

**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**

**Effective and Ethical Leadership and Governance**

**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's shared governance structure and the institution's planning and resource allocation process ensure wide participation by all stakeholders. Staff, faculty, administrators, and students are able to provide input, and the college facilitates and encourages discussion of important issues. The institution is committed to respectful and collegial dialogue between and among the campus constituencies in order to bring about a shared vision, purpose, and commitment to student learning.

The purpose of this introductory section is to provide a brief overview of the college's leadership, which includes shared governance groups, as well as the processes used for planning and resource allocation, identifying institutional values, setting and achieving goals, and continuous improvement.

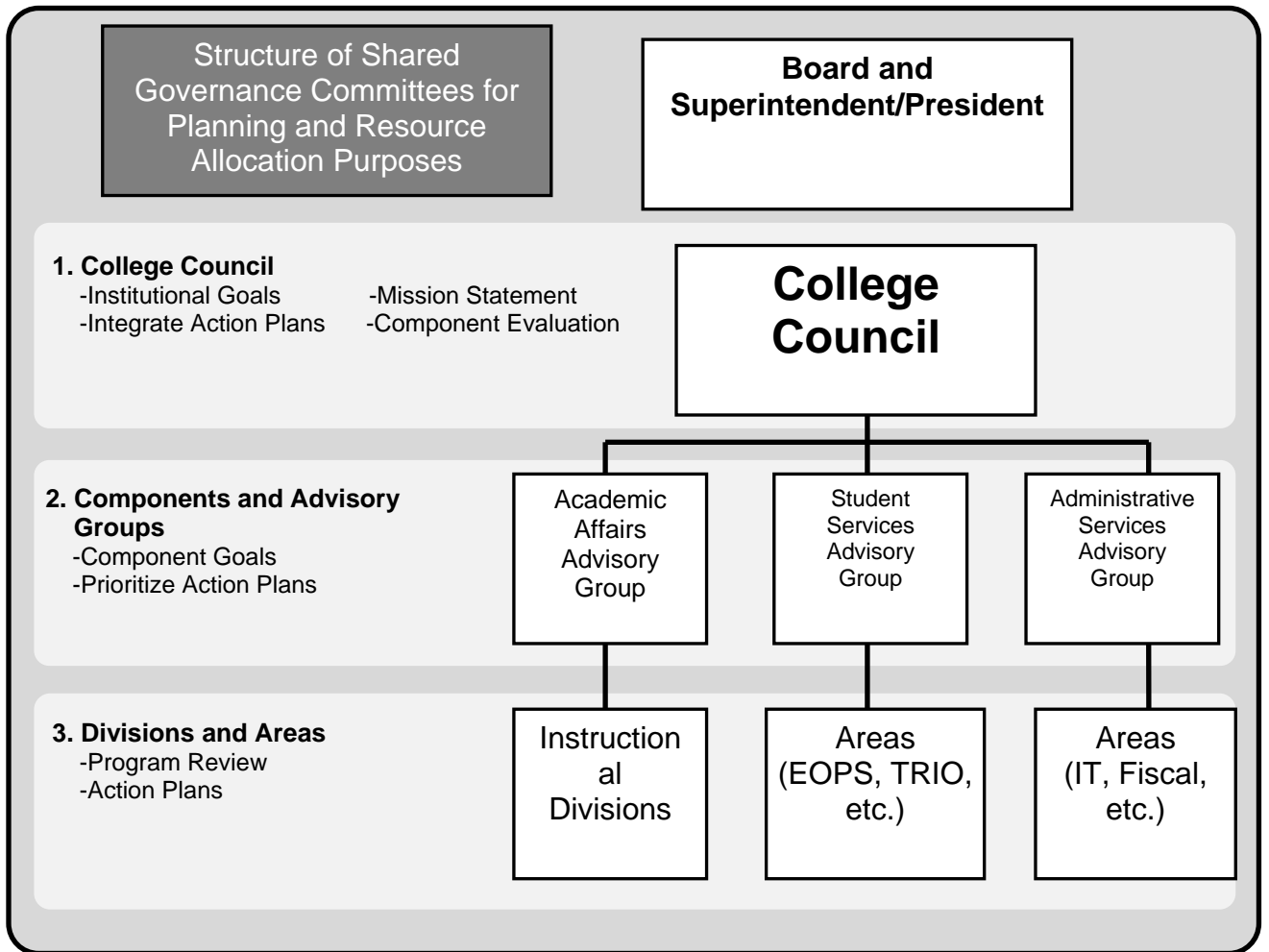


Figure 4A.1. MPC shared governance committees are carefully structured to facilitate planning and resource allocation decisions.

### Leadership Structure

The college has a Governing Board, a Superintendent/President, and a number of groups that perform specific functions. Some of the groups are key to the college’s planning and resource allocation process. Other groups provide leadership relevant to specific needs, including various academic matters and personnel issues.

When planning and resource allocation is involved, Monterey Peninsula College has a hierarchical structure in which ideas, goals, resource allocation requests, and action plans are passed upwards to the College Council. Three advisory groups report to the College Council through their respective vice president: Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), and Administrative Services Advisory Group (ASAG.)

### **Governing Board**

Monterey Peninsula College has an excellent Board of Trustees whose commitment to the college is unparalleled. The philosophy of this Board emphasizes conservative management of the district's resources, as witnessed by the maintenance of a healthy 10 percent reserve of the general fund. This has allowed the district to weather a financially difficult year.

### **Superintendent/President**

The college has a fairly new Superintendent /President under whose leadership the college developed a new mission statement, as well as new institutional goals and objectives. He has also supported the implementation of student learning outcomes (SLOs) by providing reassigned time for an SLO Coordinator. The district's administration and Board of Trustees have embraced a continuous improvement model with built-in accountability at all levels.

### **College Council**

The College Council is a key component of MPC's integrated planning and resource allocation process [IVA.1.1]. (See the introduction to Standard IB for a full description of the planning and resource allocation process.) Membership includes broad representation from across the campus, ensuring that recommendations have support from all areas of the college. Voting members of the College Council include seven faculty members, four classified, two management, and three vice presidents. The Superintendent/President is an ex-officio, non-voting member. The College Council is responsible for reviewing and potentially revising the mission statement, as well as developing institutional goals every three years. The College Council makes final recommendations to the Superintendent/President on changes in Board policy, after they have been discussed by all of the other pertinent shared governance committees. College Council reviews all program review documents. Programs under each component of the college undergo program review every five or six years and submit annual program review updates.

