborative decisions and recommendations for maintaining and improving the quality of all aspects of distance education. This committee reports to the VPI for implementation of DE Plan needs. Specific committee responsibilities include the following:~~

- ~~• Assist and advise the DE Facilitator in planning and coordinating distance education training (DE Coordinator?)~~
- ~~• Reviews online services for students and faculty and makes recommendations for additions and improvements as needed to the appropriate administrator and to College Council.~~

~~Monitors progress on implementation of the college Distance Education Plan. The plan will be reviewed at least once each year by the Distance Education Committee (DEC). A report summarizing progress on implementation and recommendation for revision will be forwarded to the Vice President of Instruction and the College Council.~~

- ~~• Consults with the Curriculum Committee in matters involving distance education course and program approval procedures.~~
- ~~• Reviews the Distance Education Coordinator's annual Title V 5 mandated report of all distance education activities to the Board of Trustees, and makes recommendations~~

~~Information Flow –~~

- ~~• Direct to the College Council on policy related issues.~~
- ~~• Direct to the VPI for implementation of DE Plan needs.~~
- ~~• **Direct to the Superintendent/President on improvements to operational issues.**~~

Diversity

Charge –

- Creates, implements and monitors a plan to enhance and celebrate diversity on campus.
- Suggests strategies to encourage people of diverse backgrounds to participate at the college.
- Conducts training and educational activities associated with diversity.

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Information Flow –

- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Employee Professional Development

Charge –

- Improve and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the goals and mission of the institution.
- Establishes criteria and evaluates applications for Professional Development, travel and conference requests.
- Disseminate and share knowledge and skills attained through Professional Development Funding.
- Support quality teaching, learning, and support services for students by providing resources for employees to develop and fulfill career, professional needs and goals.
- Continuous professional development and training to maintain highly qualified district employees committed to serving the educational needs of students, foster community partnerships and address professional growth.
- Develop, coordinate, and recommend core skills on teamwork, cultural awareness and college technology.

Information Flow –

- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Enrollment Management Committee (draft that needs to be vetted in Fall 2014)

Charge –

- Create and implement an enrollment plan to provide effective scheduling practices that support students and their educational goals (transfer, certificate, general education, **degree, CTE**)
- Assists College constituency groups in implementation of the Student Success Act and related legislation affecting enrollment

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- Monitors federal and state laws affecting tuition, fees and other costs related to enrollment
- Analyzes enrollment trends **and course offerings**, demographics, local workforce needs, and related factors that affect enrollment in alignment with the Educational Master Plan (EMP)
- Strategize effective use of College resources to support student learning
- Works with an Academic Senate group that analyzes the student need for certificate and degree completion

Information Flow –

- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Environmental Health & Safety

Charge –

- Creates a safety plan for the campus.
- Provides training and information regarding safety / disaster preparedness.
- Reviews and monitors disaster plans.
- Coordinates with public agencies.
- Conducts drills and table top scenarios.
- Makes recommendations to ensure preparedness.
- Reviews individual concerns regarding safety and disaster preparedness planning.
- Integrates college police services into all aspects of safety and disaster preparedness.
- Support all employees wanting to make and/or maintain healthy lifestyle changes.
- Provide health education.
- Provide health and wellness classes for employees at work site.
- Increase morale of employees by sponsoring social gatherings as well as recognized groups and individuals.
- Provide education in areas of nutrition, stress management, fitness, and injury prevention.
- Improve morale, job satisfaction and productivity.
- Employee assistance plan.

Information Flow –

- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

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Facilities

Charge –

- Review and create the facilities master plan.
- Receives reports of construction progress.
- Monitors space utilization of all campus facilities for efficiency and effectiveness in meeting instructional and support service needs.
- Provides input to five year capital plan submitted to the state annually.

Information Flow –

- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Finance/Budget & Planning

Charge –

- Review and recommend short- and long-term budget strategies to the Superintendent/President.
- Remain informed about financial matter through reports and other means.
- Engage in two-way communication with the College community regarding financial matters.
- Process program review and planning reports annually and make appropriate recommendations regarding resource allocation requests.
- Monitors development and implementation of formal college plans (eg. Education Master Plan) for financial implications, and make recommendations as needed regarding resource planning and allocations related to those plans.
- Review and make recommendations regarding policies and procedures related to the Finance, Budget and Planning committee functions.

