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# Institutional Self Study in Support of Reaffirmation of Accreditation

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Prepared for

Accrediting Commission  
for Community and Junior Colleges  
Western Association of Schools and Colleges

Submitted January 2010



 **MPC** | MONTEREY PENINSULA  
COLLEGE  
980 FREMONT STREET  
MONTEREY, CALIFORNIA 93940



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# Certification of the Institutional Self Study Report

January 2010

To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: Monterey Peninsula College  
980 Fremont Street  
Monterey, CA 93940

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Douglas R. Garrison, Chief Executive Officer, Monterey Peninsula College

\_\_\_\_\_ Date: \_\_\_\_\_

Dr. Jim Tunney, President, Board of Trustees

\_\_\_\_\_ Date: \_\_\_\_\_

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Michael Dickey, President, Associated Student Body

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Dr. John M. Gonzalez, Co-Chair, Self Study

\_\_\_\_\_ Date: \_\_\_\_\_

Dr. Alfred Hochstaedter, Co-Chair, Self Study



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# Monterey Peninsula College Institutional Self Study Report

## Introduction





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## Overview of the Institution

### History of the College

Monterey Peninsula College (MPC) commenced its operation as a junior college in September 1947 on Monterey High School's campus, holding classes from 4:00 p.m. to 10:00 p.m. daily. During the first year of instruction, 97 acres of land on Fremont Street were purchased by the college. The following September, 20 faculty members held classes in converted barracks buildings brought to the campus for that purpose; 280 students were enrolled.

The junior college separated from the Monterey Union High School District in 1961 and became a separate junior college district. With this reorganization, the Carmel Unified School District and the Pacific Grove Unified School District became part of the Peninsula-wide junior college district.

Over the next few years, the student population grew, as did the need for instructional space. The engineering building was constructed in 1958, the library in 1960, and the art and music center and swimming pool in 1962. In 1965, many of the original campus buildings were replaced with new buildings for business, humanities, life science, physical education, physical science, and social science. The lecture forum, college theater, and college center were also part of this 1965 campus renewal.

In 1973, the college recognized that educational needs of the communities residing in the north side of its service area—primarily comprised of Seaside, Marina, and Ft. Ord—were not being met. From 1973 to 1993, the college operated a satellite campus at Fort Ord in cooperation with the U.S. Army, primarily for the benefit of Armed Forces personnel and their family members.

In 1982-1983, Monterey Peninsula College was selected as the site for the Maurine Church Coburn School of Nursing, established with a grant from the Maurine Church Coburn Charitable Trust. The school is operated, in part, with funds from the Community Hospital Foundation. To house the School of Nursing, the engineering building was remodeled during August 1988 with funds from the Community Hospital. In 1999, further remodeling of the building was completed, and the second floor of the International Center was remodeled to meet office and classroom space needs.

Monterey Peninsula College has enjoyed tremendous support from its residents. In November 2002, local voters approved Prop-

osition 39 Measure I, a \$145 million bond for facilities, infrastructure, and equipment at Monterey Peninsula College. Funds from the bond are being used to support the programmatic needs described in the college's *Educational/Facilities Master Plan*.

In addition, in 2003, construction of the new Library and Technology Center at the entrance to the campus was completed, and a new Plant Services building was erected near the Automotive Technology program site.

Monterey Peninsula College is continuing to grow and change. After the closing of the Fort Ord base in 1993, the Fort Ord Re-Use Authority (FORA) was formed to administer and oversee the distribution of the former Fort Ord property to various state, county, and local agencies, including Monterey Peninsula College. Several parcels were slated for conveyance to Monterey Peninsula College, including a parcel on 12th Street in Marina and another on Colonel Durham Street in Seaside. These properties have been conveyed to the college; however, the conveyance of other properties, including Parker Flats and the Military Operations on Urban Terrain (MOUT), has been delayed due to munitions cleanup requirements. These properties comprise the Monterey Peninsula College Education Center at Marina, whose mission is: (1) to meet the general education needs of the communities in the north end of MPC's service area, and (2) to develop adequate facilities for the Public Safety Training Center, which includes a Fire and Police Academy. The California Postsecondary Education Commission (CPEC) confirmed the grandfathered status of the Education Center on the basis that it was established prior to 1974, the district has run it continuously since its inception, and it generates over 100 Full Time Equivalent Students (FTES).

Monterey Peninsula College is part of California's public community college system of 110 campuses in 72 districts across the state. It is a comprehensive community college that responds to the educational, cultural, and recreational needs of the community, insofar as its resources permit.

### Geographic Location

Monterey Peninsula College is located on the Monterey Peninsula, which is on the central coast of California. The college serves residents on the Monterey Peninsula—which includes the communities of Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Sand City, and Seaside—as well as the portion of the central coast extending south just beyond the community of Big Sur.

The Monterey Peninsula College district is 665 square miles. It represents 18% of the area of Monterey County. It is bordered on the north and east by the Hartnell Community College District and on the south by the county line, below which is San Luis Obispo County and the San Luis Obispo Community College District.

### Regional Information

**Population and housing estimates.** The table below shows the January 1, 2009 estimated population, number of housing units, occupied housing units, and persons per household for the incorporated cities on the Monterey Peninsula. The unincorporated areas of MPC’s district—portions of Carmel, Carmel Valley, and Pebble Beach (Del Monte Forest)—are not included in the table below.

The most densely populated cities, as measured by the number of persons per household, are Marina and Seaside, both located in the northern portion of MPC’s district. These cities and Sand City (also in the northern part of the district) have fairly high vacancy rates due to the high number of military and university housing units. The city of Carmel-By-The-Sea also has high vacancy rates, due to the high percentage of vacation and second homes in this tourist destination city.

	Population	Housing Units	Occupied	% Vacant	Persons per Household
Carmel-By-The-Sea	4,037	3,368	2,309	31.4%	1.7
Del Rey Oaks	1,632	727	704	3.2%	2.3
Marina	19,265	8,720	6,889	21.0%	2.8
Monterey	29,244	13,553	12,797	5.6%	2.1
Pacific Grove	15,536	8,112	7,347	9.4%	2.1
Sand City	312	138	101	27.0%	2.5
Seaside	34,240	11,252	9,902	12.0%	3.2

Data source: <http://www.dof.ca.gov/research/demographic/reports/estimates/e-5/2009/>

**Race/Ethnicity.** The table below shows the race and ethnicity profile for the incorporated cities and Census Designated Places (CDP) in Monterey Peninsula College’s service area. The table does not include the unincorporated areas of the college district. The cities of Marina, Seaside, and Sand City, all located in the northern portion of the district, are more racially and ethnically diverse than the cities and CDPs in the southern portion of the district.

	Not Hispanic or Latino						Hispanic or Latino (of any race)
	White	African Amer	Amer Ind/ Alask Native	Asian/Pac Isl	Other Race	Two or more races	
Carmel-By-The-Sea	93.5%	0.4%	0.2%	2.3%	0.1%	1.1%	2.4%
Carmel Valley Village CDP	91.0%	0.3%	0.4%	1.8%	0.2%	1.3%	5.0%
Del Monte Forest CDP	90.6%	0.3%	0.3%	5.4%	0.3%	1.1%	2.0%
Del Rey Oaks	83.6%	1.3%	0.5%	6.1%	0.7%	2.0%	5.7%
Marina	40.3%	15.0%	0.5%	17.7%	1.2%	4.0%	21.3%
Monterey	76.6%	2.3%	0.4%	7.9%	0.2%	2.9%	9.7%
Pacific Grove	84.7%	1.2%	0.4%	4.9%	0.2%	2.2%	6.4%



	Not Hispanic or Latino						Hispanic or Latino (of any race)
	White	African Amer	Amer Ind/ Alask Native	Asian/Pac Isl	Other Race	Two or more races	
Sand City	63.5%	5.9%	2.7%	1.8%	0.0%	1.8%	24.2%
Seaside	39.6%	12.7%	0.7%	12.2%	0.3%	4.0%	30.6%
TOTAL	63.0%	7.1%	0.5%	10.0%	0.4%	3.1%	15.9%

Data source: <http://www.census.gov/>

**Educational attainment.** The table below shows the highest level of educational attainment for adults, age 25 and older, in the cities and Census Designated Places (CDP) in Monterey Peninsula College's service area. The cities in the northern part of the district—Marina, Seaside, and Sand City—have considerably higher percentages of adults without a high school diploma than do the cities and CDPs in the southern part of the district. By contrast, Marina, Seaside, and Sand City have considerably lower percentages of adults who already have a bachelor's degree or higher than the areas in the south.

	Not a HS grad		HS grad		Some college or Associate degree		Bachelor's degree or higher	
Carmel-By-The-Sea	96	2.7%	324	9.1%	1,185	33.5%	1,937	54.7%
Carmel Valley Village CDP	209	5.7%	411	11.2%	1,330	36.1%	1,731	47.0%
Del Monte Forest CDP	78	2.0%	386	10.1%	1,025	26.7%	2,340	61.1%
Del Rey Oaks	107	8.6%	189	15.1%	524	41.9%	428	34.3%
Marina	4,596	28.2%	4,152	25.5%	5,230	32.1%	2,329	14.3%
Monterey	1,751	8.4%	3,279	15.8%	6,159	29.6%	9,620	46.2%
Pacific Grove	929	7.8%	1,762	14.8%	3,955	33.3%	5,238	44.1%
Sand City	38	33.0%	31	27.0%	31	27.0%	15	13.0%
Seaside	5,625	29.9%	4,403	23.4%	5,503	29.2%	3,300	17.6%

Data source: <http://www.census.gov/>

**Labor force data.** The table below shows the monthly labor force data for June 2009 for both the cities and Census Designated Places in MPC's service area. Labor force data is not available for the unincorporated areas in MPC's service area.

The cities of Marina and Seaside have relatively higher unemployment rates than the other areas in MPC's service area.

	Labor Force	Unemployment Rate
Carmel-By-The-Sea	2,500	1.9%
Carmel Valley Village CDP	3,300	3.3%
Del Monte Forest CDP	2,300	2.4%
Del Rey Oaks	3,300	3.4%
Marina	11,500	6.1%

## Introduction

	Labor Force	Unemployment Rate
Monterey	18,300	4.6%
Pacific Grove	10,700	3.7%
Sand City	200	3.6%
Seaside	17,100	6.0%

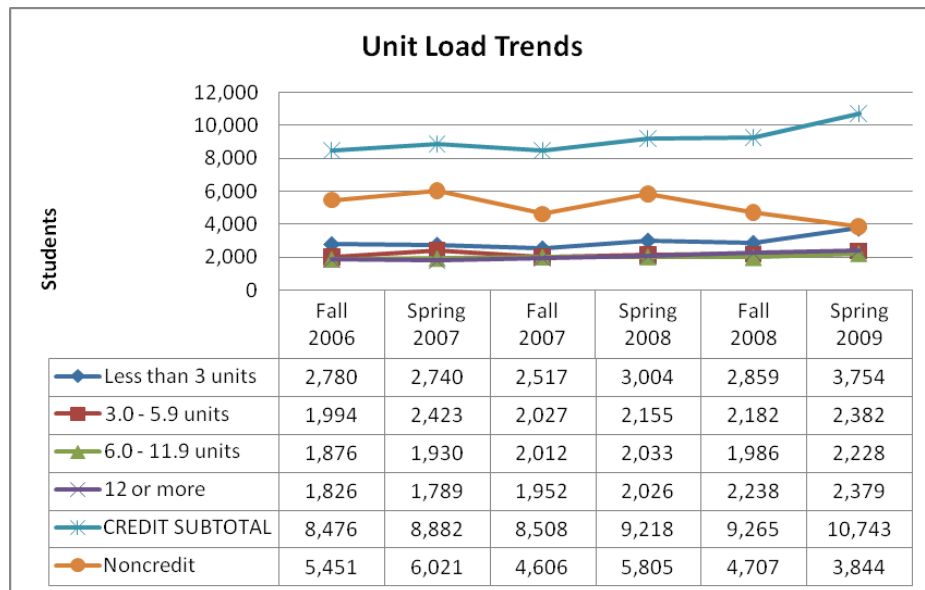
Data source: <http://www.labormarketinfo.edd.ca.gov/?pageid=1006>

*Methodology notes: Monthly city and CDP labor force data are derived by multiplying current estimates of county unemployment by the unemployment ratios of each city and CDP at the time of the 2000 Census. This method assumes that the rates of change in unemployment since 2000 are exactly the same in each city and CDP as at the county level. If this assumption is not true for a specific city or CDP, then the estimates for that area may not represent the current economic conditions.*

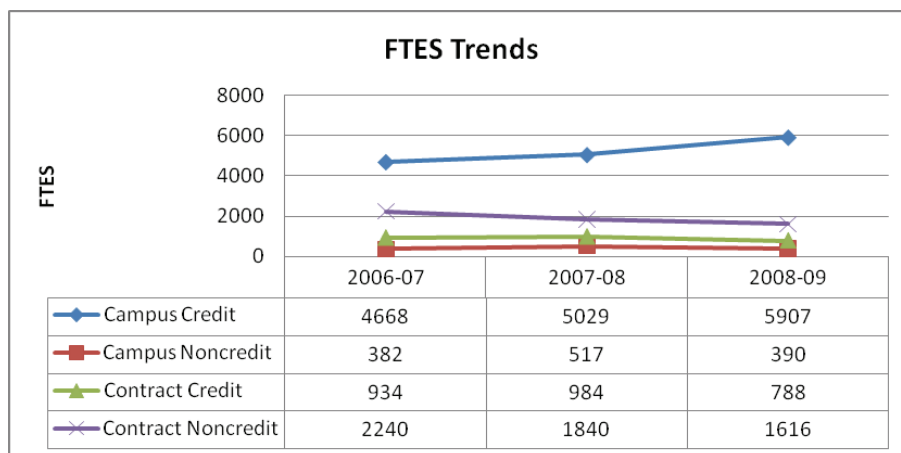
## Student Information

### Enrollment Trends

**Unit load.** The graph below shows the unit load trends for the past three years. A substantial portion of MPC's enrollment had been noncredit, specifically in off-campus, contract courses. In the past year, the district has made strides towards reducing noncredit and increasing credit enrollment.



**Full-Time Equivalent Students (FTES).** The graph below shows the Full-Time Equivalent Student (FTES) trends for the past three years. As indicated in the previous graph, a substantial portion of MPC's enrollment had been noncredit, specifically in off-campus, contract courses. During 2008-2009, the district engaged in strategies to increase the campus FTES, particularly credit FTES, and to reduce the FTES generated from off-campus contracts.



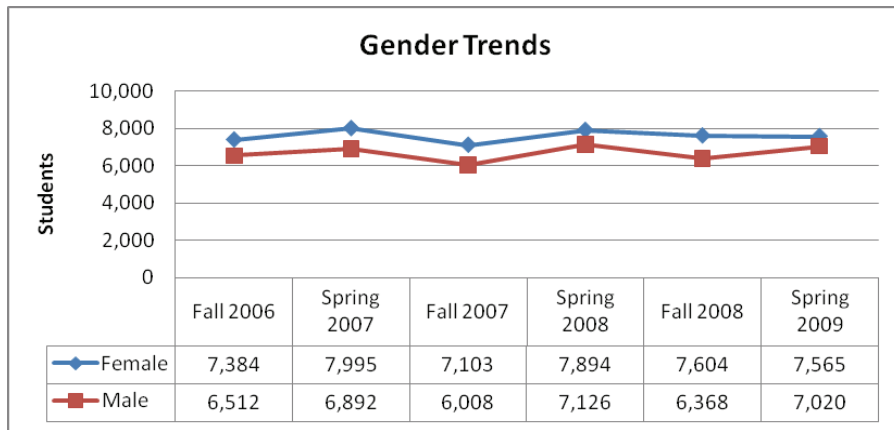
**Enrollment by location.** The table below shows the enrollments for the campus in Monterey, the Education Center at Marina, the Public Safety Training Center in Seaside, and for distance learning courses. Whereas the Unit Load graph above reflects *unduplicated headcount*, the table below reflects every enrollment. Thus, a student who is enrolled in three courses would count as three enrollments. Similarly, students who are taking courses at more than one location would be counted at all locations where they are taking courses.

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
Campus in Monterey	18,654	20,112	20,902	20,768	20,614	23,037
Education Center at Marina	155	318	270	313	762	859
Public Safety Training Center in Seaside		549	366	702	298	380
Distance Learning	1,241	1,659	1,294	1,683	1,479	1,823

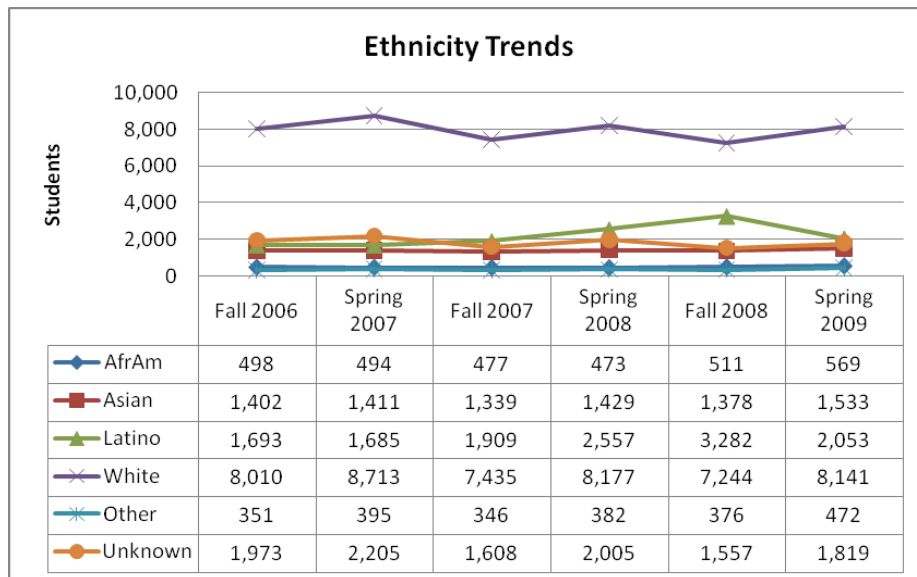
### Student Demographic Information

As noted in the previous section, a substantial number of Monterey Peninsula College students are enrolled in noncredit courses. The graphs in this section reflect *all* students, including those enrolled in noncredit courses only.

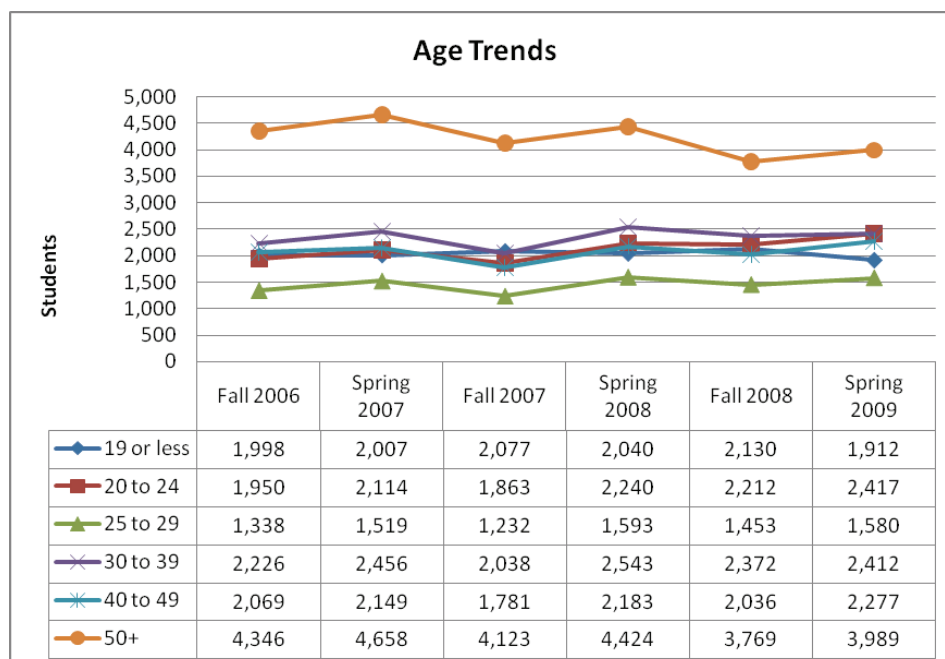
**Gender.** Over the past three years, more female than male students have enrolled at MPC. This trend is evident at the statewide level as well.



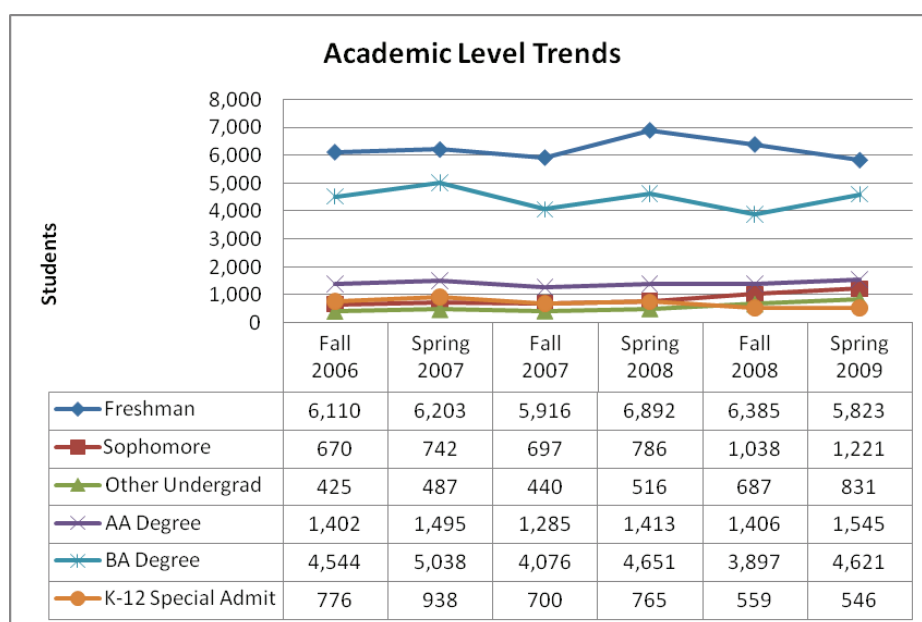
**Ethnicity.** The ethnicity profile for the overall student population reflects the overall ethnicity profile of Monterey Peninsula College's service area. It should be noted that the dramatic increase in Latino students in Spring 2008 and Fall 2008 was the result of a contract with the Farmworker Institute for Education and Leadership Development (FIELD) to teach English as a Second Language (ESL) to farm workers, many of whom are Latino.



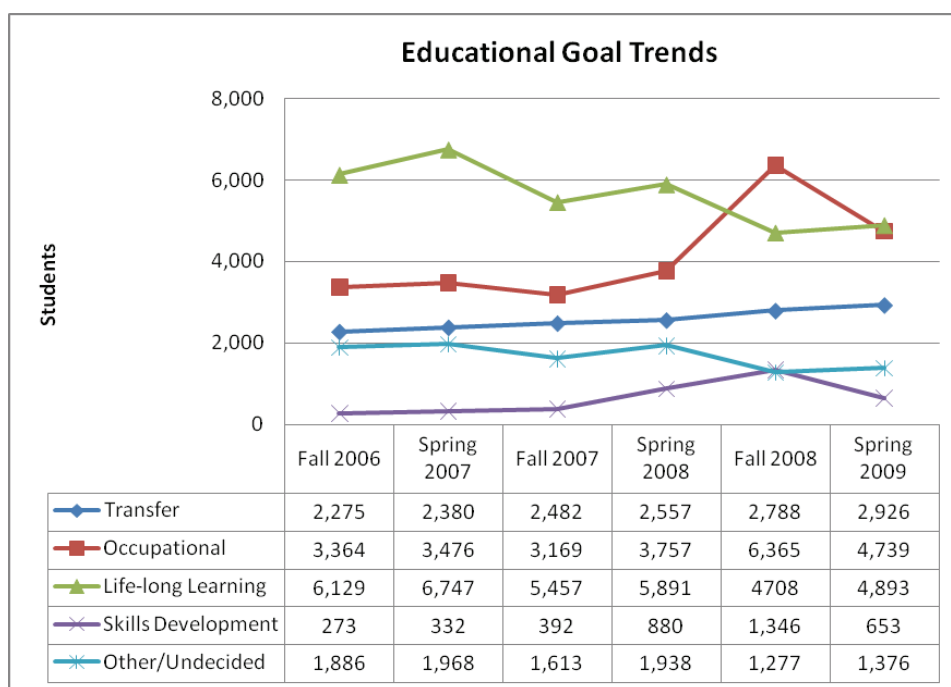
**Age.** Monterey Peninsula College has a bimodal student population. There are relatively large numbers of younger, “traditional age” college students (under age 25) as there are “older” students (age 50 and older)



**Academic level.** The graph below reflects the highest level of educational attainment of Monterey Peninsula College students. Students at the college freshman level are the largest group; by contrast, there are far fewer students at the sophomore level. Also, there are a substantial number of students who already have a baccalaureate degree or higher.



**Educational goal.** The graph below shows students' self-reported educational goals from fall 2006 to spring 2009. Students initially indicate their educational goal when they submit an application for admission. Students' educational goals may change later, but the graph below reflects initial educational goals. The number of students who indicated a transfer goal has increased slowly over the past three years. The number of students who indicated an occupational goal peaked in fall 2008, as a result of a contract with the Farmworker Institute for Education and Leadership Development (FIELD) to teach English as a Second Language (ESL) to farmworkers. The high number of students who are interested in life-long learning is related to the demographics of the MPC service area. As discussed earlier, there is a high percentage of residents in the southern cities of the service area who already have a baccalaureate degree or higher; these residents are interested in taking courses solely for personal development.



### Student Preparedness

**Placement into English writing courses.** Monterey Peninsula College uses a locally developed and managed writing assessment to place students into English writing courses; the college has conducted the required validation studies for this writing assessment and has received approval from the Chancellor's Office to use it. The table below shows that the majority of students are placed into the writing course that is one level below transfer level.

	2007	2008	2009
ENGL 321 (three levels below transfer)	2.2%	1.2%	1.5%
ENGL 301 (two levels below transfer)	33.1%	23.0%	18.3%
ENGL 111 (one level below transfer)	51.1%	52.7%	49.7%
ENGL 1A (Transfer level)	13.7%	23.2%	30.5%

**Placement into English reading courses.** Monterey Peninsula College uses the College Tests for English Placement (CTEP), which is approved by California Community Colleges Chancellor's Office (CCCCO). Most students place into the transfer level reading course.

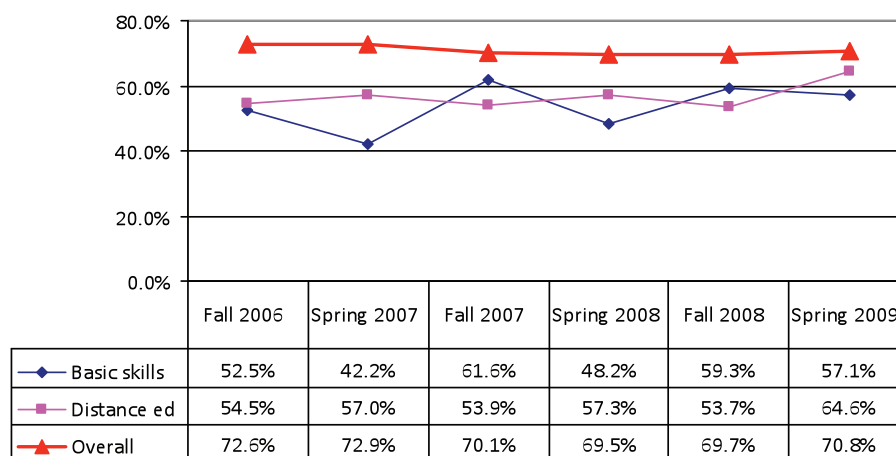
	2007	2008	2009
ENGL 322 (three levels below transfer)	3.8%	6.0%	2.0%
ENGL 302 (two levels below transfer)	17.3%	16.4%	15.0%
ENGL 112 (one level below transfer)	38.4%	33.8%	34.5%
ENGL 1A (Transfer level)	40.5%	43.8%	48.5%

**Placement into math courses.** The fall 2009 semester is the first semester that Monterey Peninsula College used a placement tool to determine students' placement into math courses that require a prerequisite. Prior the fall 2009 semester, MPC used an "informed decision" process, using high school transcripts, to place students into math courses.

	2007	2008	2009
MATH 360 (Arithmetic)	n/a	n/a	10.0%
MATH 351 (Pre-Algebra)	n/a	n/a	12.3%
MATH 261 (Beginning Algebra)	n/a	n/a	30.0%
MATH 262/263 (Int. Algebra & Geometry)	n/a	n/a	35.5%
TRANSFERABLE MATH	n/a	n/a	9.9%
MATH 20A (Calculus I)	n/a	n/a	3.4%

## Student Achievement

**Success rates.** The graph below illustrates the successful course completion rates for basic skills courses, distance education courses, and for all courses, overall. Successful course completion rates for basic skills courses and distance education courses are considerably lower than the overall successful completion rates.



**Accountability Reporting for the Community Colleges (ARCC).** AB 1417 (Pacheco) required the Board of Governors to recommend to the Legislature and Governor a framework for the annual evaluation of community college performance in meeting statewide educational outcome priorities. The implementation of AB 1417 is known as the Accountability Reporting for the Community Colleges (ARCC). ARCC specifies four broad areas for performance measurement at the college level: (1) student progress and achievement in terms of degrees/certificates earned and transfers to four-year institutions, (2) student progress and achievement in vocational and workforce development courses and programs, (3) pre-collegiate skills improvement, and (4) participation rates in the California Community Colleges. The performance data are reported at two levels – the individual college level and across the community college system.

**Table 1.1: Student Progress and Achievement Rate. Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved “Transfer Directed” status; or achieved “Transfer Prepared” status.**

	<b>2000-2001 to 2005-2006</b>	<b>2001-2002 to 2006-2007</b>	<b>2002-2003 to 2007-2008</b>
Student Progress and Achievement Rate	58.2 %	55.0%	49.9%

**Table 1.1a: Percent of Students Who Earned at Least 30 Units. Percentage of first-time students who showed intent to complete and earned at least 30 units while in the California Community College System.**

	<b>2000-2001 to 2005-2006</b>	<b>2001-2002 to 2006-2007</b>	<b>2002-2003 to 2007-2008</b>
Percent of Students Who Earned at Least 30 Units	66.7%	66.5%	66.4%

**Table 1.2: Persistence Rate. Percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system.**

	<b>Fall 2004 to Fall 2005</b>	<b>Fall 2005 to Fall 2006</b>	<b>Fall 2006 to Fall 2007</b>
Persistence Rate	50.9%	55.1%	66.2%

**Table 1.3: Annual Successful Course Completion Rate for Vocational Courses.**

	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Annual Successful Course Completion Rate for Vocational Courses	82.9%	82.4%	80.0%

**Table 1.4: Annual Successful Course Completion Rate for Basic Skills Courses.**

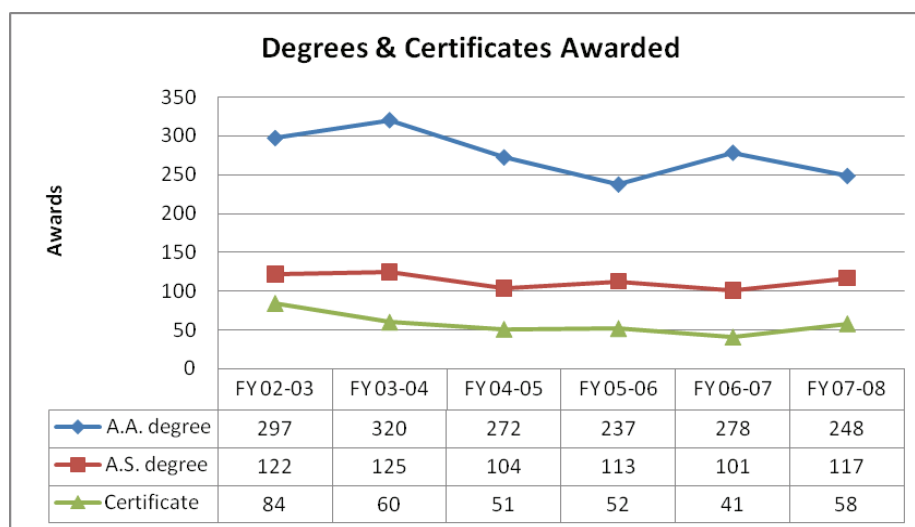
	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Annual Successful Course Completion Rate for Basic Skills Courses	67.9%	68.0%	67.7%



Table 1.5: Improvement Rates for ESL and Basic Skills Courses.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	60.2%	52.4%	51.4%
Basic Skills Improvement Rate	55.5%	61.0%	55.6%

**Degrees and Certificates Awarded.** The number of degrees and certificates awarded at Monterey Peninsula College has declined over the past six years.



**Transfers to California State University.** The table below shows the California State University campuses to which MPC students transferred for the college years 2003-2004 through 2007-2008.

CSU Campus	2003- 04	2004- 05	2005- 06	2006- 07	2007- 08
California Maritime Academy	1	0	3	3	0
California Polytechnic State University, San Luis Obispo	8	11	6	6	8
California State Polytechnic University, Pomona	0	0	2	1	2
California State University, Bakersfield	1	3	3	1	0
California State University, Channel Islands	2	0	0	0	0
California State University, Chico	13	8	10	10	9
California State University, Dominguez Hills	2	0	9	0	9
California State University, East Bay - Hayward	3	3	5	3	2
California State University, Fresno	10	5	7	14	7
California State University, Fullerton	2	1	1	1	4
California State University, Long Beach	6	5	10	10	8

## Introduction

<b>CSU Campus</b>	<b>2003- 04</b>	<b>2004- 05</b>	<b>2005- 06</b>	<b>2006- 07</b>	<b>2007- 08</b>
California State University, Los Angeles	2	1	2	1	2
California State University, Monterey Bay	65	36	84	59	62
California State University, Northridge	2	0	4	3	3
California State University, Sacramento	17	16	11	20	14
California State University, San Bernardino	1	1	3	0	2
California State University, San Marcos	1	0	0	2	1
California State University, Stanislaus	2	7	3	4	3
Humboldt State University	5	4	8	1	3
San Diego State University	6	7	9	7	16
San Francisco State University	25	28	23	15	27
San José State University	24	34	39	44	38
Sonoma State University	5	7	3	6	12
<b>Totals</b>	<b>203</b>	<b>177</b>	<b>245</b>	<b>211</b>	<b>232</b>

Source: California Postsecondary Education Commission (CPEC)

**Transfers to University of California.** The table below shows the University of California campuses to which MPC students transferred for the college years 2003-2004 through 2007-2008.

<b>UC Campus</b>	<b>2003- 04</b>	<b>2004- 05</b>	<b>2005- 06</b>	<b>2006- 07</b>	<b>2007- 08</b>
University of California, Berkeley	9	13	7	10	9
University of California, Davis	9	13	6	6	9
University of California, Irvine	5	4	0	1	1
University of California, Los Angeles	11	5	4	12	7
University of California, Merced	N/A	N/A	0	1	1
University of California, Riverside	4	0	1	0	2
University of California, San Diego	2	1	7	4	4
University of California, Santa Barbara	10	7	4	2	4
University of California, Santa Cruz	17	32	28	17	25
<b>Totals</b>	<b>67</b>	<b>75</b>	<b>57</b>	<b>53</b>	<b>62</b>

**Nursing Licensure Exam Pass Rates.** The table below shows the pass rates for graduates from the MPC Maurine Church Coburn School of Nursing who have taken the NCLEX examination for the first time.

	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
Number who took exam	31	32	48	44	44
% who passed	100.00%	90.63%	97.92%	88.64%	86.36%

## Off-Campus Sites and Centers and Distance Education

**Off-Campus Sites.** Monterey Peninsula College recently submitted a Substantive Change Proposal for an education center, located at the former Fort Ord Military Base. The center consists of two sites, one in the City of Marina and another in the City of Seaside. The two sites combined comprise the MPC Education Center.

The site located in the City of Marina is the MPC Education Center at Marina. It is located at 289 12th Street, 8.2 miles from the Monterey campus. This site represents a gateway to higher education, providing students access to initial basic skills and general education courses for the cities in the north end of MPC's service area including Marina, Seaside, and Sand City. The college is currently offering courses in portable buildings at this site, but is engaged in plans to occupy a permanent facility, which will accommodate eight or nine classrooms, in 2011.

The site located in the City of Seaside is the MPC Public Safety Training Center. It is located at 2642 Colonel Durham Street, 6.6 miles from the Monterey campus. This site provides training associated with the Fire and Police Academy, as well as Fire Technology and Law Enforcement Training programs. The existing permanent structure on this property is being remodeled and is slated for occupancy in fall 2009.

**Distance Education.** Monterey Peninsula College provides a variety of courses via distance education to meet the needs of students. Even though MPC offers less than 50% of its General Education courses online, students are able to meet all of the MPC associate degree General Education requirements, except the natural science lab requirement, through distance education. MPC does offer over 50% of the courses for the Family Research Studies (Genealogy) program online. The college submitted a Substantive Change Proposal relevant to this program to the ACCJC in October 2009, as well as to the MPC Governing Board on October 27, 2009. All distance education courses have the same content, course objectives, and student learning outcomes as their counterpart on-ground courses. All distance education courses are reviewed to ensure that student learning is occurring, provisions are made for student support, and the courses are compliant with the Americans with Disabilities Act (ADA).

## Sustainable Continuous Quality Improvement – Planning

The planning and resource allocation process is the principal institutional planning structure at Monterey Peninsula College. It integrates the development of the institutional mission and goals with the submittal of program reviews and action plans from individual divisions and areas. Program reviews, their annual updates, and action plans are the primary goal setting and planning structure for divisions and areas of the college. The issues and goals set forth in the program reviews and their annual updates form the basis for the action plans, and the action plans explicitly support the institutional goals.

The planning and resource allocation process specifies that every three years MPC reviews its mission and institutional goals. In this way, systematic evaluation is built into the planning process. In addition, in the two years since MPC adopted the current planning and resource allocation process, it has been revised twice to improve its effectiveness.

The planning process is data driven and requires dialogue at several shared governance committees throughout the institution. Program review documents and action plans, for example, are discussed at the division level as well as with advisory groups.

Student learning is a visible priority in planning structures and processes. Both the mission statement and the three-year institutional goals clearly focus on student learning; the mission statement explicitly recognizes student learning as its purpose, and the institutional goals focus, in part, on academic excellence and creating pathways to success for all students.

## Sustainable Continuous Quality Improvement – Program Review

The programs within each of the three components (Academic Affairs, Student Services, and Administrative Services) of the college undergo program review according to established schedules. Program review processes for all three components undergo frequent review and revision. For example, the Academic Affairs program review process has just undergone a substantial review and revision after a period of six years. The purpose of the review and revision was to streamline and better organize the process and to increase the role of student learning outcomes in evaluating the quality of the educational programs. In Administrative Services, the program review process was standardized since the

last cycle, such that each department in this component now answers the same set of questions. Student Services has revised its program review process so that a more robust peer review allows more opportunity for critique and dialogue of the various programs, and so student learning outcomes play a more visible role in the self study process.

### **Institutional Effectiveness in Student Learning Outcomes**

Monterey Peninsula College is becoming proficient in using student learning outcomes to assess student learning and use the results to make improvements. MPC has established a format for assessing student attainment of course SLOs. This format requires individual instructors to assess SLOs using methods or instruments of their choice. Information about SLO assessment is currently recorded each semester and is stored by individual instructors or by departments as a record of student attainment of SLOs. These SLO assessments can be used as a rationale for resource requests in the annual updates to the program review; thus MPC is beginning to use assessment results to make instructional improvements.

The SLO Committee has developed a draft timeline to ensure that MPC reaches the continuous quality improvement stage by 2012. For example, beginning in fall 2010, there will be biennial evaluations of program SLOs in the occupational areas, as required by the program review process. Similarly, in the general education area, there will be instructor-led biennial evaluation of general education outcomes (GEOs).

### **Financial Integrity**

External independent audits. The district creates a tentative and final budget as described in Standard IIID. The budget documents are provided to appropriate members of the campus community, to administrators, and the Board of Trustees. External, independent audits are performed annually with the auditor providing a report at an open Board of Trustees meeting. The most recent audit for the fiscal year ending June 30, 2007 was completed December 22, 2008. The report provided the district an “unqualified opinion” and listed five findings not considered to be material weaknesses by the auditor.

Federal grant monies. The district’s Fiscal Services office maintains the financial records and oversight over all accounts for the college, including financial aid, grants, and externally funded programs. The majority of these records are accounted for in the district’s restricted and fiduciary funds, which are audited as part of the district’s annual external audit, described above.

## Planning Agendas 2003 Accreditation Self Study

New Standard Number	Old Standard Number	Text of Planning Statement	Fully Implemented	Partially Implemented/ In Progress	Not Implemented (1=high priority to implement; 2 = low priority; 3 = no longer necessary/applicable)	Comments
IA, IA.3	1	<p><b>Institutional Mission</b></p> <ul style="list-style-type: none"> <li>• The college will establish formalized process for regular review of the Mission Statement. This process shall be accomplished using the Strategic Planning Steering Committee and other shared governance bodies and shall take into consideration:               <ul style="list-style-type: none"> <li>• the mission of California Community Colleges as described in Education Code;</li> <li>• the unique nature of Monterey Peninsula College and its surrounding area; and</li> <li>• the characteristics of the college as community of learners.</li> </ul> </li> <li>• Resulting statement will be succinct and accessible to ensure usefulness in assisting the college in prioritizing programs and services. Process will be completed prior to determination of Long-Term Institutional Goals for 2004 and beyond.</li> </ul>	X			<p>Process developed by the College Council in new bylaws. A revised institutional mission was approved through the shared governance process with campuswide input. Please see Standard IA, Section 3 of the 2009 Self Study for details.</p>
I.B.4, II.B, IIID, IIID.1.d	2	<p><b>Institutional Integrity</b></p>		X		<p>The college continues to deal with funding issues through established processes and procedures. The planning and resource allocation process is the core participatory governance process that guides institutional dialogue on these issues.</p> <p>The college held open discussions on developing plans for action to deal with drastic reductions to categorical programs. Guiding planning principles are established for the institution at the President/Vice President's level then communicated to the programs, divisions and departments. This occurred in fall 2008. The planning principles served as guiding factors to cost centers throughout the budget developing process. Meetings were held with the following categorical programs to initiate dialogue about funding priorities and the budget guiding principles: EOPS, Supportive Services, Student Services faculty, Counseling, Student Services Advisory Group, College Council and Board of Trustees. Out of these dialogue sessions, priorities were formulated and budgets were developed. See bullet points below.</p>

<p>II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d, IV.B.1.d</p>	<ul style="list-style-type: none"> <li>MPC will consider more effective ways to communicate policies and procedures to all faculty and staff, which may include:             <ul style="list-style-type: none"> <li>Continue and complete production of videotaped orientation for new instructors, making it available for all faculty</li> <li>Convert <i>Faculty Handbook</i> and <i>Board Policies Manual</i> into electronic format, making it available on campus intranet</li> <li>Distribute updated copies of <i>Board Policies Manual</i>, <i>Faculty Handbook</i>, and general operational guidelines to library, division offices and area offices</li> <li>Schedule Flex Days activities that further enhance quality of instruction and program delivery to students</li> <li>Centralize 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).</li> <li>Consider appropriateness of placing existing and new documents on the college website and/or Intranet.</li> </ul> </li> </ul>	<p>X-3</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>Expanded New Faculty Orientation is done in person. Division offices received the <i>Faculty Handbook</i>, and electronic copies have been distributed to faculty. In addition, in some of the divisions, a summary of the most salient parts of the handbook have been provided to faculty. The <i>Board Policies Manual</i> has been updated and converted to electronic format; however, the <i>Faculty Handbook</i> is only available in hard copy.</p> <p>Recent policy revisions have been distributed. The <i>Faculty Handbook</i> is distributed to new faculty every year.</p> <p>The Academic Senate determines Flex content. Comprehensive review of catalog, schedule, web page, branding, etc., done</p> <p>Campus information is communicated through the college website and All-Users emails. Labs are equipped with software that provides accommodations for students with special needs.</p> <p>In process – as the website becomes more operable, more documents are added.</p>
<p><b>3</b></p> <p><b>Institutional Effectiveness</b></p> <p>A. Institutional Research and Evaluation</p> <ul style="list-style-type: none"> <li>The Office of Institutional Research will use feedback from Humanities division to evaluate utility and effectiveness of pilot database and will improve and expand database to allow broader access to data.</li> <li>The Strategic Planning Steering Committee and Institutional Research Advisory Committee will develop a conceptual model that describes how the various planning processes are integrated.</li> <li>The Strategic Planning Steering Committee will expand its dissemination of evaluation reports to college community.</li> </ul>	<p>X</p> <p>X</p> <p>X</p>			<p>Fully implemented. The Institutional Researcher provides Excel spreadsheets of student achievement data (these are called "pivot tables" at MPC) that are used in program review. These pivot tables are housed on the college intranet portal and are available to all MPC personnel.</p> <p>The Strategic Planning Steering Committee was disbanded. In its place, the scope and responsibility of the College Council was expanded.</p> <p>The College Council developed the planning and resource allocation process. The College Council acts as the central planning committee for the college. All planning efforts, including mission statement review, institutional goal setting, and component goal setting and evaluation are run through the College Council.</p> <p>The Strategic Planning Steering Committee was disbanded. In its place, the scope and responsibility of the College Council was expanded. The College Council receives Program Review documents and summaries disseminated to the college community through College Council minutes.</p>
<p>I.B.2, I.B.5</p>				

I.B.2, I.B.3, I.B.5	B. Institutional Planning <ul style="list-style-type: none"> <li>The Strategic Planning Steering Committee will evaluate a process for prioritization of goals and objectives that the college can follow in its various planning activities.</li> </ul>	X			The Strategic Planning Steering Committee was disbanded. In its place, the scope and responsibility of the College Council was expanded. The College Council is responsible for planning functions such as the establishment and evaluation of institutional goals. In 2007, the College Council established the 2007-2010 institutional goals, but chose not to prioritize them.
I.B.5	<ul style="list-style-type: none"> <li>The Strategic Planning Steering Committee, in conjunction with Information Systems Department, will work to facilitate easy access to strategic planning documents on the college intranet.</li> </ul>	X			The Strategic Planning Steering Committee was disbanded. In its place, the scope and responsibility of the College Council was expanded. The 2007-2010 institutional goals and all college planning documents are prominently displayed on the College Council website. The Information Technology Department was instrumental in developing and deploying the current MPC intranet portal.
I.B.2, I.B.3, I.B.5,	<ul style="list-style-type: none"> <li>The <i>Educational Master Plan</i> will incorporate specific recommendations from the Program Review process.</li> </ul>		X		The <i>Educational Master Plan</i> is being updated. The target date for completion is June 2010.
IIIB, III.B.1.a, III.B.1.b	The <i>Educational Master Plan</i> will inform and guide development of the Facilities Master Plan.	X			The current <i>Educational Master Plan</i> has guided facilities planning.
IA.2, I.B.5	C. Institutional Outcomes Assessment <ul style="list-style-type: none"> <li>The Strategic Planning Steering Committee will provide information on the college mission, philosophy, long-term institutional goals as well as information on current planning activities so they can be made available to students and community on the college website.</li> </ul>	X			The Strategic Planning Steering Committee was disbanded. In its place, the scope and responsibility of the College Council was expanded. The planning and resource allocation process stipulates that the College Council review and potentially revise the college mission, develop institutional goals every three years, and be the central planning committee for the college. The College Council has carried out all of these tasks in the last three years.
I.B.3, I.B.5	<ul style="list-style-type: none"> <li>The Institutional Research Office, with the assistance of the Institutional Research Advisory Committee, will conduct program review which will include review of research agenda.</li> </ul>	X			The Institutional Research Office has conducted a program review and presented the results to the College Council.
I.B.6, I.B.7	The Strategic Planning Steering Committee, working with the Institutional Research Advisory Committee, will establish formal process for evaluating effectiveness of the Program Review process.	X			The Strategic Planning Steering Committee was disbanded. In its place, the scope and responsibility of the College Council was expanded. During the 2008-2009 academic year, a subcommittee composed of members from the Academic Affairs Advisory Group and the Academic Senate was formed to review and potentially revise the Academic Affairs program review process. A revised set of program review guidelines was subsequently presented to the Academic Senate, the Academic Affairs Advisory Group, and the College Council. All of these groups approved the proposed guidelines. The new guidelines are being used for the first time during academic year 2009-2010. Both the Student Services and Administrative Services areas revised their program review guidelines in recent years as well.



4	<p><b>Educational Programs</b></p> <p>A. General Provisions</p> <ul style="list-style-type: none"> <li>MPC has made a priority of long-range planning with the formation of the Strategic Planning Steering Committee. In straitened financial circumstances, first priority for funding will support fullest achievement possible of this standard as well as of Long-term Institutional Goal I: <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 21st century."</i></li> <li>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.</li> <li>MPC is presently examining ways to achieve better communication between the Curriculum Advisory Committee and the various academic and vocational divisions.</li> </ul>	X		<p>The Strategic Planning Steering Committee was disbanded. In its place, the scope and responsibility of the College Council was expanded. Under its bylaws, the College Council reviews the institutional goals every three years and plays the primary role in resource allocation. MPC has maintained and enhanced its instructional programs and services. Before the current financial crisis, MPC established two net new faculty positions to support student learning.</p> <p>This plan has been incorporated into the Program Discontinuance policy. The Curriculum Advisory Committee has recently revised its bylaws and posted them on its website. The bylaws call for one representative from each instructional division, as well as the library and counseling, to sit on the Curriculum Advisory Committee. Through this structure, communication with academic divisions has been achieved. The Curriculum Advisory Committee also has published a handbook, available on their website, which explains the guidelines for submitting new or revised courses and programs. Finally, the college has purchased CURRICUNET, a software system for curriculum development and tracking, and hired a specialist to help train faculty in its use. Through these initiatives, communication between the Curriculum Advisory Committee and the various divisions has been enhanced.</p>
IB.3, IB.4		X		
II.A.6.b		X		
IB.1				
IIA. 1.c, IIA.6,	<p>B. Degree and Certificate Programs</p> <ul style="list-style-type: none"> <li>MPC will continue to identify learning outcomes for all programs it offers and publish them in the Catalog.</li> </ul>	X		<p>Seventy-five percent of programs have identified student learning outcomes.</p>
IIA. 1.c, IIA.2, IIA.2.	<ul style="list-style-type: none"> <li>The Learning Outcomes Task Force will continue its work in defining a system of assessment as well as delineating benefits of that system.</li> </ul>	X		<p>The Learning Outcomes Task Force has been disbanded. In its place, the Student Learning Outcomes (SLO) Committee was formed. The committee developed an SLO Reflection Form to assist faculty in developing an appropriate assessment rubric for their courses and facilitate dialogue among faculty of like disciplines that will lead to continuous quality improvement.</p>
IIA.1	<ul style="list-style-type: none"> <li>Academic divisions and departments will continue to update course outlines to be consistent with the Mission Statement.</li> </ul>	X		<p>Ongoing.</p>
IIA.2	<ul style="list-style-type: none"> <li>It is imperative that MPC maintain a "comprehensive, high quality curriculum" (Goal I) and provide means for enhancement of instructional programs in improved circumstances.</li> </ul>	X		<p>Continued primary focus. Conducted needs assessments to ensure relevancy.</p>



<p>IIA.2.a, IIA.2.b, IIA.2.f</p>	<p>C. General Education</p> <ul style="list-style-type: none"> <li>MPC will continue to develop and assess learning outcomes for its programs, including General Education, through program and course review and other direct efforts.</li> </ul>	<p>X</p>	<p>X</p>	<p>The Student Learning Outcomes Committee has developed and proposed a strategy to identify General Education learning outcomes (GEOs). This process is described in detail in the Introduction to Standard IB. The proposal is currently being vetted by the various shared governance groups including the Academic Senate and instructional divisions, plus the library and School of Nursing. For an update, please see the Institutional Self Study Addendum. The newly adopted Curriculum Advisory Committee bylaws will streamline the process. As courses undergo curriculum review, the merits for meeting General Education requirements are reviewed.</p>
<p>IIA.3</p>	<p>MPC will examine procedures for course approval and inclusion in the IGETC and CSU General Education patterns with the objective of streamlining the process.</p> <ul style="list-style-type: none"> <li>MPC will routinely review and update courses comprising the general education pattern for the associate degree.</li> </ul>	<p>X</p>	<p>X</p>	<p>Ongoing</p>
<p>IIA.2, IIA.2.a, IIA.2.e IIA.6, IIA.6.a,  IIA.6, IIA.6.a IB, IIA.2.b</p>	<p>D. Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>A five-year cycle for program review will be established to include a review of all course outlines to ensure their currency.</li> </ul> <p>The college will compile a database of articulation agreements. Concurrently, administration will clarify role of Articulation Officer under new dean.</p> <ul style="list-style-type: none"> <li>The Career/Transfer Resource Center will continue to add transfer agreements and improve its assistance to students, to include all aspects of transfer.</li> </ul> <p>All occupational programs will be notified that they must meet with advisory committees each year and maintain supporting records, such as 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 market survey that is part of the review.</p>	<p>X</p>	<p>X-3</p>	<p>Ongoing</p> <p>MPC utilizes assist.org for this purpose. The reference to the "new dean" relates to a previous reorganization that has since been superseded.</p> <p>Ongoing.</p> <p>Ongoing. All programs are regularly notified of the need to conduct advisory committee meetings. Two-year reviews are conducted in most Career Technical Education (CTE) areas. Due to insufficient resources, the Office of Institutional Research has been unable to conduct surveys for every CTE program. However, in spring 2007, the Office of Institutional Research conducted a survey of employers in the MPC service area.</p>
<p>5</p>	<p><b>Student Support and Development</b></p>	<p>X</p>	<p>X</p>	<p>Fully implemented. Board Policy 4105 was reviewed and revised by shared governance groups, and approved by the Board of Trustees.</p>
<p>IIA.1, IIA.1.a, IIA.1.b, IVB.1.b IIA.1, IIA.1.a, IIA.1.b, IVB.1.b IIB IIB.3</p>	<ul style="list-style-type: none"> <li>Student Services will forward completed K-12 policy addressing the issue of course appropriateness to shared governance bodies whose recommendations lead to Board adoption.</li> <li>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.</li> </ul> <p>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.</p>	<p>X</p>	<p>X-3</p>	<p>Emergency information forms were created and Admissions and Records distributes the to faculty every semester.</p> <p>This action plan is no longer a priority.</p>

<p>IB.5, IB.4</p>	<ul style="list-style-type: none"> <li>The Vice President for Student Services will implement the use of the new Student Services program review format.</li> </ul>	<p>X</p>	<p>X-1</p>	<p>Revised program review process has been implemented.</p>
<p>IB.5, IB.4</p>	<ul style="list-style-type: none"> <li>Student Services programs will work with the Office of Institutional Research to develop appropriate ways of tracking needed data.</li> </ul>	<p>X</p>		<p>The Coordinators and Managers group will develop a standard package of information needed to incorporate into the program review and action plan process.</p>
<p>IB.1, IB.3, IB.3.a</p>	<ul style="list-style-type: none"> <li>Student Services will develop plans to address needs of students enrolled in online courses.</li> </ul>	<p>X</p>		<p>Completed. Students enrolled in online classes have access to financial aid and online counseling.</p>
<p>IB.3, IB.3.a, IB.3.d</p>	<ul style="list-style-type: none"> <li>The Vice President for Student Services will advise Student Government leaders on means and processes whereby the interests and views of older students may be included.</li> </ul>	<p>X</p>		<p>Completed. New leadership for Associated Students of Monterey Peninsula College is in place to broaden awareness of student needs. The Student Activities Coordinator has taken the lead in implementing this action plan.</p>
<p><b>6</b></p>	<p><b>Information and Learning Resources</b></p>			
<p>IIC</p>	<ul style="list-style-type: none"> <li>Move into new Library and Technology Center: learn new systems and operate efficiently.</li> </ul>	<p>X</p>		<p>Completed.</p>
<p>IIC.1 IB.1, IB.3, IB.3.a, IIC.2</p>	<ul style="list-style-type: none"> <li>Work progressively to fund additional library materials and staffing.</li> <li>Meet Title 508 accessibility requirements in the broadest sense (beyond ADA building requirements) to include, for example, information resources in various languages and website in various languages.</li> </ul>	<p>X</p>	<p>X</p>	<p>Ongoing. Completed. As recommended in a recent OCR (Office of Civil Rights) site review, information is available in Spanish. Students contacting the college with registration needs now have access to a Spanish language message. In addition, the Director of the International Student Program has developed a language resource document to advise staff of language capabilities of current staff.</p>
<p>IB.1, IB.3.a, IIC.1, IIC.1.c IIC.1, IIC.1.a</p>	<ul style="list-style-type: none"> <li>Enhance community access and support via the website.</li> </ul>	<p>X</p>		<p>New website established. Community access has been enhanced. Student Services programs have developed websites that are current in most cases.</p>
<p>IIC.1, IIC.1.a</p>	<ul style="list-style-type: none"> <li>Establish standing Library Advisory Committee and regularly survey users for adequacy of resources and services.</li> </ul>	<p>X</p>		<p>Ongoing</p>
<p>IB.3.a, IIC.1, IIC.1.c, IIC.1, IIC.1.c, IIC.1.d</p>	<ul style="list-style-type: none"> <li>Continue to work to establish multimedia classrooms with web access throughout the campus.</li> </ul>	<p>X</p>		<p>This project is ongoing. The 2003 Self-Study reported 30 classrooms that were multimedia-capable (smart classrooms). Today nearly all of the classrooms are multimedia-capable with internet access for a total of 58 (not including the smart labs). All new or renovated classrooms are multimedia-capable with internet access.</p>
<p>IB.3, IB.3.a, IIC.2</p>	<ul style="list-style-type: none"> <li>Meet ADA compliance requirements for all new and renovated classrooms.</li> </ul>	<p>X</p>		<p>With bond funding and architect oversight, all new and renovated classrooms are ADA compliant both for physical access and software options for visually and hearing impaired students.</p>

<p>III.C.1, III.C.1.c, III.C.1.d III.C.1, III.C.1.a  III.C.1.c</p>	<ul style="list-style-type: none"> <li>• Continue to develop a plan for systemic replacement of equipment in academic labs.</li> <li>• Obtain sufficient licensing for software and for renewals for academic labs.</li> <li>• Post hours of operation, staff schedules and available software for academic labs on the website and lab doors. Indicate hours of operation in the Schedule of Classes.</li> </ul>	<p>X  X</p>	<p>X</p>	<p>The Technology Refreshment Plan and process systematically identifies funding for refreshment and defines the priority process for implementation. This plan was fully implemented; however, the two primary funding sources—TTIP and Instructional Block Grant—have been eliminated or severely reduced for 2009-2010. Hours of operation are posted outside/on entrance doors of all learning centers/labs. Hours of operation are posted on the MPC website for all learning centers/labs, except: The Nursing Learning Center, Graphics Arts lab, Reading Center, Learning Center at the Education Center at Marina; all are currently in process of posting hours on the MPC website. The World Languages lab does not have hours posted on the MPC website. Hours of operation are included in the MPC Schedule of Classes for all learning centers/labs, except:</p> <ul style="list-style-type: none"> <li>• The Graphic Arts lab (will be added to online spring 2010 schedule and print/online schedules for fall 2010).</li> <li>• The Nursing Learning Center (the School of Nursing distributes hard copies of the Nursing Learning Center schedule to all registered students at the beginning of each semester).</li> <li>• Only English Study Skills Center hours of operation are included in the printed Schedule of Classes for the Education Center at Marina.</li> <li>• The Math Learning Center includes a description and refers to webpage and phone number for current schedule for Monterey campus and the Education Center at Marina.</li> <li>• The World Languages lab does not have an entry in the Schedule of Classes for the lab; each language of study is included alphabetically (separately) in the schedule.</li> </ul> <p>The Graphic Arts lab lists all available software on the website and it is posted outside the entrance. Completed. This plan has a low priority at this time due to fiscal constraints.</p>
<p>IIC.1 IIID, IIA.1, IIA.1.b, IIA.2.d IIC.2</p>	<ul style="list-style-type: none"> <li>• Provide consistent staffing and coverage for academic labs.</li> <li>• Identify possible financial resources to provide incentives to faculty for online course development.</li> <li>• Survey users of library, media services, academic labs, print shop and the Office of Instructional Technology systematically to evaluate quality and appropriateness of types of services provided. Results of these surveys will aid in determining what services and resources to change, add to, or improve.</li> </ul>	<p>X</p>	<p>X-2</p>	<p>Library users are surveyed regularly.</p>



8	<b>Physical Resources</b>			
IIIB, IIIB.1, IIIB.1.a, IIIB.1.b, IIIB.2.b	<ul style="list-style-type: none"> <li>The 2004-2008 Five-Year Construction Plan (dated April 24, 2002) lists the following buildings to be constructed:             <ol style="list-style-type: none"> <li>Construct new Facilities Department Complex</li> <li>Construct new Library and Technology Center</li> <li>Construct new Child Development Center: Proposed construction date is 2004-2005.</li> <li>Renovate "Old" Library building: 2004-2005.</li> <li>Renovate "Old" Student Services building: 2005-2006.</li> <li>Construct new Math Sciences Wing on Physical Science building: 2006-2007.</li> <li>Renovate Administration and Auto Tech buildings: 2007-2008.</li> <li>Renovate Art Ceramics and Art Studio buildings: 2008-2009.</li> </ol> </li> <li>With passage of the MPC \$145 million bond, and with potential state-funded augmentation [for] maintenance projects, the college is optimistically planning over the next 12-year period (2003-2015) to:             <ul style="list-style-type: none"> <li>replace all roofs</li> <li>upgrade/replace all utilities</li> <li>upgrade/replace all mechanical systems</li> <li>repair/replace all sidewalks/roads/parking lots</li> <li>complete ADA-friendly work</li> <li>complete irrigation and landscaping of campus grounds</li> <li>install security/intrusion systems</li> <li>install fire alarm and sprinkler systems in buildings</li> <li>renovate all buildings</li> </ul> </li> <li>The <i>Educational Master Plan</i> will drive the <i>Facilities Master Plan</i> revision.</li> <li>Three relocatable buildings may be removed as part of the modernization of the entire campus with bond funding. Re-allocation of classrooms due to new construction will provide needed space.</li> <li>Develop a plan to provide access for all Student Services 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 Services departments.</li> <li>When departments under the Vice President for Student Services move into the remodeled old Library building, the college will determine best utilization of the old Student Services building, portions of the College Center, and space in the Humanities building that has been occupied by Extended Opportunities Programs and Services (EOPS), consistent with the Educational Master Plan.</li> <li>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, and the Wing is currently scheduled for construction in 2006-2007.</li> </ul>	X	<p>A Five-Year Construction Plan is compiled and submitted to the Chancellor's Office annually to reflect projects approved by the state for funding and new projects for the district. Of the projects listed in the 2004-2008 Plan, the new Facilities Complex, Library and Technology Center, Child Development Center, and renovation of the Old Library building have been completed. The Old Student Services building has been approved for funding by the state for drawings which is currently underway. Renovation of the Auto Tech building is currently underway. Renovation of the Art buildings and new Math Science Wing has not been approved by the state for funding.</p> <p>A total of \$70.4 million in bond funds have been spent through September 2009 for upgrading MPC facilities. A Bond Expenditure Report is provided to the Board of Trustees monthly indicating the current status of completed, in process, and future bond projects.</p> <p>The current Educational Master Plan has guided facilities planning.</p>	X
IIIB, IIIB.1, IIIB.1.a, IIIB.1.b, IIIB.2.b		X		<p>The current Educational Master Plan has guided facilities planning. The two modular buildings used for the Reading Center and Child Development Center have been removed since the functions having been moved to permanent facilities.</p> <p>A new Student Services building was found to be a better solution, and the new building is currently under construction.</p>
IIIB IIIB.1.a, IIIB.1.b,		X X		<p>Instead of moving Student Services to the remodeled old Library building, the college has decided to construct a brand new building for them. Plans, however, are in place for the old Student Services and Humanities buildings. The Final Project Proposal (FPP) for the Humanities, Business Humanities, and old Student Services has been approved by the state for funding for drawings and is currently underway.</p> <p>This project has been modified. The new plan calls for elimination of the Math Science Wing and to incorporate the Business Computer Science, Life Science and Physical Science buildings. The FPP has not yet been approved for state funding.</p>

<p>9</p>	<p><b>Financial Resources</b></p> <ul style="list-style-type: none"> <li>• A. Financial Planning</li> <li>• 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 campus community through the following means</li> <li>• Budget Committee procedures, timelines and minutes will be posted on the MPC Intranet.</li> <li>• The Vice President for Administrative Services will provide regular Budget Committee reports to the College Council and Strategic Planning Steering Committee.</li> <li>• The Vice President for Administrative Services will schedule an annual visit with each division to share district long-range financial planning.</li> </ul> <ul style="list-style-type: none"> <li>• The Vice President for Administrative Services will continue to provide campuswide financial updates during Flex Days at the beginning of each semester.</li> <li>• The Vice President for Administrative Services will take the leadership role in efforts to instill pride and job satisfaction in the minds of classified employees.</li> <li>• The proposed Facilities Master Planning process will incorporate long-term institutional goals and components of the <i>Educational Master Plan</i> to be carried forward through the expertise of an educational planning consultant and a facilities master planner/architect hired by the district.</li> </ul>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>The new planning and resource allocation process relies on the College Council to make allocation recommendations. Notices of the College Council meetings are distributed campuswide through All-Users. Agendas and minutes are posted on the College Council website. Budget Committee procedures, timelines, agendas, and minutes are posted on the MPC website.</p> <p>The Strategic Planning Steering Committee has been disbanded. Reports are provided on a regular basis to the College Council. Meetings were conducted with a number of divisions to share district long-range planning. This strategy was Replaced with a more effective way to communicate long-term financial planning to the division. The district documented its Long Term Financial Plan, which was approved by the College Council and the Board of Trustees. The plan was presented and copies were provided to the advisory groups, which includes the Academic Affairs Advisory Group, composed of division chairs and others. Additional presentations by the Vice President of Administrative Services are scheduled at the request of a division.</p> <p>This strategy was followed for a number of years. However, the Academic Senate now plans sessions for Flex days and the Superintendent/President provides a brief summary on finances as part of his address. Weekly meetings are scheduled with classified union representatives to address issues and concerns on an ongoing basis. The district has implemented Classified Employees Week, annual Difference Makers' Awards and Classified employee recognitions.</p> <p>With the assistance of Maas consultants and in collaboration with internal constituencies, an Educational/Facilities Master Plan was completed and approved by the Board of Trustees in February 2004.</p>
<p>IIID.1.a, IIID.1.d, IIID.2.b</p> <p>IIID.1.d IIID.2.b</p> <p>IIID.1.d, IIID.2.b</p> <p>IIID.1.d, IIID.2.b</p> <p>IIID.1.d, IIID.2.b</p>	<p>B. Financial Management</p> <p>C. Financial Stability</p> <ul style="list-style-type: none"> <li>• The Health and Welfare Cost Containment Committee is actively pursuing various measures to contain health costs without compromising 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 for Administrative Services will provide clear and factual information in the form of question and answer written documents.</li> <li>• Meetings with members of the bargaining units for MPCTA and MPCEA will continue in order to keep all entities informed on current issues.</li> </ul>	<p>X</p> <p>X</p>	<p>Numerous cost containment measures have been implemented over the past eight years. Significant employee communication has been used to inform employees and other beneficiaries of the district's medical plans.</p> <p>Chief negotiators for the district and the respective unions take place on an ongoing basis.</p>

IIID.1.d, IIID.2.b	<ul style="list-style-type: none"> <li>Open campus forums, including meetings with members of the bargaining units, will continue in order to share information and answer questions.</li> </ul>	X			Ongoing. In the past year, the Superintendent/President has held three open campus forums on the status of the budget. These meetings are well attended by administrators, faculty and staff. The following principles were used in the fiscal years sited and were again used to balance the 2008-2009 and 2009-2010 budgets.  Principle applied. Principle applied. Support budgets are not singled out, but are weighed with all other priorities. Principle applied. Principle applied.  Principle applied. Principle applied.
IIID.1.d, IIID.2.b	<ul style="list-style-type: none"> <li>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 2002-2003 and 2003-2004 fiscal years using the following principles: <ul style="list-style-type: none"> <li>Current expenses need to be balanced with current revenue</li> <li>A high priority to retain permanent positions will be maintained</li> <li>Cuts will be concentrated in departmental support budgets</li> </ul> </li> </ul>	X X	X-3		
IIID.2.c	<ul style="list-style-type: none"> <li>Focus will be maintained on funding functions closest to the college's mission</li> <li>Any class cancellations will be based on least impact to students and on the need to maintain base apportionment</li> <li>Service levels will need to be reduced based on available levels of revenue</li> <li>The college will continue to maintain a healthy reserve in order to enable the institution to respond to critical and/or emergency needs</li> </ul>	X X			
<b>10</b>	<b>Governance and Administration</b>				
IVB.1.j, IVB.2, IVB.2.b, IVB.2.c	A. Governing Board Standards <ul style="list-style-type: none"> <li>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.</li> </ul>	X			Ongoing.
IVB.1, IVB.1.c, IVB.1.j	<ul style="list-style-type: none"> <li>The Board continues to give attention to long-range strategic planning, with particular attention given to appropriate utilization of bond monies for facilities infrastructure repair and rebuilding.</li> </ul>	X			Ongoing.
IVB.1, IVB.1.a, IVB.1.b, IVB.1.j	<ul style="list-style-type: none"> <li>The Board continues to review its role as a policy making body, delegating implementation of those policies and everyday management of institution to its Chief Executive Officer.</li> </ul>	X			Ongoing
IVB.1.g	<ul style="list-style-type: none"> <li>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.</li> </ul>	X			The last two Board evaluations took place in fall 2007 and fall 2009.
IVB.1.f	<ul style="list-style-type: none"> <li>The Board continues implementing the Board development program, and the Board is developing an orientation program for new members.</li> </ul>	X			New Board member orientation takes place through extensive Board candidate orientations and Board development.
IVB.1.a	<ul style="list-style-type: none"> <li>The Board continues to schedule some of its meetings at different times and in different locations in various city settings in order to more readily provide 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.</li> </ul>	X			Ongoing. The Board has held two meetings in Marina and one in Seaside in the last two years.



