
STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A.. DECISION-MAKING ROLES AND PROCESSES

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard:

- The College's shared governance process allows the opportunity to create and encourage innovative ideas, practices, and programs within the goals of the College and the mission (IV.A.1-1).
- Ideas for improvement from focus groups and surveys are planned and implemented effectively (IV.A.1-2a-b), (IV.A.1-3),(IV.A.1-4).
- Ideas for improvement from Program Reviews* are evaluated through systematic participative processes to assure effective planning and implementation (IV.A.1-5 through IV.A.1-8).

Analysis and Evaluation:

The College has a well-defined process that encourages innovation leading to institutional excellence. Through the shared governance planning process faculty, staff, students and administrators have an opportunity to forward initiatives that improve practices, programs, and services (IV.A.1-1). For instance, in 2014 the faculty and staff survey identified several

issues that were later explored in College focus groups (IV.A.1-2a-b). The innovative ideas that emanated from the focus groups were then approved by the College Council for implementation. As another example, several recommendations from the classified staff led to the adoption of training programs (IV.A.1-3),(IV.A.1-4).

Annual Program Reviews* conducted by the divisions of academic affairs, student services, and administrative services encourage innovative ideas for consideration by the shared governance planning committees (IV.A.1-5). For instance, in FY 2014-2015 the student services Program Review recommended the hiring of an Associate Dean for Disabled Student Program & Services (IV.A.1-6),(IV.A.1-7).

Another example of improvement through a systematic participatory process is the multimedia program's establishment of articulation to facilitate career pathways from local high schools to the College, minimizing repetitive coursework while granting college credit. As a result, the Academic Senate resolved to waive the 12-unit residence requirement for students participating in this pathway (IV.A.1-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.A.1-1 [Shared Governance Handbook](#)
- IV.A.1-2a [Faculty/Staff Survey](#)
- IV.A.1-2b [Classified Focus Group](#)
- IV.A.1-3 [President Meeting with Classified Groups](#)
- IV.A.1-4 [Agenda of classified shared governance training](#)
- IV.A.1-5 [Program Review Processes implemented by LAMC](#)
- IV.A.1-6 [Student Services Program Review](#)
- IV.A.1-7 [Hiring of Associate Dean for DSPPS](#)
- IV.A.1-8 [Academic Senate Minutes for Multimedia Pathway](#)

IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard:

- The College has established policies and procedures for administrators, faculty, students, and staff to participate in the shared governance process (IV.A.2-1),(IV.A.2-2a-b), (IV.A.2-3), (IV.A.2-4),(IV.A.2-6),(IV.A.2-7).
- The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes (IV.A.2-5).

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- Individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees (IV.A.2-8).

Analysis and Evaluation:

The College has established policies and procedures for broad participation in College decision-making (IV.A.2-1). In addition, employee unions specify their role in shared governance planning and decision-making committees (IV.A.2-2a-b).

The Associated Student Organization (ASO) constitution and by-laws outlines the students' role in serving on all shared governance planning committees (IV.A.2-3),(IV.A.2-4), (IV.A.2-5). The ASO President is a member of the College Council and gives a standing report at each monthly College Council meeting (IV.A.2-6). ASO student members participate in all shared governance committees as well as on the College Foundation.

Special purpose committees are also clearly outlined in College policies and procedures. For instance, program viability* committees are assembled by the Academic Senate to review and examine the viability of academic programs (IV.A.2-7). Recently a special purpose ad-hoc committee was organized to review the viability of Cooperative Education and recommended its suspension. The program was subsequently placed on a two-year moratorium pending further study of College programs that provide practical work experience for students enrolled in various disciplines (IV.A.2-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.A.2-1 [Shared Governance Handbook](#)
- IV.A.2-2a [Los Angeles College Faculty Guild Contract](#)
- IV.A.2-2b [College Staff Guild Contract](#)
- IV.A.2-3 [ASO Constitution](#)
- IV.A.2-4 [Student Focus Group](#)
- IV.A.2-5 [Social Media Initiative](#)
- IV.A.2-6 [ASO Reports to College Council](#)
- IV.A.2-7 [Program Viability Process](#)
- IV.A.2-8 [Cooperative Education Program Review Report](#)

IV.A.3

Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard:

- Through policy and procedures, administrators and faculty have a substantive and clearly defined role in institutional governance (IV.A.3-1),(IV.A.3-2).
- Administrators and faculty have a voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise (IV.A.3-3),(IV.A.3-4a-g), (IV.A.3-5),(IV.A.3-6),(IV.A.3-7),(IV.A.3-8).

