Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A: Human Resources

III.A.1 **The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard
- MPC has adopted and adheres to hiring procedures for administrator, classified staff, and full-time and part-time faculty. Hiring procedures outline the development of job announcements, recruitment and search processes, and review of applications (including minimum qualifications) [IIIA1.1 – IIIA1.4].
- Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority [IIIA1.5 – IIIA1.7].

Analysis and Evaluation

Monterey Peninsula College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. To ensure that all employees are qualified to fulfill their responsibilities, MPC has adopted and adheres to hiring procedures for administrator, classified staff, and full-time and part-time faculty. These procedures outline the development of job announcements, minimum qualification review of applications, and the recruitment and search processes.

The procedures for hiring faculty, staff, and administrators clearly outline the development of the job announcement, minimum qualification review of applications, and the recruitment and search

processes [IIIA1.1, IIIA1.2, IIIA1.3, IIIA1.4]. Statewide minimum qualifications for educational administrators and full and part-time faculty, both academic and vocational, are prescribed by Title 5 for California Community Colleges. In addition to the education and experience required, faculty and administrators must also demonstrate proven commitment to community college goals and objectives, personal qualities allowing them to work effectively in a multicultural environment, and awareness of and commitment to the needs of non-traditional and re-entry students through a written diversity statement. All positions require a commitment to community college goals/objective of providing quality programs and services to the diverse student population [IIIA1.5a, IIIA1.5b, IIIA1.6, IIIA1.7].

Faculty job announcements include a description of teaching and/or non-teaching duties and specific examples of duties [IIIA1.5a]. Hiring procedures for full-time faculty require search committee members to certify that the minimum qualifications for the position match the statewide minimum qualifications, and that the successful candidate demonstrates sensitivity to diverse academic, socio-economic, cultural, disability and ethnic backgrounds of community college students. Screening committees also describe desirable qualifications on the job announcement. Desirable qualifications are considered during paper screening and interviews [IIIA1.3].

Job announcements for administrators and full-time faculty are discussed and vetted by the search committee members to ensure that they represent the institution's mission and goals as well as program needs in serving our students. For example, the recent job announcement for the position of Vice President of Student Services highlighted a number of challenges and opportunities for this position, which referenced the College's goals to "help students achieve their educational goals" and "establish and maintain fiscal stability" [IIIA1.5b]. A recent job announcement for a Spanish Instructor listed a desirable qualification, "Willingness to collaborate and ability to work cooperatively with fulltime and adjunct colleagues on matters regarding course offerings, programs, and activities relevant to all world languages and Spanish in particular" which underscored the importance of the College's mission to provide "high quality instructional programs… to support the goals of students pursuing transfer… opportunities" [IIIA5.1a]. Position announcements clearly state the minimum qualifications, including education, experience and/or training requirements.

Managerial and supervisory positions also have job descriptions describing examples of essential functions of the position and the knowledge, skills and abilities necessary to perform the responsibilities. Each job description states the combination of experience and education required for the position [IIIA1.6]. Job descriptions are vetted by the administration and approved by the Governing Board.

Recruitment sources for all positions include the MPC website, California Community College Registry, the Employment Development Department, Craig's List, and a variety online sources including local, regional, and statewide email distribution lists. Print and online advertisements sources for current part-time and full-time faculty and administrative positions include the Chronicle of Higher Educations and HigherEdJobs.com. Local recruitment sources include local and regional print and Internet sources.

To ensure that MPC employ qualified administrators and faculty who address the needs of the College and the students served, search committee members review application materials and rank applicants based on criteria developed from the job announcement. The search committees meet to discuss the ranking of applicants and determine candidates to invite to interviews. In accordance with hiring procedures, members of search committees are selected to provide a diverse membership with a variety of backgrounds who possess knowledge and the ability to assess the qualifications of applicants. The hiring procedures for full-time faculty positions states that the search committee must be gender and ethnically diverse and must include the division chair, an EEO representative, at least four full-time faculty, and an administrator. The search committee members for administrative positions include faculty, staff, administrative, and student representatives.

MPC uses a variety of assessment tools to determine whether candidates are qualified to perform the functions of the job to assure the integrity and quality of our programs and services. In addition to interview questions, part-time and full-time teaching faculty are required to prepare and present a teaching demonstration. Non-teaching faculty may be asked to provide a demonstration of skills relevant to the position, such as a mock counseling session or short library instruction. Candidates for administrative positions are asked to prepare a presentation for the search committee on an identified subject related to the position. The presentations address current challenges and opportunities at MPC.

Performance in the interviews, assessments, and demonstrations are evaluated individually by each search committee member. Following the ranking, committee members discuss the candidates and recommend finalists. Finalists for full-time faculty positions are invited to a second round of interviews with the Vice President of Academic Affairs and Superintendent/President. In the case of senior level administrators, finalists may be asked to participate in campus open forums, in which the campus community may attend and ask questions. The Superintendent/President performs final interviews for full-time faculty and administrators and makes the final hiring decision in these cases.

Finalists are vetted through a reference process performed by the Office of Human Resources or appropriate administrator. The Board of Trustees approves the employment of all new hires. As

part of the on-boarding process, the Office of Human Resources receives official transcripts, proof of certificates and licenses, and verifies years of teaching and vocational experience.

Qualifications for classified positions are determined by job descriptions, which are approved by the Board of Trustees. Once the job announcement has been designed, a hiring committee is formed to review the job announcement and develop a screening tool using criteria based on the desirable skills and abilities listed in the announcement. The emphasis on applicant qualifications continues through the interview process. Interview questions and skills demonstrations used during the process are based on job-related knowledge, skills, and abilities as stated in the job announcement and appropriate to the subject matter for the position [IIIA1.2].

Conclusion: Monterey Peninsula College meets Standard III.A.1.

Evidence Cited
IIIA1.1   Administrator Hiring Procedures
IIIA1.2   Classified Staff Selection Procedures
IIIA1.3   Faculty Hiring Procedures
IIIA1.4   Adjunct Hiring Procedures
IIIA1.5   Sample Job Announcements
        a.   Full-Time Faculty
        b.   Administrators
IIIA1.6   Sample Manager/Supervisor Job Descriptions
IIIA1.7   Sample Classified Staff Positions

III.A.2   **Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard
- Each faculty job announcement details the minimum qualifications for the position, level of subject matter knowledge and requisite skills required for the position, and expectations for services to be performed (e.g., teaching duties, development and review of curriculum, participation in campus governance, etc.) [IIIA2.1].

Analysis and Evaluation
As outlined in Standard III.A.1, search committee members play an integral role in the development of job postings for faculty positions. Job announcements are a collaborative effort between faculty, the Office of Human Resources, and administrators.

Faculty job announcements state the level of assignment, course offerings to be taught, and/or student support services. Job announcements also list examples of duties and specify responsibilities, including continued professional development, participation on institutional and shared governance committees, development and revision of curriculum, participation in program review processes, evaluation of student work using clear criteria and student learning objectives, enhance partnerships with high schools, colleges and businesses, and participation in faculty recruitment and interviews [IIIA2.1].

Minimum qualifications for faculty are recommended by the Academic Senate of California Community Colleges in accordance with Title 5, and adopted by the Board of Governors of the California Community Colleges. These are reviewed and modified regularly to ensure that they are appropriate to standards within higher education and reflect current discipline practices. MPC clearly states the minimum qualifications for faculty positions in all job postings. As permitted by California Education Code, MPC has adopted an equivalency process for applicants who believe they possess equivalent qualifications to those identified by the California Community College Chancellor's Office [IIIA2.2, p. 9; IIIA2.3]. Applicants who believe they meet equivalency requirements may provide evidence of equivalent coursework and/or professional experience, which is reviewed by the Equivalency Committee of the Academic Senate during the screening process [IIIA2.4].

In addition to degrees and/or years of experience, job postings include a list of desirable qualifications, both personal and professional. The willingness to work cooperatively with colleagues on matters regarding course offerings, programs and activities that would promote the discipline as a field of study, the knowledge of and commitment to teaching strategies and methods which enhance student success at community, and the ability to provide services to non-native speakers of English are examples of desirable qualifications. Job skills may be very specific; for example, the posting for automotive technology adjunct instructor lists "in-depth knowledge of Mazda manual transmissions and steering and suspension systems" as a desirable skill [IIIA2.1].

