College Council
2006-07 Annual Report
May, 2007

During the 2006-07 academic year, many new members were added to College Council (CC) including a new president and vice president. As a result, CC has taken the opportunity to review its bylaws and develop procedures to establish the Council as the primary shared governance body on campus.

Over the last year, College Council has focused on the following:

1. Bylaws Review and Revision
2. Develop a Planning and Resource Allocation Process
3. Consideration of 2006-07 One-Time Funding allocations
4. Accreditation midterm report
5. Board Policy revisions

Activity in each area is summarized below.

1.   Bylaws Review and Revision

At the October 3, 2006 meeting, a Bylaws subcommittee was formed. Members included:
- Dr. Doug Garrison
- Gail Fail (MPCTA representative)
- Fred Hochstaedter (Academic Senate president)
- Bernie Abbott (Co-chair)
- Suzanne Ammons

The purpose of the subcommittee was to review the bylaws and return with recommendations for consideration and approval by College Council. The subcommittee met several times resulting in a substantial revision of the bylaws that were approved by College Council in March, 2007. A copy of the revised bylaws is attached along with a summary of the major changes.

2.   Development of a Planning and Resource Allocation Process

While reviewing the bylaws, the subcommittee developed a Planning and Resource Allocation Process that states that every three years, the College Council will develop multi-year Mission and Goals with input from the entire campus community. The process is meant to coincide with the budget process.   A copy of the chart is attached.   This process includes review and recommendations by CC for the following:
- Institutional Goals
- Action plans
- Component/operational goals

3.   Consideration of 2006-07 One-Time Funding allocations

In August, 2006, the Budget Committee received a list of one-time funds and agreed on a process to allocate these funds using the advisory groups (AAAG, ASAG, SSAG) to obtain input for requests. The advisory groups reviewed the priorities and proposed a combined set of priorities for consideration. The vice presidents reviewed the combined lists from the advisory groups, as well as the President's Office and drafted an allocation model that considered, and conformed to, the variety and restrictions of the funding sources available to the college.

After the advisory groups reviewed the draft proposal, it was taken to the Budget Committee for confirmation that the expenditures fit the available funds. On November 6, 2006, the Budget Committee recommended approval. The College Council approved the "Recommended Allocation for 2006-07 One Time Funds" at its December 5, 2006 meeting. Copies of the allocations are attached.

4.   Accreditation Midterm Report

During the fall, 2007 semester, College Council carefully reviewed the Accreditation Midterm Report. The updated Accreditation Midterm Report was approved at the December 5, 2007 CC meeting and a copy is attached.

5.   Board Policy revisions

The new president has asked that all sections of the Board policies be reviewed and revised if necessary. This is an ongoing process and will probably be completed during the 2007-08 academic year.

College Council Bylaws

March 27, 2007

Approved

College Council Membership

Voting Members - 18

   Student Members -2
x4190   Vacant
x4190   Josh Sears

   Faculty Members - 7
x4149   Alfred Hochstaedter (Academic Senate President)
x4204   Bernie Abbott (Co-chair)
x1324   Gail Fail (MPCTA)
x4004   A. J. Farrar
x4163   Marianne Ide
x4105   Bill Jones
x4221   Lyndon Schutzler

   Classified Members - 4
x4125   Julie Bailey
x3041   Brenda Kalina (Co-chair)
x4247   Stephanie Perkins
      One vacancy

   Administrative/Management Members - 5
x4190   Carsbia Anderson, VP Student Services
x4040   Joe Bissell, VP Administrative Services
x4034   John Gonzalez, VP Academic Affairs
x1361   Steve Morgan, MSC
      Dean (appointed by the management team) - Vacant

Non-Voting Members - 2
x4060   Doug Garrison, President/Superintendent
x1359   Suzanne Ammons, Note taker

1.   *Scope and Function of the College Council:*

The College Council is the central campus body of the shared governance process for MPC. It serves to confirm the institutional support for recommendations brought to the Board by the President/Superintendent and is a key component of MPC's integrated planning and institutional review processes. College Council is responsible for establishing the institution's direction by developing the institutional mission statement and long-term goals, in concert with the Governing Board and Accreditation Standards.

The College Council will specifically:

1. Be responsible for the integrated planning process, with input from all parts of the campus community. Every three years the Council will update the Mission statement and long-term goals.

2. Review the annual component goals produced by Academic Affairs, Student Services, and Administrative Services. CC can recommend changes in accordance with the college mission and institutional goals.

3. Receive and review recommendations from the Budget Committee, and make allocation decisions based on these materials subject to review by the President.

4. Receive accountability reports from Academic Affairs, Student Services, and Administrative Services and discuss their activities related to program review and/or action plans for the previous year's planning cycle.

5. Discuss issues important to the MPC community and assign these issues to the appropriate advisory group or campus committee.

6. Organize open forums for discussion of important or controversial issues.

7. Establish timelines for the flow of information and final recommendations.

8. Review new Board policies or Board policy changes and makes recommendations to the President for presentation to the Board.

9. Review the shared governance process and Board Policy on shared governance as part of the Accreditation Self-Study, and recommend changes as necessary. Changes will be discussed with the entire campus community before implementation.

2.   *Meetings:*

 Meeting times will be established at the first meeting of the fall semester. Meetings will be called by the co-chairs or the President as needed. Council meetings will be open to anyone who wishes to attend. Agendas will be made widely available a minimum of 72 hours in advance of meetings, and minutes will be published in a timely manner and made widely available: e.g., ALL USERS.

3.   *Agenda:*

Items for the agenda are to be directed to the Council Co-Chairs or the President for listing. College policy items will be sent to PACC to ensure broad constituent review.

4.   *Membership:*

18 Voting Members:

- Three Vice Presidents
- Two students appointed by ASMPC
- Four classified employees appointed by MPCEA
- Academic Senate President
- One MPCTA representative appointed by MPCTA
- Five faculty members appointed by the MPC
- Two management employees appointed by the Management Team (one MSC and one Dean)
- Superintendent/President is an ex-officio member
- One non-voting administrative support person for minute taking and other duties as required

5. *How Members and Alternates are Chosen:*

In early spring of each academic year, the co-chairs will announce the membership vacancies which will be given to the appropriate constituency group for final selection.

- Academic Senate will be responsible for selecting faculty members, except for the MPCTA representative.
- The MPCTA executive board will be responsible for selecting a member.
- MPCEA will be responsible for selecting classified members.
- The Management Team will be responsible for selecting the Management members.
- ASMPC will be responsible for selecting the student members.

6. *Term Lengths of Members:*

Term lengths will be three years except for members whose membership is contingent on their positions. The terms will be staggered so all members do not change at one time. At the end of the three-year term a member may be reappointed by his/her constituency group. New members will be appointed in the early spring each year and will begin their term at the first Council meeting in the fall.

7. *Member Responsibilities:*
- All members will be responsible for making regular reports to their constituency groups.
- Any member unable to attend a meeting should notify one of the co-chairs. Members will give the co-chairs the name of their alternate prior to the meeting.
- The alternate representative will have the right to vote.
- Members are responsible for apprising their alternate with current Council information.

8.   *Selection and Term Length of Co-Chairs:*

The co-chairs will be elected by the College Council for a three-year term. The election will take place in spring for the following fall semester. Both new and old members of College Council will participate in the election.

1.   Responsibilities of Co-Chairs Include:

- Jointly writing agendas
- Chairing Council meetings
- Bringing appropriate topics to the attention of the Council, from information provided <u>chiefly</u> by the Advisory Groups, although any member of the college community may submit a request
- Assuring the conduct of Council business is communicated to the college community in a timely manner
- Attending or sending a representative to make a brief report at Board meetings
- In early spring of each academic year, the co-chairs will announce the membership vacancies which will be given to the appropriate constituency group for final selection.

2.   How the Council Conducts Business and Arrives at Recommendations:

- Council agendas will be published a minimum of 72 hours prior to meetings and will be widely distributed to the campus community.
- All meetings will be open to any interested member of the college community.
- A simple majority of the voting membership of the Council must be present to make recommendations.
- Action items will be introduced twice when possible; once for information and publication, the second time for discussion and action.
- When an agenda item is introduced for action, after appropriate discussion, recommendations will be made via a simple majority vote of the members present.
- Minutes will reflect numbers of Council members abstaining, voting in favor, and voting against each motion.
- Relevant material to be considered for action will be provided to each Council member 72 hours prior to meeting when possible.

3.   Shared governance evaluation process:

- Each May the Council will produce an annual report of its activities.
- The Council will be responsible for initiating and organizing a review of the shared governance model as part of the accreditation process.

4.   College Council Bylaws:

- Bylaws will be evaluated as determined necessary by the Council.
- Bylaws may be changed by majority vote of College Council members.
- A two-thirds majority of the members present may suspend a bylaw for the purpose of a single meeting.

5.   College Council Working Principles:

1. Keep student welfare and success foremost. Every effort will be made to include student participation on every group.

2. Promote participation by all members of the campus community. Specifically:

   a. Provide everyone in the campus community with an avenue for both getting information and giving input regarding college issues and expenditures.
   b. Inform the campus community on the processes and current recommendations so that everyone can understand reasons behind funding allocations and other decisions.
   c. Provide open forums for maximizing dialog and input from the campus on critical issues.

3. Assure that decisions are data-driven, realistic, and feasible.

4. Maintain a system that is transparent, timely and objective.

5. Each working group (such as Budget Committee, Technology Committee, and Advisory Groups) will have written procedures, with minutes and agendas published in an appropriate manner.

4-03-07

Summary of the major changes to CC Bylaws

1. *Membership:*
   - The Superintendent/President is now an ex-officio member.
   - The membership slot previously held by the Superintendent/President will be filled by a Management employee, selected by the Management Team.
   - The MPCTA representative is appointed by MPCTA, so that the Academic Senate does not have to approve this appointee.

2. *Scope and Function of the College Council:*
   - The CC will become the strategic planning body for MPC. It will not be a "rubber stamp" committee.
   - Planning will be an integrated process, in which the CC will be able to make allocation decisions based on our institutional goals and program review data.

3. *Change in timelines for new members:*
   - Members will be asked in early spring to nominate new members; this allows faculty to adjust their schedules accordingly.
   - Beginnings of terms have been changed so that new members begin at the start of a school year. The budget allocation process (on the flow chart) follows this pattern also.

4. *Other changes:*
   - Each May, the Council will produce an annual report of its activities.
   - We reworked the Council working principles to fit the model we developed for planning and budget allocation.
   - Important goals:
     - Assure that decisions are data-driven, realistic, and feasible.
     - Maintain a system that is transparent, timely and objective.

MPC

**Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940**

Midterm Report

(February 27, 2007)

**Submitted to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

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The College Council of Monterey Peninsula College acted as the Accreditation Midterm Report Steering Committee. In fall of 2006, the Interim Vice President of Academic Affairs, as the college's ACCJC WASC liaison, was designated by the Council to direct the midterm review and report preparation process and to supervise the Self Study Midterm Report document development and production.

A subcommittee of the College Council was charged with addressing the five institutional recommendations of the visiting committee. The College Council is the ultimate participatory governance body of the college and lists educational administrators, faculty, classified employees, students, and classified managers as members. All evidence and reference materials cited in each of the responses to the five major recommendations are available on the Monterey Peninsula College (MPC) campus for review by the commission.

The ten standards were assigned to the original chairs of the Institutional Self Study Standard Committees involved in the report sent to the Commission in 2004. This was done to help assure continuity between the original document and the midterm report by having those closest to the original report also do the midterm assessment of progress. Where there were vacancies in the original chair positions, volunteers filled the voids. In all cases, at least one of the original standard chairs was available to serve, and seven of the ten standards had both original committee chairs serving in development of the midterm report. Ten faculty, six educational administrators, one Board member, and two classified managers were involved as chairs of the Standard Committee reports.

Review and acceptance of the midterm report was asked of the Academic Senate, the College Council, and the Board of Trustees.

