

**Monterey Peninsula College
Institutional Self Study Report
Standard IVA: Decision-Making Roles and Processes**

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**Monterey Peninsula College
Institutional Self Study Report
Standard IVA: Decision-Making Roles and Processes**

Leadership and Governance: An Overview

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STANDARD IV

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Section A

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Section 1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Description:

Monterey Peninsula College empowers all members of its organization to demonstrate leadership. Through its shared governance structure and the institution's planning and resource allocation process, the college promotes wide participation by all stakeholders. Staff, faculty, administrators, and students are able to take initiative to improve practices, programs, and services, as well as to participate in the discussion of important issues. The institution is committed to respectful and collegial dialogue between and among the campus constituencies to bring about positive change that supports student learning and improves institutional effectiveness.

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The purpose of this introductory section is to provide a brief overview of the college's leadership and governance structure. This section shows that goal setting, encouragement of dialogue, and participatory decision making are built into the governance structure at

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many different levels. Succeeding sections will provide details about how faculty, classified, and management/administration each have definite roles in clearly delineated processes. These roles address specific issues, such as goal setting, planning, resource allocation, board policy review, and/or curricular review. All district personnel, as well as the governance processes in which they engage, have student learning and the improvement of institutional effectiveness as their central or implied goal.

Administrative Organization and Leadership Structure

Figure 4A.1 shows the administrative organization for Monterey Peninsula College, a single college district. The citizens of the Monterey Peninsula College District elect a Board of Trustees, whose members are responsible for representing the public interest in the district’s programs and learning opportunities. The Board of Trustees recruits and hires the Superintendent/President and has final authority on spending and major budgetary decisions [IVA.1.1].

The Leadership of the Superintendent/President. The Superintendent/President oversees three vice presidents as well as the offices of Institutional Research and Public Information (Figure 4B.1). The current Superintendent/President began his tenure in fall 2006. Under his leadership, the college reorganized the role of its College Council as the principal representative body that makes recommendations to the Superintendent/President on items to be brought before the Board of Trustees. The rationale is that with the recommendation of the College Council, these items have the support of the majority of faculty, staff, and management of the college. In addition, the Superintendent/President led the development and implementation of the planning and resource allocation process [IVA.1.2], an inclusive, transparent, year-long process that incorporates goal setting, institutional review of program reviews, review of resource allocation requests (called “action plans”), allocation of resources, and evaluation of goal attainment. Whereas additional details of this process are given in this section, it is described in significant detail in Standard IB.

The Leadership of the Vice Presidents. The college is divided into three components, each led by a vice president (Figure 4A.1). Academic Affairs houses all of the instructional divisions, the School of Nursing, and the library. Student Services includes all of the services students need to succeed, such as admissions and records, financial aid, counseling, and supportive services for those students in economic need or with learning disabilities. Administrative Services consists of all of the services the college needs to operate efficiently. The leadership structure of each of the three components includes deans or associate deans to assist the vice presidents in their efforts to lead the smooth operation of the college. The divisions, areas, and departments contained within each of the college components are listed in the following tables.

<u>Academic Affairs Divisions</u>		
<u>Creative Arts</u>	<u>Life Sciences</u>	<u>Library</u>
<u>Humanities</u>	<u>Physical Sciences</u>	<u>School of Nursing</u>
<u>Physical Education</u>	<u>Social Sciences</u>	<u>Business and Technology</u>

<u>Student Services Areas</u>		
<u>Academic Support</u>	<u>Counseling</u>	<u>Matriculation</u>
<u>Admissions and Records</u>	<u>Equal Opportunity Program and</u>	<u>Health Services</u>
<u>Articulation</u>	<u>Services</u>	<u>Supportive Services</u>
<u>Child Development Center</u>	<u>International Student Programs</u>	<u>TRIO Programs</u>
<u>Financial Aid</u>	<u>Career/Transfer Resource Center</u>	<u>Athletics</u>

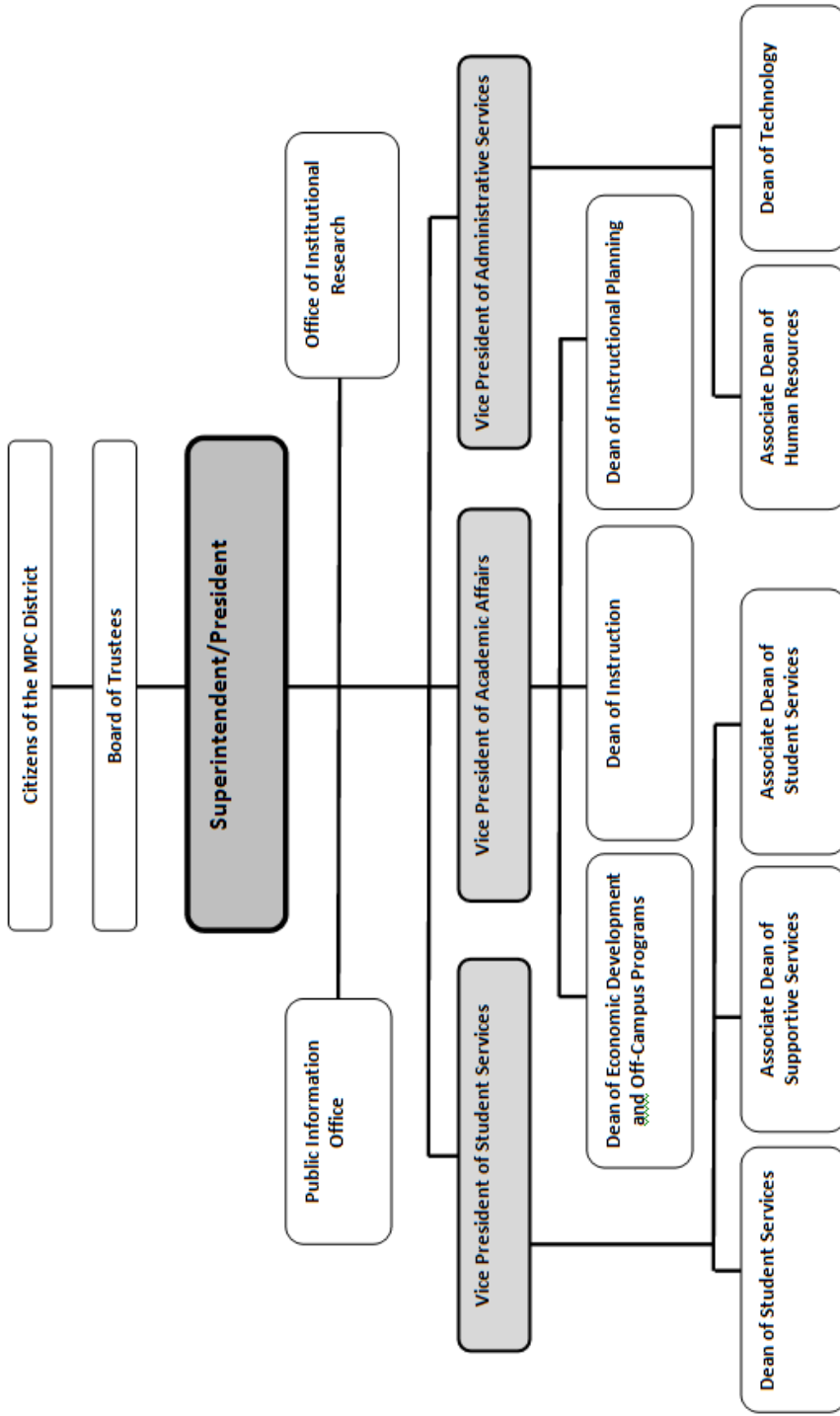
<u>Administrative Services Departments</u>		
<u>Security and Evening Campus</u>	<u>Plant Services</u>	<u>Information Technology</u>
<u>Operations</u>	<u>Fiscal Services</u>	
<u>Human Resources</u>		

The vice president of each component of the college chairs an advisory group, each of which is comprised of the deans, and the chairs or directors of each of the programs within their component as well as individuals from outside the component. These advisory groups are the Academic Affairs Advisory Group (AAAG), the Student Services Advisory Group (SSAG), and the Administrative Services Advisory Group (ASAG). As the name implies, a principal role of these groups is to advise the vice presidents on issues of institutional interest from the perspective of their component of the college. The vice presidents can then represent their components in shared governance processes with the perspectives and desires of a large spectrum of their constituencies. The advisory groups also play the role of information clearing houses where institutional information is shared with the chairs or directors of each program within the components, so that they can then share it with each of the members of their division or area.

The Leadership of Two Groups. Administrative leadership is further facilitated through two groups: the Presidents/Vice Presidents Group, commonly referred to as “P/VP”, and the Deans’ Council. The Presidents/Vice Presidents Group meets weekly. As the name implies, it consists of the Superintendent/President and the three vice presidents. These four individuals are regularly joined by the Associate Dean of Human Resources. The primary role of this group is to discuss institutional issues from an administrative perspective. Typical topics include the feasibility and prioritization of resource allocation requests, and, in recent months, strategies for budget reductions. The Deans’ Council is comprised of all the deans and associate deans. They meet regularly to engage in problem solving and enhance communication across campus. Both the P/VP and the Deans’ Council are somewhat informal in the sense of the shared governance process, because they do not publish or make widely available agendas or minutes of their meetings.

Figure 4A.1 MPC Administrative Organization Chart

Structure and Titles as of Spring 2009



Faculty Organization and Leadership Structure

All of the instructional divisions within Academic Affairs, as well as the School of Nursing, the library, and counseling have faculty members that serve as division chairs. These faculty division chairs provide leadership to their respective divisions by overseeing scheduling, instructor evaluations, program reviews, and division meetings where institutional information is conveyed to all faculty and staff of the college. The division chairs of the instructional divisions, the library, and counseling are joined by representatives of Student Services faculty, the Academic Affairs deans, a member of the classified, a student and a member of management to comprise the Academic Affairs Advisory Group. Faculty members also serve on the Student Services Advisory Group and the Administrative Services Advisory Group, but do not typically serve as department or area chairs or directors in these components of the college.

In addition, faculty members chair many of the shared governance committees at the college, thereby playing an important role in its leadership. Whereas the function of these groups is described later, some of the committees that benefit from the leadership of faculty chairs or co-chairs include the Academic Senate, the Curriculum Advisory Committee, the College Council, the Basic Skills Committee, the SLO Committee, and the Distance Education Task Force.

Committee Organization and Leadership Structure

The shared governance process at MPC is inclusive and transparent; it relies on the efforts of faculty members, classified staff, and administrators to participate in and provide leadership for various committees. The specific processes followed by these committees and the relationships between the committees vary by the topic or problem under discussion. For example, for matters of institutional goal setting, defining board policy, planning, or resource allocation, the College Council is the primary, representative group that makes recommendations to the Superintendent/President (Figure 4A.2). In contrast, for matters of academic and professional matters, the Academic Senate and the Curriculum Advisory Committee exert their leadership by making recommendations directly to the Board of Trustees or to the College Council, as dictated by the topic at hand (Figure 4A.3).

The shared governance processes and the leadership role of committees are shown on a series of three figures on following pages. Figure 4A.2 shows the flow of recommendations and ideas for the planning and resource allocation process, where the College Council provides leadership. Figure 4A.3 shows the flow of recommendations and ideas on academic and professional matters, where the Academic Senate and the Curriculum Advisory Committee exert their primacy. Figure 4A.4 shows the flow of recommendations and ideas for the review of and revision to board policy.

Planning and Resource Allocation. The College Council is the principal planning and operational committee at the college. It is responsible for implementing the planning and resource allocation process [IVA.1.2] and making recommendations to the

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Superintendent/President on planning, resource allocation, board policy and any other institutional issues that should be brought before the Board of Trustees (Figure 4A.2). Goal setting and subsequent evaluation are built into the planning and resource allocation process [IVA.1.2] and are discussed fully in standard IB.

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Three committees report to the College Council: the Budget, Facilities, and Technology committees. The scope and function of these three committees are described in detail elsewhere in this self study (Standards IIID, IIIB, and IIIC, respectively). The three advisory groups also have direct representation at the College Council through the three vice presidents. It is through the advisory groups and participation in the three committees that all faculty and staff have access to the college's primary recommending body for planning and resource allocation. Resource allocation requests or recommendations are delivered to the College Council through one of the three advisory groups, the Technology Committee, or the Facilities Committee. The Budget Committee is responsible for identifying sources of available funds within the budget.