<p>IIIA.4, IIIA.4.a</p>	<p>B. Institutional Administration and Governance Standards Student and Staff Diversity</p> <ul style="list-style-type: none"> <li>MPC, 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, MPC supports the Chancellor's Office Task Force Report and continues to work to promote equity and diversity through student equity, equal opportunity, non-discrimination 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.</li> </ul> <p>Facilities Master Planning Process</p> <ul style="list-style-type: none"> <li>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.</li> <li>This Facilities Master Planning process has the approval of faculty, with the proviso that there is shared governance participation in the hiring of the "Educational Planning Consultant" and the "Facilities Master Planner/Architect."</li> </ul> <p>A Citizens' Oversight Committee will be named in spring 2003. Its purpose will be to ensure that bond monies are spent only for approved capital outlay projects as stated in the bond measure.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>X</p>		<p>Ongoing.</p> <p>The process was approved by the Board of Trustees in March 2004. The process continues to be used.</p> <p>The process implemented was approved by the College Council and it includes active participation by faculty and staff on individual project teams. The College Council also approved the overall plans. The master planning consultant and architect were selected using shared governance processes. The Citizens' Oversight Committee continues to operate. Annual reports are presented to Board of Trustees.</p> <p>Ongoing.</p>
<p>IVA, IVA.1, IVA.2.a, IVA.3 IVA, IVA.1, IVA.2.a, IVA.3 IVA, IVA.1, IVA.2.a, IVA.3 IVA, IVA.1, IVA.2.a, IVA.3, IVA.5</p>		<p>X</p>		



# Monterey Peninsula College Institutional Self Study Report

## Organization





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## Organization of the Development of the Self Study

In spring 2007, the Superintendent/President appointed the Vice President of Academic Affairs, as the Accreditation Liaison Officer, to work collaboratively with the President of the Academic Senate on accreditation matters. In spring of 2008, Monterey Peninsula College established a steering committee to prepare the Institutional Self Study. The Vice President of Academic Affairs and the Academic Senate President collaborated to identify and recruit members of the faculty, classified staff, administration, student body, and Board of Trustees to chair a particular component of the self study on the basis of their expertise and experience. The Academic Senate and classified staff union confirmed the faculty member and classified staff appointments, respectively. A student, Kiesha Jones, participated in the early stages of the preparation of the self study.

### Accreditation Self Study Steering Committee

Standards	Administrators/ Board Members*	Faculty Members	Classified Staff
Standard I - Institutional Mission and Effectiveness	Rosaleen Ryan	Alfred Hochstaedter	Brenda Kalina
A. Mission	Rosaleen Ryan	Alfred Hochstaedter	
B. Improving Institutional Effectiveness	Rosaleen Ryan	Alfred Hochstaedter	
Standard II - Student Learning Programs & Services	John Gonzalez	Eric Ogata	Susan Villa
A. Instructional Programs	Michael Gilmartin	Anita Johnson	
B. Student Support Services	Larry Walker	Eric Ogata	
C. Library & Learning Support Services	Susan Steele/Laura Franklin	Bernie Abbott	
Standard III - Resources	Joe Bissell	Gary Fuller	Linda Ransom
A. Human Resources	Barbara Lee	Caroline Carney	
B. Physical Resources	Joe Bissell	Lyndon Schutzler	
C. Technology Resources	Sharon Colton	Tom Rebold	
D. Financial Resources	Joe Bissell	Gary Fuller	
Standard IV - Leadership and Governance	Lynn Davis*/Jim Tunney*	Gail Fail	Paula Norton
A. Decision-Making Roles and Processes	Carsbia Anderson	Gail Fail	
B. Board and Administrative Organization	Loren Steck*	Mark Clements	
Editors	John Gonzalez	Diane Boynton	

\*Designates member of the Board of Trustees

### Spring 2008

In March, 2008, the Accreditation Self Study Steering Committee attended an ACCJC training workshop at Cuesta College. Upon returning, the steering committee held a debriefing meeting in which they elected the Vice President of Academic Affairs and the Academic Senate President as co-chairs of the steering committee. They also shared information from the training workshop with those that were unable to attend, and planned a retreat for the Accreditation Self Study Steering Committee.

The retreat was held on May 2, 2008. The committee engaged in trust building exercises and learned about the components and format of the self study. Examples of evidence were shared and its importance emphasized. Strategies were devised to locate additional pieces of evidence to support the findings of the self study. Building on the burgeoning enthusiasm, plans were made to recruit colleagues to

expand the breadth of knowledge and contribute to the various components.

### **Summer 2008**

The summer 2008 assignment for all Accreditation Self Study Steering Committee members was to familiarize themselves with all aspects of their components and to research how other colleges had organized and written their respective components. A timeline was developed for the 2008-2009 academic year, which included deadlines and timing of reports to the Academic Senate, the College Council and the Board of Trustees [[http://www.mpcfaculty.net/accreditation/Accreditation\\_Calendar-ShortVersion.xls](http://www.mpcfaculty.net/accreditation/Accreditation_Calendar-ShortVersion.xls)].

### **Fall 2008**

At the fall 2008 Flex day event, held at the beginning of the semester, each of the component teams held a kick-off meeting. Activities included planning timelines, types of data to obtain, and strategies for writing outlines of the component drafts. [Fall 2008 Flex Day Schedule]. During the fall 2008 semester, component draft outlines were developed and shared with component contributors. Initial progress reports were made to the Academic Senate and to members of the Accreditation Self Study Steering Committee. During these initial reports, the evaluation section of each component was emphasized. Component chairs were asked to report on areas where the college clearly meets the standards, areas where the college partially meets the standards, and areas where the college does not meet the standards. The aim of this format was to focus the campus community on the evaluative portion of the self study. A benefit of this approach was that it produced fruitful dialogue in many of these meetings about how the college meets all of the standards.

During this period, an accreditation survey was administered to faculty and staff. Survey questions were specially designed to address the effectiveness of MPC processes and the degree to which the college meets the various standards [Survey results]. The survey results were incorporated into the evaluation sections of each of the self study standards.

### **Spring 2009**

At the beginning of the semester Flex day event, the Academic Senate President provided an accreditation update by reporting the results of the faculty and staff survey administered the previous semester [President's Address Powerpoint for Spring 2009]. Positive differences compared to the last accreditation cycle in 2003 were emphasized. During the early part of the semester, initial drafts of each component were written by the component chairs. These drafts were reviewed by component team members, and appropriate revisions were made. During the semester, The Academic Senate heard a second round of component reports, this time reviewing and commenting on the initial drafts as well. All of the component chairs also reported on their drafts to the College Council. The advisory groups for Academic Affairs, Student Services, and Administrative Services also began reviewing drafts and submitting comments to the component chairs at this time. Much time was spent revising and perfecting each of the component drafts. Final drafts of each component were delivered to the Accreditation Self Study Steering Committee co-chairs by June 2009.

During the spring, 2009 semester, the Academic Senate staged two "mock visiting team meetings" where MPC personnel that have served on visiting teams at other institutions—the Superintendent/President and the Vice President of Academic Affairs—portrayed team members visiting MPC. They asked Academic Senate faculty members questions similar to those that MPC can expect during its visit. The purpose of this "mock visiting team meeting" was to further educate Academic Senate representatives about accreditation issues, prepare them for the upcoming visit, and also to rehearse a similar "mock visiting team meeting" that was planned for the fall 2009 flex day event [Academic Senate agendas].

### **Summer 2009**

Over the summer, the editors compiled the component drafts into a single document that uses a single voice and a consistent description of processes throughout the self study document. The President/Vice Presidents group (PVP, a group consisting of the Superintendent/President, the three vice presidents, and the Associate Dean of Human Resources) also reviewed the entire document during this time period for consistency and accuracy. Comments from this group were returned to the editors and incorporated into the document.

**Fall 2009**

At the fall 2009 Flex day event, the Academic Senate President reported on the progress of the self study, highlighting how MPC has addressed the standards in the key areas of program review, planning, and student learning outcomes [fall 2009 Flex day powerpoint]. Members of the Academic Senate, the Superintendent/President, and the Vice President of Academic Affairs enacted for the college community the “mock visiting team meeting” they had rehearsed the previous semester [fall 2009 Flex day schedule]. The purpose of this exercise was to illustrate several points about the accreditation process to the entire campus community. First, that the purpose of the visit is triangulation, i.e., the visiting team will verify through interviews with MPC personnel that the processes and procedures detailed in the self study do indeed exist and are followed and understood by a wide cross section of the campus community. Second, that the only “right” answer to a question from a visiting team member is an honest answer. There is no expectation that everyone understands every single process in the detail portrayed in the self study. People are merely expected to explain how they participate in governance processes at MPC. Third, that reasonable answers do exist to questions from visiting team members about planning, program review, dialogue, student learning outcomes, and other broad themes of the accreditation standards.

The Flex day program also included two breakout sessions that concentrated on specific aspects of the Institutional Self Study; both were led by the co-chairs of the Accreditation Self Study Steering Committee. One breakout focused on program review and planning; the other focused on student learning outcomes. These breakouts were provided as opportunities for those faculty and staff members interested in the Institutional Self Study to obtain more information about how MPC has dealt with these standards and to provide feedback on these issues. Both sessions were well attended and produced reflective dialogue.

Early in the fall 2009 semester the Academic Senate and the College Council began the process of reviewing and giving final approval to the self study; the document underwent a first and second reading for each body. On September 10, 2009, the Academic Senate approved the self study document, specifically recognizing that MPC faculty members had a strong voice in the creation of the self study, that the major concepts and evaluative conclusions were accurate, but that minor editorial revision was an ongoing process [Academic Senate minutes for 9-10-09].

The document was approved upon second reading by the College Council on September 29, 2009 [College Council minutes for 9-29-09]. The Board of Trustees discussed the document at their October 27 and November 24, 2009 meetings, giving it final approval upon second reading on the latter date [Board of Trustees minutes].

The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study. The Addendum will be drafted after the Institutional Self Study is approved by the Board of Trustees on November 24, and it will be submitted to members of the visiting team along with the Institutional Self Study.





# Monterey Peninsula College Institutional Self Study Report

## Abstract





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## Standard I: Institutional Mission and Effectiveness

### A. The Institutional Mission

Monterey Peninsula College (MPC) has a clear and appropriate mission statement that mirrors the overall mission of the California Community Colleges, addresses the needs of the populations of students MPC serves, and emphasizes student learning. It is purposefully short and direct, explicitly stating the purpose of the institution so that more faculty, staff, and community members can remember it and more usefully place it in a central role in their planning efforts. Significant input on the wording of the mission statement was received from a wide variety of campus groups, as well as from individual members of the campus community. The extensive dialogue not only helped to ensure the relevancy of the mission statement to student learning, but also to ensure that the mission statement addresses the populations that MPC serves. As part of the planning and resource allocation process, the mission statement is reviewed on a consistent basis.

### B. Improving Institutional Effectiveness

Student learning and success is central to the college, and as such, the college works diligently to ensure that its processes—including student learning, program review, and planning and resource allocation—support student learning and success. The college has created a process by which student learning outcomes are created, assessed, and revised when appropriate. The college also reviews its curriculum and programs on a consistent basis with an eye toward continuous quality improvement. It systematically allocates its resources in a manner that encourages collegial, goal-oriented dialogue, as well as student-focused decision-making. To further ensure that the college's mission is being fulfilled, MPC uses student achievement data, which includes student success rates, retention, persistence, completion, and other metrics easily obtainable from add/drop records and course grades as it reviews its programs.

As a means of refining its evaluation of student learning, MPC has created a framework and schedule for the assessment of SLOs and has incorporated this framework into its program review process. MPC is implementing this revised program review process in the 2009-2010 academic year with the Life Sciences division and the library. Student learning outcomes were integrated into the Student Services program review process in 2007. Each program review cycle will improve the systematic aspect of the evaluation mechanism, thus contributing to a continuous quality improvement approach.

## Standard II: Student Learning Programs and Services

### A. Institutional Programs

Monterey Peninsula College offers high quality instructional programs, a result of excellent faculty, recognition of students' learning needs, a rigorous program review process, an effective curriculum development and revision process, and the use of a variety of assessment methods to ensure learning is occurring. One of the methods used to assess learning relates to student learning outcomes (SLOs). MPC has developed SLOs for the majority of its courses, and is in the process of developing SLOs for its instructional programs and General Education. An integral part of the developed student learning process is an assessment form and follow-up, which impacts planning at every level: program review, program review updates, action plans, and budget requests.

To further ensure that the college offers high quality programs, MPC follows prudent hiring and evaluation processes, makes use of outside accreditation and/or advisory committees for its Career Technical Education (CTE) programs, has a clearly articulated philosophy of general education as reflected in the college publications and course offerings, and articulates its general education courses with twenty-two California State University (CSU) campuses and nine University of California (UC) campuses through the Intersegmental General Education Transfer Curriculum (IGETC).

### B. Student Support Services

Consistent with its mission, Monterey Peninsula College has an open admission policy, and seeks to recruit and admit diverse students who are able to benefit from its programs. The college assists students through its matriculation process (the STEP program), and supports students through its strong student services. Additionally, the college demonstrates a great deal of concern for student access, progress, learning, and success, as it has devoted countless hours to dialogue and action through such committees as the Enrollment Advisory Committee, the Student Services management team, the Basic Skills Committee, and the Student Success Task Force. To improve the effectiveness of these services, the college reviews data provided by its Office of Institutional Research.

### **C. Library and Learning Support Services**

Monterey Peninsula College's library and other learning support services amply support the college's instructional programs and various intellectual, aesthetic, and cultural activities. Such services include library services and collections, as well as a tutoring center, eight learning centers, and three computer laboratories. The Information Technology Department supports the technology for the library and learning support services and provides training to assist faculty and students in its use. Students also receive training through the library and each of the learning centers, which are staffed with faculty.

To ensure that the library and learning support services are meeting the needs of students and other users, the college uses student learning outcomes, faculty input, program reviews, and assessment surveys to assess these services and identify areas that need improvement when necessary.

## **Standard III: Resources**

### **A. Human Resources**

Monterey Peninsula College assures quality in its Human Resources functions by hiring quality personnel through fair practices; requiring regular, systematic evaluations; fostering appreciation for diversity; and integrating its planning through the college's planning and resource allocation process. The college also provides its personnel ample opportunities for professional development and growth, including Staff Development Committee offerings, Foundation Academic Excellence Grant awards, flex day programs, individual flex activities, safety training, sexual harassment prevention training, technology workshops, a classified educational incentive program, auditing opportunities, classified staff development day workshops, Central California Colleges Training Consortium workshops, diversity speakers and workshops, and a sabbatical program.

Monterey Peninsula College organizes its personnel to effectively meet the needs of the organization. The structure includes classified employees; faculty (including division chairs); and the management team, composed of administrators, managers, supervisors and confidential staff. This structure is determined through the shared governance process, which includes program review and action planning processes. This process is effective, but is often hampered by budgetary constraints.

### **B. Physical Resources**

Monterey Peninsula College has worked diligently to plan, build, maintain, upgrade, and/or replace its physical resources in a manner that assures effective utilization, continuing quality, and safe and accessible facilities at all locations. With support from state funding and the passage of Proposition 39 Measure I, a local bond; and through the use of multiple ongoing processes to help identify safety, accessibility, and security issues, the college has been able to significantly improve much of its central campus and prepare to meet the educational needs of other parts of its service area. Evaluating its facilities and equipment on a regular basis, the college takes use and relevant data into account to ensure that programs and services are well supported. Relevant institutional planning documents include The Educational/ Facilities Master Plan (2004), a Five Year Construction Plan (completed annually), and a Five Year Scheduled Maintenance Plan (completed annually) indicating the current and projected maintenance needs for facilities of the district. These plans are integrated with institutional planning.

### **C. Technology Resources**

Monterey Peninsula College is committed to providing students, faculty, and staff with stable, effective technology as a means of supporting student learning programs and services regardless of location or mode of delivery. To fulfill its commitment, the college ensures appropriate oversight of its technology resources and makes use of a comprehensive process of planning, resource allocation, implementation, support, and evaluation through the work of three groups: Information Technology (IT) personnel, Media Services (MS) personnel, and campus lab technicians. Planning is critical to ensure that the college's technological needs are continuously met. Technology needs are considered in virtually all planning documents, including program reviews, the Facilities Master Plan, the Educational Master Plan, and the Technology Plan. Technology planning is integrated with institutional planning; the college's planning and resource allocation process ensures that technology needs are understood, and measures are taken to acquire, upgrade, or replace technology as needs arise.

#### **D. Financial Resources**

Monterey Peninsula College has sufficient resources to support student learning programs and services and to improve institutional effectiveness, distributes resources through a dynamic planning and resource allocation process, and manages its affairs with integrity and in a manner that ensures financial stability. Given the fact that the state is facing significant budget problems, the district anticipates it will be adversely affected by the state's budget problems. Plans and processes are in place, however, to ensure that the college distributes its resources relevant to its mission and goals while providing financial stability. The college has established a clear and consistent planning and resource allocation process to ensure that spending supports the college's mission and institutional goals. The district's long term financial plan calls for the district to continue past conservative budgeting practices and lays out specific actions to be taken to help increase revenues and decrease expenses.

### **Standard IV: Leadership and Governance**

#### **A. Decision-Making Roles and Processes**

Monterey Peninsula College has effective leadership that includes a fiscally conservative Board of Trustees, a fairly new Superintendent/President who has provided the college with much needed direction, and a clear yet flexible leadership structure. This structure involves a number of groups that perform specific functions. Some of the groups are key to the college's planning and resource allocation process. Other groups provide leadership relevant to specific needs, including various academic matters and personnel issues. The college's shared governance structure ensures wide participation by all stakeholders; staff, faculty, administrators, and students are able to provide input. The institution is committed to respectful and collegial dialogue between and among the campus constituencies in order to bring about a shared vision, purpose, and commitment to student learning. This collegial dialogue also causes the college's decision-making processes to be transparent and open. They are frequently reviewed and modified for improvement.

#### **B. Board and Administrative Organization**

Monterey Peninsula College recognizes the responsibilities of its Board of Trustees and Superintendent/President. The Board establishes policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Governing Board also adheres to a clearly defined policy for selecting and evaluating the Superintendent/President for the college. The Superintendent/President is designated as the Executive Officer of the Governing Board, and as such has the executive responsibility for administering the policies adopted by the Board and for executing all decisions of the Board requiring administrative action. The Superintendent/President also provides leadership to ensure the college meets its mission and institutional goals, communicates with the communities served by the institution, and works with the Board of Trustees to effectively control budget and expenditures. Monterey Peninsula College is proud of the fact that it continues to maintain a balanced budget with a Board approved target reserve of 10 percent unrestricted general fund, especially during harsh economic times.





# Monterey Peninsula College Institutional Self Study Report

## Eligibility Requirements





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## Certification of Continued Compliance with Eligibility Requirements

**Authority.** Monterey Peninsula College is and will continue to be authorized to operate as an educational institution and award degrees as delineated in the Board Policies Manual, Education Program Standards, 3000 series. The letter of reaffirmation of accreditation received from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, is on file in the Office of the Superintendent/President, and a notation of this status is printed in the College Catalog. Monterey Peninsula College is one of the 110 colleges that comprise the California Community College system.

**Mission.** After extensive dialogue through the MPC shared governance process, the Governing Board approved the 2007-2010 Institutional Goals at its meeting on February 26, 2008. Subsequently, on July 22, 2008, the Board of Governors approved the current Monterey Peninsula College Mission Statement. It is published on the college website and it is printed on page six of the 2009-2011 College Catalog. The college, through its governance process, reviews the institutional goals and mission statement every three years to ensure that they reflect the interest of the faculty and staff to meet the educational needs of the community.

The mission statement reads as follows:

*Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.*

**Governing Board.** The Governing Board operates under the authority of California State Education Code, §70900-70902. Prior to their election, biographical information about Board candidates is included in the voter pamphlet issued by the County Office of Education and is published in local newspapers as part of their pre-election coverage.

The Board's bylaws and responsibilities are prescribed in the Board Policies Manual, 1000 series, Subsection A, Organization and Procedures of the Governing Board.

The Governing Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and the financial stability of the institution.

In addition, the Governing Board follows an established policy for selecting and evaluating the Superintendent/President.

**Chief Executive Officer.** On January 24, 2006, the Governing Board contracted with Professional Personnel Leasing (PPL), Inc. to utilize their professional and technical expertise to conduct a search for Superintendent/President. After an extensive search, at their July 7, 2006 meeting, the Governing Board appointed Dr. Douglas R. Garrison as Superintendent/President for a four-year term effective August 1, 2006 and ending July 31, 2010. On September 23, 2008, the Governing Board extended Dr. Garrison's contract through July 31, 2012. The Board evaluates the Superintendent/President on a quarterly basis annually. His evaluation is based on annual goals established by Dr. Garrison in collaboration with the Board.

The Superintendent/President's sole responsibility is to Monterey Peninsula College. In addition to the powers and duties specifically stipulated by law, all executive and administrative powers and duties in connection with the conduct of the college are exercised by the Superintendent/President. The Superintendent/President also serves as the official secretary to the Governing Board.

The duties and responsibilities of the Superintendent/President are delineated in the Board Policies Manual, Appendix 2000.

**Administrative Capacity.** The college's organizational chart depicts the names of administrators and their areas of responsibility. The persons filling administrative positions are full-time employees and have appropriate preparation and experience for their duties and responsibilities. The district hires them through an open search process per established hiring procedures.

The college is administered through three distinct, but complementary areas: Academic Affairs, Student Services and Administrative Services. Each of these areas is led by a vice president. Instructional programs are organized into seven divisions under the umbrella of Academic Affairs: Business and Technology, Creative Arts, Humanities, Life Sciences, Physical Education, Physical Sciences, Social Sciences, plus the School of Nursing and the Library and Technology Center. Both credit and non-credit programs are embedded into the various divisions, with the exception of the Older Adult Program and Instructional Service Agreements, which are administered by the Dean of Instruction and the Dean of Instructional Planning respectively. The Administrative Services area encompasses facilities, fiscal services, human resources and technology support. Student Services are comprised of the following:

## Eligibility Requirements

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- Outreach and Recruitment
- Admissions and Records
- the Book Store
- Career/Transfer Resource Center
- the Child Development Center
- Counseling
- Food Services
- Programs for special populations including
  - CalWORKs
  - CARE
  - College Readiness (TRIO)
  - Extended Opportunity Programs and Services
  - the High Tech Center for Students with Disabilities
  - the International Students' Center
  - Supportive Services and Instruction
- Student Activities
- Student Health

Each of the vice presidents chairs an advisory committee composed of individuals within their areas, as well as representatives from the college at large. These advisory groups ensure transparency and collegiality in all decision making. The three advisory groups are

- Academic Affairs Advisory Group (AAAG)
- Student Services Advisory Group (SSAG)
- Administrative Services Advisory Group (ASAG)

**Operational Status.** Enrollment history is documented in the Office of Admissions and Records. The Office of Institutional Research and the Office of Admissions and Records collect ongoing enrollment data. The Admissions and Records Office is responsible for documentation of enrollments in classes, certificate and degree programs, as well as degrees awarded. The Office of Institutional Research collects, analyzes and distributes data associated with student achievement. Student achievement data are or have been reviewed at various venues of the institution, including the Enrollment Advisory Committee, the Student Success Task Force and the Basic Skills Committee. These groups identify patterns of student performance and make recommendations on initiatives

in support of student achievement to the various advisory groups as well as the Academic Senate.

This process of data analysis demonstrates a commitment on the part of the institution to adopt a model of decision making based on data and a continuous quality improvement model.

**Degrees.** The MPC Catalog lists degrees granted, course credit requirements, and length of study for the programs. The designations of transfer status and degree credit status are provided in the Catalog. Certificate and degree programs are vetted by the Curriculum Advisory Committee, forwarded to the Board of Trustees for their consideration and submitted to the Chancellor's Office of the California Community Colleges for review and final approval.

**Educational Programs.** The college's degree programs are congruent with the college mission and are listed and described in the College Catalog. Programs are based on recognized fields of study, are of sufficient content and length and maintain appropriate levels of quality and rigor for the degrees offered. The course outlines of record and data attesting to compliance with Title 5, Part VI of the California Code of Regulations, are on file in the Office of Academic Affairs.

**Academic Credit.** The college conforms to the relationship between contact hours and units of credit as mandated in Title 5 §55002 of the California Code of Regulations, and clarified in MPC's curriculum guidelines for new course proposals. The Office of Academic Affairs maintains these documents. The means by which students are able to earn credit for courses and programs are clearly described in the College Catalog.

**Student Learning and Achievement.** The Division Chairs, Student Learning Outcomes Committee, the SLO Coordinator, who happens to be the President of the Academic Senate, the Vice President of Academic Affairs and the instructional deans, work closely with constituencies, advisory committees and the Office of Institutional Research to track student learning and achievement. This aspect of institutional effectiveness has received significantly more attention in the last few years, particularly as the college has moved toward a decision making model based on data. The program review process requires all programs and divisions to review and analyze student learning achievement data to evaluate their performance and identify future goals. In addition, through initiatives associated with student success, retention and persistence in the last two years, the college has increased the

use of data to develop interventions and assess goal attainment. The Enrollment Advisory Committee (EAC), the Basic Skills Committee, and the Task Force on Student Success have engaged in a dialogue pertaining to student achievement through the gathering and analysis of student learning and achievement data. These groups have shared their findings and recommendations through the shared governance process to gain institutional support for initiatives that promote student success.

The college as a whole has already begun and will continue to track student learning and achievement in courses and programs described herewith.

**General Education.** The MPC Catalog describes the areas of General Education and lists the courses satisfying General Education requirements for Monterey Peninsula College, the CSU system, and the Intersegmental General Education Transfer Curriculum. The General Education requirements ensure breadth of knowledge and promote intellectual inquiry. Specifically, the General Education component includes demonstrated competence in writing, communication, and analytical thinking skills; natural sciences; humanities; social sciences; life-long learning and self development; intercultural studies; and information competency. General Education has comprehensive learning outcomes for students who complete it. The Office of Academic Affairs is the repository of official course outlines of record, which reflect the academic rigor and quality of courses offered at Monterey Peninsula College.

**Academic Freedom.** The college community recognizes the right of individuals to free and open discussions of controversial issues. To this end, the Academic Senate recommended, and the Governing Board adopted Board Policy 3120 on Academic Freedom on May 27, 2008 after a long, extensive and inclusive dialogue about the meaning of academic freedom in the context of the Monterey Peninsula College culture. Board Policy 3120 on academic freedom states, "Academic freedom means the freedom to teach and present all sides of an issue in frank and open discussion. Anything that is opinion should be clearly earmarked."

**Faculty.** The MPC Catalog provides the names of all full-time faculty along with their academic preparation. Their duties and responsibilities are delineated in the Board Policies Manual, policy 5320, and in the Faculty Handbook. The current Schedule of Classes specifies the names of all full-time and adjunct faculty and their teaching assignments.

**Student Services.** The Office of Institutional Research maintains student demographic data. Student Services provided at Monterey Peninsula College are described in the College Catalog. These services support student learning and development within the context of the institutional mission.

**Admissions.** Monterey Peninsula College has adopted admissions policies consistent with the mission of the college. The College Catalog states MPC's admission policy. The enrollment application form is published as an insert in the Schedule of Classes and is available in the Office of Admission and Records. This form is available also online through the college website.

**Information and Learning Resources.** The library collection consists of approximately 75,000 volumes including almost 21,000 electronic books, 252 periodical subscriptions, 2,262 audiovisual items (i.e., CDs DVDs and videos), and 5,866 reserve items. For the past several years, only closed-captioned DVD's have been purchased to accommodate the hearing impaired. The library also provides access to 29 full-text databases and electronic reference sources 24 hours a day seven days a week through the library webpage. Library holdings and resources are on file in the library. As a member of the Monterey Bay Area Cooperative Library System, now Peninsula Library Systems, the library is able to borrow materials that are not owned by the college. This greatly enhances materials that the library is able to provide to students, faculty and staff. The learning resources offered by the College are in line with the college mission and are sufficient in scope regardless of location and delivery format.

**Financial Resources.** The district's funding base, financial resources, and plans for financial development are adequate to support student learning programs and services to improve institutional effectiveness, and to assure financial stability. All budget and financial statements are on file in the Office of Administrative Services. The district's funding base is documented in the institutional budget, financial plan and in the CCF5-311 report.

Information regarding the student loan default rates is on file in the Office of Student Financial Services.

The Monterey Peninsula College Foundation raises funds for numerous campus projects including grants that promote academic excellence. Documents relating to its establishment are on file in the Office of the Superintendent/President.

**Financial Accountability.** External audits are performed annually with the auditor providing a report at an open Board of Trustees meeting. Past and current budgets as well as a statement of audit procedures and findings are on file in Fiscal Services.

The most recent program review/audit of financial aid is on file in the Office of Student Financial Services.

**Institutional Planning and Evaluation.** The comprehensive *Master Plan* contains the college's mission, 2007-2010 Long-Term Institutional Goals, and Objectives that drive annual action plans for budget development. The long-term goals and annual planning efforts serve as the basis for the key documents in the comprehensive *Master Plan: the Educational Master Plan, Technology Plan, Facilities Plan, Fiscal Stability Report, and Long-Term Financial Plan*.

The 2003 *Educational Master Plan* is under review based on the recently adopted mission statement and the 2007-2010 Institutional Goals and Objectives. Once completed, the *Educational Master Plan* will serve as the foundation for the revision of the *Educational/Facilities Master Plan*.

Program review is systemically conducted in Academic Affairs, Student Services, Administrative Services, and the areas that report directly to the Superintendent/President—the Public Information Office and the Office of Institutional Research. Information from program review self studies is fed into the resource allocation process through annual action plans. The Office of Institutional Research provides data for the validation of program effectiveness and outcomes. Documents pertaining to the development of student learning outcomes are available in the Academic Affairs Office, on the college website, in the office of the SLO Coordinator, and in the division offices.

**Public Information.** The MPC Catalog provides all information pertinent to mission, admission requirements and procedures, rules and regulations affecting students, programs, courses, certificates and degrees offered, fees and refund policies, grievance procedures, academic integrity (plagiarism and cheating), academic credentials of faculty and administrators, and other matters. The Catalog is available in hard copy and online through the college website. Policy and information changes are listed in the Catalog addendum, which is published online.

The Board Policies Manual, 1000 series and Appendix, 1300 delineate the Governing Board's policies regarding public disclosure.

**Relations with the Accrediting Commission.** The Governing Board assures the Accrediting Commission that it adheres to the eligibility requirements and accreditation standards and policies of the commission. As evidenced by the most recent favorable progress report to the Accrediting Commission for Community and Junior Colleges, Monterey Peninsula College has been responsive to accreditation guidelines and has successfully addressed the five recommendations from the 2004 Comprehensive Evaluation Visit. Furthermore, the college received positive comments on the 2008 Progress Report. Finally, the college submitted substantive change proposals to ACCJC on the MPC Education Center and the Family Research Studies program in October and November 2009 respectively.

The list of other accreditation certifications held by Monterey Peninsula College is published in the College Catalog. The institution describes itself honestly and with consistency to all accrediting agencies, communicates any changes, and agrees to share all information from the Accrediting Commission with campus constituencies.



**STATEMENT OF ASSURANCE**

We hereby certify that Monterey Peninsula College continues to comply with the eligibility requirements for accreditation established by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

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Dr. Douglas R. Garrison  
Superintendent/President  
November 24, 2009

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Dr. Jim Tunney  
President  
Governing Board  
November 24, 2009



# Monterey Peninsula College Institutional Self Study Report

## Responses to Recommendations from the Most Recent Comprehensive Evaluation





In the college's last Accreditation Progress Report (2008), Monterey Peninsula College responded to five recommendations. Since the report was written, little has changed. What has changed is explained below:

**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. [Old Standards 3.A.1-3; Old Standards 5.1; Old Standards 9.A.5]***

Monterey Peninsula College now uses data for virtually all planning and decision-making processes. Data are foundational to the college's planning and resource allocation process, which incorporates institutional goals, component goals, program review, and action plans (the college's resource allocation requests). Data are also used by a variety of campus committees, including the Facilities Committee, the Budget Committee, the Technology Committee, the Basic Skills Committee, the Enrollment Advisory Committee, and all faculty evaluation committees. Data have become so vital to this institution that the Office of Institutional Research must prioritize projects.

In concluding the section related to Recommendation 1, the report states:

The college will continue to research and use data for planning, accountability reporting, and completing grant applications. The data used for program review, class scheduling, faculty hiring justification, action planning, new program development, grants, project proposals, and so on will continue to improve. Future goals include the following:

- Discovering easier ways to collect data and minimizing the need to manipulate information by hand. MPC seeks to develop more methods to automate the data collection process and ensure that the data are accurate. Correctly derived, understood, and analyzed, data will continue to assist MPC in meeting the educational needs of its community and students.
- Evaluating the effectiveness of the program review process and reviewing the value of the data and information garnered in support of improving student achievement and student learning outcomes.

- Ensuring that the results of the program review process are aligned with resource allocation and strategic planning

**Easier Ways to Collect Data.** As a means of continuous improvement, the college continues to seek easier ways to collect data and to ensure that the data are accurate. This goal is addressed by the Office of Institution Research and the Institutional Research Advisory Committee, which is also responsible for assisting the Office of Institutional Research with an appropriate and yearly research agenda.

**Evaluating the College's Program Review Process.** The college is also continuing to review its program review process. In 2008-2009, Academic Affairs revised its program review documents to further emphasize student learning and achievement, embed data in program review documents, and ultimately make the process itself less onerous. The Life Science Division and Library will provide feedback to the Academic Affairs Advisory Group during 2009-2010 as a means of continuously improving the Academic Affairs' program review process.

**Aligning Program Review and the Planning and Resource Allocation Process.** Monterey Peninsula College has a very clear annual process, which aligns program review with planning and resource allocation. For a detailed description of this alignment, please see the Accreditation Self Study's introduction to Standard IB.

**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. [Old Standards 3: A.1-4, B.1-3, C.1-3]***

As indicated in the 2008 Progress Report, Monterey Peninsula College has developed a clear delineation of the role and responsibilities of its individual planning entities and the linkage between each group. It has also clarified the relationships of all planning documents, and prioritized institutional long-term goals. As described in Standard IVA, a number of planning entities exist to accomplish specific goals. These entities, including the Academic Affairs Advisory Group, the Student Services Advisory Group, the Administrative Services Advisory Group, the Budget Committee, the Technology Committee, and the Facilities Committee provide

recommendations to the College Council, the college's primary shared governance committee.

- 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. [Old Standards 4.D.6; Old Standards 9.B.3, B.5]**

As indicated in the Accreditation Progress Report, Monterey Peninsula College regularly reviews and provides annual reports on instructional agreements to the Board of Trustees. More specific details are provided in the Accreditation Self Study, Standard IIA.

- 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. [Old Standards 9.A.2; Old Standards 3.B; Old Standards 5.3; Old Standards 6.4, 6.5; Old Standards 8.5]**

The college has developed a long-term financial resources plan that is supported through short-term planning and fiscal conservative practices. Plans include strategically decreasing non-credit while increasing credit offerings, and increasing revenues through enrollment management, which comprises enrollment growth (although current state budget issues may minimize the college's ability to grow). The college continues to work toward enrollment growth by expanding the district's Education Center. The support of the Education Center is in line with the district's institutional goals and is part of the planning and resource allocation process. These efforts, along with the college's financial planning processes, are described in detail in Standard IIID.

- 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. [Old Standards 10 Preamble; Old Standards 10 B.8-10; Old Standards 9.A.5]**

As indicated in the Accreditation Progress Report, the college has significantly improved communication processes by reorganizing and re-focusing top-level shared governance committees, encouraging wide participation on shared governance committees, using All-Users email to share committee reports and/or recommendations, regularly sharing information through flex day events, and archiving information on the college's web site.

### **Conclusion**

Since the college's last comprehensive evaluation visit, Monterey Peninsula College has made many positive changes to further its mission in efficient and effective ways. The college now uses data in its planning, evaluation, and decision-making processes. It has also improved its organizational structures, planning and resource allocation processes, and methods of communication.

In collaboration with the Academic Senate, division chairs, and faculty, the SLO Committee will provide leadership to complete General Education SLOs.

# Monterey Peninsula College Institutional Self Study Report

## Standard IA: The Institutional Mission







## Standard IA: Institutional Mission

### List of Contributors

<b>Contributor</b>	<b>Position</b>	<b>Area</b>
Dr. Alfred Hochstaedter, Co-Chair	Instructor/ Academic Senate President	Earth Sciences
Dr. Rosaleen Ryan, Co-Chair	Director	Office of Institutional Research
Kathleen Baker	Coordinator	Career/Transfer Resource Center
Laurie Buchholz	Director	English and Study Skills Center
Tom Logan	Instructor	History/Gentrain
Brenda Kalina	Advisor	Student Financial Services
Mary Nelson	Instructor	Family and Consumer Science

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.

## Standard IA. The Institutional Mission: An Appropriate Definition

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

### Description

The mission statement of Monterey Peninsula College (MPC) reads as follows:

MPC is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts, MPC seeks to enhance the intellectual, cultural and economic vitality of our diverse community. [IA.1]

### Evaluation – Standard 1A: MPC meets the standard.

The Monterey Peninsula College mission statement mirrors the overall mission of the California Community Colleges, which is to “offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school” [IA.2]. More importantly, the mission statement addresses the needs of the populations of students that the college serves locally. These students are identified through student demographic data in the Chancellor’s Office Data Mart [IA.3], as well as locally derived data [IA.4, 5]. In addition, the college refers to demographic data for its service area [IA.6] to determine how closely the student population matches the service area. Monterey Peninsula College’s educational purposes are further defined using program level student learning outcomes (SLOs) for its Career Technical Education (CTE) and General Education (GE)/Transfer programs as described to students in the College Catalog [IA.7]. Perhaps the most critical feature of the mission statement is its emphasis on student learning. The mission statement describes how the college fosters student learning: through excellence in instruction, facilities, programs and services. Furthermore, it states the principal goals of student learning: enhancing intellectual, economic, and cultural vitality of the community that the college serves.

### Plan – Standard IA:

None

### Evidence:

Reference	Document	Link
IA.1	MPC Mission Statement	<a href="http://www.mpc.edu/information/Pages/MissionPhilosophy.aspx">http://www.mpc.edu/information/Pages/MissionPhilosophy.aspx</a>
IA.2	CCC Mission Statement, quoted from Education Code	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=66001-67000&amp;file=66010.1-66010.8">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=66001-67000&amp;file=66010.1-66010.8</a> OR <a href="http://ucop.edu/acadinit/mastplan/cccmision.htm">http://ucop.edu/acadinit/mastplan/cccmision.htm</a>
IA.3	Chancellor’s Office Data Mart	<a href="http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx">http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx</a>
IA.4	Institutional Research	<a href="http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch">http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch</a>
IA.5	<i>MPC Profile, 2009</i>	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/MPCProfileEnrollmentAndDemographicTrends2009.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/MPCProfileEnrollmentAndDemographicTrends2009.pdf</a>
IA.6	Community Demographics on Institutional Research homepage of MPC website	<a href="http://www.mpc.edu/institutionalresearch">http://www.mpc.edu/institutionalresearch</a>
IA.7	MPC Catalog, page 6	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Catalog 08-09.pdf</a>

## Section 1: Focused on Student Learning

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

### Description

Monterey Peninsula College is first and foremost committed to student learning, as is obvious from its mission statement; the mission statement begins, “MPC is committed to fostering student learning and success. . .” This commitment is reflected in the college’s programs and services, and these are aligned with its purposes and student population.

### Student Learning Programs and Services

The college’s programs are clearly focused on student learning. Developed, reviewed, and revised by appropriate faculty, MPC’s programs and their related courses are grounded in course objectives and/or student learning outcomes and appropriate methods of evaluation. To ensure that these programs are aligned with its purposes, the college’s Curriculum Advisory Committee determines if new programs and courses “support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities,” as these are the college’s purposes.

To ensure that these programs are aligned with its student population, the college makes use of a rigorous program review process, which takes place every five years. During this process, the program’s curriculum is reviewed by appropriate faculty and the Curriculum Advisory Committee. Also, each program’s faculty review data relevant to their program to ensure that each program is vibrant and student focused. Furthermore, programs complete an annual program review update to ensure that programs are involved in continuous improvement. MPC’s instructional programs and their emphasis on student learning are discussed in much more detail in Standard IIA.

To enhance student learning and support the mission of the college, Monterey Peninsula College provides a set of comprehensive student support services in the following areas: outreach and recruitment, enrollment services, counseling and advising, financial aid, specialized student services, learning support services, and other key programs and services. These support services also undergo a rigorous program review process every six years

to ensure that each service is vibrant and relevant to student need. Support services complete annual program review updates to ensure that each service is involved in continuous improvement. Support services and their relation to student learning are discussed in much more detail in Standard IIB.

### Understanding the College’s Student Population

The college’s student population needs are identified through a variety of means. At the most basic level, the *MPC Profile* [IA.1.1] describes the enrollment trends and demographic characteristics of MPC students. In addition, student surveys have been conducted to determine students’ course scheduling preferences [IA.1.2]. Community needs assessments have been conducted to determine what kinds of courses people in the service area desire. The most recent community needs assessment examined interest in courses at both the Monterey campus and at the Education Center at Marina [IA.1.3].

MPC students’ academic preparedness also influences the learning programs and services that the college offers. For example, the results of placement tests in English (reading and writing), English as a Second Language (ESL), and mathematics help determine the course scheduling and number of class sections offered in those areas. Similarly, the college’s new course-level SLO assessment form [IA.1.4] generates responses about the academic preparedness of students in the college’s degree and transfer courses. The results inform the college’s basic skills programs about the kinds of services and/or courses to offer.

The Basic Skills self assessment, a comprehensive internal document, describes the degree to which the college meets best practices in basic skills instruction and support programs identified in research. This self assessment included input from a wide range of campus stakeholders as well as data. For example, the data include the number of students in developmental courses as well as the retention and success rates for these courses [IA.1.5].

Monterey Peninsula College also relies on feedback from other institutions and from industry. Informed by the college’s Articulation Office, the General Education (GE) aspect of MPC’s degree requirements for transfer students are designed to exactly match the GE requirements of the University of California (UC) and California State University (CSU) campuses. In terms of the industry connection, the college’s Career Technical Education (CTE)

programs have advisory committees with industry representatives who provide feedback to the program faculty about the desired outcomes of student learning and job requirements.

Monterey Peninsula College determines and addresses the needs of its students. The college also engages in assessments of its effectiveness in aligning student learning programs and services with student needs. The college regularly examines student success and retention data, mostly through the program review process. Similarly, the college regularly examines transfer data, job placement rates, as well as other student outcomes. To further ensure that the college is engaged in continuous improvement of the alignment of student learning programs and services with student needs, programs and services complete annual updates of their program reviews.

#### **Evaluation – Standard IA.1: MPC meets the standard.**

Monterey Peninsula College's mission statement clearly reflects the college's commitment to student learning. This commitment is reflected in the college's programs and services, and these are aligned with its purposes and student population.

The mission statement purposefully uses short, direct language to explicitly state the purpose of the institution so that more faculty, staff, and community members will be able to remember it and more usefully place it in a central role in their planning efforts. As mentioned elsewhere, significant input on the wording of the mission statement was received from a wide variety of campus groups such as the Academic Affairs Advisory Group and the Student Services Advisory Group, as well as the Academic Senate. In addition, individual members of the campus community provided input through email. The extensive dialogue not only helped to ensure the relevancy of the mission statement to student learning, but also to ensure that the mission statement addresses the populations that the college serves. This dialogue was informed by a variety of data including, but not limited to, the *MPC Profile*, community needs assessments, focus groups, and student surveys.

The results of a 2008 faculty and staff survey support the positive outcome of the process undertaken to revise the mission statement. In fall 2008, the Accreditation Steering Committee created the Accreditation Faculty and Staff Survey. One of the questions asked college employees to respond to the statement, "MPC's mission statement is appropriate for the students in our service area." Ninety-one percent of employees agreed that the mission

statement is appropriate for its students. There was particularly high level of agreement among full-time faculty (98 percent agreed with the statement). By contrast, a smaller percentage of full-time classified staff (84 percent) and part-time faculty (75 percent) agree that MPC's mission statement is appropriate for its students. The lower agreement among part-time faculty may be related to the small number of part-time faculty who responded to this question. The overall high level of agreement with this statement reflects an improvement from several years ago. In 2002, 74 percent strongly or somewhat agreed with the statement, "The mission statement reflects the purposes, character and student population of MPC." This improvement from 2002 to 2008 probably reflects the administration's ability to more thoroughly involve faculty and staff in the discussion about the college mission.

In addition to the 2008 Accreditation Faculty and Staff Survey, in 2009, the Office of Institutional Research conducted the Noel-Levitz "Student Satisfaction Inventory" (SSI) [IA.1.6]. The Noel-Levitz Student Satisfaction Inventory is a survey instrument primarily designed for traditional-age students in undergraduate programs. The SSI asks students to respond to each item with a level of importance and a level of satisfaction. Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5. The importance score minus the satisfaction score is known as the performance gap. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better MPC is doing at meeting student expectations.

The Office of Institutional Research selected a random, representative sample of class sections to participate in the survey. The sample included a variety of courses, including general education, occupational, and basic skills. There were courses from all academic divisions as well as courses offered through the student services division. The sample was stratified such that areas with more class sections (such as English) were more likely to be included in the sample. The sample was also stratified by the time of day and days of the week the course was offered.

Instructors were asked to administer the surveys to students during class time. Most instructors who participated did so; however, a few instructors asked their students to complete the surveys at home and return them at the next class session. The Office of

Institutional Research administered 1,300 surveys; 645 were completed and returned.

The above background information on the Noel-Levitz Student Satisfaction Inventory is presented here to enable the reader to have a better understanding of the survey results as they are presented throughout the document.

The results of the 2009 student survey lend further support. To the degree that the college establishes student learning programs and services aligned with its student population, students will feel a sense of belonging and will feel welcomed on campus. Thus, the SSI scale “Student Centeredness” is one measure of how successful the college is at meeting this standard. Students gave an overall *satisfaction* rating of 5.52 (out of 7) to the items on this scale, which indicates they feel a fairly high level of belonging at Monterey Peninsula College.

In addition to internal dialogue, the college has gathered feedback from students or potential students on the courses that they desire. For example, since 2002 the Office of Institutional Research has conducted three resident needs assessments and one employer needs assessment. These surveys have indicated that community members who reside near the Education Center at Marina have expressed interest in general education classes, business, computer science and information systems, English as a Second Language, and activity classes. As stated in MPC’s 2009 Substantive Change Proposal to ACCJC, these programmatic areas have been “the focus of the class offerings at the Marina site” [IA.1.7].

There are areas where the college could improve aligning its services with the needs of its students. For example, data from the Student Success Task Force indicates that the college could address the lower retention rates for “at-risk” students during their first year and persistence between their first year and second year [IA.1.8]. One of the components the Student Success Task Force plans speaks to the importance of building a sense of campus community and belonging. On the Noel-Levitz SSI scale “Student Centeredness,” students gave an overall importance rating of 5.96 (out of 7), indicating that a student-centered campus is very important to them.

A self-assessment, conducted by the college’s Basic Skills Committee, reveals that greater communication among the various student instructional support programs (e.g., English and Study Skills Center, Math Learning Center, tutoring, TRIO) and between

these programs and the “traditional” instructional programs would result in strengthened programs and services [IA.1.5]. The scope of the Student Success Task Force and the Basic Skills Committee are closely related. As of this writing, the Basic Skills Committee has begun to incorporate the recommendations from the Student Success Task Force into its discussions and plans.

Work by the college’s Enrollment Advisory Committee (EAC) resulted in several goals and action plans designed to better align programs and services with current and potential students’ needs [IA.1.9]. One of these goals is to increase the diversity of the MPC student population to match that of the service area; specifically, the plan is to increase the number of Latino students from the Marina and Seaside communities and to increase the number of African-American students from the Marina area. One of the strategies to address this goal was the opening of the Education Center at Marina and the creation of a new position, the Dean of Economic Development and Off-Campus Programs. This position has administrative oversight for the Education Center at Marina and should help the college better meet the needs of underrepresented students from Marina and Seaside. This new administrative position will also help the college address another EAC goal: to increase training to meet local workforce and employer needs. Toward that end, the Dean of Economic Development and Off-Campus Programs has been working to establish partnerships with a variety of educational institutions and community organizations including the Monterey Peninsula and Marina Chambers of Commerce, the Monterey County Hospitality Association, Monterey County Business Council and the California Homeland Security Consortium based at the Naval Postgraduate School. In addition, the dean serves on the education committees of both the Monterey Peninsula Chamber of Commerce and the Monterey County Hospitality Association.

There is an additional goal the EAC identified: augment or increase course offerings to better accommodate or meet the needs of the military and their dependents. One need of the military and their dependents is for short-term or online courses. Although this goal has yet to be addressed, a number of departments have begun to increase their offerings of eight-week courses and online courses; these offerings will provide greater access to not only military students, but to all students in general.

**Plan – Standard IA.1:**

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IA.1.1	<i>MPC Profile, 2009</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%201A/MPCProfileEnrollmentAndDemographicTrends2009.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/MPCProfileEnrollmentAndDemographicTrends2009.pdf</a>
IA.1.2	Scheduling surveys	<a href="http://www.mpc.edu/information/accreditation/Standard%201A/SchedulingSurveyResults2007Fall.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/SchedulingSurveyResults2007Fall.pdf</a>
IA.1.3	Resident Needs Assessment – 2008	<a href="http://www.mpc.edu/information/accreditation/Standard%201A/ResidentNeedsAssessment2008.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/ResidentNeedsAssessment2008.pdf</a>
IA.1.4	Course-level SLO assessment form	<a href="http://www.mpcfaculty.net/senate/slo.htm">http://www.mpcfaculty.net/senate/slo.htm</a>
IA.1.5	Basic Skills Initiative (BSI) self assessment	<a href="http://www.mpc.edu/information/accreditation/Standard%201A/BSICoverSheetSummaryAndCompleteAssessment.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/BSICoverSheetSummaryAndCompleteAssessment.pdf</a>
IA.1.6	Noel-Levitz “Student Satisfaction Inventory”	<a href="http://www.mpc.edu/information/accreditation/Standard%201A/MontereyPeninsulaCollegevsCaliforniaComparison-5-2009.htm">http://www.mpc.edu/information/accreditation/Standard 1A/Monterey Peninsula College vs California Comparison - 5-2009.htm</a>
IA.1.7	2009 Substantive Change Proposal	<a href="http://www.mpc.edu/information/accreditation/Standard%201A/SubstantiveChangeProposalEdCenterOnly08-26-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/SubstantiveChangeProposalEdCenterOnly08-26-09.pdf</a>
IA.1.8	Student Success Task Force – Lobo TLC	<a href="http://www.mpc.edu/information/accreditation/Standard%201A/Lobo-TLC.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Lobo-TLC.pdf</a>
IA.1.9	Enrollment Advisory Committee (EAC) goals and activities	<a href="http://www.mpc.edu/information/accreditation/Standard%201A/EACEnrollmentGoals2007-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/EACEnrollmentGoals2007-09.pdf</a>

## Section 2. Approved and Published

The mission statement is approved by the governing board and published.

### Description:

The Monterey Peninsula College Board of Trustees approved the mission statement at its July 22, 2008 meeting [IA.2.1]. The mission statement had been updated as part of the planning and resource allocation process [IA.2.2]. According to this process, the review of the mission statement is regular and systematic: every three years. Subsequent to Board approval, the new mission statement was published in the MPC Catalog (p.6) [IA.2.3], in the MPC website [IA.2.4], and on MPC pocket cards [IA.2.5]. Some programs, such as the Family and Consumer Science program, also include it on their promotional materials and brochures [IA.2.6]. Although the new mission statement was not developed in time for the 2008-2009 Catalog, it is included in the 2009-2011 College Catalog.

### Evaluation – Standard IA.2: MPC meets the standard.

The mission statement was approved by the Governing Board. Furthermore, the mission statement is published in a wide variety of places, including online.