Minimum qualifications require that faculty members must have degrees from accredited institutions of higher education. Human Resources staff verifies this requirement through official transcripts at the time of hire. Human Resources staff also verify stated professional experiences through letters or conversations with potential employees' previous employers.

In addition to degrees, skills, and experience, the following criterion is also listed as a minimum qualification on all full-time faculty announcements:

> Commitment to community college goals/objectives of providing quality programs and
> services for culturally, socio-economically, ethnically, and academically diverse students

and students with disabilities; personal qualities to work effectively and with sensitivity in a multicultural environment; awareness of and commitment to the needs of non-traditional and/or re-entry students with diverse abilities and interests [IIIA2.1, IIIA2.4].

Applicants demonstrate this qualification through a written statement submitted during the application process and during face-to-face interviews [IIIA2.4].

Conclusion: Monterey Peninsula College meets Standard III.A.2.

Evidence Cited:
IIIA2.1   Sample Faculty Job Postings
IIIA2.2   Equivalency Process (Faculty Hiring Process, p. 9)
IIIA2.3   Equivalency Form
IIIA2.4   Faculty Hiring Processes

III.A.3   Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
- Job announcements for administrators include sections describing job responsibilities and duties, knowledge and abilities, desirable characteristics and skills, and current opportunities and challenges related to mission-critical needs at the College [IIIA3.1]
- Job announcements for classified managers and classified staff with responsibility for educational programs include sections describing job responsibilities and duties, knowledge and abilities, and desirable characteristics and skills [IIIA3.2, IIIA3.4 – IIIA3.5].
- Ongoing evaluation of administrators and other employees responsible for educational programs helps to ensure these employees have the necessary qualifications to sustain institutional effectiveness and academic quality [IIIA3.3, IIIA3.7].

Analysis and Evaluation
As discussed in Standard III.A.1, MPC adheres to hiring procedures that ensures administrators and other employees possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Job postings for administrators are developed collaboratively with the immediate supervisor for the position, the Office of Human Resources, and members of the search committee. The postings include sections describing job responsibilities and duties, knowledge and abilities, desirable characteristics and skills, and current opportunities and challenges related to mission-critical needs at the College. Applicants are directed to provide a statement explaining how their qualifications and experience meet the opportunities, challenges, and desired characteristics and

skills listed in the posting. These characteristics and skills address both hard skills (e.g. administer programs, manage budgets, and supervise employees) and soft skills (e.g. demonstrated commitment to the community college mission, values and goals, ability to work as an executive team member, and interpersonal and communication skills). For example, in 2012, MPC recruited and hired an Associate Dean for Instructional Technology and Development. This position is responsible for providing leadership for the College's distance education program by managing online programing, providing support to train faculty, and serving as a resource to faculty in the development of curriculum. Qualifications included knowledge of distance learning and hybrid methodology, multimedia presentation modalities, social media, networking, mobile technology, and instructional hardware and software [IIIA3.1]. The skills and knowledge represented by this position have been a contributing factor in the growth, effectiveness, and quality of MPC's Distance Education program.

Likewise, MPC recruited and hired a Director of the Public Safety Training Center to sustain the effectiveness and academic quality of the Public Safety Training programs. The job posting for this position clearly describes the responsibilities required to administer the Fire Technology program, California State Fire Academy, the Emergency Medical Technician program, and the Public Safety Training Center. A combination of knowledge of policies, laws, and regulations of state governing agencies, management and leadership skills, as well as the ability to engage successfully with community partners is required to not only maintain, but to enhance the program [IIIA3.1, see p. 6].

MPC employs classified managers to provide leadership and management of the day-to-day operations of areas throughout the College, including Admissions and Records, Student Financial Services, Facilities, Custodial Services, Institutional Research, Information Technology, Fiscal Services, Theater Arts, Campus Security, and the Child Care Center. Job descriptions describe responsibilities and duties, knowledge and abilities, and education, training and experience required to perform the essential functions of the positions. Qualifications include a combination of experience and education/training pertinent to the position [e.g., IIIA3.2]. Goals are set annually and are part of the evaluation process to assess administrators' performance and ongoing ability to support institutional effectiveness and academic quality [IIIA3.3].

Classified staff are integral to sustaining institutional effectiveness and quality of programs and services. For example, MPC employs classified coordinators to manage the day-to-day operations of the Reading Center and Business Skills Center [IIIA3.4a, IIIA3.4b]. The coordinators work closely with faculty to support the instructional programs associated with the centers. Duties include training tutors in teaching methodologies, developing creative methods and teaching techniques, maintaining and recommending work schedules for staff, and advising students on business needs of the community. Staff also support learning objectives in

laboratory environments across the curriculum including mathematics, writing, reading, adaptive PE, chemistry, biology, nursing, and automotive technology [IIIA3.5a, IIIA3.5b, IIIA3.5c].

New classified job descriptions are developed as needed to address changing program needs. Job descriptions must be negotiated with and ratified by the classified association, Monterey Peninsula College Classified Employees Association (MPCEA). The College follows a negotiated reclassification process to ensure that classified job descriptions reflect the current duties, qualifications, knowledge, skills, and abilities, and education and experience required to meet performance standards [IIIA3.6, p. 21]. Employees and supervisors have the opportunity to update job descriptions through this process. The classified evaluation procedures also direct the supervisor and employee to review the job description during each evaluation cycle and indicate if the job description does not accurately reflect current job duties and qualifications. Annual evaluations also help to ensure that classified employees with responsibility for educational programs and services possess the necessary qualifications to sustain institutional effectiveness and academic quality [IIIA3.7, p. 52].

The Office of Human Resources assists members of search committees and managers in determining the applications materials necessary to verify that applicants possess the qualifications necessary to perform the job functions in support of programs and services. As described in Standard III.A.1, these materials may include an application, diversity statement, essay or supplemental applications questions addressing the candidate's qualifications, cover letter, transcripts, and a list of references and/or reference letters. The Office of Human Resources is responsible for screening applications to ensure all materials are submitted for review by the search committees. The Office of Human Resources also assists in the development of interview questions and assessments to determine if the candidate possesses the competencies, including both hard and soft skills, to perform the job duties.

Administrators, managers, and classified staff attend conferences, workshops, and trainings to maintain currency in their prospective field and to ensure efficient operations and compliance with local, state, and federal laws, regulations, and procedures. MPC encourages staff to participate in professional growth and staff development, and offers a variety of training courses online, such as those related to sexual harassment and FERPA.

Conclusion: Monterey Peninsula College meets Standard III.A.3.

Evidence Cited
IIIA3.1   Sample Administrative Job Announcements
IIIA3.2   Sample Classified Manager Job Descriptions
IIIA3.3   Administrator / Manager Evaluation Process
IIIA3.4   Classified Coordinator Descriptions
           a.   Program Coordinator, Reading Center

III.A.4 Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

- MPC requires applicants to submit copies of transcripts with their application. This requirement is communicated to applicants through job announcements and posted on the MPC Employment Website [IIIA4.1 – IIIA4.2].
- The College requires new employees to submit sealed, official transcripts as part of onboarding, prior to the time of salary placement. Human Resources staff verify that official transcripts have been received, and that the institutions issuing the degrees are accredited per Title 5 requirements [IIIA4.3].

Analysis and Evaluation

Degrees Issued by U.S. Accrediting Agencies

In accordance with Title 5, §53400, Monterey Peninsula College ensures that required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. MPC requires applicants to submit copies of transcripts with their application. This requirement is communicated to applicants through job announcements for administrators, full-time faculty, and adjunct faculty [IIIA4.1a, IIIA4.1b, IIIA4.1c, IIIA4.1d]. This requirement is also communicated on the MPC Employment Website in its Application FAQs [IIIA4.2].

