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.

Standard IV.A: Decision-Making Roles and Processes

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 process are used to assure effective discussion, planning, and implementation.**

Evidence of Meeting the Standard

- Through the structure authorized by Board Policy 2010: Shared Governance, College leaders have created an environment in which members of Academic Affairs, Student Services, and Administrative Services, as well as students, are encouraged to consider and implement innovative changes in support of the mission and Institutional Goals [IVA1.1].
- When ideas for improvement have policy or significant institution-wide implications, the College relies on its participatory governance processes to assure effective discussion, planning, and implementation. This practice ensures that faculty, classified staff, administrators, and students have the opportunity to participate in problem solving and decision-making. Examples and evidence are discussed below.

Analysis and Evaluation

Monterey Peninsula College, through its leadership and shared governance processes, empowers its members to demonstrate innovation leading to institutional excellence. Leaders—including

Board of Trustee members, administrators, faculty, classified staff, and students—work to improve practices, programs, and services in which they are involved; ongoing efforts are made as campus members meet, discuss issues, and implement changes to processes, curriculum, activities, and services. Official College leadership positions include the Superintendent/President, vice presidents, directors, deans, managers, division chairs, and coordinators. These positions provide the leadership structure at the College; however, all members of the College are encouraged to demonstrate leadership through participation in decision-making, both in formal committees as well as in individual departments, as a means of improving the institution. Through the structure authorized by Board Policy 2010: Shared Governance [IVA1.1], College leaders have created an environment in which members of Academic Affairs, Student Services, and Administrative Services, as well as students, are encouraged to consider and implement innovative changes in support of the mission and Institutional Goals.

Instructional programs reflect leadership that supports innovation. In each academic area, faculty demonstrate a commitment to instructional excellence, creating assignments, courses, and programs that support student learning and achievement. Ideas for program improvements are documented in program review updates, action plans, and program and/or instructor reflections. For example, faculty and staff in the Automotive Technology program have structured a curriculum to support varied student needs and goals. Students seeking ASE certification may now choose to complete Automotive Technology courses in preparation for the ASE certification exams. Students seeking entry-level positions in automotive dealerships, independent repair facilities, customizing shops and other auto-related industries can complete degree or non-degree programs. As part of the program, students have the opportunity to practice their skills in a supervised setting representative of a professional automotive repair facility. The Auto Tech Skills Lab allows students to perform basic maintenance on the vehicles of real clients, with direct supervision of program faculty and staff [IVA1.2]. The Auto Tech Skills Lab complements the AUTO curriculum and provides students with experiences similar to what they will experience on the job.

Student Service programs and units also reflect leadership that supports innovation. In some part, newly available Student Success and Support Program (3SP) funds have encouraged Student Service leadership to review and revise such important student service processes as orientation, assessment, educational planning, and follow-up services. Student Services' leaders have also recognized specific needs and worked to improve processes for the good of College students and staff. Examples include the Veterans' Center One-Stop Service Center and enhanced psychological services at Student Health Services [IVA1.3, IVA1.4].

Innovation and Shared Governance Processes

When ideas for improvement have policy or significant institution-wide implications, the College relies on its participatory governance processes to assure effective discussion, planning, and implementation. This practice ensures that faculty, classified staff, administrators, and students have the opportunity to participate in problem solving and decision-making. Examples include:

- **Recommendations to the President regarding budget stability**
  In September 2013, the Superintendent/President asked College Council to facilitate an institution-wide discussion regarding priorities for balancing the College's budget, with the goal of developing a list of recommendations by October 31, 2013. College Council gathered suggestions from all constituencies through brainstorming sessions and a campus-wide survey. Ideas were clustered into three broad goals: cut costs, grow enrollment, and generate revenue. College Council reviewed each cluster and refined the list to nine recommendations [IVA1.5].

- **Increasing institutional efficiency**
  One of the recommendations to the President was to "improve institutional efficiencies." In response to this recommendation, the Superintendent/President engaged an external firm to help the College map processes in Human Resources and Admissions and Records. As a result, these areas determined better ways to serve students and staff. Two very positive results of these Business Process Analyses (BPAs) were the automation of the College's application process and the ability for students to purchase parking permits online [IVA1.6a, IVA1.6b].

- **Campus Website**
  In fall 2013, the College decided to redesign its website. The Superintendent/President hired a consultant to work with the Associate Dean of Instructional Technology and Director of Information Systems to design and implement a more student-focused website. The website team met with students, faculty, administrators, and staff to survey needs and expectations, conduct design meetings and usability testing, and training of the Content Management System [IVA1.7].

- **Early Childhood Education Lab**
  The College transformed its Child Development Center (CDC) from a childcare unit to a learning laboratory for the Early Childhood Education (ECED) program. Initially, ECED faculty identified a need for a learning lab to support ECED students. The College recognized that restructuring the CDC from a childcare facility to a learning lab allowed for better alignment with the institutional mission of student learning. Discussion of this transformation began in Program Reflections [IVA1.8a, p. 136; IVA1.8b, p. 60], continued into Program Review [IVA1.8c], and ultimately, the Board of Trustees [IVA1.8d, p. 15; IVA1.8e]. Discussion involved participation from multiple constituencies, including faculty, staff, and administration. The CDC began operation under the new structure in fall 2015.

Conclusion: Monterey Peninsula College meets Standard IVA1.

Evidence Cited:

IVA1.1   [Board Policy 2010: Shared Governance](#)
IVA1.2   [Auto Tech Skills Lab Policies & FAQs](#)
IVA1.3   [Veterans' One-Stop Center](#)
IVA1.4   [Student Health Services Counseling](#)
IVA1.5   [College Council Recommendations, 10/22/13](#)
IVA1.6   Business Process Analysis Results
     a.   [Human Resources](#)
     b.   [Admissions & Records](#)
IVA1.7   [Website Update Process and Timeline](#)
IVA1.8   Child Development Center Transition Discussion
     a.   [Program Reflections Compilation, 2012-2013](#), p. 136
     b.   [Program Reflections Compilation, 2013-2014](#), p. 60
     c.   [Program Review ECD Program Review](#), p. 18, 23-24, 33-36
     d.   [Governing Board Minutes, 8/27/14](#), Item R, p. 15
     e.   [Governing Board Minutes, 9/8/14](#)

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 bodies.

Evidence of Meeting the Standard

- Board Policy 2010: Shared Governance formally authorizes participatory governance structures at MPC. This policy provides for the participation of faculty, staff, and students in district and College governance through standing (and when necessary, *ad hoc)* committees, while preserving the rights and responsibilities of the Governing Board as the ultimate authority in areas defined by state laws and regulations [IVA2.1].
- Monterey Peninsula College authorizes administrators, faculty, and staff to participate in decision-making processes through its Board Policies, internal procedures, and committee bylaws [IVA2.1, IVA2.2, IVA6, IVA2.9].
- The College also authorizes and encourages students to participate in decision-making, especially in matters in which students have a direct and reasonable interest [IVA2.7]

Analysis and Evaluation

Monterey Peninsula College authorizes administrators, faculty, and staff to participate in decision-making processes through policies and committee bylaws. The College also authorizes and encourages students to participate in decision-making, especially in matters in which students have a direct and reasonable interest. Written policies and procedures for participation

in the decision-making process exist in several forms. These include Board Policies, the *Curriculum Basics Handbook*, and bylaws of many of the primary governance committees including the College Council, the Academic Senate, and various other operational committees and governance groups.

Board Policy 2010: Shared Governance formally authorizes participatory governance structures at MPC [IVA2.1]. This policy provides for the participation of faculty, staff, and students in district and College governance through standing (and when necessary, *ad hoc)* committees, while preserving the rights and responsibilities of the Governing Board as the ultimate authority in areas defined by state laws and regulations. The framework established by this policy ensures that all constituencies at the College have clearly defined, representative pathways for participation in the planning, operations, and decision-making activities of the College. Committees have enough structure so that constituencies know where and how to participate, but also have enough flexibility to allow collaboration between groups when necessary.

In 2014, the College began revision of its 2009 Shared Governance Handbook [IVA2.2], in order to better document and communicate participatory governance practices in use at the College. The 2014 update to this handbook was intended to serve as a guide for all who wish to become more involved with institutional decision-making discussions, and included descriptions of organizational and governance structures, institutional constituencies, and primary committees. Prior to approval of the revised handbook, however, the College contracted with an external firm, Collaborative Brain Trust (CBT), for an external review of several areas of College operations. Based on its review, CBT recommended that the College examine and restructure participatory governance structures and decision-making practices in order to improve efficiency, flexibility, and timeliness of responses [IVA2.3]. In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes based on the results of CBT's evaluation. As part of this task, the work group has been charged with producing two new handbooks to document decision-making processes, governance structures, and integrated planning processes [IVA2.4]. These handbooks will replace the 2009 Shared Governance Handbook.

Other documents that outline the manner in which administrators, faculty, staff, and students participate in decision-making processes include:
- CAC Handbook
  This guide details the procedures for proposing and revising courses and programs, including both administrative review and thorough review by the Curriculum Advisory Committee (CAC) [IVA2.5]. CAC membership includes administrative deans, Academic Affairs staff, and faculty from each instructional division, counseling, the library, and the School of Nursing.
- Committee Bylaws
  Governance and operational groups on campus operate with bylaws that specify the

composition and membership (including provisions for student members), processes for member appointment, charge and scope of the committee, and information about meetings [IVA2.6a, IVA2.6b, IVA2.6c, IVA2.6d, IVA2.6e, IVA2.6f].

Students are encouraged to participate in y of the College's decision-making processes as appropriate. The Governing Board includes a Student Trustee, and many committee bylaws provide for a student member [IVA2.7, see also examples in IVA2.6a-f]. Students participate on College Council, the Academic Senate, and the Accreditation Steering Committee, among others.

Through the direction of the Associated Students of Monterey Peninsula College (ASMPC), students participate in student government and sit on campus committees. ASMPC provides coordination and support for student activities and organizations, while increasing the cooperation between students, faculty, and the community. ASMPC also provides a forum for the expression of student opinion and develops student initiative and responsibility while ensuring equal rights for all students of Monterey Peninsula College [IVA2.1, IVA2.8; see also Standard II.C.4].

Board Policy 5045: Lines of Responsibility [IVA2.9] explains how ideas make their way through the College governance structure. Per policy, the Superintendent/President delegates administrative responsibility to department heads, the division chairpersons, and the administrative officers, as consistent with respective job descriptions. While the intent of the policy is not to create a rigid pattern of authority or prevent a free flow of communication and assistance, it does establish general lines of communication. Thus, College members share ideas through their departments and divisions. Ideas with potential for greater system-wide impact then can be raised for discussion in campus-wide committees by the department head, division chair, or administrator. In most cases, such ideas are also documented in action plans, program review, instructor reflections, and/or program reflections; these ideas may also come up for discussion as advisory groups, Academic Senate, and/or College Council review and discuss these documents.

An example of how these procedures supported positive change is reflected in enhancements for the ESL department. In its most recent program review, the ESL department indicated that its existing staffing levels made it difficult to complete program support tasks [IVA2.10]. ESL faculty described problems associated with helping ESL students navigate the application, assessment, and enrollment processes in their fall 2014 Program Reflections [IVA2.11, p. 14]. These challenges were shared with the Basic Skills committee, which determined that a designated ESL counselor would benefit the ESL department and its students. The Basic Skills Committee created a plan to hire a part-time temporary ESL counselor to support students through the application, assessment, and enrollment processes [IVA2.12]. College Council

supported the plan and recommended its implementation to the Superintendent/President. Through these committee discussions, Student Services recognized the need as well, and used categorical funds to hire a full-time counselor responsible for providing support to ESL students.

Members of the College appear to understand how such processes work. According to the 2014 Faculty and Staff Accreditation Survey, 56% of respondents strongly or somewhat agreed with the following statement: "College staff, at all levels, have a substantive and clearly defined role for input in institutional governance." 22% disagreed with the statement, and approximately 18% didn't know [IVA2.13].

Written policies and procedures are widely available, and clearly explain the roles of administrators, faculty, and staff participate in decision-making processes. The College also makes provisions for and appreciates student participation in decision-making processes. The processes enable wide participation in policy development, curricular revision, planning, and resource allocation. The new handbooks related to decision-making guidelines and governance structures under development in spring 2016 will further enhance College-wide understanding of and communication about the manner in which constituencies work together on policy, planning, and special-purpose committees appropriate to their role.

