

**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**

BP 2430 Delegation of Authority to Chancellor enables the Chancellor to delegate powers and responsibilities entrusted to them and ensures that “college presidents have primary authority for institutional quality and provide effective leadership in planning, organizing, budgeting, selecting, and developing employees and assessing campus effectiveness.” (IV.B.1.01). The college president job description expands on the responsibilities and duties of the president, providing more details for each component of planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (IV.B.1.02). The college president regularly communicates institutional values and goals to both internal and external stakeholders, reinforcing a culture of data informed decision making to further the Mission of the College. Some examples are the regular information and question and answer sessions via Zoom known as Campus Updates, regular board reports distributed to the entire campus community, Town Halls, the strategic planning retreat, and formal communications/responses to Senate and Standing Committees (IV.B.1.03, IV.B.1.04, IV.B.1.05).

Integrated planning links all plans to the students first Mission of the college, focused on equity and student success. The program planning process involves each program analyzing its program data, guided by questions that link to strategic directions of the college and approved by the college president (IV.B.1.06). Resource requests from program plans are distributed to appropriate governance structures on campus for prioritization, each with its own rubric. For example, technology requests are prioritized based on impact on student learning and number of students that would benefit (IV.B.1.07). The results from all prioritization processes are publicly available on the Moorpark College Planning website (IV.B.1.08). Program evaluation meetings bring together program faculty & staff, area dean or manager, the Vice Presidents, and the Academic Senate President for discussion and feedback, discussion on resource requests and fiscal impacts, and that status of each program (no action, strengthen, reduce, review for discontinuance) (II.A.2.08). These meetings are documented and a final summary report of the program plan evaluation process is produced annually, includes a summary of common themes, and discussed in EdCAP (II.A.2.11, II.A.2.12). In addition, this information is used to inform the next year Annual Work Plan that operationalizes the Educational Master Plan (IV.B.1.12).

### **Analysis and Evaluation**

Primary responsibility for overseeing the quality of the institution lies with the college president. Policies and the job description provide details on how the college president provides effective

leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The college president regularly communicates institutional values and goals to both internal and external stakeholders. The president regularly reinforces a culture of data informed decisions through various means such as Town halls, campus-wide email, the strategic planning retreat, and formal communications with Senate and its Standing Committees. Data informed decisions drive the planning and budget processes. The program planning process is a heavily data informed process with each program analyzing its program data in detail and linking its work and resource requests to strategic directions of the college. Information from the program planning process that includes a summary of themes from across all areas of the college is, in turn, used to inform the planning cycle and operations for next year.

## **Evidence**

IV.B.1.01 BP 2430 Delegation of Authority to CEO

IV.B.1.02 College President Job Description

IV.B.1.03 MC BOT Report 2021-11-09

IV.B.1.04 Town Hall Agenda 2021-10-28

IV.B.1.05 Email to Academic Senate on Faculty Hiring

**IV.B.1.06 Sample program plan—yet to be chosen**

IV.B.1.07 TRAWG Responsibilities and Prioritization Criteria

IV.B.1.08 Planning at MC Webpage **(Printed a bit funky with full links...)**

IV.B.1.09 PG Handbook Program Planning Process

IV.B.1.10 Annual Summary from Program Plan Evaluation Meetings

IV.B.1.11 EdCAP Agenda where Program Plan Annual Summary is discussed: 2021-05-11

**IV.B.1.12 Annual Work Plan 2021-2022**

Note:

Job description, job announcements

Communication: email (e.g., social justice/George Floyd), campus update, Town Halls, strategic planning retreat, formal communication/response to Senate and Standing Committees

Program planning, data driven, leads to prioritization processes, SLOs, planning docs such as annual plan; shift to data driven decisions (now “where is the data?” rather than starting this process), office of IE

**POSSIBLE SOURCES OF EVIDENCE:**

- Policy that outlines CEO responsibilities;
- CEO job description;
- Job announcements for CEO;
- And/or other documents that demonstrate the institution is aligned with this Standard.

**REVIEW CRITERIA:**

- The CEO regularly communicates institutional values, goals, institution-set standards, and other relevant information, to internal and external stakeholders.
- The CEO communicates the importance of a culture of evidence and a focus on student learning.
- The institution has mechanisms in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes, which has been driven by the CEO.

**Notes for discussion—Academic Senate:**

Based on the narrative above, does this meet the standard?

What suggestions, if any, do you have for how to improve this standard?