Sealed, official transcripts are required at the time of salary placement. Human Resources staff verify that official transcripts have been received, and that the institutions issuing the degrees are accredited per Title 5 requirements. Human Resources uses the U.S. Department of Education website to verify institutional accreditation. The search results indicate the accrediting agency's name, and verify the institution's most recent date of accreditation.

Degrees Issued by non-U.S. Institutions

MPC requires that applicants with foreign degrees submit their transcripts directly to the American Associate of Collegiate Registrars and Admissions Officers (AACRAO) for evaluation. This requirement is specified in job announcements [IIIA4.1a, IIIA4.1b, IIIA4.1c, IIIA4.1d]. Applicants receive an official document from AACRAO that recommends an

equivalent US education level. An unofficial copy of a foreign degree evaluation may be used for application purposes, and a sealed, official copy of the AACRAO evaluation is required at the time of salary placement. Human Resources staff verify that an official copy of the AACRAO evaluation has been received as part of its onboarding procedures [IIIA4.3].

Conclusion: Monterey Peninsula College meets Standard III.A.4.

Evidence Cited
IIIA4.1   Sample Job Announcements
　　　　　　　a. Administrator
　　　　　　　b. Faculty, Full-time
　　　　　　　c. Faculty, Part-time
　　　　　　　d. Classified Staff
IIIA4.2   MPC Employment Website, Application FAQs
IIIA4.3   On-boarding Procedures

III.A.5   The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard
- The Office of Human Resources coordinates the evaluation processes for administrators, managers, faculty, and classified and confidential staff. Evaluation processes for all employee groups are designed to measure the performance of assigned duties and ensure that any improvement plans are formal, timely, and documented [IIIA5.1 – IIIA5.5].

Analysis and Evaluation
Administrators, Management, Supervisors, and Confidential Staff
Administrators, managers, supervisors, and confidential employees (referred to locally as the MSC group) are evaluated on an annual basis. The evaluation process includes an initial conference between employee and supervisor, where goals are agreed upon; a mid-year conference to discuss challenges and make adjustments to goals; and a summary conference and final evaluation. The process also includes a biannual performance survey. Every other spring, members of the MSC group submit a list of at least 10 individuals from all campus constituencies who are invited to participate in a behavioral survey. Respondents evaluate MSC employees' effectiveness in support of the institutional mission, goals, and objectives; performance and decision making; problem solving skills; communication skills; participation in

committees and governance; team building; and leadership and management skills. The employee has an opportunity for self-reflection and completes a self-evaluation. The supervisor completes an evaluation, which includes opportunities to identity commendations and recommendations for improvement. Both parties meet to discuss the behavioral survey results, self-evaluation and supervisor's evaluation [IIIA5.1].

Faculty: Tenured, Tenure-Track, and Adjunct Faculty
The faculty personnel (full-time and part-time) at the College are subject to an evaluation process that is outlined in MPCTA Agreement, Article 14 – Evaluations [IIIA5.2, p. 83]. Per contract, the purpose of evaluation and tenure review is to ensure that the institution maintains the highest quality in its faculty. The evaluation process includes student evaluations, peer and administrator review, classroom observations, and a self-evaluation. Faculty members are evaluated on teaching effectiveness.

MPC's tenure review process is thorough and exhaustive to ensure high quality instruction and services. Tenure track faculty are evaluated by a committee of faculty peers every year for the first four years of employment. Evaluations occur in the fall and spring of the first year, in the fall of the second year, in the spring of the third year, and in the fall and spring of the fourth year. If any of these evaluations results in a needs improvement status, the evaluation committee will develop a specific plan to help the faculty member improve his/her skills for the next evaluation. If there is no evidence of improvement, the evaluation committee will not recommend a contract renewal. Unsatisfactory evaluations during faculty members' first year of employment result in a recommendation of non-renewal of contract. Contract renewals are recommended by the evaluation committee to the Dean of the area [IIIA5.3a].

Once tenured, faculty personnel are evaluated every three years by a committee of faculty peers. If an evaluation results in a needs improvement status, the evaluation committee meets with the faculty member to offer suggestions and guidance in resolving any problems. The committee and faculty member design and agree upon an improvement plan for the faculty member to follow in order to improve his/her effectiveness. The improvement plan is included in the committee report, and progress is assessed as part of the next evaluation. If an evaluation results in an unsatisfactory status, an amelioration committee is formed by the end of the first week of the semester following the original evaluation. An improvement plan is developed and includes specific indices for measuring progress. A satisfactory status on the next evaluation will result in a scheduled evaluation in two years and an unsatisfactory status will be reported to the Superintendent/President for review and action [IIIA5.3b].

Adjunct faculty are evaluated in their first semester of teaching and again every six semesters for evaluations resulting in a satisfactory status. The evaluation process includes student surveys, classroom visits, self-evaluation, review of class materials, evaluation of performance of other

services, and a committee report. An evaluation that results in a needs improvement status will be evaluated again the following semester of re-employment. The committee and adjunct faculty member design and agree upon an improvement plan for the faculty member to follow, and progress is assessed as part of the next evaluation. Adjunct faculty who receive an unsatisfactory evaluation are not recommended for rehire [IIIA5.3c].

Classified Staff
The classified employees at Monterey Peninsula College are subject to the evaluation process outlined in MPCEA Agreement, Article XII – Evaluation Procedure [IIIA5.4, p. 52], which includes eight job-effectiveness criteria [IIIA5.5]. All probationary employees are evaluated by the end of the fifth month of the six-month probationary period, to ensure that they are an effective fit for permanent hire. All permanent employees are evaluated annually. Employees and supervisors may request a formal evaluation and corrective assistance at any time. All evaluation resulting in an unsatisfactory status requires a follow-up evaluation that may include specific recommendations for improvement and provisions for assisting the employee in meeting the recommendations.

Conclusion: Monterey Peninsula College meets Standard III.A.5.

Evidence Cited
IIIA5.1   Administrator/Manager Performance Evaluation Process
IIIA5.2   MPCTA Agreement: Article 14, Evaluations (p. 83)
IIIA5.3   Faculty Evaluation Forms & Processes
      a.   Tenure-Track Faculty
      b.   Tenured Faculty
      c.   Adjunct Faculty
IIIA5.4   MPCEA Agreement: Article XII, Evaluation Procedure (p. 52)
IIIA5.5   Classified Evaluation Forms & Processes

III.A.6   **The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

Evidence of Meeting the Standard
- The self-evaluation component of the regular faculty evaluation provides an opportunity for faculty to discuss participation in Reflections and provides consideration of how results of assessment of learning outcomes shape improvements in teaching and learning. Per contract, the self-evaluation is a required component of faculty evaluation [IIIA6.1 – IIIA6.2].
- In cases where individual classified or administrative positions have a more direct responsibility for student learning, outcomes assessment is addressed within regular

evaluation of the employee's overall job performance. For classified employees, this can be done within the "Quantity of Work" and "Performance Goals" components of the classified evaluation, along with other assigned duties and plans for improvement [IIIA6.5]. The managerial evaluation contains components for evaluating progress made on goals and objectives and performance of major position responsibilities [IIIA6.6].

Analysis and Evaluation
Personnel with Direct Responsibility for Student Learning
At MPC, faculty have been identified as the personnel group with "direct responsibility for student learning," in that they are responsible for setting learning outcomes, determining the methods used to assess attainment of learning outcomes, and using the results to guide improvements to teaching and learning. As described in Standards I.B.1 and I.B.2, faculty participate in assessment of student learning outcomes and use of assessment results to improve student learning through the Reflections process. The self-evaluation component of the regular faculty evaluation provides an opportunity for faculty to discuss participation in Reflections and provides consideration of how results of assessment of learning outcomes shape improvements in teaching and learning [IIIA6.1, p. 45]. The faculty self-evaluation is discussed in detail below.

Other personnel groups on campus, such as administrators and classified staff, generally have an indirect (if still critical) role in student learning. Since the majority of these personnel do not have direct responsibility for student learning, consideration of learning outcomes assessment results does not appear as a required element of the standard evaluation instruments for the classified and managerial employee groups. In cases where individual classified or administrative positions have been assigned a more direct responsibility for student learning, outcomes assessment is addressed within regular evaluation of the employee's overall job performance, as will be discussed below.