### Plan – Standard IA.2:

None

### Evidence:

Reference	Document	Link
IA.2.1	MPC Board of Trustees minutes, dated July 22, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/MinutesJuly22,2008.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/MinutesJuly22,2008.pdf</a>
IA.2.2	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IA.2.3	MPC Catalog. Page 6	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Catalog 08-09.pdf</a>
IA.2.4	MPC website	<a href="http://www.mpc.edu/">http://www.mpc.edu/</a>
IA.2.5	MPC "Pocket Cards"	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/Pocket Pal Updated Nov 09.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Pocket Pal Updated Nov 09.pdf</a>
IA.2.6	Family and Consumer Science brochures	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/Rest. Mgt. trifold.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Rest. Mgt. trifold.pdf</a>



### Section 3. MPC's Mission Statement and Decision-Making Processes

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

#### Description

The institution has a governance structure and decision-making process that includes a regular review and revision (if necessary) of the mission statement. The outline, below, provides a brief recent history of how the college arrived at its current decision-making process:

- In fall 2002, the now defunct Strategic Planning Steering Committee (SPSC), the committee responsible for establishing the institution's long term goals as well as annual objectives, recognized the need to conduct a thorough review and possible revision of the mission statement before the committee could begin its discussion of a new set of long-term goals, set to begin in fall 2004.
- In fall 2003, the ad-hoc committee that had been established to review the college's mission and philosophy presented the college community with a draft of a new mission statement. Feedback was gathered and incorporated into the draft of the mission statement. The mission statement was presented to the College Council and Academic Senate and was approved by the Board of Trustees at its November 2003 meeting.
- During 2005-2006, MPC instituted a review and revision of its planning structure and processes. During that year, the college disbanded its Strategic Planning Steering Committee (SPSC) and transferred its core responsibilities to the College Council.

One of the results of these changes during 2002 through 2006 was that the college recognized the importance of establishing a formal and regular process to review the mission statement.

- In 2006-2007 the College Council developed and instituted the planning and resource allocation process [IA.3.1]. One component of this process is the review and potential revision of the mission statement and institutional goals every three years. In 2007-2008, the College Council formed a subcommittee that reviewed the mission statement and discussed its importance [IA.3.2.,3]. Through dialogue, consensus was reached that the mission statement should (1)

emphasize student learning as the core commitment of the college, (2) identify the main population of students that the college serves, (3) state the principle outcomes of student learning, (4) describe how the college fosters student learning, and (5) be succinct and focused so that all faculty and staff could easily remember and identify with the mission statement. A proposed mission statement was developed, presented to the College Council, and distributed for review to the constituency groups, including the advisory groups and the Academic Senate [IA.3.4]. Comments from all the constituency groups were submitted to the College Council and then referred to the mission statement subcommittee. This resulted in a revision of the mission statement, which was considered and recommended for approval by the College Council and submitted to the Superintendent/ President to bring before the Board of Trustees [IA.3.2, 3]. The Board of Trustees considered and approved the mission statement at its June 2008 and July 2008 meetings, respectively [IA.3.5]. The board-approved mission statement was presented to the college faculty and staff at the fall 2008 flex day during the Presidential addresses.

#### Evaluation – Standard IA.3: MPC meets the standard.

Monterey Peninsula College reviews its mission statement on a regular basis and revises it as necessary as part of the planning and resource allocation process.

During the 2008 review of the mission statement, the College Council noted that the previous mission statement was verbose. Specifically, the previous mission statement attempted to provide a comprehensive list of the college's various programs, services, and constituent groups (e.g., faculty and students). This realization prompted dialogue about the kind of mission statement the college desired. The College Council concluded that the college desired a succinct mission statement that (1) could be easily recognized and internalized by each member of the college community and (2) broadly addresses all areas rather than specifically mentions each and every constituency.

An important component of the process to develop the mission statement was the incorporation of feedback from all interest groups. For example, the Academic Senate discussion resulted in the inclusion of basic skills students as a specific population of students that MPC explicitly aims to serve in the mission statement [IA.3.6]. In addition, contributions came from individuals, rather than contributed through a constituent group [IA.3.6]. This

was an important mechanism to allow for input from individuals who do not serve on any campus committees.

The college relies on survey data to inform itself of how effective it is in developing an easily recognizable and understood mission statement. In surveys administered in both 2002 and 2008, college faculty and staff were asked to respond to the statement, "I am familiar with and understand the mission of the college as reflected in its mission statement." There is greater understanding of the college mission statement now than there was in 2002. Compared to 84 percent in 2002, in 2008 93 percent of survey respondents "strongly or somewhat agree" that they are familiar with and understand the mission of the college. This was particularly true for full-time faculty; 98 percent of this group agrees with the statement. By contrast, only 87 percent of adjunct faculty and 88 percent of full-time classified staff agree that they are familiar with and understand the mission of the college.

The survey question just described assesses the familiarity of the mission statement rather than the review process for the mission statement; however, the two are related. To the degree that there is greater inclusion in the review and revision of the mission statement, there is a wider-reaching understanding of and familiarity with the mission statement. This linkage is described by one faculty member:

"The mission statement in 2001 filled a ¼ page space in the catalog and over the years grew to more than ¾ of a page. The mission statement became a voluminous document that included both the core mission and a long list of goals and objectives. Clearly, the core mission statement got lost in all of the verbiage... when our 'new' revitalized mission statement was circulated for review and comment on campus, I was an early enthusiastic supporter of the changes. It is clear to me that the shorter the mission statement the easier it is for all of us to relate to it and seek to achieve its purpose... Recently, I had an occasion to illustrate its positive impact when I was invited to attend a California Community Colleges Chancellor's Office (CCCCO) grant funded workshop on student learning outcomes (SLOs) and department/program mission statements... I was able to clearly articulate to my peers how I was able to participate in the campuswide dialogue and our MPC revised mission statement aligns with our Administration of Justice program and how I will be able to define and assess additional class SLOs in the future." [IA.3.7]

### **Plan – Standard IA.3**

None

**Evidence:**

Reference	Document	Link
IA.3.1	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IA.3.2	College Council minutes – March 18, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/College Council March 18 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/College Council March 18 2008 Minutes.pdf</a> and <a href="http://www.mpc.edu/information/accreditation/Standard 1A/Mission statement 3 latest.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Mission statement 3 latest.pdf</a>
IA.3.3	College Council 2008 Annual Report	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/College Council Annual Report 2007-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/College Council Annual Report 2007-08.pdf</a>
IA.3.4	Academic Senate minutes- April 3, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/Draft Minutes 04-03-08 Revised.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Draft Minutes 04-03-08 Revised.pdf</a>
IA.3.5	MPC Governing Board of Trustees minutes, dated July 22, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/MinutesJuly22,2008.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/MinutesJuly22,2008.pdf</a>
IA.3.6	Academic Senate minutes, dated April 10, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/2008-04-10_Senate_minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/2008-04-10_Senate_minutes.pdf</a>
IA.3.7	Email from A.J. Farrar describing MPC Mission Statement revisions and impact	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/Email from AJ Farrar.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Email from AJ Farrar.pdf</a>

## Section 4. The Mission: Central to Institutional Planning

The institution's mission is central to institutional planning and decision making.

### Description

Monterey Peninsula College's mission statement is integrated into the planning and resource allocation process. More specifically, the mission statement is the core component of the planning and resource allocation process. The mission statement guides the development of the three-year institutional goals as well as the annual component goals [IA.4.1]. The institutional goals and component goals are described in greater detail in the introduction to Standard IB. During the resource allocation process, all departmental action plans must reference the three-year institutional goals, which are informed by the mission statement. During the institutional dialogue related to resource allocation and planning decisions, the mission statement implicitly guides decisions, but it is not necessarily explicitly referenced during discussions [IA.4.2].

### Evaluation – Standard IA.4: MPC meets the standard.

The mission statement anchors the planning and resource allocation process. One example comes from the Facilities Committee, which is charged with the prioritization of capital projects. The committee developed a set of guiding principles to inform their decisions, including district and student needs, as expressed by the mission statement [IA.4.3]. The decision to build the permanent facility at the Education Center at Marina was informed by the mission statement's directive to "enhance the intellectual, cultural and economic vitality of our diverse community." The Education Center at Marina afforded the college an opportunity to better serve the Marina and Seaside communities, offering courses to students at the northern most part of the college's district. Given that Marina is expecting significant population growth as its housing plans are completed, Monterey Peninsula College is preparing to meet the educational needs of the Marina and Seaside communities.

A second example comes from a subcommittee of Academic Affairs that is charged with reviewing the program review process for Academic Affairs. This subcommittee has recommended that the mission statement of the college be considered first and foremost in discussions related to planning and resource allocation [IA.4.4].

The Academic Senate engaged in a discussion of the planning and resource allocation process. One senator noted, "The institutional goals and all action plans presented to College Council are based on the mission statement. Anyone on campus could name one to two things their areas/divisions are working on that are driven by the mission statement." [IA.4.5]

The Accreditation Steering Committee was interested in faculty and staff perceptions related to the mission's role in planning and decision-making, so employees were asked to respond to the following statement, "In my experience, the mission statement provides guidance for institutional planning and decision-making at the College." Over four out of five employees (83 percent) agree with this statement. The management team (administrators, managers, and supervisors) were more likely to agree with this statement (87 percent) as were full-time faculty (88 percent). Only 73 percent of full-time classified employees and 68 percent of part-time faculty agree that the mission statement provides guidance for institutional planning and decision-making at MPC. The level of agreement among classified employees and part-time faculty are similar to the survey results from 2002. At that time, employees indicated whether they felt the mission statement guidance for academic and student services program development (72 percent agreed), curriculum planning (66 percent agreed), and strategic planning (68 percent agreed).

### Plan – Standard IA.4

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IA.4.1	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IA.4.2	College Council minutes	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/College Council Sept 2 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/College Council Sept 2 2008 Minutes.pdf</a>
IA.4.3	Facilities Committee minutes	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/facilitiesplanningsummaryfall2006.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/facilitiesplanningsummaryfall2006.pdf</a>
IA.4.4	Academic Affairs program review subcommittee	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/Academic Affairs Program Review Self Study template.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Academic Affairs Program Review Self Study template.pdf</a>
IA.4.5	Academic Senate minutes, dated March 5, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 1A/Senate_Minutes_03-05-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1A/Senate_Minutes_03-05-09.pdf</a>



# Monterey Peninsula College Institutional Self Study Report

## Standard IB: Improving Institutional Effectiveness







## Standard IB: Improving Institutional Effectiveness

### List of Contributors

<b>Contributor</b>	<b>Position</b>	<b>Area</b>
Dr. Alfred Hochstaedter, Chair	Instructor/Academic Senate President	Earth Sciences
Laurie Buchholz	Director	English and Study Skills Center
Brenda Lee Kalina	Advisor	Student Financial Services
Dr. Rosaleen Ryan	Director	Institutional Research
Mike Torres	Counselor	Student Services

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.

## Standard IB: Introduction

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

**Description:** The purpose of this introductory section is to provide an overview of Monterey Peninsula College's planning and resource allocation process, its shared governance structure, its program review processes, and its burgeoning SLO processes in one place. Many of the standards refer to different aspects of these processes, but not necessarily to the processes as a whole unit. For the convenience of reviewers, we present this overview as a reference for all of Standard 1B and the entire self study.

Monterey Peninsula College has processes in place for planning and resource allocation and program review, and follows them systematically. In addition, MPC is aggressively becoming proficient in using student learning outcomes to assess student learning and use the results to make improvements. These processes are the fundamental basis for our meeting the standards that refer to institutional effectiveness: planning and resource allocation, program review, and student learning outcomes.

### I. The Planning and Resource Allocation Process

#### The Structure of Shared Governance Committees for Planning and Resource Allocation Purposes

For the purposes of planning and the allocation of resources, MPC has a hierarchical structure in which ideas, goals, resource allocation requests, and action plans are passed upward toward the College Council (Fig 1). The College Council is the single group, with representation from all college constituents, which makes recommendations to the Superintendent/President for presentation to the Board of Trustees for resource allocation and approval of institutional goals and objectives. In the sections that follow, each of these bodies is described.

1. **College Council.** The College Council is the principal shared governance committee that recommends resource allocation

and policy decisions to the Superintendent/President for presentation to the Board of Trustees. Voting members of the College Council include seven faculty members, four classified, two management, and three vice presidents [IB.1]. The Superintendent/President is an ex-officio, non-voting member. This broad representation ensures that the recommendations made by the College Council have the broad support of all college constituencies. During the planning and resource allocation process, the College Council receives a single list of prioritized action items from the three vice presidents, as well as information from the Budget Committee detailing the available funds. The College Council uses all of this information to make resource allocation recommendations to the Superintendent/President.

The College Council also reviews program reviews from instructional divisions and service program areas, as well as component goals from the three vice presidents as endorsed by their respective advisory groups. The College Council utilizes all of this information in making recommendations to the Superintendent/President. Later in the year, the College Council examines the attainment of component goals as a systematic part of the planning and resource allocation process. The results are used as a lead-in to the next planning cycle [IB.2].

In addition to making the penultimate resource allocation decisions, the College Council is responsible for reviewing and potentially revising the mission statement, as well as developing institutional goals every three years. The College Council also makes final recommendations to the Superintendent/President on matters of Board policy, after they have been discussed by all of the other pertinent shared governance committees [IB.1].

2. **The Components and Their Advisory Groups.** Monterey Peninsula College is organized into three components: Academic Affairs, Student Services, and Administrative Services. Each of these components is led by a vice president who receives recommendations from an advisory group: Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), and Administrative Services Advisory Group (ASAG). The advisory groups are primarily comprised of division chairs or representatives of each of the areas within the component. One or two representatives from outside the component are active members of AAAG, SSAG, and ASAG.

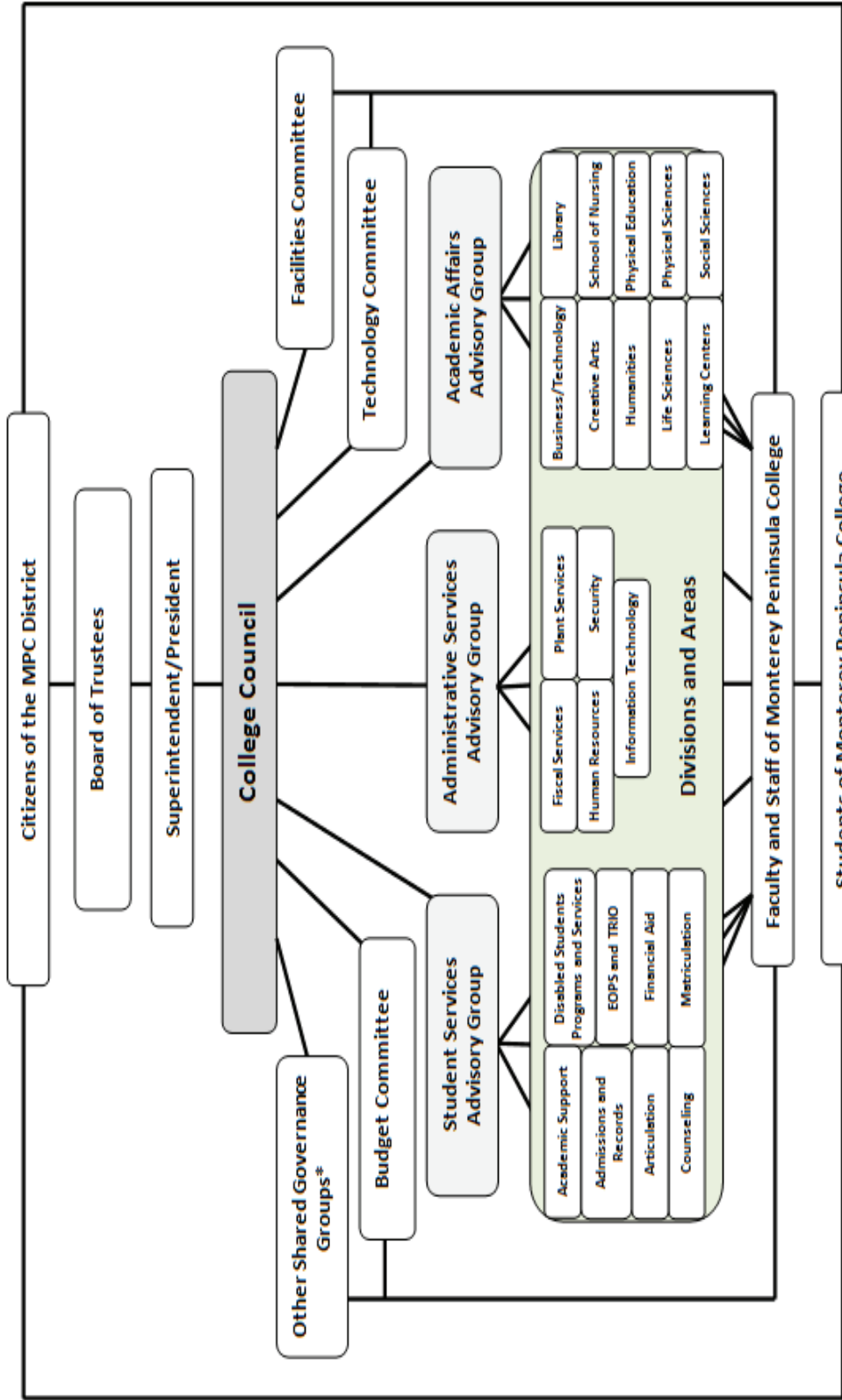
## Standard IB: Improving Institutional Effectiveness

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For the planning and resource allocation process, each of the advisory groups prioritizes action plans, or resource allocation requests, from all of the instructional divisions or areas within their component. The vice presidents then bring each of their prioritized action plans forward to integrate them into a single prioritized list for presentation to the College Council. Each year, the advisory groups also provide input for the development of component goals to be presented at College Council.

Both the prioritization of action plans and the development of component goals are informed by program reviews or annual updates from each of the component's instructional divisions or areas. The advisory groups are the primary committees where the program reviews are presented, critiqued, and discussed by colleagues within the same division or area. As a result of this dialogue, each member of the advisory groups attains a greater understanding of the challenges facing each of the divisions or areas as well as their efforts to overcome the obstacles and their goals to improve the quality of their offerings or services.

Flow of Recommendations/Ideas for Planning and Resource Allocation Purposes



\* Refers to other shared governance groups that may make recommendations to the College Council about institutional goals and objectives, board policy, or other topics of institutional interest. Please see the Illustration of Dialogue.

Figure 1B.1 MPC shared governance committees are carefully structured to facilitate planning and resource allocation procedures.

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3. **Divisions and Areas.** Divisions in Academic Affairs and operational areas in Student Services and Administrative Services are the fundamental operational units and cost centers of the college. In Academic Affairs, the primary task of each division is instruction. Each division has a faculty chair that represents the division on the Academic Affairs Advisory Group. The divisions are organized around the traditional disciplines of college instruction.

Academic Affairs Divisions		
Creative Arts	Life Sciences	Library
Humanities	Physical Sciences	School of Nursing
Physical Education	Social Sciences	Business and Technology

In Student Services and Administrative Services, the departments or areas are a diverse set of programs and services that serve students or the college in a variety of ways. Each of the areas is represented on the Student Services or Administrative Services Advisory Group, as appropriate.

Administrative Services Departments		
Security and Evening Campus Operations	Plant Services	Information Technology
Human Resources	Fiscal Services	

Student Services Areas		
Academic Support	Child Development Center	International Student Programs Matriculation
Admissions and Records	Counseling	Supportive Services
Articulation	Equal Opportunity Program and Services	TRIO Programs
Athletics	Financial Aid	
Career/Transfer Resource Center	Health Services	

Each of these divisions, departments, or areas engages in a program review process to evaluate the quality and effectiveness of their program and/or service in order to set planning goals and make resource allocation requests to meet those goals. It is through the program review framework that the planning and resource allocation process casts a wide net and enables all constituencies of MPC to request funding. Assessments of program quality and effectiveness travel from the divisions and areas, through the component groups, to the College Council to inform resource allocation decisions. Information about college decisions and implementation of college processes travel from the Council and/or the advisory groups to the divisions and areas and then to individual faculty and staff.

**The Planning and Resource Allocation Process**

The planning and resource allocation process [IB.2] is the principal institutional planning structure at MPC. It integrates the development of the institutional mission and goals with the submittal of program reviews and action plans from individual divisions and areas. It prioritizes potential expenditures, integrates budget constraints, allocates resources, and provides authorization for implementing plans. Finally, the planning and resource allocation process systematically evaluates effectiveness and emphasizes accountability by evaluating the attainment of goals in each of the components of the college (Fig 2).

Prompted by a change in leadership, the planning and resource allocation process was developed during the 2006-2007 academic year by a subcommittee of the College Council that included the co-chair of the College Council, the faculty union President, the Academic Senate President, and the (then new) Superintendent/President of the college. The plan was widely discussed in various shared

governance committees [IB.3], and was adopted by the College Council in spring 2007 [IB.4]. The planning and resource allocation process has undergone minor revisions since that time, most recently in March 2008, and again in fall 2008 [IB.5], as the college engages in a continuous quality improvement model and strives to perfect the process.

The individual steps that comprise the planning and resource allocation process are detailed in the following paragraphs and on the accompanying diagram (Fig 2).

1. **Multi-Year Mission and Institutional Goals.** Every three years, MPC's mission statement and institutional goals are systematically reviewed and potentially revised. This is the step where dialogue about big, broad-based ideas for the institution occurs. The College Council is responsible for shepherding this dialogue through the shared governance structure and shaping it into a set of goals and objectives that can be reviewed to assess progress. The current mission statement [IB.6] and institutional goals [IB.7] were revised by the College Council for the first time using the planning and resource allocation process during the 2007–2008 academic year [IB.8, 9]. A series of measurable objectives or activities are included with each institutional goal.
2. **Annual Component Goals.** Each of the vice presidents presents annual goals for their component areas—Academic Affairs, Student Services, and Administrative Services—to the College Council [IB.10–12]. These goals, which have been vetted by faculty and staff in the respective advisory groups, serve several important functions. First, they inform the College Council as it makes decisions about resource allocation. Second, they form the basis for yearly planning within each of the components. Third, they support the institutional goals. Finally, they comprise part of the criteria against which progress is measured each year during the accountability review of each component.
3. **Program Reviews and Action Plans.** Program reviews, their annual updates, and action plans are the primary goal setting and planning structure for divisions and areas of the college [IB.13]. Whereas the details of the program review processes are explained elsewhere, the emphasis here is how they are integrated into the larger institutional planning process. The issues and goals set forth in the program reviews and their annual updates form the basis for the action plans, which, in turn, are the strategic activities designed to address those issues and achieve those goals. Summaries of the program review findings are shared first with the advisory groups, then with the College Council, and finally with the Board of Trustees. The College Council is informed by these program review and annual update summaries so that it can more effectively make decisions regarding planning and the allocation of resources. The process of sharing the program review summaries creates dialogue and communication about issues, problems, and successes experienced by diverse constituencies within the college. Action plans submitted by the divisions and areas explicitly support MPC's institutional goals.
4. **Advisory Group Review of Program Review and Action Plans.** Each of the three advisory groups—AAAG, SSAG, and ASAG—reviews the program reviews, the annual updates, and the action plans from each of the divisions or areas within their component. Through dialogue on an annual basis, each of the groups sets bands of priorities of the resource allocation requests it has received. Although this often occurs before a final budget has been passed by the state of California, preliminary knowledge about the budget is used to estimate feasibility of the requests. In practice, the highest priority requests from each division are grouped together and recommended for funding.
5. **Budget Committee Identifies Available Funding.** The Budget Committee analyzes the budget and determines the availability of funds to grant new resource allocation requests after salaries, benefits, on-going line items, and mandated increases have been identified and accounted for [IB.14]. The Budget Committee's sole responsibility in the planning and resource allocation process is the identification of available funds.
6. **Institutional Administrative Review.** The three vice presidents integrate the prioritized resource allocation requests from each of the three components into a single prioritized list. As guides to ensure an institutional perspective, they use the three component goals previously presented to College Council as well as available budgetary information. Using this information, they confirm the feasibility of individual requests and judge the relative merit of the requests in enabling MPC to meet its institutional and component goals.

7. **College Council Allocation Recommendations.** Based on recommendations from the vice presidents and input on the availability of funds from the Budget Committee, the College Council makes the final recommendation to the Superintendent/President concerning the allocation of resources [IB.15]. In so acting, the College Council acts as the broad-based group that endorses resource allocation plans from an institutional perspective with input from all constituencies. The College Council is responsible for promoting the institutional dialogue that vets these decisions and communicating its recommendations to the college.
8. **Superintendent/President Presents Recommendations to the Board of Trustees.** The Superintendent/President reviews the College Council recommendations and then forwards them to the Board of Trustees. If the Superintendent/President does not agree with the College Council recommendations and presents a different set of recommendations to the Board of Trustees, she/he must provide written justification to the College Council. The Superintendent/President is not a voting member of the College Council, nor is she/he a part of the initial vice president prioritization of requests. The Board of Trustees makes the final approval of all resource allocations.
9. **Implementation.** Following approval by the Board of Trustees, areas action plans are implemented by the appropriate divisions or areas.
10. **Accountability Review.** Each vice president presents a mid-year report to the College Council about the attainment of component goals and program review goals within their component [IB.16]. This evaluation of how well each component attained their stated goals sets the stage for the next phase of the process: reinitiating the process for the next academic year.



# Monterey Peninsula College Planning and Resource Allocation Process



Figure 1B.2 The Planning and Resource Allocation Process. For a larger version, see: <http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf>

**Evaluation – Standard IB: MPC meets the standard.**

Monterey Peninsula College uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. Step 10 of the planning and resource allocation process (Figure B1. 2) is an accountability review of the degree to which each of the component areas has attained its annual goals. Step 2 requires that every three years the college review its mission and institutional goals. In this way, systematic evaluation is built into the planning process. In addition, the college has continuously reviewed and revised the planning and resource allocation process itself.

Dialogue about institutional effectiveness is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. The process is data driven and requires dialogue at several shared governance committees throughout the institution. The mission statement and institutional goals, for example, are widely discussed at the Academic Senate [IB.3] and the advisory groups. Program review documents and action plans are discussed at the division level as well as the advisory groups. Data are widely distributed and play an integral role in the program review [IB.13] and faculty position prioritization processes [IB.17], as well as in research to support development of basic skills [IB.18] and student success programs [IB.19].

There is ongoing review and adaptation of evaluation and planning processes. In the two years since Monterey Peninsula College adopted the planning and resource allocation process, it has been revised twice to improve its effectiveness [IB.5]. The improvements have mostly involved improving the correlation of budgeting steps with the timing that the college receives budget information from the state.

Monterey Peninsula College is committed to consistently and continuously improving student learning; educational effectiveness is a demonstrable priority in all planning structures and processes. The mission statement and institutional goals provide fundamental guidance for the planning and resource allocation process. The mission statement clearly focuses on student learning by identifying the student population and stating the purpose

of the institution [IB.6]. The three-year goals amplify the commitment to student learning by focusing, in part, on academic excellence and creating pathways to success for all students [IB.7].

**Plan – Standard IB:**

None

**II. Program Reviews, Annual Updates, and Action Plans**

**Description:** The following sections describe the program review, annual update, and action plan process for the three components of the college: Academic Affairs, Student Services, and Administrative Services. Whereas all areas of the college use the self study model as the basis for their program review, each of the components has a separate set of guidelines and timelines. Programs and areas within each of these components review specific types of data, recognize challenges and identify resources needed for the continued vitality of their programs. Each component engages in formal and structured dialogue about the programs or areas during the review process.

1. **Academic Affairs.** During the 2008–2009 academic year, the Academic Affairs program review process was reviewed and revised by a subcommittee of the Academic Affairs Advisory Group, with representation from the Academic Senate. The revision occurred at this time because all of the instructional divisions had participated in the program review process under the guidelines of the former process at least once. In terms of MPC's commitment to continuous quality improvement, it was a logical time to evaluate the quality and efficacy of the program review process and make some adjustments. This revision process occurred concurrently with the writing of this accreditation self study.

The following section primarily describes the guidelines of the former process. By systematically following the former process for the last six years, MPC has met the accreditation standards for program review. In the following description, significant changes in the revised process are noted.

Program Review Guidelines used in Academic Affairs	
Former process, used 2004-2009	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/ProgRevSelfStudy10-4-05.pdf">http://www.mpc.edu/information/accreditation/Standard%201B/ProgRevSelfStudy10-4-05.pdf</a>
Revised process as of 2009	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard%201B/ProgramReviewAcadAffairs2009.pdf</a>

**Purpose.** From the introduction to program review in Academic Affairs,

The purpose of academic program review at MPC is to evaluate all existing instructional programs and services of the college in order to assure their quality, vitality, and responsiveness. Program review is a process that provides an opportunity to look constructively at programs and services with an eye toward improving them and making effective and efficient use of resources. Program review is also an essential element of the planning and budgeting process. The Academic Senate for the California community colleges stresses the need to link the process of review to college-wide planning and budgeting.

**Process Overview.** Over an 18-month period, each division undergoing program review follows standardized guidelines [IB.20] to evaluate the quality of its offerings and report the results in a self study document. A support team works with the division to create a quality document and then reviews the document according to predefined criteria. A calendar has been established so that each division systematically engages in program review every five years [IB.20].

### Content of the Self Study

- **The Introduction/Preamble (former process)** briefly describes the program, including its role and function; the outstanding characteristics of the program; and the most significant ways in which the program links and implements the philosophy, goals, and objectives of the program to those of the college. It also identifies any recent or historical areas of concern with the program.

*In the revised process, the introduction stresses the mission of the program and the relationship between the mission of the program and the MPC mission statement*

- **The Analysis** is the most extensive portion of the self study. All of it is data-driven and is designed to lead to divisional dialogue about its meaning. It includes:

- **Curriculum Review (former process).** All curricula must be reviewed, revised if necessary, and submitted to the Curriculum Advisory Committee for evaluation. Aspects to be reviewed include course content, objectives, methods of evaluation, articulation agreements, and co- and pre-requisites. In this way, the college ensures that its curriculum is current and up-to-date and affirms the quality of its offerings.

*A complete review of curriculum is retained in the revised process.*

- **Student Achievement Data (former process)** is used to document student learning and the vitality of the program. Student achievement data for the previous years are used to show changes in metrics such as FTES (Full Time Equivalent Students), FTES/FTE (Full Time Equivalent Faculty) ratios, grade distribution, class size, student retention, student success, and student persistence. Student needs assessments and community needs assessments are used as appropriate or available. Career Technical Education (CTE) programs include metrics such as percent of program completers since the last program review, numbers of certificates and degrees awarded, and job placement rates.

In the revised process, graphs and tables of student achievement data are provided to each division or department completing the process. Each division/department responds to exactly the same kind of data, so that when the self studies are reviewed, the data is always presented in the same way and more meaningful comparisons can be made. It also decreases the burden on the individual writing the self study to interpret and manipulate the huge pivot table spreadsheets where this data is stored.

- Student Learning Outcomes (former process). Each division describes progress made in identifying program level learning outcomes and steps it has taken to collect evidence of student learning that support the outcomes.

*The increased role of student learning outcomes is one of the biggest improvements from the former process. Two forms are provided for departments or instructional groups to fill out each semester. The first is completed by the individual instructor and is intended to include evaluations of student attainment of SLOs. It is intended to be completed in preparation for a dialogue with department or instructional group colleagues. The individual form is intended to stay with the instructor in his or her records. The second form is completed as a record of departmental or instructional group dialogue, where opportunities for improvement are identified and plans to improve student attainment of student learning outcomes are made. Specific action plans and/or requests for resource allocation may then be based on this dialogue as recorded on these forms.*

- **Analysis of the Programs' Offerings (former process)** includes information on the scheduling of courses, the sequencing of courses, and the timing of course offerings to assure that students can progress through the program in a reasonable amount of time.

Improvements include the providence of data preformatted into data tables showing schedules and frequency of offerings of courses.

- Description of Staff and Faculty (former process) analyzes how the diversity, education, training, and satisfaction affect their ability to meet students' needs.

*In an effort to become more student-centered, this section has been de-emphasized. In its place, a faculty and staff satisfaction survey is now encouraged, and specific questions about staff workload and staff development activities have been added.*

- **Description of Physical Parameters (former process)** discusses the adequacy of facilities, equipment, and supplies to meet students' needs.

*The revised version more specifically asks what facilities and equipment needs have changed.*

- Student Information (former process) analyzes student needs and satisfaction. This section describes the quality of the program from a student perspective.

The revised version asks more specific questions rather than the broad questions of the former version, and provides a table that shows how often the program refers students to the various college support services.

- **External Relations (former and revised processes)** shows how the program relates to other programs on campus in terms of co- or prerequisites, program requirements, similarity of instructional topics, technology needs, etc.

- **The Summary (former process)** describes results of the data analysis and describes the program major strengths, weaknesses, challenges, and opportunities. This section provides the rationale for the recommendations and goals set forth by the division and area, which are described in detail in the next section.

*One of the most important changes is the inclusion of "program improvement plans" after each section of the revised guidelines. These "program improvement plans" are then summarized in the summary section in table format, with boxes for rationale, timeline, and the responsible person. These changes provide an easy-to-read summary for those unfamiliar with the program.*

- The Recommendations and Goals (former process) sets the direction for the program for the next five years by prioritizing goals and providing the framework for the annual updates and action plans. This section provides the link between the departments and divisions and the institution. The goals and recommendations from each division inform the College Council as it implements the planning and resource allocation process.

*This section is combined with the summary section in the revised guidelines.*

**Annual Reports and Action Plans.** The annual report identifies the program's success in implementing its plans to achieve the identified goals, and any changes in plans to



meet the identified goals and objectives. The action plan is the mechanism by which the divisional goals are achieved through specific activities. These action plans usually involve requests for resource allocation to achieve the planned action. Each specific action plan must be shown to support at least one of the three-year institutional goals.

*The process is very similar under the revised guidelines. Everything is presented in table format with space to provide rationale. One of the biggest improvements is the inclusion of the SLO evaluation forms, called "Instructor Reflections on Student Learning" and "Department Reflections on Student Learning," into the annual part of the process. These SLO forms are designed to be filled out every semester.*

**Review by the Support Team.** The support team consists of the dean overseeing the division and faculty members from other divisions. The review is designed to promote dialogue first within the division as the program review is completed, and then the Academic Affairs Advisory Group (AAAG) and at the College Council as the results, recommendations, and goals of the program review are presented. In its efforts to promote dialogue and ensure quality, the support team looks at issues such as the relationship between the function of the program to the college mission statement, the effectiveness of the program in terms of quality, the responsiveness to student and community needs, the cost effectiveness of the program, and the feasibility of the goals and recommendations in terms of the available resources of the college.

*The revised process greatly improves the review process by providing a set of guidelines for the review team to complete. The revised guidelines are much more specific and easy to follow than those provided for the former process.*

**Review by Broad-Based Shared Governance Committees.** The program review summaries, recommendations, and goals are shared and discussed at two shared governance groups: the Academic Affairs Advisory Group (AAAG) and the College Council. Both provide opportunity to members of the college community to learn about some of the successes and challenges faced by the various divisions in Academic Affairs. It also contributes to a larger understanding of the rationale behind resource requests from the areas reporting on their program review. After the College Council presentation, the program review results are presented to the Board of Trust-

ees. This part was not changed during the review and revision process.

## 2. Student Services.

[http://www.mpc.edu/information/accreditation/Standard%201B/2007\\_Student\\_Services\\_Program\\_Review\\_Process.pdf](http://www.mpc.edu/information/accreditation/Standard%201B/2007_Student_Services_Program_Review_Process.pdf)

**Purpose.** The introduction to program review in Student Services reads as follows:

*The purpose of the Student Services Program Review is to evaluate all existing Student Services programs and services at Monterey Peninsula College (MPC) to assure their quality, vitality and responsiveness to student needs and student learning. The Student Services Program Review at MPC is a process that provides an opportunity to look constructively at programs and services with an eye toward improving programs and services and making effective and efficient use of resources. The Student Services Program Review is also an essential element of the college's planning, budgeting and resource allocation process [i.e., the MPC planning and resource allocation process]. When appropriate, the Student Services Program Review should include data that demonstrates the effectiveness of its services as it relates to student access, progress, and success.*

**Process Overview.** The program undergoing program review engages in research, evaluates the quality of its offerings or services, and reports the results in a self study report [IB.21]. A Program Review Committee reviews the report and provides feedback and recommendations to the program undergoing program review. The results are shared with the Student Services Advisory Group (SSAG), the College Council, and the Board of Trustees. Calendars have been established showing that each division systematically engages in program review at least every six years [IB.22].

**Content of the Self Study.** The Student Services self study guidelines state [IB.21],

*This self study is designed to enable each program to take into consideration as many perspectives as possible. Therefore, a successful self study assures that all personnel in the program have the opportunity to be involved in the process." Program review in Student Services involves the following sections. Each is data driven and designed to promote dialogue within the program or service area.*

- **Program Overview/Analysis**

- **Program Description** is used to briefly introduce the program.
- **Student Demographic Information** describes the students that use the program in terms of their age, ethnicity, gender, and area of residence.
- **Program Data** consist of pertinent information that shows how the program supports students. Examples of data used here include the number of FTES that the program serves, how much money is awarded to students, graduation rates of students, and student achievement data such as retention, success, and persistence.
- **Student Learning Outcomes** are a newly incorporated aspect of the Student Services program review process. The SLOs developed by the program are described here as well as methods to assess student attainment of the SLOs. With future development, descriptions of student attainment of the SLOs and goals for improvement based on the results will be included as well.
- **Staffing Patterns** describes the personnel issues and adequacy of staffing to serve student needs.
- **Student Satisfaction** is usually assessed through student surveys in collaboration with the Office of Institutional Research.
- **Program Compliance** summarizes any audits, program reviews, or compliance reviews conducted by outside agencies.

- **Planning**

- **Prior Program Review** Impact is an evaluation of progress made on goals established in the last program review cycle. This review assists in the process of revising or establishing new goals for the new cycle.
- **Planning Assumptions/Trends** assesses trends in program data over the last five years and identifies correlations with campus trends over the same time period.

- **Planning Constraints** identifies reasons that some goals have not been realized over the last five years.
- **Goals** are described here as well as how they support the goals of the institution.
- **Annual Objectives** are identified to support the goals.
- **Activities** are identified to achieve the objectives.
- **Timelines** are described to explain when the activities will be carried out.
- **Program Cost** is analyzed to describe the resources required to achieve the program goals. Analysis of the current budget is included to assess the feasibility of the plans.

- **Budget Information**

- **Current Budget Documents** describes the current, approved budget for the program.
- **Budget Development** describes mandated adjustments to the budget, and the impact the current goals and objectives will have on the current budget.
- **Annual Budget Adjustments** describes specific adjustments to the budget needed to carry out the activities and attain the program's goals and objectives.

- **Budget Requests**

- **Action Plans** are specific resource allocation requests, made on an annual basis that will enable the activities identified to attain the program's goals and objectives. Each action plan specifically supports one or more institutional goals.

**Annual Review and Action Plans.** As in Academic Affairs, programs complete annual reports as part of the program review process and complete action plans as well [IB.23]. Student Services implemented the annual report aspect of the process in the 2008-2009 academic year. The action plan is the mechanism by which area goals are achieved through specific activities. Program review sets the long-term goals and objectives; the annual reports assess progress towards the goals, and review and revise objectives to reach those goals. Finally,

the action plan process describes concrete actions, some of which require resources, to achieve those objectives.

**Review by the Evaluation Team.** In Student Services, the evaluation team (for program review) consists of an administrator, a classified manager/director, a Student Services faculty member, and a classified staff member. Using the “Student Services Program Review Evaluation Form [IB.24],” the evaluation team prepares preliminary responses and recommendations, which will be returned to the program for comments. The Vice President of Student Services, deans, and/or managers also have an opportunity to review and comment on the evaluation team’s preliminary responses. The program undergoing program review has the opportunity to meet with the evaluation team to discuss the results of the self study document. This may become a required step in the process during the next review/revise cycle. In its efforts to promote dialogue and ensure quality, the evaluation team looks at issues such as the relationship between the function of the program to the MPC mission statement, the effectiveness of the program in terms of quality, the responsiveness to student and community needs, the cost effectiveness of the program, and the feasibility of the goals and recommendations in terms of the available resources of the college.

**Review by Broad-Based Shared Governance Committees.** The Vice President of Student Services shares the results of the program review, along with the evaluation team recommendations, with the Student Services Advisory Group (SSAG) and subsequently with the College Council and the Board of Trustees. Both provide opportunity to members of the college community to learn about some of the successes and challenges faced by the various areas in Student Services. It also contributes to a larger understanding of the rationale behind resource requests from the areas reporting on their program review. After the College Council presentation, the program review results are presented to the Board of Trustees.

### 3. Administrative Services.

[http://www.mpc.edu/information/accreditation/Standard 1B/ASAGProgram\\_Review\\_Template.pdf](http://www.mpc.edu/information/accreditation/Standard%201B/ASAGProgram_Review_Template.pdf)

**Purpose.** The introduction to the program review in Administrative Services reads as follows:

- To determine the appropriateness of the services provided by the department.
- To identify and evaluate the methods and procedures followed to provide services.
- To determine the appropriateness of the personnel and resources allocated to meet the assigned responsibilities of the department.
- To determine the adequacy of internal controls in ensuring that resources are used efficiently in providing services.
- To determine what changes can be made to improve the effectiveness and efficiency of services provided.

**Process Overview.** Administrative Services is comprised of five departments: Human Resources, Information Technology, Security and Evening Campus Operations, Facilities Services, and Fiscal Services. Each Administrative Services area/department develops a self study based on the guidelines in the template [IB.25]. Results are shared with the Administrative Services Advisory Group, and later with the College Council and the Board of Trustees. A calendar has been established so that each division systematically engages in program review every six years [IB.26].

**Content of the Self Study.** Most departments within Administrative Services are not directly involved with student learning. Rather, they support student learning by ensuring that the fiscal, technological, human resources, security, and physical aspects of the college run smoothly and are adequately administered. Student learning could not occur without the services this group provides. To complete the self study, each department within Administrative Services follows a set of guidelines [IB.25] that include the following sections.

- **The Description of Department and Services** provides an overall general description of the department and the services it provides.
- **Determine the Appropriateness of the Services Provided.** Job descriptions, required skill sets, personnel, and training opportunities are compared to the services each department provides to assure they are adequate to provide the services expected of the department. Any

specialized contracted services are described and the decision process to choose a specialized service is explained.

- **Identify and Evaluate the Methods and Procedures Followed to Provide Services.** All forms and processes are evaluated for currency and efficiency. For Administrative Services, the use of forms is the equivalent to the curriculum for Academic Affairs. Thus, all forms and processes used in Administrative Services are reviewed as an integral part of the program review cycle.
- **Determine the Appropriateness of the Personnel and Resources Allocated to meet the Assigned Responsibilities of the Department.** Budgets and personnel are evaluated to determine if the department is being allocated sufficient resources to fulfill the expected services of the department.
- **Determine the Adequacy of Internal Controls in Ensuring that Resources are Used Efficiently in Providing Services.** The college has a series of internal controls, mostly consisting of signatures on forms, to ensure that resources are used efficiently. This section reviews these controls to ensure that appropriate prices are negotiated with vendors, and that purchasing processes meet the needs of the college.
- **Identify/Quantify Strengths and Challenges/Problems.** Each department has the opportunity to identify internal strengths and weaknesses, upon which the future directions and goals of the department will be determined.
- **Future Directions/Goals – Plans to Address Challenges/Problems.** Goals are set and identified as those obtainable with existing resources and/or personnel or those needing additional resources and/or personnel. Those needing additional resources are quantified and prioritized. Specific objectives or activities to accomplish these goals are articulated in the action plan and annual review stage of the cycle.

**Action Plans.** Administrative Services uses the same action plan process as Academic Affairs and Student Services. For each Administrative Services department, the action plans represent the specific activity used to achieve the goals articulated in their program reviews. Action plans requiring

resource allocation are prioritized by the Administrative Services Advisory Group (ASAG) and sent on to the College Council. The action plan is the mechanism by which area goals are achieved through specific activities. As with the other areas, each action plan references a specific three-year institutional goal to support.

**Review by Broad-Based Shared Governance Committees.** The results of Administrative Services program reviews are shared with the Administrative Services Advisory Group (ASAG), and then with the College Council, where dialogue about the successes and challenges faced by the various areas takes place. Both provide opportunity of members of the college community to learn about some of the successes and challenges faced by the various areas in Administrative Services. It also contributes to a larger understanding of the rationale behind resource requests from the areas reporting on their program review. After the College Council presentation, the program review results are presented to the Board of Trustees.

#### 4. **Areas that Report Directly to the Superintendent/President**

Only two areas report directly to the Superintendent/President: the Office of Institutional Research and the Public Information Office. These offices complete program reviews with similar purposes, processes, and evaluation methods.

##### **a. Office of Institutional Research**

**Purpose.** The purposes of the program review are to assess the efficacy of the Office of Institutional Research (OIR), maintain and enhance its quality and responsiveness to institutional needs, and ensure effective allocation and use of resources.

**Process Overview.** Program review for the Office of Institutional Research is relatively new. The OIR underwent program review beginning in spring 2008, beginning with an outline of the appropriate content areas and a draft narrative:

- Overall description of the Office of Institutional Research
- Internal and external relations
- Budget
- Staffing



- Quality and/or effectiveness of the service
- Strengths and weaknesses
- Goals for the Office of Institutional Research

The outline of the content areas and the draft narrative were shared with the Institutional Research Advisory Group (IRAG) in fall 2008. Suggestions and comments from the IRAG resulted in a number of revisions, including noting how this department has helped address recommendations from the previous comprehensive accreditation visit, and how this department supports student learning. During early spring 2009, the Office of Institutional Research developed a “quality of service” survey to assess the effectiveness of the function. The survey was administered in late spring 2009. The results of the survey were incorporated into this self study document, and the strengths and weaknesses of the department were finalized. The program review self study was completed in June 2009.

The results of this program review will be used to refine and improve the practices of the department. In addition, the Office of Institutional Research will work with the Institutional Research Advisory Group to review and refine the program review process for this area. In the future, program review for the Office of Institutional Research will be conducted every three years. The next program review will be conducted in 2011-2012.

**Content of the Self Study:** Office of Institutional Research program review self study includes a comprehensive description of the department’s purpose, contribution to the college mission, history, and budget. In addition, the role of the Institutional Research Advisory Group is described, as well as the annual Research Agenda, and an overview of the on-going and ad hoc research requests is provided. Also reviewed are the internal and external relations of the OIR. The quality of service is assessed through administration of a survey.

**Annual Review and Action Plan:** An annual Research Agenda is developed to plan the allocation of research resources. The Research Agenda is proposed by the Director of Institutional Research, reviewed by the Institutional Research Advisory Group, and approved by the Superintendent/President. The OIR also participates in the college’s annual planning and resource allocation process, including the development of action plans for any necessary resources.

**Review by the Support Team:** The Institutional Research Advisory Group serves as the support team for the OIR program review. This group includes representatives from campus groups and off campus organizations. They review the program review data and recommend content for the program review report.

**Review by Broad-Based Campus Constituencies:** The OIR program review self study is reviewed by the College Council and shared with the Board of Trustees.

#### b. Public Information Office

**Purpose:** The purposes of the program review are to assess the efficacy of the Public Information Office (PIO), maintain and enhance its quality and responsiveness to institutional needs, and ensure effective allocation and use of resources.

**Process Overview: The PIO program review process is new.** Although the PIO has participated in goal setting and action plans, it has not formally completed a program review process. It began program review last year, and will complete the process this year. To complete this process, Public Information Office examined its progress toward achieving objectives of the Public Information Agenda. The agenda was developed from a variety of sources including elements of the 2004 Institutional Advancement Plan, input from advisory groups on the public information needs of the college, and the 2007-2010 MPC Institutional Goals. The agenda was developed by the Public Information Officer as part of the annual planning process for 2008-2009 and approved by the Superintendent/President.

**Content of the Self Study:** The PIO program review, when complete, will include a description of the department’s purpose, contribution to the college mission, description of staffing, and budget. Each objective of the Public Information Agenda will be assessed to determine progress.

**Annual Review and Action Plan:** An annual Public Information agenda is developed each fall term to identify the primary goals for the PIO. The agenda is proposed by the Public Information Officer, reviewed by the President/Vice Presidents group, and approved by the Superintendent/President. The PIO participates in the college’s annual planning and resource allocation process including the development of action plans for any necessary resources.

**Review by Broad-Based Campus Constituencies:** To ensure that the Public Information Office follows college processes, the Public Information Officer will communicate its program review findings to the College Council and the Board of Trustees.

**Evaluation – Standard IB: MPC meets the standard.**

Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. The programs within each of the three components undergo program review according to established schedules. As of this writing, the vast majority of areas and divisions of the college have undergone program review at least once since the last accreditation visit in 2004 [IB.20, 22, 26]. The guidelines followed by those in Academic Affairs and Student Services specifically refer to student achievement and student learning outcome data [IB.20, 21].

The institution reviews and refines its program review processes to improve institutional effectiveness. Program review processes for all three of MPC's components undergo frequent review and revision. As of this writing, the Academic Affairs program review process is undergoing a substantial review and revision after a period of six years during which all programs used the former guidelines at least once. The purpose of the review and revisions is to streamline and better organize the process and to increase the role of student learning outcomes in evaluating the quality of the educational programs. In Student Services and Administrative Services, the program review process has been revised and was significantly improved during the last few years. Both areas have standardized their processes since the last cycle, requiring each program or department to answer the same set of questions during the program review process. Student Services has revised their program review process so that a more robust peer review allows more opportunity for critique and dialogue of the various programs; therefore, student learning outcomes play a more visible role in the self study process.

The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. A primary result of the program review process in all three areas is the dialogue that ensues within a program during the program review process and between the various programs within the component as the document is reviewed by a review committee. The program review process also leads to action plans and net new faculty and/or classified position requests submitted by the divisions and areas

to their respective advisory groups for prioritization. The College Council then allocates available funds to the action plans and/or staff positions by following the planning and resource allocation process.

These resource allocation decisions lead to improvements in student achievement and learning. For illustrative purposes, an example of the efficacy of this process can be found in the Math Department program review. In both the most recent and the previous program review cycles, the Math Department identified both staffing and facility needs to improve student learning by expanding the Math Learning Center. Recent resource allocation decisions recommended by both the College Council and other shared governance committees have included both the creation of a new Math Learning Center coordinator and the use of state and bond funds to renovate one of the buildings on campus to create space for a larger Math Learning Center with nearby math classrooms and offices.

**Plan – Standard IB:**

None

**III. Student Learning: Student Achievement and Student Learning Outcomes**

**Description  
Introduction and Definition of Terms**

In an effort to clarify dialogue about student learning and to accurately describe efforts to satisfy the ACCJC standards, MPC has carefully defined the terms related to student learning, which are sometimes used in inconsistent ways in the teaching community. In general usage, the terms "student learning outcomes," "student achievement," and "student learning" are sometimes used interchangeably and sometimes used to describe specific aspects of student learning. For this self study, the college has carefully defined these terms to more accurately describe its processes.

**Student Learning** is a very broad term that refers to any type of student learning or any type of assessment of student learning. It includes student learning outcomes and student achievement, as well as grades and/or informal methods of assessment of student learning.

**Student Learning Outcomes** is a specific term that refers to "a measurable or evaluable description of what students are expected to be able to 'do' as they successfully complete a course." This definition was endorsed by the Academic Senate in Novem-

ber, 2007, as part of the document, “Articulating Student Learning Outcomes for MPC.” The endorsed definition continues, “The word ‘do,’ in this context, could mean, for example, ‘perform,’ ‘paint,’ ‘use equipment safely and effectively,’ ‘analyze,’ ‘demonstrate,’ ‘synthesize,’ ‘use the scientific method,’ or any number of verbs appropriate for a particular course. This definition of SLOs emphasizes student performance as a course is complete; it does not imply any standard of content retention or future abilities on the part of the student [IB.27].”

At Monterey Peninsula College, the term “student learning outcomes” refers to both the development of SLOs, i.e., what faculty members expect the students to be able to do, and the evaluation of student attainment of these expectations. They provide more detail than grades because they describe the expectations that provide the basis for the awarding of grades. Program staff in Student Services are also involved in identifying SLOs and developing assessment strategies.

**Student Achievement** is a specific term that refers to data concerning the number of students that finish courses (student retention), the number of students who progress through courses from one semester to the next (student persistence), the grade distributions within a course or program (student success), or any number of data sets that refer to job placement or transfer to other educational institutions. Student achievement implies student learning because students could not progress through MPC courses and programs without demonstrating their learning of the objectives and SLOs defined for each course and program. In Academic Affairs, the program review process requires each program to analyze these type of data every five years. Much of these data are collected or generated by the Office of Institutional Research.

**Assessment of SLOs** is a specific term that refers to the methods that MPC faculty members use to evaluate the degree of student attainment of SLOs as they exit a course or program. At Monterey Peninsula College, these methods are left to the sole discretion of the faculty member teaching a given course. For example, each faculty member teaching English 1A must evaluate the students’ attainment of the same English 1A SLOs, but the methods used to accomplish this task are the sole decision of the individual faculty member. Monterey Peninsula College recognizes that assessment of student attainment of SLOs is a term that means many things to many different people. At one end of the spectrum are teams of faculty members evaluating a single SLO in a variety of courses,

perhaps by reading a selection of essays from students in each of the courses, or by giving standardized tests to students in each of the courses. At the other end of the spectrum is the notion that the degree of student attainment of course SLOs leads to the array of grades awarded in a given course. Since instructors regularly assess student performance to award grades, they naturally assess the student learning outcomes at the same time. After much dialogue in a variety of venues, Monterey Peninsula College has purposefully decided to leave the method of assessment of student attainment of SLOs to the discretion of the instructors of individual courses. Monterey Peninsula College made this decision for two prominent reasons. First, assessment of student learning is the primary right of the instructor under our Academic Freedom policy [IB.28]. To take assessment of student learning away from the course instructor is thought by Monterey Peninsula College faculty members to be too close to standardized testing and standardized evaluation of all learning, something MPC has purposefully avoided. Second, Monterey Peninsula College is a small college that does not have the resources to compensate faculty members to evaluate student learning in their own courses and then do it again for the purposes of assessing a single SLO across many different courses.

#### **Development of SLOs at Monterey Peninsula College: Significant Accomplishments During the Last Six Years**

**Dialogue.** Monterey Peninsula College has engaged in dialogue about the value of SLOs and how to implement them for many years. The dialogue started in 1999 with task forces, workshops, and off-campus retreats. In recent years, dialogue has occurred at flex day events [IB.29] and in shared governance committee meetings (i.e., Academic Senate, Academic Affairs Advisory Group, Student Services Advisory Group, Student Services retreats, College Council, Curriculum Advisory Committee, and management). Much of this dialogue has been captured and recorded on the Academic Senate website [IB.30].

**Defining SLOs for Monterey Peninsula College.** In 2007, the Academic Senate approved a definition for SLOs at Monterey Peninsula College. As indicated earlier, our definition of SLOs emphasizes student performance as a course is completed; it does not imply any standard of content retention or future abilities on the part of the student” [IB.27].

**Developing SLOs for Courses.** SLOs have been developed for the majority of courses [IB.31]). Of the seven instructional divi-

sions, the School of Nursing, and the Library, all but one instructional area have completed SLO development for at least 85 percent of their courses [IB.31, 32].

Examples of course SLOs include:

English 1A, Composition and Analytical Reading (this course is a cornerstone of the MPC transfer program, and one of the requirements for the Monterey Peninsula College AA degree ) [IB.31]:

1. Demonstrate the ability to form a provable thesis, develop it through factual research and distinguish between fact and opinion.
2. Demonstrate the ability to be conscious of multiple factors affecting both verbal and written communication.
3. Recognize the nature of persuasion in written, visual and oral argument.

Math 263, Intermediate Algebra (this course is the minimum Math requirement for the Monterey Peninsula College AA degree) [IB.31]:

1. Evaluate and perform operations on algebraic expressions and solve algebraic equations (polynomial, rational, radical, exponential and logarithmic).
2. Use a variety of functions and relations (linear, quadratic, exponential, and logarithmic) and their graphs to model real world applications.

**Developing SLOs for Programs.** Instructional programs at Monterey Peninsula College consist of two main types: transfer, and Career Technical Education (CTE). These two types of programs have different foci and thus very different types of program SLOs.

The CTE programs consist of series of courses focused on the particular subject matter of the program such as Nursing, Auto Technology, or Medical Assisting. Upon completing these programs, students are ready to enter the workforce and must demonstrate mastery of the subject matter of their chosen discipline. Thus, the program SLOs for the CTE programs focus on the subject matter of those disciplines. Most CTE programs have developed program SLOs that have been published in the Monterey Peninsula College Catalog [IB.33].

Examples from the MPC Career Technical Education program include:

Nursing:

1. Assess the needs of groups of clients with common, multiple complex altered needs, using a theoretical knowledge base and clinical data.
2. Apply critical thinking skills to diagnose and prioritize client problems to design an individualized plan of care in collaboration with the client, significant others, and the health care system.
3. Implement the plan of care utilizing a caring approach, while competently performing skills for clients in all stages of the life span.

Hospitality Operations:

1. Perform activities associated with setting up, monitoring, controlling, marketing and improving hospitality services to meet industry requirements; demonstrate understanding of the operations performed within the hospitality industry.
2. Apply problem-solving and critical thinking skills to provide customer service, to improve interpersonal skills, and to resolve workplace conflict.
3. Effectively change plans, goals, actions, or priorities to deal with changing situations.

Computer Networking:

1. Implement and configure Cisco routers to perform local and wide area network routing using various routing protocols.
2. Implement and configure Cisco switches to perform local area network switching.
3. Implement and configure Microsoft client and server operating systems to obtain and provide network services.
4. Implement and configure security on local and wide area networks.
5. Implement and configure UNIX systems to obtain and provide network services.

The transfer programs consist of groups of courses that prepare students to transfer to four-year universities having completed many of their lower division and General Education courses. Since it is the General Education courses that bind all of these programs together, Monterey Peninsula College has determined that the

General Education SLOs will serve as the program SLOs for each of the transfer programs. Rationale for the development of these General Education SLOs is presented in the next section.

During the 2008-2009 academic year, discussions were held about the structure and content of Monterey Peninsula College General Education Outcomes (GEOs) [IB.34]. As published in the Monterey Peninsula College Catalog, the MPC General Education pattern consists of three similar patterns of courses [IB.33]. These patterns of courses are designed to satisfy the Intersegmental General Education Transfer Curriculum (IGETC), California State University, and Monterey Peninsula College AA degree General Education requirements. Although not identical, all of the patterns require students to complete courses in subject areas such as natural sciences, social sciences, humanities, and communication.

Through a process of dialogue [IB.35], Monterey Peninsula College has decided to develop a single SLO, or GEO, for each of these subject areas. When finished with this process, Monterey Peninsula College will have five or six GEOs in total that will comprise the program SLOs for each of the transfer programs.

Examples of currently completed GEOs include:

**Natural Sciences:** Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them.

**Humanities:** Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought and achievement relevant to such branches of knowledge as philosophy, literature, language, and/or art.

Each of these GEOs will become a course-level SLO for each of the courses within a given General Education area. Assessment of student attainment of the GEOs will be the responsibility of each instructor that teaches a General Education course. Decisions about the assessment methods or tools will remain the responsibility of each instructor teaching these courses. As of this writing, development of the GEOs for each of the General Education areas is in process, as is the process of faculty vetting that each GEO is indeed appropriate for all of the courses in a given GE area.

### Implementing the SLO Process at Monterey Peninsula College

**Assessing SLOs and Recording the Results.** Monterey Peninsula College has established a format for assessing student attainment of course SLOs. Individual instructors assess SLOs using methods or instruments of their choice. During the fall 2008, spring 2008, and spring 2009 semesters, information about SLO assessment was recorded each semester on "The SLO Assessment Form" [IB.36], which was available on the Academic Senate website [IB.30]. In addition to recording the SLOs for each course and the methods of assessment for those SLOs, this form recorded answers to a series of questions, including:

1. Did the students enrolled in this class appear adequately prepared and/or correctly placed? Please explain.
2. Please evaluate your students' level of attainment of this course's SLOs. Use whatever methods are best suited for your course, making sure that the results are comparable from semester to semester.
3. Did you make any substantial pedagogical changes this semester? Please indicate the role that student attainment of your SLOs played in the development of these changes.
4. Do you intend to make any substantial pedagogical changes when teaching this class in future? If so, what changes do you intend to make, and why will you make them?

Once completed, these forms are stored by individual instructors or by department as a record of student attainment of SLOs and potential plans for improvement of student learning.

Beginning in the fall 2009 semester, the SLO assessment process was incorporated into the Academic Affairs program review process [IB.20]. According to these revised guidelines, there are two forms to fill out: "Instructor Reflections on Student Learning" and "Program Reflections on Student Learning." These new forms integrate the SLO-assessment process into the program review process and allow for planning and resource allocation requests to be tied to the results of SLO assessments.

The guidelines for the "Instructor Reflections on Student Learning" are as follows [IB.20]:

At the beginning of the semester

1. Meet with your department or group to choose at least one SLO or supporting objective for at least one of your courses to focus on for the semester.



2. Each department or group must choose to focus on GEOs (General Education Outcomes) at least twice during a program review cycle, if the department or group teaches GE courses.

During the semester

3. Evaluate the student attainment of your chosen SLO(s) or supporting objective(s).
4. Near the end of or shortly after the semester
5. Reflect on the results and think about ways to improve the student learning related to the outcome(s) or objective(s).
6. Record your thoughts on this form in preparation for meeting with your department or group.
7. Keep this form for your records after your meeting with your department or group.
8. Proceed to the "Program Reflections on Student Learning."

The "Instructor Reflections on Student Learning" form contains four prompts to respond to:

1. Course SLOs or supporting objectives (one or more) to be evaluated this semester
2. Evaluation methods for the SLO(s) or supporting objectives
3. Brief summary of evaluation results
4. How do you plan to use the evaluation results to improve student learning?