Conclusion: Monterey Peninsula College meets Standard IV.A.2.

Evidence Cited
IVA2.1   Board Policy 2010: Shared Governance
IVA2.2   Shared Governance Handbook (2009)
IVA2.3   College Council Minutes, 2/9/16
IVA2.4   CBT Workgroups: Governance & Integrated Planning
IVA2.5   Curriculum Advisory Committee Handbook
IVA2.6   Sample Committee Bylaws
   a.   College Council
   b.   Academic Senate
   c.   Academic Affairs Advisory Group
   d.   Administrative Affairs Advisory Group
   e.   Student Services Advisory Group
   f.   Institutional Committee on Distance Education
IVA2.7   Board Policy 1030: Student Member of the Governing Board
IVA2.8   ASMPC Website
IVA2.9   Board Policy 5045: Lines of Responsibility
IVA2.10   ESL Program Review
IVA2.11   ESL Program Reflections: Fall 2014, p. 14
IVA2.12   Basic Skills Proposal: ESL Counselor
IVA2.13   2014 Faculty and Staff Accreditation Survey

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
- Board Policy 2010: Shared Governance clearly defines the role of administrators in governance processes and exercise a substantial voice in institutional policies, planning, and resource allocation that relate to their areas of responsibility and expertise [IVA3.1]
- Board policies establish the role of the Academic Senate in matters of institutional governance related to academic and professional matters [IVA3.1, IVA3.2].
- College committees are structured to include administrators and faculty, as appropriate to their roles and areas of expertise [IVA3.3].

Analysis and Evaluation

College administrators have a clearly defined role in governance processes and exercise a substantial voice in institutional policies, planning, and resource allocation that relate to their areas of responsibility and expertise. Board Policy 2010: Shared Governance specifies that administrators are to be consulted when policies and procedures are implemented that may have a significant effect on their areas [IVA3.1]. Administrators also participate in one or more leadership groups, depending on their specific areas of responsibility and expertise. For example, the Dean of Instruction with responsibility for distance education and instructional technology co-chairs the Institutional Committee on Distance Education; the Vice President of Administrative Services chairs the Budget Committee, etc. [IVA3.3f, IVA3.3g].

The Superintendent/President provides policy recommendations to the Board and administers board policies. Vice presidents serve as the chief administrative officer for their respective units. The three vice presidents report to the Superintendent/President and participate in the President/Vice Presidents group, which functions as an executive cabinet. Each vice president also chairs an Advisory Group comprised of departmental leaders in his/her administrative unit and serves on College Council [IVA3.3a, IVA3.3b, IVA3.3c, IVA3.3d].

Faculty have the opportunity to participate in governance processes through membership in the College Council, the Academic Senate, the Curriculum Advisory Committee, the three advisory groups, and institution-wide committees (e.g., Institutional Committee on Distance Education, Basic Skills Committee, Learning Assessment Committee, etc.) [IVA3.3a, IVA3.3b, IVA3.3c, IVA3.3d, IVA3.3f]. Faculty participate in the planning and resource allocation process through their division chair or representative who sits on the Academic Affairs Advisory Group or Student Services Advisory Group. The role of faculty is primary in areas of academic and professional matters through the Academic Senate, to whom the Board of Trustees has agreed to

rely primarily upon for recommendations on these issues [IVA3.1, IVA3.2]. In addition, the Curriculum Advisory Committee membership includes faculty members from each instructional division, counseling, the library, and the School of Nursing (see Standard IV.A.4) [IVA3.3e].

Conclusion: Monterey Peninsula College meets Standard IV.A.3.

Evidence Cited:
IVA3.1   Board Policy 2010: Shared Governance
IVA3.2   Board Policy 2005: Academic Senate
IVA3.3   Committee Bylaws
      a.   Academic Affairs Advisory Group
      b.   Administrative Services Advisory Group
      c.   Student Services Advisory Group
      d.   College Council Bylaws
      e.   Curriculum Advisory Committee
      f.   Institutional Committee on Distance Education
      g.   Budget Committee

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
- Established board policies specify that program, curriculum, and course development require appropriate involvement of the faculty and Curriculum Advisory Committee (CAC) in all processes and outline faculty duties and responsibilities with regard to student learning [IVA4.1, IVA4.4, IVA4.5].
- CAC membership includes faculty representatives from the instructional divisions, counseling, the library, and the School of Nursing, as well as all Academic Affairs deans [IVA4.3].
- Faculty participate in Program Review and learning outcomes assessment processes (i.e., Program and Instructor Reflections) [IVA4.6, IVA4.8, IVA4.9]

Analysis and Evaluation
Board Policy 3010: Curriculum Development and New Course Approval [IVA4.1] specifies that program, curriculum, and course development require appropriate involvement of the faculty and Curriculum Advisory Committee in all processes. In support of Board Policy 3010, faculty are primarily responsible for making recommendations regarding curricular additions, deletions, and revisions. As discussed in Standard III.A.2, faculty job announcements include clear expectations of faculty role in development and review of curriculum. The Curriculum Advisory Committee (CAC) reviews all curricular proposals and revisions for courses and programs submitted by fellow faculty members, and provides resources for faculty engaged in curriculum

development [IVA4.2]. CAC membership includes faculty representatives from the instructional divisions, counseling, the library, and the School of Nursing, as well as all Academic Affairs deans [IVA4.3].

Monterey Peninsula College relies on the expertise of its faculty and academic administrators for all decisions and recommendations that directly affect student learning. Within each instructional discipline, faculty members design and implement learning programs and services, assess student learning in those programs and services, and evaluate the effectiveness of their learning programs and/or services. Responsibilities outlined in Board Policy 5320: Teaching Faculty Duties and Responsibilities establish instructors' responsibilities with regard to the classroom setting, for example, providing a written syllabus and description of grading system, and submitting necessary reports related to learning [IVA4.4]. The College's Academic Freedom Policy further emphasizes the responsibilities of faculty related to student learning. For example, the policy clarifies that faculty have responsibility for methods of evaluation, formulation of objectives or outcomes consistent with the course description, and assignment of final grades. This policy also gives individual instructors the right and responsibility to select texts and educational materials for their courses based on their professional training and expertise [IVA4.5].

Faculty job announcements also outline specific responsibilities related to all aspects of student learning. Typically, stated responsibilities include use of effective teaching and assessment methods, evaluating student work using criteria relevant to course content and SLOs, and participation in course scheduling, program review, and curriculum development [IVA4.6].

Academic administrators support the role of faculty in respect to student learning and services by overseeing faculty evaluation processes, assisting with program review, overseeing course scheduling processes, promoting participation in instructor/program reflections, and ensuring effective allocation of resources, and participating on hiring committees [IVA4.7].

Program review requires participation by faculty and academic administrators as a means of advancing student learning and achievement. Faculty members participate directly in the development and authoring of program review for their respective instructional, library, and counseling programs. The program review in Academic Affairs requires faculty members to assess the effectiveness of instructional programs using a variety of criteria including student achievement data and attainment of student learning outcomes. Program review in Student Services requires its faculty members to address similar criteria in addition to program data, program compliance, prior program review impact, program costs, and budget requests (action plans). Academic administrators participate through the review process as a member of the program review support team. Each support team also includes two faculty members.

Faculty participate in the College's Instructor and Program Reflections process on a regular basis. To demonstrate that they are engaged in thinking about what students are learning, how students are learning, and how best to improve student learning, faculty complete Instructor Reflections for courses they teach. They then meet with other faculty to discuss their findings and plans, as well as to discuss programmatic issues and opportunities [IVA4.9, p. 45-58]. These reflections are collected by the academic administrators and shared with their respective advisory group, as described in Standard I.B.2.

Conclusion: Monterey Peninsula College meets this Standard IV.A.4.

Evidence Cited:
IVA4.1   Board Policy 3010: Program, Curriculum, and Course Development
IVA4.2   Curriculum Advisory Committee Handbook
IVA4.3   Curriculum Advisory Committee Membership
IVA4.4   Board Policy 5320: Teaching Faculty Duties and Responsibilities
IVA4.5   Board Policy 4030: Academic Freedom
IVA4.6   Sample Faculty Job Announcements
IVA4.7   Job Description: Dean of Instruction
IVA4.8   Faculty Handbook 2015-2016, p. 45-58

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 Policy 2010: Shared Governance specifies the composition of participatory governance committees to include representation by faculty, management personnel, students, and classified employees [IVA5.1].
- College constituencies provide input into institutional plans, policies, curricular change, and other issues of institutional importance through participation or representation on campus committees. The institution structures committees to ensure consideration of relevant perspectives [IVA5.2].
- Per Board Policy 3010: Program, Curriculum, and Course Development, the College relies primarily on the Curriculum Advisory Committee (CAC) in the development of curricular offerings. The CAC meets twice per month to ensure that timely review of course proposals [IVA5.3, IVA5.4].
- To ensure effective and thorough consideration of these matters, College Council Bylaws provide for two readings of action items, the first reading for information/discussion purposes, and the second reading for approval. Board policy stipulates a similar approach for review of board policies and the institutional mission and goals [IVA5.2a, IVA5.10].

Analysis and Evaluation

The College's organizational structure and governance processes provide for the participation of all members of the campus community in discussion of issues significant to the institution while preserving the decision-making authority of the Board of Trustees. Board Policy 2010: Shared Governance specifies the composition of participatory governance committees to include representation by faculty, management personnel, students, and classified employees, and outlines the scope of their role in campus governance. BP 2010 specifically names the Academic Senate as the representative of faculty in making recommendations to the administration and to the Governing Board regarding academic and professional matters, such as curriculum, degree and certificate requirements, grading policies, educational program development and standards, governance structure as related to faculty roles, and program review processes [IVA5.1].

College constituencies provide input into institutional plans, policies, curricular change, and other issues of institutional importance through participation or representation on campus committees. The institution structures committees to ensure consideration of relevant perspectives. For example, the membership of the Institutional Committee on Distance Education includes faculty, staff, and administrators with direct connection to and knowledge of instructional technology and/or online teaching and learning [IVA5.2a]. Likewise, each administrative unit of campus (i.e., Academic Affairs, Administrative Services, and Student Services) has an advisory group comprised of faculty, staff, and administrators with expertise relevant to and helpful for decision-making in the unit [IVA5.2b, IVA5.2c, IVA5.2d]. Issues of institutional importance planning, resource allocation, and institutional review processes, culminate in discussions at College Council. College Council's membership reflects all constituencies on campus and its recommendations to the Superintendent/President signify institutional support for decisions [IVA5.2e].

Decision-making Aligned with Expertise/Responsibility

The Governing Board, as elected representatives of the citizens of the District, assures the College fulfills its mission to meet the educational needs of the community and holds final authority for institutional policies and decisions and allocation of District resources [IVA5.5].

The Superintendent/President, as the Executive Officer of the Governing Board, advises the Board regarding initiation and formulation of institutional policies and is responsible for executing the Board's decisions [IVA5.6]. The Superintendent/President also has the authority to issue any administrative procedures needed to implement Board policies [IVA5.7].

The organization of the College ensures informed decision-making. The College is grouped into three administrative units (Academic Affairs, Student Services, and Administrative Services), each led by a vice president and a team of deans and/or managers. The three vice presidents

report to and advise the Superintendent/President regarding their respective areas and institutional matters. Each vice president chairs an advisory group for his or her administrative unit (i.e., Academic Affairs Advisory Group, Administrative Services Advisory Group, Student Services Advisory Group). Vice presidents are also members of College Council. Through this structure, the expertise and concerns of the three administrative areas are incorporated into the recommendations, plans, and decisions made by College Council, the Superintendent/President and ultimately, the Board of Trustees.

The students' voice is also represented by the Student Trustee who has an advisory vote on all decisions before the Governing Board [IVA5.8, IVA5.9, p. 2]

Timely Action on Institutional Plans, Policies, Curricular Change
The organizational and governance structures described above enable the College to develop the annual budget, and to review and recommend institutional plans and policies for Board adoption. To ensure effective and thorough consideration of these matters, College Council Bylaws provide for two readings of action items, the first reading for information/discussion purposes, and the second reading for approval. Board policy stipulates a similar approach for review of board policies and the institutional mission and goals [IVA5.10]. In 2015, for example, College Council discussed the President's budget proposal when he outlines expected revenue and expenditures for the following year. On August 11, 2015, College Council reviewed a final draft budget, discussing items such as one-time and on-going expenditures, growing FTES, and becoming more efficient. On August 25, 2015, College Council completed a second reading of the final draft budget and voted unanimously to recommend the budget to the Board for approval [IVA5.11a, Item 4; IVA5.11b, Item 4].