Other shared governance groups also communicate and make recommendations to the College Council, as shown in Figure 4A.2. During planning efforts such as the development of the mission statement and institutional goals and objectives, for example, other groups, such as the Academic Senate or the Equal Employment Opportunity Advisory Committee, can and do make recommendations to the College Council. When engaged in planning activities that do not involve the allocation of resources, the process is very flexible, because it seeks input from a wide variety of groups and constituencies. This flexibility is emphasized in Figure 4A.5, which emphasizes dialogue and shows a variety of committees organized into three clusters: the College Council Group, the President's Group, and the Academic Senate Group. All committees communicate with each other and even collaborate with each other as the need arises and the situation dictates. Communication takes place through representative memberships among the groups, reports and recommendations that flow from one group to another.

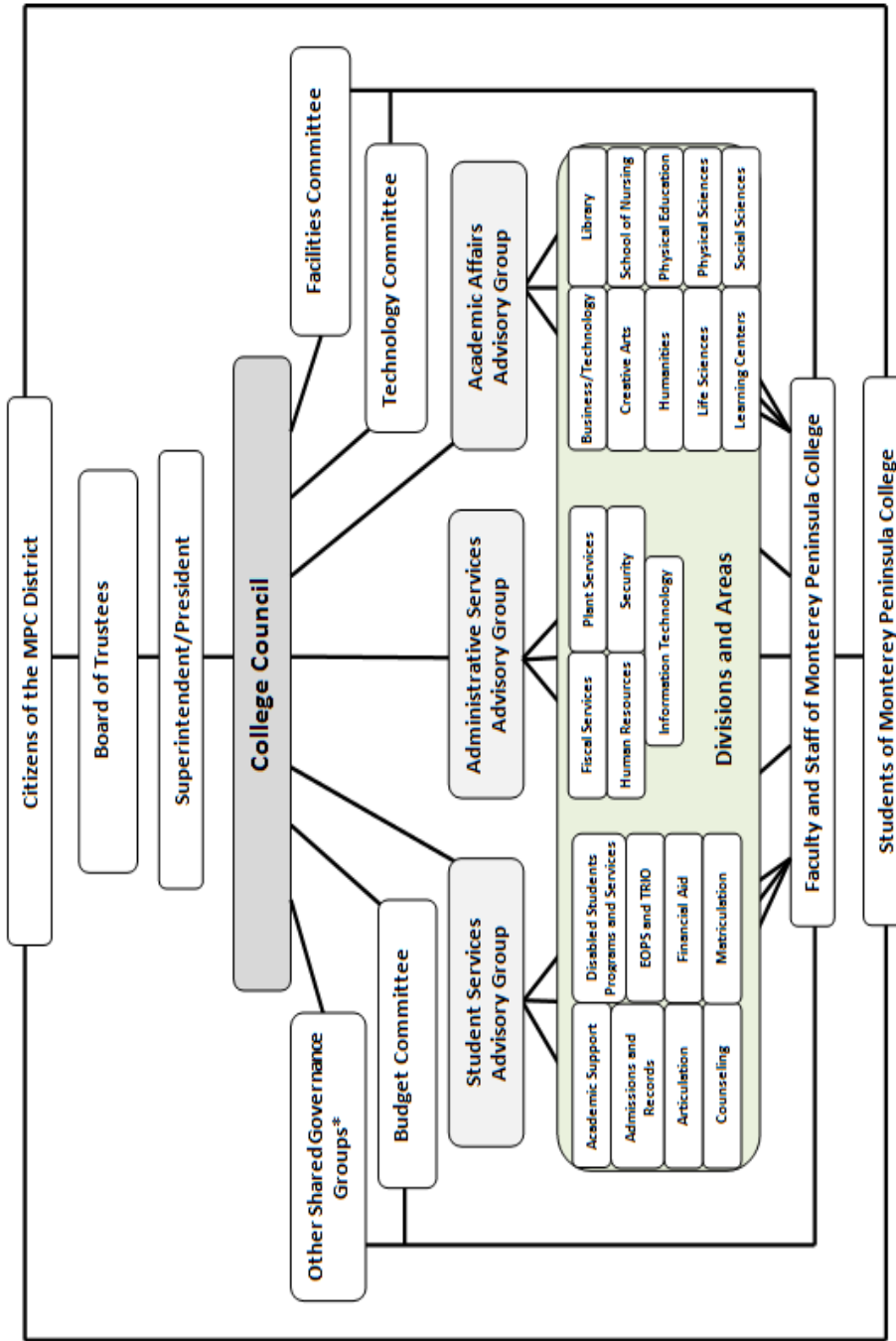
Academic and Professional Matters. The Academic Senate and the Curriculum Advisory Committee are the primary groups at the college that deal with academic and professional matters (Figure 4A.3). Membership on each of these groups includes a representative from each instructional division, the library, counseling, and the School of Nursing. The Curriculum Advisory Committee forwards its curricular recommendations directly to the Board of Trustees. The Academic Senate is active in board policy development and revision, development of SLO processes for MPC, and providing a faculty voice in issues such as distance education, basic skills, and development of learning communities [IVA.1.3]. It makes recommendations to the College Council on issues of institutional importance, but has the right to communicate with and get a written response from the Board of Trustees if it disagrees with institutional decisions on academic and professional matters.

As with the College Council (Figure 4A.2), other shared governance committees engage in dialogue with the Academic Senate as well (Figure 4A.3). An example includes the revision of the Academic Affairs program review process [IVA.1.4], which was a

collaborative effort between the Academic Affairs Advisory Group and the Academic Senate [IVA.1.5]. Both groups approved the new process, which was shared with the College Council before implementation.

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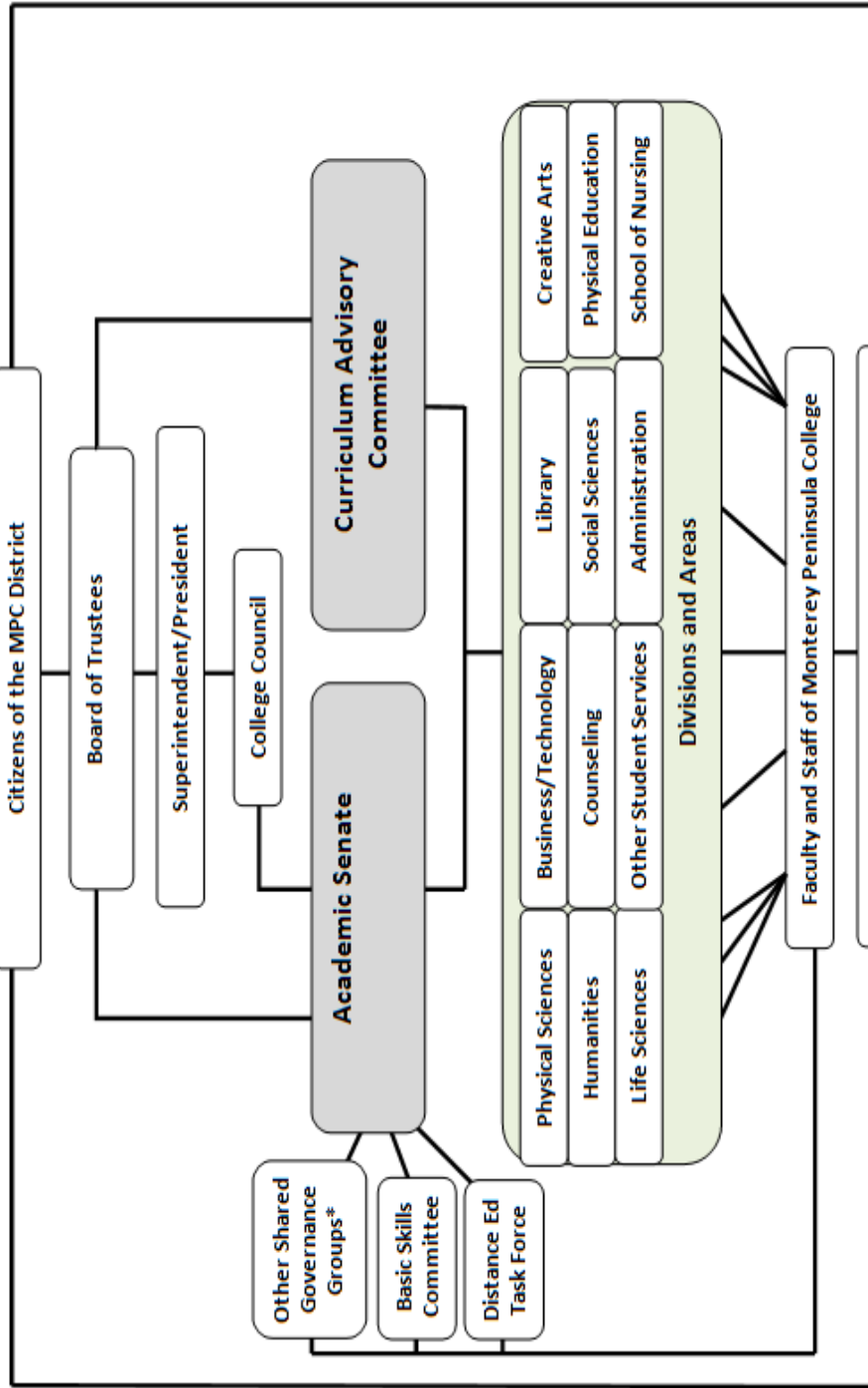
Figure 4A.2 Flow of Recommendations/Ideas for Planning and Resource Allocation Purposes



* Refers to other shared governance groups that may make recommendations to the College Council about institutional goals and objectives, board policy, or other topics of institutional interest. Please see the illustration of Dialogue.

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Figure 4A.3 Flow of Recommendations/Ideas on Academic and Professional



*Refers to other shared governance groups that may make recommendations to or collaborate with the Academic Senate about academic and professional matters or issues of institutional interest.

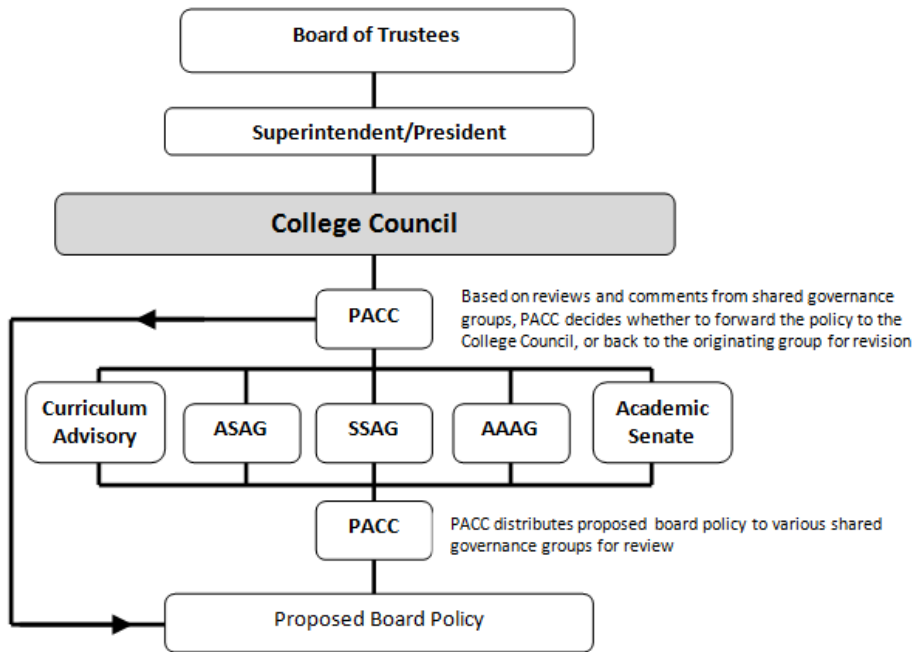
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Board Policy Review and Revision. The structure for board policy review and revision differs from that for planning and resource allocation or academic and professional matters (Figure 4A.4). As with planning and resource allocation, the College Council is the primary group that recommends revision of board policy to the Superintendent/President. In order to assure wide and comprehensive review of potential changes to board policy, an additional group, the Policy and Communications Committee (PACC) monitors the review process as the proposed sections of board policy go to various constituency groups for review [IVA.1.6]. When all constituency groups complete their reviews, the PACC looks at the constituency group comments and decides whether to send the proposed policy on to the College Council for consideration or back to the originating group for revision (Figure 4A.4).