Analysis and Evaluation:

Shared governance committees provide administrators and faculty a substantive and clearly defined role in institutional governance (IV.A.3-1). The composition of the shared governance committees is defined in their individual charters and each committee is co- chaired by a faculty and administrator (IV.A.3-2),(IV.A.3-3). With the full participation of faculty, administrators, staff, and students, shared governance committees encourage their voices in policies, procedures, and planning (IV.A.3-4).

Full participation of faculty, administrators, staff, and students is further evidenced by the annual resource allocation and Program Review* processes (IV.A.3-5). Requests ranked by Vice Presidents in their respective programs are forwarded to the Budget and Planning Committee (BPC) for consideration (IV.A.3-6). The College Council subsequently reviews BPC recommendations and submits the approved requests to the College President (IV.A.3-7).

At the annual strategic planning retreat convened by the College Council, an evaluation of the resource allocation process was completed. The evaluation concluded that there needs to be some modification to the process. The modifications approved by the College Council included consultation with the Deans who are working with program managers to identify resource needs. These consultations will be convened by the respective Vice Presidents and submitted to Budget and Planning for their consideration (IV.A.3-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.A.3-1 [Shared Governance Handbook](#)
- IV.A.3-2 [List of Shared Governance Committee Chairs](#)
- IV.A.3-3 [Facilities Planning Committee](#)
- IV.A.3-4a [Shared Governance Charters](#)
- IV.A.3-4b [Budget & Planning Charter](#)
- IV.A.3-4c [Educational Planning Committee Charter](#)
- IV.A.3-4d [Facilities Planning Committee Charter](#)
- IV.A.3-4e [Professional and Staff Development Committee Charter](#)
- IV.A.3-4f [Student Support Services Committee Charter](#)
- IV.A.3-4g [Technology Committee Charter](#)
- IV.A.3-5 [Resource Allocation Model](#)
- IV.A.3-6 [Budget and Planning Rubric](#)
- IV.A.3-7 [Budget and Planning Recommending Allocations](#)
- IV.A.3-8 [Resource Allocation Model](#)

IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard:

- Faculty and academic administrators have responsibility for shared governance, recommendations about curriculum and student learning programs (IV.A.4-1 through IV.A.4-7).
- Faculty and academic administrators have a responsibility for recommendations about student services (IV.A.4-8).
- Faculty and academic administrators, through policy and procedures, and through well-defined structures, participate in institutional decision-making through the shared governance process (IV.A.4-9).

Analysis and Evaluation:

The shared governance process is the primary mechanism by which all campus constituents participate in decision-making. The shared governance committee structure chart illustrates the lines of communication and decision-making (IV.A.4-1),(IV.A.4-2).

Full-time faculty are contractually required to participate in at least one committee (IV.A.4-9); furthermore, all committees enjoy sufficient administrative presence and support. Faculty and academic administrators make recommendations about curriculum and student learning programs through the Curriculum* Committee (IV.A.4-3); the Educational Planning Committee* (EPC) (IV.A.4-4); the Program Review Oversight Committee* (PROC) (IV.A.4-5); the Academic Senate (IV.A.4-6); and the Learning Outcomes Assessment Committee* (LOAC) (IV.A.4-7). Recommendations about student services occur through the Student Support Services Committee (SSSC) (IV.A.4-8).