Respectfully submitted,

Douglas Garrison

Dr. Douglas Garrison, Superintendent/President

February 27, 2007

Date

Responses to Five College-wide Recommendations

1. **The team recommends that the college support and enhance its initial efforts at using data in planning, evaluation, and decision-making processes by emphasizing the value of research and data throughout the campus, broadening research directions, and expanding data availability.** (Standard 3.A.1-3; Standard 5.1; Standard 9.A.5)

The college is going through a change of senior-level administrative positions, including the Superintendent/President, Vice President of Academic Affairs, and Dean of Student Services. Over the academic year of 2005-06, interim administrators helped facilitate a new vision for the campus' participatory processes, organizational structures, and administrative duties. Part of this new vision was increasing decision-making based on expanded access to, and use of, research data. Along these lines, in the fall of 2005, the college adopted and implemented a new academic program review model, which contains more data-driven elements. In addition, the college formed a standing Enrollment Advisory Committee in 2005, which, again, uses data as it looks at matriculation, student success, persistence, retention, and scheduling issues, to name a few. Community and student surveys are done more frequently as a means to capture timely and specific information that can be used to affect current planning and decisions. Some surveys are being administered currently, and the new Superintendent/President has asked that a comprehensive community needs assessment be conducted in the spring of 2007.

In support of this effort, the Office of Institutional Research (OIR) is now working more closely with the college's Information Technology (IT) department to generate the kinds of data needed for planning, as well as putting it in easily usable and interpretable formats for general consumption. The OIR is also working with academic divisions and offices and student service programs and services to train them to access data in the digital environment. The goal is to provide the opportunity to individuals to "mine" data through pivot tables and not to have to rely on someone else's work, timelines, and interpretations.

Evidence/Reference Materials

Academic Program Review Model, 2005
Outcomes Task Force meeting agendas and minutes, 2004-06
FLEX programs/agendas, 2005-07
Enrollment Advisory Committee meeting agendas and minutes, 2005-present
Office of Institutional Research data pivot tables
Office of Institutional Research Fact Book
Office of Institutional Research survey documents, 2003-present
College Council meeting agendas and minutes, 2004-present
Budget Committee meeting agendas and minutes, 2004-present

2. **The team recommends that the college develop a clear delineation of the role and responsibilities of the individual planning entities and the linkage between each group, clarify the strategic and operational relationships of all planning documents, and prioritize institutional long-term goals.** (Standard 3: A.1-4, B. 1-3, C. 1-3)

The college has wrestled with this issue since the accreditation visit. Various ideas and models were proposed, but none was adopted until the spring of 2006. The college hired an Interim Superintendent/President in the fall of 2005. He brought with him a participatory planning process that had worked for him at another college. His model was a streamlined college planning process, with the emphasis on open and transparent decision-making and

communication. The college community viewed this model as attractive and adopted it in the spring of 2006. Although it was more conceptual than refined, the college saw the potential in moving forward with it.   The college is currently in the process of refining this model, along with an integrated planning model. Each of the standing participatory governance committees is also revising its bylaws. The goal is to have the integrated planning model and revised bylaws completed in the fall of 2006.   The new participatory governance structure also includes a new standing committee, the Policy and Communication Committee (PACC), which is drafting its bylaws as well. In the meantime, the college is using part of the old process and part of the new as this transition takes place over the 2006-07 academic year.

Evidence/Reference Materials

College Council meeting agendas and minutes, 2004-present
College Council Bylaws (draft)
College Planning Flow Chart (draft)
Institutional Goals, 2004-2010

3. **The team recommends that the college regularly review and report to the Board of Trustees concerning the institution's contracts with outside agencies to provide instruction. The report should address the compliance of those courses with Board Policy 3030, and include such areas as curriculum approval, staffing, evaluation, funding, operational oversight and student support. (Standard 4.D.6; Standard 9.B.3, B.5)**

The Dean of Instruction for Occupational and Economic Development, who oversees all the contracts, presented a comprehensive report to the Board in May of 2005. The Dean will revisit this topic, again, in the spring of 2007, to keep the Board and college informed regarding the compliance of the contract courses with Board Policy 3030.

Evidence/Reference Materials

Board of Trustees Agenda, May 2005

4. **The team recommends that the college develop a long-term financial resources plan to ensure acceptable levels of staffing, maintenance, and technology support for the implementation of the Educational/Facilities Master Plan.   (Standard 9.A.2; Standard 3.B; Standard 5.3; Standard 6.4-5; Standard 8.5)**

Since the accreditation visit, Monterey Peninsula College has experienced declining enrollments. In addition, construction costs have far exceeded original estimates used for facility upgrades in the Master Plan. The combination of declining enrollments and skyrocketing construction costs have made it difficult for MPC to develop a suitable long-term financial plan for staffing, maintenance, and technology, because California community college budgets depend mostly on FTES. However, the Superintendent/President requested an extensive fiscal stability report in fall 2006. This report will be presented to the Board of Trustees in spring 2007, and it will be used as a basis for long-term financial planning.

Additionally, a facility re-prioritization committee has been established and is re-prioritizing facility projects to fit within realistic campus needs and available funding. Because current capacity/load ratios indicate the college has considerably more facilities than needed, the

committee is looking for ways to reduce the amount of square feet, thereby reducing the need for staffing and maintenance.

The Technology Committee has implemented a computer refreshment plan that includes cascading and replacement of computers based on a predetermined schedule and requires approximately $250,000 per year to implement. The Budget Committee has developed a funding mechanism to use year-end balance monies to fund the refreshment plan; state Instructional Equipment and other categorical funds are also used for this purpose. Funds have been set aside, and the computer refreshment schedule has been met for the past two years.

Evidence/Reference Materials

Facilities Master Plan Committee meeting agendas & minutes, 2006-present
Technology Committee Refreshment Plan, 2005
Budget Committee meeting agendas and minutes, 2004-present
Bond Oversight Committee meeting agendas and minutes, 2004-present

5. **The team recommends that the college improve communication processes at all levels of the campus. Special attention should be paid to improving the process for communicating the results of executive and committee decision-making to all campus constituencies. (Standard 10 Preamble, B.8-10; Standard 9.A.5)**

The level of communication has increased as a result of the implementation of a more collaborative decision making process. The Interim Superintendent/President started "Tuesday Morning Drivel" to increase the information flow directly from the "horse's mouth." The new Superintendent/President, who began his tenure at MPC August 1, 2006, has continued this mode of bi-monthly communication with "MPC Notes." In addition to this communication method, the new Superintendent/President has established the practice of attending numerous departmental meetings, as well as all the Academic Senate meetings. He also has an "open door" policy. A proposed new participatory governance model, presented to the college in 2005, currently is in development. The completion date for refinement and full implementation of the new model is during the 2006-07 academic year. This model was initiated by the Interim Superintendent/President and was carried forward by the new Superintendent/President.

The Interim Vice President of Academic Affairs/Dean for Liberal Arts started "Kudos" in 2003. It is a newsletter citing individual faculty, classified and administrative personnel and their accomplishments. In addition, the Humanities Division has a newsletter entitled "Humanities Department Communiqué," which is available in hard copy.

With new administrative leadership in Academic Affairs and the President's Office, there is a clearer idea of where information comes from and where it should be posted. There is a little more committee and departmental information available on the MPC Intranet, but not as much as the college would like. To that end, the college is investing funds over the 2006-07 academic year to upgrade and revise the college website. The President's Office distributes Board agendas and minutes on-line via an All-Users e-mail. College Council and Policy and Communication Committee agendas and minutes are also distributed via All Users e-mail until the website is upgraded. Local newspapers are notified that budget information is located in the office of the Vice President of Administrative Services and on reserve in the Library and Technology Building. MPC also posts college information and Monterey community events are on kiosks and Student Center bulletin boards.

Evidence/Reference Materials

Tuesday Morning Drivel, 2005-06 (interim Superintendent/President)
MPC Notes, 2006 (new permanent Superintendent/President)
Budget Committee meeting agendas and minutes, 2004-present
Academic Senate meeting agendas and minutes, 2004-present
College Council meeting agendas and minutes, 2005-present
Town Hall Meeting agendas, 2005-present
Campus Kudos, 2003-06

™ STANDARD 1: Institutional Mission

The college will establish a formalized process for the regular review of the college Mission Statement. This process shall be accomplished using the Strategic Planning Committee and other existing shared governance bodies and shall take into consideration the mission of California Community Colleges as described in the Education Code, the unique nature of Monterey Peninsula College and its surrounding area, and the characteristics of the college as a community of learners. The resulting statement will be succinct and accessible to ensure its usefulness in assisting the college to prioritize its programs and services. This process will be completed prior to the determination of the Long-Term Institutional Goals for 2004 and beyond.

In the spring of 2002, the Academic Affairs Advisory Group recommended to the Strategic Planning Steering Committee (SPSC) that no changes be made to the existing college Mission Statement and Philosophy. At their first meeting of the fall 2003, the SPSC discussed the need to review them.   The co-chairs of the SPSC then met with the co-chairs of the College Council, and it was agreed to form a committee to review the mission and philosophy statements.   This committee was made up of the current College Council chairs, past College Council chairs, and a faculty member from the Humanities Division.   In the spring of 2003, this committee gave its recommendations to the SPSC. After much discussion, the SPSC made some suggestions on changes to the committee's recommendations.   At the next meeting, a revised mission and philosophy statement came back to the SPSC from the committee, and it was unanimously accepted. The draft was then sent to the College Council and the Academic Senate. The College Council recommended the Mission Statement to the Board of Trustees at its August 2003 meeting. At the fall 2003 faculty flex day, some faculty and staff expressed concern that the mission and philosophy statement had not received a full campus review.

In September 2003, the Superintendent/President met with the SPSC co-chairs, the College Council co-chairs, the Academic Senate President, CTA president, CSEA president and the three college Vice Presidents to discuss the next step in the process to review the Mission Statement. It was suggested that the co-chairs of the SPSC review the feedback received at Flex Day and, to the degree possible, incorporate some of the feedback into the Mission Statement. At the October 6, 2003 SPSC meeting, the co-chairs distributed a revised Mission Statement. The committee approved this new statement and sent it back to the Board of Trustees. The committee acknowledged in the minutes "that although the Mission Statement is not perfect, it is an improvement, and we now have a process for reviewing the Mission Statement in the future."

The Board of Trustees reviewed the Mission Statement at its October 2003 meeting and made a recommendation for one wording change. The SPSC reviewed this and suggested that the phrase, "A workplace environment that values the contributions of all: staff, faculty and administrators" be changed to, "A workplace environment that values the contributions of all employees." This change was taken back to the Board of Trustees at its November 2003 meeting, and it adopted the new Mission Statement. This new statement appeared in the 2004-05 College Catalog.

The SPSC was dissolved in the fall 2005.   The responsibility for reviewing the college's mission and philosophy statement will fall to the College Council.   There will be more discussion about how this will be done, and a revised process will be in place before the next set of long-term institutional goals is developed, a task that is currently scheduled for 2010.

™ *STANDARD 2: Institutional Integrity*

- **Monterey Peninsula College will participate in open discussions on developing plans for action to deal with the proposed drastic reductions in state funding for categorical programs. These programs serve disadvantaged, underserved populations, which in many cases represent our most diverse populations.**

In the midst of the drastic 2002-03 reductions in state funding for categorical programs, faculty and staff serving disadvantaged and underserved populations had to downsize their programs and services offered. The college made the commitment that reductions in programs and services would not require full-time faculty and staff layoffs.

As part of a cost-savings measure, Student Services underwent the planning and development of a reorganization plan (2002-04). In Supportive Services, the adapted physical education program was integrated with the physical education division (2002), and one supportive services counselor was transferred to a vacant counseling position in Student Services (2004).

In May 2004, the Vice President of Student Services shared with the College Council a reorganization proposal that replaced three director positions with two new positions of Associate Deans of Student Services. The reorganization proposal was approved by the Board of Trustees in June 2004. The Dean of Student Services position took on the responsibilities of the vacant matriculation counselor.

In fall 2004, Monterey Peninsula College developed its Student Equity Plan in response to a California Community Colleges Chancellor's Office requirement to address student equity in community colleges. Implementation of the recommendations of this plan is one of the objectives listed in the Strategic Master Plan of the college. One of the recommendations for addressing access is to utilize the Enrollment Advisory Committee (EAC) as the coordinating body for outreach. The Enrollment Advisory Committee was formed in late spring 2005 by the former Superintendent/President. The charge of the EAC is to "function as a strategic advisory committee on enrollment issues, with an emphasis on recommending strategies to enhance student enrollment and participation rates across the district." The EAC has focused its efforts on four main activities: data review, recruitment, retention, and idea collection and generation. The document titled "Enrollment Advisory Committee Fall Update" summarizes the activities and development of this committee during the first trimestral period.

