

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

Summary of MPC's Response in the ISER

- Discussion of the Board's role and responsibility for policies, with references to:
 - BP 1005: Composition and Authority of the Governing Board
 - BP 1007: Specific Duties and Responsibilities of the Governing Board
 - BP 2005: Academic Senate
 - BP 2010: Shared Governance
 - BP 3010: Program, Curriculum, and Course Development
 - BP 6200: Budget Preparation
 - BP 6210: General Fund Reserve

- Notes that all Board Policies are publicly available on the Board of Trustees webpage

Questions the team may ask:

- Does the institution have a policy manual or other compilation of policy documents that demonstrate that the governing board's role in establishing a policy for selecting and evaluating the chief administrator for the college and reviewing it on a regular basis?

- What statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction?

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

Summary of MPC's Response in the ISER

- Discusses expectations (codified in Board Policy) that board members act as a collective whole, with references to:
 - BP 1000: Code of Ethics and Conduct
 - BP 1005: Composition and Authority of the Governing Board
 - BP 1045: Actions of the Governing Board

Questions the team may ask:

- Does the board have policy regarding its actions as a collective entity?

- How does the Board demonstrate its support for its own policies and decisions?

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

Summary of MPC's Response in the ISER

- Discusses policies related to selecting and evaluating the Superintendent/President, with references to:
 - BP 1007: Specific Duties and Responsibilities of the Governing Board
 - BP 5510: Superintendent of the District and President of the College
 - Superintendent/President's contract, specifying evaluation procedures
- Provides an overview of the procedures used for selecting the Superintendent/President
- Refers to Board minutes that indicate evaluation procedures are being followed

Questions the team may ask:

- What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented? Has the board used these processes in its most recent chief administrator searches?
- What mechanisms does the board use in its evaluation of the chief administrator's performance of implementation of board policies and achievement of institutional goals?
- How does the board set clear expectations for regular reports on institutional performance from the chief administrator?

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

Summary of MPC's Response in the ISER

- Discusses how the Board reflects the public interest through its composition (i.e., members elected by residents of five trustee areas within the district), open public meetings, and meetings held at all three physical campus locations
- Discusses policies followed by the Board that protect the College from undue influence or political pressure (including financial conflicts of interest), with references to:
 - BP 1300: Conflict of Interest
 - BP 1045: Actions of the Governing Board
 - BP 1000: Code of Ethics and Conduct

Questions the team may ask:

- Is the governing board appropriately representative of the public interest and lacking conflict of interest?
- Does the composition of the governing board reflect public interest in the institution?

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

Summary of MPC's Response in the ISER

- Discusses expectations that actions of the Board must be consistent with the mission of the College, with references to:
 - BP 1000: Composition and Authority of the Governing Board
 - Board-approved mission statement and institutional goals
- Discusses organization of board policies by functional area (e.g., Academic Affairs, Student Services, Business and Fiscal Services, etc.)
- Provides examples of policies that show oversight of student learning programs and services, and responsibility for educational quality, legal matters, and financial integrity and stability

Questions the team may ask:

- What policies, institutional goals, or other formal statements exist that describe governing board expectations for quality, integrity, and improvement of student learning programs and services?
- Is the governing board aware of institution-set standards and analysis of results for improvement of student achievement and learning?
- Is the governing board independent? Are its actions final and not subject to the actions of any other entity?
- How does the governing board support resource allocation (and re-allocation) for capacity building within the institution to promote and sustain student learning, equity, success, and achievement?

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

Summary of MPC's Response in the ISER

- Describes the 1000 series of Board Policies, which outline the size, duties, responsibilities, structure, and operating procedures of the Board and service as the Board's bylaws

Questions the team may ask:

- Where are the Board bylaws and policies published? Are they easily accessible?