Recommendations of various shared governance committees are communicated to College Council and taken under advisement by the President.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.A.4-1 [Shared Governance Committee Structure](#)
- IV.A.4-2 [Shared Governance Handbook](#)
- IV.A.4-3 [Curriculum Committee](#)
- IV.A.4-4 [Educational Planning Committee](#)
- IV.A.4-5 [Program Review Oversight Committee](#)
- IV.A.4-6 [Academic Senate Roles and Responsibilities](#)
- IV.A.4-7 [Learning Outcomes Assessment Committee \(LOAC\) Charter](#)
- IV.A.4-8 [Student Support Services Committee](#)
- IV.A.4-9 [Shared Governance Process](#)

IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard:

- Board policies inform the structure of shared governance (See IV.C.1-7 and IV.C.1-8) (IV.A.5-1),(IV.A.5-2).
- Institutional governance is embodied in the College Council structure and the annually updated Strategic Master Plan (IV.A.5-3),(IV.A.5-4).
- The appropriate consideration of relevant perspectives and decision-making is reflected in shared governance committees' membership (IV.A.5-5 through IV.A.5-9), (IV.A.5-11).
- Institutional plans, policies, curricular change, and other key considerations occur through the curriculum* committee and College planning documents (IV.A.5-4), (IV.A.5-10),(IV.A.5-12).

Analysis and Evaluation:

The LACCD Board of Trustees recognizes the Academic Senate as a representative of faculty opinions and as a consulting body on curriculum* development (See IV.C.1-7 and IV.C.1-8) (IV.A.5-1),(IV.A.5-2).

College Council is a recommending body that oversees the coordination of institutional planning and the development of procedures and evaluation criteria for reviewing the College's Mission, priorities, and effectiveness (IV.A.5-3),(IV.A.5-4).

Membership in shared governance committees is designed to ensure the inclusion of relevant perspectives and required expertise in the consideration of key campus issues (IV.A.5-5 through (IV.A.5-9).

The following shared governance committees, included in the expanded glossary, oversee and ensure timely action on institutional plans, policies, and curricular change:

- The curriculum* committee recommends policies and champions all matters related to curriculum (IV.A.5-10).
- PROC* shepherds all matters related to the development, dissemination, timelines, and peer validation for Program Review* and, with the support of OIE*, analyzes the linkage of assessment outcomes with institutional effectiveness (IV.A.5-11).
- EPC* guides the College through the process of educational planning (IV.A.5-12).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.A.5-1 [Los Angeles Community College District Board of Trustees Rules, Chapter XVIII, Article 1](#)

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- IV.A.5-2 [Los Angeles Community College District Administrative Regulation E-64 – Procedures for Development and Approval of New Educational Programs and Options](#)
 - IV.A.5-3 [College Council Charter](#)
 - IV.A.5-4 [Strategic Master Plan](#)
 - IV.A.5-5 [Program Review Oversight Committee](#)
 - IV.A.5-6 [Academic Senate Membership](#)
 - IV.A.5-7 [Educational Planning Committee](#)
 - IV.A.5-8 [Facilities Planning Committee](#)
 - IV.A.5-9 [Student Support Services Committee](#)
 - IV.A.5-10 [College Curriculum Committee](#)
 - IV.A.5-11 [Program Review Oversight Committee](#)
 - IV.A.5-12 [Educational Planning Committee](#)

IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard:

- The President documents and communicates the processes for decision-making and resulting policies (IV.A.6-1),(IV.A.6-2).
- Decision-making processes and outcomes are communicated by way of the Shared Governance Handbook, Strategic Master Plan, College Council action items, the Weekly Mission online newsletter, minutes of shared governance committees, and campus training (IV.A.6-3 through IV.A.6-11).

Analysis and Evaluation:

The College makes documents relevant to processes and decisions readily available to its constituents and general public:

- The President’s Corner features video recordings of town hall meetings, presentations given to the campus, and state of the College presentations (IV.A.6-1),(IV.A.6-2).
- The principles of shared governance are described in the Shared Governance Handbook (IV.A.6-3). Furthermore, the shared governance oversight committee (SGOC) provides campus-wide training on shared governance principles (IV.A.6-10),(IV.A.6-11).
- Planning decisions are delineated in the Strategic Master Plan and posted on the OIE website (IV.A.6-4),(IV.A.6-5).
- College Council action items are shared electronically on the College website and featured in the Weekly Mission (IV.A.6-6),(IV.A.6-7). The Weekly Mission is an electronic newsletter disseminated via College listserves (IV.A.6-8).
- Minutes, agendas, and action items generated in shared governance committees can be accessed from the Faculty/Staff portal (IV.A.6-9).

Los Angeles College meets this standard.