- **Monterey Peninsula College will consider more effective ways to communicate policies and procedures to all faculty and staff, which may include the following actions:**

The Strategic Planning Steering Committee (SPSC) was disbanded in 2005 because of its perceived disconnection from the general college planning process. A new college model was implemented in the fall of 2006, with committee bylaws, including functions and tasks, being refined. The College Council is assuming more of a role for planning and budgeting by using input from program reviews, technology plans, facility plans, and committee recommendations. The new Policies and Communication Committee (PACC) is assuming the role of streamlining the review of policies and communication on campus. Minutes are distributed via an All Users e-mail.

In fall 2005, the Interim Superintendent/President initiated weekly e-mail updates, called "Tuesday Drivel," to all campus constituencies. In fall 2006, the new Superintendent/President, started issuing his campus updates as "MPC Notes."

- The college will continue with, and complete, the production of the videotaped orientation for new instructors, making it available for all faculty.

The college completed the production of the video CD orientation for new instructors in spring 2004, and it is now available for faculty in the Office of Instructional Technology and Development.

- The college will convert the Faculty Handbook and Board Policies Manual into electronic format, making it available on the campus Intranet.

The Faculty Handbook was converted to a Microsoft document and is currently on the MPC Intranet under the Vice President of Academic Affairs document repository.

In fall 2006, the College Council and the Policy and Communications Committee initiated a comprehensive review of the entire Board Policies Manual. The Community College League of California's Board Policy Services is guiding the college in this effort. The current manual contains substantial material that was enacted several years ago and is in need of review and possible revision. Working through the Vice Presidents, it is anticipated that the process will probably require a year. Once complete, the Board Policies Manual will provide a common base for our understanding of college policy and the governance structure.

- The college will distribute updated copies of the Board Policies Manual, Faculty Handbook, and general operational guidelines to the library, division offices, and area offices.

In fall 2006, the College Council and the Policy and Communications Committee initiated a comprehensive review of the entire Board Policies Manual. The current manual contains substantial material that was enacted several years ago and is in need of review and possible revision. Working through the Vice Presidents, it is anticipated that the process will probably require a year.

The Faculty Handbook is available in electronic format on the Intranet, and hardcopies are available in division and area offices and the library's faculty reserve room.

- The college will schedule flex days activities that further enhance the quality of instruction and program delivery to students.

In the spring of 2005, the MPC administration and Academic Senate mutually agreed that the planning and implementation of the flex day activities would be the responsibility of the Academic Senate.

In spring 2005 the Academic Senate planned and implemented its first flex day activities with the goal of improving open communication in institutional planning and implementation. The flex day activities included campus tours and a planning session to discuss faculty desires for future flex day activities. They also included updates on such topics as the bond measure, the marketing plan, the Academic Senate, the College Council, and the Curriculum Advisory Committee.

Based on the spring 2005 faculty recommendations, the Academic Senate revised the flex day activities format to a conference format with facilitated breakout sessions that focused on campus goals. The fall 2005 flex days focused on student success with breakout sessions on multicultural education, dealing with difficult students, using technology in the classroom, and student learning styles. The spring 2006 flex days focused on recruitment and retention, but offered a wide variety of activities, such as a showing of the film "The Last Chance for Eden," developing student learning outcomes, teaching on-line courses, discussion on the impact of globalization in education (academic excellence), and tours of the future MPC sites and facilities. The spring and fall 2006 flex days had a more open direction, with a variety of breakout sessions, but the faculty responses pointed to a more focused approach for future flex days.

The Academic Senate will continue to plan and implement future flex day activities with administrative support in allocating resources (i.e., budget, staffing).

- The college will centralize the review and evaluation of campus information, taking into consideration such issues as accessibility (Americans with Disabilities Act Compliance), marketing and public information, information systems and infrastructure needs (e.g., e-mail, Intranet, alternative media).

In fall 2005, the college was faced with replacing a number of administrative positions. Under the direction of the Interim Superintendent/President, the college reviewed the college's administrative organization, its shared governance model, and the dissemination of information.

In the spirit of shared governance, a new college participatory governance model was implemented in the fall of 2006, with committee bylaws, including functions and tasks, being refined. The College Council (CC) is assuming more of a role for planning and budgeting by using input from program reviews, technology plans, facility plans, and committee recommendations. The new Superintendent/President is also reviewing the administrative organization of the college and will have a proposal for implementation by May of 2007.

The new Policies and Communication Committee (PACC) is assuming the role of streamlining the review of policies and communication on campus. The President and Vice Presidents participate on the CC with campus constituencies, and the President serves on the PACC.

Finally, the Interim Director of Information Technology is reviewing the information systems and infrastructure needs of the college. She will also act as an advisor to the President and the Public Information Director as they develop and implement a new website for the college to better serve the college and community's access to information. The anticipated development and implementation timeline for the new website is the fall of 2007.

- The college will consider the appropriateness of placing existing and new documents in the college website and/or Intranet.

During the 2006-07 school year, MPC allocated one-time funds to hire a consultant who will be responsible for redesigning the website for the college taking into consideration such issues as accessibility (American with Disabilities Act Compliance). The consultant will guide the college through the process of determining the format and appropriateness of placing existing and new documents on the website.

™ *STANDARD 3: Institutional Effectiveness*

A: INSTITUTIONAL RESEARCH AND EVALUATION

- **The Office of Institutional Research will use feedback from the Humanities Division to evaluate the utility and effectiveness of the pilot database and will improve and expand the database to allow broader access to data.**

  The Office of Institutional Research informally interviewed a number of faculty from the Humanities Division after they completed their program review during the 2003-04 year and made a number of changes to the pilot database. The OIR followed a similar process after the 2004-05 year to further improve the database. During spring and summer 2006, the OIR worked closely with the Information Technology department to overhaul the entire database. This resulted in the creation of several comprehensive databases and pivot tables that allow faculty and staff access to a variety of data, including headcount enrollments, FTES, FTE, grade distribution, retention, and success rates. The Creative Arts Division and Physical Science Division faculty received electronic copies of these databases during fall 2006. The OIR is developing a plan to disseminate the data to all divisions and provide training on using the data during the latter part of the 2006-07 year.

- **The Strategic Planning Steering Committee and the Institutional Research Advisory Committee will develop a conceptual model that describes how the various planning processes are integrated.**

  In 2001, the college began developing the "Planning Guide," a document that outlines the college's strategic planning process. One of the noted omissions from the Planning Guide was a conceptual model that describes how the various planning processes are integrated.

  During the 2004-05 academic year, the college began discussing a conceptual model of planning. The Strategic Planning Steering Committee discussed the need to define and/or clarify the relationship between the College Council and the SPSC. At the same time, the Academic Affairs Advisory Group reviewed the Planning Guide and provided input, mostly related to the role of program review in the strategic planning process. Specifically, it was suggested that program review could be the formal mechanism for infusing input into the college's annual strategic objectives. The Planning Guide was updated to reflect this, and other suggested changes, to the strategic planning process.

  During the 2005-06 year, the college leadership changed, and the Interim Superintendent/ President suggested a new planning and shared governance model for the college. The proposed model would disband the Strategic Planning Steering Committee and shift the planning function to the College Council, thereby strengthening the role of shared governance in strategic planning. In addition, the College Council would use program reviews and other college plans (such as the facilities master plan) to inform overall college planning. With those concepts as a base, a new integrated planning model was developed during fall 2006 under the new Superintendent/President, and the role and function of the College Council are being revised.

- **The Strategic Planning Steering Committee will expand its dissemination of evaluation reports to the college community.**

  The Strategic Planning Steering Committee co-chairs posted strategic planning documents, including evaluation reports, on the college Intranet. In addition, the SPSC co-chairs presented the evaluation report for the 1999-2004 planning cycle to the Board of Trustees in

fall 2004. The SPSC has since been disbanded, and the college planning function is now under the purview of the College Council. This new model is still being implemented; thus, a more recent evaluation of planning is not yet available.

B: INSTITUTIONAL PLANNING

- **The Strategic Planning Steering Committee will evaluate a process for the prioritization of goals and objectives that the college can follow in its various planning activities.**

  The Strategic Planning Steering Committee discussed the prioritization of goals and objectives; however, the committee was not able to reach a consensus on whether the goals and objectives ought to be prioritized. The SPSC has since been disbanded and the College Council took on this role beginning in fall of 2006. This focus has been on formalizing the new governance process, including clarification of the process by which the College Council develops institutional goals.

- **The Strategic Planning Steering Committee in conjunction with the Information Systems Department will work to facilitate easy access to strategic planning documents on the college Intranet.**

  The Information Technology department (formerly Information Systems) created a site on the college Intranet where strategic planning documents were posted. The Strategic Planning Steering Committee co-chairs posted the committee agendas and minutes, as well as other planning documents, on this Intranet site until the committee was disbanded in 2005.

- **The Educational Master Plan will incorporate specific recommendations from the Program Review process.**

  The existing 2003 Educational Master Plan has not been revised since the self study and accreditation visit in 2004. The overall planning process is being changed, with the College Council now responsible for implementing a new planning model. When this new model is in place, an updated Educational Master Plan will be developed that will incorporate specific recommendations from the Program Review process.

- **The Educational Master Plan will inform and guide the development of the Facilities Master Plan.**

  The existing Educational Master Plan was used to inform and guide the development of the Space Quantification and Facilities Master Plan, often referred to as the MAAS Plan. The MAAS Plan was completed in January 2004. In the spring of 2006, a Facilities Master Plan Redo Committee was formed as a result of declining enrollments that affect capacity/load ratios and escalation of construction costs, both of which dramatically affect the college's ability to implement the MAAS plan. The Redo Committee is reviewing the sequencing of projects and costs and will make a preliminary report of its findings and proposal to the college in January 2007. The committee will also present its recommendations to the Board of Trustees for adoption in the spring of 2007.

C: INSTITUTIONAL OUTCOMES ASSESSMENT

- **The Strategic Planning Steering Committee will provide information on the college mission, philosophy, and long-term institutional goals, as well as information on current planning activities, so that they can be made available to students and to the community on the college website.**

  The Strategic Planning Steering Committee placed some information concerning the college mission, philosophy, long-term institutional goals, and other information on planning activities on the college website before the committee was dissolved. However, the college hired a company to redesign the college website in spring 2007. When the college's new planning model is implemented through the College Council during the school year 2006-07, information related to mission, philosophy, and planning will be placed on the new website.

- **The Institutional Research Office with the assistance of the Institutional Research Advisory Committee will conduct a program review which will include a review of the research agenda.**

  During fall 2003, the Director of Institutional Research worked with the Institutional Research Advisory Committee (IRAC) to draft a program review process for the Office of Institutional Research. The program review has not yet been conducted. During fall 2006, the Director of Institutional Research forwarded the proposed program review process to the new Superintendent/President for his review. The Director of Institutional Research and the new Superintendent/President continued to discuss this matter during the latter part of the fall 2006 semester.

- **The Strategic Planning Steering Committee working with the Institutional Research Advisory Committee will establish a formal process for evaluating the effectiveness of the Program Review process.**

  As discussed earlier, the Strategic Planning Steering Committee was disbanded, and the planning function was shifted to the College Council. A new model of shared governance and strategic planning was implemented during fall 2006, in which the College Council would use program reviews and other college plans--such as the facilities master plan--to inform overall college planning. The effectiveness of the Program Review process will be evaluated by College Council after the new model has been fully implemented and refined.

™ STANDARD 4: Educational Programs

A. GENERAL PROVISIONS

- **MPC has made a priority of long-range planning with the formation of the Strategic Planning Steering Committee. The committee's Annual Objectives for 2002-03 and 2003-04 specifically address the needs expressed in General Provisions A.1, A.2, A.4, and A.5. In straitened financial circumstances, the first priority for funding will support the fullest achievement possible of this standard, as well as of Long-Term Institutional Goal I: "*Maintain and enhance MPC's instructional programs, its comprehensive, high quality curriculum, and the student services [notably counseling] which support them to keep pace with the changing needs of student learning in the 21 st century.*"**

  The Strategic Planning Steering Committee was dissolved in 2005. Up to that time, the SPSC developed long-term goals, gathered information for annual objectives, reviewed and updated the college Mission Statement when needed, and acted as the Accreditation Steering Committee. However, a new college model was implemented in the fall of 2006, with committee bylaws, including functions and tasks, still being refined. In the meantime, the college is still working under the long-term goals developed by the SPSC. Under the new model, the College Council is absorbing most of the duties of the former SPSC and plans to assume more of the role for developing a strategic planning and budgeting process. To develop and refine this planning and budgeting process, the College Council will use information from program reviews, technology plans, facility plans, committee recommendations, and other campus reports.