The College's governance structure provides opportunities for consultation with campus constituencies, and ensures that relevant expertise and input are considered in the decisions made regarding institutional plans and policies. In the 2014 Faculty and Staff Survey, 83.7% of respondents indicated that they know how to participate and provide input to the planning process; 80.4% of respondents agreed with the statement, "I know my area's program review and actions plans are integrated into the College's planning and resource allocation process" [IVA5.12].

During the preparation of this Self-Evaluation Report, the College contracted with an external firm, Collaborative Brain Trust (CBT), for an external review of several areas of College operations. Based on its review, CBT recommended that the College examine and restructure participatory governance structures and decision-making practices in order to improve efficiency, flexibility, and timeliness of governance at the College. In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes based on the results of

CBT's evaluation. The College anticipates the recommendations of the workgroup by the end of the spring 2016 semester. Implementation of these recommendations will increase effectiveness of governance structures at the College.

Conclusion: Monterey Peninsula College meets the Standard IV.A.5.

Actionable Improvement Plan:
The College will use recommendations from the Collective Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

Evidence Cited:
IVA5.1   Board Policy 2010: Shared Governance
IVA5.2   Committee Bylaw/Membership Examples
      a.   Institutional Committee on Distance Education
      b.   Academic Affairs Advisory Group
      c.   Administrative Services Advisory Group
      d.   Student Services Advisory Group
      e.   College Council
IVA5.3   Board Policy 3010: Program, Curriculum, and Course Development
IVA5.4   Curriculum Advisory Website (Meeting Agendas & Minutes)
IVA5.5   Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVA5.6   Board Policy 1050: Executive Officer of the Governing Board
IVA5.7   Board Policy 1415: Issuance of Administrative Procedures
IVA5.8   Board Policy 1030: Student Member of the Governing Board
IVA5.9   Board Minutes, 6/24/15, Items 9-10, p.2
IVA5.10   Board Policy 1045: Actions of the Governing Board
IVA5.11   College Council Minutes
      a.   Aug. 11, 2015, Item 4
      b.   Aug. 25, 2015, Item 4
IVA5.12   2014 Faculty and Staff Accreditation Survey

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 College documents and communicates decisions and relevant information across the institution through channels including campus emails, minutes of College Council and Governing Board meetings, and face-to-face reports at departmental meeting [IVA6.1 – IVA6.2]

- Processes for decision-making regarding resource allocation and planning are outlined in the Annual Planning and Resource Allocation Process, Integrated Planning diagrams, and Shared Governance Handbook [IVA6.3, IVA6.4, IVA6.5]

Analysis and Evaluation

The College documents and communicates decisions and relevant across the institution through channels including campus emails, minutes of College Council and Governing Board meetings, and face-to-face reports at departmental meetings [IVA6.1, IVA6.2a]. Committee meeting agendas and supporting documents are posted on committee websites in advance, and minutes of meetings are posted after meetings to document decisions and dialogue [IVA6.2b]. The majority of committees hold "open" meetings, allowing non-committee members (including members of the public) to attend and observe. All College Council meetings are open to the public, and members of the campus community are encouraged to attend. Additionally, representatives of the College community give reports at monthly meetings of the Governing Board. In addition to reports from the Superintendent/President and vice presidents of Academic Affairs, Administrative Services, and Student Services, the Board invites the College Council co-chairs and Academic Senate president provide verbal reports on institutional discussions and actions each month. These reports become part of the written record of the meeting, and are posted publicly on the Board website.

Processes for decision-making regarding resource allocation and planning are outlined in the Annual Planning and Resource Allocation and Integrated Planning diagrams and the Shared Governance Handbook [IVA6.3, IVA6.4, IVA6.5]. Final decision-making authority regarding approval of the District's annual budget and resource allocations and adoption of the mission and the institutional goals (a key component of the integrated planning process), resides with the Governing Board. The campus receives notice of all Board meetings through All-User emails and meeting agendas are available to the public on the Board's webpage [IVA6.6]. All actions of the Board are documented in the meeting minutes.

In order to more effectively document and communicate decision-making processes, the College began a major revision of its 2009 Shared Governance Handbook in 2014. The 2014 update to this handbook was intended as a reference guide to institutional decision-making processes, and included descriptions of organizational and governance structures, institutional constituencies, and primary committees. Prior to the completion and approval of the updated handbook, however, the College engaged the external consulting firm Collaborative Brain Trust (CBT) to conduct an external review of areas of College operations, including decision-making and governance structures. Based on its review, CBT recommended that the College examine and restructure participatory governance structures and decision-making practices in order to clarify roles, improve efficiency, and increase shared understanding of procedures.

In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes based on the results of CBT's evaluation. As part of this task, the work group has been charged with producing a new handbook outlining decision-making processes and governance structures [IVA6.7, IVA6.8]. This new decision-making guide will replace the previous Shared Governance Handbook, and serve to communicate decision-making processes much more effectively.

Conclusion: Monterey Peninsula College meets Standard IV.A.6; however, there are opportunities for improved effectiveness with regard to documentation and communication of processes. The College documents processes for decision-making and communicates these processes widely across the institution. However, since most of the communication is through email and the College website, campus members who do not avail themselves of these modes of communication may be less aware of the decision-making. The College anticipates that the handbook under development by the CBT work group will improve documentation, communication, and shared understanding of decision-making procedures.

Actionable Improvement Plan:
The College will use recommendations from the Collective Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

Evidence Cited:
IVA6.1   Sample ALL USERS emails
IVA6.2   Committee Website Examples (Agendas & Minutes Postings)
      a. College Council
      b. Academic Senate
IVA6.3   Planning and Resource Allocation Model
IVA6.4   Integrated Planning Model
IVA6.5   Shared Governance Handbook (2009)
IVA6.6   Governing Board Website (Agendas & Minutes)
IVA6.7   CBT Recommended Projects
IVA6.8   CBT Workgroups: Governance and Integrated Planning

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

- College Council facilitates discussions related to the evaluation of institutional processes such as integrated planning, strategic planning, and resource allocation IVA7.1, IVA7.7, IVA7.8].

Analysis and Evaluation

College Council facilitates discussions related to the evaluation of institutional processes such as integrated planning, strategic planning, and resource allocation [IVA7.1]. In addition to this institution-level evaluation, individual governance groups evaluate decision-making policies and procedures specific to their area of responsibility. For example, the Governing Board has ultimate responsibility for evaluating the integrity and effectiveness of Board Policies; the Academic Senate evaluates decision-making processes related to academic and professional matters; and advisory groups evaluate the processes and policies for their respective areas [IVA7.2]. As the College evaluates and revises its policies, procedures, and processes, it documents the evaluation process and resulting revision in meeting minutes.

Evaluating Governance and Decision-making Policies, Procedures, and Processes
Board Policies
In spring 2012, the President's Office conducted an evaluation of the Board Policy review process and determined that the College needed a more streamlined approach in order to stay current in its review. The Superintendent/President recommended that MPC adopt policy language provided by the Community College League of California (CCLC), allowing localization where necessary [IVA7.2, IVA7.3]. Due to challenges resulting from administrative turnover, the update process has largely been on hold. The College resumed its policy review and adoption process in fall 2015.

Institutional Procedures and Processes
College Council facilitates the review and evaluation of most of Monterey Peninsula College's governance and decision-making processes, including the planning and resource allocation process. College Council guided several changes to this process during the most recent accreditation cycle. After an evaluation in 2012, College Council recommended revisions to the planning and resource allocation process to make links to the Education Master Plan and the Superintendent/President's annual budget planning assumptions more explicit. At the same time, changes were made to the timing of when advisory group and program review priorities are reviewed to allow for better incorporation of these priorities into annual planning [IVA7.4a, IVA7.4b, IVA7.4c].

In 2013, the planning and resource allocation was again evaluated and updated to reflect priorities resulting from student learning assessment dialogue as part of the process [IVA7.4d,

IVA7.4e]. Other updates that emerged from evaluation of institutional procedures and processes include:

- Clarification of the role of course and program-level student learning outcomes assessment (i.e., Instructor and Program Reflections) in the planning and resource allocation process [IVA7.5 p. 2];
- Adjustment of the College's multi-year strategic planning process with a more effective and realistic timeframe, lengthening institutional goals from three years to six [IVA7.6];
- Development of an Institutional Action Plan to support ongoing evaluation of College progress toward institutional goals and objectives. The Action Plan includes specific initiatives attached to each goal, as well as lead responsibility, measurable outcomes, target dates, data needs, progress updates, and potential next steps for each initiative [IVA7.4f, IVA7.7]. As the College's TracDat implementation continues, the Action Plan will be built into TracDat for easier collection and reporting of data and communication of results (see QFE Action Project #2).

Bylaws
All governance groups at the College review bylaws periodically to ensure accuracy of roles and promote shared understanding of processes. When necessary, groups amend bylaws in order to improve the effectiveness of decision-making or clarify procedures. For example, College Council revised its bylaws in 2013 to emphasize the importance of student learning, and incorporate the Student Learning Outcome and Program Reflections process in the Council's procedures [IVA7.1]. Bylaws are posted on committee websites for members of the campus community.

Communicating Results after Evaluation of Institutional Processes
Institutional leaders, including the Superintendent/President, administrators, and faculty leaders, communicate the results of evaluations and any subsequent revisions of processes or and policies to the institution through presentations at committee meetings, campus forums, and Flex days, as well as through written minutes of committee meetings. Administrators, managers, division chairs, and committee leaders share information about process revisions with the campus at large during division and unit, advisory group, and management team meetings. The College continues to look for other effective methods of communicating improvements implemented as the result of institutional evaluation.

Conclusion: Monterey Peninsula College evaluates its governance and decision-making processes and procedures. However, the College could improve the effectiveness of its evaluations by making the procedures and timelines for evaluation more explicit. In addition, the College could improve its communication of the results of its ongoing evaluation and more clearly link the results of the evaluation to subsequent improvements.

During the preparation of this Self-Evaluation Report, the College contracted with an external firm, Collaborative Brain Trust (CBT), for an external review of several areas of College operations, including governance and decision-making structures [IVA7.8]. Based on its evaluation, CBT recommended that the College examine and restructure participatory governance structures and decision-making practices in order to improve their effectiveness. In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes—including regular processes and timelines for process evaluations—based on the results of CBT's evaluation. The College anticipates the recommendations of the workgroup by the end of the spring 2016 semester, including recommendations for more effective procedures for regular evaluation of decision-making and communication of how the evaluation results are used in improvements.

Actionable Improvement Plan:
The College will use recommendations from the Collective Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

Evidence Cited:
IVA7.1   College Council Bylaws
IVA7.2   Original Policy Revision Assignments
IVA7.3   Revised Board Policy Review Process
IVA7.4   College Council Minutes
　　　　　　　a.   4/17/2012
　　　　　　　b.   5/1/2012
　　　　　　　c.   5/12/2012
　　　　　　　d.   4/17/2013
　　　　　　　e.   6/11/2013
　　　　　　　f.   9/22/2015
IVA7.5   Resource Allocation Diagram, p.2
IVA7.6   Integrated Planning Model
IVA7.7   Institutional Action Plan
IVA7.8   CBT Recommended Projects

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Standard IV.B: Chief Executive Officer

IV.B.1 **The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard
- The Superintendent/President serves as the chief executive officer for Monterey Peninsula College, and has primary responsibility for the quality of the institution. Board Policy 1050 names the specific duties and responsibilities of the Superintended/President, including:
    - Executive responsibility for administering the policies adopted by the Board and for executing all decisions of the Board requiring administrative action;
    - Professional advisor to the Board; and,
    - Delegation of any powers and duties entrusted to the office by the Board and specific responsibility for the execution of such delegated powers and duties.
  This delegation of authority gives the Superintendent/President the primary responsibility for ensuring the quality and effectiveness of the institution, and for enabling fulfillment of the institutional mission [IVB1.1].
- The Superintendent/President provides oversight and leadership for planning and budgeting. As a member of College Council, the Superintendent/President participates directly in institutional dialogue related to the ongoing planning and decision-making at the College, and establishes planning assumptions for budget development and resource allocation processes. The Superintendent/President also has the responsibility for communicating all planning and budgetary matters to the Board of Trustees [IVB1.2 – IVB1.3].
- The Superintendent/President has responsibility in all personnel matters, including selection, assignment, and transfer of employees, in accordance with Board policies, administrative regulations, and existing collective bargaining agreements. The Superintendent leads the President/Vice Presidents (P/VP) group, which serves as an executive cabinet, to ensure coordination and collaboration within Academic Affairs, Student Services, and Administrative Services. The Superintendent/President makes final selection of managerial and faculty hiring candidates, and approves staff candidate selections made by vice presidents [IVB1.4 – IVB1.6]
- 2015 Faculty and Staff Accreditation Survey

Analysis and Evaluation
In order to fulfill the duties assigned to him/her by the Board of Trustees [IVB1.1, IVB1.4], the Superintendent/President provides leadership in activities related to planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The

Superintendent/President also has the responsibility for communicating all planning and budgetary matters to the Board of Trustees.