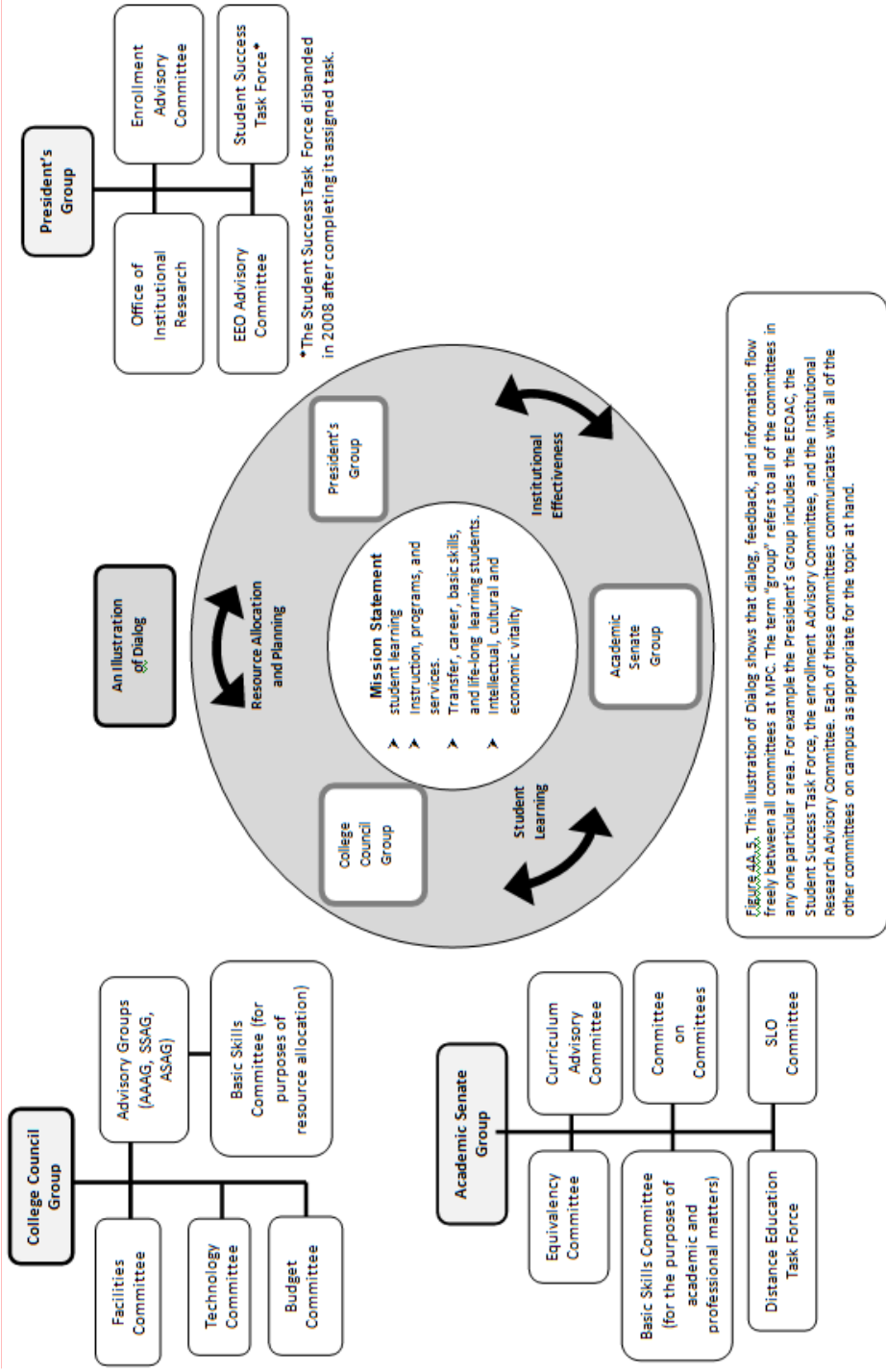
Figure 4A.4 Flow of Recommendations/Ideas for Development of Board Policy



Flexibility of Processes. Figure 4A.5 emphasizes the importance of dialogue in MPC planning processes. One example of the kind of dialogue emphasized in Figure 4A.5 is the setting of institutional goals and objectives. Although led by the College Council, the setting of institutional goals and objectives is truly a collegewide activity. In 2007, many different committees, as well as individuals acting on their own, participated in the process. The Academic Senate played an important role, discussing the goals and objectives over several meetings [IVA.1.7]. In the end, input was collected by the College Council and the institutional goals were recommended to the Superintendent/President to be brought before the Board of Trustees.

Another example of the flexibility to incorporate extensive dialogue is the review of the accreditation self study you are now reading. Several campus committees, including the Academic Senate [IVA.1.8], the Academic Affairs Advisory Group, and the Student Services Advisory Group reviewed the self study for accuracy, consistency and completeness before the College Council reviewed and recommended it to the Superintendent/President that it be brought before the Board of Trustees [IVA.1.9].

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Evaluation- Standard IVA.1: MPC meets this standard.

Monterey Peninsula College meets this standard because administrative, faculty, and classified staff leadership have implemented processes that are transparent and flexible, and allow input from all constituencies. Whereas the processes are flexible enough to promote dialogue and discussion between all of the college committees, the processes have a structure defined clearly enough so that faculty and classified staff can be given clear direction on how, when, and where to submit ideas to improve effectiveness, request resources, or critique institutional processes or values. As faculty and classified staff recognize their voices can and will be heard in these processes, the result is a feeling of empowerment and willingness to strive for improvement of institutional effectiveness.

There are many examples from which to choose that illustrate the effectiveness of MPC's leadership and the ways that the governance processes encourage dialogue and participatory decision making. The remainder of this evaluation section consists of three examples that demonstrate the effectiveness of leadership and governance processes at the college. In general, these three examples follow the theme of setting goals and making efforts to achieve them. A common thread that flows through these particular examples is the effort to improve the visibility, support, and effectiveness of the district's off-campus and Career Technical Education programs.

1. Developing the Mission Statement and Institutional Goals

The mission statement and institutional goals were developed using an inclusive process that encouraged input from every employee on campus and the student government. In early 2008, the College Council developed a draft mission statement, which was submitted to the Academic Senate, all the advisory groups, the faculty union, and the classified union for review. Opinions of all faculty and staff were solicited through All-Users email from the Academic Senate President [IVA.1.10]. Members of the Academic Affairs Advisory Group, the Academic Senate, and several individuals submitted comments and suggestions to the College Council. The College Council considered all of the comments and recommended the current wording of the mission statement to the Superintendent/President in April 2008. The final language of the mission statement resulted from dialogue in groups all across campus. The result was a short and easily conceptualized mission statement, as described in section IA. Figure 4A.5 conceptualizes the dialogue that occurred between governance groups during the development o the mission statement.

A similar process was used to develop the institutional goals and objectives in 2007. After incorporating input from committees and individuals [IVA.1.11], the College Council recommended to the Superintendent/President MPC's 2007-2010 Institutional Goals and Objectives in December 2007 [IVA.1.12].

As a result of these open and transparent processes, a large majority of the college community understands and supports the mission statement and institutional goals. According to the fall 2008 Accreditation Faculty and Staff Survey, over 90 percent of the

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respondents are familiar with and understand the mission statement. This is an indication of the wide dissemination of the mission statement and the amount of dialogue involved in its development. Over 80 percent agreed that it provides guidance for planning and decision-making, and over 70 percent said they know how to participate in and provide input into the planning process.

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2. Restructuring of an Academic Dean Position to Address Off-Campus Programs

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Strong leadership over many years at Monterey Peninsula College has led to consistent institutional commitment in a number of areas. One of these long-term commitments is the development of an educational center in the growing northernmost area of the college district. Now referred to as the MPC Education Center at Marina, this center consists of a site in the city of Marina that offers a subset of the courses offered at the Monterey campus, and the Public Safety Training Center in the city of Seaside, which includes the Fire and Police academies as well as the Fire Protection Technology and Law Enforcement Training programs. With the growth of these programs in 2007, the MPC Education Center at Marina had grown to the degree that it needed increased and more focused administrative support.

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In 2007 and 2008, as the growth of the MPC Education Center at Marina was occurring, the college engaged in the process of revising its mission statement and developing three-year institutional goals, as described above. The inclusive and wide-reaching dialogue resulted in the realization that the college wanted to more fully support its distance education efforts and its career and technical education programs, as well as more fully develop partnerships with local business and industry to support regional economic development.

As a result, two of MPC's 2007-2010 institutional goals were as follows [IVA_1.13]:

"3. Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills."

"5. Provide educational programs and services in Seaside and Marina that meet community needs."

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Furthermore, one of the objectives listed under an academic excellence goal was:

"Expand distance education by providing leadership, technical assistance, services, training opportunities, exploring partnerships, and designing quality control mechanisms."

In response to these institutional goals, college leadership proposed a restructuring of a vacated associate dean position in Academic Affairs into a Dean of Economic Development and Off-Campus Programs the following year (2008). This proposal generated extensive dialogue in the various shared governance committees, especially the Academic Affairs Advisory Committee. Using input from a variety of constituencies, a

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job description was developed that included oversight of off-campus education centers, distance education, and economic development. One of the most important responsibilities of this position was developing more proactive relationships with industry leaders within the service area of the college so that MPC could develop programs to support the training and the educational needs of local business and industry.

The development of the Dean of Economic Development and Off-Campus Programs was the result of strong administrative and committee-led leadership that prompted careful analysis of institutional effectiveness, goal-setting, research, and ensuing dialogue. The position addressed several of MPC's institutional goals and was designed to provide more effective service to the district's student population.

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3. Career and Technical Education Retreats

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Leadership commitment to the career and technical education aspects of the district's mission did not end with the effort to develop a new dean position. In fall 2008, the Vice President of Academic Affairs proposed a reorganization of the division structure to improve administrative support of Career Technical Education (CTE) programs and economic development. In an effort to promote dialogue, his proposal was presented at the Academic Affairs Advisory Group, the Academic Senate, and to the division chairs of Life Science, Business, and Physical Education (the three divisions that include CTE programs). The response was not immediate enthusiastic endorsement. A number of objections were raised including the workload of the newly established dean position, the efficiency of having the Medical Assisting and Dental Assisting programs housed in divisions located far away from the specialized labs these programs require, and the notion that organizing the CTE programs into their own division would isolate CTE faculty from the "traditional" transfer programs. In an effort to make their voices heard and engage in dialogue, the faculty requested a joint faculty/administration retreat to discuss the exact needs of CTE programs, establish concrete goals, and find ways in which Administration and CTE faculty could work together to reach those goals.

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The Dean of Arts and Sciences and the Division Chair for Life Science planned two retreats with input from faculty on the Academic Senate, CTE programs, and the Vice President of Academic Affairs. Via the Academic Senate, all faculty were invited to the spring 2009 retreats. The first retreat focused on establishing goals and objectives. The second retreat focused on the legal requirements of all CTE programs so as to make them more effective, and the details of how CTE goals and objectives could be reached. Outcomes included a possible, smaller scale, reorganization of the programs involved; changes in the responsibilities of the deans; and ways in which the CTE faculty could become more cohesive.

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Plan – Standard IVA.1:

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None

Evidence:

IVA_1.1	Board Policy 1007	http://www.mpc.edu/GoverningBoard/Board%20Policies/1007%20Specific%20Duties%20and%20Responsibilities.pdf
IVA_1.2	Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf
IVA_1.3	Academic Senate Webpage	http://www.mpcfakulty.net/senate/Home.htm
IVA_1.4	Academic Affairs Program Review process	http://www.mpcfakulty.net/Senate/ProgramReview/ProgramReviewAcadAffairs2009.doc
IVA_1.5	Academic Senate approves Academic Affairs Program Review process May 21, 2009: agenda and minutes	http://www.mpcfakulty.net/senate/5-21-09/Agenda5-21-09.htm http://www.mpcfakulty.net/senate/5-21-09/DraftMinutes_05-21-09.docx
IVA_1.6	PACC webpage	http://mympc.mpc.edu/Committees/PACC/default.aspx
IVA_1.7	Academic Senate discusses institutional goals April 5 and 19, 2007	http://www.mpcfakulty.net/senate/4-5-07/Minutes_4-5-07.doc http://www.mpcfakulty.net/senate/4-19-07/Minutes_4-19-07.doc
IVA_1.8	Academic Senate review of Accreditation Self-study; Please see minutes from Sept 10, 2009, August 27, 2009, April 2, 2009, March 19, 2009, March 5, 2009, Feb 19, 2009, Nov 20, 2008, Nov 6, 2008, Oct 16, 2008, Oct 2, 2008, Sept 18, 2008	http://www.mpcfakulty.net/senate/Home.htm http://www.mpcfakulty.net/senate/archive06-09.htm
IVA_1.9	College Council final two readings of self study: Sept 1, 2009 and Sept 15, 2009	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx

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IVA_1.10	All Users email from the Academic Senate president about the revision of the Mission Statement. Replies to the AllUsers email	http://www.mpcfaculty.net/senate/AllUsers/AllUsers_4-7-08.doc http://www.mpcfaculty.net/senate/collegeCouncil/Mission-Statement-comments.doc
IVA_1.11	Comments from the Academic Senate to the College Council about institutional goals	http://www.mpcfaculty.net/senate/AllUsers/AllUsers4-20-07.doc
IVA_1.12	College Council minutes Dec 18, 2007	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes%20and%20Agendas%20%202007/College%20Council%20Dec%2018%202007/College%20Council%20Dec%2018%202007%20Minutes.pdf
IVA_1.13	2007-2010 Institutional Goals	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/Institutional%20Goals%202007-10.pdf

**Monterey Peninsula College
Institutional Self Study Report
Standard IVA: Decision-Making Roles and Processes**

A Multitude of Voices and Various Roles in Decision-Making

**STANDARD IVA
Section 2**

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Section 2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description:

Written Policies for Participation in Decision-Making

Written policies for participation in decision-making processes exist in several forms.