The guidelines for the "Program Reflections on Student Learning" are as follows:

Near the end of or shortly after the semester

1. Meet with your department or group and discuss the student attainment of SLOs or supporting objectives as well as plans for the improvement of student learning.
2. Record the results on the "Program Reflections on Student Learning" Form.
3. Include all forms in the Program Review package.

The "Program Reflections on Student Learning" form contains two prompts to respond to:

1. Summary of department or group discussion about student learning

2. Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent)

These forms are designed to be completed each semester. Results of the "Program Reflections on Student Learning" are integrated into the revised program review process in Academic Affairs. The student learning section and the summary section of the Academic Affairs program review guidelines offer opportunities to develop "Program Improvement Plans" based on the results of evaluation of student attainment of SLOs. These "Program Improvement Plans" are designed to improve student learning and could be used as rationale for resource allocation requests. Thus, through the program review process [IB.20], MPC has linked the assessment of student attainment of SLOs to the MPC planning and resource allocation process [IB.2].

#### **Evaluation – Standard IB: MPC meets the standard.**

Student learning outcomes and authentic assessment are in place for courses, programs and degrees. SLOs are in place for most courses offered at Monterey Peninsula College [IB.31]. General Education Outcomes, which must be completed to attain an MPC degree, are published in the College Catalog [IB.33, 34]. As of this writing, these GEOs are currently being reviewed and revised. The GEOs serve as the program SLOs for all of the Monterey Peninsula College transfer level programs. Under the new GEO plan, each instructor of a General Education course will assume responsibility for assessment of the GEOs using the methods of their choice. Career Technical Education program SLOs are developed for 52 of the 59 Career Technical Education programs and are published in the Catalog. Assessment of program level SLOs in the Career Technical Education programs is currently under development.

Results of assessment are being used for improvement and further alignment of institution-wide practices. A description of the kinds of improvement that are taking place is an integral part of the SLO Assessment Form, which, has been incorporated into the revised Academic Affairs program review process [IB.20]. Both of these documents stress the improvement aspect of the SLO process. Data-driven assessment was a major component in two recent institutional-level initiatives: the Basic Skills Initiative and the Student Success Task Force. The Basic Skills Committee used a data-driven approach to evaluate the effectiveness of all MPC's basic skills courses and programs [IB.18]. They found that while the individual programs are effective and generally of high quality, they are not well integrated or well known outside of their

divisions or areas. Since the time of the evaluation, significant effort has gone into better integrating the various programs, both with each other and with the instructional programs and faculty. Basic Skills was a major theme of the two-day, spring 2009 flex day staff development events [IB.29]. Activities revolved around teaching techniques for basic skills students and courses, as well as improving visibility of the academic support centers and basic skills resources around campus. The Student Success Task Force used student achievement data to identify a cohort of at-risk students most likely to drop out or otherwise not succeed at Monterey Peninsula College [IB.19]. They then designed a learning community approach to aid these students through the transition to college life and all the challenges it entails.

Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. At the department and division level, dialogue on the results of assessment of student attainment of SLOs occurs primarily during the program review process as well as during the development of action plans, which are submitted during the resource allocation request process [IB.2, 20]. Student learning is of paramount concern during the identification of resources to request as well as the rationale to support these requests. In addition to the formal dialogue evidenced on the various SLO assessment forms, informal dialogue occurs frequently across all disciplines as instructors talk informally to colleagues about student learning and attainment of stated outcomes.

Appropriate resources continue to be allocated and fine-tuned. Reassigned time for an SLO Coordinator has been negotiated with the faculty union, based on job responsibilities drafted by the Academic Senate [IB.27]. The SLO Coordinator continues to lead the campus in its efforts to develop, implement, and become proficient at the SLO process. The SLO process now has a more visible role in the Academic Affairs program review process, and faculty members are completing their SLO forms and using them as a basis for dialogue with their colleagues to improve student learning. Nearly every flex day staff development event has had one or more sessions devoted to SLO development, assessment, and dialogue [IB.29].

Comprehensive assessment reports exist and are completed on a regular basis. Student achievement data are regularly compiled and distributed to areas and divisions as part of the program review process [IB.20]. Student achievement within each division is discussed during the program review cycle and is then shared

with the campus community during review of the program review self study.

Course student learning outcomes are aligned with degree student learning outcomes. In order to earn a degree at MPC, students must complete the General Education requirements. A primary feature of the Monterey Peninsula College General Education Outcome strategy is that each GEO automatically becomes a course SLO for each course within that General Education area [IB.34]. With this process, the SLOs for the courses that comprise the General Education requirements become automatically and irrevocably aligned with SLOs for the General Education requirements. The Monterey Peninsula College GEO strategy was designed with the need to align course SLOs with General Education SLOs as a principal objective.

**Plan – Standard IB:**

None

Standard IB: Improving Institutional Effectiveness

**Evidence:**

Reference	Document	Link
IB.1	College Council Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council BylawsMarch2007.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council BylawsMarch2007.pdf</a>
IB.2	The MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IB.3	Planning and Resource Allocation Process discussed at Academic Senate, minutes March 1, 07, March 15, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/minutes_3-1-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/minutes_3-1-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/minutes_3-15-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/minutes_3-15-07.pdf</a>
IB.4	Planning and Resource Allocation Process adopted at College Council Minutes March 6, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/March 6 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/March 6 2007 Minutes.pdf</a>
IB.5	Planning and Resource Allocation Process revised at College Council, Minutes March 4, 2008, September 16, 2008, October 7, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council March 4 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council March 4 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Sept 16 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Sept 16 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Oct 7 2008 Agenda.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Oct 7 2008 Agenda.pdf</a>
IB.6	MPC Mission Statement on MPC Home Page:	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Mission Statement 4-29-08 Final.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Mission Statement 4-29-08 Final.pdf</a> <a href="http://www.mpc.edu">http://www.mpc.edu</a>
IB.7	MPC Institutional Goals 2007-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Institutional Goals 2007-10.pdf</a>
IB.8	Mission Statement at College Council, Minutes March 18, April 15, 2008, April 29, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council March 18 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council March 18 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council April 15 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council April 15 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council April 29 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council April 29 2008 Minutes.pdf</a>
IB.9	Institutional Goals at College Council, Minutes November 6, 2007, November 20, 2007, December 18, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 6 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 6 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 20 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 20 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Dec 18 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Dec 18 2007 Minutes.pdf</a>
IB.10	Examples of Component Goals from Academic Affairs 2008-2009 and 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/Component Goals 2009-10 - Academic Affairs Final 03-30-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Component Goals 2009-10 - Academic Affairs Final 03-30-09.pdf</a>



Reference	Document	Link
IB.11	Examples of Component Goals from Administrative Services 2008-2009 and 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/Component_Goals_2008-09_Administrative_Services.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Component_Goals_2008-09_Administrative_Services.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/Component-Goals2009-10AdministrativeServices.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Component-Goals2009-10AdministrativeServices.pdf</a>
IB.12	Component Goals from Student Services, discussed at April 29, 2008 College Council	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/College%20Council%20April%2029%202008%20Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council April 29 2008 Minutes.pdf</a>
IB.13	Program review guidelines and examples of completed self studies.	<a href="http://www.mpcfaculty.net/accreditation/ProgRev.htm">http://www.mpcfaculty.net/accreditation/ProgRev.htm</a>
IB.14	Budget Committee Information – Web page	<a href="http://mympc.mpc.edu/Committees/BudgetCommittee/">http://mympc.mpc.edu/Committees/BudgetCommittee/</a>
IB.15	College Council Annual Reports summarize resource allocation decisions, 2007, 2008, and 2009	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/College%20Council%20Annual%20Report%202006-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Annual Report 2006-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/College%20Council%20Annual%20Report%202007-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Annual Report 2007-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/College%20Council%20Annual%20Report%202008-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Annual Report 2008-09.pdf</a>
IB.16	Examples of mid-year component goals reports and evaluation in College Council minutes February 5, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/College%20Council%20Feb%205%202008%20Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Feb 5 2008 Minutes.pdf</a>
IB.17	Faculty Position Prioritization Process	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/Prioritization_Process-rev%207.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Prioritization_Process-rev 7.pdf</a>
IB.18	Basic Skills self study	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/MPC%20BSI%20Self%20Assessment%20FINAL.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPC BSI Self Assessment FINAL.pdf</a>
IB.19	Student Success Taskforce recommendations	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/Lobo-TLC1.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Lobo-TLC1.pdf</a>
IB.20	Academic Affairs program review guidelines for 2004-2009 and 2009-	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/ProgRevSelfStudy10-4-05.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgRevSelfStudy10-4-05.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf</a>
IB.21	Student Services program review guidelines	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/2007_Student_Services_Program_Review_Process.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/2007_Student_Services_Program_Review_Process.pdf</a>
IB.22	Student Services program review schedule	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/SSAGProgramReviewCalendar.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/SSAGProgramReviewCalendar.pdf</a>
IB.23	Student Services program review annual report	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/SSAGProgramReviewAnnualReport-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/SSAGProgramReviewAnnualReport-11-08.pdf</a>
IB.24	Student Services program review evaluation form	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/SSProgramReviewEvaluationform.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/SSProgramReviewEvaluationform.pdf</a>

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Reference	Document	Link
IB.25	Administrative Services program review guidelines	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/ASAGProgram_Review_Template.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ASAGProgram_Review_Template.pdf</a>
IB.26	Administrative Services program review schedule	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/AdminServProgRevSched.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/AdminServProgRevSched.pdf</a>
IB.27	Articulating SLOs for MPC	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/SLOs_for_MPC11-28-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/SLOs_for_MPC11-28-07.pdf</a>
IB.28	MPC Board Policy on Academic Freedom	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/AF_RecommendedWording_10-8-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/AF_RecommendedWording_10-8-07.pdf</a>
IB.29	Flex Day schedules	<a href="http://www.mpcfaculty.net/senate/FlexDayInfo.htm">http://www.mpcfaculty.net/senate/FlexDayInfo.htm</a>
IB.30	MPC Academic Senate SLO Web Page	<a href="http://www.mpcfaculty.net/senate/slo.htm">http://www.mpcfaculty.net/senate/slo.htm</a>
IB.31	SLO Master List	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/MegaTable.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MegaTable.pdf</a>
IB.32	ACCJC Annual Reports 2007, 2008, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/MPCSLOReportToAccreditationCommission2006-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPCSLOReportToAccreditationCommission2006-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/AccreditationAnnualReport2007-2008.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/AccreditationAnnualReport2007-2008.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/AnnualReport2008-09completed06-30-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/AnnualReport2008-09completed06-30-09.pdf</a>
IB.33	MPC Catalog	<a href="http://www.mpc.edu/classes/">http://www.mpc.edu/classes/</a>
IB.34	General Education Outcome (GEO) Powerpoint presentation	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/GEOs.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/GEOs.pdf</a>
IB.35	General Education Outcomes (GEOs) discussed at the Academic Senate, October 30, 2008, November 20, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/SenateMinutes10-30-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Senate Minutes 10-30-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/Senate_Minutes_11-20-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Senate_Minutes_11-20-08.pdf</a>
IB.36	The SLO Assessment Form	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/SLO_form.pdf">http://www.mpc.edu/information/accreditation/Standard%201B/SLO_form.pdf</a>

## Section 1. Ongoing, Collegial, Self-Reflective Dialogue

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

**Description:** How Monterey Peninsula College Structures the Dialogue into Committees and Groups

Monterey Peninsula College is committed to broad-based dialogue on a variety of topics including student learning and institutional processes. The dialogue occurs at a variety of levels within the institution from departments and divisions to shared governance groups. Figure 3 emphasizes that the dialogue moves between all shared governance groups as requirements and needs warrant. For the purposes of dialogue, the district has a flexible governance structure that encourages the flow of information or ideas. When specific types of decisions need to be made, however, specific committees or groups are charged with making those decisions, and specific pathways bring pertinent information to them. The College Council, for example, makes all final recommendations to the Superintendent/ President for planning and resource allocation matters; they follow specific processes described in the Standard IB introduction. The Academic Senate is charged with making decisions and recommendations related to academic and professional issues. The Curriculum Advisory Committee makes all recommendations regarding curriculum.

All Monterey Peninsula College faculty and staff have the opportunity to engage in dialogue about ongoing issues in at least one venue, and have access through representatives to all of them. Membership of all shared governance committees is designed to represent a wide variety of campus constituencies. The Academic Senate ensures that faculty members are well represented on shared governance committees [IB.1.1]. Description of various committees, groups, and venues follows.

**Department and division meetings** provide a venue for all staff and faculty to engage in dialogue. Agendas for department and division meetings typically consist of reports from the various shared governance committees such as the advisory groups and the Academic Senate, as well as discussion about student learning and resource allocation issues. Results of departmental and divisional dialogue are forwarded to the appropriate shared governance committee; for example, resource allocation requests go to the advisory groups, curriculum revision are submitted to

the Curriculum Advisory Committee, and input on academic and professional matters is forwarded to the Academic Senate. Student learning is at the forefront as each division and department undergoes program review every five or six years, as required by Title 5 of the California Code of Regulations. Student learning outcomes are now an integral part of the program review process, including annual updates.

**The Academic Senate** is the primary faculty group on campus that makes recommendations to the Superintendent/President and/or Board of Trustees on academic and professional matters [IB.1.2]. In recent years, the Academic Senate has taken the lead promoting the dialogue on student learning outcomes [IB.1.3], organizing staff development activities during flex days [IB.1.4], responding to the Basic Skills Initiative [IB.1.5], providing a faculty voice for the development of institutional goals and objectives [IB.1.6], and reviewing Board policy [IB.1.7] that applies to academic and professional matters. Improvement of student learning is the implicit goal of all dialogue in the Academic Senate. The Academic Senate has representation from all of the instructional divisions as well as the counseling and support groups [IB.1.2]. Representatives report back to their groups during division meetings, ensuring that the flow of information and dialogue reaches all faculty and staff involved in instruction or student support. The Academic Senate president sits on many of the shared governance committees, so information is shared between shared governance committees. Recommendations are consistently shared with the Academic Affairs Advisory Group, the College Council, and the faculty at large through All-Users email as appropriate.

**The Curriculum Advisory Committee** ensures course and program quality, partially through compliance with Title 5 of the California Code of Regulations [IB.1.8]. Student learning comprises the implicit reason behind all dialogue in the Curriculum Advisory Committee. The conversation for each course or program revision revolves around questions such as “What is a college course?” or “Does this proposed course meet the standards of a college course, thereby ensuring student learning?” The Curriculum Advisory Committee is composed of faculty members from each of the instructional divisions and counseling, as well as one instructional dean. Their recommendations, which result from structured dialogue, advise the Board of Trustees via the Vice President of Academic Affairs. Student learning outcomes have been required for all course and program revisions and proposals since fall 2008.

**The Student Learning Outcome Committee** is chaired by the SLO Coordinator and makes recommendations to the Academic Senate on the topic of MPC's continued implementation of the SLO process. It is charged with articulating the meaning and value of SLOs for Monterey Peninsula College and developing strategies for assessing GEOs at the institutional level. The SLO committee has promoted dialogue about student learning outcomes at various venues, including staff development activities at flex days [IB.1.4], Academic Senate meetings [IB.1.9], Board of Trustees meetings [IB.1.10, 11], the College Council, the advisory groups, and many others.

**The Academic Affairs Advisory Group (AAAG), the Student Services Advisory Group (SSAG), and the Administrative Services Advisory Group (ASAG)** advise the three vice presidents that oversee the three components of the college on issues and initiatives that they then bring to the College Council. The advisory groups consist of chairs or representatives of each instructional division or area of the college. Foremost among their duties is recommending prioritization of faculty and classified hiring decisions and other resource allocation requests, as well as developing goals and objectives for each area of the college. They are also the primary conduit of communication between the vice presidents and the faculty and staff of each division or area.

**The College Council** is the shared governance committee that recommends resource allocation and policy decisions to the Superintendent/President for presentation to the Board of Trustees [IB.1.12]. Voting members of the College Council include seven faculty members, four classified, two management, and three vice presidents. The Superintendent/President is a non-voting member. This broad representation ensures that the recommendations made by the College Council have the support of all college constituencies. During the planning and resource allocation process [IB.1.13], the College Council receives a single list of prioritized action items from the three vice presidents, as well as information from the budget committee detailing the available funds. The College Council uses all of this information to make the resource allocation recommendations to the Superintendent/President.

**The Basic Skills Committee and the Student Success Task Force** are two committees organized around topics or initiatives of high importance to the college. Over the last two years, the Basic Skills Committee has embarked on a data-based investigation and dialogue about Monterey Peninsula College courses and services that serve those students that do not yet have college-level skills [IB.1.14]. They have found that while MPC's classes and services are excellent, they are not well coordinated [IB.1.15]. In response, the Basic Skills Committee developed a series of staff development exercises, implemented during flex days, to educate faculty and staff about all of the different services [IB.1.16]. This committee has produced a five-year action plan [IB.1.17] and made recommendations to the College Council to allocate state-funded basic skills funds to those basic skills groups that proposed projects that emphasized collaboration and integration of courses and services [IB.1.18].

The Student Success Task Force embarked on a data-based investigation of why a large proportion of our students fail to return for a second semester or second year of learning at Monterey Peninsula College. The task force identified an at-risk cohort of under-represented minorities and developed a learning community plan to address their specific needs [IB.1.19]. The plan involved linked curriculum, social integration, and intrusive counseling, among other things. As of this writing, Monterey Peninsula College is investigating the plan and exploring ways to implement aspects of it. In 2009-2010, a pilot study consisting of some of the Task Force's recommendations is being implemented. Student learning and the ways that institutional processes impact student learning is at the heart of all conversations that these committees have.

**A Plethora of Additional Groups and Committees** discuss planning and institutional processes that support student learning. Without them, college members would not have any buildings in which to teach, technology to enhance the instructional experience, or idea of how much money the college has to spend on improving student learning. These committees and groups include:

- The Facilities Committee, which recommends priorities and funding sources to the College Council for facilities projects [IB.1.20].
- The Technology Committee, which recommends technology resource allocation priorities to the College Council, and

responds to programmatic needs in program review documents [IB.1.21].

- The MPC Education Center at Marina Project Team, which makes recommendations to the College Council through the Vice President of Academic Affairs, and engages in dialogue to support student learning at the Education Center, located in an area identified as growing and in need of community college instruction in a variety of areas.
- The Budget Committee, which makes recommendations to the College Council about the availability of funds to support student learning through the planning and resource allocation process [IB.1.22].
- The Enrollment Advisory Committee, which recommends specific goals and objectives to increase retention and overall enrollment to the President/Superintendent. Many of their recommendations involve targeting specific cohorts of students that demographic data show are underrepresented at MPC [IB.1.23].

### How MPC Provides a Framework for the Dialogue

The program review process and the associated annual updates and action plans is the over-riding structure for dialogue that touches the most faculty and staff on campus. This program review process is described in detail for each of the three components on campus—Academic Affairs, Student Services, and Administrative Services—in the introduction to Standard IB. Every five or six years (depending on the component), all divisions and areas on campus engage in a self-reflective review of the quality of their programs [IB.1.24]. For many years, student learning has been the implicit focus of the self study for the program review process, with student achievement data, including student retention, persistence, and success, being the essential data upon which the reports were based. Monterey Peninsula College’s recent review and revision of the program review process elevated the importance and visibility of SLOs in the process by revising the SLO Assessment Form and asking faculty to complete this form as part of the annual update aspect of the program review process.

The program review process links issues and concerns at the program level to the institutional level during the institutional review of each division or area program review self study. All of the completed program reviews are reviewed by the appropriate advisory group (AAAG, SSAG, or ASAG) and then at the College Council. The program review process links student learning to the resource allocation process by recording dialogue about student learning issues and tying them to efforts to improve results. The program review process also directly addresses student learning by providing a framework for regular review and revision of curriculum, as required by the Title 5 of the California Code of Regulations. Planning and development of goals and objectives are an integral part of program review in all areas of the college.

Annual updates and the development of action plans for the planning and resource allocation process (see introduction to Standard IB) are the annual components of the program review process. Both of these documents are rooted in the program review document. The development of annual updates and the prioritization of action plans (resource requests) prompt dialogue at all levels of the institution on an annual basis. They support student learning by providing the mechanisms for divisions and areas to acquire both teaching supplies and equipment, and additional faculty and classified staff to support their programs.

**The institutional planning and resource allocation process** is the institution-level process that routes the program reviews self studies, annual updates, and action plans to the College Council [IB.1.13]. College Council is responsible for establishing institutional goals and objectives every three years. The planning and resource allocation process is described in detail in the introduction to Standard IB.

**The Assessment of SLOs** is quickly becoming the most prominent and visible framework for discussing student learning at Monterey Peninsula College. Each semester, faculty members document their efforts to reflect upon and engage in dialogue about student learning by filling out a form [IB.1.25]. The form encourages dialogue with colleagues about student learning. In the revised Academic Affairs program review process, a similarly focused form is part of the program review and associated annual update process [IB1.26]. The framework for the MPC SLO process is discussed in detail in the introduction to Standard IB and in Standard IIA.

**Review and Revision of Board Policy** is an ongoing effort at Monterey Peninsula College. The Policies and Communication Committee (PACC) assures that all appropriate shared governance committees have the opportunity to review and comment on proposed board policy revisions [IB.1.27]. The three vice presidents propose board policy revisions, usually working with the campus constituency that is most closely tied to the specific policy. The proposed revisions go to the PACC, which distributes the documents to all appropriate shared governance committees. Comments on the proposed revisions are routed back through PACC which then sends the proposal back to the originators or on to the College Council for recommendation to the Superintendent/President and the Board of Trustees.

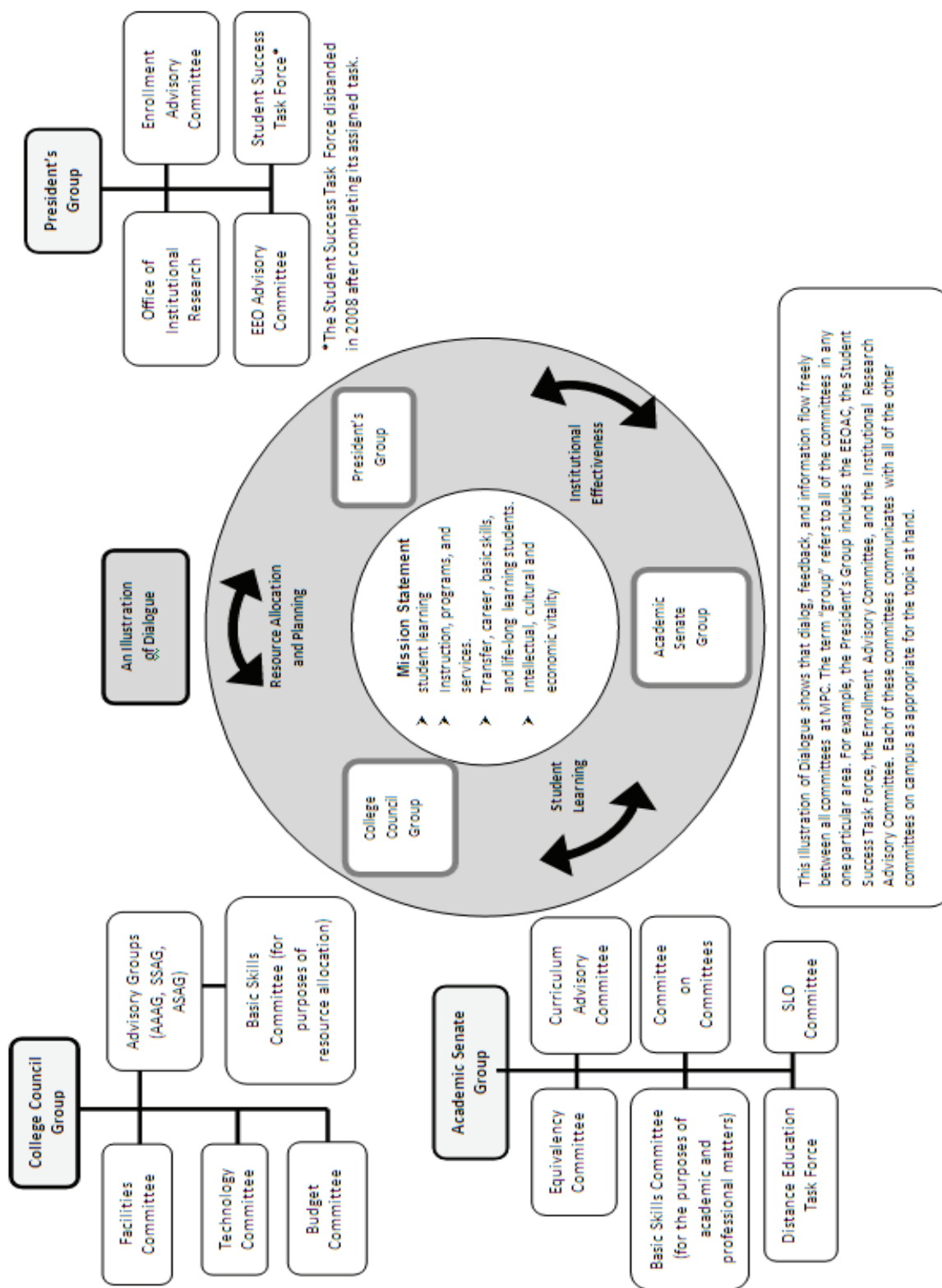


Figure IB.3 The Illustration of Dialogue



**Evaluation—Standard IB.1: MPC meets this standard.**

**Monterey Peninsula College engages in purposeful dialogue, achieves tangible results, and values the process.**

Monterey Peninsula College has the structure and framework in place to have meaningful conversations about institutional effectiveness. A framework is in place for departmental dialogue about student attainment of SLOs, and review/revision of prominent campus processes such as program review is prevalent and ongoing. A few examples of institutional dialogue best illustrate the kinds of campus-wide conversations, lessons learned, and why it has been valuable.

With the advent of state funds through the Basic Skills Initiative, the college embarked on a data-driven self study to discover the strengths and weaknesses in its basic skills instruction [IB.1.18.]. Dialogue focused on data showing retention and subsequent success rates of students that completed basic skills courses. The result of the dialogue was an informed action plan for the allocation of state-derived basic skills funding. The principal recommendation was that the college needs more coordination between all of its groups. This recommendation includes better communication between the various support groups *and* between the support groups and the traditional instructional groups [IB.1.18].

Another example of data-driven dialogue with tangible results relates to student success. The Student Success Task Force used student achievement data to identify withdrawal, persistence, and retention rates for various student cohorts based on a variety of factors including ethnicity, educational goals, and demographics [IB.1.19]. The analysis showed that persistence and retention among first-year students, especially among certain socio-economic groups is less than what Monterey Peninsula College considers “acceptable”. The results of the ensuing dialogue informed the development of a plan for learning communities and increased integration of social and academic activities for a focused group of first-year students. As of this writing, the college is in the midst of an institution-wide dialogue about how to implement this ambitious plan, while plans are underway to implement a small pilot study that includes some of the recommendations of the Task Force in 2009-2010.

Yet another example of data-driven dialogue concerns retention of males in the Nursing program. The School of Nursing discovered through the analysis of student achievement data that male nursing students had a lower retention rate than female

nursing students. The School of Nursing implemented “discussion groups” for male nursing students and has hosted regional conferences about males in nursing. The result has been a distinct increase in the retention rate of male nursing students. They have also been able to attract more male students into the program. Clearly, analysis of data and dialogue has had an identifiable impact on student learning.

Dialogue has had an important impact on MPC’s adoption of an SLO process. The meaning, value, and problems with the SLO model were discussed at a wide variety of venues including the Academic Senate [IB.1.9], shared governance committees and flex day presentations [IB.1.4]. The result is that SLOs have been developed for the majority of Monterey Peninsula College courses, most of the Career Technical Education programs, and most of the General Education requirements.

Dialogue during the program review process is widespread. Results of program review are discussed widely within the division or area during the process and then on an institutional level as the program review results are shared with the advisory groups, the College Council, and the Board of Trustees. Within Student Services especially, the program review results are shared with other areas during the review process. The program review and annual review update results inform other campus groups, such as Information Technology as they undergo their planning for instructional needs.

Additional examples of successful efforts and initiatives where broad-based dialogue played an important role are listed below. Space considerations prevent a description here, but many are explained in full detail elsewhere in the self study. For each accomplishment, the group or committee with primary responsibility is shown, along with examples of other groups or committees that supported the effort. Dialogue was essential in all of these efforts.

- Development of institutional goals—College Council with input from the advisory groups and the Academic Senate.
- Development of mission statement—College Council with input from the advisory groups and the Academic Senate.
- Development of the planning and resource allocation process—College Council with input from the advisory groups and the Academic Senate [IB.1.28].



- Development of teaching evaluation process—Memorandum of Understanding between the Academic Senate and Faculty Union.
- Review of program review processes—collaboration between the Academic Affairs Advisory Group and the Academic Senate with input from the other advisory groups [IB.1.26].
- Review and revision of faculty position prioritization processes—collaboration between the Academic Affairs Advisory Group and the Student Services Advisory Group with input from the Academic Senate [IB.1.29].
- Review of board policy on faculty position prioritization processes—Academic Senate with input from the advisory groups.
- Actively reviewing board policies and administrative procedures on a variety of topics—the lead group varies, but input is then gained from a large variety of shared governance committees; the College Council makes the final recommendation to the Superintendent/President to bring recommended policies to the Board of Trustees.

### **Survey Results**

In the 2008 Accreditation Faculty and Staff Survey, over four out of five (83 percent) respondents agreed with the statement, “I am aware of an ongoing and broad-based dialogue about student learning at MPC.” These results show that a broad-based dialogue occurs at Monterey Peninsula College and that faculty and staff members are aware of it. It follows that if faculty and staff are aware of the dialogue, then they most probably know how to participate in it as well.

### **Plan – Standard IB.1:**

None

Standard IB: Improving Institutional Effectiveness

**Evidence:**

Reference	Document	Link
IB.1.1	MPC Committee on Committees Handbook of all shared governance committees	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/COCDirectory.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/COCDirectory.pdf</a>
IB.1.2	MPC Academic Senate Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Senate by-lawsrev1009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Senate by-lawsrev1009.pdf</a>
IB.1.3	MPC Academic Senate SLO Web page	<a href="http://www.mpcfaculty.net/senate/slo.htm">http://www.mpcfaculty.net/senate/slo.htm</a>
IB.1.4	MPC Academic Senate flex days web page	<a href="http://www.mpcfaculty.net/senate/FlexDayInfo.htm">http://www.mpcfaculty.net/senate/FlexDayInfo.htm</a>
IB.1.5	The MPC Basic Skills Committee Web page	<a href="http://mympc.mpc.edu/Committees/BSI/Pages/default.aspx">http://mympc.mpc.edu/Committees/BSI/Pages/default.aspx</a>
IB.1.6	MPC Institutional Goals and Objectives discussed at Academic Senate, minutes April 5, 2007, April 19, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Minutes_4-5-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Minutes_4-5-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/Minutes_4-19-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Minutes_4-19-07.pdf</a>
IB.1.7	MPC Board of Trustees policy discussed at Academic Senate, minutes November 16, 2006, December 7, 2006, February 1, 2007, February 15, 2007, May 3, 2007, May 17, 2007, October 18, 2007, November 1, 2007, May 1, 2008, September 4, 2008, April 2, 2009, April 23, 2009, May 7, 2009	<a href="http://www.mpcfaculty.net/senate/archive06-09.htm">http://www.mpcfaculty.net/senate/archive06-09.htm</a>
IB.1.8	Curriculum Advisory Committee Web Site	<a href="http://mympc.mpc.edu/Committees/CAC/">http://mympc.mpc.edu/Committees/CAC/</a>
IB.1.9	SLOs discussed at the MPC Academic Senate, minutes April 19, 2007, October 4, 2007, October 18, 2007, November 1, 2007, November 15, 2007, November 29, 2007, February 7, 2008, April 17, 2008, May 1, 2008, May 18, 2008, September 18, 2008, October 2, 2008, October 30, 2008, November 6, 2009, November 20, 2008, May 7, 2009, May 21, 2009	<a href="http://www.mpcfaculty.net/senate/archive06-09.htm">http://www.mpcfaculty.net/senate/archive06-09.htm</a>

Reference	Document	Link
IB.1.10	Special report to the Board of Trustees on SLOs, Board of Trustees meeting minutes November 25, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/MinutesNovember25,2008.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MinutesNovember25,2008.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/BoardPresentationNov08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/BoardPresentationNov08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/DaveClemensBoard%20Presentation_11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/DaveClemensBoard Presentation_11-08.pdf</a>
IB.1.11	SLOs discussed at Board meetings, minutes November 25, 2008, May 26, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/MinutesNovember25,2008.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MinutesNovember25,2008.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/Minutes-May262009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Minutes-May262009.pdf</a>
IB.1.12	College Council Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/CollegeCouncilBylawsMarch2007.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council BylawsMarch2007.pdf</a>
IB.1.13	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/CollegeCouncilPlanning-ResourceAllocationProcess4threv.CC11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IB.1.14	Basic Skills Initiative Committee Web site	<a href="http://mympc.mpc.edu/Committees/BSI/">http://mympc.mpc.edu/Committees/BSI/</a>
IB.1.15	MPC Basic Skills self study	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/MPCBSISelfAssessmentFINAL.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPC BSI Self Assessment FINAL.pdf</a>
IB.1.16	Spring 2009 Flex Days schedule	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/Flex_Days_Spring_2009_FINAL.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Flex_Days_Spring_2009_FINAL.pdf</a>
IB.1.17	<i>MPC Basic Skills Action Plan 2008-2013</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/BSI_5_year_Internal_Plan_2008-2013.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/BSI_5_year_Internal_Plan_2008-2013.pdf</a>
IB.1.18	Examples of funding recommendations made by the Basic Skills Initiative Committee	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/BSIFundingRequests2008-2009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/BSI Funding Requests 2008-2009.pdf</a>
IB.1.19	Student Success Taskforce recommendations	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/Lobo-TLC1.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Lobo-TLC1.pdf</a>
IB.1.20	Facilities Committee Web Page	<a href="http://mympc.mpc.edu/Committees/FacilitiesCommittee">http://mympc.mpc.edu/Committees/FacilitiesCommittee</a>
IB.1.21	Technology Committee Web Page	<a href="http://mympc.mpc.edu/Committees/TechCommittee/">http://mympc.mpc.edu/Committees/TechCommittee/</a>
IB.1.22	Budget Committee Web Page	<a href="http://mympc.mpc.edu/Committees/BudgetCommittee/">http://mympc.mpc.edu/Committees/BudgetCommittee/</a>
IB.1.23	MPC Enrollment Advisory Committee Recommendations 2007-2009	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/June172008-EACEnrollmentGoals2007-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/June 17 2008 -EAC Enrollment Goals 2007-09.pdf</a>
IB.1.24	Summary of program review evidence	<a href="http://www.mpcfaculty.net/accreditation/ProgRev.htm">http://www.mpcfaculty.net/accreditation/ProgRev.htm</a>
IB.1.25	The SLO Assessment Form	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/SLO_form.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/SLO_form.pdf</a>
IB.1.26	Academic Affairs program review guidelines, adopted spring 2009	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf</a>

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<b>Reference</b>	<b>Document</b>	<b>Link</b>
IB.1.27	Policy and Communications Committee	<a href="http://mympc.mpc.edu/Committees/PACC/">http://mympc.mpc.edu/Committees/PACC/</a>
IB.1.28	Mission Statement discussed at the MPC Academic Senate, minutes April 3, 2008, April 10, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/Minutes4-03-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Minutes4-03-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%201B/2008-04-10_Senate_minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/2008-04-10_Senate_minutes.pdf</a>
IB.1.29	Faculty Position Prioritization Process	<a href="http://www.mpc.edu/information/accreditation/Standard%201B/Prioritization_Process-rev%207.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Prioritization_Process-rev 7.pdf</a>

## Section 2. Setting and Achieving Goals

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

### Description: Setting Goals

The primary framework for setting institutional goals is the Monterey Peninsula College planning and resource allocation process [IB.2.1], which is described in detail in the introduction to Standard IB. The college sets goals and measurable objectives at a variety of levels and over both annual and multi-year time frames. The College Council is the body responsible for planning and the setting of the three-year institutional goals, and using them to implement the planning and resource allocation process. All of these goals support the mission statement, which is the main criterion against which goals are set.

The 2007-2010 Institutional Goals [IB.2.2] are as follows:

1. Promote academic excellence and critical thinking across all areas and disciplines
2. Foster a climate that promotes diversity throughout the institution
3. Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills
4. Create pathways to success that address the diverse, holistic needs of all MPC students
5. Provide educational programs and services in Seaside and Marina that meet community needs
6. Ensure adequate levels of personnel to support current programs and establish priorities for future growth
7. Maintain and improve district facilities

Examples of measurable objectives of these goals [IB.2.2] are as follows:

1. Articulate the meaning, value, and use of SLOs at MPC.
2. Recruit and retain a diverse collegewide community.
3. Establish and strengthen industry, government, and community partnerships.

As required in the planning and resource allocation process, annual component goals are developed by each of the three vice presidents with input from their advisory groups, and presented to the College Council [IB.2.3-5]. The component goals are designed to carry out the broader, multi-year institutional goals of the college and are scheduled to be evaluated each year [IB.2.6].

Goals are also set by a variety of shared governance committees. For example, goals are set by the Academic Senate [IB.2.7], the SLO Committee [IB.2.8], and the Enrollment Advisory Committee [IB.2.9]. Goals and objectives are also set forth in various planning documents, including the *Physical Master Plan* [IB.2.10], the *Technology Plan* [IB.2.11], the *Career Technical Education Local Plan* [IB.2.12], and the *Educational Master Plan* [IB.2.13]. The goals set by these groups are shared with the campus community in various shared governance committees including the College Council, the advisory groups, and the Academic Senate.

### Evaluation – Standard IB.2: MPC meets this standard.

Monterey Peninsula College consistently sets goals and measurable objectives and works to achieve these goals and objectives. Furthermore, MPC undergoes this process at a variety of levels throughout the institution and on timescales ranging from annual to multi-year.

One example of the college recognizing a need, developing a goal and related measurable objective, and then carrying out the plan is Institutional Goal #3, “Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills,” and its associated objective, “Establish and strengthen industry, government, and community partnerships.” Evidence of MPC’s active work to achieve this goal includes the recent hiring of a Dean of Economic Development and Off-Campus Programs, a restructuring of a co-op faculty position to full time from part time, and a proposal to reorganize the structure of Academic Affairs to better serve the Career Technical Education programs [IB.2.14]. The dean position was created specifically to strengthen ties with and obtain feedback from the local business community to enable Monterey Peninsula College to establish areas where it can expand its offerings to better serve the educational needs of its community.

Another example of an institutional goal and associated measurable objectives is Goal #1, “Promote academic excellence and critical thinking across all areas and disciplines” [IB.2.2]. Its associated objectives include, “Expand distance education by providing

leadership, technical assistance, services, training opportunities, exploring partnerships, and designing quality control mechanisms,” and “Articulate the meaning, value, and use of SLOs at MPC.” These are measurable objectives that Monterey Peninsula College has made progress on since the development of the goals in 2007. The college has made efforts to improve distance education by appointing a Distance Education Task Force assigned to address specific issues identified by the Academic Senate, which include many of the topics listed in the objective such as training, quality control, technical assistance, etc. Since 2007, much progress has been made in the area of SLOs. As described in the introduction to Standard IB, a framework now exists for faculty members to evaluate student attainment of SLOs and document how they will use those results to improve student learning in future semesters [IB.2.15, 16].

A third example of an institutional goal and measurable objective is Goal #4, “Create pathways to success that address the diverse, holistic needs of all MPC students” [IB.2.2]. Its associated objectives include, “Increase collaboration between Student Services and Academic Affairs to provide systems and programs that better assist students,” and “Improve the delivery of academic support for diverse student learners.” Based on Basic Skills Committee recommendations, the college has agreed to reassign time for a faculty member to fill the position of Basic Skills Coordinator [IB.2.17]. The Basic Skill Coordinator will work to achieve these objectives through a job description developed by the Basic Skills Committee.

The goals and objectives themselves, as well as progress on the goals, are reported to the Board of Trustees and to the campus community through the Academic Senate and All-Users emails [IB.2.18]. Progress on the goals is also communicated in a similar manner.

### Survey Results

Given the successful results described in this section, it is not surprising that the number of MPC employees who think that “MPC has clearly-defined, specific institutional outcome objectives” has doubled between 2002 and 2008. In the 2002 Faculty and Staff Survey, 44 percent of district employees agreed with that statement. A similar statement was presented in 2008, “MPC has clearly-defined, specific institutional goals and objectives,” and 89 percent of district employees agreed. Given the high level of agreement about the clarity and specificity of institutional goals and objectives, it is not surprising that a large percentage of employees (87 percent) also agree with the statement, “My area or department works to achieve the institutional goals and objectives.”

### Plan – Standard IB.2:

None

**Evidence:**

Reference	Document	Link
IB.2.1	MPC Resource Allocation and Planning Process	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IB.2.2	2007-2010 Institutional Goals	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Institutional Goals 2007-10.pdf</a>
IB.2.3	Component Goals –Academic Affairs	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf</a>
IB.2.4	Component Goals from Student Services, discussed at April 29, 2008 College Council	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council April 29 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council April 29 2008 Minutes.pdf</a>
IB.2.5	Component Goals – Administrative Services	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Component-Goals2009-10AdministrativeServices.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Component-Goals2009-10AdministrativeServices.pdf</a>
IB.2.6	Evaluation of component goals in College Council	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Feb 5 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Feb 5 2008 Minutes.pdf</a>
IB.2.7	Academic Senate goals and objectives in recent years	<a href="http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2008-09.htm">http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2008-09.htm</a> <a href="http://www.mpcfaculty.net/senate/GoalsObjectives/goals2007-08.htm">http://www.mpcfaculty.net/senate/GoalsObjectives/goals2007-08.htm</a> <a href="http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2006-07.htm">http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2006-07.htm</a>
IB.2.8	SLO goals and objectives	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/benchmarks_5-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/benchmarks_5-08.pdf</a>
IB.2.9	EAC goals and objectives	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/June 17 2008 -EAC Enrollment Goals 2007-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/June 17 2008 -EAC Enrollment Goals 2007-09.pdf</a>
IB.2.10	<i>Physical Master Plan 2005</i>	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/MPCOctoberPMP.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPCOctoberPMP.pdf</a>
IB.2.11	<i>Technology Plan 2001</i> , updated version in progress 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/MPC Technology Plan 2001.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPC Technology Plan 2001.pdf</a>
IB.2.12	<i>2008-2012 CTE Local Plan</i>	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/2008-2012 CTE Local Plan revision 2.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/2008-2012 CTE Local Plan revision 2.pdf</a>
IB.2.13	<i>Education-Facilities Master Plan 2004</i>	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/MPC Education-Facilities Master Plan2004.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPC Education-Facilities Master Plan2004.pdf</a>
IB.2.14	Proposed Academic Affairs Reorganization Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/ProposedAcademicAffairsReorg.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProposedAcademicAffairsReorg.pdf</a>
IB.2.15	The SLO Assessment Form	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/SLO_form.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/SLO_form.pdf</a>
IB.2.16	Academic Affairs program review guidelines, adopted spring 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf</a>
IB.2.17	<i>MPC Basic Skills Action Plan 2008-2013</i>	<a href="http://mympc.mpc.edu/Committees/BSI/">http://mympc.mpc.edu/Committees/BSI/</a>

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Reference	Document	Link
IB.2.18	Academic Senate all-users e-mails	<a href="http://www.mpcfaculty.net/senate/AllUsers.htm">http://www.mpcfaculty.net/senate/AllUsers.htm</a>



### Section 3: Assessing Progress toward Achieving Goals

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

#### Description:

Monterey Peninsula College evaluates progress in achieving its stated goals in a variety of ways and at a variety of levels within the institution. At the institutional planning level, evaluation of goals is built into the planning and resource allocation process [IB.3.1]. At the division and department level, the program review and annual update processes provide the framework for evaluating long-term departmental and divisional goals [IB.3.2]. Various shared governance groups also evaluate their goals regularly and report their progress to the Board of Trustees. Examples include the Academic Senate [IB.3.3] and the College Council [IB.3.4]. The regular reports to the Board of Trustees by the vice presidents and Superintendent/President also constitute regular evaluation and reports of progress on institutional goals. The planning and resource allocation process, the program review process, and many of the shared governance committees involved in these processes are described in detail in the introduction to Standard IB.

The planning and resource allocation process requires yearly assessment of progress towards achieving goals and objectives [IB.3.1]. Each year progress toward attainment of the component goals is evaluated by each of the vice presidents. These component goals provide a means to implement the multi-year institutional goals. A report on the progress toward component goals is presented to the College Council each spring by each of the vice presidents [IB.3.5-8]. A wide variety of data are used to assess progress on component goals, ranging from enrollment and student achievement data to securing new faculty, classified, or administrative positions to address areas of identified need. Examples in this area include increasing enrollments at the new MPC Education Center at Marina and the hiring of a Dean of Economic Development and Off-Campus Programs.

The program review process, completed every five or six years, is the primary process for assessing attainment of goals at the departmental and divisional level. In Academic Affairs and Student

Services, the program review process requires an assessment of goals and objectives set in the last program review cycle. The Academic Affairs program review guidelines [IB.3.9], for example, prompts, "Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?" This assessment process uses both quantitative and qualitative data. Examples of quantitative data include student achievement data such as student retention, success, persistence, and characteristics. Description of the degree to which students are attaining SLOs is currently documented through the use of the SLO Assessment Form [IB.3.10], and is included in the program review process [IB.3.11]. Efficiency data such as FTES/FTE ratios, adjunct to full time faculty ratios, space utilization, weekly student contact hours data and expected future retirements based on age and plans of faculty members are additional examples of data used to assess accomplishment of goals and objectives in the program review process [IB.3.10, 11].

Attainment of the goal of providing for the needs of all students, as espoused in the Monterey Peninsula College mission statement, is assessed at the program review level by gauging student satisfaction as reflected in student surveys or focus group discussion, and records of student complaints. Adequacy of supplies, equipment, and facilities are gained through faculty surveys and/or other faculty driven assessment of the programs.

The Facilities Committee meets regularly to assess progress toward goals and objectives delineated in the *Physical Master Plan 2005* [IB.3.12], and the *Educational/Facilities Master Plan 2004* [IB.3.13]. The Facilities Committee recently evaluated progress on the *Educational/Facilities Master Plan* and proposed an updated list of construction priorities [IB.3.14]. This group responds to volatility in construction costs, decisions at the state level on the funding of initial and final project proposals (IPPs and FPPs), the status of the funding of education bonds at the state level, and the state of the California economy and its ability to provide matching funds for construction costs. The Facilities Committee utilizes the goals and objectives delineated in the program review documents from divisions and departments to inform their facility construction prioritization recommendations.

The Academic Senate develops goals on an annual basis [IB.3.15]. These goals support the college's mission and the three-year institutional goals. Each spring, at or near the last meeting of the year, the Academic Senate President reports to the Board of Trustees on progress made toward goals set at the beginning of

the year [IB.3.3]. The College Council chair makes a similar report, which compares accomplishments to goals established earlier in the year [IB.3.4].

### **Evaluation – Standard IB.3: MPC meets this standard.**

Monterey Peninsula College meets this standard, because it follows its planning and resource allocation process and its program review processes, as well as many less formal processes within many of the shared governance committees. The college has implemented a framework for SLO assessment and planning for the purposes of improving student learning. Faculty members are starting to engage in this process, and some of the results have been promising. In the Earth Sciences Department, for example, faculty members have investigated the level of student attainment of geology and oceanography course-level SLOs. As a result of this investigation, they have initiated collaboration with MPC learning centers, including the English and Study Skills Center and the Math Learning Center. Earth Science faculty have shared SLO and assignment expectations with faculty members in the learning centers so that the learning center staff can assist Earth Science students in a more informed way.

Examples of evaluation of the annual assessment of component goals and associated consequent planning efforts illustrate how this process addresses student learning, student access and equity, and institutional effectiveness. In Academic Affairs, one of the 2006-2007 objectives was to “Ensure that MPC maximizes student access and equity in its course offerings as well as facility utilization.” In the following year, a number of activities were successfully completed that allowed Monterey Peninsula College to attain this objective. As reported to the College Council in the 2008 assessment of Academic Affairs goals [IB.3.16], MPC was able to

- Adopt a policy of “unpacking” the schedule by offering classes over a larger variety of days and times. This effort achieved greater efficiency through wiser use of building and classroom space.
- Organize the printed Schedule of Classes in alphabetical order rather than by division for quicker and more intuitive access.
- Determine that students were willing to attend classes at times not previously offered through the use of a student survey.

- Extend the enrollment deadline to the Sunday evening prior to school start in order to lengthen the amount of time that students have to register for classes.
- Revised the “debt hold” procedure to provide students with a grace period for them to enroll and conduct college business while they settle their debt with the college.

Another of Academic Affairs goals/objectives from 2007-2008 [IB.3.5] was “In collaboration with Division Chairs and other college constituent groups, review the program review process to ensure that it informs the budget planning and strategic planning processes as well as the *Educational Master Plan*.” As reported to the College Council in February 2008 [IB.3.8], a subcommittee was formed to review and revise the Academic Affairs program review process. A revised Academic Affairs process was presented to the Academic Senate and College Council at the end of the spring 2009 semester and was endorsed by all of the shared governance committees.

Examples of achieved component goals from Student Services include the following:

- Establishment of a help desk for online registration throughout all registration periods.
- Early opening of registration services during the first week of the each term.
- Implementation of Reg Daze – an effort to enroll students prior to the end of the semester.
- Implementation of a math assessment instrument for placement purposes.

Examples from Administrative Services involve the initiation of the MPC Education Center at Marina and the allocation and expenditure of bond funds to serve the needs of identified Monterey Peninsula College students in all areas of the service area. From the Administrative Services goals/objectives from 2006-2007 [IB.3.17], one of the goals was, “Construction: Begin site utilities infrastructure, complete the Physical Education stadium, athletic field, and building 24, and implement preliminary plans for the Student Services Building, and the MPC Education Center at Marina.” In the February 2008 assessment of goal attainment presented to the College Council [IB.3.8], Administrative Services reported that the Education Center at Marina... is open and functioning. Also, the MPC Community Stadium, athletic field, and building 24 are all completed and serving student needs.

The processes reported here, including the planning and resource allocation process [IB.3.1], the program review processes, the SLO process, and the regular practice of certain shared governance committees, including the Academic Senate and the College Council, are all new, having been implemented in the last six years following MPC's last accreditation cycle. They all represent improvements in the practice of using data to evaluate the attainment of goals and objectives.

These improvements are clearly reflected in the survey results associated with the accreditation self studies in 2002 and 2008. Survey results from 2002 show that at that time employees did not believe that the college evaluated the achievement of its goals or documents the accomplishment of its institutional outcomes. In 2002, only 37 percent of respondents agreed with the statement, "MPC effectively documents the achievement of its institutional outcomes." Furthermore, in 2002, 56 percent of respondents agreed with the statement, "College research is incorporated into college planning and evaluation."

The 2008 results were much better. In 2008, 72 percent of faculty and staff agreed with the statement, "I know that MPC uses evidence to assess achievement towards its goals and objectives." Furthermore, in 2008, 73 percent of faculty and staff agreed with the statement, "College research is incorporated into college planning and evaluation." Both of these results represent substantial increases since the last accreditation cycle and illustrate the success of MPC's newly implemented institutional processes.

**Plan – Standard IB.3:**

None

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**Evidence:**

Reference	Document	Link
IB.3.1	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IB.3.2	Summary of program review evidence	<a href="http://www.mpcfaculty.net/accreditation/ProgRev.htm">http://www.mpcfaculty.net/accreditation/ProgRev.htm</a>
IB.3.3	Academic Senate Annual Report presented at Board of Trustee meetings, minutes June 24, 2008, May 26, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/MinutesJune242008.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MinutesJune242008.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/MinutesMay262009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MinutesMay262009.pdf</a>
IB.3.4	College Council presents annual report at Board of Trustees meetings, minutes June 23, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/6.23.09 Board Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/6.23.09 Board Minutes.pdf</a>
IB.3.5	Component Goals – Academic Affairs	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf</a>
IB.3.6	Component Goals – Administrative Services	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/2008-09 Administrative Services - 4-14-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/2008-09 Administrative Services - 4-14-08.pdf</a>
IB.3.7	Component Goals from Student Services, discussed on April 29, 2008 College Council	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council April 29 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council April 29 2008 Minutes.pdf</a>
IB.3.8	Evaluation of Attainment of Goals in College Council Minutes February 5, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Feb 5 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Feb 5 2008 Minutes.pdf</a>
IB.3.9	Academic Affairs program review guidelines for 2004-2009 and 2009-	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/ProgRevSelf-Study10-4-05.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgRevSelf-Study10-4-05.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf</a>
IB.3.10	The SLO Assessment Form	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/SLO_form.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/SLO_form.pdf</a>
IB.3.11	Academic Affairs program review guidelines, adopted spring 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf</a>
IB.3.12	<i>Physical Master Plan 2005</i>	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/MPCOctoberPMP.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPCOctoberPMP.pdf</a>
IB.3.13	<i>Educational/ Facilities Master Plan 2004</i>	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/MPC Education-Facilities Master Plan2004.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPC Education-Facilities Master Plan2004.pdf</a>
IB.3.14	Facilities Projects – Current Priorities 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Facility Projects Priorities-CC and Brd approved 4-2008.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Facility Projects Priorities-CC and Brd approved 4-2008.pdf</a>

Reference	Document	Link
IB.3.15	Academic Senate goals and objectives in recent years	<a href="http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2008-09.htm">http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2008-09.htm</a> <a href="http://www.mpcfaculty.net/senate/GoalsObjectives/goals2007-08.htm">http://www.mpcfaculty.net/senate/GoalsObjectives/goals2007-08.htm</a> <a href="http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2006-07.htm">http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2006-07.htm</a>
IB.3.16	Examples of mid-year component goals reports and evaluation in College Council minutes February 5, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Feb 5 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Feb 5 2008 Minutes.pdf</a>
IB.3.17	Administrative Services component goals, as discussed at the March 27, 2007 College Council meeting	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/March 27 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/March 27 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/GOALS - MPC Admin Svc 2006-2007 DRAFT.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/GOALS - MPC Admin Svc 2006-2007 DRAFT.pdf</a>

#### **Section 4. Planning: A Broad-Based Process**

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

##### **Description:**

The Monterey Peninsula College planning and resource allocation process, implemented by the College Council, is the institutional process into which all ideas for planning and requests for resource allocation flow [IB.4.1]. The Academic Senate plays a similar role for issues centering on academic and professional matters, as stipulated by the California Education Code. The planning and resource allocation process, described in detail in the introduction to Standard IB, is designed to be highly transparent and accessible to all campus personnel through College Council representatives, the division and area chairs on the advisory groups, and through the program review process. The program review process, the broad-based constituency of the College Council, and the role of the advisory groups are all carefully described in the introduction to Standard IB. A shorter description, emphasizing the broad-based nature of the planning and the efforts to improve institutional effectiveness is provided in the following paragraphs.

##### **The College Council and Broad-Based Planning**

The College Council is the primary broad-based constituency group that endorses planning, board policy, and resource allocation decisions. The scope and function of the College Council was recently over-hauled in 2007 shortly after the arrival of a new Superintendent/President. By design, the College Council is the principal, broad-based, shared governance committee that assures campuswide representation and broad-based dialogue on any issue that the Superintendent/President brings to the Board of Trustees [IB.4.2]. The College Council has broad representation. The three principal components of MPC's organizational structure—Academic Affairs, Student Services, and Administrative Services—are represented at College Council by the three vice presidents. Each of these three vice presidents receives input concerning issues of planning and resource allocation from their respective advisory groups, composed of the chair of each division or area in the component. Each of the division or area chairs brings information from the advisory groups back to their divisions or areas and receive feedback, which they bring back to the

advisory groups and then the College Council for further dialogue (see fig 1 in the introduction to Standard IB). Perspectives from a wide range of constituencies are also garnered through the College Council's diverse membership, which includes seven faculty members, including the Academic Senate and union presidents, four classified members, the three vice presidents, and two administrative management members. The Superintendent/President is a non-voting, ex-officio member.

The primary issues that the College Council addresses are those planning, board policy, and resource allocation issues that the Superintendent/President must bring to the Board of Trustees for approval. For planning, the College Council develops institutional goals every three years (described in detail in sections IB.2 and IB.3) and reexamines the mission statement every three years to ensure that it remains accurate and viable (described in detail in section IA.3) [IB.4.1]. For board policy issues, the College Council is the final committee that reviews and approves the recommended policies before the Superintendent/President brings them to the Board of Trustees. Before submittal to the College Council, proposed board policies are circulated to a wide variety of the shared governance committees which review the proposed policies with varying levels of scrutiny depending on the individual committee's role. The Policy and Communications Committee (PACC) controls distribution of proposed policies to various shared governance committees [IB.4.3]. For resource allocation issues, the College Council makes the final recommendations to the Superintendent/President with abundant input on prioritization from the three advisory committees.

The program review and associated action plan processes [IB.4.4] provide essential information on the needs of divisions and areas to the College Council and other shared governance committees responsible for particular aspects of resource allocation, such as the Information Technology and the Facilities Committee. The College Council ultimately recommends how resources should be allocated, based in large part on prioritized action plans and information in program reviews and their associated annual updates. The program review process is integral to the broad-based nature of the planning and resource allocation process, because it allows each staff and faculty member to participate with ideas or suggestions on how funds should be distributed. Program reviews are generated in each department on a regular cycle. Action plans are generated annually and each action plan, or resource allocation request, must support at least one of the three-year institutional goals. Lists of action plans are prioritized



first at the division or area level, second at the advisory groups, and finally at the institutional level by the vice presidents for final recommendation by the College Council.

### **Other Opportunities for Broad-Based Participation**

New faculty position prioritization, technology, and facilities planning are other processes that garner broad-based participation. All of these processes are informed by program review and generate recommendations that are submitted to the College Council. Each new faculty position request [IB.4.5] originates at the division or department level where needs identified in program review and quantitative and qualitative data are used to support the request. All of the requests are shared at the appropriate advisory groups where dialogue results in a prioritization of the requests. The exact procedure, by which this prioritization takes place, recently underwent considerable review and dialogue. The issue was how to best incorporate input from both the Academic Affairs Advisory Group (AAAG) and the Student Services Advisory Group (SSAG), both of which contain divisions or areas with faculty members. Requests for new faculty positions and the subsequent prioritization of these requests is exposed to widespread dialogue and review across many disciplines.

The Technology Committee [IB.4.6] and Facilities Committee [IB.4.7] also make recommendations about resource allocation after incorporating input from a broad-based constituency. The seats on their committees are broad-based and have multiple seats for faculty and classified representation. Program review, annual updates, and action plans from all areas of campus inform their decisions. Both groups present plans to the College Council and appropriate advisory groups for input and approval.

### **Evaluation – Standard IB.4: MPC meets this standard.**

The planning process guarantees broad-based involvement and offers opportunities for input by appropriate constituencies. The College Council implements the planning and resource allocation process (See introduction to Standard IB), which integrates program review as well as a multitude of other shared governance committees. In addition, major constituencies are represented on the College Council itself, including the Academic Senate President, the Faculty Union President, classified staff, the management team, and the vice presidents.

In the area of curriculum and academic and professional matters, broad-based involvement is guaranteed by representation from

all of the instructional divisions on the Academic Senate and the Curriculum Advisory Committee. Examples of this kind of broad-based involvement in planning in these areas include the 2007 review of the mission statement [IB.4.8] and the development of 2007-2010 institutional goals [IB.4.9, 10]. The Academic Senate participated heavily in this process and requested faculty participation through All-Users emails [IB.4.11]. The Academic Senate goals were developed through the participation of Academic Senate representatives who engaged in dialogue with their own divisions about where the Academic Senate should be focused. The goals for the SLO Coordinator and the SLO Committee were developed in a similar manner.

Program review and action plans are an integral part of the planning and resource allocation process [IB.4.1]. Widespread participation in the program review process is additional evidence that planning is broad-based at MPC [IB.4.4]. The new faculty position prioritization process is a specialized process rooted in program review [IB.4.5]. Net new faculty position requests are reviewed by a variety of groups before being prioritized by the advisory groups and submitted to the College Council.

The planning process results in allocation of resources. Major initiatives toward which the College Council has recently recommended allocation of resources are all closely aligned with attaining the institutional goals. Examples include hiring a Dean of Economic Development and Off-Campus Programs and hiring two net new (non-replacement) faculty positions—a Math Learning Center Coordinator and a Physical Education faculty member that will lead the baseball program. A variety of action plan items have also been recommended for funding. The planning and resource allocation process is relatively new, having been established in 2007. Resources were allocated to initiatives aimed at serving MPC's student population before 2007 as well. Examples of these include efforts to establish the Education Center at Marina and the Public Safety Training Center at Seaside.

When resources are not available, the college has identified and secured alternative funding sources. The main obstacle to funding all of the funding requests to more fully serve students is the lack of adequate funding from the state of California. Most California community colleges are perennially and chronically underfunded. Unfortunately, most funding requests go unfunded. To augment state funding, Monterey Peninsula College has identified and secured alternative funding from a variety of sources. The first is the taxpayers within the service area. In 2002, voters

passed Proposition 39 Measure I, a bond for construction of new facilities and renovation of existing facilities and infrastructure. Since 2002, a variety of projects have been completed, including a new stadium, playing fields, infrastructure, gym floors, a child development center, and renovations to many classrooms. More projects remain on schedule to be completed soon, including a new Student Services building and renovation of the Business and Computer Science, Humanities, former Student Services, Physical Science, Life Science, Theater, and Music buildings [IB.4.12].