Faculty Evaluation and Results of Outcomes Assessment
Faculty evaluation processes are governed by the current collective bargaining agreement, which does not directly reference student learning outcomes. However, discussion of learning outcomes is an integral part of the institution's ability to maintain the highest standards of quality among faculty. At MPC, the phrase "student learning outcomes" is understood to refer to a measurable or evaluable description of what students are expected to "know" or "be able to do" after they have successfully completed a course or program [IIIA6.1, p. 45]. Instructor and Program Reflections serve as the mechanism for assessing the degree to which students attain outcomes at the course and program level. During the Reflections process, faculty document how results of learning outcomes assessment have informed changes to pedagogy or service delivery. During the faculty evaluation process, all faculty (including counselors and librarians) complete a self-evaluation that provides an opportunity to discuss participation in the Instructor and Program Reflections processes. Additional questions in the self-evaluation prompt faculty to

discuss the effectiveness of their assessment methods, any changes they have made during the evaluation cycle that could affect teaching and learning (e.g., new teaching techniques, tools, lecture topics), and rationale for those changes [IIIA6.2]. Per Article 14.3 of the MPCTA contract, the self-evaluation is a required component of the evaluation [IIIA6.3, p. 83].

Non-Faculty Evaluation and Results of Outcomes Assessment

As noted above, the majority of non-faculty personnel at MPC have indirect responsibility for student learning. Evaluation instruments have been designed (and in the case of classified staff, negotiated) to be useful and valid for the majority of these employee groups. For this reason, consideration of how outcomes assessments results are used does not currently appear as a required component in the standard evaluation instruments used for classified staff or administrative personnel. However, in some cases, individual classified or administrative personnel have been assigned a more direct responsibility for learning outcomes. The job descriptions for these positions contain clear descriptions of the position's responsibility for student learning, which allows for consideration of how assessment results are used to improve teaching or service delivery as part of the regular evaluation of that individual's primary responsibilities [IIIA6.4a, IIIA6.4b]. When individuals in these positions are evaluated, consideration of how effectively these duties are performed can be addressed in the "Quantity of Work" and "Performance Goals" components of the classified evaluation, along with other assigned duties and plans for improvement [IIIA6.5]. Likewise, the standard managerial evaluation contains components for evaluating progress made on goals and objectives and performance of major position responsibilities [IIIA6.6]. Direct responsibility for student learning and participation in outcomes assessment can be addressed within these components.

Conclusion: Monterey Peninsula College meets Standard III.A.6. However, there are opportunities for continued improvement in this area, specifically with regard to formalizing consideration of how outcomes assessments are used to improve student learning in the evaluations for non-faculty personnel.

Evidence Cited

IIIA6.1   2015-2016 Faculty Handbook, p. 45
IIIA6.2   Faculty Self-Evaluation document
IIIA6.3   MPCTA Agreement: Article 14.3, Self-Evaluation, p. 83
IIIA6.4   Sample Non-Faculty Job Descriptions
      a.   Classified
      b.   Administrator
IIIA6.5   Classified Evaluation Form
IIIA6.6   Administrator / Manager Evaluation Form

III.A.7 **The institution maintains a sufficient number of qualified faculty, which includes full-time and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard
- The College uses several methods to assess institutional needs related to the sufficiency of faculty. As a starting point, the College strives to meet the Faculty Obligation Number (FON) set for it by the State Chancellor's Office, in accordance with Title 5. The College considers its FON as it determines how many full-time faculty will be hired in any given year. In order to determine which disciplines may require additional faculty to maintain or improve the quality of programs and services, the College also considers enrollment trends, program review data, and local labor market needs [IIIA7.3].
- Enrollment trends, program review data, and local labor market needs inform decisions about the number of part-time faculty needed to maintain the quality of educational programs and services. Adjunct faculty are hired as needed to support the needs of instructional programs and support services and achieve the institutional mission.

Analysis and Evaluation
The College uses several methods to assess institutional needs related to the sufficiency of faculty. As a starting point, the College strives to meet the Faculty Obligation Number (FON) set for it by the State Chancellor's Office, in accordance with Title 5. The College considers its FON as it determines how many full-time faculty will be hired in any given year. In order to determine which disciplines may require additional faculty to maintain or improve the quality of programs and services, the College also considers enrollment trends, program review data, and local labor market needs. The Superintendent/President makes the final determination of how many full-time faculty will be hired each year, balancing FON requirements with other College-wide resource allocation needs. These data also inform decisions about how many part-time faculty are needed; adjunct faculty are hired on an as-needed basis to support the needs of instructional programs and support services.

Department chairs review enrollment trends to determine course offerings and make recommendations to the division chairs about course scheduling and teaching assignments. Division chair review the recommendations and forward the class schedule to the Deans and Vice President of Academic Affairs for approval. Enrollment trends inform the Program Review and annual faculty priority hiring processes.

The comprehensive program review process enables the College to assess the quality of programs and services and assure that each instructional and service area maintains a sufficient number of faculty to sustain program quality in support of the mission. The College's full-time

faculty prioritization process also involves consideration of enrollment trends and local labor market data.

As part of the program review process, the College examines several factors that directly or indirectly contribute to an assessment of faculty staffing levels, including:

- Alignment between program mission and College mission
- Trends related to course offerings and scheduling
- Five-year enrollment trends
- Staffing data, including analysis of FTEF to FTES
- Program Improvement Plans

For example, during its 2012 program review, the Mathematics department analyzed student demographics and enrollment trends and recognized the need to increase course offerings [IIIA7.1]. To accommodate support for the course offerings, the College approved the hiring of two full-time mathematics instructors (hired fall 2013) and a full-time coordinator for the Mathematics Learning Center (hired fall 2014). Similarly, the program review completed in fall 2012 for the Chemistry department provided evidence that increasing enrollment trends required the hiring of additional full-time faculty [IIIA7.2]. The College hired two additional full-time Chemistry instructors in fall 2014.

During the College's annual faculty prioritization process, members of Academic Affairs Advisory Group (AAAG) and the Student Services Advisory Group (SSAG) review proposals for new or replacement full-time faculty. Factors considered during prioritization include program improvement plans from program review, enrollment trends, labor market data, and relationship of the position to the mission and quality of the program [IIIA7.3]. For example, during the fall 2013 prioritization, the College considered whether to hire a full-time faculty member for the Hospitality and Restaurant Management department. Hospitality and Restaurant Management is another area with potential to serve the employment and training needs of the community. After considering local labor market data and the institutional mission and goals, the College determined that a full-time faculty member was necessary to assure the quality of educational programs and fulfill a need for the local community [IIIA7.4]. As a result of the discussion, the College hired a full-time faculty member to develop and revitalize the curriculum for the Hospitality and Restaurant Management program.

In fall 2015, the Academic Affairs Advisory Group began using a rubric as part of its faculty prioritization process [IIIA7.5]. The rubric aids in discussion of the connections between faculty position requests and programmatic needs, FTES generation potential, support for the College's mission, and labor market trends [IIIA7.6].

Enrollment trends, program review data, FTES generation, and local labor market needs inform decisions about the number of part-time faculty needed to maintain the quality of educational programs and services. The College hires adjunct faculty as needed, in order to support the needs of instructional programs and support services and meet student demand for course offerings. While MPC employs a sufficient number of qualified full-time and part-time faculty, there are areas where the College could increase its offerings if additional faculty could be identified. Two community colleges, a CSU, and a UC are located within forty miles of MPC, which increases the competitiveness of the hiring pool for part-time instructors.

The table below shows full-time equivalent numbers of full-time faculty, part-time faculty, and full-time students.