These include board policy, the planning and resource allocation process, the board policy and procedure review process, the Curriculum Advisory Committee Handbook, and bylaws of many of the primary governance committees including the College Council, the Academic Senate, and various other governance groups.

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Board Policy. Governing Board Policy 2010 states that the Board of Trustees is committed to the participation of faculty, staff and students in district and college governance while retaining its own rights and responsibilities as the ultimate authority in all areas defined by state laws and regulations [IVA.2.a.1]. The Board of Trustees recognizes several groups in the shared governance process. Regularly scheduled meetings of the Board of Trustees contain reports from the following groups as regular agenda items: The Academic Senate, the Monterey Peninsula College Classified Employees Association (MPCEA), the Monterey Peninsula College Teachers Association (MPCTA), the Associate Students of Monterey Peninsula College (ASMPC), and the College Council. Additional board policies that define decision making processes include the faculty, staff, and administrative hiring processes. Policies and procedures that involve employee evaluations are included in the classified and faculty contracts. Board policies are explained more fully in the next section, standard 4B.

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The MPC Planning and Resource Allocation Process. Through a series of 10 explicit steps, the planning and resource allocation process links goal development, program review, resource allocation requests (referred to as “action plans”), resource allocation decisions, and evaluation of goal attainment [IVA.2.a.2]. The process articulates the roles and functions of all governance committees as they pertain to planning and resource allocation, and stipulates the way that they interact. Via the bylaws of each of these governance committees, the participatory roles of administration, faculty, and classified staff are clearly defined. This process, which was approved by the College Council in 2007 is explained in detail in standard IB.

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The Board Policy and Procedure Review Process. This process stipulates the manner in which new or revised sections of board policy are reviewed by the campus community. This process, adopted by the College Council in 2006, is as follows [IVA.2.a.3]:

President informs PACC (Policy And Communications Committee) and refers policy/procedure to operational units through vice presidents

Operational units confer with parties to draft policy/procedure language

Draft language is sent to PACC for referral to constituent groups

Constituent groups review draft policy/procedures and send comments to PACC; either referred to operational units for revision or to College Council

College Council reviews and approves policy/procedures or sends comments to PACC for further referral

When approved by College Council, the Superintendent/President forwards final policy/procedures to Board of Trustees

The role of the College Council in this process is to complete final reviews of proposed or revised board policies and make recommendations to the Superintendent/President to submit the policies to the Board of Trustees. The role of PACC is referral and tracking; it is their role to assure that each policy receives institutional review by the appropriate groups and constituencies.

Curriculum Approval Process. The Curriculum Advisory Committee developed the *Curriculum Advisory Committee Handbook*, which details the procedures for proposing and revising courses and programs [IVA.2.a.4]. This process involves both administrative review and thorough review by the Curriculum Advisory Committee, which is composed of a faculty member from each instructional division, counseling, the

library, and the School of Nursing. As part of the program review process, curriculum review is constantly occurring, according to the timelines established by the program review process (standards IB and IIA). The primary role of the Curriculum Advisory Committee is to review and recommend new courses and academic programs to the Board of Trustees, which gives final approval. Subcommittees of the Curriculum Advisory Committee review and recommend courses for inclusion in the college's General Education patterns (MPC, CSU, and IGETC—Intersegmental General Education Transfer Curriculum), and review and recommend graduation requirements [IVA.2.a.5].

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Bylaws of the College Council. The bylaws of the College Council stipulate the composition of the College Council, requiring seven faculty members, four classified members, two managers, two students, and the three vice presidents to participate [IVA.2.a.6]. The Superintendent/President is an ex-officio, non-voting member. Members are appointed by constituency groups; the Academic Senate appoints the faculty members, the classified union appoints the classified staff, the Associated Students of Monterey Peninsula College appoints the students, and the managers and deans recommend the appointment of the managers. All three of the vice presidents participate.

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The following excerpt is from the College Council bylaws:

“The College Council is the central campus body of the shared governance process for MPC. It serves to confirm the institutional support for recommendations brought to the Board by the President/Superintendent and is a key component of MPC’s integrated planning and institutional review processes. College Council is responsible for establishing the institution’s direction by developing the institutional mission statement and long-term goals, in concert with the Governing Board and Accreditation Standards. The College Council will specifically:

1. *Be responsible for the integrated planning process, with input from all parts of the campus community. Every three years the Council will update the Mission statement and long-term goals.*
2. *Review the annual component goals produced by Academic Affairs, Student Services, and Administrative Services. CC can recommend changes in accordance with the college mission and institutional goals.*
3. *Receive and review recommendations from the Budget Committee, and makes allocation decisions based on these materials subject to review by the President.*
4. *Receive accountability reports from Academic Affairs, Student Services, and Administrative Services and discuss their activities related to program review and/or action plans for the previous year’s planning cycle.*
5. *Discuss issues important to the MPC community and assign these issues to the appropriate advisory group or campus committee.*
6. *Organize open forums for discussion of important or controversial issues.*
7. *Establish timelines for the flow of information and final recommendations.*
8. *Review new Board policies or Board policy changes and makes recommendations to*

the President for presentation to the Board.

9. *Review the shared governance process and Board Policy on shared governance as part of the Accreditation Self-Study, and recommend changes as necessary. Changes will be discussed with the entire campus community before implementation.”*

Bylaws of the Academic Senate. The bylaws of the Academic Senate require that each division is represented on the Academic Senate [IVA.2.a.7]. Each division elects its own representative. There are also three at-large seats that represent the entire college, elected by the entire faculty, and an adjunct seat that is elected by and represents the adjunct instructors. An Associated Students of Monterey Peninsula College representative has a non-voting seat. The bylaws state the following,

“The MPC Academic Senate shall give the faculty a voice in the formation and implementation of district policies on “ACADEMIC AND PROFESSIONAL MATTERS” which include:

1. *Curriculum, including establishing prerequisites and placing courses within disciplines;*
2. *Degree and certificate requirements;*
3. *Grading policies;*
4. *Educational program development;*
5. *Standards or policies regarding student preparation and success;*
6. *District and college governance structures, as related to faculty roles;*
7. *Faculty roles and involvement in accreditation processes, including self-study and annual reports;*
8. *Policies for faculty professional development activities;*
9. *Processes for program review;*
10. *Processes for institutional planning and budget development; and*
11. *Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.*

b. Powers. According to Title 5, Section 53203 (a) (POWERS [OF] ACADEMIC SENATES), “the governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters ... “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of two methods, according to its own discretion: (1) Relying primarily upon the advice and judgment of the academic senate; or (2) That the district governing board or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy of the governing board effectuating such recommendations.”

| The MPC Governing Board has elected to *“rely primarily upon the advice and*

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judgment of the Academic Senate.” Pursuant to MPC Governing Board policy (adopted 1-21-92), “in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.”

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Bylaws from other Governance Groups. Bylaws of the Academic Affairs Advisory Group show that this group is comprised of the chairs of each of the instructional divisions, the library, and the School of Nursing. It also includes the chair of counseling, a representative from Student Services faculty, the Dean of Information Technology, deans within Academic Affairs, a classified representative, a management representative, and the Vice President of Academic Affairs, who this group is designed to advise [IVA.2.a.8].

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The following excerpt is from the Academic Affairs Advisory Group bylaws:

“The Academic Affairs Advisory Group (AAAG) is one of three College Council advisory groups under the current administrative organization – Academic Affairs, Administrative Services and Student Services.

AAAG provides a forum for communication among its membership about campus issues of common interest. Members are charged with representing the interests of their constituency at AAAG and with communicating back to their constituency the discussions and decisions of AAAG.

- *AAAG makes recommendations for action to College Council on issues of policy (including Board Policy), planning and resource allocation.*
- *AAAG makes recommendations to the Vice President for Academic Affairs on operational issues.”*

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Administrators’ Role. 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. Although the Superintendent/President and administration receive recommendations on resource allocation decisions from the advisory groups and the College Council, final decisions are their responsibility. In most cases, however, the administration adheres to the recommendations of these groups.

Faculty’s Role. Faculty have the opportunity to participate in the shared governance process through membership in the College Council, the Academic Senate, the Curriculum Advisory Committee, the three advisory groups, and a plethora of additional committees. Each faculty member has access to the planning and resource allocation process through their division chair or representative who sits on the Academic Affairs Advisory Committee.. 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. In addition, faculty members comprise all but one seat on the Curriculum Advisory Committee, so curricular decisions rest primarily with the faculty.

Classified Staff’s Role. Classified staff participation in the shared governance process comes through participation in the College Council and other shared governance committees. The planning and resource allocation process [IVA.2.a.2] allows all staff to have input through their constituency’s advisory group.

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Students’ Role. Students are fully able to participate in the governance process. Seats for students exist on all major committees, including the Academic Senate, the College Council, the Academic Affairs Advisory Group, and the Budget Committee. Every effort is made to include student representatives in these groups. In practice, there are few students able to participate regularly.

Evaluation – Standard IVA.2, 2.a: MPC meets this standard.

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Written policies exist, are widely available, and clearly explain the roles of administrators, faculty members, and classified staff in the decision making processes of the college. The processes work smoothly, are transparent, and enable wide participation in policy development, curricular revision, planning, and resource allocation. The result is widespread dialogue and smooth operational progress because committees and people in leadership positions understand their relative roles in the processes.

Plan – Standard IVA.2, 2.a:

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None

Evidence:

IVA_2.a.1	Governing Board Policy 2010	http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx
IVA_2.a.2	Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204h%20rev.CC%2011-4-08.pdf
IVA_2.a.3	Board Policy and Procedure Review Process	http://www.mpcfaculty.net/senate/BoardPolicy.htm
IVA_2.a.4	Curriculum Advisory Committee Handbook	http://mympc.mpc.edu/Committees/CAC/Pages/CACHandbook.aspx

IVA_2_a.5	Curriculum Advisory Committee website	http://mympc.mpc.edu/Committees/CAC/Pages/default.aspx
IVA_2_a.6	College Council Bylaws	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20BylawsMarch2007.pdf
IVA_2_a.7	Academic Senate Bylaws	http://www.mpcfaculty.net/senate/links.htm
IVA_2_a.8	Academic Affairs Advisory Group Bylaws	http://www.mpcfaculty.net/senate/aaag/AAAG%20Bylaws%20Approved%20by%20College%20Council%2008-18-09.doc

... [19]

**Monterey Peninsula College
Institutional Self Study Report
Standard IVA: Decision-Making Roles and Processes**

Institutional Reliance on Faculty Recommendations

**STANDARD IVA
Section 2.b**

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description:

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 are relied upon to design and implement learning programs, assess student learning in those programs, and evaluate the effectiveness of all learning programs. The same is true where faculty participate in student support services such as counseling, academic tutoring, and many of the learning support labs. Faculty members help fill vacancies in their programs by participating in the hiring process. Once faculty members are hired, they are evaluated by their faculty peers in an effort to maintain the highest quality of instruction. Three of the governance committees on campus—the Academic Affairs Advisory Group, the Curriculum Advisory Committee, the Academic Senate—consist mostly of faculty members and are charged with making decisions and recommendations that involve operational issues, curricular issues, and academic and professional matters, respectively. Because virtually everything the college does has student learning at its heart, faculty members are an integral part of nearly every governance committee at the college, especially those charged with improving student learning. In many areas and on many projects, administrators within Academic Affairs or Student Services work collaboratively with discipline faculty on program review and development, maintaining program vitality, and on the hiring and evaluation processes.