During the planning and resource allocation process, the College Council receives a single list of prioritized action items from the three vice presidents, as well as information from the Budget Committee detailing available resources. The College Council uses all of this information to make resource allocation recommendations to the Superintendent/President.

In 2007, the Superintendent/President convened a subcommittee of the College Council to develop the planning and resource allocation process. This process clearly establishes deadlines and includes accountability for the vice presidents in their roles in the planning process. In this revised process, each vice president (with input from his/her advisory group) develops annual component goals based on the institutional goals. Each spring semester, the vice presidents submit reports to the College Council on how well they have achieved their component goals.. The results are used as a lead-in to the next planning cycle. The College Council ensures consistency between the institution's mission and goals and each advisory group's component goals. A flow chart of the

revised planning and resource allocation process is available on the College Council webpage.

The College Council webpage also contains the College Council bylaws [IVA.1.2]. They were last revised in March 2007. According to the bylaws, the College Council's working principles are as follows:

1. Keep student welfare and success foremost. Every effort will be made to include student participation on every group.
2. Promote participation by all members of the campus community. Specifically:
  - a. Provide everyone in the campus community with an avenue for both getting information and giving input regarding college issues and expenditures.
  - b. Inform the campus community on the processes and current recommendations so that everyone can understand reasons behind funding allocations and other decisions.
  - c. Provide open forums for maximizing dialog and input from the campus on critical issues.
3. Assure that decisions are data-driven, realistic, and feasible.
4. Maintain a system that is transparent, timely, and objective.
5. Each working group (such as Budget Committee, Technology Committee, Advisory Groups) will have written procedures, with minutes and agendas published in an appropriate manner.

Three districtwide committees report to the College Council: Budget, Facilities and Technology. For a full description of these committees, including membership, see the following: Budget Committee – Standard IIID.1.b; Facilities Committee – Standard IIIB.1; Technology Committee – Standard IIIC.

### **The Components and Their Advisory Groups.**

As stated earlier, Monterey Peninsula College is organized into three components: Academic Affairs, Student Services, and Administrative Services. Each of these components is led by a vice president who receives recommendations from an advisory group: Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), and Administrative Services Advisory Group (ASAG). The advisory groups are primarily comprised of division chairs or representatives of each of the areas within the component. One or two representatives from outside the component are active members of AAAG, SSAG, and ASAG. These advisory groups are the primary conduit of communication between the vice presidents and the faculty and staff of each division or area.

For the planning and resource allocation process, each of the advisory groups prioritizes action plans, or resource allocation requests, from all of the instructional divisions or areas within their component. The vice presidents then bring each of their prioritized action plans forward to integrate them into a single prioritized list for presentation to the

College Council. Each year, the advisory groups also provide input for the development of component goals to be presented at the College Council.

Both the prioritization of action plans and the development of component goals are informed by program reviews or annual updates from each of the component’s instructional divisions or areas. The advisory groups are the primary committees where the program reviews are presented, critiqued, and discussed by colleagues within the same division or area. As a result of this dialogue, each member of the advisory groups attains a greater understanding of the challenges facing each of the divisions or areas as well as their efforts to overcome the obstacles and their goals to improve the quality of their offerings or services.

**Other Groups and Committees**

In addition to the groups that comprise the shared governance and planning and resource allocation processes, the college has a plethora of groups and committees. Some of these groups are operational in nature, others represent a classification of employees. Participants in these groups and committees contribute to the operational well being of the institution by virtue of their roles and, in an environment of empowerment, contribute to the excellence and innovation of the institution. Institutional leaders 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. The major groups are listed in Figure 4A.2.

Figure 4A.2

<b>Group</b>	<b>Members</b>
President/Vice Presidents (P/VP) Group	Superintendent/President, vice presidents of Academic Affairs, Student Affairs and Administrative Services, and Associate Dean, Human Resources
Management, Supervisory, and Confidential Personnel	Non-academic programs such as Public Information, Security, Financial Aid
Curriculum Advisory Committee	Faculty, classified and administrative representatives
Deans’ Council	All deans and associate deans, from academic and non-academic areas
Division Chairs	Faculty elected by faculty in each academic division
Associated Students of Monterey Peninsula College	Student Body
MPCEA/CSEA Classified Employees Association (classified union)	Classified Staff
MPC Teachers Association (faculty union)	Faculty

Academic Senate (and its subcommittees)	Faculty (student representatives are encouraged to participate)
Student Learning Outcome Committee	Faculty and an administrator
PACC (Policy and Communications Committee)	Faculty, classified, managers, administrators

Details of the major groups and the leadership structure are as follows:

**President/Vice Presidents Group**

This group, which meets weekly to discuss operational matters and engage in problem solving, consists of the Superintendent/President, the three vice presidents and the Associate Dean of Human Resources. Each vice president is responsible for a different component of the campus: Academic Affairs, Student Services, and Administrative Services. At some meetings, deans or managers may be invited as resource people. The P/VP reads program review summaries and recommendations, confirming the feasibility of action plans and resource requests. P/VP is also responsible for refining priorities for action plans and resource requests from an institutional perspective and completing accountability reviews, specifying outcomes to College Council. The P/VP members share ideas and discussions from their respective advisory groups. P/VP operates informally and does not publicly advertise agendas or publish minutes, although many topics addressed at P/VP are shared with College Council, the advisory groups, deans, and others.