- **MPC will continue to work with students so that their degrees can be completed even when programs are eliminated or program requirements are significantly changed.**

  In the fall of 2006, a Senate-approved task force consisting primarily of faculty members submitted a recommended Board Policy regarding program discontinuance through the college's participatory governance process, and ultimately to the Board of Trustees for adoption. This new policy assures that students in a program will get the courses they need to complete their program through a transition period. As for students who are affected by program or curriculum changes/modifications while currently enrolled, the college relies on Catalog Rights. When Catalog Rights cannot apply, the college uses Course Waivers, which allow students to substitute courses with program faculty approval and finish a degree or certificate program.

- **MPC is presently examining ways to achieve better communication between the Curriculum Advisory Committee and the various academic and vocational divisions.**

  MPC's Curriculum Advisory Committee (CAC) expanded its representation, with Academic Senate approval, in 2005. The available positions on the committee now include all academic divisions, students, administration, and student services. The intent is to facilitate college communication regarding program and curriculum issues. To assist that effort, the CAC made available a written curriculum handbook in the fall of 2005 to demystify the curriculum development, revision, and approval processes. The CAC annually publishes deadlines for curriculum submittals and approvals so the entire campus community is aware of them. The CAC also maintains a webpage, which includes all the curriculum and program forms for faculty to access, as well as committee membership, agendas, meeting notes, a log of CAC actions, curriculum submission deadlines, a copy of the curriculum handbook "Curriculum Basics," links to reference materials, and a "Feedback" button so faculty can post ideas and

concerns on-line. Additionally, the Chair of the CAC makes reports to the Academic Affairs Advisory Group and the Student Service Advisory Group as needed to share information or answer questions. The CAC also facilitates workshops during flex days on curriculum development, revision processes, and submission and approval timelines.

B. DEGREE AND CERTIFICATE PROGRAMS

- **MPC will continue to identify learning outcomes for all programs it offers and publish them in the catalog. The Learning Outcomes Task Force will continue its work in defining a system of assessment as well as delineating the benefits of that system. Academic divisions and departments will continue to update course outlines to be consistent with the Mission Statement. It is imperative that MPC maintain a "comprehensive, high quality curriculum" (Goal 1) as far as possible in current fiscal circumstances and provide the means for the enhancement of instructional programs in improved circumstances.**

MPC's Learning Outcomes Task Force was established in the 2002-03 academic year. Since that time, the committee members have attended workshops to understand the process for establishing and assessing student learning outcomes in more detail. Subsequent to gaining that knowledge, the task force developed a plan for developing and implementing program outcomes and assessment of those outcomes. This plan is called "Development and Assessment of Student Learning Outcomes Plan/Processes." Progress to date has been slower than hoped by the task force. However, work is progressing on many campus programs' SLOs and assessments, and all of the vocational programs have learning outcomes printed in the catalog. These programs are also further along in developing outcomes assessments. The task force has developed and posted on-line forms on the Intranet for program faculty to use while they develop their outcomes and assessments of those outcomes. A main charge to programs is to align their courses' outcomes with the program outcomes.

The Curriculum Advisory Committee has not yet revised the course outline forms to include learning outcomes because the college is in the process of identifying outcomes that connect to program and general education outcomes that have been developed. The CAC monitors all courses that come before it, whether it is for revision or approval of new courses, to assure that the objectives (learning outcomes) are being addressed. In support of that effort, campus programs' SLOs and assessments are included in formal academic affairs program reviews beginning the fall semester of 2006.

The Learning Outcomes Task Force has provided two Flex workshops to date. The task force also provides personal meetings with divisions and individual faculty to assist in developing program and course outcomes and assessments. During both the Flex workshops and the individual meetings, the task force representatives continue to outline the benefits of this system. The task force anticipates completing this task by the next accreditation self study.

C: GENERAL EDUCATION

- **MPC will continue to develop and assess learning outcomes for its programs, including General Education, through program and course review and other direct efforts.**

The college established a Learning Outcomes Task Force in the 2002-03 academic year, which is still in place and working. General Education SLOs are in place and printed in the college

catalog.   However, the college needs to begin course alignment of its general education courses with our general education learning outcomes.   The goal of the Learning Outcomes Task Force is to have this alignment completed prior to the next accreditation self study.

As stated in the previous section, the Curriculum Advisory Committee did not revise the course outline forms to include learning outcomes because the committee felt that the course objectives were comparable. The CAC monitors all courses that come before it, whether it is for revision or approval of new courses, to assure that the objectives (learning outcomes) are being addressed.   In support of that effort, campus programs' SLOs and assessments are included in formal academic affairs program reviews beginning the fall semester of 2006.

- **MPC will examine the procedures for course approval and inclusion in the IGETC and CSU General Education patterns with the objective of streamlining the process.**

In 2005, MPC's Curriculum Advisory Committee reviewed the procedures for course approvals and inclusion in GE patterns. The CAC refers all courses requesting GE status to be reviewed by the General Education Committee.   This committee's membership consists of counselors, faculty, and the Dean of Student Services.   In addition, the CAC streamlined the course approval process by 1) instituting a Technical Review Committee, 2) establishing deadlines for course submission to Deans (for catalog publication and for CSU/IGETC consideration), and 3) clarifying the curriculum approval process. Current resources include the Academic Affairs website, revised forms in an on-line Document Library, the CAC website, and the curriculum handbook "Curriculum Basics." The result of these efforts is the increased overall efficiency of the course approval process.

- **MPC will routinely review and update the courses comprising the general education pattern for the associate degree.**

MPC's new academic program review process assures that courses and programs are reviewed and updated as needed every five years. The new program review process calls for inclusion of a curriculum review process. A log for tracking the review of courses is one of the on-line program review documents in the Academic Affairs Document Library.   This log of reviewed courses is also required to be part of the formal written program review document when it is submitted to the college for acceptance.

The college's General Education Committee also reviews the college's general education offerings for completeness and currency. The timeline for reviews, as well as the cycle of reviews by divisions over the five-year timetable, is posted within the Academic Affairs Document Library as part of the Program Review packet of materials.   The Academic Affairs administrators also share the cycle with the Academic Affairs Advisory Group, as well as other participatory governance committees.

D: CURRICULUM AND INSTRUCTION

- **A five-year cycle for program review will be established to include a review of all course outlines to ensure their currency.**

MPC included curriculum reviews as part of the new program review process implemented in the fall of 2005. From that date on, all divisions will be accountable and responsible for reviewing and updating their curriculum.   A curriculum review log is included as part of the final report each academic division presents to the college.

- **The college will compile a database of articulation agreements. Concurrently, administration will clarify the role of the Articulation Officer under the new dean.**

  Past practice has been to use the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) website as the database of reference for all articulation between the community colleges, UCs and CSUs. This has proved to be successful. Historically, there have been attempts to establish a college database of articulation agreements, which have proved to be inherently unreliable because of the lag between changes at the four-year level and the information officially reaching the community college. Four times during each year, Community College Articulation Officers are responsible for updating curriculum information from their respective colleges. MPC's Articulation Officer records both electronic and hard copies of communication with all public and private colleges and universities with which MPC has, or proposes to have, articulation agreements.

  The Articulation Officer's related responsibilities include, but are not limited to the following:

  - Manage the articulation process and follow up with departments and faculty as needed.
  - Serve as campus liaison to the segmental system-wide offices.
  - Serve as the MPC ASSIST technical contact person.
  - Manage and update campus articulation data using the statewide articulation database, ASSIST.
  - Provide technical assistance for college course articulation including the requests, preparation and submittal of course outlines for articulation purposes to four-year colleges.
  - Communicate in writing and e-mail with other community colleges, individual four-year colleges, and the statewide university systems in matters dealing with articulation.
  - Attend regional and state articulation meetings including meetings with or regarding ASSIST, California Intersegmental Articulation Council (CIAC), Northern California Intersegmental Articulation Council (NCIAC) (including Region IV meetings), Lower Division Transfer Pattern (LDTP) and, formerly, the California Articulation Number (CAN) system.
  - Provide technical support for the CAN Project before its demise and with any subsequent common articulation numbering system(s) in which community colleges may be required to participate.
  - Prepare and submit the UC transfer agreement list, IGETC, CSU-GE list.
  - Input general education and CAN information in the Santa Rosa system and notify the Academic Affairs Office of the status of submitted courses to be added to course outlines.
  - Prepare MPC GE list, IGETC and CSU-GE lists for the college catalog and schedule publication.
  - Serve on college committees as an articulation resource person, such as the General Education Requirements and Curriculum Advisory Committees to provide input and to receive information about proposed changes in campus policy and curriculum; and, to provide support to the Curriculum Advisory Committee Chair.

- **The Career/Transfer Resource Center will continue to add transfer agreements and improve its assistance to students, to include all aspects of transfer.**

  Students who plan to transfer to UC or CSU can follow the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Requirements; both provide a pattern designed to satisfy lower division general education requirements. MPC has additional Transfer Admission Agreements (TAA's) with campuses that demonstrate a high rate of transfer from MPC: UCSC, UCSB, UCD, UCR, CSUMB, SJSU,

SFSU, and Santa Clara University. We have also developed informal transfer agreements with Chapman and Golden Gate Universities.

To increase the rate of transfer students to other schools as well, university representatives are scheduled to meet with MPC students and participate in Transfer Center program activities. Students are provided transfer information via academic departments, and the MPC K-12 outreach component includes transfer readiness information. Identified transfer students are provided updates via a transfer listserv. Counselors meet regularly with university representatives to remain current on transfer and articulation issues between the community college and university systems.

- **All occupational programs will be notified that they must meet with advisory committees each year and maintain supporting records, such as the agenda and record of attendance. There will be routine implementation of the newly established process for two-year review of occupational programs. The Office of Institutional Research will assist in conducting the market survey that is part of the review.**

All occupational programs are regularly notified each year that they must meet with their advisory committees annually and submit membership rosters, agendas, notes, and supporting records to the office of the Dean of Instruction, Occupational and Economic Development, which maintains a file of these documents. Additionally, each career/technical program performs a program review every two years. The Office of Institutional Research assists by providing information on employer needs, student success and completion rates, and other data to inform the program review process.

™ *STANDARD 5: Student Support and Development*

- **Student Services will forward the completed K-12 policy addressing the issue of course age appropriateness to the shared governance bodies whose recommendations lead to Board adoption.**

  Based on Senate Bill 338, and in consultation with Creative Arts and the English and Study Skills Center (ESSC), the deans in Student Services and Academic Affairs designated certain classes as inappropriate for children. Additionally, a letter was sent to area principals informing them of the changes, along with a summary of provisions of SB 338 prepared by the Chancellor's Office. The modifications did not require Board action.

- **The Health and Safety Committee will evaluate and forward any recommendations on health and safety issues related to K-12 students to the College Council.**

  This issue was in response to problems encountered during summer sports camps offered through the Physical Education Department. The camps were terminated after the summer of 2003 due to the 5% limit on concurrent enrollment. Parents of K-12 students enrolled in other classes are required to complete the Minor Student Emergency Information form at the time of enrollment.

- **Student Services will recommend to the Office of Academic Affairs that a system be established to indicate any restriction on scheduling of classes during any given semester/session.**

  This was a concern about scheduling of basic skills classes. The Dean of Student Services, in collaboration with the Office of Institutional Research (OIR), is developing a survey of student needs and the impact of scheduling basic skills classes on the students' ability to take them. Once data is collected and analyzed, recommendations will be made to the Office of Academic Affairs. The target date for implementation is fall 2007. Implementation of the plan will be contingent on phases of building construction and classroom utilization problems if classroom space is eliminated during renovation or construction projects.

- **The Vice President of Student Services will implement use of the new Student Services program review format.**

  This task was completed, but is again under review. Student Services is in the process of developing Student Learning Outcomes (SLOs). The department has held two retreats related to SLOs during the past year. At these retreats, the Director of Institutional Research has provided information on available data from which the SLOs can be measured, and discussions have occurred regarding the possibility of additional data collection. Student Services has identified five departmental SLOs which will be addressed by each program area. In order to define the SLOs for particular program areas, measurement must be included. Student Services faculty and staff will be working collaboratively with the Office of Institutional Research to utilize and/or identify data needs.

