

Standard 4A Self Study Progress Report
To Academic Senate, April, 2009.
Presented by Gail Fail

Standard 4: Leadership and Governance

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

Under this standard are two major parts, A and B.

Mark Clements is responsible for B, which deals more with the governing board and the superintendent/President.

We begin standard 4's self study with a short paragraph including:

- Under leadership of new President/Superintendent, we have developed new mission statement, goals and objectives, and institutionalized use of student learning outcomes (SLOs),
- Excellent board,
- Conservative management of resources has allowed us to weather the current economic crisis well.

4 A. Decision-Making Roles and Processes.

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

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

Description:

- We have a collegial approach, involving wide participation by all stakeholders, for making and implementing decisions.
- College Council and our shared governance system described (in less detail than Fred did in Standard 1B, but more detail will follow later.)
- How we arrived at current mission and goals.

Evaluation:

We meet this standard.

- MPC's 2004 accreditation recommendations are being followed.
- Revision of shared governance process in 2006 helped create a better environment for empowerment.
- Our planning processes are effective because they are participative and encourage everyone to work toward continuous improvement.

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

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

Description

We are doing this. Evidence includes:

- Board policies
- Leadership table
- Roles of the various bodies and documentation describing them
 - College Council
 - Academic Senate
 - Administration
 - Classified
 - Management
 - Students

Evaluation

- We have clear delineation of the roles and responsibilities of the individual planning entities and the linkage between each group.
- We need to encourage more students to sit on committees.

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

Description

- Faculty responsibility in course and program development, etc.
- Senate responsibility
- Admin responsibility
- CAC
- Curricunet
- SLO work by Senate

Needed: student services description should be included here.

Evaluation

We meet this part of standard 4A.

- We have a planning process that is clearly defined and communicated to the campus, so everyone can be aware of his/her role in student learning and services.
- All college constituencies are included in development of long-term institutional goals and objectives, that impact student learning and services.

- Academic Senate provides faculty leadership in accreditation, basic skills, board policy review, flex day development, curriculum, and other academic and professional matters.

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

*Part of this is repetitive from 2a, which says, "students and staff also have established mechanisms for providing input..."

Description

We meet this standard.

- We work together, and we have structures that facilitate effective communication.
- Shared governance structure provides all stakeholders a place to voice opinions and participate in making decisions.
- College keeps student welfare and success foremost.
- Every effort is made to include student participation on every group.

Evaluation

- Communication to everyone is somewhat easier with technology.
- Survey data on communications (not yet written.)
- MPC website has been revamped (but is still not very user-friendly, especially for the students) Maybe some data from student surveys will show how happy our students are with the new website.
- An employee logging into his/her "MyMPC" can access numerous documents regarding institutional matters, including the 2003 self-study, etc.
- We could do better in encouraging student participation.

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

Description

We meet this standard, as far as I can tell. I am still in the process of reviewing some of the documentation. All the ACCJC interactions are easy to find, but the other "external agencies" documentation is scattered.

- most recent progress report to ACCJC is favorable.
- more to be added: accreditation or similar documents for all our contract ed (Fire Academy, etc.), CTE programs that require state or county regulation (Dental Assisting and others), our move toward an SLO model.

Evaluation

- MPC has made good progress in responding to ACCJC recommendations.
- all our contracts and accreditations are current.

5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

We meet this standard, if you take a very broad view.

- The Office of Institutional Research (OIR) is responsible for surveys and publishes the results on MPC’s website.
- At the end of the year, the Academic Senate evaluates its effectiveness.
- CC makes an annual report.

Evaluation

- Not written.

Maybe the College Council should go back to an annual evaluation (or every three years?) Regular evaluation has been deleted from its bylaws, and instead the CC makes only an annual report.

What else do we do that is a “regular” evaluation of governance and decision-making processes?