**Academic Senate**

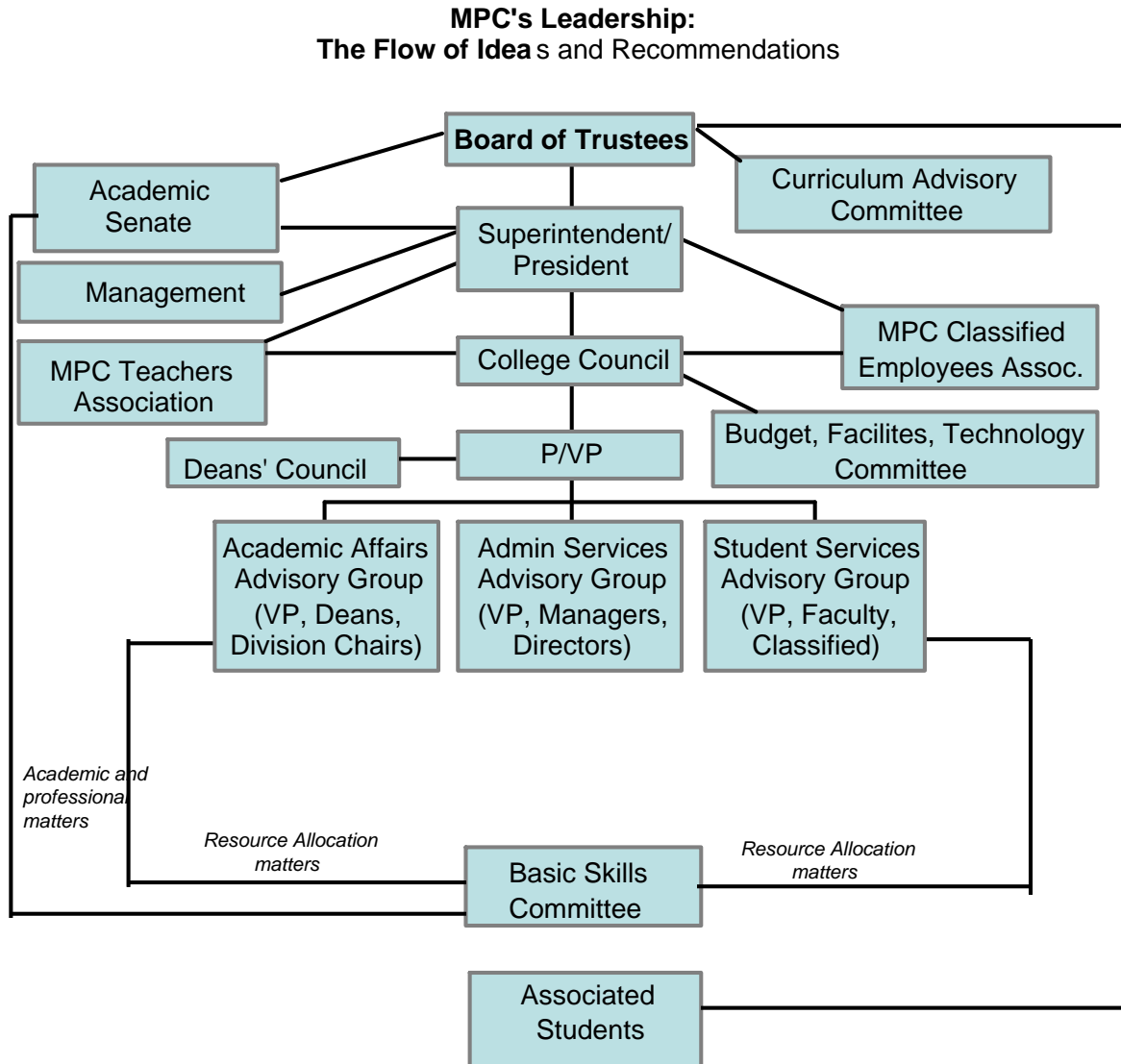
The Academic Senate makes recommendations to the Superintendent/President and/or Board on academic and professional matters, as required by Title 5 of the California Code of Regulations. The Academic Senate leads the dialogue on student learning outcomes; organizes staff development activities during flex days; provides a faculty voice for the development of the college mission, institutional goals and objectives; and reviews all board policies involved with academic and professional matters [IVA.1.7].

**Curriculum Advisory Committee**

The Curriculum Advisory Committee (CAC) includes faculty members from the instructional divisions, the library and counseling, and one academic dean. CAC reviews new course/program curriculum proposals, updates, and revisions to ensure that high quality standards and rigor are maintained through review of content, objectives, methods of evaluation, and all Title 5 of the California Code of Regulations guidelines are followed. The articulation officer, who is responsible for establishing articulation agreements between the college and four-year institutions, attends CAC meetings and serves as a resource to ensure that transfer curriculum meets the quality standards and rigor expected of four-year institutions. Curriculum Advisory Committee recommendations are sent to the Board by the Vice President of Academic Affairs. This direct conduit to the Board emphasizes the relative importance of the CAC and the

institution's focus on quality curriculum.

Figure 4A.3



**Deans' Council**

All the deans and associate deans meet regularly to engage in problem solving and enhance communication across campus. The deans are represented on the advisory committees and on the College Council.

### **Management, Supervisory, and Confidential Personnel**

This is a small group of middle-level management staff that meets informally on a regular basis to engage in problem solving. The group has representatives on the advisory groups, and a representative of this classification of employees sits on the College Council.

### **Division Chairs**

The instructional areas of the college are organized into seven divisions plus the School of Nursing and the Library. The seven divisions are Business and Technology, Creative Arts, Humanities, Life Science, Physical Education, Physical Science, and Social Science. Division chairs, elected by the faculty from their respective divisions for three-year terms, play a critical role in the operational aspects of the institution. Each chair is responsible for conveying the interests of his/her division to the Administration and representing the division at meetings of the Academic Affairs Advisory Group. Chairs work with faculty and deans on program review, schedule development, action plans, budgeting, curriculum/program changes, faculty evaluations, and other division matters.

### **Student Government**

The Associated Students of Monterey Peninsula College (ASMPC) is the student government organization. The group has elected officers and makes an effort to send student representatives to meetings of the College Council, the three advisory groups, Academic Senate, CAC, and other committees. One member of ASMPC is a student trustee who attends all meetings of the Board of Trustees. ASMPC is responsible for planning activities for Monterey Peninsula College students and the community, coordinating student clubs, and providing a forum for the expression of student opinions.

### **SLO Committee**

The Student Learning Outcome Committee makes recommendations to the Academic Senate regarding the SLO process at MPC. This group is responsible for articulating the meaning and value of SLOs as well as developing strategies for implementing and assessing SLOs at the course, program level, at the institutional level and for the general education program.

### **Policy and Communications Committee**

The Policy and Communications Committee (PACC) distributes new and revised board policies to the various constituent groups and tracks the progress of these policies to facilitate an efficient shared governance process. In addition, the committee can act as an entry point to promote campus communication with respect to unresolved issues. As of this writing, several board policies have been amended through the shared governance process:

- BP 1435 – Naming of Buildings and Other Property Components (2007)
- BP 3005 – Program Discontinuance (2007)
- BP 3120 – Academic Freedom (2007)
- BP 3830 – Claims against the District (2008)
- BP 5105A – Complaint Procedures for Unlawful Discrimination Including Sexual

## Harassment (2008)

- BP 6250 – Budget Management (2008)

Policies under consideration can be seen on the PACC webpage [IVA.1.3].

### **Staff Participation in Dialogue and Decision-Making Processes**

Staff are encouraged to participate in dialogue and decision-making processes. Below is an example of how the resource allocation process works, from the perspective of a biology lab manager (a classified employee).