Full-Time Equivalent Faculty (FTEF) and FTES					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Full-time FTEF	103.7	112.3	117.8	122.4	131.1
Part-time FTEF	99.6	94.1	105.4	102.9	98.1
Total Faculty FTEF	**203.3**	**206.4**	**223.2**	**225.3**	**229.2**
FT FTEF to PT FTEF – MPC	1.04:1	1.19:1	1.12:1	1.19:1	1.34:1
FT FTEF to PT FTEF – Statewide	1.29:1	1.28:1	1.13:1	1.10:1	1.14:1
FTES*	2,911.66	3,016.30	2,973.58	2,880.15	3,059.63
FTES* per FTEF – MPC	14.31:1	14.61:1	13.32:1	12.78:1	13.35:1
FTES* per FTEF – Statewide	15.54:1	15.15:1	14.84:1	14.74:1	14.24:1

*Includes FTES from instructional contracts
Source: CCCCO MIS Database (Fall 2011 – Fall 2015)

MPC's full-time to part-time faculty ratio is slightly below statewide average. As noted above, regional factors may affect the local hiring pool for part-time instructors. The College's student to faculty ratio is also lower than the statewide average. The data suggest that the College maintains more than sufficient numbers of faculty support the institution's mission and purposes.

Conclusion: Monterey Peninsula College meets Standard III.A.7.

Actionable Improvement Plan
The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

Evidence Cited
IIIA7.1   Mathematics Program Review
IIIA7.2   Chemistry Program Review
IIIA7.3   Faculty Position Request Forms
IIIA7.4   Faculty Request: Hospitality and Restaurant Management Proposal
IIIA7.5   Faculty Prioritization Process, fall 2015

III.A.8   An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard:
- Each semester, Academic Affairs hosts an adjunct faculty orientation session to provide new adjunct faculty with essential information about the College, their role as faculty, campus policies and procedures, and campus safety [IIIA8.1].
- Division Chairs coordinate the work of those in their divisions, including adjunct faculty. Division Chairs participate in adjunct faculty hiring and recommend adjunct teaching assignments to their respective Dean [IIIA8.2].
- Evaluation procedures for adjunct faculty are specified in the MPCTA Agreement [IIIA8.3].
- Professional development opportunities are open to all faculty, including adjuncts [IIIA8.4, IIIA.7 – IIIA8.9]. Adjunct faculty are encouraged and invited to participate in campus activities, and actively participate in campus governance [IIIA8.10].

Analysis and Evaluation

Each semester, the Dean of Instruction, Academic Affairs, hosts an adjunct faculty orientation session to provide new adjunct faculty with essential information about the College, their role as faculty, campus policies and procedures, and campus safety [IIIA8.1]. The Office of Human Resources provides all newly hired employees with basic employment documents and informational documents to assist in orientation. During this meeting, new employees are encouraged to ask questions regarding policies and procedures of employment, including compensation, evaluations, professional growth, and campus life. At the division and program level, administrative support staff provide additional orientation services. This may include tours, issuance of keys, overview of classroom technology, mailbox, email access, administrative support, WebReg, and distribution of textbooks and syllabi.

Administrators and staff monitor the workload of adjuncts to ensure compliance with Education Code 87482.5, limiting them to 67% of an equivalent full-time load. Analysis of load limits is performed multiple times through the assignment process in division offices and the offices of Human Resources and Academic Affairs. Tenured faculty serving as Division Chairs coordinate the work of adjunct faculty in their respective disciplines. Division Chairs review adjunct applications (including requests for equivalency for minimum qualifications), conduct interviews, and recommend faculty for hiring. Division Chairs also recommend course assignments and mentor adjuncts in respect to curriculum, teaching methods, and administrative paperwork. Further, they participate in the supervision and evaluation of the adjunct's work to

ensure that adjunct faculty meet the standards of academic quality and discipline expertise [IIIA8.2, p. 155]. As discussed in Standard III.A.5, adjunct faculty are evaluated in compliance with Article 14 of the MPCTA Agreement and Education Code 87660 et seq. [IIIA8.3, p. 83].

The MPC Foundation provides small Faculty and Staff Advancement grants to support professional development opportunities outside the College [IIIA8.4]. FASA awards can be to attend conferences, workshops, or conventions, fund professional development coursework, or purchase classroom equipment; all faculty and staff, including adjunct faculty, are encouraged to apply, and many of the funds have been awarded to adjuncts [IIIA8.5]. Human Resources staff monitor adjuncts' participation in professional growth activities that can lead to increased compensation [IIIA8.6].

The College schedules professional development activities during flex days at the beginning of each semester, ranging from use of technology in the classroom to addressing the needs of a diverse student population. Flex days also offer opportunities for all faculty, both full-time and part-time, to meet, socialize, network, and share information [IIIA8.7]. The College also provides training and support for faculty teaching in an online modality. Many of these training and support resources are available online to allow maximum participation, especially from adjuncts who might not otherwise be able to attend a live training [IIIA8.8, IIIA8.9].

Part-time faculty comprise a large component the College community. The fluctuating membership of this employee group makes it challenging to ensure all are informed, engaged, and participating. However, the College attempts to integrate adjunct faculty through division activities, participatory governance structures, and College-wide events. Adjunct faculty serve on committees, including the Academic Senate [IIIA8.10], attend division meetings, facilitate flex day events, and support student clubs and events. Adjunct faculty are also encouraged to share their opinions and feedback through surveys on both campus-wide and division-specific issues surveys, including program review. In addition to Flex events at the beginning of each semester, adjuncts participate in College-wide events such as the annual Employee Celebration and Awards Ceremony. Each spring, the Administration host this event to honor outstanding performance as well as years of service by faculty and staff members, including adjuncts.

Conclusion: Monterey Peninsula College meets Standard III.A.8.

Evidence Cited
IIIA8.1   Sample Adjunct Orientation Agenda
IIIA8.2   MPCTA Agreement: Article 23.4.1, Job Description of Division Chair, p. 155
IIIA8.3   MPCTA Agreement: Article 14.2.3, Temporary Faculty, p. 82
IIIA8.4   MPC Foundation Website: FASA Description
IIIA8.5   FASA Award Recipients
IIIA8.6   Professional Growth Form
IIIA8.7   Flex Day Schedules: Spr13 - F15

IIIA8.8   MPC Online Training Schedules
IIIA8.9   MPC Online Faculty Support Web pages
IIIA8.10   Academic Senate Bylaws: Senators and Constituencies, p. 2

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

- The College evaluates the sufficiency of its staff on an ongoing basis to ensure that educational, technological, physical, and administrative needs can be met effectively. The College evaluates sufficiency of staffing through program review, through campus-wide planning documents such as the Technology Plan, through *ad hoc* process mapping activities [IIIA9.1 – IIIA9.2, IIIA9.6], and upon the departure of existing staff [IIIA9.3]. New positions are added when necessary, and as resources allow. Reclassification, reassignment, and/or cross training help to ensure that existing staff are deployed effectively.

Analysis and Evaluation

When a classified vacancy occurs, the immediate supervisor for the position completes a Request to Fill Classified Positions form [IIIA9.3]. As part of the request process, the supervisor reviews the job description and, based on unit needs, determines whether to request that the vacancy is filled with no changes to the job description, some modifications to the job description, or by creating a new position entirely. Supervisors provide budget information and an explanation of how the position supports student learning as rationale for filling the vacancy. The Superintendent/President and Vice Presidents approve filling vacancies in existing, budgeted classified positions, and share the results of the decision with College Council as an information item to ensure transparency.

The reclassification process provides a structure for examining duties and qualifications required for each classified position, in order to support the educational, technological, physical, and administrative operations of the institution. In 2014, the reclassification processes resulted in changes to eight job descriptions, including a reorganization of the accounting specialist classification in the Department of Fiscal Services and lab technicians supporting the Automotive and Nursing programs. As described in Standards III.A.5 and III.A.3, job descriptions are also reviewed during the annual classified evaluation process, to ensure that they adequately reflect the current job requirements and program needs [IIIA9.4, p. 21; IIIA9.5].