Another source of funds is local donations to the Monterey Peninsula College Foundation. The Foundation funds a variety of initiatives including annual academic excellence awards, which fund proposals from faculty members to improve student learning in a variety of areas. The Foundation has also contributed to a variety of facilities projects, enabling the college to upgrade the quality of facilities from what the state of California would have funded [IB.4.13].

The planning and resource allocation process has improved institutional effectiveness. MPC's mission statement is to meet the needs of a diverse student population in the service area. The planning and resource allocation process has helped the college meet those needs by allocating funds for the projects listed below, each of which serves the needs of a distinct group of students.

- Development of the Education Center at Marina has allowed convenient access to the college's diverse programs and services in the fastest growing region of its service area.
- Development of the Public Safety Training Center at Seaside allows the district to address the needs of students desiring training in public safety and positions the district to provide education in the area of homeland security. It also enables the district to serve the educational and training needs of local fire and police agencies.
- Realignment of administrative responsibilities to hire a Dean of Economic Development and Off-Campus Programs allows the district to address workforce and industry needs identified in workforce and community needs surveys.
- Allocation of bond funds allows the district to address the goals and objectives of the *Physical Master Plan* [IB.4.14] and recent updates [IB.4.12]. These efforts upgrade outdated infrastructure, dilapidated buildings, and, in some cases, unsafe facilities.

- Establishment of two net new (non-replacement) faculty positions allows the college to improve student learning in Physical Education (new baseball coach) and Math (new Math Learning Center Coordinator).
- Another faculty position was reconfigured after a retirement to create a full-time Cooperative Education position. This position strengthens the college's commitment to workforce and economic development, as stated in one of the 2007-2010 institutional goals [IB.4.15].

### Survey results

In the 2002 the Accreditation Faculty and Staff survey, 53 percent of respondents agreed that, "Program review processes are integrated into institutional evaluation and planning." In 2008, 68 percent of respondents agreed with the statement, "I know my area's program review and action plans are integrated into the college's planning and resource allocation process." Furthermore, 81 percent agree with the statement, "I am aware of an ongoing and broad-based dialogue about student learning at MPC." These results show that with the implementation of the planning and resource allocation process, more faculty and staff have been made aware of how the process works and believe that input and dialogue about the decisions are garnered from a wide swath of college constituencies.

### Plan – Standard IB.4:

None



**Evidence:**

Reference	Document	Link
IB.4.1	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IB.4.2	College Council Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council BylawsMarch2007.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council BylawsMarch2007.pdf</a>
IB.4.3	Policy and Communication Committee Web Site	<a href="http://mympc.mpc.edu/Committees/PACC/">http://mympc.mpc.edu/Committees/PACC/</a>
IB.4.4	Program Review examples	<a href="http://www.mpcfaculty.net/accreditation/ProgRev.htm">http://www.mpcfaculty.net/accreditation/ProgRev.htm</a>
IB.4.5	Faculty Position Request form and Prioritization process	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Faculty Request Form - Year 2009-2010.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Faculty Request Form - Year 2009-2010.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/Prioritization_Process-rev 7.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Prioritization_Process-rev 7.pdf</a>
IB.4.6	Technology Committee Web Site	<a href="http://mympc.mpc.edu/Committees/TechCommittee/">http://mympc.mpc.edu/Committees/TechCommittee/</a>
IB.4.7	Facilities Committee web site	<a href="http://mympc.mpc.edu/Committees/FacilitiesCommittee/">http://mympc.mpc.edu/Committees/FacilitiesCommittee/</a>
IB.4.8	Mission Statement discussed at the MPC Academic Senate, minutes April 3, 2008, April 10, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Minutes4-03-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Minutes4-03-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/2008-04-10_Senate_minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/2008-04-10_Senate_minutes.pdf</a>
IB.4.9	MPC Institutional Goals and Objectives discussed at Academic Senate, minutes April 5, 2007, April 19, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Minutes_4-5-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Minutes_4-5-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/Minutes_4-19-07.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Minutes_4-19-07.pdf</a>
IB.4.10	Institutional Goals at College Council, Minutes November 6, 2007, November 20, 2007, December 18, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 6 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 6 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 20 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 20 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Dec 18 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Dec 18 2007 Minutes.pdf</a>
IB.4.11	All Users e-mails from the Academic Senate President	<a href="http://www.mpcfaculty.net/senate/AllUsers.htm">http://www.mpcfaculty.net/senate/AllUsers.htm</a>
IB.4.12	Facilities Projects, priorities as of 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Facility Projects Priorities- CC and Brd approved 4-2008.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Facility Projects Priorities- CC and Brd approved 4-2008.pdf</a>
IB.4.13	MPC Foundation Web site	<a href="http://www.mpc.edu/foundation/Pages/MPCF_ABOUT_Default.aspx">http://www.mpc.edu/foundation/Pages/MPCF_ABOUT_Default.aspx</a>
IB.4.14	<i>Education-Facilities Master Plan 2004</i> and <i>Physical Master Plan, 2005</i>	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/MPC Education-Facilities Master Plan2004.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPC Education-Facilities Master Plan2004.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/MPCOctoberPMP.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPCOctoberPMP.pdf</a>
IB.4.15	2007-2010 Institutional Goals	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Institutional Goals 2007-10.pdf</a>

## Section 5. Communicating Data and Quality Assurance

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

### Description:

#### Data Collection

Monterey Peninsula College collects many different types of assessment data. The college collects data to assess enrollment and demographic trends as well as student achievement data. The college is starting a long-term campaign to assess student attainment of student learning outcomes (SLOs) and use them as an integral part of the planning and resource allocation process.

Enrollment and demographic data provide an overall view of the college's student population and allows comparison to the demographic data within its service area. These data are compiled in the MPC profile [IB.5.1]. Participation rates by city of residence, ethnicity, and gender are periodically monitored to ensure equitable access [IB.5.2 and *MPC Demographics* report].

Student achievement data, including retention, persistence, and student success data, are collected for each class every semester. These data are stored in excel spreadsheets available on the MPC intranet through the Office of Institutional Research. The data in the spreadsheets can be sorted by division, department, student cohort, or various other categories. These data are available to all faculty and staff at the college and are used regularly in program review self studies.

Students are regularly assessed for placement into English, ESL, and math courses at. The results are regularly compared to student achievement data to ensure that the college is placing students into the correct course and that they are achieving equitable access and have the best chance of success [IB.5.4].

The Career and Transfer Resource Center makes efforts to track Transfer Admission Agreements (TAAs) and actual transfers [IB.5.6]. This effort relies on students volunteering information for use by the college. The majority of transfer students avail themselves of the services provided by the Career and Transfer Resource Center and some students pursue transfer on their own.

Program review is the fundamental assessment of quality at the division and department level. Full program reviews are completed every five or six years for most programs and have an annual

update component. Program review data include student success, retention, and persistence data, job placement data for Career Technical Education (CTE) programs, and curriculum information. The program review process is currently being revised to include information about improving student learning based on the assessment of student attainment of SLOs. The results are used as the basis for improving instruction at the division and department level and for requesting resources through the planning and resource allocation process. These processes are described in detail in the introduction to Standard IB.

Student attainment of SLOs at the course level is currently recorded on the SLO assessment form. The form is designed to prompt department and division dialogue about student success at the course and program level [IB.5.7]. A revised Academic Affairs process was presented to the Academic Senate and College Council at the end of the spring 2009 semester and was endorsed by all of the shared governance committees. With this revised process SLOs will play a larger role in the program review process in the near future.

Some CTE programs, such as Nursing [IB.5.9], collect job placement data and use it in their analyses of effectiveness. In programs such as Nursing where the demand for new graduates is high, the job placement rate is outstanding. In other CTE programs, the data are more spotty and anecdotal.

Instructor evaluations are another type of assessment used to ensure the quality of teaching. The results are shared with the instructor undergoing evaluation, the evaluating team, and the supervisor. Instructor evaluations are filed in Human Resources [IB.5.10]. Classified and administration/ management personnel are systematically evaluated to ensure the quality of services in support of student learning [IB.5.11].

Finally, although not technically an assessment, quality of curriculum is assured through the efforts of the Curriculum Advisory Committee (CAC). The CAC is composed of faculty representatives from all the instructional areas as well as the articulation officer and an instructional dean [IB.5.14]. Course curriculum is reviewed at a minimum of every five years as part of the program review process. Course outlines of record are compared to criteria and standards of quality as outlined by Title 5 of the California Code of Regulations. In addition, certain CTE programs (e.g., Nursing, Dental Assisting, Medical Assisting, Fire Academy, and Police Academy) follow strict curricular guidelines from outside agencies. Monterey Peninsula College has chosen to adopt these

guidelines along with Title 5 of the California Code of Regulations as internal standards of quality. They are described in discipline-oriented accreditation reports which are approved by the Board of Trustees and subsequently shared with the public.

### Communicating Assessment Results

Monterey Peninsula College communicates assessment results to a variety of constituents and by a variety of methods. Assessment of student learning at the course and program level is often an integral part of discussion and dialogue at the department and division meetings. As use of the SLO Assessment Form [IB.5.7] becomes more widespread, the ensuing dialogue about student attainment of SLOs is becoming more widespread as well. Results of quality assessment are communicated to a general college constituency through program review, minutes of shared governance meetings, presentations by college leadership at flex days and at Board of Trustees meetings, and through All-Users emails. Assessment results are communicated to the general public through accreditation self evaluations, presentations at community events, presentations to the Board of Trustees, and through the Accountability Reporting for the Community Colleges (ARCC).

Assessments of student learning through the SLO process are currently recorded on the SLO Assessment Form [IB.5.7]. The results are used at the department or division level as a basis for dialogue about student learning and for planning strategies for the improvement of student learning. The revised Academic Affairs program review process includes incorporation of the themes currently within the SLO Assessment Form and annual update process. In the future, assessment of SLOs may be the fundamental way in which student learning is used as a basis for dialogue for improvement of effectiveness at Monterey Peninsula College.

The program review process is one of the fundamental ways by which results of quality assessment are communicated first to internal college audiences, and later to a more public audience through presentations to the Board of Trustees. Program review addresses quality in a variety of ways. It is described in detail in the introduction to Standard IB.

Internal review and dialogue within the college shared governance committees about the goals, proposals, action plans, and reports of various committees is another method of communicating quality assessment with internal audiences. Examples include three different committees, all of which used student achievement data supplied by the Office of Institutional Research. They

include the Basic Skills Committee, which investigated student success in a variety of basic skills courses [IB.5.15]; the Student Success Task Force, which investigated student success and persistence of a variety of student cohorts [IB.5.16]; and the Enrollment Advisory Committee which has investigated a variety of methods to improve enrollment, many of which involve ways to more efficiently and effectively serve student needs [IB.5.27].

College leadership regularly communicates quality assessments to its constituencies through the use of All-Users emails and presentations during flex days [IB.5.17, 18]. During the spring 2009 flex days, for example, the Academic Senate President communicated how the results of faculty and staff surveys in the area of institutional effectiveness have improved since the last accreditation cycle in 2002 [IB.5.28].

The college reaches out to and communicates quality to local governmental, educational, and business groups through presentations at their meetings. The Superintendent/President and/or vice presidents regularly attend these meetings, and report on these types of activities at every Board meeting. Examples of the kinds of groups that the Superintendent/President has met with include superintendents and principals meetings, Rotary Club meetings, City Council meetings, and City Manager groups [references for all these exist; check with Standard IVA for more details].

Monterey Peninsula College communicates quality assessment to the public through its website, through minutes from shared governance committees, and through events designed to bring college leadership together with leadership from business, community, and governmental organizations. The college website [[www.mpc.edu](http://www.mpc.edu)] contains information on the Board of Trustees, the Citizen's Bond Oversight Committee, as well as a variety of shared governance committees. The minutes from the Board of Trustees and these committees contain information on quality assessment and the available minutes can convey this information to the public. The Citizens' Bond Oversight Committee, for example, monitors bond-related expenditures and has quarterly public meetings where progress and expenditures related to the bond are reported [IB.5.21]. The meetings are open to the public and quality can be ascertained from the appropriateness and timeliness of bond-related expenditures. This group regularly reports positive progress and developments to the Board of Trustees.

Board of Trustees meetings are perhaps the most accessible, regularly scheduled events where the public can hear about the qual-

ity educational services offered at the college. A regular agenda item at the beginning of every board meeting is the “Institutional Report,” in which personnel from different programs or services delivers a presentation to the Board.

The annual President’s Address to the Community is another means by which the college communicates with the community. Organized by the Monterey Peninsula College Foundation, this event is designed to bring community business and government leaders together, meet college leadership, and hear the Superintendent/President give an address about the successes and accomplishment of the college and its students. Each year, a community member who has been instrumental in supporting some aspect of the college is honored with an award. In 2009, for example, the college honored Sherman Smith, a 32-year member of the Board of Trustees.

Accreditation self studies, mid-term reports and progress reports are perhaps Monterey Peninsula College’s most consistent quality assessments. These documents are reviewed by the advisory groups, the Academic Senate, and the College Council; approved by the Board; and available to the public on the college website and in the library [IB.5.8].

Finally, student achievement data is reported to the Accountability Reporting for the Community Colleges [IB.5.22]. Various types of student achievement and basic skills data are reported annually and are eventually made available to the public.

### **Evaluation – Standard IB.5: MPC meets this standard.**

Monterey Peninsula College communicates a variety of assessment results through a variety of channels. Program review, proposals and reports from a variety of committees, flex day presentations, and All-Users emails are all used to communicate quality assessment results to an internal audience. The college website; The President’s Addresses to the Community; and administrative participation at community, government, and business meetings are all used to communicate quality assessment results to a wider, public audience.

Monterey Peninsula College does a good job of communicating assessment results to internal audiences. Student achievement data are primarily communicated through the program review process. In Academic Affairs, participation in program review is widespread. Inclusion of student achievement data occurs in all program reviews. Participation and respect for the process is improving as a change in leadership has placed more emphasis on

review and dialogue with a support group during the process, at the Academic Affairs Advisory Group meetings, at College Council, and at Board of Trustees meetings.

The initiation of recent initiatives shows that communication of assessment quality through reports given by the Basic Skills Committee, the Student Success Task Force, and the Enrollment Advisory Committee has been excellent. Basic Skills funds from the State of California have recently been allocated [IB.5.23], [IB.5.24]. Criteria for judging proposals were based on assessments of quality undertaken by the Basic Skills Committee and then communicated to the college community through reports and dialogue at shared governance committee meetings.

Monterey Peninsula College’s communication of quality to the public is excellent. The most direct evidence that the college effectively communicates quality assurance to the public is through surveys of the public. In 2002, the college conducted a telephone survey of likely voters in the service area to ascertain whether they would likely vote for a facilities bond [IB.5.25]. The survey results indicated that the public does indeed view Monterey Peninsula College as a high quality institution and that, by inference, the college does indeed do an excellent job of communicating the quality of its offerings to the public. The results of the telephone survey show the following:

- 87 percent of respondents stated a favorable opinion of Monterey Peninsula College (1 percent did not know).
- 72 percent indicated that the “overall quality” of Monterey Peninsula College was either excellent or good (12 percent did not know).
- 67 percent indicated that the “quality of education” at Monterey Peninsula College was either excellent or good (18 percent did not know).

The results of the Noel-Levitz Student Satisfaction Inventory corroborate these findings. The item, “This institution has a good reputation within the community received a rating from students of 5.85 (out of 7).

As explained in Standard IA, the Office of Institutional Research conducted the Noel-Levitz “Student Satisfaction Inventory” (SSI). The Noel-Levitz Student Satisfaction Inventory is a survey instrument primarily designed for traditional-age students in undergraduate programs. The SSI asks students to respond to each item with a level of importance and a level of satisfaction. Students

respond to each item on a 1 to 7 Likert scale, with 7 being high. Average satisfaction scores are typically in a range of 4 to 5.

A less direct way to measure the degree to which the college communicates institutional quality to the public is to assess the number and quality of scholarships and financial contributions donated to MPC. The college has three major and several minor scholarships. These scholarships include three \$20,000 scholarships: the Baskin Scholarship, the Pister Scholarship, and the Matsui Scholarship. The college attracts these large scholarships, because institutional assurance has been effectively communicated to the donors. Well over a million dollars have been donated to improve college facilities over the years. Dollar amounts in six figures have consistently been donated through the MPC Foundation to improve specific facilities, including the large lecture forum and Language Lab in 2000, the Library and Technology Center in 2003-2005, and the Community Stadium and Fitness Center in 2006-2008. Such generous donations would not occur if the college had not effectively communicated the quality education it offers to the general public.

Another indirect way to measure the degree to which the college communicates institutional quality to the public is recognition of the high level of community participation in the MPC Foundation. The Foundation Board membership list looks like a “who’s who” of Monterey civic, business, and community leaders. The Board of Directors has 25 members and another 12 serve on an advisory council. The volunteer rate on the Foundation Board is unusually large and impressive, and speaks to the high quality of instructional and support programs that the college offers to the community and to the degree to which it has communicated this high level of quality.

### **Survey Results**

In 2008, 70 percent of respondents to Accreditation Faculty and Staff Survey agreed with the statement, “I know what progress MPC has made in achieving its goals during the last few years.” Because achieving goals and objectives is a demonstration of quality, this high percentage of faculty and staff shows that the college effectively communicates matters of quality to its employees.

### **Plan – Standard IB.5**

None

Standard IB: Improving Institutional Effectiveness

**Evidence:**

Reference	Document	Link
IB.5.1	MPC Profile	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/MPC_Profile2007.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MPC_Profile2007.pdf</a>
IB.5.2	Office of Institutional Research Web site	<a href="http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch">http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch</a>
IB.5.3	Retention and success rates	<a href="http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/Data Mining Spreadsheets/">http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/Data Mining Spreadsheets/</a>
IB.5.4	Course placements	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Update_English Writing Sample Validation Report.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Update_English Writing Sample Validation Report.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/ESL Writing Sample Validation Report_update.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ESL Writing Sample Validation Report_update.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/CTEP Validation Report.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/CTEP Validation Report.pdf</a>
IB.5.5	Persistence rates	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/2b. 2007-12-14 meeting - Persistence rates by Ethnicity.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/2b. 2007-12-14 meeting - Persistence rates by Ethnicity.pdf</a>
IB.5.6	Transfers	<a href="http://www.mpc.edu/studentsservices/ctrc/">http://www.mpc.edu/studentsservices/ctrc/</a>
IB.5.7	SLO Assessment form	<a href="http://www.mpcfaculty.net/senate/slo.htm">http://www.mpcfaculty.net/senate/slo.htm</a>
IB.5.8	MPC Accreditation self studies and reports	<a href="http://www.mpcfaculty.net/accreditation/home.htm">http://www.mpcfaculty.net/accreditation/home.htm</a>
IB.5.9	Nursing Job Placement Data	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/NursingJob-Placement.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/NursingJob-Placement.pdf</a>
IB.5.10	Faculty evaluation guidelines	<a href="http://mympc.mpc.edu/academics/AcademicAffairs/Faculty Evaluation Forms and Process/">http://mympc.mpc.edu/academics/AcademicAffairs/Faculty Evaluation Forms and Process/</a>
IB.5.11	Classified and Management/ Administration evaluation guidelines	<a href="http://mympc.mpc.edu/AdministrativeServices/HR/Pages/HRForms.aspx">http://mympc.mpc.edu/AdministrativeServices/HR/Pages/HRForms.aspx</a>
IB.5.12	Program review guidelines	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/ProgRevSelf-Study10-4-05.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgRevSelf-Study10-4-05.pdf</a>
IB.5.13	Program review reports	<a href="http://www.mpcfaculty.net/accreditation/ProgRev.htm">http://www.mpcfaculty.net/accreditation/ProgRev.htm</a>
IB.5.14	Curriculum Advisory Committee	<a href="http://mympc.mpc.edu/Committees/CAC/Pages/CAC MeetingMinutes.aspx">http://mympc.mpc.edu/Committees/CAC/Pages/CAC MeetingMinutes.aspx</a>
IB.5.15	Basic Skills Initiative data	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/2c. 2007-12-14 meeting - Basic Skills Initiative data.xls">http://www.mpc.edu/information/accreditation/Standard 1B/2c. 2007-12-14 meeting - Basic Skills Initiative data.xls</a>
IB.5.16	Student Success Task Force Data	<a href="http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/Shared Documents/Forms/AllItems.aspx?RootFolder=%2fPresidentsOffice%2fInstitutional Research%2fShared Documents%2fc %2d Student Success&amp;Folder">http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/Shared Documents/Forms/AllItems.aspx?RootFolder=%2fPresidentsOffice%2fInstitutional Research%2fShared Documents%2fc %2d Student Success&amp;Folder</a>
IB.5.17	President's "All Users" email updates	<a href="http://www.mpcfaculty.net/accreditation/president.htm">http://www.mpcfaculty.net/accreditation/president.htm</a>
IB.5.18	Academic Senate President All Users e-mail	<a href="http://www.mpcfaculty.net/senate/AllUsers.htm">http://www.mpcfaculty.net/senate/AllUsers.htm</a>



Reference	Document	Link
IB.5.19	President's address to the community	<a href="http://www.mpcfaculty.net/accreditation/president.htm">http://www.mpcfaculty.net/accreditation/president.htm</a>
IB.5.20	Board of Trustees presentations	<a href="http://www.mpc.edu/GoverningBoardofTrustees/Pages/GoverningBoardofTrusteesMinutes.aspx">http://www.mpc.edu/GoverningBoard of Trustees/Pages/Governing Board of TrusteesMinutes.aspx</a>
IB.5.21	Citizens' Bond Oversight Committee	<a href="http://www.mpc.edu/mpcbond/CitizensBondOversight">http://www.mpc.edu/mpcbond/CitizensBondOversight</a>
IB.5.22	ARCC	<a href="http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx">http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx</a>
IB.5.23	College Council minutes November 18, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 18 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Nov 18 2008 Minutes.pdf</a>
IB.5.24	Basic Skills proposal guidelines	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/BSI FUNDING REQUEST FORM FINAL 2009-10.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/BSI FUNDING REQUEST FORM FINAL 2009-10.pdf</a>
IB.5.25	2002 Telephone survey for the bond	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/bondsurvey2002.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/bondsurvey2002.pdf</a>
IB.5.26	Core Indicators for CTE	<a href="http://webdata2.cccco.edu/Summary_export.cfm">http://webdata2.cccco.edu/Summary_export.cfm</a>
IB.5.27	Enrollment Advisory Committee	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/June 17 2008 -EAC Enrollment Goals 2007-09.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/June 17 2008 -EAC Enrollment Goals 2007-09.pdf</a>
IB.5.28	Spring 2009 Flex day presentation	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Spring09.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Spring09.pdf</a>

## Section 6. Reviewing the Planning and Resource Allocation Process

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

### Description:

Essentially all of the college's processes have been reviewed and revised in the last six years. Until about 2006, MPC's planning was under the purview of the Strategic Planning Steering Committee (SPSC). That committee, after review by an interim Superintendent/ President in 2005-2006 and a new Superintendent/President in fall 2006, was disbanded. The whole planning process was extensively reviewed during these years. Responsibility for planning was assigned to the College Council (see the introduction to Standard IB) [IB.6.1]. A new planning and resource allocation process was introduced and implemented in 2007 [IB.6.2]. (See the introduction to Standard IB). The new planning and resource allocation process has redefined how planning, goal setting, evaluation of goals and objectives, and the allocation of resources is accomplished. The planning and resource allocation process has been reviewed each year since 2007, and small revisions have been implemented each time [IB.6.3]. With its improved transparency over the former system, participation and confidence in the system have improved throughout the institution.

### Evaluation – Standard IB.6: MPC meets the standard.

Annual evaluation is an integral part of the planning and resource allocation process [IB.6.2]. Each year, the vice presidents from each of the college components—Academic Affairs, Student Services, and Administrative Services—report to the College Council on the progress that they have made on their annual component goals. This is a very transparent way to demonstrate accomplishment of goals and objectives, as well as a way to evaluate progress and the efficiency of the whole process.

Monterey Peninsula College regularly reviews and modifies all aspects of its planning and resource allocation process [IB.6.3]. All aspects of these processes and plans have been reviewed and revised in the last six years. Although these reviews are not “systematic” in that there is no predefined time period in which to engage in these reviews, all of the major processes are reviewed for their effectiveness within a six-year accreditation cycle.

As part of its quest for continuous quality improvement, the college has reviewed and revised other processes in the last few years, most of which have planning or resource allocation implications. Many of these reviews and revisions were caused by the budget crisis, which has prompted review, reflection, and prioritization of all the things that the college does. As examples, the college is currently reviewing the following aspects of its operations:

**The Schedule.** The district currently has an “early spring” semester that is not widely used. To improve efficiency, Monterey Peninsula College is considering eliminating the early spring semester and implementing longer and more flexible summer sessions.

**The Catalog.** The district has switched to publishing its catalog from annually to every two years. Updates are published online. These changes will increase college efficiency.

**Relationships with Local Industry.** Monterey Peninsula College has recently established a position of Dean of Economic Development and Off-Campus Programs. The goal here is to increase partnerships with local industry and to become more efficient at meeting the needs of students who desire local employment.

**Organization of Academic Affairs.** The college is currently considering the internal organization of the Academic Affairs component. One of the concerns is giving the Career Technical Education programs all of the administrative support they need in order to thrive and grow. Currently, these programs are organized into a variety of instructional divisions. This reorganization effort led to a series of retreats that enabled Career Technical Education faculty and administrators to reflect together on the kinds of support that their programs needed in order to thrive.

**Leadership for the Library.** The Monterey Peninsula College Library Director position has been vacant for the last few years. Two searches failed to attract quality applicants. To rectify this situation, MPC hired an outside consultant to advise the college on how to structure the oversight of its library and learning centers so that a qualified applicant could be found.

### Plan – Standard IB.6:

None



**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IB.6.1	College Council Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council BylawsMarch2007.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council BylawsMarch2007.pdf</a>
IB.6.2	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IB.6.3	Planning and Resource Allocation Process revised at College Council, Minutes March 4, 2008, September 16, 2008, October 7, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council March 4 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council March 4 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Sept 16 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Sept 16 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 1B/College Council Oct 7 2008 Agenda.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/College Council Oct 7 2008 Agenda.pdf</a>

## Section 7. Improving Programs and Services

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

### Description:

Monterey Peninsula College systematically assesses its evaluation mechanisms when it reviews its program review and faculty and staff evaluation processes. By reviewing these processes, the college seeks to improve instructional programs, student support services, and library and other learning support services.

### Program Review

Program review processes have been reviewed and revised a few times since the last accreditation visit as explained earlier in this standard. The Academic Affairs program review process was revised in 2004 [IB.7.1] and again in 2009 [IB.7.2]. One of the most important changes that occurred during the 2009 revision cycle was the incorporation of SLOs into the Academic Affairs program review process. Instructional divisions can now use student attainment of SLOs, and the integrated dialogue, as rationale for resource allocation requests. In this way, the college has linked the SLO process with the planning and resource allocation process.

The Student Services program review process was reviewed and revised in 2008. It also incorporated student learning outcomes [IB.7.3]. The Administrative Services program review process was reviewed and revised in 2006 [IB.7.4].

For many years, the college has evaluated the effectiveness of its instructional programs and student services by using student achievement data [See Standard IB introduction], which includes student retention, success rates, persistence, completion rates, and other metrics easily obtainable from add/drop records and course grades. As of this writing, at the behest of the accrediting agency, the college has implemented and is gaining proficiency at assessing student learning by utilizing student learning outcomes. This shift in how to gauge institutional effectiveness, *from* using student achievement data *to* evaluating student attainment of student learning outcomes is a substantial one and will continue to be a multi-year effort. This shift is manifested in the changes from the 2004 Academic Affairs program review guidelines to the 2009 guidelines [IB.7.1].

Monterey Peninsula College has established student learning outcomes for nearly all of its courses and programs, including the General Education requirements that most transfer and CTE students embark upon [IB.7.7, 8]. It has provided reassigned time so that an SLO coordinator can organize these efforts. It has defined a series of goals and objectives involving SLOs for the 2008-2010 academic years [IB.7.9]. Processes are in place for the student attainment of student learning outcomes at the course level. The college is in the process of developing strategies for assessment of student attainment of the student learning outcomes in programs, and services. An SLO Assessment Form is in place and designed to be used each semester by instructors teaching courses [IB.7.10]. The SLO Assessment Form is designed to prompt between instructors in efforts to improve student learning. In 2009, the SLO Assessment form was incorporated into the program review process for Academic Affairs [IB.7.1]. Student Services incorporated SLOs into their program review guidelines in 2008 [IB.7.3]. As of this writing Student Services are also developing ways to assess these outcomes for their services.

### Faculty and Staff Evaluation

Faculty and staff evaluation processes are reviewed on an as needed basis [IB.7.5], [IB.7.6]. Both have been reviewed and revised since the last accreditation cycle as a means of improving instructional programs, student support services, and library and other learning support services. These changes are fully described in Standard IIIA.

### Evaluation – Standard IB.7: MPC meets the standard.

Monterey Peninsula College uses its program review and faculty and staff evaluation processes to systematically assess its evaluation mechanisms as the college works to improve instructional programs, student support services, and library and other learning support services.

In the past, program review evaluation mechanisms have emphasized student learning and support (programs responded to questions relevant to student achievement data, enrollments, course scheduling, sequencing of courses, timing of course offerings, job placement, student satisfaction, and persistence rates, among other things). In the most recent program review revisions, processes in both Academic Affairs and Student Services include evaluation mechanisms relevant to student learning outcomes, which is a major shift for the college.

Although the evaluation mechanisms used for faculty and staff evaluations have not undergone significant change, they have recently been reviewed and updated.

**Plan – Standard IB.7:**

None.

**Evidence:**

Reference	Document	Link
IB.7.1	Academic Affairs program review guidelines for 2004-2009	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/ProgRevSelf-Study10-4-05.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgRevSelf-Study10-4-05.pdf</a>
IB.7.2	Academic Affairs Guidelines, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ProgramReviewAcadAffairs2009.pdf</a>
IB.7.3	Student Services program review guidelines	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/2007_Student_Services_Program_Review_Process.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/2007_Student_Services_Program_Review_Process.pdf</a>
IB.7.4	Administrative Services program review guidelines	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/ASAGProgram_Review_Template.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/ASAGProgram_Review_Template.pdf</a>
IB.7.5	Faculty evaluation	<a href="http://mympc.mpc.edu/academics/AcademicAffairs/Faculty Evaluation Forms and Process/Forms/AllItems.aspx">http://mympc.mpc.edu/academics/AcademicAffairs/Faculty Evaluation Forms and Process/Forms/AllItems.aspx</a>
IB.7.6	Classified evaluation form	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/Classified Staff Evaluation Form.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/Classified Staff Evaluation Form.pdf</a>
IB.7.7	SLO Master List	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/MegaTable.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/MegaTable.pdf</a>
IB.7.8	General Education Outcome (GEO) Powerpoint presentation	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/GEOs.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/GEOs.pdf</a>
IB.7.9	Goals and objectives for the SLO committee and Coordinator	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/benchmarks_5-08.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/benchmarks_5-08.pdf</a>
IB.7.10	The SLO Assessment Form	<a href="http://www.mpc.edu/information/accreditation/Standard 1B/SLO_form.pdf">http://www.mpc.edu/information/accreditation/Standard 1B/SLO_form.pdf</a>



# Monterey Peninsula College Institutional Self Study Report

## Standard IIA: Instructional Programs





## Standard IIA: Instructional Programs

### List of Contributors

<b>Contributor</b>	<b>Position</b>	<b>Area</b>
Michael Gilmartin, Co-Chair	Dean	Academic Affairs
Dr. Anita Johnson, Co-Chair	Instructor	English
Kathleen Baker	Coordinator	Career/Transfer Center
Diane Boynton	Division Chair/Instructor	Humanities/Speech Communication
Heather Faust	Instructor	Anatomy
Dr. Alan Haffa	Instructor	Gentrain/English
Elizabeth Harrington	Matriculation/Articulation Technician	Counseling/Matriculation
Dr. Alfred Hochstaedter	Instructor/Academic Senate President	Earth Sciences
He Seon Ihn	Curriculum/Scheduling/Catalog Technician	Academic Affairs
Sarah Mawhirter	Director/Instructor	Women's Programs/Women's Studies
Susan Walter	Counselor	Counseling
Dr. Todd Weber	Instructor	Philosophy

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.



## Section 1, 1.a: Instructional Programs

### Section 1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

### Section 1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

#### Description—Section 1, 1.a:

##### Meeting the Mission of the College

The mission statement of Monterey Peninsula College reads as follows:

MPC is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts, MPC seeks to enhance the intellectual, cultural and economic vitality of our diverse community.

Monterey Peninsula College is first and foremost committed to student learning, as is obvious from its mission statement. This commitment is reflected in MPC's programs, and these are aligned with its purposes and student population. To ensure that all instructional programs address and meet the mission of the college, a rigorous program and curriculum review process is followed. This process is fully described in the introduction to Standard IB and in the "Program Review and Planning" section of this standard.

##### Identifying the Educational Needs of Students

Monterey Peninsula College is committed to meeting the educational needs of its students. To ensure a clear understanding of such needs, data regarding the community and its students is analyzed on a consistent basis. The *MPC Profile* [IIA.1.1], developed by the Office of Institutional Research; periodic community needs assessments [IIA.1.2] which determine what kind of courses people in the service area desire; and scheduling surveys

administered to students [IIA.1.3] allow the college to learn more about its students' educational needs and interests, as well as the kinds and timing of courses students need and want. As trends relevant to educational needs and expectations are recognized, instructors and program administrators prioritize the development of courses and services to assist students in achieving their educational goals.

##### Responding to MPC's Diverse Communities

Monterey Peninsula College continues to survey its communities to discern how best to support their diversity, demographics and economy. For example, after reviewing data from the *MPC Profile* and periodic community needs assessments, the Enrollment Advisory Committee (EAC) established the following goals [IIA.1.4]:

- Increase the number of Latino students from the Marina/Seaside area.
- Increase the number of African-American students from the Marina area.
- Augment course offerings to better accommodate or meet the needs of the military and their dependents.
- Increase training offered to meet local workforce and employer needs.

Plans were developed to support these goals, and progress has been made. For example, a student ambassador program was developed, a Spanish language phone message was created, and bilingual staff members were hired to respond to the needs of Latino students and community members. A Dean of Instruction for Economic Development and Off-Campus Programs was also recently hired to ensure that MPC offers timely programs for the communities it serves. Toward that end, the Dean of Economic Development and Off-Campus Programs has been working to establish partnerships with a variety of educational institutions and community organizations including the Monterey Peninsula and Marina Chambers of Commerce, the Monterey County Hospitality Association, Monterey County Business Council and the California Homeland Security Consortium based at the Naval Postgraduate School. In addition, the dean serves on the education committees of both the Monterey Peninsula Chamber of Commerce and the Monterey County Hospitality Association.

### **Meeting Diverse Educational Needs**

Monterey Peninsula College works diligently to meet diverse educational needs. It considers the educational needs of transfer students, as well as those seeking Career Technical Education and lifelong learning. To meet the educational needs of transfer students, MPC's Articulation Office gathers information to ensure that the General Education aspect of the college's degree requirements are designed to exactly match the GE requirements of University of California (UC) and California State University (CSU) campuses. Given that transfer students have diverse interests and abilities, a broad range of courses have been designed and regularly offered that meet specific GE areas.

To meet the educational needs of students interested in Career Technical Education (CTE) programs, the college works with industry advisory boards to develop student learning outcomes and objectives that will prepare students for success as they enter the workforce.

To meet the educational needs of students interested in lifelong learning, the college provides numerous educational avenues. One of its most well-received programs is Gentrain. The Gentrain program offers interdisciplinary and team-taught courses in World Civilization designed to assist the older adult student in appreciating the importance of family, community, and global connections. Additionally, the Gentrain program is supported by the Gentrain Society, an auxiliary organization with nearly eight hundred members that offers cultural events, seminars, and trips targeting the older adult population in the community.

Regardless of education goals, the college recognizes that educational needs and interests change. Both courses and programs have been and continue to be developed or revised in response to the changing educational needs and interests of MPC's basic skills, transfer, career, and lifelong learning students. Monterey Peninsula College has a placement process in place to ensure that all students seeking to transfer or complete an associate degree acquire fundamental academic skills. Currently English (reading and writing) and math placement tests are administered to most of the college's first year students, and English as a Second Language (ESL) placement tests are administered to students seeking to enroll in ESL courses. Only students who declare personal enrichment as a goal are exempt from taking placement tests. These tests direct students to classes at appropriate levels, so they can develop the necessary skills to further their academic work. Another example of course and program development/

revision relates to the scheduling of classes. When students began to express an interest in enrolling in non-traditionally scheduled classes, online courses were developed, and course schedules were reviewed with an eye toward making courses more readily available at different times and on different days of the week. Monterey Peninsula College now offers a variety of online courses, including such diverse disciplines as art, business, child development, English, history, mathematics, political science, and psychology. It is also offering more early morning, mid to late afternoon, one-day-a-week, and short-term classes; and enrollments have, in many cases, reflected strong student interest. In addition, Supportive Services and Instruction meets the needs of students with disabilities.

### **Assessing Progress toward Achieving Learning Outcomes and Educational Goals**

Given the college's commitment to student learning, student learning outcomes and/or course objectives have been established for all courses, and these are assessed regularly. In 2008, a process was developed in which instructors were asked to complete a form entitled "Student Learning and Pedagogical Challenges and Choices." After responding to questions related to assessment methods, student preparedness, student level of attainment, and pedagogical choices, instructors were then asked to discuss their responses with like instructors and consider if any new information was gleaned and/or changes should be forthcoming. A new form will now be used; "Instructor Reflections on Student Learning" is similar to the previous form, but focuses more on evaluation methods and less on student preparedness. It is to be used in concert with a form called "Program Reflections on Student Learning" [IIA.1.5], which is designed to capture the dialogue between instructors teaching like courses.

To further ensure that students' educational needs and goals are supported through its courses and programs, MPC consistently reviews its programs and services through a five-year and six-year program review process, as well as through annual updates of program reviews. These needs and goals are reflected in persistence rates; transfer data; job placement data; core indicators for CTE [IIA.1.6]; self-studies such as for Basic Skills; climate or student satisfaction surveys; and student activity records from the Library Technology Center, Reading Center, the English and Study Skills Center, and ESL Lab.

**Evaluation—Standard IIA.1, 1.a: MPC meets the standard.**

Monterey Peninsula College ensures that its programs, regardless of location or means of delivery, address and meet the mission of the institution through a rigorous program review process. It also examines a variety of data to determine if the college is addressing the needs of its intended students in its instructional program offerings. Based on the college's community needs assessments, successful transfer rates, and successful job placement for students in the CTE programs, such as Nursing and Automotive Technology, MPC is meeting student and community needs. Research drawn from these same sources as well as scheduling surveys [IIA.1.7]; focus groups, such as students reviewing the look and feel of the Schedule of Classes; and Enrollment Advisory Committee surveys reflects overall student and community satisfaction with MPC's instructional programs.

The college, though pleased with its continuous efforts to meet the educational needs of its students and communities, is aware that continuous quality improvement is possible. The Enrollment Advisory Committee, after reviewing a variety of data, determined that the college could take further steps to address specific educational needs as they relate to the college's "at risk" student population, the military and its dependents, area businesses, and the Latino and African-American members of Marina and Seaside. After identifying the educational needs of these groups, the college created plans and activities to support those plans as well as the following task force and committees:

- Student Success Task Force
- Enrollment Advisory Committee
- Basic Skills Committee

Plans and activities are underway to improve retention for "at-risk" students during their first year and between their first year and their second year, improve communication between the various student instructional support programs (English Study Skills Center (ESSC), Math Learning Center, tutoring, TRIO, etc.) and between these programs and the "traditional" instructional programs, increase the diversity of the MPC student population to match that of the service area, and make effective program modifications to augment or adjust course offerings to better accommodate or meet the needs of the military and their dependents. Monterey Peninsula College is also working to ensure that dialogue about student learning is ongoing; the "Instructor Reflections on Student Learning" and "Program Reflections on Student Learning" forms will act as a concrete reminder of why

the college exists: to provide excellent educational programs and services to its diverse communities.

As explained in Standard IA, the Office of Institutional Research conducted the Noel-Levitz "Student Satisfaction Inventory." The Noel-Levitz Student Satisfaction Inventory is a survey instrument primarily designed for traditional-age students in undergraduate programs. The SSI asks students to respond to each item with a level of importance and a level of satisfaction. Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Average satisfaction scores are typically in a range of 4 to 5.

The results of the Noel-Levitz Student Satisfaction Inventory (SSI) [IIA.1.8], administered to students during spring 2009, support the assertion that MPC meets the needs of its students. Students gave an overall satisfaction rating of 5.58 (out of 7) on the scale "Responsiveness to Diverse Populations," which assesses the degree to which the institution is committed to serving the needs of various student population groups. Similarly, students feel that the quality of instruction is high and that their instructors are knowledgeable, caring, and available. This is evidenced by a satisfaction rating of 5.61 (out of 7) on the Noel-Levitz SSI scale "Instructional Effectiveness".

**Plan – Standard IIA.1, 1.a:**

None

## Standard IIA: Instructional Programs

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### Evidence

Reference	Document	Link
IIA.1.1	MPC Profile	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/MPC Profile Enrollment and Demographic Trends – 2009.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/MPC Profile Enrollment and Demographic Trends – 2009.pdf</a>
IIA.1.2	Comm. Needs Assessments	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Resident Needs Assessment - 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Resident Needs Assessment - 2008.pdf</a>
IIA.1.3	Scheduling Preference Surveys	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Scheduling survey Results - 2007 Fall.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Scheduling survey Results - 2007 Fall.pdf</a>
IIA.1.4	EAC Goals	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/EAC-Enrollment-Goals-2007-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/EAC-Enrollment-Goals-2007-09.pdf</a>
IIA.1.5	SLO Assessment Form	pp. 21-22 <a href="http://www.mpc.edu/information/accreditation/Standard 2A/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/ProgramReviewAcadAffairs2009.pdf</a>
IIA.1.6	CTE Core Indicator Reports	<a href="http://reports.cccco.edu/Reports/Pages/Folder.aspx?ItemPath=%2fPERKINS+IV&amp;ViewMode=List">http://reports.cccco.edu/Reports/Pages/Folder.aspx?ItemPath=%2fPERKINS+IV&amp;ViewMode=List</a>
IIA.1.7	March 2009 Student Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Student_Survey_Ed_Center_at_Marina-RESULTS.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Student_Survey_Ed_Center_at_Marina-RESULTS.pdf</a>
IIA.1.8	2009 Noel-Levitz Student Satisfaction Inventory	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Monterey Peninsula College vs California Comparison - 5-2009.htm">http://www.mpc.edu/information/accreditation/Standard 2A/Monterey Peninsula College vs California Comparison - 5-2009.htm</a>

## Section 1.b, 2, 2.d and 2.g: Instructional Delivery Systems

### Section 1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

### Section 2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

### Section 2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

### Section 2.g

If an institution uses departmental and/or program examinations, it validates their effectiveness in measuring student learning and minimizes text biases.

### Description—Section 1.b, 2, 2.d, 2.g:

#### Teaching and Learning: A Cooperative Enterprise

Monterey Peninsula College faculty members recognize and appreciate the inherent relationship between teaching and learning. Course content, instructional methods, and student learning needs and styles must work in tandem for learning to occur. Thus, processes are in place, committees provide oversight, and colleagues often interact to ensure that appropriate teaching methodologies are in use. Dialogue concerning the appropriate credit type, delivery mode, and location of courses and programs occurs at the department and division level initially. Other groups involved in this process include the Academic Affairs Advisory Group, the Curriculum Advisory Committee, the MPC Education Center at Marina Project Team, the Distance Education Task Force, the Academic Senate, and the Academic Affairs administrative team.

Methods of instruction are determined by faculty for all courses and are clearly indicated on the official course outline of record.

Various disciplines have worked to identify the diverse needs and learning styles of their students and provide the best method of delivery for instruction. Within a college department and division, faculty may employ a range of instructional strategies, including lecture, group work, portfolio or project-based work, lab-based teaching, online learning including hybrid modality, collaborative strategies, integration of creative media, studio work, presentation and debate within the classroom context, and individually designed course approaches. Any course, no matter how it is delivered, must conform to the course content and course objectives in the course outline, which is provided to all faculty who teach the course and can be found on the MPC website. Thus, developmental, pre-collegiate, short-term training, and Career Technical Education, as well as courses offered through instructional agreements, conform to the course content and course objectives in the course outline. International students enroll in the same college classes as resident students.

#### Course and Program Review

The quality of all Monterey Peninsula College courses and programs is centered in the collegial and professional internal review of all aspects of the college's instructional development. Individual faculty originators must submit new courses and programs to their department, division, Curriculum Advisory Committee, and the Board of Trustees for approval. A chapter in the Curriculum Basics Handbook [IIA.1.b.1], which is available to all faculty, describes the process for submitting new programs and courses.

All new credit programs must supply information on appropriateness to the college mission, need, curriculum standards, resources, and compliance with any licensing or accreditation standards prior to being considered for approval. Examples of new programs include the Great Books program in the Humanities Division [IIA.1.b.2], beginning in fall 2009. The Women in Leadership certificate program, under development in the Women's Studies program is an interdisciplinary opportunity for students to develop academic, communication and personal life skills. New CTE programs must also submit labor market information, employer surveys, and recommendations from their advisory committee to be considered for approval.

The Curriculum Advisory Committee reviews each course to ensure that it meets the standards of rigor and high quality. The Committee also reviews compliance with Title 5 and the Education Code, as well as standards for quality for distance education courses.

Once approved, all courses and programs are put on the college's program review schedule and reviewed every five years. CTE programs are also reviewed every two years as required by California Education Code §78016. The program review process has been developed to evaluate the quality of all of the college's programs and includes both quantitative and qualitative measures of both student achievement and an evaluation of student learning. The college's current program review process was revised by a subcommittee of Academic Affairs Advisory Group in 2004 and again in Spring 2009. The revised program review process has been redesigned to assist faculty in reviewing student learning outcomes and their assessments, establishing clear five-year goals as well as plans to achieve those goals, and tracking the goals and plans on a yearly basis through annual program review updates and action plans [IIA.1.b.3].

### **Instruction Outside of "Business as Usual"**

**Older Adult Education.** All older adult education courses receive the same rigorous oversight as on-campus courses. Courses follow the same course approval process as all other MPC courses. In addition, all new noncredit courses, which includes older adult courses, must receive Chancellor Office approval. Also, all older adult instructors are hired using the same institutional hiring criteria as other faculty.

**Short-Term Courses.** All short-term courses receive the same rigorous oversight as semester long courses. Courses follow the same course approval process as all other courses, and instructors are hired using institutional hiring procedures and evaluated by MPC standard faculty evaluation processes.

**International Student Programs.** Monterey Peninsula College's International Student Programs (ISP) require all international students, regardless of visa type, to enroll in the same classes with the same requirements as all domestic students. In other words, they enroll in the regular academic curriculum. Although the International Student Program does not offer a study abroad program, it does assist students in obtaining scholarships to study in other countries through the California Colleges for International Education (CCIE) consortium.

**Instructional Service Agreements.** The district offers instructional agreement courses in certain programs to meet the needs of its diverse communities. These courses are monitored to ensure that instruction reflects the same quality as on-campus instruction. The curriculum for these courses goes through the same

approval process as other MPC courses. The instructors, even though they are employees of the other organization, must meet the same minimum qualifications as regular community college instructors.

Law enforcement and fire contract courses must also meet California Commission on Peace Officer Standards and Training (POST) or Cal Fire instructor requirements. In both cases, instructors must take instructor development courses that are state approved in order to teach. The curriculum for these courses is approved through the existing MPC course approval process. It is also approved by POST or the State Fire Marshall's office. These are very prescriptive curriculums which must be followed.

In the case of other instructional service agreements, the method of oversight varies. In Theatre Arts, for example, the college's theatre arts instructors are involved with the various theater productions operating under instructional service agreements. Monterey Peninsula College instructors developed the curriculum that the off campus theaters use, so there is a direct connection. Also the qualifications of the instructors who teach these theatre arts classes off-site are also reviewed and recommended by the college's Theatre Arts Department.

Instructional service agreements in Physical Fitness, Interdisciplinary Studies, Marine Science and Technology, and Sailing and Navigation are monitored closely to ensure that courses taught in these disciplines meet college standards. The courses follow the same course approval process as on-campus courses, instructors meet minimum qualifications, and organizations are visited annually to ensure programs are in compliance regarding curriculum, instruction, and safety.

Finally, Park and Recreation courses are developed by the California Department of Parks and Recreation. Each of these courses again must go through MPC's approval process. Some of these courses are approved by the California Commission on Peace Officer Standards and Training (POST), a special fund agency that develops and administers selection and training standards for the betterment of California law enforcement. Also, a number of these courses are part of the college's apprenticeship program, which is overseen by a joint apprenticeship advisory committee. This committee includes representatives of the Park Ranger Employee Association, the California Department of Labor, and the California Department of Parks and Recreation. The other courses are supervised by the person who is in charge of training for the Park system.



**Off-Campus Instruction: In District.** All courses taught off campus and in district receive oversight by on-campus programs. Courses follow the same course approval process as on-campus courses, and instructors are hired and evaluated as other MPC faculty using institutional hiring and evaluation criteria.

**Distance Education.** The college provides a variety of courses via distance education to meet the needs of students. Even though the college offers less than 50 percent of its courses via distance education, students can meet all of the MPC Associate degree General Education requirements, except the natural science lab requirement through the online mode of delivery. Distance education courses are listed in a separate section of the College Catalog and Schedule of Classes for easy access by students. All distance education courses have the same content, course objectives and student learning outcomes as on ground courses. There is a separate distance education form that is submitted with each course outline proposed for distance education. This form addresses such issues as how the instructor will ensure the content and objectives are the same as the on-ground course, how the instructor will ensure that student learning is occurring, what instructional methodology is used, and what provisions are made for student support. Each distance education course is also reviewed by the Dean of Instruction for Economic Development and Off-Campus Programs prior to being submitted to the Curriculum Advisory Committee for approval. A separate review is conducted by the Media Services (Instructional Technology) Department to ensure that courses offered via distance education are Americans with Disabilities Act (ADA) compliant.

Many departments have developed hybrid courses where up to 49 percent of the instruction is online. These courses are also reviewed by CAC for the appropriate use of the technology.

Dialogue is ongoing concerning distance education program possibilities and opportunities in the Distance Education Task Force. This group contains representatives of the college Curriculum Advisory Committee, the Academic Senate, the Instructional Technology Department, and administration [IIA.1.b.4].

### **Instructional Support**

Monterey Peninsula College provides instruction on and off campus and through various avenues. In doing so, the college offers various forms of instructional support both in and out of the traditional classroom. These forms of instructional support include information technology, learning styles assessment, learning

centers, computer labs, and learning support for students with diverse needs,

### **Information Technology**

Media Services (MS)/Instructional Technology along with Information Technology (IT) plans and maintains periodic replacement of technology and provides support for the network and smart classrooms. There are 93 smart classrooms/smart labs districtwide—89 on the Monterey campus, four at the Education Center at Marina, and six planned for the Public Safety Training Center. There is also an Instructional Technology and Development Lab on the third floor of the library to assist faculty and staff and a Student Media Development room to assist students with their technology needs. The computers in the Student Media Development room also have course-specific software requested by faculty.

The effectiveness of various modes of instruction such as those used in learning labs, open entry/open exit courses, work experience courses, distance education, and others are evaluated in the regular program review process for each division.

### **Learning Styles Assessment**

Learning style assessment occurs in a variety of ways, through individual student conferencing with faculty, English and Study Skills Center workshops, resources in Student Support Services areas, counseling and advising settings, Personal Development 50 classes and Learning Center staff and professionals.

Faculty are cognizant of learning styles and informally assess them in many settings. Faculty have attended workshops and trainings on various pedagogical approaches such as Basic Skills Initiative summer workshops, reading conference, etc. for continued training in the recognition of students' diverse learning styles. Extended training has been offered to all MPC faculty and staff during flex days sessions, as well as through division and department meetings.

Basic Skills faculty and staff have ongoing dialogue on pedagogy and best practices for learning and meeting the needs of students, based on the recognition of multiple learning styles. The college formed a Basic Skills Committee in 2007 [IIA.1.b.5]. This committee was formed in response to the statewide Basic Skills Initiative. The initial task of this group was to conduct a needs assessment of basic skills students that attend MPC and a self-evaluation of Basic Skills programs and services. After the needs

assessment was completed, this group developed five-year long term goals and annual action plans to address the needs identified in the assessment [IIA.1.b.6]. The Basic Skills Committee makes recommendations to the Academic Affairs Advisory Group, the Student Services Advisory Group, and the College Council on how to spend the college's annual allocation of BSI funds. Faculty submit project proposals to the committee that they believe address the specific needs of the college's diverse student population. These specific proposals are reviewed and some are recommended for funding. Each project includes measurable outcomes that ensure they are effective in addressing the need identified.

### Learning Centers

Monterey Peninsula College offers a variety of learning centers to assist students with diverse needs.

- English as a Second Language Center

The English as a Second Language (ESL) Center enrolls approximately 200 students per semester. These include those enrolled in the ESL program, international students, members of the community wishing to improve some aspect of their spoken or written English, and second-language learners enrolled in mainstream English courses and content area courses, such as anatomy, mathematics, speech communication, and philosophy.

- English and Study Skills Center

The English and Study Skills Center (ESSC) provides reading, writing, and study skills support to MPC students from a broad range of educational backgrounds and across all academic disciplines. The ESSC works especially closely with the English Department, conducting lab activities for students enrolled in developmental reading and writing courses, as well as delivering individualized instruction in reading and writing skills [IIA.1.b.7]. Currently, the ESSC is piloting a program of study skills-related workshops to enhance its study skills offerings. Each semester, the ESSC serves over 1,200 MPC students.

In addition to professional faculty and staff and a comprehensive library of instructional materials, the ESSC provides students access to computers, printers, copiers, and document scanners.

- Learning Center at the Education Center at Marina

The Education Center at Marina opened in fall 2007. Beginning in fall 2008, Learning Center hours were implemented to provide students the opportunity to access individualized

instructional assistance. A materials reserve process has also been established and is being reviewed by library staff to assess needed improvements including the addition of online document cataloging and tracking.

The Learning Center at Marina was open 16 hours a week in fall 2008 and its hours were expanded to 25 hours per week in spring 2009. This expansion incorporates the addition of support for English as a Second Language instruction and a satellite Business Skills Center to the English and math support previously provided.

- Math Learning Center

The Math Learning Center offers support services for all students enrolled in a math class or any class requiring mathematics skills. The tutoring and coaching is structured to accommodate all learner types. In addition, the Math Learning Center provides computers loaded with online math classes and textbooks and calculators for students to borrow while in the Math Learning Center. It also provides testing for math instructors who need to give tests outside of the classroom.

The Math Learning Center currently assists between 350-400 students per semester. The goal is to double this number within the next year and to continue an upward trajectory.

- Nursing Learning Resource Center

The Nursing Learning Resource Center is staffed by a full-time instructional technician, and a nursing faculty member approximately 24 hours per week. A variety of materials are available to support nursing student learning, including equipment for nursing skills practice, textbooks, videos, and software.

The Nursing Learning Resource Center includes a computer lab that contains 21 computer stations for nursing students to use for class preparation and enhancement of learning. The full-time Instructional Technician ensures that the equipment is functioning and assists students in accessing learning materials.

- Reading Center

The Reading Center is a one-on-one or small group tutoring program based primarily on Lindamood/Bell® techniques. Using current linguistic principles and speech therapy methodologies, the Reading Center aims to strengthen reading, spelling or pronunciation skills to improve student success at the college level. At the heart of the program is individualized clinical teaching in which a student and a tutor meet for



two to three hours per week over the course of a semester. In a carefully structured program tailored to the needs of each individual, a student is trained in concept imagery; at the same time he or she strengthens visual memory and builds a strong phonetic base. Instruction is based on a multi-sensory technique that uses Socratic questioning in its methodology.

As a program in the English Department, the Reading Center offers unrestricted enrollment. All MPC students enrolled in at least one class are eligible to enroll in the Reading Center studies: English 351, Phonemic Awareness for Improved Reading, Writing and Speech; or English 352, Comprehension and Critical Thinking Skills. Additionally, all students registered for the lower two of the three-level college-reading course sequence are assessed by the Reading Center, and if identified as at risk, they are referred to the Reading Center.

- **TRIO Learning Center.**

The TRIO Learning Center (TLC) is designed to assist TRIO participants develop the academic skills and techniques necessary to succeed in college level courses. TRIO represents the first three programs funded by the U.S. Department of Education (DOE). TRIO programs at Monterey Peninsula College include Student Support Services (SSS), Upward Bound (UB), and Math/Science Upward Bound. TRIO is a federally funded program through a cooperative effort between the college's TRIO programs and the Extended Opportunity Program and Services (EOPS) program. The services are provided to eligible students to assist them in attaining the skills needed to succeed at MPC.

TRIO Learning Center (TLC) services are provided to college students participating in the Student Support Services (SSS) program. High school participants receive services through the pre-college program, Upward Bound (UB).

Instructional support and study skills development are provided in English, math, and chemistry for TRIO and EOPS eligible students. Study skills techniques and academic strategies are embedded in the framework of TRIO Learning Center (TLC) services. The TLC staff members provide one-on-one and/or small group instruction. In collaboration with learning assistance instructors, Student Support Services (SSS) participants develop plans of study to meet their particular academic needs. TLC instructors work collaboratively with the certificated counselors

to identify and address non-academic issues that may impact a student's overall academic performance.

The TRIO Learning Center also serves as the site for the Upward Bound after school tutorial program. Upward Bound participants receive tutorial assistance in literature, composition, world languages, mathematics, and science. Upward Bound participants receive personal, academic, and career counseling services by certificated counselors who have offices in the TRIO Learning Center. These services are in accordance with the mission statement, since they provide "instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities." Additional assistance with Scholastic Aptitude Test/American College Test preparation and college and financial aid application is also provided.

### **Computer Labs**

MPC's computer labs are designed and maintained to support student learning. These labs include:

- **Business Skills Center**

The Business Skills Center offers computer applications instruction in a self-paced lab, with courses constructed with specific learning objectives. Nearly 1,300 students are enrolled in the Business Skills classes each year. Hands-on exercises and assignments develop skills, and learning outcomes are assessed with class examinations.

- **Graphic Arts Lab**

The Graphic Arts Lab was established to support the graphic arts instructional program by providing students with access to specific digital tools and resources. These resources—software and hardware—mirror the resources in the graphic arts classroom and as such, allow students to complete coursework outside of class time. The lab contains eleven Apple computers, two scanners, one black and white laser printer and one eight-color, large-format output device.

- **World Languages Lab**

The World Languages Lab is the location where students enrolled in a World Language course complete the required laboratory component. Student work in the lab is supported by faculty and resource personnel at all times the lab is open. This lab's location is expected to change within a year, however; language course instructional hours are in the process of

being changed, and the lab component will become optional. The World Languages Lab will then be combined with the ESL Lab to create a Language Center.

### **Learning Support for Students with Diverse needs**

Extensive learning support for students with diverse needs is provided in a variety of support services throughout the college. Specific examples include the following:

- **Tutoring – Academic Support Center.** The Academic Support Center offers course content tutorial support to any student enrolled in General Education courses at all levels, excluding English, and in some vocational and technical courses. Tutorial sessions are scheduled on a regular basis and conducted individually or in small study groups. The program also schedules and supports Supplemental Instruction (SI) and/or large group tutoring in a limited number of classes each semester. As funding permits, the center also provides tutors for select open lab hours in Business Skills and the Digital Media Center. There is no charge for any of the available services.
- **Supportive Services.** The Supportive Services program provides instruction, technology, and services to support the learning of disabled students. This program enables students to participate in regular activities, programs, and classes offered by the college. Students who require this program's services may receive adapted equipment access, classroom testing accommodations, access to assistive listening (FM) systems, interpreters for the deaf, in-class note takers, a liaison with campus and/or community agencies, reader assistance, registration assistance, specialized counseling, special tutoring, or appropriate accommodations, and academic and vocational assessment.

### **Departmental and/or Program Examinations**

Monterey Peninsula College does not at this time use departmental and/or program examinations.

### **Evaluation—Standard IIA.1.b, 2, 2.d, 2.g: MPC meets the standard.**

Recognition of students' learning needs is at the core of MPC's development of courses and programs, and through the learning styles and needs assessments done by faculty, support staff in various college resource programs, and academic counseling, the college identifies strategies to ensure student success. The col-

lege constantly reviews the objectives of its courses and programs based on the expertise of the faculty, the program review process, and MPC student success as students find their academic and professional preparation needs met through the college programs.

Through courses such as Personal Development 50, offered through the Counseling Department and designed to build student confidence and knowledge about strategies for effective learning, and workshops offered at the English Study Skills Center, students are provided with information on evaluating their personal learning styles.

Student learning needs are also core to the modes of instruction used by all MPC instructors. Faculty use a variety of methods to assess student learning, reflecting their knowledge of different learning needs and styles. Some examples include the use of portfolios in fashion and graphic art programs, skills demonstrations in fire technology and law enforcement courses, or performance demonstration in theatre arts.

The college is furthering its commitment to teaching and learning by continuing the following practices:

- Utilizing delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of students.
- Assuring the quality and improvement of all instructional courses and programs offered in the name of the institution.
- Using delivery modes and teaching methodologies that reflect the diverse needs and learning styles of students.