As inventories of usable slides, muscle models, etc., become low due to breakage and normal wear and tear, the lab manager researches the cost of replacements. If the costs cannot be met with the existing supply budget, they will be included in an action plan for the following year. This action plan is collaboratively produced by biology faculty and the lab manager, who jointly decide whether it is a higher or lower priority than other department needs. The action plan is discussed within the division, and prioritized along with all the other Life Sciences departmental action plan requests. All instructional divisions send their prioritized action plan requests to the Vice President of Academic Affairs, who facilitates the review, discussion, and eventual prioritization of all action plans for Academic Affairs at a meeting of the Academic Affairs Advisory Group. Action plan requests from all three components of the college are then prioritized by the P/VP and sent to the College Council, which makes recommendations based on information about available resources from the Budget Committee. Assuming that the division, the AAAG, and the P/VP all assign a top priority to the action plan request for biology materials, and assuming that adequate resources are available, the request is granted.

### **Bringing Forward Ideas for Institutional Improvement**

The previously described biology lab manager can develop and bring forward ideas for institutional improvement in several ways:

- Communicate his/her ideas to biology faculty. Good ideas can then go forward to the division chair, the Academic Affairs Advisory Group, and College Council.
- Attend union meetings in which issues such as MPC's mission and goals are discussed and make comments or suggestions.
- Participate in a group such as the College Council, Health and Safety Committee, or any of several others. The district encourages classified staff to be active on campus committees. All major employee classifications on campus are associated with one of the advisory groups and the College Council, and has input via his/her supervisor.
- Attend open meetings of the Academic Senate, College Council Advisory Groups, etc., and express an opinion.
- Attend and participate in division meetings.
- Email or call a member of any committee to give an opinion.

### **Systematic Participative Process**

Monterey Peninsula College is clearly committed to systematic participation. Following are specific examples of how the college's shared governance structure has led to systematic participation, effective planning and improvement.

- **Restructuring of an Academic Dean Position.** When the Vice President of Academic Affairs proposed new initiatives (including the formalization of the concurrent enrollment program, the implementation of the economic development program to meet the educational needs of local business and industry, and the expansion of the MPC Education Center at Marina to serve the educational needs of the residents in the northern part of the district's service area), he proposed restructuring an existing associate dean's position. The Academic Affairs Advisory Group discussed the proposal, followed by discussions in each academic division and the Academic Senate. Several details in the original proposal were changed as a result of these discussions. The final proposal submitted to the College Council had input from all academic areas. As a result of the input from the shared governance groups, the position of Dean of Economic Development and Off-Campus Programs was created. This new position has enabled the college to focus on initiatives that are expected to strengthen the mission of the college, fulfill institutional goals, and solidify funding streams for the district. As a result of the restructuring of one administrative position, the college has been able to review the alignment of responsibilities in Academic Affairs. The initial phase of the re-organization has allowed Academic Affairs to adopt a systems approach for planning, strategic class scheduling, and budget planning with an emphasis on efficiency.
- **Faculty Position Prioritization Process.** As a result of discussions by the Academic Affairs Advisory Group, a subcommittee was formed to review and make recommendations on the faculty position prioritization process. The policy (Faculty Position Selection Administrative Procedure [IVA.1.4]) produced by the subcommittee was discussed by the Academic Affairs Advisory Group (AAAG), the Student Services Advisory Group (SSAG) and at the Academic Senate in fall of 2008. The original policy wording is available on the Academic Senate webpage.

The Academic Senate sent feedback about the policy to AAAG, as well as a reaffirmation that College Council was the body empowered, through the shared governance process, to make recommendations to the Superintendent/President on faculty hiring prioritizations. The Student Services Advisory Group responded to the policy by indicating that it wished to have a more inclusive role in the process. This resulted in a joint meeting of AAAG and SSAG to discuss the process, and an amicable compromise was achieved through further dialog among representatives from both groups.

- **Career Technical Education Retreats.** In fall 2008, the Vice President of Academic Affairs proposed a reorganization of the division structure to facilitate management of Career Technical Education (CTE) programs and economic development. His proposal was presented at the AAAG, the Academic Senate, and to the division chairs of Life Science, Business, and Physical Education (the three divisions that include

CTE programs.) 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. The Dean of Arts and Sciences and the Division Chair for Life Science planned the retreat with input from faculty on the Academic Senate, CTE programs, and the Vice President of Academic Affairs. Via the Academic Senate, all MPC faculty were invited to both retreats, scheduled for April and May 2009. Attendees at the April meeting included the academic deans, the Vice President of Academic Affairs, the Superintendent/President, the Academic Senate President, faculty from CTE programs (both full-time and adjunct) and members of the Basic Skills Committee. At the first retreat the group reviewed the college mission statement, and concluded that it was so strong and inclusive that CTE programs did not need a different one. The group focused on establishing goals and objectives. The second retreat (scheduled for May) 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. This discussion included possible reorganization of the programs involved, changes in the responsibilities of the deans, and ways in which the CTE faculty could become more cohesive.

- **Effective Planning for Use of Bond Funds (Facilities Committee).** In 2007-2008, the Facilities Committee became a subcommittee of the College Council. It had previously been under the Administrative Services Advisory Group. The Facilities Committee reviews requests for facility changes (remodeling and new construction) and makes recommendations to the College Council. The committee's work has been invaluable in helping make difficult decisions regarding bond money allocation. Construction costs have steadily increased, and some of the original plans are no longer feasible. The Facilities Committee has made careful studies of how best to utilize remaining dollars to meet the needs of students, programs, and the institution as a whole. Minutes and agendas of the Facilities Committee are published on the college website, and the group makes regular reports to the advisory groups and to College Council. The Facilities Committee is composed of classified, administrative, and faculty employees, and is charged with taking an institutional perspective on college needs.
- **Alternative Academic Calendars.** Monterey Peninsula College's current academic calendar includes two 17-week semesters, a short (3.5 weeks) early spring intersession in January, and two concurrent summer sessions. The early spring term is too short to allow some classes to be effectively taught; consequently, course offerings are limited. To improve overall efficiency and to better serve student needs, a calendar subcommittee of the Academic Affairs Advisory Group has been charged with researching alternative calendars. These were presented to the advisory groups, the Academic Senate, and College Council in fall 2008 and spring 2009. As of this writing, the proposed calendar changes are being discussed by the entire campus. Ideas, opinions, and alternative proposals will be gathered by the advisory groups and forwarded to the College Council, which will make the final recommendation for a change, if any.