- **Student Services programs will work with the Office of Institutional Research to develop appropriate ways of tracking needed data.**

  A number of Student Services programs are currently tracking data for program improvement purposes. Student Services and Office of Institutional Research have collaborated on the following projects:

Enrollment Advisory Committee (EAC):
- produce Student Equity report to assist with identifying outreach and access goals.
- present retention data to illustrate course persistence patterns.
- create pre- and post-tests for assessing outcomes in College Readiness classes.
- collect and analyze data to illustrate and address campus-wide issues such as student parking, course scheduling, readability of printed college materials.

Each of the three Federal TRIO Programs has worked with the OIR to research, collect and document student demographic information for grant proposals as well as an annual performance report submitted to the U.S. Department of Education. Data has included local high school postsecondary enrollment rates, dropout rates, and college preparatory course completion. Additional data includes local area income levels, poverty rates and educational attainment of adults.

The EOPS program, in collaboration with the OIR, has developed student surveys to document pertinent student demographic information and trends. As a result, a "leavers" survey was developed by the OIR in response to MPC's need to understand why students do not return to MPC. In addition, another survey is being developed to assess students' experiences with the MPC registration process.

EOPS/CARE, CalWORKs, and TRIO Programs are working with the Office of Institutional Research, in coordination with the Enrollment Advisory Committee, to develop reports that track MPC enrollment and demographic trends, K-12 enrollment trends, ZIP code flow, as well as success, retention and persistence rates, to name a few.

- **Student Services will develop plans to address the needs of students enrolled in on-line courses.**

  Student Services has taken the following steps to support on-line students:

    - Identify with input from counselors, faculty, and students, the issues that students have with on-line courses.
    - Incorporate retention of on-line classes as a topic of discussion during Flex-days.
    - Develop unofficial advisories for students who are contemplating taking on-line courses.
    - Research on-line study skills workshops and classes for possible inclusion in the class schedule.

  Supportive Services and Instruction is developing a plan for providing accommodations for students taking on-line courses. The program will schedule meetings with the Office of Instructional Technology and Development to ensure access for all students with disabilities. Financial Aid is establishing procedures that will enable the institution to mail out financial aid checks to students.

- **The Vice President of Student Services will advise Student Government leaders on means and processes whereby the interests and views of older students may be included.**

  The Vice President of Student Services has discussed this topic with the Associated Students Student Activities Coordinator. A formal discussion with Student Government leaders will be held during the 2006-07 school year.

™ *STANDARD 6: Information and Learning Resources*

- **Move into new Library and Technology Center; learn new systems and operate efficiently.**

  Library staff and collections moved into the new building during the second week of June 2003. Summer 2003 provided time to test systems and familiarize staff with daily operations. The Library and Technology Center held its official opening on September 3, 2003.

  Since the occupation of the building, the Library Director has primarily been involved with building adjustments derived from architect, contractor and occupant observations. In addition, adjustments to security systems, including keys, doors, cameras, and motion sensors and fire, lights, toilets, alarms, etc. have kept the Instructional Technology Specialist and Library Director occupied for over two years with continuous attention, adjustments and repairs.

- **Work progressively to fund additional library materials and staffing.**

  The District budget remains the same for information materials. Block grant funds have been allocated each year to provide some additional funding for new materials. One-time funds in academic year 2006-07 will provide for some new materials, and the fall 2006 grant of VTEA funds will provide up-to-date materials for vocational programs, including auto technology, nursing, business, administration of justice, and the parks and recreation and fire programs.

  One librarian working on a reduced contract retired and was replaced with a full-time instruction/reference librarian in fall 2005. The restored position will be a major support for the library information competency classes that are required for graduation as of the 2006-07 academic year.

- **Meet Title 508 accessibility requirements in the broadest sense (beyond American with Disabilities Act building requirements) to include, for example, information resources in various languages and a website in various languages.**

  The college website will be completely redesigned over the 2006-07 year. Software and vendors are currently being sought. Library web pages will be revised when the new vendor is chosen by the district.

  Library faculty and staff are planning for information material to be offered in languages other than English on the web page when the redesign is complete. Library card applications, general information on Library services, hours, and contacts will be available.

  The MPC telephone main number, with a "tree" to access various services and departments, is scheduled to be offered in a bi-lingual format (English and Spanish) in spring 2007. The vendor contract has been signed, transcripts have been written and edited, and recordings are in progress by Information Technology staff.

  The new Library and Technology Center building and furnishings meet the highest current standards of ADA requirements.

- **Enhance community access and support via the website.**

  In the summer of 2005, a proxy server was installed so that Library information resources can be accessed by library cardholders from anywhere on or off campus, if licensure agreements allow. In addition, users can apply for library cards via the Library website.

  With the upcoming change in college website software, the Library Instructional Technology Specialist will modify the Library website to include other languages and community information.

  Six Library on-line classes and one four-course certificate program are available to the community.

  The college is in the process of selecting a vendor to construct a new mpc.edu website that will have as a primary focus better community and student access and enhanced support services for the community, students, faculty, and staff. The Request for Proposal/Request for Quotes was advertised in fall 2006. Completion of this project is expected in spring 2007. The new website will directly connect to our student records system (Santa Rosa System) via portals so that students and faculty will have direct access to course-related information. Information Technology, along with the Public Information Office, is heading this effort.

- **Establish a standing Library Advisory Committee and regularly survey users for adequacy of resources and services.**

  The Library Advisory Committee (LAC) has been dormant due to the building process, but will be revived by the Academic Senate during the 2006-07 academic year.

- **Continue to work to establish multimedia classrooms with Web access throughout campus.**

  Funding was allocated each of the past few years both for establishing new multimedia classrooms with Internet access and for replacing and/or upgrading equipment. At the time of the self-study in 2004, there were 30 classrooms with multimedia equipment and internet access. Since then, MPC has upgraded/constructed 24 additional rooms, including those in the new Library and Technology Center, with another three rooms proposed for upgrading in January 2007, with available funding.

- **Meet ADA compliance requirements for all new and renovated classrooms.**

  The college will comply with this federal and state mandate as renovations take place over the next ten or so years. To date, the MPC Facilities Department is upgrading doors and entranceways as part of general deferred maintenance. This work will continue over the next few years. The facilities master plan calls for upgrades as classroom buildings are renovated or built.

- **Continue to develop a plan for systematic replacement of equipment in academic labs.**

  In 2005, the Technology Committee developed a proposal that was accepted by the administration for replacing equipment in student computer labs with available funds on a bi-annual or tri-annual room/lab cycle. The computers being replaced will be sent to IT for refurbishment as needed. Subsequently, they will be cascaded for use in staff offices. In

addition, funds have been made available for this purpose: $350,000 in 2005-06, $250,000 in 2006-07, and an additional $100,000 proposed for fall 2006, with the possibility of additional funding in fall 2007.   With this generous funding, MPC has been able to provide up-to-date equipment for student use in classrooms and labs.

- **Obtain sufficient software licensing and renewals for academic labs.**

  Software for labs is purchased through the Instructional Block Grant and other sources. A survey of labs was completed in fall 2006 to identify funding challenges.   None indicated a lack of funding, since this is a year of generally adequate funding overall.

- **Post hours of operation, staff schedules, and available software for academic labs on the website and at lab doors. Indicate hours of operation in the Schedule of Classes.**

  The survey referenced above was used to determine whether hours of operation are posted on lab doors (generally yes), if available software for computer labs was posted on doors and the website (generally no), and if hours of operation are listed in the Schedule of Classes (yes for drop-in labs, generally no for classroom labs).   When the new website is in place in summer 2007, lab hours will be available to all students as generated by MPC's student records system.

- **Provide consistent staffing and coverage for academic labs.**

  This is, as always, a funding issue.   Staffing for labs has been quite consistent, but in many cases more hours of operation are desired.

- **Identify possible financial resources to provide incentives to faculty for on-line course development.**

  For the past three years, the MPC Foundation has responded to the need for faculty development and support by offering the George J. Faul Academic Excellence Grants, which include funds for on-line course enhancement. The awards started with a total amount of $10,000 per year, and this year the total amount available is $50,000, with awards up to $2,500 each.

- **Survey users of library, media services, academic labs, print shop and the Office of Instructional Technology systematically to evaluate the quality and appropriateness of the types of services provided. The results of these surveys will aid in determining what services and resources to change, add to, or improve.**

  The larger labs (English and Study Skills Center, Business Skills) conduct regular surveys and the small labs solicit students' suggestions. The Office of Instructional Technology and Development does not survey patrons because it works primarily one-on-one with them, but it does send out all-campus e-mails most semesters advertising workshops, and it responds to requests/suggestions.

™ STANDARD 7: Faculty and Staff

A: QUALIFICATIONS AND SELECTION

- **Hiring procedures and the Equal Employment Opportunity Plan will be revised to meet current regulations. They will be board-adopted, widely disseminated, and followed. Hiring committees will be trained on the procedures to ensure consistency and fairness.**

    Hiring procedures are scheduled to be revised along with the complete review of Board Policy during academic year 2006-07. The Equal Employment Opportunity Advisory Committee has reviewed administrative and faculty hiring procedures and produced recommendations to be considered for inclusion in the appropriate processes.

- **Within the constraints of the California budget situation, when decisions are made on whether to fill vacant positions, every attempt will be made to ensure that adequate staffing exists to meet MPC's mission by providing the variety of programs and services essential to a comprehensive curriculum.**

    Classified vacancies are reviewed and recommended for approval through the department, the division, and then by the President/Vice Presidents (P/VP) group. New positions are presented to the College Council for its recommendation and presentation to the Board of Trustees. Established positions to be refilled are announced as information items to the College Council.

    Academic vacancies follow approximately the procedure for classified described above, with an added review and prioritization by the Academic Affairs Advisory Group prior to presentation to P/VP and the College Council.

B. EVALUATION

- **The Superintendent/President will forward to the appropriate administrator the new faculty evaluation process so that the Monterey Peninsula Community College District and Monterey Peninsula College Teachers Association may meet to resolve issues and take the necessary steps to implement a new faculty evaluation process.**

    The new evaluation process was approved by the Board of Trustees and MPCTA on March 23, 2004, and was implemented in fall 2004. Through side letters of agreement, a catch-up provision was implemented in fall 2003 to capture evaluations of full-time tenured faculty missed in 2002. Faculty are currently evaluated in a regular, timely and systematic fashion. There was a provision in the tentative agreement that stipulated a review of the process after one year, and those discussions were held regularly in academic year 2005-06 and are on-going. The review was scheduled to be completed and suggested revisions adopted by the end of fall 2006.

- **A systematic process will be implemented to evaluate all adjunct faculty members on a regular basis as stated in the contract.**

    New adjunct faculty were evaluated according to the old procedures in fall 2003 and spring 2004. Beginning in fall 2004, the updated evaluation process was implemented. MPCTA and the District devised a system that randomly selects on-going adjunct faculty for initial

evaluation over a three-year period and establishes a regular schedule for future evaluations. By the end of academic year 2006-07 all adjuncts will be on the regular evaluation schedule.

- **Classified staff job descriptions will be updated, and classified staff will be evaluated at regular intervals as stated in the Monterey Peninsula College Employees Association (MPCEA)/Monterey Peninsula Community College District contract.**

  The process of updating job descriptions has been on going for three years.   All job descriptions were updated by the District and have been tentatively agreed to by MPCEA.   A consultant was contracted in spring 2006 to perform a classification study and salary comparison.   The District and MPCEA are currently negotiating agreement of the placement recommendations and a process for implementation. It is anticipated that this process will be completed during spring 2007.

  Evaluations of classified employees have been conducted on a regular basis since fall 2002. Per the contract with MPCEA, every classified employee is to be evaluated annually each October. In an effort to get back on schedule and with the agreement of MPCEA, the October 2002 deadline was extended through December 2002.

- **A process for regular evaluation of management and administration will be designed and implemented.**

  Evaluations of classified managers presently use the same process and approximate timeline as other classified employees.

  An administrative evaluation procedure was designed and piloted in fall 2004. It included annual evaluations, with a comprehensive evaluation every third year. The comprehensive process included a confidential feedback survey from selected respondents.   Feedback from across the college community was last solicited for all administrators in September 2004. The administrative evaluation process is currently being revised based upon the perceived success of the pilot effort. A revised process will be adopted in spring 2007.