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Reliance on Faculty Members within the Discipline

The district relies on faculty members with extensive training in their disciplines to design, implement, assess learning, and evaluate the effectiveness of all learning programs experienced by students at Monterey Peninsula College. Faculty members design learning programs based on their expertise and discipline-specific expectations. In the Career Technical Education areas, these expectations are defined, in part, by advisory boards and/or external certification or accreditation boards. In the transfer fields, these expectations are defined, in part, by curricula at four-year universities and

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the experience and expertise of the faculty member. MPC's Academic Freedom policy states, "Teachers have the right and responsibility to select texts and educational materials for their courses based on their professional training and expertise" [IVA.2.b.1]. Faculty members submit proposals and revisions for courses and programs to the Curriculum Advisory Committee, a committee chaired and dominated by faculty members.

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The primary activity of instructional faculty members at the college is to teach the courses and assess the student learning in those courses and programs. MPC's Academic Freedom policy states, "Method of evaluation, formulation of objectives or outcomes consistent with the course description, and assignment of a final grade are the right and responsibility of the individual instructor" [IVA.2.b.1].

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Faculty members are the principal participants and authors of program review of the instructional 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 [IVA.2.b.2]. Program review in Student Services requires its faculty members to address similar criteria [IVA.2.b.3].

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Faculty members play key roles in filling faculty positions when vacancies occur. First, faculty members participate in modifying or redefining faculty positions whenever programmatic and student needs would be better served by modification of existing positions [IVA.2.b.4]. Faculty members in the Academic Affairs Advisory Group prioritize new and vacant faculty positions to be filled [IVA.2.b.5]. Once administration authorizes positions to be filled, faculty members within the discipline participate in screening committees that develop job descriptions, screen applications, interview candidates, and recommend top choices to the administration for final selection.

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Finally, faculty members endeavor to maintain high quality instruction by evaluating their peers according to processes stipulated in the faculty contract [IVA.2.b.6]. Faculty members are the main authors of the evaluation summaries which include classroom observations, student evaluations, and a self evaluation by the faculty member. Evaluation of probationary tenure-track faculty includes administrative participation [IVA.2.b.6].

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Reliance on the Faculty Division Chairs on the Academic Affairs Advisory Group

Although chaired by the Vice President of Academic Affairs, the core of the Academic Affairs Advisory Group consists of the faculty chairs of all the instructional divisions, the School of Nursing, the library, and counseling, as well as a faculty representative from Student Services. The instructional deans as well as representatives from the management group and the classified staff also sit in this group. As explained in their bylaws [IVA.2.b.7], the Academic Affairs Advisory Group is responsible for advising the vice president in operational matters of the college. Informed by information provided in program review documents, members of AAAG prioritize resource

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allocation requests (called “action plans” at MPC) from Academic Affairs and forward them to the College Council for consideration (Step 4 in the MPC planning and resource allocation process—see standard IB for a full description [IVA.2.b.8]). Members of the Academic Affairs Advisory Group also recommend to the College Council the prioritization of faculty positions for hiring [IVA.2.b.5]. It is through the Academic Affairs Advisory Group and the faculty seats on the College Council [IBA2b.9] that faculty members have their strongest input on resource allocation decisions at the college. This structure is one of the ways that the college assures that resources are allocated for purposes of improving student learning. The advisory groups for the other two components of the college—Administrative Services and Student Services—play roles analogous to the Academic Affairs Advisory Group, but their composition is less dominated by faculty members.

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Reliance on the Curriculum Advisory Committee

The Curriculum Advisory Committee is one of the two primary committees in the district for the purposes of academic and professional matters (Figure 4A.3). This committee reviews all curricular proposals and revisions for courses and programs submitted by fellow faculty members [IVA.2.b.10]. The Curriculum Advisory Committee consists of faculty representatives from each of the instructional divisions, the library, counseling, and the School of Nursing, as well as a student, the articulation officer and an instructional dean. The committee makes recommendations directly to the Board of Trustees (Figure 4A.3). A subcommittee of the Curriculum Advisory Committee reviews proposals to place courses in the general education categories of the college. The Curriculum Advisory Committee reviews course and program proposals and revisions no matter the location of the course or the mode of delivery. The distance education aspect of all courses must be reviewed by the Curriculum Advisory Committee.

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Reliance on the Academic Senate

The Academic Senate is the primary committees for making non-curricular recommendations about student learning programs and services at Monterey Peninsula College. The Academic Senate makes recommendations to the College Council, who in turn makes recommendations to the Superintendent/President and then to the Board (Figure 4a.3). Board Policy 2010 directs the Board of Trustees to “rely primarily” upon the advice and judgment of the Academic Senate in academic and professional matters and states that only in “exceptional circumstances and for compelling reasons” will the Senate’s recommendations not be accepted [IVA.2.b.11]. If a recommendation is not accepted, the Board (upon request of the Academic Senate) must explain its reasons in writing to the Academic Senate. The Academic Senate is comprised of faculty members representing each of the college’s instructional divisions, counseling, the library, and the school of Nursing, as well as three at-large positions and an adjunct representative [IVA.2.b.12].

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The Academic Senate communicates with the faculty regularly. This communication aims to both share the Academic Senate's dialogue and decisions to the campus community, and to elicit input on academic and professional matters [IVA.2.b.13]. The Academic Senate's webpage includes minutes, agendas, and information about ongoing issues and initiatives such as Student Learning Outcomes (SLOs), board policy review, and flex day preparation [IVA.2.b.14]. The Academic Senate President addresses the entire college at the flex day event each semester to give an update of current Academic Senate work and goals for the coming semester [IVA.2.b.15]. In addition, the Senate President prepares an annual report, which is distributed to the entire campus community via All-Users email, is presented to the Board of Trustees, and is posted on the Academic Senate website [IVA.2.b.14]. The Academic Senate President reports to the Board of Trustees at their monthly meetings, the minutes of which are distributed campuswide and are available on the Board of Trustees' webpage [IVA.2.b.16].

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Subcommittees of the Academic Senate carry out many of the functions of the Academic Senate. They are comprised entirely or almost entirely of faculty members and deal with issues that generally fall under the heading of academic and professional matters. These subcommittees include:

- **Equivalency Committee.** The Equivalency Committee reviews requests for equivalency, and makes recommendations to the Board of Trustees on faculty applicants' qualifications if they do not have the specific degrees listed in the job description.
- **Professional Recognition Board.** The Professional Recognition Board reviews applications for sabbaticals and ranks the requests before forwarding them to the Superintendent/President for final review. This group also makes recommendations for an annual outstanding teaching award [IVA.2.b.17].
- **Committee on Committees.** This group makes recommendations to the Academic Senate about faculty representation on campus committees. When vacancies occur, the Committee on Committees works collaboratively with the chair of the committee to appoint a faculty member to the committee. The Academic Senate and the Committee on Committees work to assure that faculty representation on campus committees is diverse in terms of areas of expertise, discipline, gender, and race [IVA.2.b.18].
- **Distance Education Task Force.** This task force was formed by the Academic Senate in 2008 in direct response to recommendations about distance education developed by the Curriculum Advisory Committee and a joint Academic Senate/Monterey Peninsula College Teachers Association (faculty union) committee. The task force was charged with seven specific tasks [IVA.2.b.19]:

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1. Develop a Distance Education Plan that investigates the implications of increased use of Distance Education at Monterey Peninsula College.

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2. Review and revise, if necessary, the Distance Education Handbook so that it includes sections about pedagogy, training, and technological support.

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3. Present to the Academic Senate appropriate sections of the Distance Education Handbook so that they may be vetted by the faculty. Appropriate sections are those that deal with academic and professional matters, and will include new sections, revised sections, and old sections that have never been vetted in the past.

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4. Review any existing Board Policy on Distance Education to see if it needs revision. If it needs revision, take appropriate steps to send it through the shared governance board policy review process.

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5. Ensure that Monterey Peninsula College is in compliance, or plan ways to achieve compliance, with the California Education Code and Title 5 of the California Code of Regulations, and ACCJC standards concerning Distance Education.

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6. Bring any major changes in process and/or policy to the Academic Senate for approval.

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7. Bring any difficult to resolve issues to the Academic Senate, or appropriate shared governance committee, for further dialogue and direction.

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- **Student Learning Outcomes Committee.** The SLO Committee is responsible for aiding faculty in developing and assessing course and program SLOs. The Academic Senate maintains the SLO webpage [IVA_2.b.20], which documents the ongoing dialogue, operational definitions, a master list of course SLOs, the Assessment Form, the SLO Coordinator job description, and SLO benchmarks.

- **Basic Skills Committee.** The Basic Skills Committee reports to the Academic Senate on academic and professional matters (Figure 4A.3) and makes resource allocation requests to the College Council through the Academic Affairs and Student Services Advisory Groups [IVA_2.b.21]. It was instituted to implement the Basic Skills Initiative, a statewide initiative to improve basic skills education. The committee is composed of faculty, administrators, and classified employees. They were tasked with assessing the effectiveness of the district's basic skills learning programs and services, and implementing initiatives to improve them. Their findings indicated that although the college supports many strong programs and services designed to serve basic skills students, these programs lack coordination [IVA_2.b.22]. As a result, the Basic Skills Committee developed a five-year action plan that focuses on improving coordination both between the various basic skills programs and between the basic skills programs and the traditional degree and certificate programs [IVA_2.b.23]. This five-year action plan was reviewed by the Academic Senate, the advisory groups, and the College Council before being submitted to the Chancellor's Office of the California Community Colleges. The Basic Skills Committee has also made annual resource allocation requests to the College Council to fund specific initiatives that will address the goals in the five-year action plan [IVA_2.b.24].

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- **Academic Senate Flex Day Committee.** The Academic Senate Flex Day Committee is responsible for organizing flex days (staff development days scheduled prior to the start of each semester). All college faculty and staff are invited to flex day events which typically include breakout sessions as well as addresses to the entire campus from the Superintendent/President, the Academic Senate President, and the presidents of the faculty and classified staff unions. Examples of flex day themes and breakout sessions from the last few years include, Using Learning Style Taxonomy to support Student Success at MPC, Updating Class Web Pages, the Basic Skills Initiative, How Children Learn About Race, Campus Emergency Preparedness, and Student Learning Outcomes [IVA_2_b.15].

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Evaluation – Standard IVA.2.b: MPC meets this standard.

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Monterey Peninsula College meets this standard because it regularly relies on faculty for decisions and recommendations on curricular issues, learning programs, and academic and professional matters. Board policy stipulates that the Board of Trustees rely primarily on the recommendations of the Academic Senate on academic and professional matters [IVA_2_b.11]. Furthermore, the Curriculum Advisory Committee makes recommendations on curricular matters directly to the Board of Trustees. Faculty members with discipline expertise regularly serve on evaluation committees and faculty hiring committees. They regularly participate in the development and writing of program reviews for the instructional programs and the student services in which they serve.

A cursory glance at the minutes of any campus committee will reveal the contributions of faculty members to nearly all aspects of college governance and decision making [IVA_2_b.10, 14]. The system works smoothly and the roles of the various components are well understood. Just a few of the many examples that could be used to illustrate the contributions of faculty members in these processes follow:

- The Curriculum Advisory Committee has reviewed hundreds of course proposals and revisions over the last few years, many of them related to the systematic review mandated by program review processes [IVA_2_b.10].
- New programs such as the Great Books Program continue to be proposed [IVA_2_b.25].
- The Academic Senate has led the development of the SLO process at MPC [IVA_2_b.20].
- The Flex Day events, organized by the Academic Senate, have been embraced and have received high quality marks on evaluations (IVA_2_b.15).
- Allocation of resources has resulted in many replacement positions being filled, and two new faculty positions created in 2007-2008 [IVA_2_b.26] for implementation in the 2008-2009 academic year.
- The hiring processes have been successful; one of the new faculty members received the Honor Society's "Outstanding Teacher" award in his first year of service at MPC.

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Survey Results. In the 2008 Accreditation Faculty and Staff survey, 82 percent of the respondents strongly or somewhat agreed with the statement, “The faculty have a substantive and clearly defined role in institutional governance.” Similarly, 84 percent of the respondents strongly or somewhat agreed with the statement, “The Academic Senate has a substantive and clearly defined role in institutional governance.”