Cross training of existing staff also helps to ensure that the institution maintains a sufficient number of qualified staff to meet institutional needs. For example, in an effort to provide

effective support of administrative needs of the institution, the Office of Human Resources has made concerted efforts to cross train staff in recruitment, management of evaluation, data and reporting, and employee/employer relations. An analysis of procedures resulted in streamlining the onboarding process for new employees while increasing administrative efficiencies [IIIA9.6]. Similarly, to address staffing requirements in the Office of Academic Affairs, existing workflows were redistributed among departmental staff. The redistribution resulted in the modification of several existing job descriptions and the creating of one new job description, Unit Office Manager, Public Safety Training Center (PSTC) [IIIA9.7]. This change provided essential institutional and operational support to the fire, police, and emergency medical training programs and identified personnel to serve as essential back-up support services.

Similarly, the College created a new staff classification, Online Instructional Technology Specialist, to support educational, technological, and administrative operations related to online instruction [IIIA9.8]. This classified position provides support for faculty and others using MPC Online through training, orientation, and instruction in the creation of multi-media productions, as well as the maintenance of both the Instructional Technology lab and the learning management system. Need for the position became evident as MPC's online offerings grew [IIIA9.9].

The table below shows full-time equivalent numbers of classified professional staff, classified support staff, and full-time students.

Classified Staff Full-Time Equivalent Employees and FTES					
	Fall 2011	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Classified Professional FTE	18.5	19.3	18.8	23.8	18.4
Classified Support FTE	151.3	150.4	147.5	137.8	132.7
Total Staff FTE	**169.8**	**169.7**	**166.9**	**161.6**	**151.1**
FTES*	2,911.66	3,016.30	2,973.58	2,880.15	3,059.63
FTES* per FTE Staff – MPC	17.15:1	17.77:1	17.88:1	17.82:1	20.25:1
FTES* per FTE Staff – Statewide	22.53:1	22.44:1	22.81:1	22.86:1	22.20:1

*Includes FTES from instructional contracts
Source: CCCCO MIS Database (Fall 2011 – Fall 2015)

MPC's student to staff ratio is lower than the statewide average. The data suggest that the College maintains more than sufficient numbers of staff to support the institution's mission and purposes.

Conclusion: Monterey Peninsula College meets Standard III.A.9.

Actionable Improvement Plan
The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

Conclusion: Monterey Peninsula College meets Standard III.A.9.

Evidence Cited

IIIA9.1 Program Review Templates: Staffing Evaluation
    a. Academic Affairs, p. 14
    b. Administrative Services, p. 8
    c. Student Services, p. 10
IIIA9.2 2013-2016 Technology Plan, p. 34
IIIA9.3 Classified Position Request Form
IIIA9.4 MPCEA Agreement: Article V, Reclassification, p. 21
IIIA9.5 Classified Evaluation Form
IIIA9.6 Business Process Analysis: Human Resources
IIIA9.7 Job Description, PSTC Unit Office Manager
IIIA9.8 Online Instructional Technology Specialist Job Description
IIIA9.9 Position Request: Online Instructional Technology Specialist

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

- MPC employs administrators and managers to provide oversight and supervision of the day-to-day operations of the College [IIIA10.1]
- College administrators and managers are selected based on their preparation, qualifications, and expertise [IIIA10.3, IIIA10.4, IIIA10.5]

Analysis and Evaluation

MPC's administrative structure has remained relatively unchanged since the 2010 self-evaluation report. At that time, some administrative positions were eliminated to meet budgetary shortfalls and to address the California recession. The 2010 Evaluation Report from the ACCJC visiting team commended Student Services for the "level of efficiency, commitment and willingness to face the fiscal and staffing challenges while delivering meaningful services to students."

In summer 2014, following a resignation in Academic Affairs and unsuccessful search for a retirement replacement in Student Services, Monterey Peninsula College recruited for an Interim Vice President of Academic Affairs and an Interim Vice President of Student Services to serve in temporary capacities from October 2014 until June 30, 2015. The Superintendent/President selected MPC's Dean of Instructional Planning and Dean of Student Services to serve in these temporary positions. To address administrative demands left by the deans' interim assignments, managers and faculty were assigned additional responsibilities during the transition period. In July 2015, the College completed a successful search for a Vice President of Academic Affairs.

Unfortunately, the search for a Vice President of Student Services was not successful. As of fall 2015, The College is conducting a second search for a permanent Vice President of Student Services. The College expects the successful candidate to begin employment in July 2016.

In addition to administrators, MPC also employs managers to provide oversight and supervision of the day-to-day operations of the College as described in Standard III.A.3. These areas include Admissions and Records, Financial Aid, Institutional Research, Child Development Center, Information Technology, Security, Facilities and Custodial Services [IIIA10.1]. The College developed a new position, Director of Student Success and Equity, to manage and oversee programs funded by the California Community College system for student success and support programs. The College hired its first Director of Student Success and Equity in November 2015, after a proposed restructuring of Student Services [IIIA10.2, IIIA10.5].

Appropriate Preparation and Expertise
Preparation and expertise to provide continuity and effective administrative leadership and services are outlined and identified in the job postings for all administrators. Statewide minimum qualifications for educational administrators in California Community Colleges are a Master's degree and one year of experience related to the administrative assignment. MPC administrators are required to possess additional training and experience. Desirable skills and characteristics are also acknowledged in the job postings and job descriptions [IIIA10.3, IIIA10.4]. For example, the job announcement for the Vice President of Student Services lists three desirable characteristics:

1. Demonstrated leadership and vision incorporating sound fiscal planning, knowledge of educational trends pertinent to community colleges and data-driven decision making related to enrollment management and student retention;
2. Demonstrated commitment to participatory governance and developing collaborative relationships with a diverse campus constituency emphasizing consensus building, conflict resolution, and problem solving; and
3. An ability to work as an executive team member dedicated to the collaborative goal of integrating instruction, student, and administrative services to create and maintain a supportive student learning environment.

Human Resources staff verify administrators' educational preparation using official transcripts.

Administrators and managers attend conferences, workshops and trainings to maintain currency in the field and to ensure compliance with new laws and regulations. Managers and administrators have attended on-going mentor training with the Association of California Community College Administrators. Administrators attend annual and biannual conferences and informational and training workshops with colleagues across the state.

The table below shoes the full-time equivalent numbers of administrators and students for the past five fall semesters.

Full-Time Equivalent (FTE) Administrators and FTES					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Educational Administrators	10	8.0	9.0	6.0	8.7
Classified Administrators	9.0	9.3	7.9	4.0	2.0
Total FTE Administrators	**169.8**	**169.7**	**166.9**	**161.6**	**151.1**
FTES*	2,911.66	3,016.30	2,973.58	2,880.15	3,059.63
FTES* per FTE Admin – MPC	153.24:1	174.35:1	175.95:1	288.02:1	285.95:1
FTES* per FTE Admin – Statewide	156.49:1	144.83:1	152.47:1	149.79:1	140.56:1

*Excludes FTES from instructional contracts
Source: CCCCO MIS Database (Fall 2011 – Fall 2015)

MPC's student to administrator ratio is notably higher than the statewide average, particularly since fall 2012. In order to meet the increasing demands upon the College and to respond to dynamic California Community College systems, external agencies, and community needs and requirements, the College may need additional administrators and/or managers. Essential areas of concern include enrollment management, institutional effectiveness, access to data, marketing, facilities, and public information.

Conclusion: To meet budgetary challenges during the California recession in 2008, the College eliminated administrative positions. MPC has maintained its organizational structure since 2010, even as campus needs have changed. To provide increased leadership in the planning and implementation of effective services, additional administrative positions may be needed.

Actionable Improvement Plan
The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

Evidence Cited
IIIA10.1   Organizational Charts
IIIA10.2   Student Services Re-organization
IIIA10.3   Sample Job Announcement: VPSS
IIIA10.4   Sample Job Description: Dean of Instruction
IIIA10.5   Sample Job Description: Director, Student Success and Equity

III.A.11   The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Evidence of Meeting the Standard

- The College has established personnel policies and procedures that are available for information and review. Current Board Policies related to personnel are available online through the Board of Trustees website [IIIA11.1]. More specific procedures, including hiring procedures, collective bargaining agreements, unlawful discrimination and sexual harassment complaint procedures, and the Equal Employment Opportunity Plan, can be found on the publicly available Human Resources website [IIIA11.2].