C. STAFF DEVELOPMENT

- **The Staff Development Committee will investigate staff development activities that are consistent with declining staff development funds.**

  The committee has recently selected staff development activities that require no funding. These include technical workshops hosted by the Office of Instructional Technology and Development, Flex Day workshops given by faculty and staff, and miscellaneous workshops conducted by the Library and Technology Center and other departments. However, with the receipt of Staff Development funds from the State for the 2006-07 academic year, the college has made those funds available to its Staff Development Committee to disburse as needed. All college personnel and programs can formally apply for use of those funds.

- **The Staff Development Committee will actively encourage the faculty and staff to participate in planning staff development activities.**

  The Academic Senate assumed the responsibility of planning MPC Flex days with assistance from an administrative dean prior to the September 2005 Flex days. All faculty and staff are asked to submit proposals for workshops to a Flex committee consisting of faculty, administration, and classified staff. In addition, the MPC Foundation participates in the planning of the social activities during the flex days, including breakfasts and lunches, to help

promote a sense of community and goodwill. In regards to other individual staff development requests from faculty and staff over the year, they are submitted to the Staff Development Committee for review, approval, and funding (when funds are available).

D. GENERAL PERSONNEL PROVISIONS

- **The college will continue to adhere to written policies ensuring fairness in all employment procedures.**

  Hiring processes are followed for ach recruitment, and training--on process and equal employment opportunity guidelines--is conducted for each committee by the Human Resources department.

- **The college will make efforts to communicate policies and procedures better in order to enhance the perception of fairness.**

  In order to enhance communication and reinforce the principles of equity, MPC is striving toward transparency in administration and processes. The revision of Board Policies and accompanying administrative procedures in the coming year through shared governance will contribute to this effort.

- **The college will maintain efforts to increase diversity through the Equal Employment Opportunity Plan.**

  One of MPC's strategic goals is to promote diversity throughout the college, its curricula, the campus environment, and students served, and to expand and improve efforts that promote staff diversity through equal employment opportunity.   The Equal Employment Opportunity Advisory Committee is reviewing hiring procedures to encourage and enhance diversity.   In the past two years, the committee has sponsored workshops and speakers at Flex days to heighten awareness and promote understanding. In fall 2005, the keynote address was "A Conversation about Affirmative Action." In spring 2006, "Last Chance for Eden" was offered. This presentation dealt with gender, cultural and racial differences.   In fall 2006, workshops on "Preventing Harassment, Discrimination, and Retaliation in the Academic Setting" and "Disability Etiquette" were presented.

™ *STANDARD 8: Physical Resources*

- **The 2004-08 Five-Year Construction Plan (dated April 24, 2002), as delivered to the State Chancellor's Office, listed the following buildings to be constructed or renovated in the next five years:**

  1. **Construct new Facilities Department Complex:**   This is currently under construction with a June 26, 2003 completion date.

  2. **Construct new Library and Technology Center:**   This is currently under construction with a March 30, 2003 completion date.

  3. **Construct new Child Development Center: The proposed construction date is 2004/05.**

  4. **Renovate "Old" Library building: 2004/05.**

  5. **Renovate "Old" Student Services building: 2005/06.**

  6. **Construct new Math Sciences Wing on the Physical Science building: 2006/07.**

  7. **Renovate Administration and Auto Tech buildings: 2007/08.**

  8. **Renovate Art Ceramics and Art Studio buildings: 2008/09.**

Construction or renovations on the following buildings listed in the 2004-08 Five-Year Construction Plan (dated April 24, 2002), as delivered to the State Chancellor's Office, have proceeded as follows:

1. Facilities Department Complex: The new Facilities Department Complex was completed and occupied in August 2003.

2. Library and Technology Center: The new Library and Technology Center was completed and occupied in June 2003.

3. Child Development Center: Construction on the new Child Development Center commenced in August 2006; the anticipated completion date is August 2007.

4. "Old" Library Building: The "Old" Library Building renovation (into the new Administration Building instead of a new Student Services Building) is in the "construction drawing" phase of design, with an anticipated June, 2007 construction start date and an anticipated December, 2008 completion date.

5. "Old" Student Services Building: In order to consolidate, centralize, and provide much-needed assessment and testing facilities, a new Student Services Building (approximately 22,000 gsf) will be built starting in 2008 with a completion date in 2009.   When departments under the Vice President of Student Services move into the new building, the college will determine the best utilization of the "Old" Student Services Building (current), portions of the Student Center, and the space in the Humanities Building that has been occupied by Extended Opportunities Programs and Services (EOPS), consistent with the Educational Master Plan.

6. Math Sciences Wing on the Physical Science Building: the previously proposed new Math Sciences Wing project has been changed to a plan for the Math/Sciences departments sharing the future renovated Business Computer Science Building; the anticipated construction completion date is 2010.

7. Administration and Auto Tech buildings: The current Administration Building will either be demolished or converted to "swing space" when the "Old" Library (new Administration

Building) is renovated in 2008. The Auto Tech Building is slated for a partial renovation; the anticipated completion date is 2012.

8. Art Ceramics and Art Studio buildings: These two Art Department buildings are slated for a partial renovation; the anticipated completion date is 2012.

- **With the passage of the MPC $145 million bond, and with potential state-funded augmentation with maintenance projects, the college is optimistically planning over the next 12-year period (2003 through 2015) to do the following:**
  - **replace all roofs**
  - **upgrade/replace all utilities**
  - **upgrade/replace all mechanical systems**
  - **repair/replace all sidewalks/roads/parking lots**
  - **complete ADA-friendly work**
  - **complete irrigation and landscaping of the campus grounds**
  - **install security/intrusion systems**
  - **install fire alarm and sprinkler systems in buildings**
  - **renovate all buildings**

  - Roof replacement: within the last five years the following buildings have been re-roofed: Dance Studio, Gym, Physical Fitness, Student Center, Administration, Old Library, Humanities, Social Science, Business Computer Science, Physical Science, Life Science, Art Dimensional, Facilities, and International Center.   There are approximately seven campus buildings that still need new roofs.

  - Utilities upgrade/replacement: the Utilities Infrastructure (gas, electricity, data/fiber, domestic water, reclaimed water, sewer, and storm drain) Project of $15 million is currently out to bid; the anticipated construction completion date is December 2008. This project includes the replacement of Fishnet, Via Lavendera, and Costanoan roads, a new Lecture Forum Bridge, and a new Campus Promenade.

  - Mechanical systems upgrade/replacement: most boilers have been replaced in the buildings on campus in the past five years.

  - Sidewalks/roads/parking lots repair/replacement: over $300,000 has been spent on repairing/replacing sidewalks in the past five years. A new Campus Promenade will be built in 2007/08. The three major roads on campus (Fishnet, Via Lavendera, and Costanoan) will be rebuilt in 2007/08. It is currently anticipated that the six major campus parking lots (A-lot, B-lot, C-lot, D-lot, E-lot, and F-lot) will be rebuilt by 2012.

  - ADA friendly work: the Campus ADA Master Plan was created to enhance the MPC Physical Master Plan in 2006. There are many new ADA projects under way. ADA-friendly work will take place as each and every new project is constructed, which may include, but is not limited to, buildings, parking lots, sidewalks, and restrooms.

  - Irrigation and landscaping: all new irrigation lines (purple pipe reclaimed water lines) and irrigation controls will be installed and the landscaping will be improved during the 2007/08 Campus Utilities Infrastructure Project construction.

  - Security/intrusion systems: security/intrusion systems have been/will be installed on the new buildings (Library and Technology Center, Facilities, Fitness, Child Development Center, New/Renovated Administration, and Student Services).   Other buildings will be retrofitted for security/intrusion alarms as they are renovated.

- Fire alarm and sprinkler systems: The new buildings (Library and Technology Center, Fitness, Child Development Center, new Administration and Student Services buildings) already have or will have installed new fire alarms and sprinklers. The renovated buildings will have new fire alarm systems, but not sprinkler systems (the City of Monterey requires fire sprinklers only in new buildings).

- Renovate all buildings: The college has changed plans from performing building "Renovations" to performing "Carpet and Paint Remodeling." It is anticipated that all campus buildings will get "Carpet and Paint Remodeling" over the next 10 years.

- **Planning for the bond issue work is well under way. The Educational Master Plan was revised by a subcommittee of the Academic Affairs Advisory Group under the direction of the Vice President of Academic Affairs and presented to the Board in spring 2003. The Educational Master Plan will drive the Facilities Master Plan revision. The process, to include shared governance input, for developing the Facilities Master Plan has been established and a completed plan is expected during the 2003-04 academic year.**

  The Educational Master Plan, which was approved by the Board in spring 2003, drove the Facilities Master Plan revision. The revised "Monterey Peninsula College Physical Master Plan" was approved by the Board of Trustees in June 2005.

- **Three relocatable buildings may be removed as a part of modernization of the entire campus with the bond funding. Re-allocation of the classrooms due to new construction will provide the needed space.**

  The buildings have not been removed as of the fall of 2006 due to delays in the planned construction timeline. Alternate facilities are being constructed or designated in existing buildings to improve the college's capacity/load ratios.

- **A local architect has been working closely with district staff to develop the plan to provide access for all Student Service departments in the remodeled old library building. Consolidation of all Student Services in the old library building will provide much needed assessment and testing facilities and centralized access to Student Service departments.**

  The planned move of Student Services to the old library building has been discarded in favor of a new Student Services building that will be built with bond funds. The planning for the new building has moved along by the hiring of an architectural firm in 2005.

- **When departments under the Vice President of Student Services move into the remodeled old library building, the college will determine the best utilization of the old Student Services Building, portions of the College Center, and the space in the Humanities Building that has been occupied by Extended Opportunity Programs and Services (EOPS), consistent with the Educational Master Plan.**

  Student Services will not reside in the old library, but rather in a new building specifically for those services. Programs currently housed in the Student Center (formerly College Center) may move into the new building, move to another location on campus, or stay where they are depending on the size of the building and its construction budget.

As part of the college-wide bond planning effort, a Facilities Master Plan Redo Committee was formed in the spirit of participatory governance to look at the college's initial plans and make adjustments due to construction costs, State project approvals, capacity/load ratios, and the domino effects of moving programs and services. A revised bond plan is being presented to the college community, and ultimately to the Board of Trustees, during the 2006-07 academic year.

- **The Initial Project Proposal (IPP) for State funding for the Math/Science wing of the Physical Science building has been submitted to the California Community College Chancellor's Office (CCCCO), and the wing is currently scheduled for construction in 2006-07.**

   The (IPP) submitted to the California Community College Chancellor's Office did not score high enough for funding. Thus, the college revised its plans by dropping the new space and submitted a Final Project Proposal (FPP) in June 2006. The FPP emphasized the remodeling of existing classroom space in the physical science building, as well as other spaces on campus, in order to accomplish the original intent of a new wing, but at a savings of funds, square footage, and maintainable space.

™ *STANDARD 9: Financial Resources*

A. FINANCIAL PLANNING

- **The college will continue efforts to ensure that the budget process is open and collaborative.   The Administrative Services office will increase its efforts to ensure that communication reaches the campus community through the following means:**

  - **Budget Committee procedures, timelines and minutes will be posted on the MPC Intranet.**

    These items are currently posted on the MPC Intranet.

  - **The Vice President of Administrative Services will provide regular Budget Committee reports to the College Council and the Strategic Planning Steering Committee.**

    The Strategic Planning Steering Committee has been eliminated and the function added to the College Council. The Budget Committee is included on the College Council agenda and a report is provided when special information is available.   Regular reports are provided when time allows.

  - **The Vice President of Administrative Services will schedule an annual visit with each division to share District long-range financial planning.**

    Meeting with a number of divisions have been scheduled with the goal of meeting with all remaining divisions in the 2006-07 academic year.

  - **The Vice President of Administrative Services will continue to provide campus-wide financial updates during flex days at the beginning of each semester.**

    This has been done and the Vice Presidents continue to be allocated time for updates at flex days.

  - **The Vice President of Administrative Services will take the leadership role in efforts to instill pride and job satisfaction in the minds of classified employees, who do so much to keep the college running.**

    A number of activities are done to recognize classified employees including:

    - ƒ   Scheduled bi-weekly meetings of the MPCEA with the Associate Director of Human Resources to address classified employee issues.
    - ƒ   Written kudos for classified employees are sought and shared with the Board at their monthly public meetings.
    - ƒ   An annual appreciation "root beer float" paid for and served by the administrative staff.
    - ƒ   An election and recognition of classified employee of the year sponsored by the Foundation.