Planning, Organizing, and Budgeting

As an active member of College Council, the Superintendent/President participates directly in institutional dialogue related to the ongoing planning and decision-making at the College [IVB1.2]. The College Council facilitates MPC's Planning and Resource Allocation processes and makes recommendations to the Superintendent/President to help ensure that the institution allocates resources to improve student learning and maintain regulatory compliance, using evidence from Program Review, outcomes assessment processes, and other institutional evaluations to support its recommendations. The College Council also leads the effort to develop and periodically review the institutional mission statement and long-term goals. The Superintendent/President informs College Council about broader contextual issues and listens to input from members as a means of leading and supporting collaborative planning efforts.

As part of the annual resource allocation process, the Superintendent/President releases annual planning assumptions in the fall in order to guide and inform budget development and resource allocation planning throughout the year. As a part of the College's resource allocation process, the Superintendent/President shares his planning assumptions with the College Council. The assumptions reflect broad College-wide goals, and provide enough specific information to direct planning activities for the upcoming year. For example, in the 2015-2016 budgetary planning assumptions, the Superintendent/President:

- prioritized the preparation and submission of MPC's Institutional Self Evaluation Report;
- indicated the District's working expectations about revenue projections and state funding;
- directed the College to focus on maximizing enrollment growth strategies through avenues such as an annual schedule, increased community education offerings, better partnership with CSU-Monterey Bay; and
- recommended preparations begin in order to meet Affordable Care Act requirements [IVB1.3].

The Superintendent/President's planning assumptions inform the resource allocation planning, provide a foundation for the budget development process, and set a general tone for the strategic direction of the College. In the 2015-2016 Planning Assumptions, the Superintendent/President suggested that working more closely with CSU-Monterey Bay would help to maximize the College's potential for gaining enrollment. As a result, the College began work on aligning its academic calendar with CSUMB's academic calendar. Both calendars are now much more closely aligned.

Selecting and Developing Personnel

MPC Institutional Self-Evaluation Report

The Superintendent/President provides effective leadership as he selects and develops personnel at the College, including full-time, tenure-track faculty and management personnel. Following established procedures, the Superintendent/President interviews candidates recommended by the individual hiring committees. For Afterwards, the Superintendent/President meets with members of the selection committee to discuss the finalists and share perspectives on each candidate's qualifications. The Superintendent/President makes the final decision regarding which candidate to hire [IVB1.5, IVB1.6].

For some administrative hiring processes, the Superintendent/President may gather input from the campus community, as well. During the hiring process for the Vice President of Academic Affairs in Spring 2015, a hiring committee interviewed applicants and forwarded the names of finalists to the Superintendent/President. He then interviewed each of the final candidates and conducted campus-wide interview forums to allow all College personnel a chance to hear from the finalists. After allowing members of the campus to share their perspectives via written feedback forms, the Superintendent/President met with the committee, completed reference checks, and determined which finalist would be offered the position.

Assessing Institutional Effectiveness
In order to ensure institutional quality and make decisions that support the mission of the College, the Superintendent/President monitors institutional effectiveness indicators, including institution-set standards, student achievement and student learning data, progress reports on institutional goals, and accreditation-related reports and documents. The Superintendent/President meets regularly with the Institutional Research Director, Accreditation Liaison Officer, SLO Coordinator, and other relevant personnel to stay informed on the progress toward these goals. He also ensures that these indicators are shared at both College Council and Board of Trustee meetings. During the 2013-2014 academic year, for example, the Superintendent/President directed the Director of Institutional Research to develop a series of reports to the Board of Trustees that focused on effectiveness indicators, including those related to student success, equity, student achievement, and system-wide institutional effectiveness requirements [IVB1.7].

The results of the 2014 Faculty and Staff Accreditation Survey 2014 indicate that the majority of the College community believes that the current Superintendent/President (hired in December 2013) demonstrates effective leadership. When asked to respond to the statement "the College president provides effective leadership in defining goals, developing plans, and establishing priorities for the institution," 66% percent of respondents reported that they agreed with the statement [IVB1.8].

Conclusion: Monterey Peninsula College meets Standard IV.B.1.

Evidence Cited
IVB1.1   Board Policy 1050: Executive Officer of the Governing Board
IVB1.2   College Council Bylaws

IV.B.2   The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

- Board Policy 5525 (Administrative Organization) gives the Superintendent/President the authority to organize an administrative structure and assign staff in the manner that best serves the needs of students and meet the goals of the District [IVB2.1].
- In accordance with Board Policy 2000 (Organization Chart), the Superintendent/President maintains a current organization chart to outline the administrative structure of the College and illustrate how responsibilities for College functions have been delegated to reflect the institution's purpose, size, and complexity. The organization charts illustrate broadly how responsibilities have been delegated within the current administrative structure, and show reporting lines from the Superintendent/President to the vice presidents of Academic Affairs, Student Services, and Administrative Services, the associate dean of Human Resources, Director of Institutional Research, and the executive director of the Foundation. Responsibilities are further delegated within each of these areas, as appropriate [IVB2.2; see also Organizational Charts (SER, p. 41-44)].

Analysis and Evaluation

In accordance with Board Policy, the Superintendent/President delegates authority to administrators and others as appropriate, in order to fulfill the needs and mission of the institution [IVB2.1]. The vice presidents of Academic Affairs, Administrative Services, and Student Services have been delegated primary responsibility for the operations of their respective administrative units. The vice presidents meet weekly with the Superintendent/President to discuss institutional issues from an administrative perspective. These weekly Presidents/Vice Presidents (PVP) meetings provide the Superintendent/President with an opportunity for additional oversight of each administrative unit, as well as ongoing evaluation of the effectiveness of administrative structure.

The Office of Human Resource reports directly to the Superintendent/President through the Associate Dean of Human Resources. This reporting structure allows the Superintendent/President to provide oversight and evaluation for matters related to general

staffing and personnel issues, including issues related to hiring, performance, and development of all campus personnel.

To ensure that the organization of the institution reflects its purposes, size, and complexity, the Superintendent/President evaluates the structure's effectiveness in several ways. Regular meetings between the Superintendent/President and his direct reports provide opportunities for ongoing evaluation of each function. During weekly Presidents/Vice Presidents (PVP) meetings, each Vice President has an opportunity to report on those responsibilities delegated within his or her unit. Conversations about institutional issues at these meetings also allow for indirect assessment of the effectiveness of delegation of responsibility within each individual administrative unit. Additionally, the Superintendent/President meets monthly with all managers as a group to ensure that all College administrators have the opportunity to participate in conversations about new, developing, and ongoing issues affecting the institution.

Ongoing evaluation of the effectiveness of administrative structures also occurs during the annual review of progress toward institutional goals. Each year, administrative units and service areas submit an Annual Update of the Institutional Action Plan for any institutional objectives and/or initiatives for which they bear primary responsibility. An annual update of the Institutional Action Plan includes an explanation of measurable progress made toward each strategic goal, and outlines the actions and/or resources necessary for continued progress. The Vice Presidents share these documents at College Council as part of the Annual Planning and Resource Allocation Process, where they are considered as part of ongoing planning and evaluation efforts. The Superintendent/President guides this process and participates actively in dialogue; this participation provides another avenue through which to evaluate the effectiveness of the administrative structures in place to support and enable achievement of the institution's goals.

The institution's organization chart is reviewed annually to ensure that it accurately reflects current staffing assignments for existing personnel [IVB2.2]. When changes to the organizational structure are warranted in order to better support the institution's size, purpose, or complexity, the Superintendent/President initiates the change within the campus community. For example, during the 2014-2015 academic year, the College created a student success plan and student equity plan to meet new state mandates. During the planning process, the Vice President of Student Services and his planning team determined additional staff would be required to effectively manage and oversee the accomplishment of these plans. With the support of the Superintendent/President, the Vice President of Student Services proposed four new positions, including a Director of Student Equity and Success, two categorical services coordinators, and an additional counselor [IVB2.3].

The Superintendent/President also appropriately distributes existing staff to fill short-term needs. After a search to replace the outgoing Vice President of Student Services was unsuccessful, the Superintendent/President asked the Dean of Student Services to cover the responsibilities during

the search for an interim administrator. Likewise, when the Vice President of Academic Affairs position became vacant, the Superintendent/President asked the Dean of Instructional Planning to manage the responsibilities of that position until an Interim Vice President was hired [IVB2.4, see Items 14M & N, p. 12].

The Superintendent/President also serves as an *ex-officio* member of the MPC Foundation Board of Directors. The Foundation endeavors to support the academic excellence of Monterey Peninsula College faculty and students through raising funds for student scholarships, instructional and library materials, faculty awards, facilities improvements and academic programs. Membership on the Foundation Board provides the Superintendent/President with an opportunity to ensure that the support received from the Foundation aligns with the purpose, size, and complexity of the institution, and ultimately supports the fulfillment of the mission.

Conclusion: Monterey Peninsula College meets Standard IV.B.2.

Evidence Cited:
IVB2.1   Board Policy 5525: Administrative Organization
IVB2.2   Board Policy 2000: Organization Chart
IVB2.3   Student Services Re-organization
IVB2.4   Board Meeting Minutes, 8/27/14 (see Items 14M and N, p. 12)

IV.B.3   **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the College sets institutional performance standards for student achievement;**
- **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;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard
- Board Policy 1050 authorizes the Superintendent/President to guide institutional improvements in support of the institutional mission through the administration of Board Policies and establishment of administrative procedures [IVB3.1].

Analysis and Evaluation
Establishing a Collegial Process that Sets Values, Goals, and Priorities

The Superintendent/President has established collegial integrated planning processes to guide institutional improvements of the teaching and learning environment by enabling shared information gathering and decision-making that involves all stakeholders (see Standard IV.A). Integrated planning activities at Monterey Peninsula College generally fall into one of two cycles: a long-term (six-year) cycle of strategic planning or an annual cycle of planning and resource allocation. All integrated planning activities, regardless of whether they fall within the multi-year or annual cycle, link directly to the institutional goals that enable the fulfillment of MPC's institutional mission [IVB3.2, IVB3.3]. The Superintendent/President plays a key role in guiding and shaping both long and short-term planning by helping to establish funding priorities aligned with the mission, goals, and values of the institution [e.g., IVB3.4].

Ensuring Institutional Performance Standards for Student Achievement
As the institution moves through the multi-year and annual resource allocation processes, it reviews the key indicators for student learning and achievement (including both institution-set standards for student achievement and assessment of learning outcomes), and considers how performance against those standards might inform resource allocation plans. During these discussions, the Office of Institutional Research assists with the analysis of data and provides important context about external and internal factors that could affect student learning and achievement. This information provides context, and helps to ensure that both annual needs and longer-term strategic plans respond to institutional needs while remaining aligned with the mission. The College Council considers resource allocation or planning recommendations that emerge from these discussions; as a member of the College Council, the Superintendent/President participates actively in the dialogue.

Ensuring Evaluation and Planning Rely on High Quality Research
The Superintendent/President directs the Office of Institutional Research to provide data in support of Institution-Set Standards, student success, student equity, and other critical data-driven concerns. This Office reports directly to the Superintendent/President and shares information on a consistent basis to such groups as the Academic Senate, College Council, and the Board of Trustees. To ensure high quality research, the Office of Institutional Research regularly consults institutional research offices at other community colleges regarding common issues and best practices. The Superintendent/President and Director of Institutional Research work together to develop an annual research agenda and a calendar of reports to be given to the Governing Board [IVB3.5]. Institutional data and analysis are available on the webpage for the Office of Institutional Research. The OIR website also provides information pertaining to student and community demographics and links to system-wide data and reporting tools [IVB3.6].