LIST OF EVIDENCE

- IV.A.6-1 [President's Corner](#)
- IV.A.6-2 [LAMC Town Hall Meeting](#)
- IV.A.6-3 [Shared Governance Handbook](#)
- IV.A.6-4 [Strategic Master Plan](#)
- IV.A.6-5 [Office of Institutional Effectiveness](#)
- IV.A.6-6 [College Council Agendas and Meeting Minutes](#)
- IV.A.6-7 [College Council Action Items 2011 to Present](#)
- IV.A.6-8 [Sample of Weekly Mission Bulletin](#)
- IV.A.6-9 [Academic Senate](#) and [Work Environment Committee](#)
- IV.A.6-10 [Shared Governance Training Sign-In Sheet](#)
- IV.A.6-11 [Shared Governance Training Video](#)

IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard:

- The overall effectiveness of the shared governance structure is appraised by SGOC on an annual basis. In addition, each shared governance committee undergoes an annual self-evaluation as well as an external assessment by SGOC (IV.A.7-1),(IV.A.7-2).
- The College conducts college-wide surveys and focus groups to evaluate collegial governance and decision-making (IV.A.7-3),(IV.A.7-4),(IV.A.7-8).
- The College widely communicates the results of these evaluations and uses them as the basis for improvement (IV.A.7-5),(IV.A.7-6),(IV.A.7-7a-c).

Analysis and Evaluation:

The College utilizes a number of survey instruments and focus groups to assess the integrity and effectiveness of its shared governance committee structure:

- The annual shared governance committee self-evaluations are submitted to College Council, providing a forum for dialog and an avenue for improvement (IV.A.7-1).
- SGOC's spring 2014 assessment of the shared governance process resulted in seven recommendations and a marked improvement in College decision-making processes (IV.A.7-2).
- The fall 2014 faculty/staff survey revealed a positive view of decision-making processes but also highlighted the necessity for improved training in collegial governance (IV.A.7-3). Proficiency gaps in matters related to governance were further explored in four hour-long focus groups and action items developed to mitigate those gaps (IV.A.7-4),(IV.A.7-5),(IV.A.7-6). Many of the action items were implemented in spring 2015 and updates communicated to the campus community via emails, the Weekly Mission newsletter, and a town hall meeting (IV.A.7-7a-c).

- Student focus groups were conducted in spring 2015 to complete the evaluation process by all campus constituencies; a summary of the student group responses indicated the need for further participation by student leaders in shared governance (IV.A.7-8).

Minutes and agendas for all shared governance committees are posted on the College website and all meetings are accessible to the campus community and public.

During the summer of 2015, the College assessed the Division of Student Services and identified several areas for improvement including areas of leadership development, accountability of SS staff, faculty, and managers and the need for Student Services planning efforts to align itself with college planning efforts so that the governance of the College comprehensively pursues student success. Student learning and achievement are institutional goals in which the Student Services Division remains a critical partner. Alignment in planning, leadership and governance with all members of the institution is paramount (This topic will be further explored in the Quality Focus Essay).

ACTIONABLE IMPROVEMENT PLAN

The College and Associated Student Organization (ASO) will survey students and conduct focus groups to identify specific activities that will enhance student leaders' participation in shared governance.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.A.7-1 [Shared Governance Committees Self and External Evaluations](#)
- IV.A.7-2 [Shared Governance Oversight Committee 2013-2014 Self-Evaluations of Shared Governance Committees](#) and [Recommended Actions](#)
- IV.A.7-3 [LAMC Faculty/Staff Survey - fall 2014, pages 30-34](#)
- IV.A.7-4 Fall 2014 Focus Group Summaries
[Classified](#)
[Supervisors](#)
[Faculty](#)
[Department Chairs](#)
- IV.A.7-5 College Council [Agenda](#) and Meeting [Minutes](#) – 1/29/2015 and [Focus Group Actions](#)
- IV.A.7-6 [Email from College President – 2/3/2015](#)
- IV.A.7-7a Emails from College President – [2/9/2015](#), [2/16/2015](#), [2/23/2015](#), and [3/2/2015](#)
- IV.A.7-7b [Weekly Mission Newsletter – 4/27/15](#)
- IV.A.7-7c [Town Hall Meeting Presentation – 3/3/2015](#)
- IV.A.7-8 [Student Focus Groups Summary](#)