The findings from the Noel-Levitz Student Satisfaction Inventory confirm the institution's commitment to teaching and learning as well as utilizing delivery modes and teaching methodologies that meet the diverse needs and learning styles of students. Students gave high satisfaction ratings on scales "Instructional Effectiveness" (5.61 out of 7) and "Responsiveness to Diverse Populations" (5.58 out of 7) indicating that they feel that their learning needs are at the core of MPC's courses and programs.

### **Plan – Standard IIA.1.b, 2, 2.d, 2.g:**

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIA.1.b.1	Curriculum Basics Handbook	<a href="http://mympc.mpc.edu/COMMITTEES/CAC">http://mympc.mpc.edu/COMMITTEES/CAC</a>
IIA.1.b.2	Great Books	<a href="http://www.mpc.edu/academics/humanities/greatbooks/">http://www.mpc.edu/academics/humanities/greatbooks/</a>
IIA.1.b.3	Academic Affairs Program Review Explanation and Directions	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/ProgRevSelfStudy10-4-05.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/ProgRevSelfStudy10-4-05.pdf</a>
IIA.1.b.4	Distance Education Recommendations from the Curriculum Advisory Committee, Spring 2007  Recommendations from the Joint Academic Senate – MPCTA Committee on Distance Education	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/CACDistanceEducationRecommends.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/CACDistanceEducationRecommends.pdf</a>  <a href="http://www.mpc.edu/information/accreditation/Standard 2A/Senate-MPCTA-DE-Recs07-08.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Senate-MPCTA-DE-Recs07-08.pdf</a>
IIA.1.b.5	BSI Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/BSI BY LAWS FINAL WORKING 10_09_2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/BSI BY LAWS FINAL WORKING 10_09_2008.pdf</a>
IIA.1.b.6	BSI long term goals and action plans	<a href="http://mympc.mpc.edu/Committees/BSI">http://mympc.mpc.edu/Committees/BSI</a>
IIA.1.b.7	ESSC workshop schedules and resources	<a href="http://www.mpcfaculty.net/essc">http://www.mpcfaculty.net/essc</a>

## Section 1.c: Student Learning Outcomes

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

### Description—Section 1.c:

#### Discussing and Defining Student Learning Outcomes

The term “student learning outcome” is not new to Monterey Peninsula College. As explained in the introduction to Standard IB, the college has engaged in lively dialogue about the value of SLOs and how to implement them for many years. The dialogue started in 1999 with task forces, workshops, and off-campus retreats. In recent years, dialogue has occurred at flex day events and in shared governance committee meetings (Academic Senate, Academic Affairs Advisory Group, College Council, Curriculum Advisory Committee, Academic Affairs Advisory Group Program Review Committee, Student Services Advisory Group, at Student Services retreats, and at management meetings). Much of this dialogue has been captured and recorded on the MPC Academic Senate website.

As explained in the introduction to Standard IB, the college has determined that “student learning outcomes” is a *specific term* that refers to “a measurable or evaluable description of what students are expected to be able to ‘do’ as they successfully complete a course.” This definition was endorsed by the Academic Senate in November, 2007, as part of the document, “Articulating Student Learning Outcomes for MPC.” The endorsed definition continues, “The word ‘do,’ in this context, could mean, for example, ‘perform,’ ‘paint,’ ‘use equipment safely and effectively,’ ‘analyze,’ ‘demonstrate,’ ‘synthesize,’ ‘use the scientific method,’ or any number of verbs appropriate for a particular course. This definition of SLOs emphasizes student performance is complete; it does not imply any standard of content retention or future abilities on the part of the student.”

Student learning outcomes are relevant to and consistent with course objectives, which are stated on every course outline. Though not synonymous, SLOs and course objectives clarify elements of course content and outcomes expected when students enroll in and complete a course.

#### Identifying Course and Program Student Learning Outcomes

SLOs have been developed for the majority of courses [IIA.1.c.1]. Monterey Peninsula College has seven instructional divisions and the School of Nursing. Seven of these instructional components have completed SLO development for at least 80 percent of their courses. The college is also developing SLOs for the instructional programs, which consist of two main types: transfer, and Career Technical Education (CTE). These two types of programs have different foci and thus very different types of program SLOs.

The CTE programs consist of series of courses focused on the particular subject matter of the program such as Nursing, Automotive Technology, or Medical Assisting. Upon completing these programs, students are ready to enter the workforce and must demonstrate mastery of the subject matter of their chosen discipline. Thus, the program SLOs for the CTE programs focus on the subject matter of those disciplines. Most CTE programs have developed program SLOs that have been published in the College Catalog.

The transfer programs consist of groups of courses that prepare students to transfer to four-year universities after completing many of their lower division and General Education courses. Since it is the General Education courses that bind all of these programs together, MPC has determined that the General Education SLOs will serve as the program SLOs for each of the transfer programs. Rationale for the development of these General Education SLOs is presented in the next section.

During the 2008–2009 academic year, discussions were held about the structure and content of General Education Outcomes (GEO) s. As published in the Catalog, the MPC General Education pattern consists of three similar patterns of courses. These patterns of courses are designed to satisfy the Intersegmental General Education Transfer Curriculum (IGETC), California State University, and MPC AA and AS degree General Education requirements. Although not identical, all of the patterns require students to complete courses in subject areas such as English, natural sciences, social sciences, humanities, and communication.

Through a process of dialogue, the college has decided to develop a single SLO, or GEO, for each of these subject areas. When finished with this process, the college will have five or six GEOs in total that will comprise the program SLOs for each of the transfer programs.

Examples of currently completed GEOs include:

*Natural Sciences:* Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them.

*Humanities:* Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought and achievement relevant to such branches of knowledge as philosophy, literature, language, and/or art.

Each of these GEOs will become a course-level SLO for each of the courses within a given General Education area. Assessment of student attainment of the GEOs will be the responsibility of each instructor that teaches a General Education course. Decisions about the assessment methods or tools will remain the responsibility of each instructor teaching these courses. As of this writing, development of the GEOs for each of the General Education areas is in process, as is the process of faculty vetting that each GEO is indeed appropriate for all of the courses in a given General Education area.

### **Assessing Student Achievement of Student Learning Outcomes**

Monterey Peninsula College has established a format for assessing student attainment of course SLOs. This format requires individual instructors to assess SLOs using methods or instruments of their choice. Information about SLO assessment is currently recorded each semester on the "SLO Assessment Form," which is available on the Academic Senate website [IIA.1.c.2]. In addition to recording the SLOs for each course and the methods of assessment for those SLOs, this form records answers to a series of questions, including:

- Did the students enrolled in this class appear adequately prepared and/or correctly placed? Please explain.
- Please evaluate your students' level of attainment of this course's SLOs. Use whatever methods are best suited for your course, making sure that the results are comparable from semester to semester.
- Did you make any substantial pedagogical changes this semester? Please indicate the role that student attainment of your SLOs played in the development of these changes.

- Do you intend to make any substantial pedagogical changes when teaching this class in future? If so, what changes do you intend to make, and why will you make them?

Once completed, these forms are stored by individual instructors or by department as a record of student attainment of SLOs and potential plans for improvement of student learning.

Given that a new program review process is currently under consideration, it is likely that the "SLO Assessment Form" will be replaced by one entitled "Instructor Reflections," which is quite similar to the form now in use.

### **Using Assessment Results to Make Improvements**

Although Monterey Peninsula College is in the early stage of following a formal process for making instructional improvements, changes have occurred as a result of assessment results. During the 2008-2009 academic year, for example, prerequisites were added to speech communication courses; after faculty dialogue, it was apparent that students were not adhering to course advisories and were thus unable to experience success in classes such as Small Group Communication (Speech 2) and Interpersonal Communication (Speech 3). Instructors determined that students needed stronger writing skills to be prepared for their courses; thus, the advisory, "Eligibility for ENGL 1A" was changed to a prerequisite.

English instructors met to discuss student attainment of SLOs and potential plans for improvement of student learning. Minutes from one such meeting reflected how often faculty assess their teaching and seek to make improvements: "Professional development and continuing education experiences, along with informal and frequent collegial conversations, have led all of us to constant reevaluation of our strategies in the classroom – and we make changes everyday as necessary to meet the needs of our students." [IIA.1.c.3] Minutes from another meeting described the review of SLOs and instructional practices: "We reviewed the SLOs as developed by the English 111 faculty committee in 2008 and agreed that the SLOs reflected our focus and approaches in the classroom. We discussed the variety of strategies used, the value of teaching students the 'modes' or 'patterns of development,' and the relationship between grades and SLO attainment. Concerns were raised about ESL students struggling in the course, to meet the objectives and the SLOs, and we discussed potential problems with initial placement and the various support services for ESL students (tutoring, ESSC, the ESL center). Overall, we agreed

that we are constantly reviewing our teaching patterns, adjusting as we go, and reflecting on the effectiveness of changes we have made.” [IIA.1c.3] Faculty across disciplines, regardless of the use of the current formal process, review and revise assessment approaches as needed. These changes are often reflected in course outlines and on syllabi.

### **SLOs and Ongoing, Systematic Evaluation**

The college has a clear and vibrant planning process in place. Program review, which includes a review of all academic programs, and curriculum review are central to this process. Recommended changes to the Academic Affairs program review emphasizes an examination of student learning; the process under consideration includes a section entitled “Student Learning,” requiring programs to review SLOs, “Instructor Reflections” and “Program Reflections” forms (which capture the thinking and dialogue of instructors about specific courses after a semester comes to an end), and student success and retention data. Instructors of programs must also “describe factors that may hinder students from successfully completing courses and/or certificates” associated with their program. SLOs are kept current, as curriculum must be reviewed and revised every five years, and updating SLOs is part of that process. Thus, MPC has processes in place to ensure that the college is “engaging in ongoing, systematic evaluation and integrated planning to assure currency and to measure achievement of SLOs.”

### **Evaluation – Standard IIA.1.c: MPC meets the standard.**

Student learning outcomes have been developed for virtually all courses. The curriculum review process requires SLOs for all revised and/or updated courses, and thus all SLOs will be developed for all courses during the following curriculum review cycle.

Monterey Peninsula College is also developing SLOs for its instructional programs, which consist of two main types: transfer, and Career Technical Education (CTE). CTE program SLOs have been developed; the college is in the process of developing SLOs for all General Education areas.

Plans to ensure improvement of student learning is an integral part of the “Instructor Reflections” and “Program Reflections” forms and discussions. The thought process that goes into filling out these forms impacts planning at every level; program review, program review updates, action plans, and budget requests may reflect needs, goals, and plans to improve student learning.

According to the Accreditation Faculty and Staff Survey that was administered in fall 2008, 75 percent of faculty and staff strongly agree or somewhat agree that in their area, the college is fully engaged in the development and assessment of student learning outcomes. Another response indicates that 65 percent strongly or somewhat agree that in their area, established procedures are used to develop and assess learning outcomes for all courses and programs. Finally, 63 percent strongly or somewhat agree that their area assesses achievement of its stated learning outcomes and uses those results to make improvements [IIA.1.c.4].

Monterey Peninsula College engages in ongoing planning through its program review process. This process ensures that appropriate SLOs are completed and/or revised, that student achievement is assessed, that assessment results are used to make improvements, and that results are made available to appropriate constituencies.

### **Plan – Standard IIA.1.c:**

None.



**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIA.1.c.1	Student Learning Outcomes Goals, Objectives	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/benchmarks_5-08.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/benchmarks_5-08.pdf</a>
IIA.1.c.1	Student Learning Outcomes Examples of SLOs for a variety of MPC courses	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/megatable.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/megatable.pdf</a>
IIA.1.c.1	Student Learning Outcomes Flex day staff development examples Spring 2007 flex day schedule Fall 2007 flex day schedule Spring 2008 flex day schedule Fall 2008 flex day schedule	SLO Website: <a href="http://www.mpcfaculty.net/senate/slo.htm">http://www.mpcfaculty.net/senate/slo.htm</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2A/FLEX_SPRING_07_Schedule.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/FLEX_SPRING_07_Schedule.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2A/FALL 2007 FLEX final draft.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/FALL 2007 FLEX final draft.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2A/Flex Days Spring 2008 12-12-07.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Flex Days Spring 2008 12-12-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2A/FALL_2008__FLEX_Draft_05-21-08.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/FALL_2008__FLEX_Draft_05-21-08.pdf</a>
IIA.1.c.1	Student Learning Outcomes Academic Senate Website	<a href="http://www.mpcfaculty.net/senate/slo.htm">http://www.mpcfaculty.net/senate/slo.htm</a>
IIA.1.c.2	Academic Senate website	<a href="http://www.mpcfaculty.net/senate/Home.htm">http://www.mpcfaculty.net/senate/Home.htm</a>
IIA.1.c.3	Minutes from English faculty meetings	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/English1AFacultyMeetingNotes2-18-09SLO.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/English1AFacultyMeetingNotes2-18-09SLO.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2A/English111FacultyMeetingNotes2-18-09SLO.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/English111FacultyMeetingNotes2-18-09SLO.pdf</a>
IIA.1.c.4	2008 Accreditation Faculty and Staff Survey results	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Accreditation Faculty and Staff survey - Results.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Accreditation Faculty and Staff survey - Results.pdf</a>
IIA.1.c.5	SLO Links	<a href="http://www.mpcfaculty.net/senate/slo.htm">http://www.mpcfaculty.net/senate/slo.htm</a>

## **Section 2.a, 2.b: Faculty: Central to Monterey Peninsula College**

### **Section 2.a**

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

### **Section 2.b**

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

### **The Faculty's Role in Establishing Quality and Maintaining Excellence**

Faculty are key to all aspects of instruction at Monterey Peninsula College; with limited direction and assistance from administration, faculty are responsible for designing, identifying learning outcomes for, approving, administering, delivering, and evaluating courses and programs.

A faculty member's role begins at the design stage, which occurs when new educational needs are evident. After reviewing student surveys, local community and business information, demographic data, transfer expectations established by CSU and UC programs, and professional requirements and standards for CTE programs, faculty complete course and/or program proposals. These proposals include course outlines, expected modes of instruction, course data sheets, advisory and/or prerequisite rationale, specific objectives, methods of assessment, and student learning outcomes. Course proposals are reviewed by faculty colleagues, department and division chairs, and deans, and the Vice President of Academic Affairs; the proposals are then submitted to the Curriculum Advisory Committee for review and approval.

The Curriculum Advisory Committee (CAC), a faculty-led and constituted committee, is largely responsible for establishing a clear, consistent process for designing, submitting, receiving approval and reviewing courses and programs in accordance with Title 5 of the California Code of Regulations and other legal mandates [IIA..2.a.1]. Chaired by a member of the faculty and representing

the diverse constituencies of the campus community, the Curriculum Advisory Committee reviews all courses and programs to ensure that such courses and programs are designed to further the college's mission and student success and that all curricular issues are resolved. Once a course or program is reviewed, it is advanced to the Board of Trustees for approval.

Once a course is approved, faculty are responsible for providing instructional oversight. Department chairs schedule courses, division chairs monitor their enrollments, and faculty create course syllabi relevant to course objectives and student learning outcomes. Faculty provide instruction, then review their courses' student learning outcomes, assessment methods, and student achievement to determine if changes are necessary to further enhance student learning. To help faculty articulate their thinking and to capture the dialogue between faculty about the learning process in specific courses, two forms entitled "Instructor Reflections on Student Learning" and "Program Reflections on Student Learning," [IIA.2.a.2] have been designed and are currently in use.

### **The Faculty's and Advisory Committees' Role in Determining Competency Levels**

Faculty and advisory committees are fully engaged in the identification of competency levels and development of student learning outcomes throughout the MPC instructional program.

Competency levels are determined by faculty in each program by referencing industry standards in each field. Advisory committees for each Career Technical Education program provide input on competencies and the effectiveness of student learning in relation to application of skills in the work environment and ability to meet workplace expectations. The college is currently working with the local Regional Occupation Program (ROP) to establish joint advisory committees to promote career pathways that incorporate the achievement of learning outcomes and industry driven competency levels from high school to college.

Career Technical Education programs undergo a biennial program review to reassess if they are continuing to meet regional workforce needs. There is a collegewide CTE advisory committee which meets to develop and monitor the five-year Carl Perkins CTE plan.

Data on student achievement of certificates, degrees, transfer and job placement, in the case of CTE programs, is used in program review to evaluate the effectiveness of learning at each



level. All associate degree and certificate programs are clearly delineated in the College Catalog [IIA.2.a.3]. The coursework in each program is reviewed during the regular program review process to validate that by taking those specific courses, the student is achieving the program outcomes. Many CTE instructors have mapped the courses in their programs to the outcomes of their program. Faculty are developing assessment methodology to evaluate the student attainment of Student Learning Outcomes. Career Technical Education faculty meeting in March 2009 reviewed guidelines for establishing and fully utilizing advisory committees in all pertinent areas [IIA.2.a.4].

**Evaluation—Standard IIA.2.a, 2.b: MPC meets the standard.**

The role of MPC’s faculty is central to the process of establishing quality and improving instructional courses and programs. Faculty are clearly responsible for the design, implementation, and evaluation of all courses and programs; they complete course outlines and all the necessary support materials, provide instruction, review student learning and achievement, and participate in a demanding program and curricular review process every five years.

Overall, the college’s processes are well designed and are continually reevaluated and enhanced. The Curriculum Advisory Committee’s processes are followed consistently. As noted above, a campus task force is currently revising the Academic Affairs program review to address ongoing concerns.

Monterey Peninsula College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. It recognizes the central role of its faculty in establishing quality and improving instructional courses and programs. It also relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.

**Plan – Standard IIA.2.a, 2.b:**

None.

**Evidence:**

Reference	Document	Link
IIA.2.a.1	CAC materials	<a href="http://mympc.mpc.edu/Committees/CAC/">http://mympc.mpc.edu/Committees/CAC/</a>
IIA.2.a.2	SLO documents	<a href="http://www.mpcfakulty.net/senate/slo.htm">http://www.mpcfakulty.net/senate/slo.htm</a>
IIA.2.a.3	College Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf</a>
IIA.2.a.4	CTE March 2009 meeting minutes	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/CTERetreatsSpring2009Notes.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/CTERetreatsSpring2009Notes.pdf</a>

## Section 2.c: Curriculum Quality

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

### Description:

#### High-Quality Instruction: Faculty

Monterey Peninsula College is committed to providing excellence in instructional programs. To fulfill this commitment, the college has worked diligently to ensure that instructors provide the best possible learning opportunities for students, that all courses offer the appropriate depth and rigor, that all programs provide appropriate sequencing and can be completed in a timely manner, and that learning is synthesized.

High quality instruction is directly connected with the hiring of highly qualified instructors in each area. (See Standard IIIA for full details on the district's hiring process.) Along with quality being established in the district's hiring and selection process, faculty evaluation and development ensure continued high quality instruction. All faculty are regularly evaluated. Evaluations include student surveys, self evaluations, and peer reports [IIA.2.c.1]. Student surveys ask for evaluation of instructors in categories of instructor preparation, instructional methods, student assessment, interactions with students, and to what degree the student would recommend this instructor to other students. For tenure-track faculty and first evaluation for temporary faculty, a team of peers (and an administrator for tenure-track faculty) observe a faculty member's instruction, review course syllabi, assessments, assignments, and the self-evaluation the faculty member prepares. The self-evaluation asks the instructor to address the following points which are directly related to student learning:

- Describe the teaching techniques they typically use
- What methods they use to assess students and how accurate they are in the instructor's opinion

For tenured faculty and subsequent evaluations for adjunct faculty, evaluations consist of students' assessments and self-evaluations, which are reviewed by faculty peer committee. See Standard IIIA for more details on the faculty evaluation and procedures to ensure high quality.

#### High Quality Instruction: Programs and Courses

All programs are built on the strength of individual and coordinated coursework within departments, divisions, and areas, designed to meet the mission of the college. Initial course and curriculum development occurs at individual faculty and department levels with discussion on program development and quality. Faculty develop all curriculum for consideration and review by departments, divisions and then the Curriculum Advisory Committee. Advisory committees and professionally relevant accrediting bodies may also contribute to the parameters and standards for depth, rigor and synthesis of learning and skills in designing curriculum. All curriculum is reviewed by the Curriculum Advisory Committee and dialogue occurs concerning the rigor and appropriate sequencing of the curriculum. Title 5 of the California Code of Regulations standards are an important part of this review. CAC dialogue has included discussion of the currency of textbooks, college level assignments in courses that transfer, rigor of course objectives, written work for evaluation of achievement of course objectives, and the relationship between course content and objectives [IIA.2.c.2]. Curriculum quality is also evaluated based on guidance provided by the *Program and Course Approval Handbook* of the Chancellor's Office of the California Community Colleges.

Faculty, in coordination with the college articulation officer, work together to ensure that transfer level courses meet the standards of rigor and scholarship necessary for CSU and UC. Faculty have been provided information on using ASSIST to obtain information on courses that have already been articulated. The General Education Committee also reviews courses to meet General Education guidelines. Course sequencing is determined for each program by faculty and departments. Courses are then scheduled so that students can register for them in sequence.

The program review process, described in detail in Standard IB and Standard IIA.2b, continues the dedicated work necessary to maintain the breadth, depth, rigor, sequencing, providing adequate time for students to complete coursework, and facilitating synthesis of learning throughout the instructional program offerings and courses. Program reviews are then discussed at the Academic Affairs Advisory Group, the College Council and ultimately the Board of Trustees.

**Evaluation – Standard IIA.2.c: MPC meets the standard.**

Monterey Peninsula College is committed to high quality instruction. To ensure that instructors provide the best possible learning opportunities for its students, prudent hiring and evaluation processes are in place. The faculty evaluation process (peer evaluation, student evaluation, self evaluation) is designed to ensure instruction quality in breadth, depth, and rigor. In 2007-2008 100 percent of tenured and tenure track faculty evaluations were completed. Of the 88 adjunct faculty evaluations due in fall 2008, 81 (90 percent) were completed. The eight who were not finalized rolled over to the following semester.

Students can attest to the high quality of instruction at MPC. They rated the Noel-Levitz Student Satisfaction Inventory item, "The quality of instruction I receive in most of my classes is excellent" a 5.88 out of 7.

Many programs such as Nursing, Dental Assisting and Automotive Technology are accredited by outside organizations which mandate high levels of quality and rigor in their programs. The advisory committees for these programs also provide valuable support in maintaining program standards.

High quality instruction is also tied to curriculum development. To ensure excellent courses and programs, a clear and thoughtful curriculum development and review process has been established and is maintained through the work of the Curriculum Advisory Committee. This committee meets weekly and has extensive dialogue regarding the quality of the curriculum that is reviewed. This dialogue has included very in depth discussions with faculty concerning the breadth, depth, rigor and sequencing of courses. The CAC also reviews curriculum for compliance with Title 5 of the California Code of Regulations. Whenever the committee has questions about courses, the chair communicates with the originator of the course to obtain clarifications. The committee has often asked the originator to appear before the committee to explain their course. In 2008-2009, the CAC has reviewed several hundred courses for possible revision and recommended many new courses for approval by the Board of Trustees.

**Plan – Standard IIA.2.c:**

None

**Evidence:**

Reference	Document	Link
IIA.2.c.1	HR Faculty Evaluation Description	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Article 14 - Evaluation.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Article 14 - Evaluation.pdf</a>
IIA.2.c.2	CAC minutes and documents	<a href="http://mympc.mpc.edu/Committees/CAC">http://mympc.mpc.edu/Committees/CAC</a> <a href="http://mympc.mpc.edu/Committees/CAC/Pages/CACMeetingMinutes.aspx">http://mympc.mpc.edu/Committees/CAC/Pages/CACMeetingMinutes.aspx</a>

## **Section 2.e, 2.f: Program Review and Planning**

### **Section 2.e**

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

### **Section 2.f.**

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

#### **Description:**

Planning and program review are foundational to Monterey Peninsula College. As outlined in the introduction to Standard IB, the college follows a yearly planning and resource allocation cycle. One of the primary components of this cycle is program review, which includes all programs and courses.

#### **Program and Course Review**

Given the fact that the only constant is change, the college recognizes that programs and courses can become stale or outdated. To ensure that programs and courses remain vibrant and relevant, every instructional program participates in a five-year program review process, which is outlined in the Program Review Self-Study for Academic Affairs Guide. The program review process requires that each department's faculty review a variety of data, both quantitative and qualitative, and establish goals for the following five years. Central to program review is the faculty consideration of questions regarding program quality, which address the relevance of the course and program offerings, the appropriateness of course content and offerings, student learning, the currency of program content, and anticipated challenges and needs in the future. Once a program review study is complete, the program review support team, which includes one dean and division chairs, produces a summary of the self study and shares that summary with the division and program, as well as with the Academic Affairs Advisory Group. The Vice President of Academic Affairs takes the executive summary and a copy of the self

study to the College Council and then to the Board of Trustees for information purposes [IIA.2.e.1]. The program review self studies of all programs are reviewed yearly by the respective programs and updated as needed through program review updates and action plans. These action plans provide input into the overall resource allocation process.

The results of each program review process differ according to the need. Courses and programs may remain consistent from one review process to another, or they may be added, modified or discontinued. For example, the Humanities Division completed its program review process during the 2008-2009 academic year. Courses such as English 1A and English 2 were modified, English 100 was added, and Speech 6 and 61 were deleted. The driving forces behind each decision are student need, the vitality of the program, the continued relevance and currency of program offerings, and the furtherance of the college's mission.

#### **Assuring Currency and Measuring Achievement of SLOs**

Because SLOs are relatively new to Monterey Peninsula College, the college recognized the need to revise its program review processes, especially in Academic Affairs. Last year a subcommittee of the Academic Affairs Advisory Group (AAAG) met to review its processes and revise where needed. The subcommittee sought to accomplish the following goals: (1) emphasize student learning and provide a means of measuring the achievement of SLOs, (2) embed data in program review documents, and (3) design a program review template that would be relatively easy to complete yet flexible enough for programmatic needs. As a result, the current Academic Affairs program review emphasizes an examination of student learning; it includes a section entitled "Student Learning," requiring programs to review SLOs, "Instructor Reflections" and "Program Reflections" forms (which capture the thinking and dialogue of instructors about specific courses after a semester comes to an end), and student success and retention data. Instructors of programs must also "describe factors that may hinder students from successfully completing courses and/or certificates" associated with their program. SLOs are kept current, as curriculum must be reviewed and revised every five years, and updating SLOs is part of that process. Thus, Monterey Peninsula College has processes in place to ensure that the college is "engaging in ongoing, systematic evaluation and integrated planning to assure currency and to measure achievement of SLOs."

**Evaluation – Standard IIA.2.e, 2.f: MPC meets this standard.**

Monterey Peninsula College engages in ongoing planning through its program review process. This process ensures that appropriate SLOs are completed and/or revised, that student achievement is assessed, and that assessment results are used to make improvements.

Instructional responsibilities related to program and course review, at times, have been onerous. In previous years, challenges have included access to applicable institutional data to be used in preparation for the self study documents, discerning if the data are accurate as well as what the data means, and finding the time to work collegially on a detailed and typically lengthy report. Because of these issues, program review documents have not always been completed in a timely manner. To minimize the difficulties and maximize the outcomes associated with a rigorous program review, a new process has been developed and is being used in the 2009-2010 academic year.

To simplify the work of curriculum review, the college has implemented CurricUNET in fall 2009, a system that assists with form completion and tracks the progress of the forms through the curriculum review process.

**Plan – Standard IIA.2.e, 2.f:**

The CurricUNET specialist, under the supervision of the Dean of Instructional Planning, will train faculty to use the CurricUNET system.

**Evidence:**

Reference	Document	Link
IIA.2.e.1	Academic Affairs Program Review Examples of Executive Summaries  Creative Arts Physical Sciences Social Sciences	<a href="http://www.mpc.edu/information/accreditation/Standard%20A/Creative_Arts_Program_Review_ExecSum.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/ Creative_Arts_Program_Review_ExecSum.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%20A/Physical_Sciences_Program_Review_ExecSum.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/ Physical_Sciences_Program_Review_ExecSum.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%20A/Social_Sciences_Program_Review_ExecSum.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/ Social_Sciences_Program_Review_ExecSum.pdf</a>
IIA.2.e.1	Program Review Examples of complete reports	Departments within the Physical Science Division Astronomy: <a href="http://www.mpc.edu/information/accreditation/Standard%20A/Astronomy_Program_Review.pdf">http://www.mpc.edu/information/accreditation/ Standard 2A/Astronomy Program Review.pdf</a> Chemistry: <a href="http://www.mpc.edu/information/accreditation/Standard%20A/Chemistry_Self_Study_2006.pdf">http://www.mpc.edu/information/accreditation/ Standard 2A/Chemistry Self Study 2006.pdf</a>

## Section 2.h: Awarding Credit, Degrees, and Certificates

The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

### Description:

#### Credit and Student Achievement of SLOs

Credit is awarded based on student accomplishment or student achievement of course objectives as evaluated by the methods described in the official course outline of record. Grades are given based on the students’ proficiency at meeting the objectives of the course as measured by various methods such as written examinations, performance evaluation, skills demonstration, portfolio presentation, oral presentations or other methods. As student learning outcomes are rooted in the course objectives, credit awarded is directly related to the achievement of learning outcomes.

Credit is awarded based on board policy which is consistent with Title 5 standards. Credit is awarded based on the generally accepted standard of the Carnegie unit (three hours of work per week per unit) which is generally considered the accepted norm for higher education. This means that in a lecture class the student does one hour of in class work and two hours of homework per unit of credit. In a laboratory class, the three hours of work, per unit of credit, occurs in the laboratory. Students are informed of the credits to be awarded in the MPC Catalog [IIA.2.h.1], class schedules, the course outline of record [IIA.2.h.2] and individual course syllabi [IIA.2.h.3].

#### Evaluation – Standard IIA.2.h: MPC meets the standard.

Dialogue concerning the awarding of credit takes place at the Curriculum Advisory Committee [IIA.2.h.4]. The number of hours per unit, methods of evaluation, out of class assignments and the appropriateness of these are discussed for each course prior to its approval. The committee also examines the relationship between the course content and the course objectives to ensure that they are consistent. Since student learning outcomes are rooted in course objectives and often congruent with them, this review assures that credit is awarded based on student achievement.

#### Plan – Standard IIA.2.h:

None

### Evidence:

Reference	Document	Link
IIA.2.h.1	MPC Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf</a>
IIA.2.h.2	Course Outlines	<a href="http://www.curricunet.com/mpc/">http://www.curricunet.com/mpc/</a>
IIA.2.h.3	Sample syllabi	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Fall2009SampleEnglish2Syllabus.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Fall2009SampleEnglish2Syllabus.pdf</a> <a href="http://www.mpcfaculty.net/molly_may/ensl_110_course_outline.htm">www.mpcfaculty.net/molly_may/ensl_110_course_outline.htm</a> <a href="http://www.mpcfaculty.net/molly_may/speech_1.htm">www.mpcfaculty.net/molly_may/speech_1.htm</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2A/Fall 2009 chdv 1 online syllabus (2).pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Fall 2009 chdv 1 online syllabus (2).pdf</a>
II.A.2.h.4	CAC links	<a href="http://mympc.mpc.edu/Committees/CAC">http://mympc.mpc.edu/Committees/CAC</a>

## Section 2.i: Awarding Degrees and Certificates

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

### Description:

#### Degrees, Certificates and Student Achievement of SLOs

Institutional dialogue is currently taking place on the development of learning outcomes for college associate degrees and transfer programs. This dialogue is occurring in the Academic Senate, the Curriculum Advisory Committee, the SLO Committee [IIA.2.i.1], and within individual departments.

Student learning outcomes were established several years ago for the MPC Associate degree General Education requirements. These are currently being reevaluated by the appropriate departments and divisions.

Faculty in the CTE programs have developed learning outcomes for their degrees and certificates. Some linking of course outcomes to program outcomes has occurred in these CTE programs. Therefore, accomplishing course outcomes in these programs can be directly linked to individual program outcomes.

The CTE programs consist of series of courses focused on the particular subject matter of the program such as Nursing, Auto Technology, or Medical Assisting. Upon completing these programs, students are ready to enter the workforce and, must demonstrate mastery of the subject matter of their chosen discipline. Thus, the program SLOs for the CTE programs focus on the subject matter of those disciplines. Most CTE programs have developed program SLOs that have been published in the College Catalog [IIA.2.i.2].

Below are SLO examples from Career Technical Education programs.

#### Nursing:

- Assess the needs of groups of clients with common, multiple complex altered needs, using a theoretical knowledge base and clinical data.
- Apply critical thinking skills to diagnose and prioritize client problems to design an individualized plan of care in collaboration with the client, significant others, and the health care system.

- Implement the plan of care utilizing a caring approach, while competently performing skills for clients in all stages of the life span.

#### Hospitality Operations:

- Perform activities associated with setting up, monitoring, controlling, marketing and improving hospitality services to meet industry requirements; demonstrate understanding of the operations performed within the hospitality industry.
- Apply problem-solving and critical thinking skills to provide customer service, to improve interpersonal skills, and to resolve workplace conflict.
- Effectively change plans, goals, actions, or priorities to deal with changing situations.

#### Computer Networking:

- Implement and configure Cisco routers to perform local and wide area network routing using various routing protocols.
- Implement and configure Cisco switches to perform local area network switching.
- Implement and configure Microsoft client and server operating systems to obtain and provide network services.
- Implement and configure security on local and wide area networks.
- Implement and configure UNIX systems to obtain and provide network services.

The transfer programs consist of groups of courses that prepare students to transfer to four-year universities having completed many of their lower division and General Education courses. Since it is the General Education courses that bind all of these programs together, the college has determined that the General Education SLOs will serve as the program SLOs for each of the transfer programs. Student success in the transfer programs reflect the student achievement of learning outcomes and the capacity to succeed in continued academic endeavors.

Through a process of dialogue, the college has decided to develop a single SLO, or GEO, for each of these subject areas. When finished with this process, Monterey Peninsula College will have five or six GEOs in total that will comprise the program SLOs for each of the transfer programs.



## Standard IIA: Instructional Programs

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Examples of currently completed GEOs include:

*Natural Sciences:* Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them.

*Humanities:* Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought and achievement relevant to such branches of knowledge as philosophy, literature, language, and/or art.

Each of these GEOs will become a course-level SLO for each of the courses within a given General Education area. Assessment of student attainment of the GEOs will be the responsibility of each instructor that teaches a General Education course. Decisions about the assessment methods or tools will remain the responsibility of each instructor teaching these courses. As of this writing, development of the GEOs for each of the General Education areas is in process, as is the process of faculty vetting that each GEO is indeed appropriate for all of the courses in a given GE area.

### **Evaluation – Standard IIA.2.i: MPC meets the standard.**

The college currently awards degrees and certificates based on student achievement of program's stated objectives and requirements.

### **Plan – Standard IIA.2.i:**

In collaboration with the Academic Senate, division chairs, and faculty, the SLO Committee will provide leadership to complete General Education SLOs.

### **Evidence:**

Reference	Document	Link
IIA.2.i.1	SLO Committee documents	<a href="http://www.mpcfaculty.net/senate/slo.htm">http://www.mpcfaculty.net/senate/slo.htm</a>
IIA.2.i.2	MPC Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf</a>



## Section 3, 3.a, 3.b, 3.c: The Meaning of a Monterey Peninsula College Degree

### Section 3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General Education has comprehensive learning outcomes for the students who complete it, including the following:

#### Section 3.a

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

#### Section 3.b

A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

#### Section 3.c

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

### Description:

#### General Education Requirements, Generally Speaking

Monterey Peninsula College has been authorized by the California State Board of Education to confer the Associate in Arts and Associate in Sciences degrees. These degrees are awarded to students upon their satisfying competency requirements (reading, writing, mathematics, and information competency), General Education requirements, major or area of emphasis requirements, a minimum of 60 degree-applicable units with a 2.0 ("C") grade point average, and completion of twelve units, with at least six in

the major area [IIA.3.a.1]. According to the 2008-2009 Catalog, "The MPC General Education program is intended to provide a broad educational foundation for students enrolled in one of the degree programs which terminates with an Associates Degree." [IIA.3.a.1] MPC also offers students the opportunity to complete CSU and IGETC General Education requirements. As students complete the requirements within any of these General Education patterns, they are exposed to a wide range of methodologies. Students also are able to gain an understanding of the basic content within each identified area of knowledge.

#### General Education and the Major Areas of Knowledge

MPC's General Education requirements for the Associate degree include learning outcomes for each major area of knowledge:

1. Communication Skills (which includes both English Composition and Communication and Analytical Thinking)
2. Natural Science
3. Humanities
4. Social Science
5. Life-Long Learning and Self Development
6. Intercultural Studies

Courses proposed for the General Education program must be reviewed by the General Education Requirements Committee to assess content to meet General Education Guidelines for Monterey Peninsula College, UC and CSU expectations.

The SLO Committee has sought to discern the best way to establish General Education learning outcomes that integrate with student learning outcomes at the course level. The goal has been, of course, to create a process that is at once clear, supportive of the goals of General Education, and focused on student learning. The committee determined that each General Education requirement for the Associate degree should focus on one GEO (General Education Outcome). That GEO should then be embedded (as an SLO) in the courses that meet the General Education requirement.

The General Education outcomes for each of the General Education patterns are described below, with the major area of knowledge heading each section. The non-italicized GEOs have been approved; the italicized GEOs are still in the vetting process:

### **A. Communication Skills**

A1: English Composition. Upon successful completion of this class, students will have demonstrated an ability to form a provable thesis, develop it through factual research, distinguish between fact and opinion, and make effective rhetorical choices in relation to audience and purpose.

A2: Communication & Analytical Thinking. Upon successful completion of this area, students will have demonstrated the ability to understand, analyze and critically evaluate complex issues or problems; draw reasonable conclusions and/or generate appropriate solutions; and effectively communicate their results.

### **B. Natural Science**

Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them.

### **C. Humanities**

Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought and achievement relevant to such branches of knowledge as philosophy, literature, language, and/or art.

### **D. Social and Behavioral Sciences**

Upon successful completion of this area students will have demonstrated an ability to identify and analyze key concepts and theories about human and/or societal development.

### **E. Lifelong Understanding and Development**

E1: Upon successful completion of this area, students will have demonstrated an awareness of how physical, social, emotional, and/or intellectual factors influence their personal development.

E2: Upon successful completion of this area, students will have demonstrated an ability to accurately assess knowledge, skills, and abilities in relationship to their educational and career goals.

### **F. Intercultural Studies**

Upon successful completion of this area, students will have demonstrated an ability to analyze differences and similarities between and within cultures.

To complete an Associate degree, students must also demonstrate proficiencies in reading, writing, math, and information competency. The reading and writing proficiencies can be met by completing English 1A, Composition and Analytical Reading. The math proficiency can be met by completing Math 263, Intermediate Algebra and Coordinate Geometry, or a higher level math course. The information competency proficiency can be met by completing Library Services 50 (Introduction to Information Competency and Literacy) or Library Services 80 (Internet Literacy) or an equivalent course. Students may also test out of the Information Competency graduation requirement.

MPC's General Education courses allow students to determine, explore, and meet their educational needs and interests. Oral and written communication skills are developed as students engage in classroom discussions, relay information on examinations or in presentations, prepare and compose papers, deliver speeches, and participate in a variety of study groups. Laboratory work in a variety of science classes requires students to collect and analyze data using a wide range of equipment and computerized technologies. Many classes require that students successfully navigate the online resources posted on the MPC website or utilize other internet-based resources for projects.

Scientific and quantitative reasoning are strongly emphasized within the natural sciences and math courses, respectively. In an effort to promote inter-disciplinary dialogue, instructors within the physical and biological sciences have developed a common SLO for all courses in their area. The common SLO addresses the importance of using quantitative reasoning as students use the scientific method to investigate phenomena in the natural world, and then correctly apply concepts, theories, and technology to explain these phenomena.

### **General Education: Encouraging Students to be Productive, Life-Long Learners**

By completing courses within the General Education requirements, students have the opportunity to explore their options and discover what it means to be productive and life-long learners; they explore such skills as oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Each General Education track (CSU GE-Breadth, the Intersegmental General Education Transfer Curriculum, and Monterey Penin-

sula College GE) includes written communication, scientific and quantitative reasoning, critical analysis/logical reasoning, and the ability to acquire knowledge through a variety of means (different pedagogy, disciplines, and instructors). Information competency is developed through a variety of courses, but primarily through the written communication requirement for each General Education track and specifically presented through the Library 50 course.

Computer literacy is an integrated skill, required and supported in many academic areas. It is an area that may be explored in depth or as a professional field by enrolling in a Business Skills Center course under Area E2 in the MPC General Education track. Computer literacy is expected in a variety of disciplines for successful participation in class activities. English and speech communication classes, for example, typically require students to hand in work that is typed and appropriately formatted.

**General Education: Helping Students Recognize What It Means to be An Ethical Human Being and Effective Citizen**

Aspects of what it means to be an ethical human being and effective citizen are woven through the fabric of each General Education track. Ethics, discussions of attributes of effective citizens, respect for cultural diversity, and aspects of civic responsibilities are explored in philosophy, speech communication, women studies, ethnic studies, political science, humanities, biology, anthropology, and English courses (to name a few).

Participation in the courses offered through the GE tracks offer various perspectives on social values and responsibilities, as they pertain to individual disciplines. In many programs there is an opportunity to consider the ethical implications of study and application of skills. The importance of responsible citizenship is also widely incorporated into areas such as workplace standards, encouragement of cooperation and respect in the academic and vocational setting.

New programs like the Women's Studies "Women in Leadership" [IIA.3.a.2] certificate program and the English Department "Great Books" program [IIA.3.a.3] provide students with specific opportunities to explore the meaning of ethical principles, both historically and in the present time, as well as the value of cultural diversity and aesthetics. These programs can provide the avenues for students to consider their choices and responsibilities as members of the local and the global community.

Ethics and citizenry are central to instruction to Monterey Peninsula College. At a March 2009 "Let's Talk about Teaching" [IIA.3.a.4] faculty discussion group meeting, the faculty discussed topics related to group work as a pedagogical strategy, the success of the strategy, and how to effectively evaluate this type of work. Assessing group work is challenging, as this type of methodology requires that students practice civility, use appropriate interpersonal skills, express cultural sensitivity, and must take personal responsibility for their contribution to the group tasks. The widespread use of such pedagogical methods provides students with the tools to recognize the meaning of ethics and effective ways to contribute to their academic and local community.

**Evaluation – Standard IIA.3, 3.a, 3.b, 3.c: MPC meets the standard.**

Monterey Peninsula College has clearly articulated a philosophy of General Education as reflected in the college publications [IIA.3.a.1] and course offerings.

The college offers students an understanding of the basic content and methodology of the major areas of knowledge, which include the humanities and fine arts, the natural sciences, and the social sciences.

The college encourages students to develop a capability to be productive individuals and life long learners. General Education requirements help students develop skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Monterey Peninsula College students do feel that they have the capacity to be life long learners. Students gave a rating of 5.97 (out of 7) to the Noel-Levitz Student Satisfaction Inventory item, "I am able to experience intellectual growth here." In addition, students feel that "there is a good variety of courses provided on this campus" (satisfaction rating of 5.80 out of 7).

The college helps students recognize what it means to be an ethical human being and effective citizen. General education requirements allow students to develop an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Standard IIA: Instructional Programs

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**Plan – Standard IIA.3, 3.a, 3.b, 3.c:**

None

**Evidence:**

Reference	Document	Link
IIA. 3.a.1	MPC Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf</a>
IIA.3.a.2	Women’s Studies/Re-entry program resources, events, and brochures	<a href="http://www.mpc.edu/student services/womensprograms">http://www.mpc.edu/student services/womensprograms</a>
IIA.3.a.3	Great Books program link	<a href="http://www.mpc.edu/academics/humanities/greatbooks/">http://www.mpc.edu/academics/humanities/greatbooks/</a>
IIA.3.a.4	“Let’s Talk about Teaching” agenda info	<a href="http://www.mpc.edu/Lists/Events/DispForm.aspx?ID=305">http://www.mpc.edu/Lists/Events/DispForm.aspx?ID=305</a>

## Section 4: A Monterey Peninsula College Degree: Focused Study

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

### Description:

Monterey Peninsula College awards the Associate of Arts and the Associate of Science degree. In order to obtain one of these degrees, a student must complete a minimum of 60 degree applicable units with a 2.0 GPA. These units must include a major and one of three General Education patterns, the MPC General Education Pattern, the CSU General Education pattern or the IGETC General Education. Completion of 12 units with at least six in the major must be at MPC. Each major is focused in at least one area of inquiry or in an interdisciplinary core as can be seen in the following lists of existing degree programs [IIA.4.1].

Transfer majors are designed to enable the student to complete the lower division requirements of similar programs at four-year colleges or universities. CTE majors are designed to prepare students for a specific occupation or career path.

### AA/AS Majors with MPC-GE

Admin of Justice – Law Enforcement (AS)	Art – Studio (AA)
Art History (AA)	Automotive Technology (AS)
Business – Accounting (AS)	Business – Entrepreneurship (AS)
Business – General Business (AS)	Business – International Business (AS)
Business – Office Technology (AS)	Business – Secretarial (AS)
Child Development (AS)	Computer Networking (AS)
Computer Software Applications (AS)	Cultural History of Monterey County (AA)
Dance (AA)	Dental Assisting (AS)
Family and Consumer Science (AA)	Family Research Studies (Genealogy) (AA)
Fashion Costuming (AS)	Fashion Design (AA)
Fashion Merchandising (AS)	Fashion Production (AS)
Fire Protection Technology (AS)	Fitness Instructor Training (AS)
Graphic Arts (AA)	Hospitality Operations (AS)
Human Services (AS)	Interior Design (AA)
Marine Science & Technology (AS)	Massage Therapy (AS)
Medical Assisting (AS)	Medical Office Administration (AS)
Medical Office Procedures (AS)	Music (AA)
Nursing (AS)	Ornamental Horticulture (AS)
Parks and Recreation (AS)	Photography (AA)
Physical Education Aide (AS)	Real Estate (AS)
Restaurant Management (AS)	Theatre Arts
Women’s Studies (AA)	

**Programs of Study AA Majors with CSU-GE**

Anthropology	Art – Studio
Art History	Astronomy
Biological Sciences	Business Administration
Chemistry	Communication Studies
Computer Science & Information Systems	Dance
Economics	Engineering
English	Ethnic Studies
Geology	Graphic Arts
History	Hospitality Management
Mathematics	Music
Oceanography	Philosophy
Photography	Physical Education
Physics	Political Science
Pre-Dental Hygiene	Pre-Nursing
Pre-Occupational Therapy	Pre-Physical Therapy
Psychology	Sociology
Theatre Arts	World Languages

**AA Majors with IGETC**

Anthropology	Art – Studio
Art History	Astronomy
Biological Sciences	Business Administration
Chemistry	Communication Studies
Computer Science & Information Systems	Dance
Economics	Engineering
English	Ethnic Studies
Geology	Graphic Arts
History	Hospitality Management
Mathematics	Music
Oceanography	Philosophy
Photography	Physical Education
Physics	Political Science
Pre-Dental Hygiene	Pre-Nursing
Pre-Occupational Therapy	Pre-Physical Therapy
Psychology	Sociology
Theatre Arts	World Languages

**Evaluation – Standard IIA.4: MPC meets the standard.**

All Monterey Peninsula College degrees include a major that is focused in one area of inquiry or an interdisciplinary core.

**Plan – Standard IIA.4:**

None

**Evidence:**

Reference	Document	Link
IIA.4.1	College Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf</a>

## Section 5: Preparing Monterey Peninsula College Students

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

### Description:

Monterey Peninsula College vocational and occupational certificate and degree programs have student learning outcomes and/or course objectives in place that enable students to meet current employment standards and other competencies so that they can successfully enter the workplace. These standards are determined in a variety of ways. In the case of programs such as Nursing and Dental Assisting, there are federal or state organizations such as the California Board of Registered Nursing, National League for Nursing Accrediting Commission (NLNAC) or the California Dental Association which set standards. For some programs like Computer Networking program, industry standards are established by major corporations such as the CISCO Certified Network Associate certification.

Career and Technical programs also have local advisory committees made up of representatives of local industry. These advisory groups meet each year to review the curriculum and make recommendations to ensure that the student learning outcomes and/or course objectives are consistent with current industry expectations.

### Evaluation – Standard IIA.5: MPC meets the standard.

Monterey Peninsula College students who complete vocational and occupational degrees and certificates meet employment competencies based on both their passage rate on licensure examinations and on job placement data obtained by some programs. The Maurine Church Coburn School of Nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the California Board of Registered Nursing (BRN). Completion of the program allows graduates to take the National Council Licensure Exam (NCLEX-RN). The Nursing program graduated 49 students in June 2008. All are currently licensed as RN's; five required two attempts to pass the NCLEX-RN. This represents a first time pass rate of 89.8 percent, which compares favorably to the state pass rate of 85.9 percent. All Nursing graduates who have desired employment have found jobs in recent years.

However, in 2009, the challenging economy is making it difficult for graduates to find employment in the region.

Students who complete the Dental Assisting program can immediately sit for the California State Board Examination as a Registered Dental Assistant (RDA) and perform those duties allocated by the California Dental Association (CDA). The Dental Assisting program has a very high rate in both licensure exams and job placement. Current job placement data from the 2009-2010 core indicator report indicates that 100 percent of our 2006-2007 Dental Assisting graduates have obtained jobs.

The college provides police academy and ongoing law enforcement training coursework through membership in the South Bay Public Safety Training Consortium. These academies and courses are certified by the California Commission on Peace Officer Standards and Training (POST). Students who complete these academies and pass the POST exam are eligible to become employed as a peace officer in the State of California. Job placement data for the Police Academy indicates 95.24 percent of the students become employed.

The college Park Ranger Apprenticeship program is also certified by POST and graduates are qualified to become Park Rangers for the California Department of Parks and Recreation. The college's fire academy uses curriculum approved by the State Fire Marshall's Office. Successful completion of the fire academy provides students with the State Fire Marshall's Office educational requirements for certification as Firefighter 1. The Fire Academy places 100 percent of their graduates in jobs.

Other vocational or occupational programs that prepare students for licensure or certification include the Computer Networking program which prepares students for the exam to become a CISCO Certified Network Associate (CCNA), the Child Development program provides coursework required by the State of California for Social Services teacher and director licensing and for the six levels of the Child Development Permit, and the college's Emergency Medical Training course which is designed to meet State of California requirements for certification of EMT-1 (Ambulance) personnel.

The Automotive Technology program places 80 percent of its graduates in jobs [IIA.5.1]. As of this writing, the Automotive Technology program is moving ahead with National Automotive Technicians Education Foundation (NATEF) certification. The Automotive Technology advisory committee is actively participating



with the self assessment needed to obtain this certification. Their eagerness to review curriculum and work with Monterey Peninsula College faculty and students is helping to push this process forward rapidly.

Other CTE programs such as Graphic Arts, Interior Design and others have somewhat lower levels of placement of their graduates in jobs. However, the overall rate for all of Career Technical Education graduates was 80 percent in 2007-2008 [IIA.5.2].

**Plan – Standard IIA.5:**

None

**Evidence:**

Reference	Document	Link
IIA.5.1	Program Reviews	Administration of Justice 08: <a href="http://www.mpc.edu/information/accreditation/Standard%202A/ADMJ%20Program%20Review%20Annual%20Report%204-3-08.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/ADMJ Program Review Annual Report 4-3-08.pdf</a> Auto Tech 08: <a href="http://www.mpc.edu/information/accreditation/Standard%202A/AUTO%20Program%20Review%20Annual%20Report%2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/AUTO Program Review Annual Report 08.pdf</a>
IIA.5.2	2009-2010 Community College Chancellor's Office Core Indicator Report	<a href="http://reports.cccco.edu/Reports/Pages/Folder.aspx?ItemPath=%2fPERKINS+IV&amp;ViewMode=List">http://reports.cccco.edu/Reports/Pages/Folder.aspx?ItemPath=%2fPERKINS+IV&amp;View Mode=List</a>

## **Section 6, 6.a, 6.b, 6.c: College Communications**

### **Section 6**

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

### **Section 6.a**

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

### **Section 6.b.**

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

### **Section 6.c.**

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

### **Description:**

#### **Course, Program and Transfer Policies Information**

Monterey Peninsula College provides clear information regarding its courses, programs, and transfer policies to its students and potential students. Courses are described in the Catalog [IIA.6.1], Schedule of Classes, and course syllabi; descriptions in-

clude number of units, type(s) of grades earned, total number of hours, means of instruction, transferability, and course content. Course syllabi specify objectives consistent with those in officially approved course outlines or include student learning outcomes.

Program information is clearly offered to students and potential students through various means. All programs of study, including Associate degree, Certificate of Achievement, or Certificate of Training, are described

The Career and Transfer Resource Center [IIA.6.2] provides clear transfer-of-credit policies to students. These policies begin with the admission process; students transferring to MPC from another college or university, who intend to complete a degree or certification, or to receive Veteran's education benefits, are required to have official transcripts of their work at all colleges attended sent to the Admission and Records Office. [IIA.6.1]

Counselors perform course content evaluations of coursework taken at other institutions to determine which courses can be used to fulfill certificate, degree, and/or transfer requirements. Course content evaluation is not done until a student meets with a counselor. Evaluations are performed by comparing MPC course descriptions with catalog descriptions for courses taken at other institutions. Counselors occasionally document evaluations in the counselor's notes area on the Santa Rosa Student Records System. More typically the information is noted on advising sheets placed in the student's Matriculation file.

Articulation agreements are established in response to new course work and curriculum established by the campus, in response to faculty requests, and in response to requests from other institutions. The Articulation Officer is a member of the Curriculum Advisory Committee and General Education Requirements Committee. As new courses, program and GE requirements are approved appropriate articulation is requested. A major tool in developing new articulation is provided by the ASSIST Information website's Maintenance Reports. This website is invaluable in helping to identify appropriate articulation with four year institutions. It also allows the Articulation Officer to assist faculty to develop or revise courses to best meet articulation requirements.

The Articulation Officer reviews existing curriculum at least three times a year as required in order to report curriculum changes to the ASSIST coordination site. An additional review is undertaken when preparing the required annual Summary of Curricular Changes Transferable Courses which is distributed to all two

and four-year public institutions in California. In turn, reviewing summaries of curricular changes from the four-year institutions helps to identify necessary and possible articulation changes.

Articulation between the college and other institutions is developed in support of the college's mission to provide for students wishing to pursue a Baccalaureate degree. MPC's transferable courses and programs offer equivalent content and rigor as lower division programs in four year colleges and universities. Extensive articulation has been established and maintained over the last several decades with all institutions identified as primary transfer institutions [IIA.6.4].

### **Maximizing Programs, Minimizing Disruption**

Monterey Peninsula College is committed to providing students with excellent programs and a minimum of disruption. When programs are changed or discontinued, the needs of students are taken into consideration. If, for example, courses are added or removed from a program, students are apprised through the Catalog or through Counseling. If need be, division chairs are allowed to make course substitutions for courses in majors for degrees or vocational certificates.

The college has a program discontinuance policy [IIA.6.4] that provides for the needs of students in programs that are to be eliminated. As of this date, the college has not had to use this policy for any program.

### **Publication Integrity**

The college strives to represent itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through various publications, including the Catalog, the Schedule of Classes, the Student Handbook, the Accountability Report for Community Colleges, program brochures, and the college's website.

- **The MPC Catalog** [IIA.6.1] is available, free of charge, in print and also accessible online at [www.mpc.edu](http://www.mpc.edu). The Catalog includes the official name, addresses, telephone numbers and website address of the college. The mission statement, course, program and degree offerings, the academic calendar, student rights and responsibilities, available student financial aid, available learning resources, and the names and degrees of administrators and faculty as well as the names of the Board of Trustees are included.

Admissions requirements, required student fees and other financial obligations, and all educational programs and their requirements are listed in the Catalog. All major policies affecting students including academic regulations, nondiscrimination, acceptance of transfer credit, grievance and complaint procedures, sexual harassment, and the refund policy are included in the Catalog.

To ensure that the Catalog remains current, an updated online version is available on the college website once each fall and spring term. These versions incorporate the latest changes in program and course offerings and other information. The additional information from these online catalogs is then included in the once-yearly hard copy version.

College catalogs are provided to new students during orientations and on the college website. Catalogs are provided to feeder high schools and distributed to local libraries and other community programs and agencies. Catalogs are also distributed at many off campus outreach activities conducted by Student Financial Services, CalWORKs, EOPS and General Counseling. The College Catalog is also distributed at Transfer Night which is a major outreach activity for the college. Catalogs are available throughout campus, including Student Services programs offices, Division Offices, the Career and Transfer Resource Center (C&TRC), and from each counselor. Catalogs are often distributed when counselors are asked to do a class presentation.

- **The Schedule of Classes** is also free of charge and is available in print form as well as on the college's website. It contains many of the college policies and procedures and is readily available at the college, including the College Center, Bookstore, Library, Student Services Building and Division Offices. The Schedule of Classes is mailed to area residents and distributed throughout the community in libraries, businesses and the Education Center at Marina.
- **The Student Handbook**, in addition to the current Catalog and Schedule of Classes, is distributed to matriculating students during orientation or individualized counseling meetings. The Student Handbook also contains many of the college policies and procedures affecting students
- **The Accountability Report for Community Colleges** provides information on student achievement to the public each year; the institution participates in the Accountability Report for Community Colleges with all other public com-

munity colleges in California. This document is made available statewide to the public. The information in this report covers a variety of areas related to student achievement such as student success, persistence, degree and certificate completion, transfer rates, and job placement among many others. Completion and transfer rates are also published in each college Catalog.

- **Other publications** are regularly reviewed by the campus Public Information Office. This office has developed a template for the creation of brochures for staff to use. When brochures are published, the department involved directly participates in proofing the final document.
- **The college website** is maintained by the college's Information Technology Department. However, individual departments and offices are responsible for the accuracy and currency of information posted. Individual faculty and staff also maintain their own websites, which can be accessed through myMPC. These sites contain a variety of useful and important information related to classes and other college activities.

Monterey Peninsula College regularly reviews its catalogs and schedules prior to publication. A comprehensive process has been developed that ensures that each department responsible for specific content in the Catalog and/or Schedule of Classes has ample opportunity to review the content. During this process, each department is sent copies of the pages they are responsible for in the fall previous to the Catalog's summer publication date. A detailed calendar of due dates is established and the various departments are required to return their input to the Office of Academic Affairs on schedule. A draft is then assembled and reviewed by staff. After several drafts the entire Catalog is reviewed by a committee made up of the Vice President of Academic Affairs, Vice President of Student Services, Dean of Student Services, Deans of Instruction, the Public Information Officer, and the Curriculum/ Scheduling/Catalog Technician. They examine the draft to ensure not only accuracy but formatting for easy student usage. Prior to publication, the Catalog goes through several drafts which are checked over again for accuracy.

A similar process is followed in developing each schedule of classes. A separate calendar of deadlines is developed and distributed to all divisions and departments. The various instructional divisions submit class lists and drafts are reviewed by the dean responsible for that area. Again, several drafts are reviewed at various levels with the Dean of Student Services, the Deans

of Instruction and the Vice President of Academic Affairs having final sign off before publication.

### **Evaluation – Standard IIA.6, 6.a, 6.b, 6.c: MPC meets the standard.**

Monterey Peninsula College meets this standard. First, the college provides students and prospective students clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and learning objectives. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Monterey Peninsula College students confirm that the college provides them with clear information about courses and programs. On the Noel-Levitz Student Satisfaction Inventory item "Program requirements are clear and reasonable," students gave a rating of 5.61 out of 7.

Monterey Peninsula College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Currently articulation exists and is kept current with 22 CSU campuses (the California Maritime Academy has established articulation with only one community college) and eleven UC campuses (including UC Davis School of Veterinary Medicine, UCSF's School of Dentistry, and UCSF's School of Pharmacy). The campus is also involved in the process of articulating courses with the new CSU Lower Division Transfer Patterns (LDTP). Historically the two most significant impediments to articulation have been the lack of up-to-date course outlines for some MPC courses and, on the part of receiving institutions, the limited time and resources available for four-year campuses to spend on articulation with community colleges not deemed to be "feeder" schools.

The MPC Program Discontinuance Policy [IIA.6.4] ensures that enrolled students will not have significant disruptions in completion of their educational programs.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. Faculty, staff, and

students appear satisfied with the Catalog, Schedule of Classes, website and brochures; each group has indicated that information is clear, accurate, and accessible. A 2008 survey of faculty and staff shows that over 87 percent of respondents felt that the MPC Catalog was easy to understand, complete, and accurate.

In the summer 2007, a focus group of students was surveyed to determine the effectiveness and user friendliness of the information presented in the Schedule of Classes. As a result, of the feedback obtained through the focus group, class schedules have been redesigned to help students locate the information they need to enroll in classes as well as programs and services that can assist them in achieving their education goal.

MPC effectively represents its program and mission through various venues.

**Plan – Standard IIA.6, 6.a, 6.b, 6.c:**

The Counseling Department, in collaboration with academic departments and instructional faculty, will establish a formal, consistent method of evaluating the course content, course objectives and/or student learning outcomes of incoming transfer coursework to assure that these courses have course objectives and/or learning outcomes comparable to MPC courses.