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Plan: Standard IVA.2.b:

None

Evidence:

IVA.2.b.1	MPC Academic Freedom Board Policy	http://www.mpcfaculty.net/senate/BoardPolicy/AF_RecommendedWording_10-8-07.doc
IVA.2.b.2	Academic Affairs Program Review	http://www.mpcfaculty.net/senate/ProgramReview/ProgramReviewAcadAffairs2009.doc
IVA.2.b.3	Student Services Program Review	http://www.mpcfaculty.net/accreditation/ProgramReview/SSAGProgramReviewProcess-11-08.doc
IVA.2.b.4	Faculty Position Justification Guidelines - examples	http://www.mpcfaculty.net/senate/AAAG/MLCFacultyRequestForm2009.doc http://www.mpcfaculty.net/senate/AAAG/FashionHospitalityFacultyReqForm2009-10.doc
IVA.2.b.5	Faculty Position Prioritization Process	http://www.mpcfaculty.net/senate/AAAG/Prioritization_Process-rev%207.doc
IVA.2.b.6	Faculty Evaluations Procedure	http://mympc.mpc.edu/academics/AcademicAffairs/Faculty%20Evaluation%20Forms%20and%20Process/Forms/AllItems.aspx
IVA.2.b.7	Academic Affairs Advisory Group Bylaws	http://www.mpcfaculty.net/senate/aaag/AAAG%20Bylaws%20Approved%20by%20College%20Council%2008-18-09.doc
IVA.2.b.8	MPC Planning and Resource Allocation Process	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf

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IVA.2.b.9	College Council Bylaws	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20BylawsMarch2007.pdf
IVA.2.b.10	Curriculum Advisory Committee Website	http://mympc.mpc.edu/Committees/CAC/Pages/default.aspx
IVA.2.b.11	Governing Board Policy 2010	http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx
IVA.2.b.12	Academic Senate bylaws	http://www.mpcfaculty.net/senate/Senate%20ByLawsRev0407.doc
IVA.2.b.13	All Users email from the Academic Senate President	http://www.mpcfaculty.net/senate/AllUsers.htm
IVA.2.b.14	Senate webpage	http://www.mpcfaculty.net/senate/Home.htm
IVA.2.b.15	Flex Day Schedules	http://www.mpcfaculty.net/senate/FlexDayInfo.htm
IVA.2.b.16	Board of Trustees minutes	http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardMinutes.aspx
IVA.2.b.17	Professional Recognition Board Guidelines	http://www.mpcfaculty.net/senate/PRB/PRBGuidelines.doc
IVA.2.b.18	Committee on Committees webpage	http://mympc.mpc.edu/Committees/COC/default.aspx
IVA.2.b.19	Distance Education Task Force	http://www.mpcfaculty.net/senate/distance%20ed/SuggestionsForDE.doc
IVA.2.b.20	SLO Committee webpage	http://www.mpcfaculty.net/senate/slo.htm
IVA.2.b.21	Basic Skills Committee Bylaws	http://mympc.mpc.edu/Committees/BSI/Documents/BSI%20BY%20LAWS%20FINAL%20WORKING.doc
IVA.2.b.22	Basic Skills Self study	http://mympc.mpc.edu/Committees/BSI/Documents/BSI%20Self%20Assessment.doc
IVA.2.b.23	Basic Skills five-year action plan	http://mympc.mpc.edu/Committees/BSI/Documents/BSI-ACTION-PLAN2008FINAL_%204-10-2008.doc

... [20]

IVA.2.b.24	Basic Skills annual action plans	http://mympc.mpc.edu/Committees/BSI/Documents/BSI%20Funding%20Requests%202008-2009.doc http://mympc.mpc.edu/Committees/BSI/Documents/BSI%20Funding%20Cover%20Sheet%2009_10.xls
IVA.2.b.25	MPC Great Books Program	http://www.mpc.edu/academics/Humanities/greatbooks/Pages/default.aspx
IVA.2.b.26	College Council Minutes	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx

**Monterey Peninsula College
Institutional Self Study Report
Standard IV: Decision-Making Roles and Processes**

Working Together

**STANDARD IVA
Section 3**

Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Description:

Through its governance structure and processes, all constituencies of the college can work collegially towards improving institutional effectiveness. The Board of Trustees, administrators, faculty members, classified staff, and students all have well established and well understood pathways to participate in the planning, operations, and decision-making of the college. The processes have enough structure so that constituencies know where and how to participate, but **are also** flexible enough so all governance groups and committees can collaborate or work together when particular needs arise. Figures 4A.1 to 4A.5 show these processes and how they vary depending on the topic under consideration. This structure is purposefully and thoughtfully designed **so** that each constituency can participate in an appropriate and timely manner.

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The ability for all constituencies to participate is communicated in board policy, which specifically recognizes the student, faculty, and classified staff constituencies of the college [IVA.3.1]. **It is also communicated in** the bylaws of several key shared governance committees such as the College Council, the advisory groups, the Academic Senate, and the Curriculum Advisory Committee. The roles of the administration, the faculty, and the Board of Trustees are fully described elsewhere in this self study. **This** section concentrates on the roles of the students and the classified staff in governance decisions.

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Students

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The Associated Students of Monterey Peninsula College (ASMPC) is recognized by the Board of Trustees as the governing body of MPC students [IVA.3.1]. **The ASMPC is a student government organization that supports student activities and student government. It is the recognized voice of the students in institutional decisions. The preamble of the ASMPC Constitution reads as follows [IVA.3.7]:**

“We, the students of Monterey Peninsula College, adopt this Constitution in order to provide students activities; support student organizations; effectively represent the interests of the student; increase cooperation between students, faculty, the administration and the community; provide a forum for the expression of student opinion; develop student initiative and responsibility; and insure equal rights for all students of Monterey Peninsula College.”

To support the ASMPC Constitution, ASMPC’s leaders appoint student representatives to several of the governance committees. Seats are reserved for a non-voting student member on two key governance committees: the Academic Senate [IVA.3.3] and the Board of Trustees [IVA.3.4].

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Classified Staff

The Monterey Peninsula College Classified Employees Association (MPCEA) is recognized by the Board and appoints classified staff to governance committees. Most governance committees contain a mix of constituencies. The College Council, for example, contains seven faculty members, four classified staff, five administrative/management members, and two students [IVA.3.2]. The advisory groups are all composed of mixtures of administration/management, classified staff, faculty members and students. The exact proportions depend on the constituency of the chairs or directors of the various divisions or departments in each of the components. The Academic Affairs Advisory Group, for example, has eleven faculty members, one classified staff, three academic affairs deans, one management/supervisor, the Vice President of Academic Affairs, and one student representative [IVA.3.5]. The Student Services Advisory Group and the Administrative Services Advisory Group have a much higher proportion of managers and confidential staff [IVA.3.6].

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Deleted: The Academic Senate [IVA.3.3] and the Board of Trustees [IVA.3.4] each have a seat reserved for a non-voting student member.

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All constituencies have the opportunity to address the Board of Trustees at their regularly scheduled board meetings. The Academic Senate, the CSEA (classified staff union), the MPCTA (faculty union), and the ASMPC (associated students) are all invited to present reports at each Board of Trustees’ meeting. The College Council, the most widely represented and primary recommending body at the college, also has a regularly scheduled report at each Board of Trustees meeting.

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¶
“We, the students of Monterey Peninsula College, adopt this Constitution in order to provide students activities; support student organizations; effectively represent the interests of the student; increase cooperation between students, faculty, the administration and the community; provide a forum for the expression of student opinion; develop student initiative and responsibility; and insure equal rights for all students of Monterey Peninsula College.”¶

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Evaluation – Standard IVA.3: MPC meets this standard.

Monterey Peninsula College meets this standard because its governance processes require input from diverse constituencies including the Board of Trustees, students, administration, classified staff, and faculty members. Each of these groups has specific roles that they play in the process. These include academic and professional matters and representing the interests of students. Some groups have specific governance groups that primarily represent their interests, such as the Academic Senate or the Curriculum Advisory Committee. Others participate primarily through governance groups such as the College Council and the advisory groups.

In many instances, as emphasized by Figure 4A.5, governance groups collaborate with one another to improve institutional effectiveness in a number of areas. One example of this particular type of collaboration was the revision of the program review process for Academic Affairs. The Academic Senate and the Academic Affairs Advisory Group both contributed representatives to a subcommittee that met and developed a proposed program review process. The proposed process was brought back to both groups, reviewed and critiqued, and revised some more. Both groups approved the new process after considerable dialogue [IVA_3.8].

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The board policy review process, illustrated in Figure 4A.4 is another way that groups and committees collaborate for the good of the college. The Policy and Communications Committee assures that all constituencies are able to review revised or newly proposed board policies [IVA_3.9].

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An example of the constituency groups using the governance process to ensure that they have an appropriate voice in district decisions is the review of the Academic Affairs Advisory Group bylaws by the College Council. Members of the classified staff and the managers group on College Council insisted that the Academic Affairs Advisory Group also have at least one representative from these groups. As a direct result of this effort the Academic Affairs Advisory Group has a representative from these groups [IVA_3.3].

Although the college makes a concerted effort to encourage student participation on governance committees, the ultimate success of these appointments has varied over the years. The success of these efforts depends on the variability of the students taking on the responsibility of running the student government and the nature of the students willing to take on the time and responsibility of keeping up with governance committee work. Perhaps because it is the highest public profile, the student representative on the Board of Trustees has probably been the most successful. Student Board members have generally attended meetings regularly and made excellent contributions to the dialogue. The college has directed resources toward the student government by creating a student advisor position. This position is responsible for providing advice and leadership to the students as they organize their student government, clubs, and activities, and participate in governance committee work of the college.

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Once per semester, the ASMPC organizes “Lobo Day,” a festive event where all student clubs and activities, as well as college-supported student services, are presented at tables or booths in a central area of the college campus. It is an opportunity for students to easily find information on all of the programs and services available to them. In 2009, Lobo Day was organized to coincide with Constitution Day, a day when political science students display posters and work they have done on the U.S. Constitution.

Survey Results. In the 2008 Accreditation Faculty and Staff survey, 82 percent of the respondents strongly or somewhat agreed with the statement, “College Council has a substantive and clearly defined role in institutional governance.” Perhaps because there are no governance committees comprised principally of classified staff besides CSEA

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(the classified union), only 68 percent of the respondents strongly or somewhat agreed with the statement, “College staff, at all levels, have a substantive and clearly defined role for input in institutional governance.” Student participation is the most difficult to consistently maintain; 60 percent of respondents strongly or somewhat agreed with the statement, “MPC committees I’ve served on have had student participation.”

Plan – Standard IVA.3:

None

Evidence:

IVA.3.1	Governing Board Policy 2010	http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx
IVA.3.2	College Council Bylaws	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20BylawsMarch2007.pdf
IVA.3.3	Academic Senate Bylaws	http://www.mpcfaculty.net/senate/Senate%20ByLawsRev0407.doc
IVA.3.4	Governing Board Policy 1030	http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx
IVA.3.5	Academic Affairs Advisory Group bylaws	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes%20and%20Agendas%202009/August%2018%202009/AAAG%20Bylaws%20Incorporating%20College%20Council%20Comments%2006-18-09.pdf
IVA.3.6	Administrative Services Web Page	http://mympc.mpc.edu/Committees/ASAG/Pages/default.aspx
IVA.3.7	ASMPC Constitution	http://www.mpc.edu/campuslife/studentgovernment/Documents/ASMPC%20Constitution%202009.pdf
IVA.3.8	Academic Senate approves Academic Affairs Program Review process May 21, 2009: agenda and minutes	http://www.mpcfaculty.net/senate/5-21-09/Agenda5-21-09.htm http://www.mpcfaculty.net/senate/5-21-09/DraftMinutes_05-21-09.docx

IVA.3.9	Policy and Communications Committee Website	http://mympc.mpc.edu/Committees/PACC/default.aspx
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**Monterey Peninsula College
Institutional Self Study Report
Standard IVA: Decision-Making Roles and Processes**

Honesty and Integrity

**STANDARD IVA
Section 4**

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description:

Integrity and ACJCC Documents

Monterey Peninsula College reacts promptly and honestly to requirements and recommendations from accrediting agencies. During the last accreditation cycle in 2004, in which its accreditation was reaffirmed with no sanctions, the college received a set of five recommendations from the ACCJC. Since that time the college has responded to them purposefully and expeditiously. In 2007, the college submitted a midterm report that demonstrated progress on the five recommendations [IVA_4.1]. In 2008, the college submitted a progress report detailing further progress [IVA_4.2], and received a commendation from the ACCJC for the completeness and thoroughness of the report. The college publically discloses its accreditation status, reports and self studies submitted to the accrediting commission, as well as recommendations received from the ACCJC [IVA_4.3]

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The college submits substantive change proposals when changes are predicted to occur at the college that the commission considers substantive. In 2008, for example, the college submitted a Substantive Change Proposal on four initiatives. Subsequently, the ACCJC committee on Substantive Changes deferred action on the Substantive Change Proposal; determined that two of the initiatives did not need to be submitted as a substantive change; and asked that the remaining two initiatives be submitted separately. The college resubmitted a revised proposal in fall 2009, following the recommendations of the committee on Substantive Changes [IVA_4.4].