Integrating Educational Planning with Resource Planning and Distribution
As an *ex-officio* member of College Council, the Superintendent/President guides and directs the implementation of the College's integrated planning process. Both the integrated planning process and the institutional mission prioritize student learning. Through the integrated planning

process, the mission, objectives, action plans, and the allocation of resources are linked to educational planning and the support and improvement of student learning and achievement.

The Superintendent/President also ensures that educational planning and resource allocation are linked during program planning or improvements, as well. For example, the President also recognized that changes to the Early Childhood Education and the Child Development Center could improve learning and achievement for students in the ECED program. As such, he directed the department chair of ECED and the director of the Child Development Center to research other community college Early Childhood Education and Child Development Center programs to use as potential models when realigning resources to enhance the existing program.

Establishing Procedures to Evaluate Overall Institutional Planning
The annual resource allocation process includes an annual review of progress toward institutional goals and objectives. During the 2015-2016 academic year, College Council developed an Institutional Action Plan form in order to improve the effectiveness of this review. The new form clarifies responsibilities, allows for more measurable evaluation of progress, and will be easier to revise as new initiatives emerge to forward each objective [IVB3.7]. The Superintendent/President recommended that the College implement TracDat and transfer the Institutional Action Plan to that interface, in order to improve the linkages between the Institutional Action Plan, unit action plans, and student achievement and learning results [IVB3.8]

Conclusion: Monterey Peninsula College meets Standard IV.B.3.

Evidence Cited
IVB3.1   Board Policy 1050: Executive Officer of the Governing Board
IVB3.2   Planning and Resource Allocation Model
IVB3.3   Integrated Planning Model
IVB3.4   2015-2016 Planning Assumptions
IVB3.5   Student Success Report Calendars
IVB3.6   OIR Website
IVB3.7   Institutional Action Plan
IVB3.8   Board Meeting Minutes, 9/23/15 (see Item 14E, p. 6)

IV.B.4   **The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard
- The Superintendent/President has the responsibility to ensure that the institution complies with all regulations and requirements to which it is subject; this includes regulations and

requirements related to accreditation. As the chief executive officer of the College, Superintendent/President bears the primary leadership role for accreditation, and ensures that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times [IVB4.1, IVB4.2].

Analysis and Evaluation

The Superintendent/President provides leadership in accreditation-related matters, and ensures that the institution follows the processes and structures in place to enable compliance. Through these processes, the Superintendent/President empowers members of all campus constituencies (faculty, staff, administrators, and students) to play a role in the institution's ongoing compliance with Eligibility Requirements, Accreditation Standards, and Commission Policies.

The Superintendent/President provides leadership on accreditation efforts in several ways. Both the current Superintendent/President and his immediate predecessor have helped the campus understand the broader implications of accreditation standards and eligibility requirements by helping to embed these requirements into existing institutional processes, as well as by referencing them during shared governance discussions [IVB4.3]. For example, when College Council recommended revising the mission statement and Institutional Goals, the Superintendent/President recognized that accreditation Standards provided a framework for several goals under consideration and recommended that specific objectives related to each goal should reference accreditation as an influence where relevant [IVB4.4].

During the most recent accreditation cycle, the Superintendent/President has demonstrated leadership of the College's accreditation activities by:

- Including accreditation-related content in his addresses to the campus during the Flex Day activities that begin each semester;
- Discussing accreditation-related issues in weekly President/Vice Presidents (PVP) meetings;
- Meeting regularly with the ALO to discuss accreditation-related topics (including the Self-Evaluation Report, site visit preparations, the ACCJC Annual Report, Institution-set Standards, etc.);
- Hosting campus events related to the College's self-evaluation and site visit preparation, including campus-wide open forums and a kick-off event for all self-evaluation writing teams;
- Attending ACCJC-sponsored events and trainings, including initial self-evaluation team training (March 2014) and the CEO/ALO Accreditation Conference (April 2015);
- Convening and chairing an *ad hoc* work group tasked with improving the College's outcomes assessment practices at the course and program level (September 2015); and
- Serving as a member of an ACCJC site visit team (October 2015).

The Superintendent/President also ensures that the Board receives regular updates on accreditation-related matters, and provides accreditation-related training for the Governing Board. As noted above, the Superintendent/President meets regularly with the College's Accreditation Liaison Officer to discuss compliance issues and plan accreditation-related communication to the Governing Board and campus at large.

Although the Superintendent/President bears the primary responsibility for the College's ongoing compliance with accreditation requirements, assuring compliance requires institution-wide participation. All campus personnel, including faculty, staff, and administrators, assure compliance through participation in institutional processes such as program review, action planning and resource allocation, and dialogue around outcomes assessment and evaluation. Accreditation-related documents, including Institutional Self-Evaluations, Midterm Reports, and Substantive Change Requests, receive a review and discussion in shared governance committees.

Conclusion: Monterey Peninsula College meets Standard IV.B.4.

Evidence Cited

IVB4.1   Board Policy 1050: Executive Officer of the Governing Board
IVB4.2   Employment Agreement and Position Description
IVB4.3   2015-2016 Planning Assumptions
IVB4.4   Institutional Goals, 2014-2020

IV.B.5   **The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard
- Board Policy authorizes the Superintendent/President to administer the policies adopted by the Board and carry out all duties specifically assigned to a President or Superintendent of a District by the California Education Code and/or Title 5 of the California Code of Regulations [IVB5.1]
- Board Policy clearly outlines expectations for budget development, and effective control of budget and expenditures. The Superintendent/President administers this policy and ensures that the institution meets its requirements, through both direct actions and delegation of tasks to appropriate personnel (e.g., Vice President of Administrative Services) [IVB5.2].

Analysis and Evaluation
In order to ensure that the institution's practices remain consistent with its mission and policies, the Superintendent/President oversees integrated planning processes on campus, including the multi-year strategic planning process and the annual planning and resource allocation process

[IVB5.3, IVB5.4]. Per established Board Policy, the Superintendent/President and/or the Vice President of Administrative Affairs present budgetary information to the Board each month in public session to ensure timely distribution of fiscal information [IVB5.5]. The financial reports include the district's monthly budgets and any subsequent budget transfers, as well as any bills and warrants. Any Board action on these items takes place in public session.

The Superintendent/President ensures that institutional practices remain consistent with the mission and policies of the College through oversight of integrated planning processes. Throughout the multi-year strategic planning process and the annual planning & resource allocation process, all goals, objectives, and resource allocation requests link to institutional objectives or student learning outcomes, which in turn, directly link to the institutional mission.

Each year in early October, the Superintendent/President shares the budgetary planning assumptions for the upcoming planning cycle with the campus community through the shared governance structure. As the annual planning and resource allocation process proceeds, these planning assumptions inform the discussion and lead to more transparency around broader issues and external requirements that inform the budgeting process [IVB5.6].

The Superintendent/President provides additional budgetary planning assumptions when warranted. For example, in Sept. 2013, the Superintendent/President asked College Council to facilitate a campus-wide discussion about cost-cutting actions the College could take as it began the annual budgeting process. The Superintendent/President worked with the campus community to develop a set of criteria to frame that conversation and guide ongoing planning and resource allocation decisions as the budget was being balanced [IVB5.7]. These guiding principles were strongly tied to the institutional mission and kept the needs of students at the front of the discussions.

The Superintendent/President exercises fiscal constraint and oversight, and ensures that resource allocation decisions best meet the needs of the campus. For example, the Presidents/Vice Presidents' group (PVP) reviews all vacant classified positions to consider the needs of the department where the vacancy ranks in the context of overall institutional needs [e.g., IVB5.8].

During the 2014 Faculty and Staff Accreditation Survey, faculty and staff were asked to respond to the statement "The College president ensures the implementation of statues, regulations, and Board policies." 62.4% of respondents agreed with that statement, while 28.6% responded that they did not know [IVB5.9].

Conclusion: Monterey Peninsula College meets Standard IV.B.5.

Evidence Cited
IVB5.1   Board Policy 1050: Executive Officer of the Governing Board
IVB5.2   Board Policy 6200: Budget Preparation
IVB5.3   Planning and Resource Allocation Model

IVB5.4   Integrated Planning Model
IVB5.5   Board Policy 6300: Fiscal Management
IVB5.6   2015-2016 Planning Assumptions
IVB5.7   College Council Memo, 10/2/13
IVB5.8   Sample Classified Position Requests
IVB5.9   2014 Faculty and Staff Accreditation Survey

IV.B.6   The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

- The Superintendent/President works and communicates effectively with the communities served by the institution. He acts as an effective and visible ambassador for MPC, attending events in the communities served by the District and working with the Board of Trustees and the MPC Foundation to raise awareness of the College in the community [IVB6.1 – IVB6.2].

Analysis and Evaluation

The Superintendent/President communicates with the external communities served by the institution in several ways. Each month, the superintendent/President gives written and oral reports to the Board of Trustees on outreach and communication activities within the communities served by the institution [e.g., IVB6.1a, p. 9; IVB6.1b, p. 9; IVB6.1c, p. 3 & 5]

In addition, the Superintendent/President and MPC Foundation have jointly sponsored an annual "President's Address to the Community" each May since 2007, with the goal of raising community awareness of MPC, its programs, and the achievements of its students and faculty [IVB6.2]. During his address, the Superintendent/President highlights institutional successes from the past year, outlines upcoming challenges, and presents the President's Award to a member of the community in recognition of his/her outstanding contributions to the College. On average, over 350 community leaders, faculty, staff, and student ambassadors attend the event each year.

Conclusion: Monterey Peninsula College meets Standard IV.B.6.

Evidence Cited

IVB6.1   Sample S/P Reports to the Board
        a. Board Meeting Minutes, 3/25/15 (Item 16B, p. 9)
        b. Board Meeting Minutes, 11/19/14 (Item 16B, p. 9)
        c. Board Meeting Minutes, 8/27/14 (Items 12B & 12M, p. 3 & 5)
IVB6.2   Sample Address to the Community Event Descriptions

Standard IV.C: Governing Board

IV.C.1   **The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

The Monterey Peninsula Community College District Governing Board has established policies that ensure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution [IVC1.3], including:

- Board Policy 1005: Composition and Authority of the Governing Board [IVC1.1]
- Board Policy 1007: Specific Duties and Responsibilities of the Governing Board [IVC1.2]
- Board Policy 2005: Academic Senate [IVC1.4]
- Board Policy 2010: Shared Governance [IVC1.5]
- Board Policy 3010: Program, Curriculum, and Course Development [IVC1.8]
- Board Policy 2105: Budget and Finances [IVC1.10
- Board Policy 2106: Budget Standards and Policy [IVC1.11]

Analysis and Evaluation

The Monterey Peninsula Community College District Governing Board has primary responsibility for establishing policies that ensure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board derives this authority from California Education Code, its own internal policies, and the electorate of the District [IVC1.1].

The MPC Governing Board consists of five members elected to four-year terms by the residents of the five trustee areas within the District, as specified by Board Policy 1005. The Board also includes a student trustee, who is selected annually by the Associated Students of Monterey Peninsula College (ASMPC). In accordance with Board Policy 1005, the Governing Board acts as an independent policymaking body with authority to establish policies that assure the quality, integrity, and effectiveness of the institution's student learning programs and financial stability.

Per California Education Code (§70902) and Board Policy 1007, the Governing Board has ultimate responsibility for determining the broad general policies that govern the operation of the College. In particular, Board Policy 1007 specifies the areas of authority held by the Governing Board, including those duties and responsibilities directly related to academic quality, integrity, effectiveness, and financial stability [IVC1.2]. For example, the Board:

- Selects, appoints, and evaluates the Superintendent/President, and takes appropriate steps to ensure that the Superintendent/President is accountable to the Board and the institution;
- Functions as the legislative and policy-making body charged with the oversight and control of the College, leaving the executive function to the Superintendent/President;
- Approves and evaluates the educational programs of the College, in accordance with recommendations from the Superintendent/President and other appropriate personnel; and
- Reviews and adopts the annual budget, approving the expenditure of all funds and assuring the financial solvency of the District.

