

## **Standard IV: Leadership and Governance**

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.*

### **Standard IV.A: Decision-Making Roles and Processes**

**IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative process are used to assure effective discussion, planning, and implementation.**

#### **Evidence of Meeting the Standard**

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

#### **Analysis and Evaluation**

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

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

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

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

### ***Innovation and Shared Governance Processes***

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

- **Recommendations to the President regarding budget stability**

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

- **Increasing institutional efficiency**

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

- **Campus Website**

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

- **Early Childhood Education Lab**

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

**Conclusion:** Monterey Peninsula College meets Standard IVA1.

**Evidence Cited:**

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

**I A.2 V. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose bodies.**

**Evidence of Meeting the Standard**

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

**Analysis and Evaluation**

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

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

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

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

Other documents that outline the manner in which administrators, faculty, staff, and students participate in decision-making processes include:

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

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

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

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

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

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

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

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

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

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

### **Evidence Cited**

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

### **IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

#### **Evidence of Meeting the Standard**

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

#### **Analysis and Evaluation**

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

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

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

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

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

**Evidence Cited:**

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

**IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

**Evidence of Meeting the Standard**

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

**Analysis and Evaluation**

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

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

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

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

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

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

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

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

**Evidence Cited:**

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

**IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

**Evidence of Meeting the Standard**

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

## **Analysis and Evaluation**

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

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

### ***Decision-making Aligned with Expertise/Responsibility***

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

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

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

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

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

### ***Timely Action on Institutional Plans, Policies, Curricular Change***

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

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

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

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

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

**Actionable Improvement Plan:**

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

**Evidence Cited:**

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

**IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

**Evidence of Meeting the Standard**

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

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

### **Analysis and Evaluation**

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

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

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

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

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

**Actionable Improvement Plan:**

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

**Evidence Cited:**

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

**IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## **Evidence of Meeting the Standard**

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

## **Analysis and Evaluation**

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

### ***Evaluating Governance and Decision-making Policies, Procedures, and Processes***

#### ***Board Policies***

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

#### ***Institutional Procedures and Processes***

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

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

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

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

### *Bylaws*

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

### ***Communicating Results after Evaluation of Institutional Processes***

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

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

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

**Actionable Improvement Plan:**

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

**Evidence Cited:**

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

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