Analysis and Evaluation

Monterey Peninsula College establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. All policies and procedure, including those related to personnel, are posted online and available to the public in electronic form. Current Board Policies related to personnel are available online through the Board of Trustees website [IIIA11.1]. More specific procedures, including hiring procedures, collective bargaining agreements, unlawful discrimination and sexual harassment complaint procedures, and the Equal Employment Opportunity Plan, can be found on the publicly available Human Resources website [IIIA11.2]. The Office of Human Resources handles complaints related to unlawful discrimination, per established procedure [IIIA11.3]. Negotiated agreements with bargaining units specify procedures for other types of work-related grievances [IIIA11.4, p. 33; IIIA11.5, p. 58]. College processes require timely response to any complaint or grievances. Following investigation of complaints and grievances, corrective action is taken if needed to ensure equity and consistency of policies and procedures.

MPC works diligently to ensure that policies and procedures are administered fairly and consistently. When personnel are needed, for example, selection committees are apprised of hiring policies and procedures, and all members of each committee are charged with ensuring that the procedures are followed. When faculty, administrators, and staff are evaluated, there are clear processes with timelines to ensure that each employee is evaluated in a consistent and appropriate manner. Other personnel processes, including reclassification requests and discrimination complaint procedures, are clearly described and made available to all employees through the Human Resources website.

In the 2014 Faculty and Staff Accreditation Survey, 76.9% of respondents stated that they strongly agree or agree that they know where they can find personnel policies and procedures that are relevant to their job. 78.2% of respondents agreed or strongly agreed that they had been treated fairly; a similar number of respondents (75.6%) agreed or strongly agreed that the institution makes every effort to treat people fairly [IIIA11.6].

Conclusion: Monterey Peninsula College meets Standard III.A.11.

Evidence Cited

IIIA11.1 [Board Policies Website: Personnel Policies](#)
IIIA11.2 [Human Resources Website](#)
IIIA11.3 [MPC Discrimination Complaint Procedures](#)
IIIA11.4 [MPCTA Agreement: Article 6, Grievance Procedure](#), p. 33
IIIA11.5 [MPCEA Agreement: Article XIV, Grievance Procedure](#), p. 58
IIIA11.6 [2014 Faculty and Staff Accreditation Survey](#), p. 12

III.A.12 **Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

Evidence of Meeting the Standard:
- The College adheres to Board Policy 5100: Equal Employment Opportunity and Commitment to Diversity, which states that the College will ensure that applicants and employees will not be subjected to discrimination in any program or activity on the basis of any protected group status, and that the College will strive to achieve a workforce that is welcoming to all individuals [IIIA12.1].
- In accordance with Board Policy 5100, the College has adopted an Equal Employment Opportunity (EEO) Plan to ensure equitable hiring practices [IIIA12.2].
- MPC's Equal Employment Opportunity Advisory Committee (EEOAC) includes representatives from both the campus and community, and acts as an advisory body to the College in the implementation of the EEO Plan [IIIA12.3].
- Hiring procedures for all employee groups outline elements of the hiring process that relate to equal employment opportunities, including recruitment strategies, committee membership and training, and selection and interview processes [IIIA12.4].

Analysis and Evaluation
Creating and Maintaining Programs, Practices, and Services that Support Diverse Personnel
Board Policy 5100 Equal Employment Opportunity and Commitment to Diversity in Employment states that the College will ensure that applicants and employees will not be subjected to discrimination in any program or activity on the basis of any protected group status. The policy also provides that the College strive to achieve a workforce that is welcoming to all individuals [IIIA12.1]. In accordance with this policy, the College works to create and maintain an inclusive educational and employment environment that fosters cooperation, acceptance, democracy, and free expression of ideas.

The College has adopted an Equal Employment Opportunity (EEO) Plan, which provides definitions, requirements for training members of search committees, and an analysis of the

applicant pools and employee groups [IIIA12.2]. The Plan also identifies responsible parties in hiring processes and establishes an Equal Employment Opportunity Advisory Committee (EEOAC) [IIIA12.3, p. 6]. The EEOAC membership includes representatives from both the campus and community. The EEOAC acts as an advisory body to the College in the implementation of the EEO Plan, which includes compliance with laws and regulations and a review of hiring procedures.

Hiring procedures for all employee groups outline recruitment strategies, committee membership and training, and selection and interview processes. Hiring committee members receive training in EEO laws, best practices, and bias training, and the Faculty hiring committees include a designated EEO Representative who receives additional EEO training. To help hiring committee members select potential employees who demonstrate an understanding of and sensitivity to diversity issues, Board Policy and personnel procedures require committee members to evaluate candidates' understanding of, sensitivity to, and appreciation for the academic, ethnic, socioeconomic, disability and gender diversity of students and staff attending or working on a community College campus [IIIA12.4a, p. 10; IIIA12.4b, p. 7; IIIA12.4c, p. 9; IIIA12.4d, p. 9].

In addition, both collective bargaining agreements include a non-discrimination clause, which states that neither the District nor Association will discriminate against any employee on the basis of any protected status [IIIA12.5, p. 25; IIIA12.6, p. 8]. These statements help to promote an inclusive environment that fosters cooperation, acceptance, democracy, and free expression of ideas.

To ensure that Board Policies and administrative procedures relate to the commitment of providing a welcoming employment and learning environment to all employees and students, the College investigates complaints in a timely and consistent manner. The Associate Dean of Human Resources has been designated the Title IX Officer and EEO Officer, responsible for overseeing all complaints and investigations; three additional administrators have been trained as Title IX investigators. All individuals attended intensive certification training offered by ATIXA, the Association of Title IX Administrators. All complaint processes provide the complainant an opportunity to appeal an administrative finding. The names of responsible administrators and complaint processes are accessible on the College website and in the College catalog [IIIA12.7].

Assessing Employment Equity and Diversity
The College regularly reviews applicant demographics of the applicant pools and employee groups. The Associate Dean of Human Resources presents an annual EEO report to the Board of Trustees, which includes information about the diversity of current applicant pools and active employee demographics [IIIA12.8]. Longitudinal trends in applicant and employee demographics are also considered. Human Resources staff and the EEOAC also review these

data and consider procedural critiques and suggestions for improving outreach and hiring procedures.

Conclusion: Monterey Peninsula College meets Standard III.A.12.

Evidence Cited
IIIA12.1   Board Policy 5100: Equal Employment Opportunity and Commitment to Diversity
IIIA12.2   Equal Employment Opportunity Plan
IIIA12.3   Equal Employment Opportunity Advisory Committee (see p. 6)
IIIA12.4   Hiring Procedures
      a. Full-Time Faculty, p. 10
      b. Adjunct Faculty, p. 7
      c. Classified Staff, p. 9
      d. Administrators/Managers, p. 9
IIIA12.5   MPCTA Agreement: Article 2, Non-Discrimination, p. 25
IIIA12.6   MPCSEA Agreement: Article 1.2, Non-Discrimination, p. 8
IIIA12.7   Human Resources Website: Title IX
IIIA12.8   EEO Report to the Board of Trustees, 2014-2015

III.A.13   The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
- The College has an established Institutional Code of ethics, codified in Board Policy 5001 [IIIA13.1].
- Additional written policies related to ethical standards for employees include those related to professional commitment, employee rights and responsibilities, and personal conduct. Consequences for violation are included in the policy language as appropriate [IIIA13.2].

Analysis and Evaluation
Board Policy 5001: Institutional Code of Ethics [IIIA13.1] serves as MPC's written code of professional ethics for all employees. The Policy asserts that ethical principles of honesty, integrity, accountability, respect, and trust are required from all members of the College community in order to achieve the mission.