In addition to the policies set to guide and direct its own operation and clarify its areas of responsibility, the Board establishes policies that enable all campus constituencies to work together to fulfill the College mission. Policies are grouped into chapters/series by functional area [IVC1.3]. Through these broad policies, the Board assures the quality of the institution by establishing parameters for the operations and procedures that support academic quality, integrity, and effectiveness of student learning programs and services.

Several Board policies provide more specificity about how the Board assures academic quality, integrity, and effectiveness. Board Policies 2005 and 2010 recognize the Academic Senate as the faculty's primary representative for the formulation and revision of District policies on academic and professional matters, and indicate that the Board "shall elect to rely primarily" upon the advice and judgment of the Academic Senate with regard to these topics [IVC1.4, IVC1.5]. To facilitate this reliance, the Academic Senate president gives a brief report at the monthly Board meetings in order to keep the Board informed of academic and professional matters, including topics related to the quality and effectiveness of student learning programs. One such topic that has been the focus of the College over the past accreditation cycle is Student Learning Outcomes (SLOs). Over a period of several years, the College created and implemented processes for evaluating SLOs. Appropriately, the Board has delegated responsibility for implementing, evaluating, and improving processes for SLO assessment, while at the same time taking an active interest in the results of the efforts and how they relate to accreditation requirements [IVC1.6, see Item 16A, p. 9].

Likewise, Board Policy 3010 (Program, Curriculum, and Course Development) outlines the Board's reliance on the Curriculum Advisory Committee for professional review of all aspects of MPC's curriculum development and new course approval process [IVC1.7]. The Curriculum Advisory Committee (CAC) reviews new and revised curriculum, and ensures that all curriculum meets standards of rigor, depth, and quality established by Title 5 of the California Code of Regulations, California Education Code, and Chancellor's Office requirements. Relying on CAC recommendations, the Superintendent/President recommends course and program approvals and significant curricular changes to the Board. Board reports from the Vice President of Academic

Affairs apprise Board members of SB 1440 transfer programs designed to meet state mandates and student need, as well as any significant changes that occur as part of ongoing curriculum review processes.

The Governing Board also has the authority to establish policies to ensure the financial stability of the District. Board Policy 6200: Budget Preparation makes it clear that MPC must have a balanced budget in place on an annual schedule that complies with state law and regulations [IVC1.8]. Board Policy 6210: General Fund Reserve requires that the College maintain a reserve of 10% of its unrestricted operating budget, to protect the College from unexpected emergencies [IVC1.9]. The College has been in compliance with this policy since its inception in May 2000.

Although the Board Policies do not cover all laws and requirements that apply to the District, they do provide direction to the Governing Board and to the Superintendent/President of the District as they work together to fulfill the mission of the College. For some topics, Board Policies supplement or provide more specific direction than what might be outlined by law or accreditation standards alone. The Board makes its policies available publicly through its website [IVC1.3].

Conclusion: Monterey Peninsula College meets Standard IV.C.1.

Evidence Cited
IVC1.1   Board Policy 1005: Composition and Authority of the Governing Board
IVC1.2   Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC1.3   Board Policy Website and Archive
IVC1.4   Board Policy 2005: Academic Senate
IVC1.5   Board Policy 2010: Shared Governance
IVC1.6   Board Minutes, 2/23/15; Item 16A, p. 9
IVC1.7   Board Policy 3010: Curriculum Development and New Course Approval
IVC1.8   Board Policy 6200: Budget Preparation
IVC1.9   Board Policy 6210: General Fund Reserve

IV.C.2 **The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard
- Board Policies establish the expectation that Board members act collectively in support of the Board's decisions [IVC2.1 – IVC2.3].

Analysis and Evaluation
The Governing Board Code of Ethics and Conduct (Board Policy 1000) requires Board members to "abide by and uphold the final majority decision of the Board," as well as to "understand and remember that individual Board members have no legal authority to represent the College

outside of Board meetings" [IVC2.1]. Board Policy 1005 further specifies that Board members have authority "only when acting as a Board of Trustees in session or at the direction of a majority of the Board" [IVC2.2].

Board Policy 1045 requires a quorum of three public members of the Governing Board to be present in order to transact business. This policy also requires that Board actions require an affirmative vote by three members. In such actions where law requires a two-thirds majority vote, four affirmative votes are required for action [IVC2.3]. While non-unanimous votes have been rare occurrences at the board level over the past several years, in every case, Board members who initially expressed minority viewpoints have supported the Board's decision after the vote was taken, both publicly and privately.

All individual board members have taken the Effective Trustee Workshop training program offered by the Community College League of California, which highlights the areas of responsibility and effective Board member behavior outlined in Board Policies 1000 and 1005. Ongoing informal board training continues to emphasize these two policies and the importance of acting as a unit.

Campus perception of the Board's level of compliance with its own policies tends to be mostly positive. The 2014 Faculty and Staff Accreditation survey asked participants to respond to the statement "The Board of Trustees acts in a manner consistent with published Board policies and/or by-laws." In the survey, 49.3% of the respondents either agreed or strongly agreed with the statement, compared with only 1.3% who disagreed or somewhat disagreed. The remaining 45.3% of the respondents indicated they did not know [IVC2.4].

Conclusion: Monterey Peninsula College meets Standard IV.C.2.

Evidence Cited:
IVC2.1   Board Policy 1000: Code of Ethics and Conduct
IVC2.2   Board Policy 1005: Composition and Authority of the Governing Board
IVC2.3   Board Policy 1045: Actions of the Governing Board
IVC2.4   2014 Faculty and Staff Accreditation Survey, section 4

IV.C.3   The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
The MPC Governing Board adheres to clearly defined policies and procedures for selecting and evaluating the Superintendent/President of the College:

- Board Policy 1007: Specific Duties and Responsibilities of the Governing Board authorizes the Governing Board to select, appoint, and evaluate the Superintendent/President of the College [IVC3.1].
- Board Policy 5510: Superintendent of the District and President of the College authorizes the Board to set the length of the Superintendent/President's term, as well as to determine the amount of compensation and the terms of service for the contract [IVC3.2].
- The Board specifies the procedures it will follow for the annual evaluation of the Superintendent/President in the Superintendent/President's contract [IVC3.3].

Analysis and Evaluation

The Board formalized its current procedure for selecting the Superintendent/President in 2006. Because the process worked well in 2006, the Board made no significant changes to the procedure for the selection of the current Superintendent/President in 2012 [IVC3.4]. In both instances, the selection procedure ensured transparency around the process and provided opportunities for input from faculty, staff, and administrators. A description of the process follows.

1. Shortly after the previous Superintendent/President announced his retirement in spring 2012, the Board hosted two public meetings for faculty, staff, administrators, and students. Discussion in open forums focused on the characteristics desirable in the next Superintendent/President and provided an initial opportunity for campus feedback.
2. The Board selected an individual Trustee to chair the search committee on behalf of the Board. This Trustee then convened a search committee consisting of faculty, staff, administrators, and community members.
3. Using the list of desired characteristics generated during the public forums, the search committee prepared a position brochure that outlined the position and described the College.
4. The search committee engaged an outside consulting firm to facilitate the search process, recruit potential candidates, conduct reference checks, and act as a resource to the search committee during the search.
5. Once the application period closed, the search committee completed an initial paper screening of candidates, and selected a subset of the candidates to interview in person. Based on these interviews, the search committee selected a smaller number of candidates whom they fully supported to present to the Board of Trustees (three in 2006; four in 2012). The Board of Trustees interviewed each of the second-round candidates in person. On the day of his/her second interview, each candidate also spoke at a public forum on campus. Attendees of the public forums had an opportunity to ask questions, as well as to provide written feedback to the Board on the individual candidates.
6. The consultant conducted in-depth reference checks on the four candidates.

7. Based on the interviews, reference checks, and feedback from the public forums, the Board selected one finalist.
8. A site visit team consisting of Board members, staff, faculty, and administrators visited the finalist's campus to interview that College's staff, faculty, and administrators about the finalist's merit, and his qualifications to serve in the role of Superintendent/President. The site visit team presented their findings to the full Board at a public meeting on October 24, 2012.
9. Based on the site visit, interviews, reference checks, and feedback from the public forums, the Board of Trustees offered the position to the finalist, with a contract effective December 17, 2012.

Board Policy 5510 authorizes the Governing Board to set the length and terms of service of the Superintendent/President's contract [IVC3.2]. While the specific procedure used by the Board to evaluate the S/P each year has not been codified into policy, the contract does outline the evaluation procedures that will be used [IVC3.3]. Per the terms of the contract, the Board evaluates the Superintendent/President annually.

The minutes of public Board meetings provide evidence of this ongoing evaluation for both current Superintendent/President and his immediate predecessor. For example, agendas from the June 2013, June 2014, and September 2015 meetings reference the closed session agenda item: "Public Employee Performance Evaluation: Superintendent/President" [IVC3.5a, IVC3.5b, IVC3.5c]." The evaluation process is similar to other College evaluation processes. It involves the participation of a variety of campus members, a self-evaluation and other appropriate materials, and a review by those in a supervisory role.

Conclusion: Monterey Peninsula College meets Standard IV.C.3.

Evidence Cited
IVC3.1   Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC3.2   Board Policy 5510: Superintendent of the District and President of the College
IVC3.3   Superintendent/President Evaluation Procedures
IVC3.4   Report on Search Progress, 3/2/12
IVC3.5   Board Minutes:
           a. 6/26/13
           b. 6/25/14
           c. 9/23/15

IV.C.4   The governing board is an independent policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

- The MPC Governing Board reflects the public interest through its five members, elected by the residents of five trustee areas within the Monterey Peninsula Community College District. Members of the public may attend open sessions of all Board meetings, and have an opportunity to speak during public comments. To foster ease of public access to its meetings, the Board holds meetings at all three of its physical locations during the year [IVC4.1 – IVC4.3].

- In accordance with Board Policy 1300: Conflict of Interest, no individual Board member has financial interests in any contract or purchase order authorized by the Board. Additionally, Board Policy 1045: Actions of the Governing Board specifies the quorum needed for transactions of business, as well as the number of affirmative votes necessary for the Governing Board to take any action. These two policies, together with the Code of Conduct outlined in Board Policy 1000, help ensure that the Governing Board acts as an independent policy-making body, protected from undue political pressure [IVC4.5 -- IVC4.7].

Analysis and Evaluation

Since the 2010 Institutional Self-Evaluation and site visit, the MPC Governing Board has completed its transition from being elected at large to being elected through trustee areas. This composition allows for more direct representation of the interests of the communities within the District. The Board recognizes its responsibility to the communities it serves. As per Board Policy 1025, members of the public are invited to address the board at every board meeting [IVC4.2]. The agenda for each public board meeting includes a dedicated time reserved for public comment. Meeting attendees are also invited to comment on specific agenda items as they arise during the course of the meeting. To help foster ease of public access to its meetings, the Board schedules four public meetings in the cities of Marina and Seaside each year: two at the Marina Education Center, and two at the Public Safety Training Center in Seaside. The remaining public meetings are held on the main campus in Monterey. Meeting times and locations are set at the Board's annual organizational meeting each December.

Each public meeting agenda also includes dedicated places for comments from Academic Affairs, Administrative Services, and Student Services, as well as from the Academic Senate, College Council, the Associated Students, the MPC Foundation, and the two bargaining units representing classified staff and faculty [IVC4.3, see p. 5, 12, 17].

Outside of regular Board meetings, Board members recognize their responsibility to act as liaisons between the College and the community at large. All trustees advocate for the College in their communities, and trustees whose trustee areas include cities regularly attend city council meetings to provide updates about MPC and attend many community events. Additionally, the Board stays abreast of state- and system-wide educational issues of importance to the institution.

A Board subcommittee focuses on legislative advocacy at the state level, and every board meeting includes a discussion of pending legislation potentially affecting the College. For example, the Board was strongly involved in lobbying the California Community College Chancellor's Office and state legislature regarding the Student Success Task Force and subsequent SB1456 legislation, and one MPC trustee currently sits on the Student Success Scorecard Advisory Committee at the Chancellor's Office. The Board also fosters relationships with local representatives to the California State Assembly and Senate, meeting with them both in Sacramento and in their local offices as warranted.