**Evidence:**

Reference	Document	Link
IIA.6.1	MPC Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf</a>
IIA.6.2	Career Transfer Resource Center	<a href="http://www.mpc.edu/student services/ctrc">http://www.mpc.edu/student services/ctrc</a>
IIA.6.3	Transfer Admission Agreements (TAAs)	<a href="http://www.mpc.edu/student services/ctrc">http://www.mpc.edu/student services/ctrc</a>
IIA.6.4	Program Discontinuance Policy	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/3005 Academic Program Discontinuance.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/3005 Academic Program Discontinuance.pdf</a>

## **Section 7, 7.a, 7.b, 7.c: Academic Integrity**

### **Section 7**

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

### **Section 7.a.**

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

### **Section 7.b.**

The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

### **Section 7.c.**

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

### **Description:**

#### **Academic Freedom and Objective Presentation of Views**

Academic freedom is highly valued and clearly defined at Monterey Peninsula College. In spring 2008, the MPC Board of Trustees approved a revision to the college's board policy on Academic Freedom. This revised policy was the product of work by the Academic Senate Committee on Academic Freedom, careful discussion and revision by the Academic Senate, and discussion in a faculty and student forum, as well as shared governance groups. The Academic Senate Committee on Academic Freedom consisted of faculty members from the Humanities Division and Physical Science Division, with considerable input from the Creative Arts Division and a representative of the Associated Students. The committee's proposed wording was extensively debated in the Academic Senate. A forum concerning the revised policy was held for faculty and students in fall 2007. The Academic Freedom

Committee is now a Standing Committee of the MPC Academic Senate. [IIA.7.1] [IIA.7.2]

Paragraph 4 of the board-approved policy on academic freedom states, "MPC promotes robust intellectual pluralism practiced in an atmosphere of objectivity, respect, and civility," and "Students have a right to courses that are not misused to advance professors' personal social or political agendas or their subsidiary interests..." Paragraph 8 states, "Inside the classroom, by training and experience, teachers are experts in their disciplines, not advocates. In controversial matters, they should be able to differentiate between fact and interpretation and to summarize salient alternative interpretations of facts while keeping their own sentiments behind a veil of professionalism." Instructors, nevertheless, are the ultimate arbiters of appropriate course content within the standards of their particular disciplines. [IIA.7.1]

As a public community college, MPC's mission is to teach students how to think, not what to think. The College Catalog clearly states that freedom of expression is protected: "Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they are enrolled." The college's standard of conduct states that the pursuit of studies with honesty and integrity is essential to its educational mission and its community life. [IIA.7.3]

#### **Academic Honesty**

Monterey Peninsula College has established a clear policy on academic honesty. This policy is published on pages 21 and 22 of the 2009-2011 College Catalog. It defines plagiarism and cheating, and describes the range of remedies available to individual instructors. Instructors are allowed broad discretion in dealing with individual cases within the guidelines set by the college. [IIA.7.1] [IIA.7.5]

#### **Institutional Codes of Conduct**

The college does not promote specific beliefs or world views. It does provide students with standards of conduct. These are described in the College Catalog, which also summarizes the college's smoking policy, sexual harassment policy, and status as a drug-free campus. [IIA. 7. 1, 2, 4, 6, 7]

Standards for faculty conduct are described in the Faculty Handbook [IIA.7.6] and reviewed as part of every new faculty member's initial orientation.



As of this writing, the institution does not have a single written code of professional ethics for all of its personnel. However, a draft of such a code has been developed and is being considered:

The mission of Monterey Peninsula College is centered on fostering student learning and success through excellence, thereby enhancing the intellectual, cultural, and economic vitality of the diverse community served by the College. To achieve this mission, the MPC community believes in and is committed to the ethical principles of honesty, integrity, accountability, respect and trust. Members of the college community exemplify these principles.

Additionally, different policies and regulations define ethical behavior. Board Policy 5310 [IIIA.7.2] describes the professional commitment and obligation of faculty members including having personal qualities and maintaining high ethical standards which contribute toward success as a faculty member. Board Policy 5530 [IIIA.7.2] describes the ethical responsibilities of members of the management team, including commitment to principles of honesty and equity. The policy further states that these employees shall commit themselves to excellence in education and ethical behavior, and defines ethical behavior as the consistent exercise of integrity. While there is not a clear statement describing ethical behavior for classified employees, Board Policy 5430 [IIIA.7.2] lists the actions which will subject a classified employee to disciplinary action, including falsification of information, dishonesty, and immoral conduct.

**Evaluation – Standard IIA.7, 7.a, 7.b, 7.c: MPC meets the standard.**

Monterey Peninsula College has clear board-adopted policies on academic freedom, academic honesty, and codes of conduct. These policies help to assure the academic integrity of the teaching-learning process.

**Academic freedom.** The Academic Senate has actively promoted widespread awareness and discussion of the academic freedoms and responsibilities of faculty and students. The college and individual instructors put a high priority on inculcating principles of academic honesty in students. Fortunately, the college has not had to use the academic freedom policy in recent years and since the latest revision occurred only recently, it is hard to evaluate the efficacy of the existing policy.

A survey of faculty and staff conducted in fall 2008 showed that over two-thirds of faculty to whom the Academic Freedom policy applied were aware of the policy and understood its application to their work and role at Monterey Peninsula College.

**Academic Honesty.** the college presents institutional expectations concerning student academic honesty and consequences for dishonesty effectively through the College Catalog, college publications and individual course syllabi. If a student believes that their rights have been violated, the student may file an official grievance. Student complaint and grievance procedures are clearly described in the College Catalog. The survey of teaching faculty and staff conducted during fall 2008 indicates that over 90 percent understand and communicate clear guidelines for academic honesty in their courses. [IIA.7.3] [IIA.7.4]

**Codes of conduct.** As a public institution, the college is dedicated to promoting intellectual pluralism and non-dogmatism. Through board policy, it clearly states its policies concerning student conduct, and it establishes appropriate codes of conduct for employees of the college.

The college's policies reflect the institution's commitment to the free pursuit and dissemination of knowledge.

**Plan – Standard IIA.7, 7.a, 7.b, 7.c:**

None

## Standard IIA: Instructional Programs

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### Evidence:

Reference	Document	Link
IIA.7.1	Academic Senate minutes	<a href="http://www.mpcfaculty.net/senate/Home.htm">http://www.mpcfaculty.net/senate/Home.htm</a>
IIA.7.2	Board action/policy documents	<a href="http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx">http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx</a>
IIA.7.3	College Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Catalog 08-09.pdf</a>
IIA.7.4	2008 Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/Accreditation Faculty and Staff survey - Results.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Accreditation Faculty and Staff survey - Results.pdf</a>
IIA.7.5	Sample policy statements, i.e. English Dept. Plagiarism policy	<a href="http://www.mpc.edu/information/accreditation/Standard 2A/MPC Plagiarism Policy.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/MPC Plagiarism Policy.pdf</a>
IIA.7.6	Faculty handbook	<a href="http://mympc.mpc.edu/academics/AcademicAffairs/Faculty Handbook/Forms/AllItems.aspx">http://mympc.mpc.edu/academics/AcademicAffairs/Faculty Handbook/Forms/AllItems.aspx</a>
IIA.7.7	Academic Senate minutes (see April 23, 09 meeting details)	<a href="http://www.mpcfaculty.net/senate/home.htm">http://www.mpcfaculty.net/senate/home.htm</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2A/Minutes_04-23-09_DRAFT.pdf">http://www.mpc.edu/information/accreditation/Standard 2A/Minutes_04-23-09_DRAFT.pdf</a>



# Monterey Peninsula College Institutional Self Study Report

## Standard IIB: Student Support Services





## Standard IIB: Student Support Services

### List of Contributors

<b>Contributor</b>	<b>Position</b>	<b>Area</b>
Carsbia Anderson, Co-Chair	Vice President	Student Services
Eric Ogata, Co-Chair	Coordinator/Counselor	EOPS
Larry Walker, Co-Chair	Associate Dean	Student Services
Grace Anongchanya-Calima	Coordinator/Counselor	Student Services, TRIO Programs
Kathleen Baker	Coordinator	Career/Transfer Resource Center
Jo Ann Busenbark	Interim Associate Dean	Student Services
Chris Calima	Counselor	TRIO Programs
Vera Coleman	Registrar	Admissions & Records
Eileen Crutchfield	Program Specialist	TRIO Programs
Alethea DeSoto	Matriculation Coordinator/ Counselor	Counseling
Dr. Karen Engelsen	Dean	Student Services
Kacey Giammanco	Counselor	CalWORKS
Vincent Lewis	Counselor	Supportive Services
Claudia Martin	Director	Student Financial Services
Cathy Nyznyk	Director	Child Development Center
Nancy Predham	Director	International Student Programs
Maribel Quiroz	Outreach Coordinator	Student Financial Services
Dr. Rosaleen Ryan	Director	Institutional Research
Christine Vincent	Counselor	EOPS
Susan Walter	Counselor	Counseling

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.

## Standard IIB: An Overview

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

### Description:

#### Recruiting and Admitting Diverse Students

Monterey Peninsula College (MPC) has an open admission policy [IIB.1] published in the Catalog. The policy is supported by the college mission [IIB.2], which affirms its commitment to provide equal access and adequate support to any interested member of the community. The college has established an institutional goal [IIB.3] to create pathways to success that address the diverse, holistic needs of all current and potential students.

Monterey Peninsula College offers a comprehensive set of Student Services programs that are aligned with the college's mission and goals. Student Financial Services provides collegewide outreach and recruitment services designed to inform students of educational opportunities and available financial aid resources. Student Services, such as the Counseling Department, provide outreach and orientation services to local high school seniors to support a seamless transition from high school to college. The Extended Opportunity Programs and Services (EOPS) and TRIO programs foster the enrollment of low-income, first-generation college students who are capable of benefiting from the instruction. Admissions information is available in English and Spanish in both the Catalog and Schedule of Classes. The college has also developed the Directory of Campus Language Ambassadors [IIB.4] to further assist students in need of language translation. Counseling and advisement services are designed to support student progress and success by assisting students to:

- identify and update goals of educational plans
- identify barriers to achieving their educational goals
- identify appropriate academic support services

- provide follow-up services
- receive referrals for available support services

A full range of academic support services, learning centers, and computer labs are provided to further enhance student support and learning. These comprehensive services include reasonable accommodations and/or academic adjustments, coordinated by the college's Disabled Students Program and Services (DSPS) (referred to as Supportive Services and Instruction at MPC) to ensure that students with disabilities have an equal opportunity to benefit from the college's courses, programs, and activities.

#### Helping Admitted Students Benefit

Monterey Peninsula College has worked diligently to assist students in benefiting from its programs. When students indicate during the admissions process that they are planning to transfer, obtain a degree or certificate, and/or are undecided on an educational goal, they are required to participate in the matriculation process. The college's matriculation process, designed to help students realize their educational objectives, is referred to as the STEP Program [IIB.5], which is composed of the following components:

- STEP 1 - Admissions
- STEP 2 - Financial Aid (Optional)
- STEP 3 - Assessment
- STEP 4 - Orientation
- STEP 5 - Counseling/Advisement
- STEP 6 - Registration

As mentioned, the STEP Program is required of all new matriculating students. However, there are some exemptions as outlined in the Catalog. The college also admits concurrently enrolled high school students on a part-time basis and in accordance with Board Policy [IIB.6]. Special accommodations for students with disabilities for any part of the STEP Program are available.

STEP 3, Assessment, requires assessments in English or English as a Second Language (ESL) and math. Students complete an English placement test to determine the appropriate English level course needed. Students seeking new English language skills take the Combined English Language Skills Assessment (CELSA) for placement into English as a Second Language (ESL) courses. They also participate in non-credit orientations. The college is in the process of changing its method of math assessment.

Starting fall 2009, MPC will use the Math Diagnostic Testing Program (MDTP) instrument and multiple measures such as high school and other college transcripts to assess students' math level. Prior to 2009, counselors used multiple measures exclusively to determine the appropriate math level placement.

Students without a high school diploma or General Education Diploma (GED) taking courses and seeking financial aid must take the Ability to Benefit (ATB) test to qualify for federal financial aid. An Early Alert program and a progress probation and dismissal policy are in place to monitor and follow-up on student progress.

### **Collegewide Discussions and Student Access, Progress, Learning, and Success**

Discussions regarding student access, progress, learning, and success occur often when various college groups and committees meet. Discussions regarding these student issues occur most frequently during meetings of the Enrollment Advisory Committee, the Student Services management team, the Basic Skills Committee, and the Student Success Task Force. Discussions have also occurred during Student Services staff retreats and campus-wide flex day events. In addition, the weekly Counseling Department meetings address areas related to student access, progress, learning, and success.

**The Enrollment Advisory Committee (EAC).** One committee that is foundational in respect to discussions relevant to student access, progress, learning, and success is the EAC. The EAC was formed in 2005 to serve as MPC's strategic advisory committee on enrollment issues, with emphasis on collegewide dialogue related to strategies that enhance student outreach, retention, learning, and success at the college. The committee membership includes the vice presidents of Student Services and Academic Affairs, deans from Student Services and Academic Affairs, instructional faculty, counseling faculty, classified staff, and management staff including the Director of Institutional Research. The committee is appointed by the Superintendent/President to ensure an institutional focus. The EAC is charged with recommending:

- strategies to increase or improve the effectiveness of student outreach and recruitment, retention, and student success
- class scheduling strategies to increase enrollment by attracting and serving a new segment of students, such as offering an early morning or afternoon cohort of classes
- strategies to increase enrollments of underrepresented student populations

- ideas for instructional programs to meet student/employer/community educational needs and/or serve a new segment of students, such as military spouses
- strategies to increase participation rates
- strategies for collaboration between Academic Affairs and Student Services programs that support student access, retention, and success

The Enrollment Advisory Committee (EAC) has reviewed and analyzed data related to student demographic and enrollment trends, such as the *MPC Comparative Enrollment Reports*; *MPC Community Demographics*; K-12 Enrollment Trends; *Student Equity Plan*; and retention, success, and persistence rates of MPC students. The Enrollment Advisory Committee also compiled a list of current student recruitment and retention efforts at the college, including those targeted for underrepresented students currently enrolled [IIB.7]. EAC, with assistance from Information Technology, established an address on the campus email network, called Enrollment Ideas [IIB.8] so that any member of the campus community could submit ideas for consideration. EAC continues to engage in a review of the educational needs assessment data, a review of the current class scheduling time matrix, coordinated outreach efforts, and identification of best practices that enhance students' success and their educational pathways at Monterey Peninsula College.

EAC published the Fall 2008 Update [IIB.9] designed to inform the campus community of activities and committee developments to date. In the report, EAC focused on its efforts in four main activities:

- data review
- outreach and recruitment
- student retention and persistence
- enrollment idea collection and generation

The Enrollment Advisory Committee is continuing its efforts to enhance student access, progress, learning, and success through its discussions and activities.

**The Student Services management team.** The Student Services management team includes the Vice President of Student Services, the Dean of Student Services, two associate deans, the Director of Student Financial Services, the Director of the Child Development Center, and the Registrar. This group consistently engages in extensive dialogue about student access, progress,

learning, and success during weekly Student Services managers' meetings [IIB.10]. These meetings are designed to:

- maintain ongoing dissemination of critical information related to student learning
- identify issues related to Student Services and develop appropriate action plans
- develop planning agendas for Student Services
- offer an opportunity to create a cohesive Student Services management team

The results of these meetings have included coordinated outreach activities, such as a MPC vendor booth at the Monterey County Fair, college representation at the annual Martin Luther King Community March, representation at the annual Coalition of Scholarship Organizations event, and representation at the annual National Association for the Advancement of Colored People (NAACP) Youth Summit. Other notable results from these meetings have included redesigning the Student Services program review process and developing the themes and programs for annual Student Services retreats.

Student Services programs such as the Counseling Department, CalWORKS, EOPS, and TRIO programs have collaborated in program planning meetings [IIB.11] at the end of each semester to review, assess, and plan services to better assist underrepresented and underprepared students served by the college. Meeting agenda items have included developing program student learning outcomes and methods of assessment, creating program mission statements, and reviewing the evaluation results of program review. The results of the EOPS planning meetings have included developing an annual EOPS outreach plan, sponsoring an annual student recognition program, and identifying special topic workshops for student participants. These planning meetings have also enabled EOPS to prioritize and deliver services more efficiently, allowing the program to serve more students than it is funded to serve. The following table shows that EOPS served 130 students more than the number funded in 2007-2008 and almost 200 students more than the program was funded to serve in 2008-2009.

Academic Year	Funded to Served	Actually Served
2007-2008	639	773
2008-2009	658	855

Source: Chancellor's Office Data Mart

**Student Services staff retreats.** Discussions related to student access, progress, learning, and success have been themes at several Student Services staff retreats [IIB.12]. These retreats foster communication and collaboration throughout programs in Student Services. Previous retreats have also focused on student learning outcomes, program review, personal development, and student retention.

**The Basic Skills Committee.** Discussions regarding student access, progress, learning, and success have often occurred during the Basic Skills Committee meetings. The Basic Skills Committee, comprised of administrators, instructional faculty, non-instructional faculty, and classified staff from Academic Affairs and Student Services, published two reports: the 2007 BSI Self-Assessment [IIB.13] and the 2008 BSI Action Plan [IIB.14]. These reports were widely disseminated throughout the campus community and presented to various shared governance groups, including the Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), the Academic Senate, and the College Council. The reports outlined long-term goals for the Basic Skills Committee, as well as the committee's recommendations for planned actions to enhance basic skills education at MPC. The 2007 BSI Self-Assessment on basic skills included a statistical data report completed by the Office of Institutional Research. The self-assessment detailed a number of remarkable accomplishments, efforts, and programs, which indicated that basic skills are an important focus throughout campus. The report indicated that areas where coordination and communication existed (either by a coordinator, team leader, or director) tend to provide the most successful, sustained and perceptible results. The most significant strengths were in the solid foundation of existing support services and learning centers. The findings showed that a full range of resources exists for students in basic skills assistance, aid, instruction, and counseling. The self-assessment also noted that support for student learning and success would be enhanced if there were greater collaboration among the traditional instructional programs, the various support learning centers, and the numerous student services programs. A need to increase funding to support staff development and enhance coordination and counseling specifically for basic skills was also identified. Subsequently, a 2008 BSI Action Plan included recommendations for short-term objectives, long-term goals, and overarching principles that guide basic skills action plans through 2013.

The Basic Skills Committee has prioritized and recommended current funding for various campus initiatives, such as:

- activities that enhance the communication and collaboration among counseling and instruction
- staff training related to basic skills instruction and support
- initiatives that enhance staff availability in existing learning/support centers

The Basic Skills Committee's focus has been to encourage discussion and action regarding student access, progress, learning, and success.

**The Student Success Task Force (SSTF).** The Superintendent/President assembled the SSTF with representation from Academic Affairs and Student Services faculty and staff in fall 2007 to analyze issues of student retention at the college. As a result of research and data analysis, the SSTF recommended a highly integrated program model referred to as the Lobo-Teaching and Learning Community (TLC). The Lobo-TLC reference is taken from the college mascot and represents a program that is designed to be highly collaborative with a well articulated teaching network of instructional faculty, counselors, support staff, and community members. The SSTF emphasized a program with a high level of interdisciplinary collaboration, engaged planning and communication, and rapid intervention to form a dedicated and responsive teaching and learning community. The SSTF identified numerous components that were needed to establish a successful program. Each of the following components included an analysis and rationale for inclusion in the Lobo-TLC:

- recruitment
- orientation
- course curriculum
- early alert and intervention program
- mentoring
- assessment
- appreciative and intrusive advising
- staffing
- co-curricular activities
- faculty/staff development

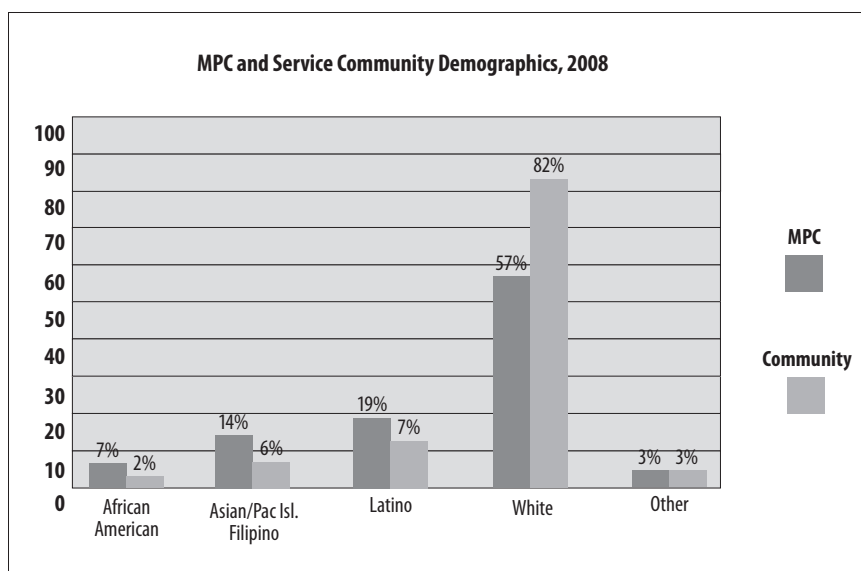
Lobo-TLC will be implemented on a pilot basis in fall 2009. It is clearly a product of dialogue related to student access, progress, learning, and success.

**Flex day events [IIB.15].** Campuswide flex day events have provided opportunities for student services faculty and staff to actively engage in campuswide dialogue about student learning and success. Flex days activities have focused on themes such as student success, racial sensitivity in an educational setting, and best practices in student retention. Notable presenters have included Dr. Vincent Tinto, a renowned researcher and advocate of student success. Dr. Tinto provided the spring 2009 keynote address, "Success Is Everyone's Business," and also facilitated breakout sessions for faculty members to identify interventions to enhance student achievement. John Berteaux, Professor of Philosophy: Ethics and Rhetoric, from California State University, Monterey Bay and Terrance Roberts, a member of the Little Rock Nine, also provided keynote addresses during campus flex days that emphasized student learning and success.

### **Supporting the Dialogue: Student Access and Data**

The Office of Institutional Research has been instrumental in helping the various committees and groups understand how the college is fairing in respect to student access as they participate in dialogue. In 2008, the Office of Institutional Research published a report: *A Look at Our Community & Student Population* [IIB.16]. The report provided valuable insight on college access by comparing current student demographic information to demographics of the college's service community. The report included student demographic information related to both the Monterey campus and the Education Center at Marina. The report focused on areas such as city of residence for both credit and non-credit students; college and community ethnicity; median age; and educational attainment of MPC's service community. The report compares student ethnicity at the Monterey campus with that of its service community. The following chart shows the results of the survey indicating that the Monterey campus is serving a diverse student population, and in most cases, exceeds the percentage represented in its service community. This demographic information is very similar for the Education Center at Marina.





### Evaluating Student Services

Given the focus on data and continuous improvement, the college evaluates its Student Services when developing new programs and reviewing ongoing programs. A systematic program review process [IIB.17] for Student Services is in place to routinely evaluate all programs to ensure that they assist the college in achieving its mission of open access, meet service level expectations related to student progress and learning, and/or have plans in place that enhance student access and success. The Student Services program review process was refined in 2008 to include new components such as student learning outcomes (SLO) and also to align itself with the college's planning and resource allocation process [IIB.18]. As a result, Student Services program reviews have been updated to include SLOs and are now evaluated based on the new program review components and standards.

#### Evaluation – Standard IIB: MPC meets this standard.

Monterey Peninsula College has an open admission policy and seeks to recruit and admit diverse students who are able to benefit from its programs. The college assists students through its matriculation process (the STEP program), and encourages students through its strong student services. Additionally, the college demonstrates a great deal of concern for student access, progress, learning, and success, as it has devoted countless hours to dialogue and action through such committees as the Enrollment Advisory Committee, the Student Services management team, the Basic Skills Committee, and the Student Success Task

Force. To improve the effectiveness of these services, the college reviews data provided by the Office of Institutional Research.

In 2005, the Office of Institutional Research worked with the Student Services management team to publish the *MPC 2005 Student Equity Report* [IIB.19]. The report assessed two critical areas related to college access and student retention. The report found that while the college had similar ethnic demographics to the ethnicity of graduates from most local high schools, additional efforts were needed to increase the enrollments of African American and Latino students at one feeder school, Seaside High. By comparing the adult profile in district's service area to students enrolled in credit courses, the report found a need to increase enrollment among Latino students from the cities of Marina and Seaside along with African American students from Marina.

As a result of the report, Student Services programs increased outreach and recruitment efforts in local cities and schools with the highest concentration of potential African American and Latino students. Student Financial Services made numerous presentations at libraries and schools in the city of Seaside; CalWORKS provided outreach services at the County One Stop Center in Seaside; and EOPS and TRIO engaged in outreach efforts at Seaside, Marina and Central Coast high schools. In addition, Disabled Students Programs and Services (DSPS) conducted visitations and provided group tours for local high schools. The program also participated in disability awareness functions in the local communities [IIB.20]. To further increase access, the Vice President of Academic Affairs has charged all academic divisions to review

## Standard IIB: Student Support Services

course offerings that include evening, weekend, short term, and courses offered at the Education Center at Marina to ensure that the district is providing the most efficient and effective schedule of classes to enhance student access and success.

The following table is a *Comparative Enrollment Report* [IIB.21], which shows that these targeted outreach efforts have coincided with an increase in most student ethnicities, including those from African American and Latino backgrounds.

<b>MPC Comparative Enrollment Report</b>	<b>4/14/08</b>	<b>4/13/09</b>	<b>Percent Change</b>
American Indian/Alaskan Native	68	71	4.4%
Asian	603	596	-1.2%
<b>African-American</b>	<b>377</b>	<b>416</b>	<b>10.3%</b>
White	4,049	4,258	5.2%
<b>Latino</b>	<b>1,218</b>	<b>1,433</b>	<b>17.7%</b>
Pacific Islander	123	137	11.4%
Filipino	265	299	12.8%
Other Non-White	166	170	2.4%
Non-Respondent	592	654	10.5%

In response to the findings in the *Student Equity Report*, the Office of Institutional Research and the Student Services managers collaborated to develop action plans to preserve and enhance the diversity of students at MPC. The Counseling Department, CalWORKS, EOPS, TRIO and Student Financial Services (SFS) collaborated to increase outreach efforts at local high schools. Specific activities included:

- regularly scheduled high school visits during the lunch hour by TRIO counselors
- scheduled visits to high school career centers
- Free Application for Federal Student Aid (FAFSA) workshops in the cities of Seaside and Marina by SFS staff
- representation at college fairs by EOPS and SFS
- Cash for College workshops
- scheduled office hours at the local County One Stop Center in Seaside

- scheduled visits by Supportive Services and Instruction to high schools as well as tours by groups of disabled students on the Monterey campus

In addition, Student Financial Services collaborated with the Counseling Department and EOPS to host workshops in Spanish at Seaside High School to inform English language development students and parents about financial aid, enrollment, and student support services available at MPC.

The data contained in the *Student Equity Report* revealed that course completion rates for African American and Latino students lagged behind Asian and Caucasian students. In addition, the data indicated that students identified as Disabled Students Programs and Services (DSPS) participants had lower course completion rates than non-DSPS participants in transferable and Career Technical Education courses. However, DSPS participants had higher course completion rates in basic skills courses than non-DSPS participants. The Student Equity Report identified the following strategies to support increasing course completion rates for DSPS students in transferable and Career Technical Education courses:

- refer DSPS students to Learning Skills Assessment (LNSK 370)
- offer proactive counseling to inform students of skills needed for Career Technical Education programs
- provide DSPS staff referrals to the Department of Rehabilitation for service

- offer Learning Skills 331F, Self-Advocacy Strategies Lab, to help students identify their learning styles and skills, as well as to communicate their needs to instructors

The Student Equity Report also recommended that the Academic Support Center actively seek funding to increase the number of courses supported by Supplemental Instruction. Student Financial Services continues to monitor course completion rates through its student satisfactory academic progress policy and financial aid dismissal process.

As explained in Standard IA, the Office of Institutional Research conducted the Noel-Levitz “Student Satisfaction Inventory” (SSI). The Noel-Levitz Student Satisfaction Inventory is a survey instrument primarily designed for traditional-age students in undergraduate programs. The SSI asks students to respond to each item with a level of importance and a level of satisfaction. Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Average satisfaction scores are typically in a range of 4 to 5.

The results of the Noel-Levitz Student Satisfaction Inventory (SSI) [IIB.22] indicate that the college provides a supportive learning environment. Students indicated that they “are made to feel welcome on this campus” (rating of 5.67 out of 7) and that “most students feel a sense of belonging here” (rating of 5.51 out of 7).

#### Plan – Standard IIB:

None

#### Evidence:

Reference	Document	Link
IIB.1	Admissions Policy	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/4105 Admission Policy 8-2009.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/4105 Admission Policy 8-2009.pdf</a>
IIB.2	MPC Mission Statement	<a href="http://www.mpc.edu">http://www.mpc.edu</a>
IIB.3	MPC Institutional Goals	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Institutional Goals 2007-10.pdf</a>
IIB.4	Directory of Language Ambassadors	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Directory of Language Ambassadors.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Directory of Language Ambassadors.pdf</a>
IIB.5	MPC STEP Program	<a href="http://www.mpc.edu/newstudents/Pages/gettingstarted.aspx">http://www.mpc.edu/newstudents/Pages/gettingstarted.aspx</a>
IIB.6	Board Policy - Admissions	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/4105 Admission Policy 8-2009.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/4105 Admission Policy 8-2009.pdf</a>
IIB.7	EAC Outreach and Recruitment Matrix	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/EAC Outreach and Recruitment Matrix0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/EAC Outreach and Recruitment Matrix0000.pdf</a>
IIB.8	Enrollment Ideas	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Enrollment Ideas0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Enrollment Ideas0000.pdf</a>
IIB.9	EAC Fall 2008 Update Report	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/EAC Fall 2008 Update Report0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/EAC Fall 2008 Update Report0000.pdf</a>
IIB.10	Student Services Managers' Agendas	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Student Services0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Student Services0000.pdf</a>
IIB.11	EOPS/CW/TRIO Program Planning Meeting Agendas	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/EOPS-CW-TRIO Program Planning Meeting Agendas0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/EOPS-CW-TRIO Program Planning Meeting Agendas0000.pdf</a>
IIB.12	Student Services Retreat Agendas	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Student Services Retreat Agendas0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Student Services Retreat Agendas0000.pdf</a>

Standard IIB: Student Support Services

Reference	Document	Link
IIB.13	2007 BSI Self-Assessment	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/BSI Cover Sheet_Summary_and Complete Assessment.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/BSI Cover Sheet_Summary_and Complete Assessment.pdf</a>
IIB.14	2008 BSI Action Plan	<a href="http://www.mpc.edu/institutionalresearch/Documents/BSI Cover Sheet_Summary_and Complete Assessment.pdf">http://www.mpc.edu/institutionalresearch/Documents/BSI Cover Sheet_Summary_and Complete Assessment.pdf</a>
IIB.15	MPC Flex Day Agendas	<a href="http://www.mpcfaculty.net/senate/FlexDayInfo.htm">http://www.mpcfaculty.net/senate/FlexDayInfo.htm</a>
IIB.16	A Look at Our Community and Student Population	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/A Look at Our Student Population.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/A Look at Our Student Population.pdf</a>
IIB.17	Student Services Program Review Process	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/SSAGProgramReviewProcess-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/SSAGProgramReviewProcess-11-08.pdf</a>
IIB.18	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/MPC Planning and Resource Allocation Process-flowchart 4-07.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/MPC Planning and Resource Allocation Process-flowchart 4-07.pdf</a>
IIB.19	Student Equity Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Student Equity Plan - Report - revised2.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Student Equity Plan - Report - revised2.pdf</a>
IIB.20	Student Services Outreach Activities	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/EAC Outreach and Recruitment Matrix0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/EAC Outreach and Recruitment Matrix0000.pdf</a>
IIB.21	<i>Comparative Enrollment Report</i> (April 14, 2009)	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Comparative Enrollment Report 4-14-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Comparative Enrollment Report 4-14-09.pdf</a>
IIB.22	2009 Noel-Levitz Student Satisfaction Inventory	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Monterey Peninsula College vs California Comparison - 5-2009.htm">http://www.mpc.edu/information/accreditation/Standard 2B/Monterey Peninsula College vs California Comparison - 5-2009.htm</a>

## Section 1, 3.a: Quality Student Services that Support Student Learning

### Section 1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

### Section 3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

#### Description:

All Student Services programs participate in the Student Services program review process [IIB.1.1]. The process is designed to evaluate all existing Student Services programs and services to assure their quality, vitality, and responsiveness to student needs, and student learning. Program review at MPC provides an opportunity to look constructively at Student Services programs and services on a continual basis, with the intent of refining and improving program practices and making effective and efficient use of resources. Student Services program review takes place every six years and includes annual program review updates. Program review includes student learning outcomes (SLOs) and data that demonstrate the effectiveness of its services as it relates to student access, retention, progress, and success.

To actively support student learning, SLOs have been widely discussed and subsequently embraced throughout Student Services and are now included as an integral part of program review. Several staff retreats [IIB.1.2] were devoted to defining a process for developing and identifying overarching themes for SLOs that are meaningful to all areas of Student Services. As a result, the following themes for SLOs were adopted for Student Services:

- communication
- critical thinking
- personal development and community responsibility
- technical competence
- self-advocacy

Each program in Student Services is charged with integrating these SLO themes into their respective program reviews and establishing authentic methods for assessing them.

To enhance student learning and support the mission of the college, MPC provides a set of comprehensive student support services (<http://www.mpc.edu/studentservices>) in the following areas: outreach and recruitment, enrollment services, counseling and advising, financial aid, specialized student services, learning support services, and other key programs and services to students through the following programs and services.

#### Outreach and Recruitment

The college's commitment to open access is evident by the numerous outreach and recruitment activities it conducts on an annual basis. Student Financial Services (SFS) plays a critical role in providing outreach and recruitment services for the college. SFS conducts Cash for College workshops throughout the service community, offers financial aid application workshops on campus and at numerous off-campus venues, represents the college at various college fairs, and coordinates MPC's community outreach function at the Monterey County Fair [IIB.1.3]. The Counseling Department, through the Matriculation process, provides assessment and orientation services to local high school seniors either at the high school or on the college campus. In addition, the Counseling Department assigns counselors to local high schools to provide graduating seniors critical information about college admissions, assessment, and enrollment policies and procedures to ensure that they have an opportunity for a seamless transition from high school to the college. Outreach activities by EOPS focus on recruiting low-income and underrepresented students. An annual EOPS outreach plan [IIB.1.4] is developed to ensure the program is responsive to community needs. TRIO programs also contribute to the MPC's commitment to reach out to all members of the community by providing pre-college outreach services to high school students who participate in Upward Bound and Math-Science Upward Bound. Supportive Services and Instruction (DSPI) conducts outreach to local high school special education programs to recruit disabled students and assist them in making a smooth transition to the college. Pre-graduation visits and educational plan development are readily available through Supportive Services for transitioning high school students. The Enrollment Advisory Committee (EAC) has also created a comprehensive list of collegewide outreach and recruitment services [IIB.1.5] provided by the college. In addition, Student Services

coordinates a list of faculty and staff lectures [IIB.1.6] available for presentations at local high schools.

### **Enrollment Services**

Enrollment services are provided through two offices: Admissions and Records and the Assessment Center.

**Admissions and Records.** The Admissions and Records Office is an integral component of Student Services. It provides comprehensive admission, registration, and records services. It also processes student requests for transcripts, enrollment verification, General Education and transfer certification, and graduation evaluations. Additionally, Admissions and Records is responsible for the accuracy and maintenance of student academic records for the lifetime of the college. Services provided include AB 540 eligibility; admission of all students; athletic eligibility; attendance accounting; certification of General Education requirements; challenge procedure and process; cross enrollment eligibility; determination of residence status; enrollment verification; evaluation of Advanced Placement exams, military, college subject test from DANTES Testing Centers, and College Level Examination Program (CLEP); evaluation of degrees and certificates; evaluation of lower division units transferred from other colleges; General Education certification for CSU; processing of Veterans Assistance certification; registration; signing of I-20 for international students; and student record maintenance

**The Assessment Center.** The Assessment Center administers the college's placement tests [IIB.1.7]. The instrument used for English placement purposes is the College Test for English Placement (CTEP), which is designed to assess students' skills in the areas of reading and writing. The English as a Second Language Placement Test or Combined English Language Skills Assessment (CELSA) test is administered for the English as a Second Language student. A Math Informed Decision is in place and consists of mathematics self-assessment and/or placement determined by transcripts. In preparation for adopting the Mathematics Diagnostic Testing Program (MDTP) instrument for placement purposes beginning in fall 2009, the Mathematics Department, in collaboration with the Office of Institutional Research, conducted validity studies from spring 2008 through spring 2009. As of fall 2009, all students taking a college math course for the first time are required to assess using the MDTP.

The Assessment Center's services are augmented by Supportive Services and Instruction. Supportive Services makes test

accommodations available to students with disabilities who need special testing accommodations for the English and math assessments. Students are asked to contact Supportive Services and Instruction to make arrangements for accommodation. The college also provides proctoring for Extension Test Services for seventy-nine colleges and universities. Students receiving financial aid must have a high school diploma, GED or take the Ability to Benefit Test.

### **Counseling and Advising**

The counseling faculty offer academic counseling, career counseling, and personal counseling in support of student access, retention, progress, and overall student success. Counseling services are available in person in English and Spanish and through the Counseling Department's website (<http://www.mpcfaculty.net/counseling/default.htm>). An "Online Advisor" service is available and is designed to accommodate all students, including distance learners, online students, and students taking classes at the Education Center at Marina. All counseling services are provided by certificated counselors. Counseling faculty assist students with interpretation of college policies and procedures, career assessments and provide guidance through the career development process. Counseling services are coordinated with other campus services such as assessment, financial aid, job placement, and supportive services. Specialized services provided by counseling faculty in programs such as CalWORKs, DSPS, EOPS, International Students, and TRIO are designed to address the unique needs of students facing financial and economic barriers and/or physical and learning disabilities.

The Counseling Department, in coordination with the Matriculation Coordinator and the Matriculation Services Specialist, is responsible for conducting all new student orientations. The counseling faculty also teach personal development classes, and serve as resources to instructional faculty by providing student follow-up services through the Early Alert process [IIB.1.8]. Counselors also make classroom visits and present information about campus resources and conduct specific workshop sessions as requested. These sessions include:

- academic requirements for specific majors such as Engineering, Business, Nursing, and Physical Education
- career counseling presentations to basic skills and ESL classes
- job search related topics as requested
- career and transfer workshops



Counselors serve on campus shared governance committees, represent the Counseling Department at academic division meetings [IIB.1.9], and provide targeted counseling to students with these academic interests. The inclusion of counseling faculty, together with instructional faculty at divisional meetings, allows for an important link between Academic Affairs and Student Services for the purpose of information sharing. On one hand, counselors provide feedback they receive from students that can be shared with instructional faculty in support of student success. On the other hand, discipline faculty provide information to counselors on the latest discipline and programmatic developments. The results of this dialogue help to identify shared interest around student learning, student scheduling, and overall student success.

Advising is also provided through the Career and Transfer Resource Center. The Career and Transfer Resource Center (CTRC) provides assistance with career choice, major selection and/or transfer assistance to other institutions. Resources include:

- college catalogs and other materials on colleges/universities
- computer programs and access
- college and university representatives visitations
- published monthly calendar of events [IIB.1.10]
- CTCRC website (<http://www.mpc.edu/studentservices/ctrc>) with information and links
- email listserv for current campus career and transfer information
- Transfer Admission Agreement/Guarantee programs (TAA/TAG)
- Transfer Day coordination and hosting

The CTCRC also provides assistance with career assessments, career exploration, career library, decision making, and job search, including resume and interview techniques. Computers, printers, phone, fax, and copiers are available for career and transfer purposes. Counselors and university representatives are available to meet with students by appointment and on a drop-in basis.

### Financial Aid

Student Financial Services (SFS) (<http://www.mpc.edu/studentservices/financialaid>) coordinates all financial assistance offered to students at the college. SFS is charged with the responsibility of assuring sound stewardship of federal funds, state funds, campus based funds, and local scholarships.

The college makes available federal, state and private funds to assist students. Federal funds are Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work Study, and three types of Federal Family Educational Loan Programs (Stafford Subsidized Loan, Stafford Unsubsidized Loan, and the Parent's Loan for Undergraduate Students (PLUS)). State funds are Board of Governors Fee Waivers (BOGFW); and the Cal Grant Program. Private funds include MPC District Grant in Aid, Orr Estate Grant, several scholarships that are donated to the college, and three short-term emergency loan programs.

All funds available to the district for student financial assistance are tracked through SFS. The selection of students to receive certain designated scholarships and athletic awards are submitted by the responsible department to SFS for processing. When funds or awards for students are received by other college offices from outside sources, such as Fiscal Services, that office is required to notify SFS.

SFS is responsible for maintaining adequate records to ensure proper administration of student financial aid funds. This includes:

- reviewing each student to ensure the student meets eligibility requirements
- monitoring student need to ensure that aid given is not in excess of need and/or the cost of attendance
- monitoring student enrollment and progress
- coordinating the delivery of aid to students with Fiscal Services
- ensuring aggregate awards do not exceed total expenditures of funds under each program
- maintaining accurate reporting of all student financial aid expenditures

In addition to administering financial aid funds for the college, SFS provides outreach services. The SFS Outreach Plan [IIB.1.11] includes activities such as on-campus workshops for the Free Application for Student Financial Aid, Stafford Loan, and the Board of Governor's Fee Waiver. The SFS staff also organizes and staffs the county fair booth, the MPC Cash for College day, and the I Can Afford College program.

The following table indicates that SFS outreach activities have coincided with a steady increase in the number of students receiving the BOGFW and PELL grants. In addition, the amount

of financial aid disbursed to students has also increased. In 2007-2008, \$4,993,584 was distributed to students compared to \$7,305,065 in 2008-2009.

<b>BOGFW Type</b>	<b>2007-2008</b>	<b>2008-2009</b>
BOGFW Fee Waiver A	207	318
BOGFW Fee Waiver B	1,498	2,172
BOGFW Fee Waiver C	575	960
PELL Grants	840	1,050
Total Awards	3,120	4,500

Source: Chancellor’s Office Data Mart

**Specialized Student Services**

Monterey Peninsula College offers a variety of specialized student services, including Adaptive Physical Education, the California Work Opportunity and Responsibility to Kids (CalWORKS) program, Cooperative Agencies Resources for Education (CARE), the Disabled Student Program and Services (DSPS), the Workability III program, the Extended Opportunity Program and Services (EOPS), the International Student Program, TRIO, and Veterans Assistance.

**Adapted Physical Education.** Adapted Physical Education is designed to meet the special physical education needs of students with disabilities. The Adapted Physical Education curriculum has been developed to maintain or increase students’ physical fitness level through monitored aerobic activity, weight conditioning, stretching activities, and body mechanics training. The Adapted Physical Education Center includes specialized equipment which is universally designed for individuals who have limited mobility.

**California Work Opportunity and Responsibility to Kids (CalWORKs).** The CalWORKS program (<http://www.mpc.edu/student-services/calworks>) provides a comprehensive set of educationally related services designed to assist students who are current welfare recipients or who are in transition from welfare to long-term self-sufficiency achieved through coordinated student services offered at MPC, including:

- work-study
- education related work experience
- job development and placement services
- childcare services

**Cooperative Agencies Resources for Education (CARE).** CARE is a collaboration between EOPS and the County Department of Social Services. CARE provides services to students who are single heads of households with a child less than fourteen years old and receiving CalWORKs benefits. In addition to EOPS services, CARE students at MPC also receive a campus meal plan voucher and childcare grants for out-of-pocket expenses.

The **Counseling Department** makes available to all enrolled students the following services:

- academic counseling
- career counseling and services
- personal counseling
- transfer services
- online advising
- personal development courses

The Counseling Department assists any enrolled student with college applications, including totaling units, calculating grade point averages, scholarship application assistance, reviewing applications and personal statements, as well as writing letters of recommendation for students. Counselors evaluate Advance Placement scores for AA/AS and transfer requirements, assess outside transcripts for prerequisite verification, clear new students for registration after completing an educational plan. In addition, counselors assist students to complete required forms for other departments such as:

- excessive unit petitions
- financial aid probation contracts
- financial aid appeals hearings
- petitions for readmissions
- petitions to repeat a course
- petition to graduate
- veterans educational plans

**Disabled Student Programs and Services (DSPS).** DSPS, referred to as Supportive Services & Instruction (<http://www.mpc.edu/student-services/dsps>) at MPC, provides access to enrolled students identified as having a physical, communication, psychological, developmental and/or learning disability or an acquired brain injury. Support services are available to students with disabilities in addition to the regular services provided to all



students. These services enable students to participate in regular activities, programs, and classes offered by the college. Services and accommodations include:

- specialized counseling
- college orientation
- adaptive equipment
- assistive listening devices
- special accommodations
- on-campus transportation
- priority registration
- readers, interpreters, and/or note takers

Learning Skills (LNSK) and Adapted Physical Education (ADPE) classes are offered each semester and include:

- auditory processing strategies
- adapted physical education
- modified word processing
- reading skills development
- math skills development
- learning strategies
- thinking and reasoning skills
- writing skills development
- self advocacy strategies

**Workability III.** The Workability III program is also offered through Supportive Services and Instruction to assist Department of Rehabilitation clients to obtain and maintaining employment. The program is designed specifically for students with disabilities who require individualized assistance to identify and implement Career Technical Education and employment goals. Activities include career assessments and job readiness skills.

**Extended Opportunity Program and Services (EOPS)** (<http://www.mpc.edu/student-services/eops>) is designed to assist low-income, educationally disadvantaged students gain access to and successfully complete a program of study in higher education. EOPS services are “over and above” those offered to the general student population. To help students succeed, EOPS provides academic and instructional support services that are specifically designed to meet each student’s particular needs. EOPS services include academic, personal and career counseling;

college transfer assistance; financial aid application assistance; textbook service; transfer application fee waivers to UC and CSU; study skills instruction; and EOPS grants.

**International Student Program (ISP).** The International Student Program recruits, admits, counsels and retains international students, serving both full-time F-1 and other visa-appropriate, part-time students. ISP provides airport pickup; housing assistance; academic/transfer counseling; and foreign academic credentials evaluation. Other core services include government liaison, from local law enforcement to the U.S. Immigration and Customs Enforcement (USICE), U.S. Citizenship and Immigration Services (USCIS), U.S. Department of State; immigration regulatory reporting, interpretation, advocacy; health insurance contracting, liaison, administration; dependent and community partnerships; orientation, workshops and personal guidance; plus study abroad clearinghouse. Conditional admission offered via agreement with the Monterey Institute of International Studies’ Intensive English Program. ISP enhances campus diversity, contributes to college revenues, and advances the college’s global profile.

**TRIO.** The college has hosted TRIO programs (<http://www.mpc.edu/student-services/TRIO>) since 1980 and is one of the few community colleges across the nation to host three TRIO programs: Student Support Services was first funded in 1980, Upward Bound was funded in 1989, and Math/Science Upward Bound began delivering services in 1990. These programs are federal grants that serve low-income, first generation college students and are designed to:

- prepare participants to do college level work
- provide participants academic support
- provide exposure to financial aid opportunities
- provide study skills development and tutoring

TRIO programs help the college meet its responsibility to the community by offering local college and high school students from limited income households and first generation college families the opportunity to develop academic, personal, and social skills that enable them to gain access and successfully participate in higher education.

**Veterans’ Assistance.** Veterans’ assistance is available to veterans and eligible dependents on all matters relating to veterans’ educational benefits. Students meet with a counselor for education planning including one semester educational plans for new

students and multiple term educational plans for continuing students, which usually involves the evaluation of official transcripts from outside institutions. Services include application assistance for students for Veterans' Administration Educational Assistance Allowance, enrollment certification, and educational planning.

### Learning Support Services

Learning support services for students include library services, tutoring, learning centers, computer laboratories, and learning technology development and training. The college provides access and training to students so that library and other learning support services may be used effectively and efficiently. The college systematically assesses these services through a program review process that includes student learning outcomes, faculty input, and other appropriate measures to improve the effectiveness of the services.

The **Academic Support Center** offers course content tutorial support to any student enrolled in General Education courses at all levels and in some Career Technical Education courses, excluding English which is provided by the English and Study Skills Center (ESSC). Tutorial sessions are scheduled on a regular basis and conducted individually or in small study groups. The program also schedules and supports Supplemental Instruction (SI) and/or large group tutoring in a limited number of classes each semester. As funding permits, the center also provides tutors for select open lab hours in Business Skills and the Digital Media Center. The courses tutored are dependent on the availability of qualified student tutors. Individual and small group tutoring takes place in the ten small tutorial rooms. SI and large group tutoring occurs in one of two large group study rooms. Students may schedule two hours of tutoring per week. Students with learning disabilities may receive additional tutoring if requested by a DSPS counselor.

The **Library and Technology Center** is also the focal point for additional student learning support outside of the classroom. But it is one part of a system that also includes instructional support in various learning centers, including English as a Second Language Center, English and Study Skills Center, Math Learning Center (MLC), Nursing Learning Resource Center, Reading Center, and TRIO Learning Center. These learning centers are described in detail in Standard IIC.

### Other Student Support Services

Monterey Peninsula College offers a host of other student support services, including the Associated Students of Monterey

Peninsula College, the Student Activities Office, the Child Development Center, the Job Center, Health Services, and the Women's Programs/Re-Entry and Cultural Center.

**Associated Students of Monterey Peninsula College (ASMPC).** ASMPC is the officially recognized student government association of Monterey Peninsula College. All students are members of ASMPC. The purpose of ASMPC is to:

- promote student activities
- increase cooperation between students, faculty, the administration and the community
- lead in the management of student affairs
- participate in the college's shared governance process
- provide a forum for the expression of student opinion
- develop student initiative and responsibility
- ensure equal rights for all students

Elections are held annually for ASMPC offices. The association meets weekly in the College Center during the fall and spring semesters. The Inter Club Council (ICC) is an organization that supports MPC student organizations. Any approved club can join the ICC and receive money and assistance with club activities. The Associated Students Activities Council (ASAC) is a group of students that plan the student activities at the college. Any student can join ASAC and participate in the planning of student activities. The ICC and ASAC meet weekly in the College Center and are supported by the Associated Students of Monterey Peninsula College.

**Student Activities Office.** The Student Activities Office supports the mission of the Associated Students of Monterey Peninsula College and is responsible for all College Center programs and activities. There are many ways for students to be actively involved at MPC. Students can make the college a more vibrant place by contributing ideas, skills, and energy to student government, student activities and student organizations.

**Child Development Center (CDC).** The CDC serves a dual role, providing preschool services for children of MPC students and staff and a training laboratory setting for child development majors. Children between the ages of two and five years (determined not eligible for kindergarten) are eligible for enrollment. Children must be in good health with all immunizations current. At least one parent must be enrolled in at least six units. Admission is determined by family eligibility, and priority is given to low-income students. The CDC provides a developmentally appropriate

preschool program that recognizes each child's needs to grow and develop at his/her own pace, in an atmosphere that promotes respect for the child's feelings, thus fostering self esteem and self awareness. The CDC curriculum is created by using best practices with project approach, emergent curriculum inspired by the Italian approach. Activities promote social-emotional, language, cognitive, physical and creative development. The CDC operates under the auspices of Student Services. Grant funding has been obtained from the State Department of Education, Child Development Division.

**Job Center.** The Job Center (<http://www.mpc.edu/student-services/jobplacement>) is a full-service employment office providing MPC students opportunities for work experience both on campus and in the community. The Job Center's goal is to bring education and employment together so that students can develop their educational skills and abilities while gaining valuable experience in the world of work. Current students, as well as graduates, will find the Job Center an important resource and an essential link between education and employment. Job Center staff work closely with other campus programs and community businesses to provide students with the tools and support they need to successfully find and keep their jobs.

**Health Services.** The Health Services Office offers medical, psychological, and first aid to enrolled students. The nurse and mental health professionals are available on an appointment basis. Information on student accident, medical, and dental insurance are provided. Referrals to local agencies or doctors for screening test for vision, hearing, tuberculosis, and blood pressure. A local physician is available by appointment one afternoon a week for students. The district recently entered into a contract with Community Hospital of the Monterey Peninsula to provide a fulltime nurse on site at the Health Services to enhance the already existing services.

**Women's Programs/Re-Entry and Cultural Center.** The Women's Programs and Re-Entry and Cultural Center provides a lounge that offers study space, free coffee, and often baked goods. Services are for male and female students and include mental health counseling, a textbook loan program for textbooks from all disciplines on campus, an emergency food pantry and personal necessities cupboard, and financial support for women students in crisis.

### Equitable Access

In addition to the full complement of student services outlined above, a majority of student services are accessible via the college website (<http://www.mpc.edu>). Currently, students have access to services online and in person. Online registration services are available from 6:00 am to 10:00 pm daily. In-person services are available during the week, and information about the campus and student support services are also contained in the Schedule of Classes.

Monterey Peninsula College provides numerous ways to apply to the college and register for classes. Hard copy applications and registration forms can be mailed or submitted for processing at the Admissions and Records Office or the Education Center at Marina. Online applications and registration are available through the college's "web registration" process. Counselors are also available during the day and evening throughout the academic year by appointment and/or drop-in basis. An "Online Advisor" service is available and is designed to accommodate all students, including distance learners and online students. To ensure access for low-income, first-generation college students, veterans and students with disabilities, "priority registration" is available to students participating in DSPS and EOPS.

### Online Classes

An "Online Advisor" (<http://www.mpcfaculty.net/counseling/default.htm>) is an important student support service, because it provides access to counseling and is an advising resource for students taking online and/or distance education courses through MPC as well as classes at the Education Center at Marina. In addition, the Counseling Department offers several online personal development courses to support students interested in this mode of instruction. Electronic books (e-books) and online databases support student learning for distance education and students taking online classes. The library also provides telephone reference services, the ability to apply for a library card online and make requests for materials, student records review in the online Catalog, and instant messaging (IM). Instant messaging is a means for students and staff to ask questions of the reference librarians online and receive answers almost instantly.

### **Student Support Services at the Education Center at Marina**

The college makes available to students the following student support services at the Education Center at Marina:

- admissions and registration services
- counseling, advising and transfer services
- Student Financial Services
- EOPS (Extended Opportunity Programs and Services)
- DSPS (Disabled Students Programs and Services)
- library services
- bookstore services
- classroom presentations by Student Services staff

The Dean of Student Services is responsible for establishing a monthly calendar of Student Services [IIB.1.12] that are available at the Marina site. These services are an extension of services offered at the Monterey campus and are subject to the same evaluation processes.

To assure equitable access and support for student learning at the Education Center at Marina, the college routinely provides an appropriate level of student support services on location and plans to incrementally expand services as enrollments increase. The Counseling Department provides the core set of services at the site and assumes a leadership role in preparing a monthly calendar of available Student Services.

To ensure access to college services for low-income, first-generation college students and students with disabilities, representatives from Student Financial Services, CalWORKs, EOPS and DSPS are made available upon request at the Education Center at Marina. The MPC library is a member of the Peninsula Library System (PLS). This consortium consists of academic, public and special libraries in Monterey, Santa Cruz, and San Benito counties. This greatly enhances materials the library is able to provide to students, faculty, and staff. This service is beneficial to students enrolled at the Education Center at Marina, since the district currently does not offer a full array of library services at the center. As of this writing, plans are currently underway to implement a courier service that will allow students at the center to have access to books on reserve. Electronic books (e-books) and online databases also support student learning at the Education Center at Marina.

### **Evidence that Student Support Services are Available Regardless of Location or Delivery Method**

The Vice President of Academic Affairs has worked collaboratively with the MPC Education Center Project Team, a group of administrators and faculty, to plan and ensure that the necessary student support services are in place at the Marina site. It was determined that during the first week of classes, a full complement of services needs to be made available including admissions and records, financial aid, counseling and textbook services. During the semester, additional student services, such as EOPS and DSPS, are represented on a rotating basis or as requested. In addition, data provided by the Office of Institutional Research has resulted in the implementation of a mini-learning center to provide tutorial assistance in English, ESL and mathematics, as well as a mini Business Skills Center.

The Enrollment Advisory Committee developed a Directory of Student Services [IIB.1.13], which is available in print and electronic formats. This document was developed in response to a need to educate and inform all instructional staff, including adjunct faculty, of the programs and services available to all students regardless of their location or delivery model.

All online courses, including personal development, go through the established curriculum approval process and must meet Title 5 of the California Code of Regulations standards set forth by the Curriculum Advisory Committee. In addition, all faculty teaching online courses are required to state the student support services needed to ensure student success, and stipulate a plan for referring students to the appropriate services. Instructional staff have been encouraged to incorporate this Directory of Services into their initial class orientation and/or course overview presentations.

Online services are evaluated through interaction and correspondence handled via email. Interaction between students and instructors through discussion forums that are required for classes gives the opportunity to evaluate online services for specific students. The *Distance Learning at Monterey Peninsula College Handbook for Instructors* [IIB.1.14] includes the requirements for "effective contact" as well as helpful suggestions to facilitate effective contact. The handbook also lists services specific to online students including orientation. On an annual basis, faculty who teach online or those wishing to learn new skills that will enable them to teach online undergo formal training. Also, there is daily

one-on-one training available during the summer and at times when classes are not in session.

**Evaluation – Standard IIB.1, 3a: MPC meets the standard.**

Monterey Peninsula College provides a variety of student support services at the Monterey campus and at the Education Center at Marina. These quality support services support student learning and forward the mission of the college.

The quality support services also contribute to students' overall feelings of belonging and enjoyment at the college. On the Noel-Levitz Student Satisfaction Inventory (SSI), students indicated that "it is an enjoyable experience to be a student on this campus" (rating of 5.80 out of 7), and that "students are made to feel welcome on this campus" (rating of 5.67 out of 7). However, the SSI also identified a couple of areas where student satisfaction is lower relative to importance. For example, students gave an overall importance rating of 5.92 to items related to admissions and financial aid, but their overall satisfaction rating on those items was only 5.10 (out of 7).

The college assures the quality of its Student Services programs in several ways including program review, program review annual updates, student learning outcomes, and student satisfaction surveys [IIB.1.15]. Additionally, several programs are also reviewed by their funding agencies. For example, both Student Financial Services and TRIO programs submit annual performance reports to the U.S. Department of Education. In addition, the California Department of Education reviews annually the Child Development Center and the Monterey County Department of Social Services reviews the college's Workability program [IIB.1.16]. In the spring of 2008, the Chancellor's Office of the California Community Colleges completed an on-site program review [IIB.1.17] of the following categorical programs: CalWORKs, EOPS/CARE, DSPS, and Matriculation.

The Student Services programs and services listed below have completed a program review update in spring 2009 [IIB.1.18] based on new criteria that includes student learning outcomes. These programs have also been evaluated on the new criteria by a Student Services program review evaluation team [IIB.1.19] consisting of a Student Services administrator, manager/director, faculty member, and a classified staff member. An evaluation summary has been presented to the Student Services Advisory Group (SSAG), College Council and the Board of Trustees.

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- Academic Support Center
- Admissions and Records
- Athletics
- CalWORKs
- Child Development Center
- Counseling
- EOPS/CARE
- International Student Programs
- Matriculation
- Student Financial Services
- Supportive Services and Instruction (DSPS)
- TRIO Programs
- Women's Programs

As of this writing, since they are scheduled to merge services and share a common space, the Career/Transfer Center and Job Center are scheduled to complete a program review in 2009-2010. Dialogue has been initiated by supervising staff in these areas to see how these two services can be integrated and designed to best support the needs of students.

Monterey Peninsula College has also entered into a new contractual agreement with the Community Hospital of the Monterey Peninsula (CHOMP) to provide health services at the college. The arrangement with CHOMP is new to both parties and will require a transition period before any formal program review can take place. The Student Activities Office has experienced staff turnover. As of this writing, a new Student Activities Coordinator is charged with completing a Student Activities Office program review. This program review will be completed in academic year 2009-2010.

Either by in-person or electronic access, Student Services programs at the college maintain an ongoing effort to provide appropriate, comprehensive, and reliable services to students at the Monterey campus, the Education Center at Marina, and the online format.

Survey results of residents near the Education Center at Marina showed an overwhelming interest in taking courses at that location [IIB.1.20]. In response to these surveys, the college now offers numerous support programs and services to meet the needs of students regardless of the delivery method or locations.



## Standard IIB: Student Support Services

The results of the Noel-Levitz Student Satisfaction Inventory (SSI) [IIB.1.21] indicate that MPC students do feel that the college is committed to all students, regardless of location or demographic group; the rating on the scale “Responsiveness to Diverse Populations” received an overall rating of 5.58 out of 7.

The program review processes for Academic Affairs and Student Services include data review and student survey results, which provide a systematic process for an ongoing assessment and evaluation of student support and learning regardless of the location or delivery method.