- **Board Policy Review.** Board policies have been undergoing a systematic review since the new Superintendent/President arrived. This process will continue even after all the policies have been reviewed, to assure continuous quality improvement and that policies are kept up to date. The Academic Senate is responsible for reviewing all policies that affect academic and professional matters. Other policies are reviewed and rewritten by the appropriate advisory groups, then sent to the College Council. The Policy and Communications Committee (PACC) is responsible for distributing policies for review and possible revision, keeping track of the policies currently under review, and forwarding revised policies to College Council. The process ensures wide participation and effective management of board policy review.

**Revision of Academic Affairs Program Review Process.** The academic program review process has undergone numerous changes over the institution's lifetime, but in recent years faculty have asked that the process be more streamlined and user friendly. With these goals in mind, the Academic Affairs Advisory Group assigned a subcommittee to review the current program review process, examine processes used by other institutions, and make recommendations on changes. The subcommittee first met in spring 2008, and in spring 2009 presented its recommendations to AAAG and the College Council. The process recommended by the subcommittee is one that puts student learning foremost, and asks each program to carefully analyze its goals and objectives, successes and areas for improvement. The new process [IVA.1.5] will be tested by the Life Science Division and the library in 2009-2010, with the understanding that changes can be made, since this process is meant to be organic.

### **College Mission and Goals: A Reflection of MPC's Commitment to Excellence**

Monterey Peninsula College's mission and goals form the basis for all the endeavors made by groups and individuals at the institution. The present mission and goals are indicative of a campus-wide dedication to student learning and student welfare. Both were written using an inclusive process that allowed input from every employee on campus and the student government. College Council circulated a draft mission statement and institutional goals, which were presented to the Academic Senate, all the advisory groups, the faculty union, the classified union, and eventually to the entire campus in an "all users" email. College Council approved the current mission statement in April 2008. The final language of the mission statement was a compromise reached after many lengthy discussions in groups all across campus. The mission statement required two semesters of discussion. It is short and easy to understand. The mission statement reads as follows:

Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.

After a similar process and input from all constituencies, the College Council approved MPC's 2007-2010 Institutional Goals and Objectives in December 2007. The Board of Trustees approved the goals in February 2008. The goals read as follows:

1. Promote academic excellence and critical thinking across all areas and disciplines.
2. Foster a climate that promotes diversity throughout the institution.
3. Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.
4. Create pathways to success that address the diverse, holistic needs of all MPC students.
5. Provide educational programs and services in Seaside and Marina that meet community needs.
6. Ensure adequate levels of personnel to support current programs and establish priorities for future growth.
7. Maintain and improve district facilities.

### **MPC's Mission and Goals: Understood and Supported**

Partly as a result of widespread discussions, a large majority of the college community understands and is comfortable with the mission and goals. According to the fall 2008 Accreditation Faculty and Staff Survey, over 90 percent of the respondents are familiar with and understand the mission statement. This is an indication of the wide dissemination of the language for that statement, and how much discussion was involved in its production. Over 80 percent agreed that it provides guidance for planning and decision-making. Over 70 percent said they knew how to participate and provide input into the planning process.

Questions about the institutional goals showed that 75 to 80 percent of respondents understood the college goals, worked to achieve them, understood that MPC uses evidence to achieve the goals, and knew what progress had been made in achieving the goals [IVA.1.6].

### **Using the Governance Process to Enhance Student Learning**

Student learning is at the heart of all MPC's activities. This is clearly reflected in the institution's mission statement and goals. Governance processes are designed to accomplish the goals with input from all stakeholders. The college has a climate that encourages academic freedom, participation in shared governance, and an understanding that constant self-evaluation is necessary for maintaining excellence and continuous quality improvement.

### **Institutional Evaluation**

The college evaluates its performance in several ways, and the results of these evaluations are used for continuous quality improvement and decision-making. The

evaluating documents are available on the college website. Here are some examples:

- Each vice president annually reports to the College Council on the progress toward achieving component goals. The component (operational) goals from each advisory group reflect the institutional goals. For example, one component goal from Academic Affairs states: “In collaboration with the SLO Coordinator, the SLO (Student Learning Outcomes) Committee, the Academic Senate, Division Chairs, Student Services, and other constituents, develop or update student learning outcomes for courses, programs, and general education.” This is directly related to institutional goal #1.
- The annual report presented by the College Council to the Board of Trustees provides a means to evaluate the planning process and identify areas of improvement. Annual reports and the vice presidents’ reports on component goals are included in minutes from College Council meetings, which are available on its webpage [IVA.1.2].
- The Academic Senate conducts an annual self-evaluation, which is published on its webpage [IVA.1.7].
- Instructional programs write an annual program review update, and undergo a more lengthy program review every five years. See Standard IB for a more detailed description of the program review process. An annual update can be seen on the Accreditation webpage [IVA.1.8].
- The institution evaluates itself during the accreditation process. All accreditation documents, including responses from ACCJC, are available on the Accreditation webpage [IVA.1.9].

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

Monterey Peninsula College has a strong leadership structure that is designed to facilitate decisions, which support student learning programs and services and improve institutional effectiveness. The college’s goals are a clear indication of the institution’s commitment to excellence in academic preparation of students, promotion of diversity, career and technical education, student services, and improvement/growth of district facilities. Each of the seven goals is important in supporting student learning.

The college’s decision-making processes are transparent and open. They are frequently reviewed and modified for improvement. For example, the revision of the planning and resource allocation process in 2007 included several clarifications, such as (1) the roles of the Budget Committee and the College Council, (2) timelines for planning and resource allocation steps, and (3) responsibilities of each advisory group.

The College Council bylaws revision in 2007 emphasized participation by every group and timely communication. Getting important information to everyone regarding

decisions and recommendations has been easier with technology. Agendas and minutes of meetings (Board of Trustees, College Council , etc.) are distributed districtwide through All-Users emails. Committee documents are posted and easily accessed on the college website, which was redesigned in 2008. The same information is available to students who participate in shared governance by sitting on committees (such as the College Council).

An employee can access numerous documents regarding institutional matters, including the 2003 Accreditation Self Study, the 2004 Recommendations from ACCJC, the 2007 Midterm Report, the 2008 Progress Report, College Council annual reports, agendas and minutes, the college mission statement and institutional goals, the Academic Senate webpage, program review self studies, action plans and all the pertinent forms required in the budget development process.