The Governing Board follows Brown Act procedures, both to comply with regulation, and as an outward sign of its commitment to serving the public interest and protecting the institution from undue influence or political pressure. In closed session meetings, Board members only discuss topics required to be discussed in closed session, such as personnel matters, expulsions, collective bargaining issues, and potential litigation. Except for those items approved in closed session (and then announced in public session), all official actions of the Board are taken in public session. Consistent with a strict interpretation of the Brown Act, Board members are careful to avoid any discussion of College-related issues with one another outside of regular meetings.

In accordance with Board Policy 1300: Conflict of Interest, no individual Board member has financial interests in any contract or purchase order authorized by the Board. Additionally, Board Policy 1045: Actions of the Governing Board specifies the quorum needed for transactions of business, as well as the number of affirmative votes necessary for the Governing Board to take any action. These two policies, together with the Code of Conduct outlined in Board Policy 1000, help ensure that the Governing Board acts as an independent policy-making body, protected from undue political pressure [IVC4.4, IVC4.5, IVC4.6].

Conclusion: Monterey Peninsula College meets Standard IV.C.4.

Evidence Cited
IVC4.1   Board Policy 1005: Composition and Authority of the Governing Board
IVC4.2   Board Policy 1025: Public Appearance before the Board and Conduct of the Board Meetings
IVC4.3   Sample Board Agendas (see Recurring Reports, p. 5, 12, 17)
IVC4.4   Board Policy 1300: Conflict of Interest
IVC4.5   Board Policy 1045: Actions of the Governing Board
IVC4.6   Board Policy 1000: Code of Ethics and Conduct

IV.C.5   The governing board establishes policies consistent with the college mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

- Board Policy 1005: Composition and Authority of the Governing Board specifies that actions of the Governing board must be consistent with the purpose for which the College was established, i.e., fulfilling the mission of the College [IVC5.1]
- The Board-approved mission statement and institutional goals explicitly state the purpose of the institution and provide a framework for planning, resource allocation, and improvements related to student learning programs and services at all levels of the institution [IVC5.2].
- The Board's policies are intended to focus the District upon its mission and on institutional success and to foster public understanding and support of the District and its educational programs [IVC5.3].

Analysis and Evaluation

Board policies are grouped into chapters/series by functional area. Through these broad policies, the Board assures the quality of the institution by establishing parameters for the operations and procedures that support academic quality, integrity, and effectiveness of student learning programs and services. Together, the Board Policies outline how the Governing Board operates, and communicate the Board's expectations for the operation of the College, the quality of its academic programs and student services, and its financial health. For example, Board Policy 1007 specifies that the Board shall be responsible for the approval of the annual budget and fund expenditures, assuring the financial solvency of the District, ensuring proper accounting of all District funds, and providing for an annual audit of the District's finances. Likewise, policies related to Academic Affairs demonstrate how the Board intends to carry out its responsibilities related to educational quality. Board Policy 3010: Program, Curriculum, and Course Development specifies the Board's expectations for and role in program and curricular development; Board Policy 3020: College Catalog requires that the Board approve each edition of the College Catalog [IVC5.4, IVC5.5].

Evidence of the effectiveness of the Governing Board's policies can be seen in the purposeful actions and discussions related to quality, integrity, and improvement at monthly Board meetings. Each month, the Board hears and discusses institutional reports on topics such as student achievement and success, student equity, accreditation, and institution-set standards. During regular monthly meetings, the Board approves curriculum recommendations, and takes action on matters such as financial expenditures and facilities plans as part of its responsibilities for the overall functioning of the institution. Through its actions, the Board establishes expectations for quality, integrity, and improvement of student learning programs and services and monitors the College's progress toward fulfillment of its mission and Institutional Goals.

Conclusion: Monterey Peninsula College meets Standard IV.C.5.

Evidence Cited

IVC5.1   Board Policy 1005: Composition and Authority of the Governing Board
IVC5.2   Mission and Institutional Goals
IVC5.3   Board Policies Website
IVC5.4   Board Policy 3010: Curriculum Development and New Course Approval
IVC5.5   Board Policy 3020: College Catalog

IV.C.6   **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

- Policies in the 1000 Series of the Board Policies Manual outline the size, duties, responsibilities, structure, and operating procedures of Monterey Peninsula College's Governing Board. Taken together, the 1000 series policies serve as the Board's bylaws [IVC6.1].

Analysis and Evaluation

Board Policies 1005 establishes the size and composition of the Board of Trustees. Board Policy 1007 outlines the duties and responsibilities of the Board, in compliance with the California Education Code §72022 to §72035 [IVC6.2, IVC6.3].

Board Policies 1010: Annual Organizational Meeting and Officers of the Board, 1011: Board Chair, and 1050: Executive Officer of the Board specify the structure of the Governing Board. Board Policy 1010 requires the Board to elect officers of Chair, Vice-Chair, and any others designated as necessary (e.g., Board Policy Review Subcommittee Chair) at an annual organizational meeting. These three policies (BP 1010, 1011, and 1050) also outline the specific duties of the Chair, Vice-Chair, and Executive Officer with respect to the structural composition of the Board [IVC6.4, IVC6.5, IVC6.6].

The remaining policies in Series 1000 (BP 1015 through BP 1435) outline the Board's operational procedures. These policies guide such operational details as meeting times (BP 1015), provisions for public comments at meetings (BP 1020 and 1025), construction of meeting agendas (BP 1021), purpose and structure of closed session (1040), etc. [IVC6.1; see series 1000 policies].

Board Policy 1400 specifies that hard copies of the policies can be found in each administrative and division office, as well as in the MPC Library. However, the Board has made an intentional decision to declare the hard copies of the Policy Manual to be obsolete, and to use its website as the official repository for board policies, as it is easier to maintain than multiple print copies of

the policies manual. As the Board continues to review and update its polices based on CCLC-recommended language, Board Policy 1400 will be revised to reflect this practice.

Conclusion: Monterey Peninsula College meets Standard IV.C.6; however, there are opportunities for continued improvement in this area as the College continues to review and update its Board policies.

Evidence Cited
IVC6.1   Board Policies Website, see 1000 Series
IVC6.2   Board Policy 1005: Composition and Authority of the Governing Board
IVC6.3   Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC6.4   Board Policy 1010: Annual Organizational Meeting and Officers of the Board
IVC6.5   Board Policy 1011: The Board Chair
IVC6.6   Board Policy 1050: Executive Officer of the Governing Board

IV.C.7   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.

Evidence of Meeting the Standard
- Records of MPC Governing Board actions, including meeting minutes and written resolutions, indicate that the Board acts in a manner consistent with its policies and bylaws [IVC7.1 – IVC7.9].
- Board Policy 1009 requires the Board to conduct an annual self-evaluation to ensure effective and efficient board operations (including its compliance with its policies) [IVC7.10 – IVC7.11; see also Standard IV.C.10].
- Board Policy 1007 requires the Board to determine the broad general policies used to govern the operation of the College, and to review these policies periodically [IVC7.12].

Analysis and Evaluation
Records of MPC Governing Board actions, including meeting minutes and written resolutions, indicate that the Board acts in a manner consistent with its policies and bylaws. For example, the Governing Board acts consistently with policies related to the organization and procedures of the Governing Board, including (but not limited to):
- Appropriate composition and authority [IVC7.1, IVC7.2; see also Standard IV.C.9];
- Holding annual organizational meetings and in which officers and a Board chair are selected [IVC7.3, IVC7.4, IVC7.5]; and,
- Adhering to regular, posted meeting times and posting agendas and minutes [IVC7.6, IVC7.7, IVC7.8, IVC7.9]

The Board's annual self-evaluation (see Standard IV.C.10] provides an opportunity for the Board to ensure that it performs in accordance with its bylaws, and set goals for improvement if needed [IVC7.10, p. 6-7].

Board Policy 1007 requires the Board to determine the broad general policies used to govern the operation of the College, and to review these policies periodically [IVC7.11]. The mechanism for Board Policy revision at MPC involves consultation with and input from pertinent functional areas and participatory governance groups on campus. Each Vice President reviews the policies in his or her functional area. For example, the Vice President of Academic Affairs policies related to Academic Affairs and Educational Programs; the Vice President of Student Services evaluates policies related to Student Services; the Vice President of Administrative Services evaluates policies related to Business Services. When appropriate, other groups on campus are asked to evaluate policies and provide input. For example, the Academic Senate also reviews policies pertaining to academic and professional matters, in accordance with established policy [IVC7.12]. Based on this input, the Superintendent/President makes recommendations for policy revisions to the Board's subcommittee on board policies. After review by this subcommittee, the Board entertains two readings of all recommended policy changes, regardless of series. The first reading allows for information, contextual discussion, and potential revision. Board action regarding approval takes place at the second reading of the revision. Revisions to policies related to the Board and its operations also go through this process.

In spring 2012, the President's Office conducted an evaluation of the Board Policy review process and determined that the College needed a more streamlined approach in order to stay current in its review. The College approved an approach to board policy revision, whereby the policy language provided by the Community College League of California (CCLC) would be adopted without modification (including the numbering system), except in limited circumstances where localization was necessary and appropriate [IVC7.13]. Adoption of CCLC policy manual allows the Governing Board to ensure that its policies are up-to-date and in compliance with current legal requirements and Accreditation Standards. The College's goal is to adopt CCLC's policy manual in its entirety.

This extensive update of board policies has been ongoing since 2012. To augment this effort and facilitate faster progress, the Board approved the recommendation of the Superintendent/President to engage an external consultant from CCLC in spring 2016 [IVC7.14]. The consultant will provide technical analysis and support to administrative staff to revise policies and procedures in their areas.

Conclusion: Monterey Peninsula College meets Standard IV.C.7. To increase effectiveness, the College will implement its timeline for adopting CCLC policy language.

Evidence Cited

IVC7.1   Board Policy 1005: Composition and Authority of the Governing Board
IVC7.2   Governing Board Website: Trustee Areas
IVC7.3   Board Policy 1010: Annual Organizational Meeting and Officers of the Board
IVC7.4   Board Policy 1011: The Board Chair
IVC7.5   Sample Operational Meeting Minutes, 12/10/14
IVC7.6   Board Policy 1015: Meeting Times of the Governing Board
IVC7.7   Board Policy 1020: Agenda and Public Notice
IVC7.8   Board Policy 1035: Minutes of Governing Board Meetings
IVC7.9   Board Meetings and Documents Webpage
IVC7.10   Board Meeting Minutes, 11/19/14 (see Items 14G and 14H, p. 6-7)
IVC7.11   Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC7.12   Board Policy 2005: Academic Senate
IVC7.13   Board Policy Review Process, 5/23/12
IVC7.14   Board Meeting Minutes, 2/24/16 (see Item 14M, p. 8)

IV.C.8   To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
- MPC's Governing Board receives information related to key indicators of student learning and achievement and plans for improving academic quality on a monthly basis, through a standing monthly report from the Office of Institutional Research on topics related to student success [IVC8.2, IVC8.3].
- The Governing Board reviews institution-wide plans for improving academic quality and factors that support academic quality [IVC8.4]. The Governing Board reviews summaries of unit program reviews, which include key indicators of student learning and achievement and plans for improving academic quality at the discipline or division level [IVC8.5].

Analysis and Evaluation
MPC's Governing Board receives information related to key indicators of student learning and achievement and plans for improving academic quality on a monthly basis. Ongoing reports on these topics inform the Board and provide essential context for their decisions as they carry out the duties and responsibilities of the Board outlined in Board Policy [IVC8.1].

Each year, the Office of Institutional Research sets a Student Success Reporting Calendar outlining the schedule of reports related to student learning, student success, and student achievement that will be presented to the Board during the academic year [IVC8.2]. Presentations from the Office of Institutional Research provide the Board with analyses of the current data from the College, and focus on demonstrating how key indicators for student learning and achievement relate to the institution's goals for student success. For example,

presentations on Student Access and Student Equity provided the Board with valuable context for the types of improvements outlined in the institution's Student Equity and Student Success and Support Program plans. The Board also receives annual updates on the College's performance against its institution-set standards.

The Governing Board also reviews institutional plans for supporting academic quality, such as the Educational Master Plan and Technology Plan [e.g., IVC8.3, Item 5G, p. 11; IVC8.4, Item 15D, p. 8]. The Board reviews discipline or division-specific plans for review through summaries of comprehensive program reviews [IVC8.5, Item 14E, p.7].