Information Flow –

- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

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Institutional Effectiveness – needs revisiting in light of ACCJC info!

Charge –

- Identifies, defines, reviews, and reports performance measures of institutional effectiveness in conjunction with administrators and personnel in the Office of Institutional Research.
- Responsible for monitoring and assessing the effectiveness of college evaluation, planning and improvement processes in conjunction with the Chairs/Facilitators of Instructional Program Review (IPR), Non-instructional Program Review (NPR), Finance, Budget and Planning Committee, Enrollment Management Committee, and other entities involved in campus-wide planning.
- Evaluates and recommends improvement for systematic and regular program review for all college programs.
- Reports progress on the assessment of student learning at the course, program, and college levels in conjunction with the Chair of the Student Learning Outcomes and Assessment Committee and SLO Facilitators.
- Provides feedback loop to ensure that college effectiveness is constantly improved by consideration of objective performance data.
- Develops and administers campus community surveys and other interactive activities to analyze effectiveness of established processes and to strategize modifications and improvements as needed.

Information Flow –

- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.
- Annual report directly to Board of Trustees.

~~Information Flow –~~

- ~~▪ Direct to College Council on policy-related issues.~~
- ~~▪ Direct to Superintendent/President on improvements to operational issues.~~

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Student Equity Committee

Charge –

- Creates and implements a plan to constantly improve student equity on campus
- Determines directions for the promotion of student success for all students, regardless of race, gender, age, disability or economic circumstances.
- Promotes improvement of core student equity goals related to: access; course completion (retention); ESL and Basic Skills completion; degree and certificate completion; and transfer.
- Recommends strategies for coordination, assessment and evaluation efforts to increase student success, including organizing basic skills, remediation, scheduling, and enrollment for marginalized student groups.
- Functions as the Student Equity advisory group and supports and recommends professional development activities to increase faculty and staff awareness of marginalized student groups.
- Recommends procedures for budgeting and distribution of student equity funding to support student success for marginalized student groups, including Basic Skills, CalWORKS, DSPS, EOPS/CARE, and former foster youth.

Student Support and Success Committee

Charge –

- Creates plan to constantly improve student success opportunity.
- Determines directions for the improvement of ~~customer services~~ student success. Recommends strategies for successful student transition and outreach.
- Functions as the Student Success and Support advisory group and supports the implementation of the Student Equity Plan and Student Success and Support Plan.
- Recommends procedures for student discipline.

Information Flow –

- Direct to College Council on all recommendations.
- Direct to Superintendent/President on improvements to operational issues.

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- Makes recommendations to Academic Senate.
- Reports out to constituency groups.

Sustainability (Request from S/P to re-examine this committee and possibly revive it for Fall 2015)

Charge –

- Create a college plan to incorporate the principles of sustainability into the college operations and practices. Do we have a plan? If not, who will create one?
- Make recommendations to the Academic Senate regarding incorporating sustainable practices for meetings, instruction, and related faculty campus activities.
- Ensure that sustainability principles and practices are the unifying concept of the college.
- Initiate the development of a comprehensive plan to achieve climate neutral as soon as possible.
- Conduct and complete a comprehensive inventory of all college greenhouse emissions and provide updates biannually.

Information Flow –

- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Technology

Charge: -

1. Coordinate the technology needs of the campus with the goals of the Victor Valley College Mission Statement, Educational Master Plan, Strategic Plan, Campus Technology Plan, and the Student Services Master Plan.
2. Recommend policies and procedures regarding campus technologies.
3. Initiate and coordinate a shared vision of the utilization of technology to facilitate learning.
4. Develop technological partnerships internally among campus programs and departments and with the external community.

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5. Recommend priorities for the use of technological resources (funding, staff, hardware, software, etc.).
6. Apply industry best-practice solutions as part of the recommendation process.
7. Provide recommendations to enhance, improve, and expand communications to on-campus and off-campus users for day-to-day operations and emergency situations.
8. Monitor the adequacy of technology platforms to support instruction, students and staff.
9. Develop a campus-wide technology plan that provides recommendations for plan implementation and success.

Information Flow–

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