- **The proposed Facilities Master Planning Process will incorporate long-term institutional goals and components of the Educational Master Plan to be carried forward through the expertise of an educational planning consultant and a facilities master planner/architect hired by the district. Input from the college's departments and divisions, use of the shared governance process, and ultimate Governing Board approval will form the stages in the construction of the Educational/Facilities Master Plans.**

    The Educational/Facilities Master Plan, dated February, 2004; and a Physical Master Plan, dated October, 2005 were completed and accepted by the College Council and the Board.

B. FINANCIAL MANAGEMENT

- **Department budget managers, division office managers, and other involved individuals will be invited to participate in budget training sessions during fall semesters. Resource persons from the Fiscal Services Department will support the training designed to provide a better understanding of the financial reports and systems in which the college must operate.**

    Individual training sessions are provided by Fiscal Services upon request. A general open training session was conducted in fall 2006.

- **The controller will increase efforts in coordination with the Monterey County Office of Education to provide department budget managers with financial reports by the 10th of each month.**

    Department budgets have been regularly provided to budget managers by the 10th of each month.

C. FINANCIAL STABILITY

- **The Health & Welfare Cost Containment Committee is actively pursuing various measures to contain health costs without compromising the overall quality of benefits to participants. Once approved by the committee, these measures will be submitted to various faculty and staff bargaining units for negotiation. The Vice President of Administrative Services will provide clear and factual information in the form of question and answer written documents.**

    Question-and-answer information sheets concerning proposed cost-containment proposals were provided to all covered staff. Cost-saving measures were subsequently implemented on August 1, 2004.

- **Meetings with members of the bargaining units for MPCTA and MPCEA will continue in order to keep all entities informed on current issues.**

    The Associate Dean of Human Resources meets regularly with representatives from the bargaining units to address issues.

- **Open campus forums including meetings with members of the bargaining units will continue in order to share information and answer questions.**

  District-wide meetings have been held since 2004 regarding proposed cost-containment proposals. Time is also allocated annually to the Vice Presidents at Flex days to share information and answer questions.

- **The college as a whole, led by the Budget Committee within its shared governance capacity, will continue to hold discussions on possible budget-balancing strategies for the 2002-03 and 2003-04 fiscal years using the following principles:**

  - **Current expenses need to be balanced with current revenue.**
  - **A high priority to retain permanent positions will be maintained.**
  - **Cuts will be concentrated in departmental support budgets.**
  - **The focus will be maintained on funding functions closest to the college's mission.**
  - **Any class cancellations will be based on least impact to students and on the need to maintain base apportionment.**
  - **Service levels will need to be reduced based on available levels of revenue.**

  Balanced budgets for 2002-03 through 2006-07 were constructed using the principles described immediately above.

- **The college will continue to maintain a healthy reserve in order to enable the institution to respond to critical and/or emergency needs.**

  The District continues to maintain a 10% Unrestricted General Fund Reserve.

™ *STANDARD 10: Governance and Administration*

A. GOVERNING BOARD STANDARDS

- **The Board continues to support and improve the shared governance model by working with the Superintendent/President to ensure that he utilizes the appropriate decision-making process in fulfilling the college's mission.**

  With the retirement of the former Superintendent/President in September 2005, the Board hired an Interim Superintendent/President with the specific purpose of implementing a transparent administrative process emphasizing effective communication and shared decision-making throughout the campus. The Interim Superintendent/President's open approach to board policy and procedures not only enhanced shared governance, but also provided a more open forum for discussion of the difficult decisions of how best to utilize bond monies in the face of inflating project costs.

  The Interim Superintendent/President instituted a reorganization plan intended to enhance communication among the various decision-making groups on campus. He worked with College Council, the Academic Senate, and other campus groups to identify, modify, and, ultimately, establish an organizational plan that would gain the fullest involvement of the campus in the decisions that would affect them. A revised shared governance model is currently being refined and will be fully implemented during the 2006-07 school year.

- **The Board continues to give attention to long-range strategic planning, with particular attention given to appropriate utilization of the bond monies for facilities infrastructure repair and rebuilding.**

  The Board accomplishes this by having regular reports and updates on bond project plans and progress as standing agenda items at each of its Board meetings.

- **The Board continues to review its role as a policy making body, delegating the implementation of those policies and everyday management of the institution to its chief executive officer.**

  The Board is in the process of reviewing and updating board policy and its implementation. It is the view of the Board that ongoing improvement of policy and its implementation is a continuous process.

- **The Board continues to summarize its self-evaluation findings and to expand the evaluation process that includes feedback from the various college constituencies and the community.**

  The Board continues to conduct a regular self-evaluation that integrates the important input provided by the constituencies of the college and community. For example, the Board is currently examining alternatives for trustee election procedures to provide greater representation for the communities it serves.

- **The Board continues implementing the Board development program, and the Board is developing an orientation program for new members.**

  MPC Board members continue to attend local and state community college meetings, workshops, and conventions. The Board actively practices its philosophy of lifelong learning.

The Board has not had a "new" (freshman) Board member in two years. The two Board members elected in 2005 had eight and sixteen years of experience on community college boards. The three elected in 2003 were first-time MPC Board members, but each with many years of experience on other education boards.

Currently, the Board is not developing an orientation program for new members. However, each new board member participated in local and state meetings to acquaint themselves with current board practices and policies.

- **The Board continues to schedule some of its meetings at different times and in different locations in various city settings in order to provide more community access. The Board holds meetings in the community in order to increase community input and effectively familiarize members of the community with the Board's decision-making process.**

Several outreach meetings are scheduled throughout the year, providing an opportunity for community members to engage with the Board at an evening meeting. Such meetings have been held in the communities of Seaside, Marina, and Carmel.

The Board and Administration have actively sought better communication with its campus and community constituents. As an example, the Interim Superintendent/President opened communications with our local school district community by establishing regular meetings with their superintendents. In addition, he established regular meetings with community minority leadership for the sole purpose of encouraging their input and improving relationships between the college and their communities. Those meetings are continuing during the 2006-07 academic year.

B. INSTITUTIONAL ADMINISTRATION & GOVERNANCE STANDARDS

Student and Staff Diversity

- **Monterey Peninsula College, through its adopted policies, demonstrates its commitment to equal opportunity in education and employment and has formally recognized the richness that diversity brings to education. Diversity has also been identified as a long-term institutional goal. Therefore, Monterey Peninsula College supports the Chancellor's Office Task Force Report and continues to work to promote equity and diversity through student equity, equal opportunity, nondiscrimination and workforce diversity, with the recognition that implementation of some of the specific goals identified hinge on available funding, realistic timelines, and the timely receipt of information from others.**

Student and staff diversity remain a foremost orientation of the college, and Monterey Peninsula College continues to demonstrate its commitment to equal opportunity in education and employment. For example, student recruitment campaigns have provided advertisements in both English and Spanish, with diverse members of our student population speaking to what MPC has provided them in the fulfillment of their educational goals. Class schedules also now contain important access information in Spanish. MPC's Human Resources office actively seeks minority and gender diversity in prospective candidates for positions at the college.

Facilities Master Planning Process

- **Following the successful bond election (Measure I - November 5, 2002) the administration created a "Proposed Facilities Master Planning Process" for the implementation of the $145 million for capital improvements. The flow chart for the planning process is included in the documentation.**

  This Facilities Master Planning process has the approval of the faculty, with the proviso that there is shared governance participation in the hiring of the "Educational Planning Consultant" and the "Facilities Master Planner/Architect."

  MPC's Facilities Master Planning process actively incorporates the participation of all representative areas of the college and community, and utilizes a planning consultant and architectural firm to guide the implementation of its capital improvements. Some of the proposed projects have needed revision and scaling back due to inflating costs.

  The Interim Superintendent/President established campus town hall meetings that engaged both certificated and classified employees in discussion of ideas and suggestions for necessary project adjustments. He also placed the input of the college's three vice presidents on the board agenda so that they provided regular reports at the board's monthly meetings.

- **A Citizens' Oversight Committee will be named in spring 2003. Its purpose will be to ensure that the bond monies are spent only for approved capital outlay projects as stated in the Bond measure.**

  At its February 2004 meeting, the Governing Board established the committee, consisting of a minimum of seven members representing the local business community, a senior citizens' organization, a taxpayers' organization, students, a college support organization, and the community. Ten members were subsequently appointed to the committee.

- **Through the Self Study and other avenues of communication, the college community will identify points of concern related to Governance and Administration, will evaluate the functioning of participatory decision-making, and will effect needed improvements in college processes.**

  The Interim Superintendent/President instituted a reorganization plan intended to enhance communication among the various decision-making groups on campus. He worked with College Council, the Academic Senate, and other campus groups to identify, modify, and, ultimately, establish an organizational plan that would gain the fullest involvement of the campus in the decisions that would affect them.

  To identify the qualities that would be pursued in the selection of a new president, the board actively sought input from both the community at large and the campus. Meetings were held to identify the most effective selection process, and the result has been the hiring of the current Superintendent/President in August of 2006.

  The current Superintendent/President's open engagement with the campus, along with his willingness to listen and respond to all ideas, suggests that we have successfully selected a leader committed to an effective communication process at MPC. At this writing, communication at MPC continues to improve at all levels.

Although not a "substantive change," the college is making note here that, it is in the planning process to relocate and build a new MPC Education Center facility in the city of Marina on part of the old Fort Ord Army base. The goal of this effort is to serve the surrounding communities better. The college is also planning to open a Public Safety Training Center in the community of Seaside, also on the old Fort Ord. This state-of-the-art public safety training facility will be used by local, regional, and national agencies to train their personnel. In fact, many of the federal agencies are already inquiring about their potential use of the facility.

Because of the unique situation of MPC having a center on a military base that closed, the California Community College Board of Governors reaffirmed the MPC Education Center's status in the summer of 2006 and approved the center's move. MPC operated the center on the Fort Ord for a number of years. The current projects (education center and public safety training center) split, move and expand the overall center's capabilities to other base sites. After the closure of Fort Ord, the college applied for, and was granted, land to use for educational purposes through the federal military base reuse plan. Thus, the college is moving its center to two new locations.

The planning of the new general MPC Education Center building has been inclusive of all constituencies at MPC, and will use bond funds approved by the local voters in 2002. The initial target date for opening the new building is the fall of 2009. In the interim, the college leased space at the University of California's Monterey Bay Education, Science, and Technology Center (UC MBEST) and is currently holding general education classes there.

The Public Safety Training Center programs are moving to temporary facilities on the old Fort Ord in January 2007. They are leasing space at the Monterey College of Law, which is adjacent to the programs' future permanent site. The programs will remain in the temporary facility until renovation of their permanent building site. The building being renovated is being converted into classrooms, offices, and meeting and storage areas specifically for law enforcement and fire training programs. The renovation is anticipated to be completed in 2009 as well, and like the new Education Center building, bond funds approved by the voters will be used for the project.

Currently, MPC anticipates no substantive changes.