Additional Board Policies related to professional ethics include:
- Board Policy 5310: Faculty Professional Commitment [IIIA13.2a], which describes the professional commitment and obligation of faculty members including having personal qualities and maintaining the highest ethical standards which contributes towards success as a faculty member;
- Board Policy 5530: Management, Supervisory and Confidential Rights and Responsibilities [IIIA13.2b], which describes the ethical responsibilities of members of the management team, including the commitment to principles of honesty and equity,

establishes an expectation that these employees shall commit themselves to excellence in education and the consistent exercise of integrity;

- Board Policy 5320: Teaching Faculty Duties and Responsibilities [IIIA13.2c], which lists expectations for all full and part-time faculty, including the requirement to comply with all institutional policies and procedures;

- Board Policy 5325: Faculty Personal Conduct/Suspension and Dismissal [IIIA13.2d], which establishes standards of conduct for faculty and outlines the grounds for suspension or dismissal including immoral or unprofessional conduct, dishonesty, and conviction of any crime involving moral turpitude; and

- Board Policy 5430: Classified Suspension, Demotion and Dismissal [IIIA13.2e], which lists actions which will subject a classified employee to disciplinary action, including falsification of information, conviction for any criminal offense or misdemeanor involving moral turpitude, dishonesty, and immoral conduct.

Additionally, Board Policy 5105: Sexual Harassment [IIIA13.2f] and the College's Procedures for Complaints of Unlawful Discrimination [IIIA13.3] establish expectations for the equal treatment of all members of the College community, free from discrimination on the basis of any protected status and outline administrative steps that will be taken in the event of a discrimination or sexual harassment claim.

Board Policies and Human Resources procedures are available on the College website [IIIA13.4, IIIA13.5]. Additionally, the College provides new employees with links to Board Policies 5001 and 5105 and the Procedure on Unlawful Discrimination as part of their orientation packet. New employees acknowledge through signature that they have been provided with this information. New classified employees also receive a link in their orientation packet to their Collective Bargaining agreement, which contains additional expectations of behavioral standards [IIIA13.6, p. 54]. The Article defines ethical violations and outlines causes for discipline, up to and including termination.

Conclusion: Monterey Peninsula College meets Standard III.A.13.

Evidence Cited
IIIA13.1   Board Policy 5001: Institutional Code of Ethics
IIIA13.2   Board Policies Related to Ethical Standards
      a. Board Policy 5310: Professional Commitment
      b. Board Policy 5530: Management, Supervisory, and Confidential Rights and Responsibilities
      c. Board Policy 5320: Teaching Faculty Duties and Responsibilities
      d. Board Policy 5325: Faculty Personal Conduct/Suspension and Dismissal
      e. Board Policy 5430: Classified Suspension, Demotion and Dismissal
      f. Board Policy 5105: Sexual Harassment
IIIA13.3   Procedures for Complaints of Unlawful Discrimination
IIIA13.4   Board of Trustees website: Current Policies
IIIA13.5   Human Resources Website: Discrimination Procedure

IIIA13.6   MPCSEA Agreement: Article 13, Discipline, p. 54

III.A.14   The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
- The College provides its employees with opportunities for professional development in keeping with its mission and learning needs. Opportunities include scheduled Flex Day activities at the beginning of each semester, structured courses for online faculty, and MPC Foundation grants to support individualized professional development needs. The College evaluates the effectiveness of these opportunities through participant feedback and participation [IIIA14.1 – IIIA14.6].

Analysis and Evaluation
Structured Flex Activities
The College schedules staff development days during Flex week each semester, one staff development day prior to each fall semester and two days prior to each spring semester. Flex activities include keynote addresses from external and internal speakers designed to stimulate thought around topics related to pedagogy, technology, student learning, and diversity. In addition, flex days include break-out workshops covering topics related to effective instruction, technology, stress and time management, accreditation, assessment, student retention, program review, Title IX, articulation, and employee health and welfare [IIIA14.1].

The Academic Senate's Flex Day Committee plans and organizes flex activities, in collaboration with the Office of Academic Affairs. The Flex Committee solicits ideas for flex day workshops from faculty, staff, and administrators across campus to ensure that offerings are relevant and consistent with institutional needs. The College systematically evaluates effectiveness of flex trainings through participant feedback. At the end of flex days, the Academic Senate invites all campus personnel to participate in a survey about the effectiveness of flex day offerings. The Flex Day Committee uses survey results to plan subsequent flex day activities.

MPC Online / Instructional Technology Training
The MPC Online Support Team provides a variety of professional development to support the use of technology in the classroom and demonstrate effective strategies for online teaching and learning [IIIA14.2]. Structured opportunities for professional development related to online teaching and learning include:
- **MPC Online Teaching Certification Program**: The ICDE launched an MPC Online Teaching Certification program in spring 2014. The certification program consists of two

levels: (1) MPC Online Teaching Certificate and (2) MPC Online Course Design Certificate. Courses in each series are based on the California Community College @ONE online training curriculum and have been adapted to incorporate MPC's Effective Strategies for Online Teaching & Learning as well as specific aspects of MPC's online teaching and learning environment [IIIA14.3].

- **Faculty Coffee & Conversation Sessions**: Since spring 2014, MPC's Institutional Committee on Distance Education and MPC Online support team have hosted "MPC Online Coffee & Conversation Sessions" for one-hour every other week during the semester. The sessions are designed to provide faculty with an opportunity to meet and network with other online faculty, learn new ideas, and share strategies. Session topics range from demonstrations of specific tools by MPC Online trainers to presentations by online faculty. Fall 2015 sessions focused on the theme online student success [IIIA14.4, IIIA14.5].

At the end of each MPC Online workshop or training session a survey is distributed to participants to gather their feedback. The MPC Online Support Team uses the results to improve subsequent workshops and professional development offerings.

MPC Foundation's Faculty & Staff Advancement Awards
Each year the MPC Foundation funds Faculty & Staff Advancement Awards (FASA) for MPC faculty and staff to support professional development or the purchase of instructional materials and classroom equipment. Professional development funded through FASA awards has included the purchase of training systems for PSTC faculty, support for faculty (full-time and part-time) and staff to attend conferences within their discipline or work assignment, and support for managers to attend leadership development programs through EDUCAUSE and ACCCA [IIIA14.6]. After receiving an advancement award and using the funds awarded, recipients are required to write a one-page summary and evaluation of the experience. These review letters help the Foundation evaluate the effectiveness of the awards.

Keenan SafeColleges Online Training
The Human Resources department provides all personnel with online training related to workplace issues and legal compliance, including topics such as ergonomics, sexual harassment, FERPA, injury prevention, diversity and discrimination awareness, and mandated child abuse reporting [IIIA14.7]. Beginning in fall 2015, the College will assign all employees the mandated child abuse reporting and sexual harassment training. Employees and their supervisors will have the ability to request optional trainings as needed. Tools within the training courses allow participants to provide feedback, which Human Resources staff can used to evaluate the effectiveness of the training.

Conclusion: Monterey Peninsula College meets Standard III.A.14.

Evidence Cited

IIIA14.1   Sample Flex Day Schedules
IIIA14.2   MPC Online Faculty Training & Support Website
IIIA14.3   MPC Online: COTL Information
IIIA14.4   Coffee & Conversation Announcement, Spring 2014 (See p. 2)
IIIA14.5   Coffee & Conversation Announcement, Fall 2015
IIIA14.6   FASA Awards
IIIA14.7   SafeColleges Training Website

III.A.15   The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

- In accordance with Ed Code §87031 and Board Policy 5020: Personnel File, the College maintains personnel records in a confidential and secure manner and provides each employee with access to his or her own personnel file upon request [IIIA15.1].

Analysis and Evaluation

Ed Code §87031and Board Policy 5020 give every employee the right to access their own personnel file upon advanced request. All employees may schedule an appointment to review their file with the Human Resources Administrative Assistant. File review is performed in the presence of a representative of Human Resources, and files may not be removed from the office [IIIA15.1].

Personnel files are stored in the Human Resources Office [IIIA15.2]. The filing cabinets that contain these records are equipped with locks and are secured at the end of each business day. During normal business hours, access to personnel files is limited to Human Resources staff. Access by other employees is restricted and limited to those with a job-related College need.

Documents related to dealing with the processing of a grievance are filed separately from the personnel files of the participants. Medical files are also stored separately from the personnel file.

Conclusion: Monterey Peninsula College meets Standard III.A.15.

Evidence Cited:

IIIA15.1   Board Policy 5020: Personnel File
IIIA15.2   Human Resources Website