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Summary of MPC's Response in the ISER

- Cites records of the Board (including minutes, written resolutions, and self-evaluations) as evidence that the Board acts in manner consistent with its policies and bylaws
- Discusses policy review/revision process, and outlines strategy for adopting CCLC policies proposed in 2012
- **Notes that the timeline for CCLC policy adoption should be adopted to accelerate progress and increase effectiveness for this Standard**

Questions the team may ask:

- Do the records of governing board actions (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws?
- Does the governing board have a system for evaluating and revising its policies on a regular basis? Is this system implemented?

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

Summary of MPC's Response in the ISER

- Cites the Office of Institutional Research's monthly Student Success Report to the Board and annual Program Review presentations as evidence that the Board receives information related to key indicators of student learning and achievement

Questions the team may ask:

- What data on student performance does the Board regularly evaluate?

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

Summary of MPC's Response in the ISER

- Discusses Board development (including new member orientation) and continuity, with reference to:
 - BP 1008: Board of Trustees Orientation and Development
 - BP 1005: Composition and Authority of the Governing Board
- Discusses Board member participation in development activities such as conferences, trainings (including CCLC's "Excellence in Trusteeship" program), Board retreats, and ad hoc study sessions
- States current terms of office for each trustee area

Questions the team may ask:

- What is the governing board's program for development and orientation?

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

Summary of MPC's Response in the ISER

- Outlines procedures followed for the Board's self-evaluation process, as documented in BP 1009: Board Self Evaluation
- Provides a narrative overview of the self-evaluation process , and discusses how results are used to establish goals for board performance

Questions the team may ask:

- What is the board's self-evaluation process as defined in its policies? Does the process as described present as an effective review?
- Does the governing board policy call for regular self-evaluation? Does the institution's board regularly evaluate its own performance?

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution (ER 7).

Summary of MPC's Response in the ISER

- Outlines the Board's standards of ethical behavior (as documented in BP 1000: Code of Ethics and Conduct, Section A)
- Cites BP 1000: Code of Ethics and Conduct, Section B as the procedures that would be followed to respond to (and if necessary, censure) behavior that violates the Board's ethical standards; notes that the Board has not had reason to enact these procedures to date
- Discusses the Board's Conflict of Interest Policy (BP 1300) and notes that the majority of current board members have no financial interest in the College

Questions the team may ask:

- What is the board's stated process for dealing with board behavior that is unethical? Does the governing board implement this process? Is there evidence of results?
- Are less than half of the board members owners of the institution? Are a majority of governing board members non-owners of the institution?

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

Summary of MPC's Response in the ISER

- Outlines the Board's delegation of responsibility and authority to the Superintendent/President, with reference to:
 - BP 1050: Executive Office of the Governing Board
 - BP 1000: Code of Ethics and Conduct
- Discusses how the Board holds the Superintendent/President accountable for the operation of the College through his annual performance evaluations, quarterly written self-evaluations, and monthly reports to the Board in open session

Questions the team may ask:

- How is the board delegation of administrative authority to the chief administrator defined? (In policy documents? In a contract with the chief administrator?)
- Is the delegation of administrative authority to the chief administrator clear to all parties?
- How effective is the governing board in focusing at the policy level?
- What mechanisms does the board use in its evaluation of the chief administrator's performance of implementation of board policies and achievement of institutional goals?
- What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented? Did the board use these processes in its most recent chief administrator searches?
- How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity?
- How does the board set clear expectations for regular reports on institutional performance from the chief administrator?

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

Summary of MPC's Response in the ISER

- Board remains informed about accreditation processes through its discussions with the Superintendent/President and regular reports and presentations from College personnel at its regular meetings

Questions the team may ask:

- What training is provided to the board about the accreditation process and Accreditation Standards?
- How does the board participate appropriately in institutional self-evaluation and planning efforts?
- How do board actions indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes?
- How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement?
- Is the board informed of institutional reports due to the Commission, and of the Commission recommendations to the institution?
- Is the board knowledgeable about Accreditation Standards, including those that apply to the board?
- Does the board assess its own performance using Accreditation Standards?
- Does the governing board development program address the need to learn about Accreditation Standards and expectations?