Recommended Allocation for 2006-07 1-time funds

November 15, 2006

(revised 11/30)

Area	Description	Amount Requested	Amount Funded	Funding Source
SS	DVD and Text "Math is a Four Letter Word"	$155	$155	Basic Skills
SS	EyeQ Software – Supportive Svcs	$300	$300	Basic Skills
SS	Franklin Electronic Dictionary – Support. Svcs	$450	$450	Basic Skills
SS	Supportive Svcs travel to CAPED conference	$1,500	$1,500	Basic Skills
SS	Life Skills Curriculum – Supportive Svcs	$1,800	$1,800	Basic Skills
AA	New instructional software & DVDs – ESSC	$3,000	$3,000	Basic Skills
SS	LD Assessment	$8,640	$8,640	Basic Skills
AA	Curriculum develop. – ESSC, ENGL, DLI, ENSL	$9,000	$9,000	Basic Skills
AA	Instructional supplies - ESSC	$10,000	$10,000	Basic Skills
AA	English Placement & Assessment	$10,000	$10,000	Basic Skills
AA	Student Tutors/Assistants – ENSL, ENGL, Math	$10,000	$10,000	Basic Skills
SS	Supplemental Instruction – Math & Engl.	$11,000	$11,000	Basic Skills
AA	Staff salaries – overtime, PT help - ESSC	$20,000	$19,285	Basic Skills
SS	Captioning and other materials modifications	$20,000	$20,000	Basic Skills
SS	Food for Re-entry events	$100	$100	Block Grant
SS	1 Computer Workstation – Supportive Svcs	$155	$155	Block Grant
SS	Int'l Students Center 40th Anniversary	$400	$400	Block Grant
SS	Child Development Supplies	$2,000	$2,000	Block Grant
SS	Training for DARS, counselors, tech support	$2,000	$2,000	Block Grant
SS	Consultant for grant writing – EOPS	$3,000	$3,000	Block Grant
SS	4 desktop printers & additional RAM	$3,000	$3,000	Block Grant
AS	Moodle Start Up - Course Mgmt System - runs distance learning programs.	$12,446	$12,446	Block Grant
AS	Storage - Computer (digital) backup storage for primary servers	$14,388	$14,388	Block Grant
Pres.	Marketing-Advertising includes additional graphics arts support, advance planning- MPC 60th Anniversary.	$36,300	$36,300	Block Grant
AS	Computer network switches - instruction	$40,000	$40,000	Block Grant
AS	Computer network switches - campus	$42,000	$42,000	Block Grant
AS	Minor Cap Improvements - additionl funds for maintenance issues	$200,000	$45,061	Block Grant
Pres	Class Schedule-Broader distribution- Spr, Sum, Fall	$91,000	$91,000	Block Grant
AA	Enrollment growth – additional sections (adjunct/overload comp)	$100,000	$100,000	Block Grant
AS	Website Consulting - branding and, develop MPC Edu & intranet	$134,000	$134,000	Block Grant
AA	Enrollment growth – Instructional Service Agreements (contracts)	$200,000	$200,000	Block Grant
SS	CDC Instructional Videos	$200	$200	Instr. Equip.
AA	Humanities - Speech Camcorder	$500	$500	Instr. Equip.
AA	Life Science – miscellaneous biology equipment	$1,000	$1,000	Instr. Equip.
AA	Phys Science – Engineering videos	$1,000	$1,000	Instr. Equip.
SS	Counseling – Eureka Software	$1,068	$1,068	Instr. Equip.
SS	Renew license with Academic.com	$1,400	$1,400	Instr. Equip.
AA	PHED – Massage tables	$1,500	$1,500	Instr. Equip.
AA	Business – Software license renewals	$2,000	$2,000	Instr. Equip.
AA	Creative Arts – Ceramics ventilation	$2,000	$2,000	Instr. Equip.
AA	Creative Arts – Music recording equip. for DVDs	$2,052	$2,052	Instr. Equip.
AA	PHED – Adaptive PE equipment	$3,100	$3,100	Instr. Equip.
AA	Creative Arts – Metal cutting band saw	$3,200	$3,200	Instr. Equip.

AA	Business – Data projectors	$3,985	$3,985	Instr. Equip.
AA	Life Science – Auto tire machine	$4,000	$4,000	Instr. Equip.
AA	PHED – Fitness Center equipment replacement	$5,129	$5,129	Instr. Equip.
SS	Athletics: uniforms, wind screen replacement	$6,033	$6,033	Instr. Equip.
AA	Creative Arts – Etching press	$8,000	$8,000	Instr. Equip.
AA	Gas Chromatograph	$12,000	$12,000	Instr. Equip.
SS	Athletics – Sled, helmets, shoulder pads, etc	$15,150	$15,150	Instr. Equip.
SS	Brain Train, Captains Log software & training	$16,000	$16,000	Instr. Equip.
AA	Life Science – Cat storage	$18,000	$18,000	Instr. Equip.
AA	Library Materials	$33,000	$33,000	Instr. Equip.
AA	Classroom Furniture – 05-06 overage	$90,000	$90,000	Instr. Equip.
AA	Classroom furniture – Art, Business, LS, PS, etc, (Student Svc for Spec. Needs)	$110,000	$110,000	Instr. Equip.
SS	UC, CSU, ETC conference for counselors	$2,000	$2,000	Staff Dev.
SS	National Conference - Enrollment Advisory Committee	$4,500	$3,000	Staff Dev.
AS	Diversity Training - Recommendation from EEOC, 1 per year	$10,000	$10,000	Staff Dev.
AA	Flex & General access	$20,000	$20,000	Staff Dev.
Totals		**$1,363,451**	**$1,206,297**	

Notes:

- Shaded items indicate requests that were <u>not</u> fully funded
- 1-time funding sources totaling $1,206,297 include Basic Skills $105,130, Block Grants $725,850, Instructional
    Equipment $340,317, and Staff Development $35,000

Requests for 1-Time Monies recommended to be funded from other sources

AS	Furniture - ergonomic stds; health & safety	$50,000	recommend using yr end $'s
AA	Sabbaticals 08-09	$80,000	recommend using yr end $'s
AA	Sabbaticals 07-08 – additional funds	$30,000	recommend using yr end $'s
AA	Tech Refresh, SMART classrooms, bulbs, etc	$100,000	on-going instructional equip $'s
SS	Centralized book loan	$7,000	recommend using yr end $'s
Totals		**$267,000**	
Grand Totals		**$1,630,451**	**$1,206,297**

CTE One-Time Allocations 2006-07

Department	Items Requested	Amount	Criteria Met			
			Increasing FTES	Meeting Labor Market Needs	Accountability Standards	Program Review / Department Goals
Child Development	Heavy Duty tools (see request for list of items)	$ 14,226.00	√	√		
	Start-up Materials (see request for list of items)	$ 2,500.00				
	Audio Wiring with 4 microphones & controls for 2 classrooms	$ 1,800.00				
	Video in 2 art studios including control system and recording capability	$ 11,640.00				
	Additional outside cameras and mounting hardware	$ 2,300.00				
	Total:	**$ 32,466.00**				
Medical Assisting	3 Burdick Ek-10 Electrocardiographs machines	$ 5,200.00	√	√		
	General Administrative Medical Assisting DVD	$ 125.00				
	HIIPAA Regulations (Federal Law) 2 DVDs	$ 300.00				
	OSHA Regulations (Federal Law) 2 DVDs	$ 300.00				
	Saunders' Clinical Medical Assisting Resource Library DVDs	$ 3,000.00				
	Total:	**$ 8,925.00**				
Auto Technology	Road Master Chassis Dynamometer System $15,900 plus installation	$ 25,000.00	√	√	√	
	Total:	**$ 25,000.00**				
Nursing	Emergency Care Simulator ECS Base Unit	$ 41,860.00	√	√		
	In-Room Portable Air Compressor 120 Vac 60Hz (US)	$ 4,300.00				
	Program for Nursing Curriculum Integration ECS	$ 28,000.00				
	ECS Basic System Warranty	$ 8,600.00				
	Total:	**$ 82,760.00**				
Graphic Arts	30 Wacom graphics tablets	$ 11,200.00	√		√	√
	Adobe Studio 8 software (40 user licenses)	$ 6,500.00				
	Apple Core-Duo Server	$ 4,900.00				
	Total:	**$ 22,600.00**				

Category	Item	Price				
Career / Transfer Center	Desktop PC for career counselor	$ 1,400.00				
	Laser color printer for career counselor	$ 2,800.00	√	√		
	2 desktop PCs for Career/Transfer Resource Center	$ 2,800.00				
	Total:	**$ 7,000.00**				
Library	Auto Lab Manuals (for Automotive Technology)	$ 1,975.00				
	IFSTA Study Guides (for Fire Protection Technology)	$ 300.00				
	netLibrary e-books: subject set in criminal justice (for ADMJ)	$ 6,180.00				
	netLibrary e-books: subject set in allied health (for Nursing, Medical & Dental Assisting)	$ 3,000.00	√		√	
	netLibrary ebooks: subject set in nursing (for nursing & Medical Assisting)	$ 6,329.00				
	netLibrary ebooks: subject set in bones & skeletons (for nursing & Medical Assisting)	$ 1,540.00				
	Total:	**$ 19,324.00**				
Supportive Services	Work Based Learning: Vocation and Entry-Level Reading & Mathematics Skills Lab Pack	$ 2,995.00				
	Employability and Work Maturity Skills 2: Valuable Employees Lab Pack	$ 4,495.00	√	√		
	Closed-Caption DVDs for Vocational/Technical Courses	$ 1,200.00				
	Total:	**$ 8,690.00**				
MAST	ESRI Site License SW	$ 2,000.00				
	MAP Source software US Topo	$ 126.00				
	20 Garmin Handheld GPS units ($200 each)	$ 4,000.00	√	√		
	Trimble GeoXT with Software bundle	$ 5,781.00				
	3 Additional Trimble Units without software ($3685 each)	$ 11,055.00				
	Total:	**$ 22,962.00**				
Business	5 Dell Laptop Latitude D520 Computers for BC 201 @ $1955 each	$ 9,775.00				
	10 Dell Laptop Latitude D520 Computers for BC 201 @ $1955 each	$ 19,550.00			√	
	Mobile Laptop Security Cabinet for BC 107	$ 586.00				
	Total:	**$ 29,911.00**				
Business Skills	QuickBooks latest version - 15 licenses	$ 1,500.00				
	Photoshop Elements and Premiere Elements - 15 licenses	$ 1,500.00	√			√
	Microsoft Digital Image Suite - 5 licenses	$ 500.00				

	Ulead PhotoImpact - 5 pack license	$ 300.00				
	HP Color LaserJet 3800 network Printer	$ 800.00				
	Total:	**$ 4,600.00**				
Ornamental Horticulture	12 Leica Zoom 2000 dissecting microscopes (approx. $1000 each)	$ 12,000.00	√			
	Laptop Computer to be used for photographic presentations for use in the classroom	$ 2,000.00				
	Total:	**$ 14,000.00**				
	Budgeted Amount:	$ 288,263.00				
	Amount Requested:	$ 278,238.00				
	Amount left:	**$ 10,025.00**	The $10,025 left over will be used for any price changes, tax or shipping charges			

Monterey Peninsula College Planning and Resource Allocation Process
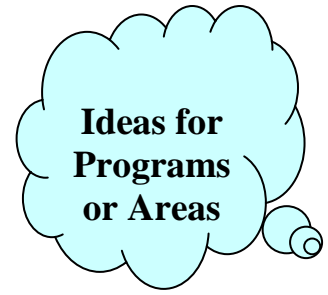
1. Every three years, the College Council develops multi-year Mission and Goals with input from the entire campus community.

2. Academic Affairs, Administrative Services, Student Services develop annual operational goals in light of the multi-year goals.

3. Faculty and staff of each program or area develop program reviews and annual action plans (including budget implications and feasibility), in consultation with supervising administrator.

Ideas for Programs or Areas

1. Multi-Year Mission and Goals Every Three Years

CC

2. Annual Component Goals Due March 1

3. Program Review or Annual Action Plan Due April 1

4. Each Advisory Group:
   a. Reviews its own program reviews/annual action plans
   b. Confirms feasibility of recommendations
   c. Sets bands of priorities for actions/resource requests.

10. Each vice president reports to CC on:
   a. Activities related to program reviews and/or action plans of the prior year
   b. Success in reaching component goals.
This stage serves as a starting point for the next planning cycle, which in most years will be the Annual Component Goals. CC can recommend subsequent component goals.

10. Accountability Review Spring

CC

1. Each planning step is data-driven.

2. Communication to constituencies at each step is required.

4. Advisory Group Reviews Due April 15

5. President and Vice-Presidents:
   a. Confirm feasibilities of actions/resource requests
   b. Refine priorities for actions/resource requests, from an institutional perspective
   c. Review is based on annual component goals.

9. Following approval action plans are implemented within their respective time lines.

9. Implementation

5. Institutional Administrative Review Due May 1

8. Superintendent/ President to Board
a. On or before June 30 for tentative budget
b. Final budget - August Board Meeting

7. College Council Allocation Decisions Last 2 meetings of the semester

CC

6. Budget Committee Recommends Priorities Due May 15

Money is spent from the budget on New Infrastructure, Equipment, & Personnel

8. President:
   a. Reviews recommendations from CC
   b. Presents his/her recommendations to the Board of Trustees for approval.
If s/he does not agree with CC's recommended resource allocations, s/he must provide written justification to CC.

7. College Council:
   a. Reviews recommended resource priorities and an explanation of the work from all preceding stages
   b. Recommends allocation decisions based on these materials, subject to review by the President.
CC may send the materials back for clarification.

6. Budget Committee:
   a. Reviews refined institutional priorities in context of anticipated budget resources.
   b. Develops recommended resource priorities.
BC may send the materials back for clarification.

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Money enters the budget from the State