An important component of the college’s improved shared governance process is the climate of trust that is being built by the current Superintendent/President and the vice presidents. The Superintendent/President initiated modifications in the planning and resource allocation process and directed the addition of component goals and timelines. He has requested that College Council make all decisions based on data. He attends College Council meetings, so there is never any ambiguity about what the Council intends in its recommendations. In addition, he keeps the campus community informed through regular publication of MPC Notes via All-Users email. Communications between the Superintendent/President and the campus community has never been better.

***Plan – Standard IVA.1:***

None

***Evidence:***

Section	Subject	Web address
IVA.1.1	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf">http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf</a>
IVA.1.2	College Council webpage	<a href="http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx">http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx</a>
IVA.1.3	PACC webpage	<a href="http://mympc.mpc.edu/Committees/PACC/default.aspx">http://mympc.mpc.edu/Committees/PACC/default.aspx</a>
IVA.1.4	Faculty Position Selection Administrative Procedure	<a href="http://www.mpcfakulty.net/senate/9-4-08/agenda9-4-08.htm">http://www.mpcfakulty.net/senate/9-4-08/agenda9-4-08.htm</a>

IVA.1.5	Revised Program Review process for Academic Affairs	
IVA.1.6	Accreditation Faculty and Staff Survey, fall 2008	
IVA.1.7	Academic Senate webpage	<a href="http://www.mpcfaculty.net/senate/home.htm">http://www.mpcfaculty.net/senate/home.htm</a>
IVA.1.8	Annual Program Review update example	<a href="http://www.mpcfaculty.net/accreditation/programreview/earth%20science%20program%20review%202006.doc.htm">http://www.mpcfaculty.net/accreditation/programreview/earth science program review 2006.doc.htm</a>
IVA.1.9	Accreditation webpage	<a href="http://www.mpcfaculty.net/accreditation/home.htm">http://www.mpcfaculty.net/accreditation/home.htm</a>

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**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, including board policy, College Council documents, Academic Senate documents, and in the bylaws and minutes of various shared governance groups.

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 recognizes the following consultation groups in the shared governance process: the Academic Senate; Associated Students of Monterey Peninsula College (ASMPC); Monterey Peninsula College Teachers Association (MPCTA); Monterey Peninsula College Classified Employees Association (MPCEA/CSEA); and Management, Supervisory, and Confidential Personnel.

The College Council bylaws, describing how the shared governance system works, the responsibilities of each advisory group, and the resource allocation process are available on the College Council webpage. As of this writing, the College Council is working on a more detailed description of the shared governance process. Regardless of its description, all campus communities—administrators, faculty, classified staff, and students—are

included in the shared governance process.

**Administrators' Role.** College administrators have a crucial 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. The chief administrator is the Superintendent/President; therefore, many decisions are ultimately the President's responsibility. However, most of the President's decisions are shaped by the deliberations of the College Council, which makes recommendations to the President.

**Faculty's Role.** Faculty have the opportunity to participate in the shared governance process through membership in the College Council, the Academic Senate, various subcommittees of the College Council and the Academic Senate, the Curriculum Advisory Committee, or ad hoc committees. In addition, faculty are represented by division chairs at the Academic Affairs Advisory Group. As of this writing, counseling and library faculty are discussing how best to be recognized by the Academic Affairs Advisory Group. There are voting seats for them, but neither group is formally recognized as a division.

**Classified Staff's Role.** Classified staff participation in the shared governance process comes via Monterey Peninsula College Employees Association/California School Employees Association appointments to the College Council and other shared governance committees. The planning and resource allocation process [IVA.2.a.2] allows anyone to have input through the appropriate advisory group.

**Students' Role.** Students are welcome to participate in the governance process. Every effort is made to include representatives from student government on the College Council, advisory groups, and other committees. In practice, there are usually few students able to participate regularly.

***Evaluation – Section 2 and 2.a: MPC meets this standard.***

Written documentation exists in several places, and it is widely available.

***Plan – Standard IVA.2.a:***

None

***Evidence:***

IVA.2.a.1	Governing Board Policy 2010	
IVA.2.a.2	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Plann">http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Plann</a>

		<a href="#"><u>ing%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf</u></a>
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**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:*

**Reliance on the Academic Senate**

Board Policy 2010 directs the Board 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.1]. If a recommendation is not accepted, the Board (upon request of the Academic Senate) will explain its reasons in writing to the Academic Senate.

The Academic Senate is comprised of faculty members representing each of the college’s divisions, and meets every two weeks during fall and spring semesters. The Senate bylaws are reviewed and revised on a regular basis, with the most recent revision completed in April 2007 [IVA.2.b.2]. Senate bylaws are available on the Academic Senate webpage [IVA.2.b.3].

The Senate takes advantage of several techniques to communicate with faculty. This communication aims to both share the Senate’s deliberations and decisions to the campus community and elicit input on important issues. As with the College Council, technology has enhanced communication. 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. The Academic Senate President addresses the entire college at the flex day event each semester to give an update of current Senate work and what is planned for that term.

With the understanding that Academic Senate work affects everyone on campus, the Senate President communicates directly to the campus community via All-Users emails. These messages provide updates on larger institutional issues. Comments are often solicited through these messages. The Academic Senate chose to use this approach in crafting the college’s policy on Academic Freedom [IVA.2.b.4]. The All-Users message

explained the progress that had been made and asked for comments and input on the proposed policy. In addition, the Senate President prepares an annual report, which is distributed to the entire campus community via email and is posted on the Academic Senate website.

The Academic Senate President reports to the Board of Trustees at their monthly meetings. These reports are summarized in the Board's minutes, which are distributed campuswide and are available on the Board's webpage [IVA.2.b.5].

The Monterey Peninsula College's Academic Senate is an essential part of the institution's development and improvement of curriculum and teaching. Subcommittees of the Senate do much of the routine work, and make recommendations to the entire Senate.

- **Equivalency Committee.** The Equivalency Committee reads requests for eminence and equivalency, and makes recommendations to the Academic Senate on whether they should be approved.
- **Professional Recognition Board.** The Professional Recognition Board reads applications for sabbaticals and ranks the requests before sending them to the Superintendent/President. This group also makes recommendations for community teaching awards.
- **SLO Committee.** The SLO Committee, chaired by the Academic Senate President, is responsible for aiding faculty in developing and assessing course and program SLOs. The Senate maintains the SLO Committee webpage [IVA.2.b.6], which documents the ongoing dialogues, operational definitions, a master list of course SLOs, the Assessment Form, the SLO Coordinator job description, and SLO benchmarks for 2008-2009. Also posted on the webpage are opposing views about SLOs and documents from the Community College Association (CCA) regarding SLOs.
- **Basic Skills Committee.** The Basic Skills Committee reports to the Academic Senate on academic and professional matters and to the College Council, through the advisory groups, on resource allocation and budgetary matters. It was instituted to implement the statewide Basic Skills Initiative. The committee is composed of faculty, administrators and classified employees. They were tasked with assessing the effectiveness of the institution in transitioning students from basic skills courses to degree applicable and transfer level courses. Their findings indicate that the institution supports a wide array of strong programs and services that support students enrolled in basic skills courses. However, these programs lack coordination. As a result, the committee submitted an action plan that focuses on improving coordination of basic skills programs and services to support the transition of basic skills students to degree applicable and transfer level courses. This action plan was reviewed by the advisory groups and the College Council prior to being submitted to the Chancellor's Office of the California Community Colleges.