Integrity with Other Agencies

In addition to the ACCJC, the college is accredited or overseen by other agencies that have purview over specific programs. Examples include:

- The United States Department of Education approves participation in Federal Student Financial Aid Programs such as Pell Grants, Family Education loans, Direct Student loans, Perkins Loans and Work-study. The college's approval was renewed in December 2008. In addition, with support from the Department of Education, Monterey Peninsula College supports three TRIO programs: Student Support Services, Upward Bound and Math-Science Upward Bound.
- Many of the college's categorically funded programs within student services are overseen by the California Community College Chancellor's Office, which conducts regular program review and technical assistance site visits to ensure quality. As part of the site visit cycle, the college prepares a self evaluation detailing strengths and challenges of the programs as well as progress on past recommendations [IVA.4.5]. The most recent site visit was in April 2008, and resulted in a favorable review and several commendations and useful recommendations [IVA.4.6]. The college has responded by making plans to address the compliance-related recommendations made by the visiting team [IVA.4.7].
- Monterey Peninsula College's Maurine Church Coburn School of Nursing is accredited through the National League for Nursing Accrediting Commission (NLNAC) and the California Board of Registered Nursing (BRN) [IVA.4.8]. The most recent NLNAC and BRN visits occurred in September of 2003.
- The Children's Center is regularly evaluated by the California Department of Education for financial management, safety and sanitation, and meal management. The most recent evaluation, a food audit, took place in January 2009 [IVA.4.9].
- The college's financial records are reviewed by an independent auditor on an annual basis. The last completed audit, for the 2006-2007 academic year, provided the district an "unqualified opinion" and listed five findings not considered to be material weaknesses by the auditor. The district provided responses to the findings which are included in the audit report. Please see Standard IIID.2.a for more information and evidence.

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Evaluation – Standard IVA.4: MPC meets this standard.

As shown by the commendation for completeness and thoroughness in the 2008 progress report [IVA.4.2], Monterey Peninsula College responds purposefully and expeditiously to recommendations of the ACCJC. The college has responded to the ACCJC recommendations from the 2004 accreditation cycle in a complete manner. In response to changes in the accreditation standards, Monterey Peninsula College has worked to develop and assess student learning outcomes. It has added an SLO assessment structure into its program review process in Academic Affairs, so results of SLO assessment can be used for improvement of institutional effectiveness and student learning. (Please see standards IB and IIA for more details).

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Plan – Standard IVA.4:

None

Evidence:

IVA_4.1	2007 Midertm Report to the ACCJC	http://www.mpcfacity.net/accreditation/OldMPCReports/2006-07MidTermReport.doc
IVA_4.2	2008 Progress Report to the ACCJC	http://www.mpc.edu/information/accreditation/Previous%20MPC%20Reports%20and%20Self%20Studies/2008%20Accreditation%20Progress%20Report.pdf
IVA_4.3	MPC Accreditation Websites	http://www.mpc.edu/information/accreditation/Pages/default.aspx http://www.mpcfacity.net/accreditation/home.htm
IVA_4.4	2009 Substantive Change Proposal: Continue to Offer Classes at the MPC Ed Center at Marina	http://www.mpcfacity.net/accreditation/oldMPCreports/Substantive%20Change%20Proposal%20Ed%20Center%20Only%2008-26-09.pdf
IVA_4.5	Categorical Programs Self-Evaluation, Spring 2008, in preparation for Chancellor’s Office site visit	http://mympc.mpc.edu/Committees/Accreditation/Self%20study%20Drafts/Standard%20IIB/MPC%20Categorical%20Program%20Self-Evaluation0000.pdf
IVA_4.6	Student Services Program Review and Technical Assistance Site Visit Report from California Community Colleges Chancellor’s Office	http://mympc.mpc.edu/Committees/Accreditation/Self%20study%20Drafts/Standard%20IIB/Chancellors%20Office%20Site%20Visit%202008.pdf
IVA_4.7	MPC Response to Chancellor’s Office Site Visit	http://mympc.mpc.edu/Committees/Accreditation/Self%20study%20Drafts/Standard%20IIB/MPC%20Response%20to%20Chancellors%20Office%20Site%20Visit%20Report0000.pdf
IVA_4.8	Accrediting agencies for the MPC School of Nursing	http://www.nlnac.org/home.htm http://www.rn.ca.gov/schools/rnprograms.shtml
IVA_4.9	Childcare Food Audit	Food Audit CDC 09.pdf

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¶
1. The team recommends that the college support and enhance its initial efforts at using data in planning, evaluation, and decision-making processes by emphasizing the value of research and data throughout the campus, broadening research directions, and expanding data availability.¶

¶
Data are now required and analyzed in an increasing number of institutional planning efforts. ¶

¶
<#>The Office of Institutional Research develops a research agenda every academic year. ¶

<#>Data are utilized in the Enrollment Report, a document distributed to key administrators and managers on a weekly basis for the tracking of registration and enrollment progress. ¶

<#>The Fiscal Stability Report contains service area demographic information and projections of future trends. (... [21])

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Deleted: <#>Schedule so that it is easier to read and use. Analysis of these data have also resulted in adjustments in the class scheduling patterns to b (... [22])

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The Facilities Committee, a committee charged with analyzing priorities

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2. The team recommends that the college develop a clear delineation of th (... [25])

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IVA_4.10	Long-Term Financial Plan	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/Long%20Term%20Financial%20Plan.pdf
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**Monterey Peninsula College
Institutional Self Study Report
Standard IVA: Decision-Making Roles and Processes**

Evaluating Leadership and Governance

**STANDARD IVA
Section 5**

The role of leadership and the institution's governance and decision-making structures 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.

Description:

Monterey Peninsula College's governance and decision-making structures are regularly evaluated and revised by the College Council. The last two such revisions were in 2007 and 2008, when the College Council bylaws were revised and the planning and resource allocation process was improved. The College Council reports annually on its activities and reflects on how well its processes have worked [IVA.5.1].

The Academic Senate establishes annual goals and objectives for each academic year. At the end of the year, the Academic Senate evaluates its effectiveness at attaining its goals and the Academic Senate President delivers an annual report to the Board of Trustees, which is distributed to the campus community via email and is posted on the Academic Senate webpage [IVA.5.2].

Every cost center undergoes program review on a regular cycle and completes annual reports on progress. Part of program review is an examination of the program's strengths and areas of improvement, with recommendations on how to address those areas [IVA.5.3]. Program review is the primary structure in which goals and objectives are developed and improvement in effectiveness is implemented at the division level. The program review processes themselves are regularly reviewed and revised. Student Services began using a new program review process in 2008 that incorporated the assessment of student learning outcomes. Similarly, Academic Affairs will begin using a new process, which incorporates the assessment of student learning outcomes, in fall 2009. For Academic Affairs, the review and revision process was a collaborative process between the Academic Senate and the Academic Affairs Advisory Group [IVA.5.4].

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Board policy is continually evaluated and revised at the college (Figure 4A.4). Many of the board policies have implications on how decisions are made. The board policy on faculty hiring procedures is currently under revision and is scheduled to be reviewed by

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the Academic Senate in fall 2009. Procedures for prioritization of faculty positions has recently been revised as well [IVA_5.5].

The principal method that the college uses to evaluate and revise its processes is a peer-review system. A committee or task force is typically formed to evaluate and potentially revise a given process. Data is often utilized, as is personal observation and experience. The judgment of the college's faculty and staff is the primary resource utilized during this process.

The results of the evaluations and revisions of process are regularly communicated to the institution. Methods of communication include agendas and minutes of the Academic Senate and College Council [IVA_5.6,7], annual reports from the Academic Senate and the College Council [IVA_5.1,2], presidents' addresses at the flex days that begin every semester [IVA_5.8], and All-Users emails from the Academic Senate President [IVA_5.9] and the Superintendent/President (MPC Notes) [IVA_5.10]. In addition, division and area meetings are major conduits of information exchange: division chairs and directors share information shared at advisory group meetings, and academic senate representatives report information from Academic Senate meetings.

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Evaluation – Standard IVA.5: MPC meets this standard.

The institution has processes for self-evaluation and uses them to continually improve quality and institutional effectiveness. Revision of the institution's governance processes has resulted in the following improvements:

- The planning and resource allocation process is more closely aligned with the timing of when the college receives budget information from the state [IVA_5.11].
- The program review processes now incorporate the evaluation of student attainment of student learning outcomes [IVA_5.3]. As the college becomes more competent at using these kinds of evaluations in its program review processes, they will have to be re-evaluated to see if the incorporation of student learning outcomes is indeed continually improving student learning.
- A goal setting and evaluation model has been incorporated into the planning and resource allocation process [IVA_5.11]. This planning method has elevated visibility on those areas of the college that need improvement and what has been accomplished to address the needs [IVA_5.12,13]

Survey Results. Improvement is clearly reflected in the survey results associated with the accreditation self studies in 2002 and 2008. Survey results from 2002 show that at that time employees did not believe that the college evaluated the achievement of its goals or documented the accomplishment of its institutional outcomes. In 2002, only 37 percent of respondents agreed with the statement, "MPC effectively documents the achievement of its institutional outcomes." Furthermore, in 2002, only 56 percent of respondents agreed with the statement, "College research is incorporated into college planning and evaluation."

The 2008 results were much better. In 2008, 72 percent of faculty and staff agreed with the statement, “I know that MPC uses evidence to assess achievement towards its goals and objectives.” Furthermore, in 2008, 73 percent of faculty and staff agreed with the statement, “College research is incorporated into college planning and evaluation.” Both of these results represent substantial increases since the last accreditation cycle. They illustrate the improvements in institutional effectiveness that has resulted from the evaluation and subsequent revision of governance processes. The increase in the number of faculty and staff members with positive answers to these questions also shows success in communicating the results of these improvements to a wide audience.

Plan – Standard IVA.5:

None

Evidence:

IVA.5.1	College Council Annual Reports 2006-07 and 2007-08	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20Annual%20Report%202006-07.pdf http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/College%20Council%20Annual%20Report%202007-08.pdf
IVA.5.2	Academic Senate annual reports 2006-07, 2007-08, And 2008-2009	http://www.mpcfaculty.net/senate/GoalsObjectives/AnnualReport2006-07.htm http://www.mpcfaculty.net/senate/GoalsObjectives/AnnualReport_2008.htm http://www.mpcfaculty.net/senate/GoalsObjectives/Annual%20Report%202009.doc
IVA.5.3	Program Review Processes in Academic Affairs, Student Services and Administrative Services	http://www.mpcfaculty.net/Senate/ProgramReview/ProgramReviewAcadAffairs2009.doc http://www.mpcfaculty.net/accreditation/ProgramReview/SSAGProgramReviewProcess-11-08.doc http://www.mpcfaculty.net/accreditation/ProgramReview/ASAGProgram_Review_Template.pdf

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IVA_5.4	Academic Senate approves Academic Affairs Program Review process May 21, 2009: agenda and minutes	http://www.mpcfacity.net/senate/5-21-09/Agenda5-21-09.htm http://www.mpcfacity.net/senate/5-21-09/DraftMinutes_05-21-09.docx
IVA_5.5	Faculty Position Prioritization Process	http://www.mpcfacity.net/senate/AAAG/Prioritization_Process-rev%207.doc
IVA_5.6	Agendas and minutes of the Academic Senate	http://www.mpcfacity.net/senate/Home.htm
IVA_5.7	Agendas and minutes of the College Council	http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx
IVA_5.8	Flex day schedules that show when Presidents' addresses occurred, and powerpoint presentations that accompanied some of them	http://www.mpcfacity.net/senate/FlexDayInfo.htm
IVA_5.9	Academic Senate All Users emails	http://www.mpcfacity.net/senate/AllUsers.htm
IVA_5.10	President/Superintendent All Users emails (MPC Notes)	http://www.mpcfacity.net/accreditation/president.htm
IVA_5.11	MPC planning and resource allocation process	http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf
IVA_5.12	Examples of Component Goals from Academic Affairs 2008-2009 and 2009-10	http://www.mpc.edu/collegecouncil/College%20Council%20Minutes/College%20Council%20April%2029%202008/Component%20Goals%202008-09%20-%20Academic%20Affairs%20Draft%202.pdf http://www.mpc.edu/collegecouncil/College%20Council%20Minutes%20and%20Agendas%202009/March%2031%202009/Component%20Goals%202009-10%20-%20Academic%20Affairs%20Final%2003-30-09.pdf
IVA_5.13	Examples of mid-year	http://www.mpc.edu/collegecouncil/College%20

	component goals reports and evaluation in College Council minutes 2-5-08	0Council%20Minutes/College%20Council%20Feb%205%202008/College%20Council%20Feb%205%202008%20Minutes.pdf
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**Monterey Peninsula College
Institutional Self Study Report
Standard IVA: Decision-Making Roles and Processes**

List of Contributors

Mark Clements	Faculty
Lynn Davis	Board Members
Alfred Hochstaedter	Faculty
Claudia Martin	Classified
Loren Steck	Board Members

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encouragement of dialogue, and participatory decision making are built into the governance structure at many different levels. Succeeding sections will provide details about how faculty, classified, and management/administration each have definite roles in clearly delineated processes

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specific issues, such as goal setting, planning, resource allocation, board policy review, and/or

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curricular review. All district personnel, as well as the governance processes in which they engage, have student learning and the improvement of institutional effectiveness as their central or implied goal.