Conclusion: Monterey Peninsula College meets Standard IV.C.8.

Evidence Cited
IVC8.1   Board Policy 1007: Specific Duties and Responsibilities of the Governing Board
IVC8.2   Student Success Reporting Calendars
IVC8.3   Board Meeting Minutes, 7/25/12 (see Item 5G, p. 11)
IVC8.4   Board Meeting Minutes, 6/25/14 (see Item 15D, p. 8)
IVC8.5   Board Meeting Minutes, 4/22/15 (see Item 14E, p. 7)

IV.C.9   The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
- Board Policy 1008: Board of Trustees Orientation and Development outlines the general procedures for ongoing board development, including orientation of candidates for the board as well as orientation for new board members [IVC9.1].
- Board Policy 1005 stipulates that board members serve four-year terms of office, and that these terms should be staggered to provide continuity and stability on MPC's Governing Board [IVC9.5].

Analysis and Evaluation
In accordance with Board Policy 1008: Board of Trustees Orientation and Development, anyone interested in running for the Board is invited to one of several orientation sessions that carefully describe the role of the trustee and provide a general orientation to MPC. This procedure ensures that all candidates have a basic understanding of the College and the requirements of the position. Following their election, newly elected board members begin a more in-depth orientation as soon after the election as possible to help them understand both the operations of the District and the responsibilities of the Board. As part of the orientation process, the Superintendent/President provides each incoming board member with materials relevant to board

member responsibilities, including materials related to the California Community College system and a copy of the Brown Act.

The Board recognizes that current members also need ongoing training that will help them to stay abreast of new developments in education and further develop the skills necessary to fulfill their responsibilities as trustees. Board Policy 1008 outlines the types of ongoing development activities that may be useful for board members, including conferences and state meetings, board retreats, and study sessions [IVC9.1].

In recognition of the need for ongoing board development, each year the Board develops a calendar of conferences and meetings that support the needs and performance goals of its members. All Board members are encouraged to attend conferences and/or state meetings, subject to available funds, for the purposes of acquiring skills as Board members, learning about new developments in education and to interact with Board members from other districts. Recent conferences individual trustees have attended include the CCLC Annual Convention in November 2014, and the CCLC Legislative Conference and Board Chair Workshop in January 2015. In both cases, trustees attended with the Superintendent/President. As not all board members attend each conference, attendees typically share a synopsis of the sessions attended with other board members upon their return, which allows all members to gain some of the benefits of attendance [e.g., IVC9.2, Item 13L2d, p. 6].

In 2013, CCLC created a comprehensive program for trustee training entitled Excellence in Trusteeship. Completion of the program requires attendance at a total of 27 workshops and other training sessions, across seven competency areas (accreditation, student success, governance, fiscal responsibilities, board evaluation, ethics training and Brown Act training), over a two-year period. As of this writing, one current MPC Trustee has completed the program – among the first in the state to do so – and a second trustee has completed roughly two-thirds of the program.

The Governing Board uses internal mechanisms for training and board development, as well. On January 23, 2015, the Board held its first retreat in 12 years. The retreat, which was appropriately noticed and open to the public, provided the opportunity for attendees to assess the current and future challenges facing the College, to examine alternative responses to those challenges, and more generally to enhance the working relationship of the Board as a governing body [IVC9.3].

The Board uses *ad hoc* study sessions with staff, faculty and members from the public to examine new developments and/or critical issues. Study sessions are created throughout the year whenever warranted. These sessions, also appropriately noticed and open to the public, allow for a less formal discussion on specified topics than could occur at a regular board meeting. In January 2014, the Board held a public study session on institutional responses to budget-issues.

The session included active participation and comment from students, faculty, and community members [IVC9.4].

Continuity of Membership
The Board complies with Board Policy 1005, which stipulates that board members serve four-year terms of office, and that these terms should be staggered to provide continuity and stability on MPC's Governing Board [IVC9.5]. As of spring 2016, the board membership terms are staggered as follows:
- Trustee Area 1: Elected 2013, term expires 2017
- Trustee Area 2: Elected 2013, term expires 2017
- Trustee Area 3: Elected 2015, term expires 2019
- Trustee Area 4: Elected 2015, term expires 2019
- Trustee Area 5: Elected 2015, term expires 2019
  [IVC9.6]

Conclusion: Monterey Peninsula College meets Standard IV.C.9.

Evidence Cited
IVC9.1   Board Policy 1008: Governing Board Orientation and Development
IVC9.2   Board Meeting Minutes, 12/10/14 (see Item 13L.2d, p. 6)
IVC9.3   Board Retreat Minutes, 1/23/15
IVC9.4   Sample Board Study Session Minutes, 1/22/14
IVC9.5   Board Policy 1005: Composition and Authority of the Governing Board
IVC9.6   Board of Trustees Website: Trustee Areas

IV.C.10   **Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

Evidence of Meeting the Standard
- Board Policy 1009: Board Self Evaluation establishes a clearly defined the process for board evaluation [IVC10.1].
- Per policy, the Board conducts an annual evaluation of its own effectiveness, and reports the results of its evaluation (including areas for improvement) in open session. The Board uses the results of its self-evaluation to set goals for board performance, academic quality, and institutional effectiveness [IVC10.2, IVC10.3].

Analysis and Evaluation

Per policy, the Board conducts an annual evaluation of its own effectiveness, and reports the results of its evaluation (including areas for improvement) in open session [IVC10.1], usually in November or December.

As part of the evaluation process, the Board works with the Office of Institutional Research to conduct an anonymous online survey about perceptions of the Board's performance. Survey participants include faculty, staff and administrators who attend Board meetings on a more than an occasional basis, as well as community members who have occasion to interact with the board on MPC business, such as local police and fire chiefs, the chair of the Citizens Bond Oversight Committee, and officers of the MPC Foundation. Trustees also respond to the survey. Trustees receive only summary results, ensuring that respondent confidentiality is maintained.

Data gathered in this survey serve as one measure of assessment of how well the Board promotes and sustains academic quality and institutional effectiveness. After reviewing and discussing the tabulated survey data, the Board establishes strategies for performance improvement and sets priorities for the following year's evaluation. Through this self-evaluation process, the Board regularly establishes strategies for improving board performance, academic quality, and institutional effectiveness. For example, one of the questions in the survey is "does the board maintain current policies for the guidance of the President, faculty and staff?" In 2014, one-third of the respondents indicated that the board "needs improvement" in this area – a high proportion when compared to the responses to other questions in the survey. In its discussion, the board agreed with that assessment and, as a result, added the item "ensure that the College policy manual is updated, comprehensive and implemented" to its list of 2015 goals [IVC10.2, see Items 14G-H, p. 6-7). In its 2015 self-evaluation, the Board identified "establishment of policies guiding administration of purchasing, accounting, risk management, and other procedures" as an area of satisfactory performance; however, the Board also continued its focus on ensuring that college policies and procedures are updated, comprehensive, and implemented for its 2016 goals [IVC10.3, see Items 14M-N, p. 9-10]

Conclusion: Monterey Peninsula College meets Standard IV.C.10.

Evidence Cited
IVC10.1   Board Policy 1009: Board Self Evaluation
IVC10.2   Board Meeting Minutes, 11/19/14 (see Items 14G and 14H, p. 6-7)
IVC10.3   Board Meeting Minutes, 12/12/15 (see Items 14M and 14N, p. 9-10)

IV.C.11   The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member

interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard
- The MPC Governing Board adheres to the code of ethics and conduct defined in Board Policy 1000 (Code of Ethics and Conduct). Section A of this policy outlines the standards of ethical behavior and conduct required of all Board members. Section B of this policy clearly defines the steps that should be taken to respond to (and if necessary, censure) any behavior that violates the Board's ethical standards [IVC11.1].
- Board Policy 1300 (Conflict of Interest) forbids Board members from having a financial interest in any contract or purchase order authorized by the Board and outlines the rules and categories for disclosure. This policy ensures that any interests Board members (or their families) may have in the College do not interfere with impartiality of the governing board [IVC11.1]

Analysis and Evaluation
The MPC Governing Board adheres to the code of ethics and conduct defined in Board Policy 1000 (Code of Ethics and Conduct). Since the establishment of the College in 1947, the Governing Board has not had to enact its procedures to censure a Board member for unethical behavior or conflict of interest.

The MPC Governing Board complies with Board Policy 1300: Conflict of Interest. Disclosure records demonstrate that the majority of current Trustees have no financial interest in the College that outweighs their greater duty to secure and ensure the academic and fiscal integrity of the institution.

Conclusion: Monterey Peninsula College meets Standard IV.C.11.

Evidence Cited
IVC11.1   Board Policy 1000: Governing Board Code of Ethics and Conduct
IVC11.2   Board Policy 1300: Conflict of Interest: Governing Board and Designated Positions

IV.C.12   The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

- Through Board Policy 1050: Executive Officer of the Governing Board), the Governing Board delegates full responsibility and authority for the operation of the College to the Superintendent/President, and entrusts him to implement and administer board policies [IVC12.1].
- Language in several policies, including the Board's Ethical Code of Conduct (BP 1000), emphasizes that the Board's role is not to interfere in the operational details of the College, but to entrust the Superintendent/President with that job [IVC12.2].

Analysis and Evaluation

As the board's Executive Officer, the Superintendent/President acts as the professional advisor to the Board and implements and administers policies without interference or micromanagement from the Board. When Board decisions require action at the operational level, the Board charges the Superintendent/President with the authority to execute those decisions without interference. An example of how this delegation has worked in practice can be seen in the 2014 Proposed Goals for the MPC Superintendent/President [IVC12.3], which were discussed and agreed to during the annual evaluation process discussed above in Standard IV.C.3. Each goal has an element of operational action; however, the Board does not specify the specific details of those actions. The Superintendent/President consults with the Board and keeps them informed of actions and progress toward the goals, but the Superintendent/President determines how to achieve the goals, implements those plans, and is accountable for the results. This delegation allows the Governing Board to focus its efforts on policy, rather than operation.

The Board holds the Superintendent/President accountable for the operation of the College through annual performance evaluations, as well as the quarterly written self-evaluations and oral reports received during its monthly public meetings. These accountability measures are discussed in detail above in Standard IV.C.3.

Conclusion: Monterey Peninsula College meets Standard IV.C.12.

Evidence Cited
IVC12.1   Board Policy 1050: Executive Officer of the Governing Board
IVC12.2   Board Policy 1000: Governing Board Code of Ethics and Conduct
IVC12.3   Proposed Goals for the Superintendent/President, 2014-2015

IV.C.13   The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

- The Governing Board remains informed about Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the accredited status of the College through its discussions with the Superintendent/President and presentations from the College Accreditation Liaison Officer at regular meetings [IVC13.1].
- The Governing Board supports the College's efforts to increase its effectiveness [IVC13.2].

Analysis and Evaluation

The Governing Board stays informed about accreditation matters through several channels, including participation in the evaluation of governing board roles during the self-evaluation process. At its monthly public meetings, the Governing Board receives written and oral reports related to the health and progress of the institution. Both the Superintendent/President and the institution's Accreditation Liaison Officer (ALO) regularly provide information related to accreditation (including Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status) and inform the Board correspondence received from the Commission [e.g., IVC13.1a, p. 3; IVC13.1b, p. 9; IVC13.1c, p. 11]. This information provides context for the Board as it supports the College's efforts to increase effectiveness excel through the enactment of policy. In recognition of the College's accreditation efforts and initial findings from the SER, the Governing Board adopted a goal related to support for accreditation for the 2016 calendar year [IVC13.2].

During the preparation of the current Self Evaluation Report, the Board participated in the evaluation of the roles and functions of the governing board. One individual trustee represented the Board's perspective as a co-writer for Standard IVC: Governing Board. The Board reviewed the final draft of the self-evaluation report prior to its submission to the Commission, as evidenced by the signatory page at the front of the document.

Conclusion: Monterey Peninsula College meets Standard IV.C.13.

Evidence Cited:

IVC13.1   Board Meeting Minutes
        a.   Board Meeting Minutes, 4/23/14 (see Item 13A, p. 3)
        b.   Board Meeting Minutes, 1/30/15 (see Item 15B, p. 9)
        c.   Board Meeting Minutes, 8/26/15 (see Item 15C, p. 11)
IVC13.2   Board Meeting Minutes, 12/12/15 (see Item 14N, p. 10)