- **Senate Flex Day Committee.** In recent years, the Senate Flex Day Committee has been responsible for organizing flex days (faculty development days scheduled prior to the start of each semester) and ensures that the appropriate individuals behind pertinent initiatives are given the opportunity to address the college faculty and staff. Since the Senate has managed flex days, attendance and interest have increased. Topics from the last two years included: Using Learning Style Taxonomy to support Student Success at MPC, Updating Class Web Pages, the Basic Skills Initiative, How Children Learn About Race, and Campus Emergency Preparedness. Two flex days have focused on SLOs.
- **Accreditation Steering Committee.** The Accreditation Steering Committee is made up of faculty, administrators and classified employees. The Academic Senate President and the Vice President of Academic Affairs co-chair the Accreditation Steering Committee.

The Academic Senate, faculty at-large, administrators, and classified employees have been involved in the Accreditation process in several ways. Each accreditation standard is tri-chaired by an administrator, a faculty member and a classified employee. All pertinent accreditation documents are available on the Senate webpage, including ACCJC documents, the previous self study, ACCJC recommendations to MPC, progress reports, drafts of the documents as they are written, survey results, and self studies from other community colleges.

Regular reports from Standard Co-Chairs are made to the Academic Senate and the College Council. Members of the Academic Senate and the advisory groups read drafts of the accreditation documents as they are completed.

- **Curriculum Advisory Committee (CAC).** Faculty responsible for developing courses and programs design curriculum and assure that courses and programs are reviewed and possibly revised regularly. Administration (academic deans and the Vice President of Academic Affairs) provides appropriate support, advice, information, and reviews all course outlines and revisions. Once a new course/program or revision of a course/program is completed, the materials involved are sent to the Curriculum Advisory Committee, which meets weekly. Information from CAC is posted on its webpage [IVA.2.b.7].

CAC is an independent committee composed of one academic dean, nine faculty members, MPC's Articulation Officer and a student. The CAC recommends new curricula to the Board of Trustees, which gives final course and program approval. Since fall 2008, all courses submitted to CAC must be accompanied by student learning outcomes (SLOs).

The college is in the process of instituting Curricunet, a new software for entering, storing, revising, and tracking all course outlines that will streamline the approval

process by eliminating paper entirely. This will greatly speed up the work of those who develop and review curriculum.

**Relationship between the Academic Senate and the Faculty Union**

The Academic Senate has a friendly and collegial working relationship with the faculty union (MPCTA.) The two groups have formalized their relationship with an MOU (Memorandum of Understanding) [IVA.2.b.8], recognizing each other’s areas of responsibility and agreeing on each other’s areas of jurisdiction.

**Evaluation – Section 2.b: MPC meets this standard.**

The Academic Senate provides faculty leadership in academic matters such as curriculum development, review and approval, as well as the implementation and assessment of SLOs. Individual faculty members write curriculum. Administration and the independent Curriculum Advisory Committee review it thoroughly, assuring the integrity and quality of all Monterey Peninsula College curriculum recommended to the Board of Trustees.

**Plan: Standard IVA.2.b:**

None

**Evidence:**

IVA.2.b.1	Governing Board Policy 2010	
IVA.2.b.2	Senate bylaws	<a href="http://www.mpcfakulty.net/senate/links.htm">http://www.mpcfakulty.net/senate/links.htm</a>
IVA.2.b.3	Senate webpage	<a href="http://www.mpcfakulty.net/senate/Home.htm">http://www.mpcfakulty.net/senate/Home.htm</a>
IVA.2.b.4	MPC’s Policy on Academic Freedom	<a href="http://www.mpcfakulty.net/senate/BoardPolicy.htm">http://www.mpcfakulty.net/senate/BoardPolicy.htm</a>
IVA.2.b.5	Board of Trustees minutes	<a href="http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardMinutes.aspx">http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardMinutes.aspx</a>
IVA.2.b.6	SLO Committee webpage	<a href="http://www.mpcfakulty.net/senate/slo.htm">http://www.mpcfakulty.net/senate/slo.htm</a>
IVA.2.b.7	Curriculum Advisory Committee	<a href="http://www.mpc.edu/curriculumadvisorycommittee/Pages/default.aspx">http://www.mpc.edu/curriculumadvisorycommittee/Pages/default.aspx</a>
IVA.2.b.8	MOU between Academic Senate and MPCTA	<a href="http://www.mpcfakulty.net/senate/links.htm">http://www.mpcfakulty.net/senate/links.htm</a>

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**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 structures, processes, and practices, all members of the college work together for the good of the institution. The Board of Trustees, administrators, faculty, staff, and students participate in a well established shared governance structure that is inclusive; it provides all of the stakeholders of the college a place to voice their opinions and participate in making decisions about the college's future directions. The processes used assure that the Superintendent/President has the ultimate decision-making responsibility. They also assure appropriate advisory roles for all staff and students, who are able to provide input at various levels.

As discussed in Section 1a and reflected in Figure 4A.1, the leadership structure of the college is hierarchical, which allows all members of the college to participate in decision-making, yet clarifies who is ultimately responsible for certain decisions.

The college keeps student welfare and success foremost, and every effort is made to include student participation on every group. Staff and students are informed of their respective roles, and all the groups work collaboratively toward institutional improvement. The result of this work is tangible change. Examples of improvement are described earlier in Section IVA.1, and include the establishment of the SLO Committee, revision of board policies managed by the Policy and Communications Committee, and the revision of the planning and resource allocation process. Furthermore, there is a general recognition that the processes used by the institution are organic; they are evaluated and improved as needed.

Faculty interests are represented through the Academic Senate, the advisory groups for each of the three components of the college, the Curriculum Advisory Committee, division chairs, and the College Council. The classified staff is represented through its participation on the College Council and its advisory groups. Administrators, managers, and deans have a voice at College Council and its advisory groups. Students have the

opportunity to voice their opinions at all levels of shared governance: through the Associated Students of Monterey Peninsula College, on the Academic Senate, on College Council, and on other campus committees. All constituencies have representatives who attend and participate in meetings of the Board of Trustees.

