

Standard IV.B: Chief Executive Officer

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

Evidence of Meeting the Standard

- The Superintendent/President serves as the chief executive officer for Monterey Peninsula College, and has primary responsibility for the quality of the institution. Board Policy 1050 names the specific duties and responsibilities of the Superintendent/President, including:
 - Executive responsibility for administering the policies adopted by the Board and for executing all decisions of the Board requiring administrative action;
 - Professional advisor to the Board; and,
 - Delegation of any powers and duties entrusted to the office by the Board and specific responsibility for the execution of such delegated powers and duties.

This delegation of authority gives the Superintendent/President the primary responsibility for ensuring the quality and effectiveness of the institution, and for enabling fulfillment of the institutional mission [IVB1.1].

- The Superintendent/President provides oversight and leadership for planning and budgeting. As a member of College Council, the Superintendent/President participates directly in institutional dialogue related to the ongoing planning and decision-making at the College, and establishes planning assumptions for budget development and resource allocation processes. The Superintendent/President also has the responsibility for communicating all planning and budgetary matters to the Board of Trustees [IVB1.2 – IVB1.3].
- The Superintendent/President has responsibility in all personnel matters, including selection, assignment, and transfer of employees, in accordance with Board policies, administrative regulations, and existing collective bargaining agreements. The Superintendent leads the President/Vice Presidents (P/VP) group, which serves as an executive cabinet, to ensure coordination and collaboration within Academic Affairs, Student Services, and Administrative Services. The Superintendent/President makes final selection of managerial and faculty hiring candidates, and approves staff candidate selections made by vice presidents [IVB1.4 – IVB1.6]
- 2015 Faculty and Staff Accreditation Survey

Analysis and Evaluation

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

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

Planning, Organizing, and Budgeting

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

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

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

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

Selecting and Developing Personnel

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

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

Assessing Institutional Effectiveness

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

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

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

Evidence Cited

- IVB1.1 [Board Policy 1050: Executive Officer of the Governing Board](#)
- IVB1.2 [College Council Bylaws](#)

IVB1.3	2015-2016 Planning Assumptions
IVB1.4	Employment Agreement and Position Description
IVB1.5	Full Time Faculty Hiring Procedures
IVB1.6	Administrator/ Manager Hiring Procedures
IVB1.7	Student Success Reporting Calendars
IVB1.8	2014 Faculty and Staff Accreditation Survey

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

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

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

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

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

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

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

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

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

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

Evidence Cited:

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

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the College sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

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

Ensuring Institutional Performance Standards for Student Achievement

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

Ensuring Evaluation and Planning Rely on High Quality Research

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

Integrating Educational Planning with Resource Planning and Distribution

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

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

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

Establishing Procedures to Evaluate Overall Institutional Planning

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

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

Evidence Cited

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

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

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

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

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

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

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

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

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

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

Evidence Cited

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

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

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

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

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

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

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

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

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

Evidence Cited

- IVB5.1 [Board Policy 1050: Executive Officer of the Governing Board](#)
- IVB5.2 [Board Policy 6200: Budget Preparation](#)
- IVB5.3 [Planning and Resource Allocation Model](#)

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

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

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

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

Evidence Cited

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