Administrative Organization and Leadership Structure

Figure

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4A.1 shows the administrative organization for Monterey Peninsula College, a single college district. The citizens of the Monterey Peninsula College District elect a Board of Trustees, whose members are responsible for representing the public interest in the district's programs and learning opportunities. The Board of Trustees recruits and hires the Superintendent/President and has final authority on spending and major budgetary decisions [IVA.1.1].

The Leadership of the Superintendent/President. The Superintendent/President oversees three vice presidents as well as the offices of Institutional Research and Public Information (

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4B.1). The current Superintendent/President began his tenure in fall 2006. Under his leadership, the college reorganized the role of its College Council as the principal

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representative body that makes recommendations to the Superintendent/President on items to be brought before the Board of Trustees. The rationale is that with the recommendation of the College Council, these items have the support of the majority of faculty, staff, and management of the college. In addition, the Superintendent/President led the development and implementation of the planning and resource allocation process [4A.1.2], an inclusive, transparent, year-long process that incorporates goal setting, institutional review of program reviews, review of resource allocation requests (called "action plans"), allocation of resources, and evaluation of goal attainment. Whereas additional details of this process are given in this section, it is described in significant detail in Standard IB.

The Leadership of the Vice Presidents. The college is divided into three components, each led by a vice president (

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Figure 4A.1). Academic Affairs houses all of the instructional divisions, the School of Nursing, and the library. Student Services includes all of the services students need to succeed, such as admissions and records, financial aid, counseling, and supportive services for those students in economic need or with learning disabilities. Administrative Services consists of all of the services the college needs to operate efficiently. The leadership structure of each of the three components includes deans or associate deans to assist the vice presidents in their efforts to lead the smooth operation of the college. The divisions, areas, and departments contained within each of the college components are listed in the following tables.

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Academic Affairs Divisions		
Creative Arts	Life Sciences	Library
Humanities	Physical Sciences	School of Nursing
Physical Education	Social Sciences	Business and Technology

Student Services Areas		
Academic Support	Counseling	Matriculation
Admissions and Records	Equal Opportunity Program and Services	Health Services
Articulation	International Student Programs	Supportive Services
Child Development Center	Career/Transfer Resource Center	TRIO Programs
Financial Aid		Athletics

Administrative Services Departments		
Security and Evening Campus Operations	Plant Services	Information Technology
Human Resources	Fiscal Services	

The vice president of each component of the college chairs an advisory group, each of which is comprised of the deans, and the chairs or directors of each of the programs within their component as well as individuals from outside the component. These advisory groups are the Academic Affairs Advisory Group (AAAG), the Student Services Advisory Group (SSAG), and the Administrative Services Advisory Group (ASAG). As the name implies, a principal

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role of these groups is to advise the vice presidents on issues of institutional interest from the perspective of their component of the college. The vice presidents can then represent their components in shared governance processes with the perspectives and desires of a large spectrum of their constituencies. The advisory groups also play the role of information clearing houses where institutional information is shared with the chairs or directors of each program within the components, so that they can then share it with each of the members of their division or area.

The Leadership of Two Groups. Administrative leadership is further facilitated through two groups: the Presidents/Vice Presidents G

roup, commonly referred to as “P/VP”, and the Deans Council. The Presidents/Vice Presidents G

roup meets weekly. As the name implies, it consists of the Superintendent/President and the three vice presidents. These four individuals are regularly joined by the Associate Dean of Human Resources. The primary role of this group is to discuss institutional issues from an administrative perspective. Typical topics include the feasibility and prioritization of resource allocation requests, and, in recent months, strategies for budget reductions. The Deans Council is comprised of all the deans and associate deans. They meet regularly to engage in problem solving and enhance communication across campus. Both the P/VP and the Deans Council are somewhat informal in the sense of the shared governance process, because they do not publish or make widely available agendas or minutes of their meetings.

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Three committees report to the College Council: the Budget, Facilities, and Technology committees. The scope and function of these three committees are described in detail elsewhere in this self study (Standards IIID, IIIB, and IIIC, respectively). The three advisory groups also have direct representation at the College Council through the three vice presidents. It is through the advisory groups and participation in the three committees that all faculty and staff have access to the college’s primary recommending body for planning and resource allocation. Resource allocation requests or recommendations are delivered to the College Council through one of the three advisory groups, the Technology Committee, or the Facilities Committee. The Budget Committee is responsible for identifying sources of available funds within the budget.

Other shared governance groups also communicate and make recommendations to the College Council, as shown i

igure 4A.2. During planning efforts such as the development of the mission statement and institutional goals and objectives, for example, other groups, such as the Academic Senate or the Equal Employment Opportunity Advisory Committee, can and do make recommendations to the College Council. When engaged in planning activities that do not involve the allocation of resources, the process is very flexible, because it seeks input from a wide variety of groups and constituencies. This flexibility is emphasized

igure 4A.5, which emphasizes dialogue and shows a variety of committees organized into three clusters: the College Council Group, the President’s Group, and the Academic Senate Group. All committees communicate with each other and even collaborate with each other as the need arises and the situation dictates.

Academic and Professional Matters. The Academic Senate and the Curriculum Advisory Committee are the primary groups at the college that deal with academic and professional matters (F

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4A.3). Membership on each of these groups includes a representative from each instructional division, the library, counseling, and the School of Nursing. The Curriculum Advisory Committee forwards its curricular recommendations directly to the Board of Trustees. The Academic Senate is active in board policy development and revision, development of SLO processes for MPC, and providing a faculty voice in issues such as distance education, basic skills, and development of learning communities [IVA.1.3]. It makes recommendations to the College Council on issues of institutional importance, but has the right to communicate with and get a written response from the Board of Trustees if it disagrees with institutional decisions on academic and professional matters.

As with the College Council (

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Figure 4A.2), other shared governance committees engage in dialogue with the Academic Senate as well (

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4A.3). An example includes the revision of the Academic Affairs program review process [IVA.1.4], which was a collaborative effort between the Academic Affairs Advisory Group and the Academic Senate [IVA.1.5]. Both groups approved the new process, which was shared with the College Council before implementation.

Board Policy Review and Revision. The structure for board policy review and revision differs from that for planning and resource allocation or academic and professional matters (

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4A.4). As with planning and resource allocation, the College Council is the primary group that recommends revision of board policy to the Superintendent/President. In order to assure wide and comprehensive review of potential changes to board policy, an additional group, the Policy and Communications Committee (PACC) monitors the review process as the proposed sections of board policy go to various constituency groups for review [IVA.1.6]. When all constituency groups complete their reviews, the PACC looks at the constituency group comments and decides whether to send the proposed policy on to the College Council for consideration or back to the originating group for revision (

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programs. A principal conclusion is that more coordination is needed between the basic skills programs themselves and with the traditional transfer and Career-Technical-Education-based programs if MPC is to truly address the needs of the basic skills student. Program review processes across the college now rely even more heavily on student achievement, efficiency, and—starting in 2009—assessment of student learning outcome data.

2. The team recommends that the college develop a clear delineation of the role and responsibilities of the individual planning entities and the linkage between each group, clarify the strategic and operational relationships of all planning documents, and prioritize institutional long-term goals.

The roles and responsibilities of each governance group on campus is shown in figures 4A.2 to 4A.5, and explained in the text that accompanies those figures in standard IVA.1. The MPC planning and resource allocation process identifies the College Council as the principal, constituency-based group that makes final recommendations on budgetary, planning, and board policy issues to the Superintendent/President to take before the Board of Trustees. The Budget, Technology, and Facilities Committees make recommendations to the College Council on subjects such as budget and resource allocation. The College Council also has three advisory groups, each chaired by a vice president and representing one of the components of the college: Academic Affairs Advisory Group, Student Services Advisory Group, and the Administrative Services Advisory Group. These groups are composed of representatives of divisions or areas within each component of the college and make recommendations to each of the vice presidents on operational matters and to bring to the College Council.

The Academic Senate and the Curriculum Advisory Committee are the principal college groups that make recommendations on academic and professional matters. Both of these groups make recommendations and can communicate directly to the Board of Trustees should the need arise. The Board of Trustees relies primarily on the Academic Senate on issues of academic and professional matters. The Policy and Communication Committee (PACC) assures wide distribution of proposed revisions of board policy and then directs the comments to the College Council or back to the originating group for review.

The result of this reorganization and clarification of duties and responsibilities has resulted in a governance structure clear enough so that campus stakeholders know where and when to go to make suggestions or resource allocation requests, or provide critique in the interest of improving student learning and institutional effectiveness.

3. The team recommends that the college regularly review and report to the Board of Trustees concerning the institution's contracts with outside agencies to provide instruction. The report should address the compliance of those courses with Board Policy 3030, and include such areas as curriculum approval, staffing, evaluation, funding, operational oversight, and student support.

The college reported to the Board of Trustees on instructional contract in May 2005 and July 2007. Although not employees of the college, instructors of contract courses sign contracts stating that classes will be taught according to the official course outline of record, and that instructors will have the same minimum qualifications of regular MPC faculty members. All contract courses comply with Board Policy 3030. All instructional contract courses are reviewed and approved by the MPC Curriculum Advisory Committee in the same manner as those courses taught by MPC-employed faculty members. Oversight of these programs is provided by the office of Academic Affairs. As part of the college effort to decrease the reliance on instructional service agreements, in recent years the college has decreased FTES generated through instructional service agreements from approximately 37 percent to 20 percent. In the mean time, the college has increased credit FTES to compensate for the FTES loss in instructional service agreements.

4. The team recommends that the college develop a long-term financial resources plan to ensure acceptable levels of staffing, maintenance, and technology support for the implementation of the Educational/Facilities Master Plan.

A Fiscal Stability Report was completed in spring 2007 and focused on analyzing the financial history and future viability of increasing district revenues. The district has a history of maintaining a 10 percent reserve which provides a buffer for any fiscal crisis. The Fiscal Stability Report was used to develop a Long-Term Financial Plan [IVA4.10], which details seven strategies to help increase future revenue and promote reliable enrollments:

- Increase enrollments (growth)
 - Enrollment Advisory Committee activities
 - Marketing/outreach activities
 - Eliminate artificial barriers to enrolling
 - Expand programs and classes
 - Improve class scheduling
 - Improve retention
- Review positive attendance courses for possible conversion to census and review attendance accounting methods to ensure compliance and accuracy
- Review possible gains by restructuring the current academic calendar
- Reduce dependence on instructional service agreements (ISAs) and ensure that those maintained are well administered
- Ensure administrative support for economic and workforce development
- Pursue other outside funding sources.

5. The team recommends that the college improve communication processes at all levels of the campus. Special attention should be paid to improving the process for communicating the results of executive and committee decision-making to all campus constituencies.

Since a Superintendent/President leadership change that took place in 2005, governance structures have been implemented to improve transparency and clarity of governance processes (Figures 4A2 to 4A5 and accompanying text). The result has been an improvement in morale as faculty and staff believe that their views are heard and their opinions considered as Monterey Peninsula College undertakes new initiatives.

Both the Superintendent/President and the Academic Senate President regularly communicate with the college community through All-Users email. These individuals and the presidents of the classified staff and faculty unions address the college at the flex days that begin each semester. The presidents of all of these organizations inform their colleagues about what their constituencies have been doing and what the plans are for the immediate future. This has been one of the main avenues through which information about the student learning outcome initiative has been communicated.

Agendas and minutes from the main college governance groups, including the College Council and the Academic Senate, are posted on websites so that all members of the college community can review major actions of these groups. The Board of Trustees regularly hear reports from the principal groups on campus, including the Academic Senate, the College Council, and the faculty and staff unions. These are regularly occurring, standing agenda items at the Board of Trustees meetings.