Effective communication is made faster by the use of technology. Employees and students have access to computers and email. Written policies on governance procedures are available on the web pages of the Academic Senate [IVA.3.1], College Council [IVA.3.2] and the advisory groups [IVA.3.3, 4, and 5]. In addition, meeting agendas, minutes, and important documents are posted on the college website.

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

Monterey Peninsula College’s governance structures, processes, and practices are designed to assist all members of the college community to work together for the good of the institution. The governing structures clarify roles of decision-making, while encouraging dialogue at all levels.

The fall 2008 Accreditation Faculty and Staff Survey showed that a majority of respondents (70 percent) understood how action plans for their area were used in planning and in making decisions on spending. Also, most respondents (78 percent) said they understood how to provide input into the planning process. Seventy percent said they knew what progress the college has made in reaching its goals. These results are a direct result of the 2007 revision of MPC’s shared governance and planning and resource allocation processes. The revisions have resulted in a more transparent and clearly understood system for decision-making, with better communication between the various shared governance groups. This in turn has resulted in a boost in employee morale.

***Plan – Standard IVA.3:***

None

***Evidence:***

IVA.3.1	Senate webpage	<a href="http://www.mpcfakulty.net/senate/Home.htm">http://www.mpcfakulty.net/senate/Home.htm</a>
IVA.3.2	College Council webpage	<a href="http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx">http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx</a>
IVA.3.3	AAAG webpage	I can’t figure out this address
IVA.3.4	SSAG webpage	This one either

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**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 ACCJC Documents**

Since the college's last Accreditation Self Study (December 2003), the institution submitted a midterm report in 2007 and a progress report in 2008. The progress report documented in great detail the progress that the institution has made to address all of the 2004 ACCJC recommendations. These documents, along with other accreditation related documents, are posted on the Accreditation webpage [IVA.4.1].

In addition, in 2008, the college submitted a Substantive Change Proposal on four initiatives. Subsequently, the Substantive Change Committee of ACCJC deferred action on the Substantive Change Proposal. As of this writing, the college plans to resubmit the proposal in fall 2009 following the recommendations of the ACCJC Committee on Substantive Changes.

**Integrity and Other Agencies**

In addition to ACCJC, the college is affiliated with other agencies, which provide approvals or accreditations for various programs. Examples are as follows:

- 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. MPC's approval was renewed in December 2008 [IVA.4.2]. (HEA approval0000.pdf) In addition, with support from the Department of Education, Monterey Peninsula College supports three TRIO programs: New Scholars, Upward Bound and Math-Science Upward Bound.
- The California Community College Chancellor's Office requires regular program review and a technical assistance site visit to ensure all student services meet Title 5

regulations. The most recent site visit was in April 2008. The site visit report [IVA.4.3] (TechAssistSiteVisitStudentServ.pdf) includes several commendations and useful recommendations.

- 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.) The most recent NLNAC and BRN visits occurred in September of 2003. [IVA.4.4] (Nursing accred.pdf)
- 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.4.5].
- Every year, financial records are reviewed by an independent auditor. Audits for the last three years are available at Financial Audit 06.pdf, Financial Audit 07.pdf, and Financial Audit 08.pdf [IVA.4.6]. In the 2008 audit, the team recommended some changes in the internal procedures in regard to year-end accruals, to assure that year-end balances are carried forward accurately. The district agreed to review the procedures in question and adjust them as needed.

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

As evidenced by the most recent favorable progress report to ACCJC, Monterey Peninsula College has been responsive to accreditation guidelines and has successfully addressed the five recommendations from the 2004 Comprehensive Accreditation Evaluation. Furthermore, MPC received positive comments on the 2008 Progress Report. In response to changes in the accreditation standards, MPC has moved toward implementation and assessment of SLOs and adopting a continuous quality improvement model. The Academic Senate has provided the faculty leadership in the awareness, development, and implementation of SLOs.

The district’s relationships with other outside agencies are conducted with honesty and a genuine interest in improvement and compliance with all relevant regulations.

***Plan – Standard IVA.4:***

None

***Evidence:***

IVA.4.1	2008 MPC Progress Report	<a href="http://www.mpcfakulty.net/accreditation/home.htm">http://www.mpcfakulty.net/accreditation/home.htm</a>
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IVA.4.2	Department of Education HEA approval	HEA approval.pdf
IVA.4.3	Student Services Program Review and Technical Assistance Site Visit Report, 2008	TechAssistSiteVisitStudentServ.pdf
IVA.4.4	School of Nursing Accreditation	Nursing accred.pdf
IVA.4.5	Childcare Food Audit	Food Audit CDC 09.pdf
IVA.4.6	Independent audit of MPC's Financial Condition	Financial Audit 06.pdf, Financial Audit 07.pdf, and Financial Audit 08.pdf

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**Evaluating 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 modified through the College Council. The last two such modifications came in 2007 and 2008, when the bylaws were revised, and the planning and resource allocation process was improved. The College Council makes an annual report on its activities and reflects on how well processes have worked [IVA.5.1]. By viewing the shared governance process as something that can be adjusted and improved as the institution grows and changes, the college follows a continuous improvement model.

The Academic Senate establishes annual goals and objectives for the upcoming year in May. At the end of the year, the Academic Senate evaluates its effectiveness 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 five or six year cycle and makes 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.

The Accreditation Self Study is an important part of the entire institution's self-evaluation [IVA.5.3].

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

The institution has processes for self-evaluation and has been able to use them effectively as part of continuous quality improvement.

The college has changed its communication processes so that the results of surveys, self-evaluations, accreditation reports (and changes made as a result of these data) are available to all campus constituencies. Information is disseminated through the advisory groups, the Academic Senate, the College Council, and via email. Every bit of pertinent information is posted on the MPC website, which is easily available and has become more user-friendly.

***Plan – Standard IVA.5:***

None

***Evidence:***

IVA.5.1	College Council Annual Report	<a href="http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx">http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx</a>
IVA.5.2	Academic Senate Annual Report	<a href="http://www.mpcfakulty.net/senate/home.htm">http://www.mpcfakulty.net/senate/home.htm</a>
IVA.5.3	Past Accreditation Documents	<a href="http://www.mpcfakulty.net/accreditation/home.htm">http://www.mpcfakulty.net/accreditation/home.htm</a>

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