### Plan - Standard IIB.1, 3a:

None

### Evidence:

Reference	Document	Link
IIB.1.1	Student Services Program Review Process	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/SSAGProgramReviewProcess-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/SSAGProgramReviewProcess-11-08.pdf</a>
IIB.1.2	Student Services Staff Retreats	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Student Services Retreat Agendas0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Student Services Retreat Agendas0000.pdf</a>
IIB.1.3	Student Services Outreach Activities	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/EAC Outreach and Recruitment Matrix0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/EAC Outreach and Recruitment Matrix0000.pdf</a>
IIB.1.4	EOPS Annual Outreach Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/EOPS Annual Outreach Plan0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/EOPS Annual Outreach Plan0000.pdf</a>
IIB.1.5	EAC Outreach and Recruitment Activities	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/EAC Outreach and Recruitment Matrix0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/EAC Outreach and Recruitment Matrix0000.pdf</a>
IIB.1.6	MPC Staff Lecturers	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/MPC Staff Lecturers0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/MPC Staff Lecturers0000.pdf</a>
IIB.1.7	Assessment/Placement Test	<a href="http://www.mpc.edu/student-services/assessment">http://www.mpc.edu/student-services/assessment</a>
IIB.1.8	Early Alert Process	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/MPC Early Alert Program.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/MPC Early Alert Program.pdf</a>
IIB.1.9	Counselors Assigned to Academic Divisions	<a href="http://www.mpcfaculty.net/counseling/cfaculty.html">http://www.mpcfaculty.net/counseling/cfaculty.html</a>
IIB.1.10	CTRC Monthly Calendar	<a href="http://www.mpc.edu/student-services/CTRC">http://www.mpc.edu/student-services/CTRC</a>
IIB.1.11	SFS Outreach Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/SFS Outreach Plan0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/SFS Outreach Plan0000.pdf</a>
IIB.1.12	Student Services Monthly Calendar for Marina	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Student Services Monthly Calendar for Marina0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Student Services Monthly Calendar for Marina0000.pdf</a>
IIB.1.13	Directory of Student Services and Learning Resources	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Student Support Services at MPC.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Student Support Services at MPC.pdf</a>
IIB.1.14	Distance Learning at MPC Handbook for Instructors	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Distance Learning at MPC-Handbook 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Distance Learning at MPC-Handbook 2008.pdf</a>
IIB.1.15	Student Services Program Review Process	<a href="http://www.mpcfaculty.net/accreditation/ProgramReview/SSAGProgramReviewProcess-11-08.doc">http://www.mpcfaculty.net/accreditation/ProgramReview/SSAGProgramReviewProcess-11-08.doc</a>

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIB.1.16	Outside Agency Reviews of Student Services	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ Outside Agency Review of SS.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ Outside Agency Review of SS.pdf</a>
IIB.1.17	Student Services Program Review and Technical Assistance Site Visit, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ Chancellors Office Site Visit 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ Chancellors Office Site Visit 2008.pdf</a>
IIB.1.18	Student Services Program Review Self-Studies	<a href="http://www.mpcfaculty.net/accreditation/ProgRev.htm">http://www.mpcfaculty.net/accreditation/ProgRev.htm</a>
IIB.1.19	Student Services Program Review Evaluations	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ Student Services Program Review Evaluations0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ Student Services Program Review Evaluations0000.pdf</a>
IIB.1.20	Surveys of Education Center at Marina Students	<a href="http://www.mpc.edu/institutionalresearch">http://www.mpc.edu/institutionalresearch</a>
IIB.1.21	2009 Noel-Levitz Student Satisfaction Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ Monterey Peninsula College vs California Comparison - 5-2009.htm">http://www.mpc.edu/information/accreditation/Standard 2B/ Monterey Peninsula College vs California Comparison - 5-2009.htm</a>

## Section 2: The MPC Catalog

The institution provides a Catalog for its constituencies with precise, accurate, and current information concerning the following:

1. General information
2. Requirements
3. Major policies affecting students
4. Locations or publications where other policies may be found

### Description:

#### General Information

Prior to academic year 2009–2010, the College Catalog [IIB.2.1] was updated and published on an annual basis. However, because of the current fiscal constraints, the Catalog is being published on a biennial basis. The most current version of the Catalog is the 2009–2011 edition. It is available, free of charge, in print. The Catalog can be obtained on campus from Admissions and Records, the Career and Transfer Resource Center (CTRC), the College Center, Bookstore, Library, the Administration Building, all Student Services departments, and Academic Affairs Division Offices. Catalogs are also readily available at the Educational Center at Marina and the Public Safety Training Center at Seaside. For those interested in accessing the Catalog online, it is easily found at <http://www.mpc.edu/>.

The Schedule of Classes is free of charge and is readily available in print at the same locations as the Catalog. It is also available on the college's website. It is published three times a year: fall, spring and summer. Prior to academic year 2009–2010, the Schedule of Classes was mailed to local households. However, as a result of the current budgetary constraints, the college has discontinued this practice. It contains many of the college policies and procedures. All written publications, including the Catalog and Schedule of Classes, can be made available in alternative formats to include Braille, audiotapes, or e-text.

The Catalog includes the official name, addresses, telephone numbers and website address of the college. The mission statement, course, program and degree offerings, the academic calendar, and statements related to freedom of expression and protection against improper academic evaluations are included in the Catalog. Information on student financial aid, available learning resources, the academic year calendar, and the names and

degrees of administrators and faculty as well as the names of the Board of Trustees are included in the Catalog as well.

#### Requirements

Admissions information regarding eligibility, student classifications, the admission process for all student classifications, the admission process for International Students, residency information and the requirements for programs with special admissions are included in the College Catalog. Required student fees and other financial obligations, as well as information on available financial aid are also included. All degree, certificate, graduation and transfer programs, along with their requirements, are listed in the Catalog. General Education requirements for an Associate degree, the California State University, and the Intersegmental General Education Transfer Curriculum (IGETC) are also included in the Catalog and Schedule of Classes.

#### Major Policies Affecting Students

All major policies affecting students including academic regulations, academic honesty (plagiarism and cheating), nondiscrimination, and acceptance of transfer credit, grievance and complaint procedures, sexual harassment and the refund policy are published in the Catalog. Information on matriculation, drug-free campus, smoking policy and Americans with Disabilities Act compliance is also included. In compliance with the students' right-to-know, the College Catalog makes available the completion and transfer rates of certificates or degree-seeking first-time, full-time students entering MPC.

#### Locations and Publications of Other Policies

Many of the policies noted above, as well as other pertinent college policies and procedures, may be found in the MPC Board Policy Handbook. Hard copies are readily available at the Superintendent/President and vice presidents' offices. As of this writing, the board policies are being converted to electronic format.

In addition, the current College Catalog and Schedule of Classes are distributed to matriculating students during orientation or individualized counseling meetings. The New Student Registration Planning and Financial Aid Guide [IIB.2.2] and online student orientation [IIB.2.3] contain information to enhance students' awareness of student services, student activities, and academic resources at the college. They also contain many of the college policies and procedures affecting students.



The College Catalog and Schedule of Classes are distributed to feeder high schools and during off campus outreach activities conducted by Student Financial Services, CalWORKs, EOPS and General Counseling. Both publications are distributed at Transfer Day, a major outreach activity, as well as throughout the community in libraries and businesses.

### **MPC's Catalog: Timely and Current**

To ensure that the Catalog remains current an updated online addendum version is available on the college website once each fall and spring term. These versions incorporate the latest changes in program and course offerings and other information. New information from the online Catalog is added to the hard copy version.

### **Catalog Review**

The college regularly reviews its Catalog and Schedule of Classes prior to publication. A comprehensive process has been developed to ensure that each department responsible for specific content in the Catalog and/or Schedule of Classes has ample opportunity to review the content. During this process, each department is sent copies of the pages for which they are responsible. A detailed production calendar is established and the various departments are required to return their input to the Office of Academic Affairs. A draft is then reviewed by staff. After several drafts the entire Catalog is reviewed by a committee made up of the Vice President of Academic Affairs, Vice President of Student Services, Dean of Student Services, deans of instruction, the Registrar, the Public Information Officer, the Curriculum/Scheduling/Catalog Technician, counseling faculty, and the Chair of the Curriculum Advisory Committee. They examine the draft to ensure accuracy, formatting, and ease of student usage.

A similar process is followed in developing each Schedule of Classes. A separate production calendar is developed and distributed to all divisions and departments. The various instructional divisions submit class lists and drafts that are reviewed by the dean responsible for that area.

Other publications are regularly reviewed by the Public Information Officer. This office has developed a template for creating campus brochures. When brochures are published, the department involved is responsible in proofing the final document.

The college website is maintained by the Information Technology Department. However, individual departments and offices are re-

sponsible for the accuracy and currency of information posted. Individual faculty and staff also maintain their own websites which can be accessed through myMPC. These sites contain a variety of useful and important information related to classes and other college activities. These sites are also developed and maintained with the assistance of the Information Technology Department. However, content is managed by the individual faculty or staff.

### **Access to Policies Not Included in the Catalog**

Student information is also published in the Schedule of Classes which is published three times per year (fall, spring and summer) allowing for updates. Any policies/procedures that directly affect students are published in the Schedule of Classes. In the meantime, if there is a significant change in, for instance, student fees, flyers are developed and posted in prominent places on campus. The college website provides the most current information on classes, programs, and policies.

### **Evaluation – Standard IIB.2: MPC meets this standard.**

Monterey Peninsula College publishes a Catalog and a Schedule of Courses on a regular basis. These publications provide general college and student information, including important policies; are easily accessible; and are reviewed and updated regularly.

The Noel-Levitz Student Satisfaction Inventory (SSI) [IIB.2.4] indicates that MPC students are satisfied about the information available in the following areas:

- policies and procedures regarding registration and course selection are clear and well-published (rating of 5.68 out of 7)
- class change (drop/add) policies are reasonable (5.56 out of 7)
- billing policies are reasonable (5.46 out of 7)
- program requirements are clear and reasonable (5.61 out of 7)

In summer 2007, a student focus group was conducted to determine the effectiveness and user friendliness of the information presented in the MPC Schedule of Classes. As a result of the feedback obtained through the focus group, class schedules have been redesigned to help students locate information needed to enroll in classes and find programs and services that can assist them in achieving their educational goals [IIB.2.5].

In addition, a 2008 Accreditation Faculty and Staff Survey [IIB.2.6] indicated that over 87 percent of respondents felt that the College Catalog was complete, accurate and easy to understand.

## Standard IIB: Student Support Services

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### Plan – Standard IIB.2

None

#### Evidence:

Reference	Document	Link
IIB.2.1	MPC Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Catalog 08-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Catalog 08-09.pdf</a>
IIB.2.2	Student Planning and Financial Aid Guide	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/New Student Registration Planning and Financial Aid Guide.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/New Student Registration Planning and Financial Aid Guide.pdf</a>
IIB.2.3	Online Student Orientation	<a href="http://www.mpc.edu/newstudents/Pages/StepProgramStep4.aspx">http://www.mpc.edu/newstudents/Pages/StepProgramStep4.aspx</a>
IIB.2.4	2009 Noel-Levitz Student Satisfaction Inventory	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Monterey Peninsula College vs California Comparison - 5-2009.htm">http://www.mpc.edu/information/accreditation/Standard 2B/Monterey Peninsula College vs California Comparison - 5-2009.htm</a>
IIB.2.5	<i>Accreditation Progress Report</i> March 15, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/2008AccreditationProgressReport.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/2008AccreditationProgressReport.pdf</a>
IIB.2.6	2008 Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Copy of Accreditation Faculty and Staff survey - Pivot tables.xls">http://www.mpc.edu/information/accreditation/Standard 2B/Copy of Accreditation Faculty and Staff survey - Pivot tables.xls</a>

### Section 3: Identifying the Learning Support Needs of Students

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

#### Description:

Monterey Peninsula College has made research a high priority, so as to identify the learning support needs of its student population. It also provides appropriate services and programs to address those needs.

#### Research

The use of research data in planning, evaluation, and decision-making is a critical element in determining the needs of students throughout the campus, including Student Services. Student Services programs are responsible for completing a program review self-study that includes research data as an important component. In addition, the Student Services program review annual updates and action plans incorporate research data, such as student demographic information and student satisfaction surveys to help identify the learning support needs of students and assist in providing programs and services to address student needs. Based on institutional research and results of program review data, the following Student Services programs provide services to address and support the needs of students at MPC:

- Academic Support Center
- Admissions and Records
- Athletics
- CalWORKs
- Career/Transfer Resource Center
- Child Development Center
- Counseling
- EOPS/CARE
- Health Services
- International Student Programs
- Job Center
- Matriculation
- Student Activities
- Student Financial Services

- Supportive Services and Instruction (DSPS)
- TRIO Programs
- Women's Programs

Categorical programs such as EOPS, DSPS, CalWORKs and TRIO also utilize data related to persistence rates, course completion rates, student success, and student financial aid to identify and address student needs. In addition, college assessment results are used by counselors to help identify and determine the learning support needs of students as well as connecting students to the appropriate campus support services and/or learning centers.

The Office of Institutional Research (OIR) generates several student demographic research reports and makes them accessible to the campus community on the college's intranet site (<http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch> ). These reports are an important resource to the campus for developing appropriate action plans to help address the student needs. On the basis of such research reports, the Schedule of Classes has been reformatted; classes have been scheduled or rescheduled; instructional programs have been modified; and facilities have been better utilized. EOPS, DSPS, Student Financial Services, and TRIO utilize research data to address many of the student needs identified in the Student Equity Plan [IIB.3.1].

#### Determining and Addressing the Support Needs of Students

Campus committees charged with analyzing data to determine the support needs of students and recommend appropriate action plans to address the identified needs of students are the Enrollment Advisory Committee (EAC), the Basic Skills Committee, and the Student Success Task Force (SSTF). The Student Equity Report is another resource used to identify the learning support needs of students. The Office of Institutional Research assumes a lead role in providing research data and analysis for these campus committees, program review, and institutional reports that relate to identifying student support needs.

EAC sets annual goals and activities [IIB.3.2] that include research data to assist the college in identifying the learning support needs of students. EAC research data also serves as a source of information to improve the effectiveness of student recruitment, retention, and student success. EAC is also charged with identifying strategies for collaborative efforts between Academic Affairs and Student Services to support and promote student recruitment, retention, and success.

The Basic Skills Committee conducted a self-assessment [IIB.3.3] of developmental education at the college. The assessment was based on quantitative data gathered from student performance in courses designated as basic skills and their transition into college and transfer level courses. Subsequently, the Basic Skills Committee published an action plan summary [IIB.3.4] report that was widely disseminated throughout the college for review and followed up by presentations to several shared governance committees, including the Academic Affairs Advisory Group, Student Services Advisory Group, the Academic Senate, and College Council. The Basic Skills Committee set forth several long-term goals in the report. The first is to strengthen assessment, placement, orientation, counseling and advisement services, and to promote ongoing, structured follow-up activities and collaboration between counseling and developmental English, ESL, study skills and math instruction. The second is to sustain and enhance sound learning-centered pedagogical practices in developmental courses and programs, and actively support the enhancement of academic learning/support centers, the interconnectivity between classroom and lab instruction, and the interrelationship between basic skills and student success across disciplines and through all levels of course offerings.

The Superintendent/President assembled a Student Success Task Force (SSTF) in 2007 that was comprised of the Vice President of Academic Affairs, instructional faculty, counseling faculty, and classified staff from Academic Affairs and Student Services. The primary directive was to:

- create a student cohort that participates in an institutional pilot program
- develop a curriculum that provides instruction related to the student success model
- provide support services and experiences that enhance the collegiate experience and provide opportunities for development of the students

As of this writing, a pilot study of the Lobo-TLC (Teaching and Learning Community) program, [IIB.3.5], is being implemented. The Lobo-TLC aims to establish a robust support network to bring together students, instructors, and support staff that engages and inspires participants within a positive collegiate atmosphere and fosters academic success.

Supportive Services and Instruction has also identified and coordinated special support services to meet the special needs of

students with disabilities. These services enable students with special needs to participate in regular activities, programs, and classes offered by the college. The following support services address student needs and are provided on an as needed basis:

- adaptive equipment
- alternate media
- closed captioning
- interpreters
- liaison with campus and community groups
- note takers
- on-campus transportation
- priority registration
- readers
- real-time captioning
- scribes
- specialized counseling
- testing accommodations

Supportive Services and Instruction has also developed over twenty different learning skills courses. The purpose of these courses is to enhance the education of persons with disabilities by affording students the opportunity to participate fully in all aspects of the college through appropriate and reasonable accommodations. Courses offered include:

- Adapted Physical Education
- Auditory Processing Strategies
- Career Exploration and Job Search Strategies
- Modified Word Processing and Computer Applications
- Reading and Writing Skills Development
- Reading, Writing, Math and Learning Strategies Labs
- Self-Advocacy Strategies
- Strategies for Success for Attention Deficit Disorder

The counseling and advising process affords counselors an opportunity to identify student needs and to offer referrals to appropriate on-campus services and/or community resources. Instructors who identify students experiencing academic challenges in the classroom can refer students to counseling services through the Early Alert process. The placement tests for English and English as a Second Language help identify reading and writing needs.

The Reading Center offers an assessment of reading deficiencies and provides targeted instruction to support students' needs. Supportive Services and Instruction provides a learning skills assessment to identify possible learning differences, and Student Financial Services annually surveys financial aid recipients in an effort to improve program services and support student needs.

**Evaluation – Standard IIB.3: MPC meets this standard.**

Monterey Peninsula College researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. The Office of Institutional Research (OIR) regularly generates reports related to student access, retention, persistence, and success. Results of these reports include data related to:

- class schedule analyses
- student focus groups
- historical data
- enrollment trends
- student demographics
- labor market information
- employment data

These reports have allowed the college and student support programs to better understand students and to provide appropriate services and programs that address student needs. This research data, along with other research reports are available on the OIR webpage (<http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch>).

More specifically, to better understand students' scheduling needs and preferences, OIR conducted two surveys. The first, a scheduling and parking survey [IIB.3.6], was completed in the fall of 2006; and the second, a scheduling survey [IIB.3.7], occurred in fall 2007. The results from both surveys have been, and continue to be, considered in decision-making regarding when to offer courses to best meet students' needs. A similar effort was undertaken at the Education Center at Marina. During fall 2007, a survey [IIB.3.8] was conducted to determine whether students enrolled at the Marina campus were interested in taking late start classes. The results of the surveys indicated that MPC needs to inform students of the differences between short-term and semester-long classes; and to engage in long-term planning that includes late start and short-term classes both at the Monterey and Marina campuses.

In summer 2007, a focus group of students was surveyed to determine the effectiveness and user friendliness of the information presented in the Schedule of Classes. As a result of feedback obtained through the focus group, class schedules have been redesigned to help students locate information needed to enroll in classes and find programs and services that can assist them in achieving their educational goals [IIB.3.9].

The Enrollment Advisory Committee has reviewed and discussed numerous research reports generated by the OIR. The review and analysis of these data has resulted in several action plans that include the implementation of targeted outreach and recruitment services designed to increase participation rates for African American and Latino students. In addition, campuswide retention strategies were identified, and subsequently made available to instructional staff to assist at improving course completion rates. Other reports that have been utilized in identifying the learning support needs of students include the following:

- the MPC Profile
- enrollment and demographic trends
- the MPC community demographics
- K-12 enrollment trends
- *MPC's Student Equity Plan*
- the ZIP Code Flow
- data from the Chancellor's Office that explore the community college attendance patterns of students living in the district's service area
- success, retention, and persistence rates of students attending MPC

EOPS, CalWORKs and TRIO distributed Student Needs Assessment surveys to program participants during fall 2008 [IIB.3.10]. Over 300 surveys were collected and the results indicated that the following are very important services for program participants:

- course selection and class advising
- financial aid information
- transfer information and advising
- drop-in counseling

As a result of these findings, each of these programs has emphasized the use of "priority registration" for course selection, extended drop-in counseling services, and coordination with Student Financial Services to gain access to the Financial Aid

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Management Screen (FAMS). The FAMS screen is an important tool for these programs because it allows staff to view students' financial aid award status, and thus, appropriately respond to financial aid student needs.

### Plan – Standard IIB.3:

None

### Evidence:

Reference	Document	Link
IIB3.1	2005 <i>Student Equity Plan</i>	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ Student Equity Plan - Report - revised2.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ Student Equity Plan - Report - revised2.pdf</a>
IIB.3.2	EAC Goals and Activities for 2007-08 and 2008-09	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ June 17 2008 -EAC Enrollment Goals 2007-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ June 17 2008 -EAC Enrollment Goals 2007-09.pdf</a>
IIB.3.3	BSI Self-Assessment	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ BSI Self Executive Summary.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ BSI Self Executive Summary.pdf</a>
IIB.3.4	BSI Self-Assessment/Action Plan Summary	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ BSI Self Executive Summary.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ BSI Self Executive Summary.pdf</a>
IIB.3.5	Lobo-TLC Report	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ Lobo-TLC.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ Lobo-TLC.pdf</a>
IIB.3.6	Scheduling and Parking Survey, 2006	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ Scheduling and Parking Survey, 2006.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ Scheduling and Parking Survey, 2006.pdf</a>
IIB.3.7	Scheduling Survey, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ Scheduling survey Results - 2007 Fall.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ Scheduling survey Results - 2007 Fall.pdf</a>
IIB.3.8	Education Center at Marina Survey, fall 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ Marina Late Start survey - Fall 2007.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ Marina Late Start survey - Fall 2007.pdf</a>
IIB.3.9	<i>Accreditation Progress Report</i> March 15, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ 2008AccreditationProgressReport.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ 2008AccreditationProgressReport.pdf</a>
IIB.3.10	EOPS/SSS Student Needs Assessment, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/ EOPS-SSS Student Needs Assessment 20080000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/ EOPS-SSS Student Needs Assessment 20080000.pdf</a>



### Section 3.b: Providing an Excellent Educational Environment

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

#### Description:

Monterey Peninsula College is committed to providing an educational environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students.

#### Student Services and Civic and Personal Responsibility Themes

Student Services has assumed a leadership role in this endeavor by establishing several overarching themes for student learning outcomes for Student Services programs that address student development and civic responsibility. The first theme, communication, seeks to strengthen students' ability to effectively communicate with others as they pursue their educational goals at MPC. The second theme, critical thinking, is aimed toward challenging students to critically evaluate information and ideas as they navigate through the educational pathway to achieve their academic goal. Personal development and community responsibility is the third theme and seeks to engage students as active participants in their own educational experience, as well as increase their awareness and knowledge of student rights and responsibilities, college safety, and other college regulations that impact them. The fourth theme is technical competence, which seeks to increase students' use of their MPC student email accounts as a means to acquire college information. Self advocacy, the fifth theme, is designed to help students recognize and address their own academic needs and goals. Students are exposed to collegewide policies and procedures, as well as made aware of available campus programs, services, and resources. All Student Services programs are charged with identifying and implementing program level SLOs that support the achievements of these SLO themes and include methods of assessment in their program review.

#### Student Government and Positive Activities

The Associated Students of Monterey Peninsula College (ASMP) is designed to:

- promote student activities that encourage personal and civic responsibility as well as intellectual and personal development
- increase cooperation among students, faculty, the administration and the community
- lead in the management of student affairs at MPC
- provide a forum for the expression of student opinion
- develop student initiative and responsibility
- ensure equal rights for all MPC students

Students have the opportunity to serve on campus shared governance committees and also have a Student Trustee seat on the Board of Trustees. There are over twenty active student clubs [IIB.3.b.1] at the college. The Inter Club Council (ICC) is the student organization that supports student organizations. Any club can join the ICC and receive money and assistance with club activities. The Associated Students Activities Council (ASAC) is a group of students that plan student activities that promote and encourage student development and civic engagement. Any student can join ASAC and participate in the planning of student activities. The Inter Club Council and the Associated Students Activities Council meet weekly and are supported by the Associated Students of Monterey Peninsula College.

The following is a partial list of the events sponsored by ASMP that are designed to stimulate and encourage the personal, civic, and intellectual development of students.

Event	Date	Location
3M Metal Finishing Workshop	2/02/09	AD 106
Ken Bova Art Workshop	2/12/09	AD 107
Black History Month, Cynthia McKinney Presentation	3/10/09	LF 103
St. Patrick's Day Movie Day	3/17/09	Sam Karas Room
Avant Green Fashion Show	3/24/09	College Center
Asian Cultural Show	4/18/09	Music Hall
Earth Day/Sustainability Fair	4/22/09	College Center
Cinco de Mayo Dance	5/23/09	College Center
Halloween Event	TBA	College Center
Annual Thanksgiving Feast	TBA	College Center

ASMPC also identified the need for enhanced communication as a major goal and developed a proposal to address it. They presented a plan developed in consultation with Student Services to the Policy and Communication Committee (PACC) to install locked bulletin boards on several buildings around the campus. The goal is to provide students and staff locations to view posted material across campus. ASMPC and Student Services have joint responsibility for maintaining the space. PACC views this as an effective collaborative project between student government and college operations to promote student engagement and communication [IIB.3.b.2].

### **Ongoing Efforts that Promote Civic and Personal Responsibility**

Several times a year, Student Services and ASMPC coordinate efforts in support of student engagement. Lobo Day is planned soon after the semester begins to expose students to the services, resources, and activities that support their academic and personal growth. Yearly, the collaboration includes political science classes for a Constitution Day event that promotes civic engagement. Club Days promote student involvement with like-minded students for the purpose of exploring common intellectual, aesthetic, and/or personal interests. ASMPC Leadership Council allows interested students to participate in the student leadership and college shared governance.

Large scale murals created by Creative Arts students are featured throughout campus, including the entrance of the College Center. The College's willingness to use college buildings as canvases for student created art is designed to promote and encourage aesthetic contributions by student throughout the college campus.

### **Institutional Dialogue and Positive Themes**

College flex days [IIB.3.b.3] provide opportunities for Student Services faculty and staff to actively participate in institutional dialogue designed to foster a good learning environment that supports student learning and success. Flex day activities have been devoted to identifying strategies that may enhance student success as well as best practices in student retention. Dr. Vincent Tinto, a renowned researcher on student success, presented strategies for student success during flex days. Tinto also facilitated breakout sessions for faculty members to identify interventions that enhance student achievement. John Berteaux, Professor of Philosophy: Ethics and Rhetoric, from California State Monterey Bay, and Terrance Roberts, a member of the Little Rock Nine,

also provided keynote addresses during campus flex days that emphasized student learning and success.

### **Programs and Services that Promote Personal and Civic Responsibility and Other Learning Opportunities**

Monterey Peninsula College provides numerous programs and services that emphasize personal and civic responsibility, including the following:

- Orientation sessions, facilitated by the Counseling Department, the Matriculation Coordinator and the Matriculation Services Specialist, encourage personal and civic responsibility by informing students of the many on/off-campus activities and how to get involved in them. Customized orientations that promote campus activities and community engagement are provided to students participating in CalWORKS, CARE, EOPS, TRIO programs, and the Child Development Center [IIB.3.b.4].
- Student Financial Services conducts several workshops on an annual basis to assist students in pursuing and receiving financial aid. These workshops include: Cash for College, I Can Afford College, FAFSA and Stafford Loan. In addition, the department provides leadership in coordinating such events as the Annual Scholarship and Awards Ceremony and the Monterey County Fair Exhibition booth.
- The Counseling Department offers personal development classes to foster student development. Enrollments in Personal Development 50 (Making College Count) classes have steadily increased and student course evaluations have been very good.
- The Job Center coordinates an annual Job Fair [IIB.3.b.6] that provides students employment opportunities on campus and throughout the community. The Job Center's ultimate goal is to bring education and employment together so students can develop their educational skills and abilities while gaining valuable work experience. Students currently attending the college and graduates will find the Job Center an important resource and an essential link between education and employment. The Job Center staff works closely with other campus programs and community businesses to provide students with the tools and support necessary to be responsible individuals and productive employees. Student recognition ceremonies are also sponsored by CalWORKS, CARE, EOPS, TRIO programs, and Supportive Services and Instruc-



tion [IIB.3.b.5]. These events are designed to acknowledge, celebrate, and honor student program participants who have overcome academic, personal, and/or social challenges to achieve success in college.

As a means of supporting intellectual, aesthetic, and personal development, The MPC Foundation, the Humanities Division, and English Department collaborate with community organizations such as CTB McGraw-Hill and the Monterey Herald to sponsor an annual Distinguished Guest Lecturer Series hosted by MPC. Donald Hall, a distinguished poet, essayist, scholar, editor, dramatist, and children's author as well as Poet Laureate of the United States (2006-2007) was the guest lecturer in 2009 [IIB.3.b.7]. This lecture series fosters intellectual, aesthetic, and personal development; students have the opportunity to meet, listen to, and consider the ideas of writers who have made significant contributions to the literary world.

**Evaluation – Standard IIB.3.b: MPC meets this standard.**

Monterey Peninsula College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Through the efforts of numerous Student Services programs and the Associated Students of Monterey Peninsula College (ASMPC), various efforts are made on an ongoing basis to ensure that MPC provides an excellent educational environment for all students, encouraging personal and civic responsibility, as well as intellectual, aesthetic, and personal development.

**Plan – Standard IIB.3.b**

None

**Evidence:**

Reference	Document	Link
IIB.3.b.1	ASMPC Student Clubs	<a href="http://www.mpc.edu/campuslife/studentgovernment">http://www.mpc.edu/campuslife/studentgovernment</a>
IIB.3.b.2	<i>Accreditation Progress Report</i> March 15, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/2008AccreditationProgressReport.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/2008AccreditationProgressReport.pdf</a>
IIB.3.b.3	MPC Flex Day Agendas	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Spring 2009 FLEX Final 1-24-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Spring 2009 FLEX Final 1-24-09.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%202B/FlexDaysTintoFlyerFinal.pdf">http://www.mpc.edu/information/accreditation/Standard%202B/FlexDaysTintoFlyerFinal.pdf</a>
IIB.3.b.4	EOPS Orientation	<a href="http://www.mpcfaculty.net/eops/06_orientation/06_orientation_eops_01.htm">http://www.mpcfaculty.net/eops/06_orientation/06_orientation_eops_01.htm</a>
IIB.3.b.5	Student Recognition Ceremonies-EOPS/TRIO CalWORKs/SS/I	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Student Recognition Ceremonies-EOPS-TRIO-CalWORKs-SS-10000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Student Recognition Ceremonies-EOPS-TRIO-CalWORKs-SS-10000.pdf</a>
IIB.3.b.6	MPC Job Fair, 2009	<a href="http://www.mpc.edu/studentsservices/jobplacement/Pages/MPCJobFair.aspx">http://www.mpc.edu/studentsservices/jobplacement/Pages/MPCJobFair.aspx</a>
IIB.3.b.7	Distinguished Guest Lecturer Series	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Donald Hall.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Donald Hall.pdf</a>

### Section 3.c: Counseling and Advising

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

#### Description:

Counseling services at Monterey Peninsula College are designed to provide academic, career, and short-term personal counseling in support of students' individualized educational goals. Specialized counseling programs such as CalWORKs, DSPS, EOPS, and TRIO exist to address the unique needs of students who come from limited income families and/or first generation college households, as well as students with physical and learning disabilities. The college also funds a counselor to provide mental health counseling services for students.

All counseling services are provided by certificated counseling faculty. These counseling services are coordinated with other campus programs and services such as Admissions and Records, assessment, orientation, financial aid, job placement and the academic support centers. The counseling faculty also make classroom visits and present workshops at various times throughout the semester. Counseling faculty collaborate with instructional faculty on the college's Early Alert intervention program to identify and assist students experiencing challenges in their academic coursework. Counselors play an integral role in developing intervention strategies for students placed on probation or dismissal status due to academic and/or non academic circumstance. These interventions may include referrals to on/off campus services, time management strategies, and techniques for coping with family matters, and are designed to put students on the pathway to achieving their educational goal.

Counseling faculty have identified and teach an array of personal development (PERS) courses that are designed to address student needs. Sample personal development classes include:

- Personal Development 50 – Making College Count
- Personal Development 51 – Career Planning throughout the Life Span
- Personal Development 54 – Leadership
- Personal Development 60 – Transfer Bound Academy
- Personal Development 71 – Foundations of Career Choices

- Personal Development 200–Orientation to College

Counselors serve as resources to instructional faculty by presenting information related to on/off-campus services and resources and conduct specific workshops as requested. These workshops include:

- academic requirements for specific majors such as business, engineering, nursing, and physical education classes
- career counseling presentations to Basic Skills and English as a Second Language (ESL) classes
- job search related topics
- career and transfer workshops

Counselors serve on a variety of shared governance committees. Counselors are assigned to each academic division on campus. These counselors attend their assigned divisional meetings and provide targeted counseling to students with academic interest in those disciplines. For example, the “nursing” counselor calculates index scores for student applying to the Nursing program and the “athletic” counselor verifies athletic eligibility on a daily basis. The collaboration between counseling faculty and instructional faculty plays an important role in connecting Academic Affairs and Student Services interests that support overall student success. The resulting dialogue identifies shared interests related to topics such as student access, retention, and course completion rates in specific courses; graduation requirements for specific disciplines; transfer preparation; and the all-around support for student learning outcomes.

#### Developing and Implementing Counseling Services

The college has implemented several initiatives that incorporate counseling services and are designed to further increase opportunities for student success. An example is the development of several alternative orientation formats for students. As counselors implemented the new formats, the orientation sessions still included all the mandated information required in orientation sessions, such as:

- assessment
- how to read the College Catalog
- how to use the Schedule of Classes
- registration
- students rights and responsibilities

The Counseling Department also provides a wide array of career services to meet the needs of all enrolled students. An assigned counselor guides interested students through the career development process of self-assessment, career exploration, decision-making and goal setting. In addition, a variety of personal development courses are offered to assist students with the career development process.

Students have the option of attending a one-hour orientation immediately following a math or English assessment; attending a three hour orientation designed to provide an in-depth knowledge of the campus resources which includes a tour and various presentations from key departments such as Student Financial Services, EOPS and DSPS (known as Support Services and Instruction at MPC); or completing an online orientation.

In fall 2007, the Basic Skills Committee was charged with evaluating a myriad of programs in support of basic skills. In the evaluation process, the committee reviewed student achievement data that reflected the effectiveness of student transition from basic skills to college level courses. The dialogue generated by the data required the committee to consider institutional barriers to student success by developing action plans that focus on collaboration, communication, and coordination. The committee found that counseling services are a vital component to student success throughout the entire educational pathway: from recruitment, to initial course placement, through course completion and subsequent educational goal attainment. As a result of the committee findings, the Basic Skills Committee recommended additional resources to enhance counseling services and the communication and collaboration among counseling and instructional faculty. The Basic Skills Committee also recommended establishing ongoing opportunities for counselors to participate in staff development related to basic skills instruction for both adjunct and full-time faculty. As a result, counselors have been assigned to provide in-depth counseling services to a cohort of students enrolled in specified basic skills classes. The directed counseling services are provided to both day and evening basic skills classes.

The Superintendent/President established the Student Success Task Force (SSTF) in fall 2007. The group reviewed college data and best practices related to student success, retention, and persistence and recommended establishing a Teaching and Learning Community referred to as the Lobo-TLC. All the research conducted found that counseling services needed to be an integral component of the Lobo-TLC, because counselors are in the best

position to bring the students, instructors, and support staff together in a manner that engages and inspires participants and fosters academic success. The Student Success Task Force recommended that counseling services be embedded throughout the entire Lobo-TLC program. Counselors are especially needed to play an integral role in the recruitment, orientation, early academic intervention program components. Counselors are also to assume a leadership role in coordinating and uniting campus resources to provide a responsive safety network for student participants.

The Counseling Department also conducts weekly counseling meetings to foster ongoing dialogue and communication among all counseling faculty. The weekly meetings also serve as an opportunity to discuss how to best implement the campuswide initiatives, such as the basic skills action plans and Lobo-TLC. The meetings are used to evaluate the effectiveness of services that impact student success and to discuss staff development activities available to all counselors. Workshops and staff meetings throughout the year are a mechanism for counselors to discuss information related to transfer, Career Technical Education programs, assessment, and major requirements for Associate degrees

### **Evaluating Counseling Services**

The program review process is a mechanism in place that provides an ongoing and systematic evaluation of counseling services. Student learning outcomes are now incorporated in the Counseling Department's program review for the purpose of contributing to student development and success.

Student data, in the form of student evaluations, are included as a means of evaluating the effectiveness of specific counseling services. Self-evaluations, peer observations, and other components that are relevant to assessing the professional performance counselors are also included in the evaluation process. The self-evaluation component affords the counselor the opportunity to document how counselors contribute to student success.

### **Counselor Training**

Monterey Peninsula College follows the minimum qualifications outlined in Title 5 as a standard for employing faculty counselors. All counseling services, including specialized programs such as CalWORKs, EOPS, DSPS, International Students, and TRIO are provided by certificated faculty who must meet these minimum criteria prior to employment. The college has also accepted the minimum standard outlined in Title 5 for counselors working in

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DSPS and EOPS. These particular counselors must meet additional minimum qualifications that include experience and/or course work directly related to working with students with disabilities and underrepresented student populations.

In addition to attendance at workshops sponsored by California State University (CSU), University of California (UC) and private transfer institutions, counselors are trained and certified in various career assessments including the Myer-Briggs Type Indicator, the Strong Interest Inventory, and True Colors. Counselors attend career workshops and conferences to keep apprised of labor market trends and assessment activities. They also hold memberships in counseling associations such as the American Counseling Association, the California Counseling Association, and the California Community Colleges Counseling Association to enhance their knowledge of personal counseling issues. Counselors attend conferences addressing their area of specialization, such as engineering conferences, the American Medical Students Associations and other healthcare, pre-med conferences like the Stanford University Minority Medical Alliance and Western Association of Advisors for Health Professions. The college also supports attendance for all counselors to annual UC, CSU, Educational Testing Service conferences and professional association conferences, including National Association of Colleges and Employers, the International Career Development as well as conferences sponsored by categorical programs.

### Evidence:

Reference	Document	Link
IIB.3.c.1	Counseling Program Review Evaluation, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Counseling Program.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Counseling Program.pdf</a>
IIB.3.c.2	2008 Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Copy of Accreditation Faculty and Staff survey - Pivot tables.xls">http://www.mpc.edu/information/accreditation/Standard 2B/Copy of Accreditation Faculty and Staff survey - Pivot tables.xls</a>

### Evaluation – Standard IIB.3.c: MPC meets this standard.

Monterey Peninsula College effectively designs, maintains, and evaluates its counseling services and programs, and by so doing, supports student development and success. It also provides appropriate training and encourages professional growth opportunities to its counseling faculty.

Summary results of the 2009 program review evaluation for the Counseling Department [IIB.3.c.1] indicate that the area had an “above average” review and that all program review components were adequately addressed. The evaluation indicated that goals established by the Counseling Department were very thorough in:

- basic skills
- providing counseling services at the Education Center at Marina
- implementing SLOs
- maintaining a functional Counseling Department website

The evaluation noted that the objectives, activities, and timelines for the Counseling Department were very thorough and supported each of the department’s goals.

### Plan – Standard IIB.3.c

None

### Section 3.d: Enhancing Student Appreciation of Diversity

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

#### Description:

Diversity is highly valued at Monterey Peninsula College, as witnessed by the 2007-2010 institutional goals, which include a goal that espouses fostering a climate of diversity throughout the institution. Diversity is a theme that flows through virtually all programs and services at MPC. The college is committed to reflect and encourage a respect for all people, and thus it maintains programs, practices, and services that support and enhance student understanding and appreciation of diversity. From its Nondiscrimination Policy [IIB.3.d.1] to its events and enrichment activities, the college reflects a commitment to diversity.

#### Campus Events and Enrichment Activities

The college's commitment to diversity is evidenced by the numerous campus events and enrichment activities that celebrate diversity on an annual basis. These activities include:

The Kente Ceremony, sponsored by the African American faculty and staff, is a cultural "Rite of Passage" celebration that recognizes graduates and transfers students with African American heritage [IIB.3.d.2]

The Latino Student Recognition Ceremony acknowledges the educational achievements of Latino students and their families as well as celebrate Latino culture and traditions [IIB.3.d.3]

The Community Play performed by the University of California Santa Cruz's African American Theatre Arts Troupe takes place each year in celebration of Black History [IIB.3.d.4]

The Asian cultural show continues to garner community wide support and spread a greater awareness and understanding of the traditions by highlighting such traditions as the Korean Fan Dance, Vietnamese folk dances, and a live fashion show by Miss Vietnam of Northern California. [IIB.3.d.5]

Several Student Services programs such as EOPS, CARE, CalWORKs, and TRIO collaborate to sponsor a Recognition Luncheon that acknowledges program graduates, transfer, and honor roll students that come from underrepresented populations. The annual Supportive Services and Instruction Awards Scholarship

Reception is designed to recognize the academic achievement of students participating in the DSPS program.

The International Students Program (ISP) continues to see a steady increase in the number of students served over the last several years. In 2008-2009, ISP served 170 students represented by the countries of North America, South America, Asia, Europe, and Africa. International students greatly enhance the college's appreciation of diversity by bringing first-person experiences to the college and the classroom. MPC students and staff born and raised in the United States are exposed to a myriad of unique cultures, ethnicities, and customs. This exposure provides an opportunity to engage in meaningful dialogue and enhance students' understanding and appreciation of diversity.

The Associated Students of Monterey Peninsula College (ASMPC) also supports and enhances student understanding and appreciation of diversity in several ways. ASMPC hosts a Student Film Exhibition which showcases films that celebrate cultural diversity. The Inter-Club Council has several different student organizations which represent many different cultures, including The Muslim Student Association, The Asian Student Association, and The Latino Club. The Latino Club hosts a Cinco de Mayo dance each year as well as numerous fundraisers and events, such as a Cinco de Mayo Celebration, which feature authentic Mexican food. The Asian Student Association (ASA) hosts an annual cultural show as well as other cultural activities throughout the year that highlight the many different Asian cultures and cuisines represented in their club. The ASA presents an Asian film festival that features countries such as Viet Nam, Japan, Korea, and Hong Kong. The Muslim Student Association hosts several fundraisers, which feature traditional Arabic foods. The Activities Council (AC) has plans to host several different cultural events this year including a St. Patrick's Day celebration, which will feature Irish food and movies. AC also has planned an international festival, which will feature many different cultures.

To ensure that its events and activities are meaningful and effective, MPC requests participants to provide feedback through evaluation forms. Events and activities are also reviewed during each program's program review process.

#### Evaluation – Standard IIB.3.d: MPC meets this standard.

Monterey Peninsula College clearly maintains programs, practices, and services that support and enhance student understanding

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and appreciation of diversity. From its Nondiscrimination Policy to its events and enrichment activities, the college reflects a commitment to diversity.

A 2008 Accreditation Faculty and Staff Survey [IIB.3.d.6] shows that over 84 percent of respondents felt that MPC's Student Services support and enhance student learning and appreciation of diversity.

The array of annual activities and events sponsored by campus clubs and staff definitely contributes to student understanding and appreciation of diversity. Student clubs and organization events and activities are evaluated by ASMPC. Activities sponsored by college programs and services are assessed and evaluated through the program review process to determine their effectiveness.

### Plan – Standard IIB.3.d

None

### Evidence:

Reference	Document	Link
IIB.3.d.1	MPC Non-Discrimination Policy	<a href="http://www.mpc.edu/studentservices/Pages/StudentRightsandResponsibilities.aspx">http://www.mpc.edu/studentservices/Pages/StudentRightsandResponsibilities.aspx</a>
IIB.3.d.2	Kente Flyer, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Umoja Flyer 20090000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Umoja Flyer 20090000.pdf</a>
IIB.3.d.3	Latino Student Recognition Ceremony, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Latino Ceremony 20090000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Latino Ceremony 20090000.pdf</a>
IIB.3.d.4	MPC Community Play	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/MPC Community Play0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/MPC Community Play0000.pdf</a>
IIB.3.d.5	Asian Cultural Show, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Asian Cultural Show 2009.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Asian Cultural Show 2009.pdf</a>
IIB.3.d.6	2008 Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Copy of Accreditation Faculty and Staff survey - Pivot tables.xls">http://www.mpc.edu/information/accreditation/Standard 2B/Copy of Accreditation Faculty and Staff survey - Pivot tables.xls</a>



### Section 3.e: Admissions and Placement Instruments

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

#### Description:

Monterey Peninsula College is committed to using admissions and placement practices that are effective and minimize bias.

#### Admissions

Monterey Peninsula College has an open enrollment policy that allows full and equitable access to all members of the community who are able to benefit from its instruction. As the California Education Code stipulates, there is no formal evaluation required for admission to the college. Admission policies and procedures are evaluated through the work of the Matriculation Advisory Committee (MAC) and the program review process. Admissions applications are available in both English and Spanish. Processes to better address the needs of our non-credit ESL students include assistance with the application form and an assessment/orientation program. Categorical programs and services with specific eligibility requirements evaluate program admissions policies and procedures through program staff meetings and the program review process.

#### Placement Practices

Matriculating students are required to complete the assessment process which is facilitated by the Assessment Center. The Assessment Center is supervised by the Matriculation Coordinator. The Assessment Center is primarily responsible for assessing students' reading, writing, and mathematics skills for both native and non-native speakers when they begin at MPC. Staff in the Assessment Center adhere to Title 5 of the California Code of Regulations guidelines and professional ethical standards and use assessment instruments approved by the California Community College Chancellor's Office.

Monterey Peninsula College uses the College Test for English Placement (CTEP), which is designed to assess students' skills in the area of reading. This 30-minute test consists of seven reading passages, followed by multiple choice questions that provide the student with problems for analysis and evaluation. The second portion of the assessment test requires students to write essays. They are allotted 45 minutes to respond to a writing prompt.

The English as a Second Language placement test is the Combined English Language Skills Assessment (CELSA) test, which is administered for English as a Second Language students. It is a 45-minute, 75-item instrument in which the test taker is asked to choose the best word to complete the story. The second portion is a 30-minute writing essay.

Prior to fall 2009, the college used a process called Math Informed Decision to place students interested in enrolling in mathematics courses. The Math Informed Decision consists of a mathematics self-assessment and/or placement determined by a counselor review of high school or other college transcripts. In preparation for adopting the Mathematics Diagnostic Testing Program (MDTP) instrument for placement purposes beginning in fall 2009, the college examined content validity for the MDTP and established initial cut scores. Both of these steps are required for validation of assessment instruments. Once the MDTP is implemented as the placement instrument for mathematics beginning in fall 2009, the college will collect additional evidence to verify the initial cut scores. In addition, the college will examine the placement results to ensure that certain populations of students are not disproportionately placed into lower level math courses. Both of these latter steps will be conducted on a regular basis to ensure the validity of the MDTP as a placement tool for mathematics courses.

Supportive Services test accommodations are made available to students with disabilities who need special testing accommodations for the English and math assessments. Students are asked to contact Supportive Services to make arrangements for accommodations. Extension test services are provided for seventy-nine colleges and universities, testing time from thirty minutes to six hours to include unlimited time. Students receiving federal financial aid must have a high school diploma, a General Education Diploma (GED) or take the Ability to Benefit Test.

#### Evaluation – Standard IIB.3.e: MPC meets this standard.

Monterey Peninsula College complies with the California Community College's Chancellor's Office and Title 5 regulations by regularly evaluating admissions and placement instruments and practices. The program review process for Matriculation also assures admissions and placement instruments and practices are systematically and routinely reviewed to validate their effectiveness and reduce bias.

## Standard IIB: Student Support Services

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Test instruments currently used for placement are the College Tests for English Placement (CTEP) the Combined English Language Skills Assessment (CELSA), and the MDTP (Mathematics Diagnostic Test for Placement). Validity studies are current for all assessments. Multiple measures used for placement include a writing sample for both the English assessment and English as a Second Language.

In spring 2008, the college's Matriculation program completed a Chancellor's Office Student Services program review and technical assistance site visit [IIB3e.1]. The review showed that validation studies for the English assessment (CTEP) and English as a Second Language assessment (CELSA) are up to date and comply with Title 5 regulations. The required validation studies have been completed for implementation of the Mathematics Diagnostic Testing Program (MDTP) as the placement test for mathematics beginning in fall 2009.

### Plan – Standard IIB.3.e

None

### Evidence:

Reference	Document	Link
IIB.3.e.1	Student Services Program Review and Technical Assistance Site Visit, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Chancellors Office Site Visit 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Chancellors Office Site Visit 2008.pdf</a>



### Section 3.f: Student Records

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

#### Description:

Student records are maintained and secured in the college’s Admissions and Records Office. Monterey Peninsula College complies with the California Community College’s Chancellor’s Office and Title 5 of the California Code of Regulations in regard to the type of records that must be maintained and secured. All student transcripts not computerized are maintained in a fire proof vault. Online applications are downloaded and copied, and data is entered into the college’s computer system and stored in a secured campus storage facility. They are shredded after four years. Student applications for admission and any forms that affect the student’s registration status are filed and sent to a secured campus storage room at the end of the semester and maintained for four years. After the four year period the forms are shredded.

Instructor class roster materials (final grade reports, grade change forms, spread sheets) are maintained in a secure file cabinet, and subsequently, imaged one and half years after that semester’s end. After imaging takes place, these materials are sent to a secured campus storage room for permanent storage. Positive attendance records and drop sheets are maintained in a secure area in the Admissions and Records Office for one year after semester’s end. These materials are then sent to the secured campus storage room and shredded after four years.

Transcripts received from other colleges are evaluated and imaged, and the original is sent to the Counseling Department. If the student has an established file in the Counseling Department, the transcript is filed into the student’s folder. All others are shredded.

#### Evidence:

Reference	Document	Link
IIB.3.f.1	Student Services Program Review and Technical Assistance Site Visit, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Chancellors Office Site Visit 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Chancellors Office Site Visit 2008.pdf</a>

Monterey Peninsula College complies with Family Education Rights and Privacy Act (FERPA) and MPC Board Policy in regards to privacy and release of student records. Currently, the college releases no information on student body without the written consent of the student. The exception is student graduation information. The Admissions and Records Office complies with the Solomon Amendment and releases student directory information to U.S. Armed Forces.

Student Financial Services maintains records for five years after the student leaves the college. They are stored in a secure storage room on campus and shredded after five years. In addition, all files within the office are maintained in secure file cabinets. Online information is stored on a secure server and used for the maintenance and storage of student information.

Other Student Service programs that maintain student records include athletics for eligibility purposes; CalWORKs, EOPS, DSPS, and matriculation for compliance with California State categorical requirements; TRIO for federal annual performance reports; International Students for Student and Exchange Visitor Information System (SEVIS) reporting; and Health Services. All of these programs comply with regulations that relate to the maintenance of student records.

#### Evaluation – Standard IIB.3.f: MPC meets this standard.

Monterey Peninsula College has implemented the standard of compliance for the maintenance of student records outlined by the Chancellor’s Office Student Services program review and technical assistance site visit. A spring 2008 visit conducted by the Chancellor’s Office [IIB.3.f.1] affirmed MPC’s compliance and maintenance of student records.

#### Plan – Standard IIB.3.f

None

## Section 4: The Evaluation of Student Support Services

The institution evaluates student support services to ensure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### Description:

#### Evaluating Student Support Services: Program Review

The Student Services program review process [IIB.4.1] is the primary mechanism for the systematic and regular review of Student Services. The process includes a six-year review cycle and is designed to evaluate all existing Student Services programs and services to assess their quality, vitality, and responsiveness to student needs and student learning. In addition, student learning outcomes have been embraced throughout the college's Student Services and are now included as an integral part of program review.

The Student Services program review is divided into three major areas of emphasis that allow for a comprehensive program evaluation and assessment. The first area (Part A: Program Overview/Analysis) focuses on program level student demographic information, program data, student learning outcomes, and student satisfaction. The second area (Part B: Planning) seeks information related to prior program reviews, program planning, goals and objectives. The third area (Part C: Budget Information) calls for program budget related information and action plans.

An annual update component has been added to the Student Services program review process to assure that Student Services programs are engaged in refining and improving program practices and making effective and efficient use of resources. The annual update component also provides an opportunity to look constructively at programs and services on an annual basis to assess the contributions of programs and services as they relate to student access, retention, progress, and success.

#### Evaluating Categorical Programs: The Standard of Assessment

Monterey Peninsula College has accepted the standard of assessment for evaluating categorical programs by the Chancellor's Office. In spring 2008, MPC participated in the Chancellor's Office categorical site visit in which five categorical programs were

evaluated: Matriculation, EOPS, CARE, DSPS and CalWORKs. Each program was reviewed and evaluated in the areas of matriculation, access, progress, success, student learning outcomes, and compliance relative to each specific program. A categorical program self-evaluation [IIB.4.2] was completed for the visit. After the site visit, a report was completed by the Chancellor's Office [IIB.4.3]. The report included commendations and recommendations. All compliance recommendations included in the report have been addressed in a written report [IIB.4.4] and implemented by the respective program. Overall, the Chancellor's Office site visit showed that MPC's categorical programs are contributing to student access, retention, progress, and success.

#### Other Means of Evaluation

On an annual basis, Student Financial Services participates in an external audit which is forwarded to the Department of Education (DOE). This audit reviews student files for compliance and the Fiscal Services accounting function. In addition, every three years the California Student Aid Commission (CSAC) conducts a program review which focuses on MPC's policies and procedures and how they are applied with regard to state and federal aid. ED Fund conducted a program review two years ago, because the default rate had gone above 15 percent. It has since dropped to a default rate of nine percent. However, in 2007, the rate increased to 17 percent. The table below shows the default rate by year since the last comprehensive evaluation visit.

Year	Default Rate
2004	6.8%
2005	10.8%
2006	9.0%
2007	17.0%

**Default Management Plan.** Monterey Peninsula College uses the Federal Default Prevention and Management plan. The plan is a comprehensive tool to promote student and school success and reduce student loan defaults in the Federal Family Education Loan (FFEL). It consists of nine activities:

- Entrance Counseling
- Financial Literacy for Borrowers
- Communication Across Campus
- Exit Counseling
- Timely and Accurate Enrollment Reporting

- NSLDS Date Entered Repayment (DER)
- Late Stage Delinquency Assistance (LSDA)
- Loan Record Detail Report (LRDR) Data Review
- Analysis of Defaulted Loan Data to Identification of Defaulter Characteristics

In addition, upon receiving a list of those students in default and those students who are in danger of being in default Student Financial Services:

- Establishes the student’s current address by using computer search.
- Sends a letter to those students letting them know about deferment, forbearance and who to contact.
- Thirty days later, the student is contacted by phone to offer services to assist the student in changing their default status.

Several programs in Student Services require additional evaluation by outside agencies. For example, the United States Department of Education reviews financial aid programs to ensure that MPC is in compliance with federal student aid reporting requirements. DOE also requires TRIO to submit annual performance reports to ensure that the programs are making progress toward annual objectives related to student retention, academic achievement, and graduation. Fiscal audits of CalWORKs are conducted on an annual basis to ensure that CalWORKs expenditures are in compliance with state regulations and that the program provides sufficient documentation from the County Department of Social Services to determine student eligibility. The following table indicates the outside agency responsible for conducting the evaluation.

MPC Program	Agency Conducting Evaluations	Frequency
CalWORKs, Admission and Records, Student Financial Services	Vavrinek, Trine, Day & Co., LLP (Contracted CPA for Fiscal Audits)	Annual
Child Development Center	State Department of Education	Annual
Student Financial Services	Federal Department of Education	Annual
TRIO Programs	Federal Department of Education	Annual
Workability	Monterey County Department of Social Services	Annual

Source: See Evidence Table [IIB.4.5]

**Evaluation and Student Learning**

Student Services is committed to using the results of program review as a means to improve services to students; however, it has not yet been determined how to measure or evaluate the impact that program improvement has on student learning and success. It is important to note that the framework for the inclusion of student learning outcomes (SLOs) into the Student Services program review process has been established. Student Services faculty and staff have been fully engaged in the process of establishing overarching SLO themes for Student Services. Authentic assessment strategies are being implemented at the program level to measure how student learning outcomes contribute to the achievement of student learning.

Admissions and Records, CalWORKs, DSPS, EOPS, Matriculation and Student Financial Services (SFS) all utilize Management Information Systems (MIS) data through the Chancellor’s Office Data Mart to track access, retention, progress, and success. In addition, SFS uses data to assess academic progress of financial aid recipients

**Evaluation – Standard IIB.4: MPC meets this standard.**

Monterey Peninsula College uses its program review process, the Chancellor’s Office standards of assessment, and other evaluation methods to ensure its Student Services meet student needs.

In 2008, Student Services refined its program review process to align itself with the college’s resource allocation process and include SLOs and annual updates as required components. As a result, all Student Services programs were required to complete program review and address each of the required components under the new process. Subsequently, all Student Services have been evaluated under the new process by an evaluation team, comprised of a Student Services administrator, manager, faculty and classified staff member [IIB.4.6].

The recent update to the Student Services program review process has resulted in programs and services utilizing data as a meaningful resource to assess program effectiveness. For example, CalWORKs, EOPS, Student Financial Services (SFS), and TRIO now use student demographic information, such as student ethnicity, participation rates, retention rates, persistence rates,

and student satisfaction surveys to determine individual program trends and program constraints, and to establish meaningful goals and action plans that support student learning outcomes and address student needs. More specifically, EOPS, SFS and the Counseling Department have utilized recent program review information to establish coordinated outreach efforts designed to increase participation rates of African American and Latino student populations. EOPS and TRIO have used the results of a student needs assessment survey included in their program review to identify students’ needs for additional drop-in counseling. As a result, these programs have increased the availability of drop-in counseling services.

Since SLOs have just recently been introduced and required in program review, Student Services programs are working to find meaningful ways to embed them into program activities and services. Student Services programs are also working to find authentic ways to assess the impact of program SLOs. The chart below includes a sampling of program level SLOs for several student services.

Student Services SLO Themes	EOPS Program Student Learning Outcome	Assessment Methods
Communication	EOPS and CARE students will identify and communicate their educational goal and major within their first semester of acceptance into the program.	(1) Educational goal and major identified on official college registration receipt; and (2) completed multi-term educational plan.
	TRIO Program Student Learning Outcome	
Personal Development and Community Responsibility	In collaboration with TRIO staff, the student will develop a personal statement that includes personal, educational and career values clarification. In addition, the TRIO student will demonstrate an understanding of his/her role in the development of the campus and/or local community.	Written personal statements. A reflection summary of community service and/or campus participation.
	CalWORKs Program Student Learning Outcome	
Technical Competence	The CalWORKs student will be able to (1) navigate the MPC website for program related information; (2) complete the FAFSA on the web; (3) effectively navigate web-Registration; (4) activate MPC email account; and (5) complete financial aid orientation	(1) Copy of completed online orientation; (2) copy of completed online FAFSA; (3) copy of Web-Registration and (4) copy of MPC email account. All documents are included in students’ file.

Monterey Peninsula College has also accepted the standard of evaluation used by the Chancellor's Office for assessing the effectiveness of state categorical programs. In spring 2008, a Chancellor's Office Student Services program review and technical assistance site visit was conducted. The programs involved in the review were CalWORKs, EOPS/CARE, DSPS, and Matriculation. In preparation for the visit, MPC prepared a comprehensive Categorical Program Self-Study [IIB.4.7]. At the conclusion of the site visit, the Chancellor's Office followed with a report [IIB.4.8] of its commendation and recommendations. Some of the team's commendations included:

- a commendation for the CalWORKs counselor's outreach efforts to increase student access
- CalWORKs serving as an exemplary model of program coordination and collaboration with both on and off-campus services providers
- the exemplary job of the CalWORKs counselor in providing case management
- providing a mental health counselor assigned to Supportive Services and Instruction (SS/I)
- providing a scholarship awards event for SS/I
- hiring an Accommodations Specialist
- continuing to grow the EOPS program
- the Associate Dean extraordinary work in blending services to maximize the benefit to students by creating a seamless service structure within EOPS, CalWORKs and TRIO
- the collaboration and dialogue between instruction and student services
- providing a Spanish language translation of the application for admission
- the Matriculation program for providing a "wonderful" process for non-credit ESL students
- taking action early when students are headed into academic difficulty
- developing a Counselor's Handbook
- an exemplary practice of counseling assigned to academic divisions

The recommendations provided by the site team were suggestions for program improvement and/or enhancing services to students, and thus the programs had no obligation to respond or implement the recommendations offered by the team. However, all recommendation related to compliance needed to be addressed by the college. The compliance recommendation included:

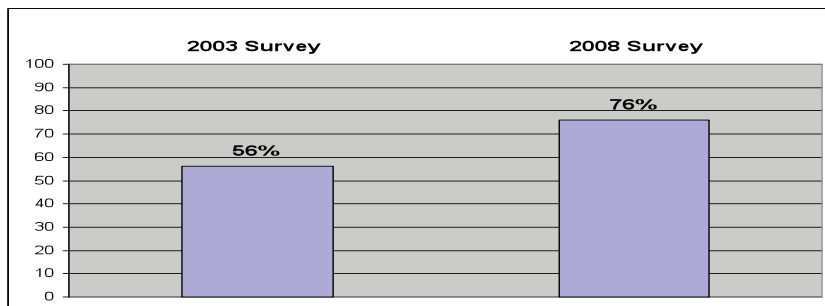
- adjust the 2007-2008 CalWORKs budget to remove three positions
- review and make necessary adjustment to provide wheelchair access to Supportive Services offices and bathroom in the gym area across from the temporary offices of Supportive Services
- review the lack of confidentiality in the current office space for Supportive Services
- remove the Financial Aid Director from the 2007-2008 budget
- improve visibility of the EOPS program limitations and immediately cease the practice of "services only" to time-out students
- seek a waiver for providing tutoring to EOPS students
- refrain from utilizing the practice of rounding up the \$5 for payment of CARE meal tickets

Subsequently, MPC responded to all of the compliance findings in the report, and the Chancellor's Office accepted the college's responses [IIB.4.9].

A 2008 Accreditation Faculty and Staff Survey [IIB.4.10] indicated that over 80 percent of respondents feel that support services for students are sufficient on the Monterey campus. In addition, information about Student Services as well as actual service delivery is expected to incrementally increase as enrollments grow at the Education Center at Marina. The same commitment holds true for student enrolled in online and Living Room series classes.

## Standard IIB: Student Support Services

The results of a 2008 Accreditation Faculty and Staff Survey shown below indicates a higher percentage of staff (76 percent) believe that program review and college research is now an important component of the college planning, evaluation, and resource allocation process as compared to 56 percent in a 2003 staff survey.



Student Services is committed to disseminating the results of Student Services program reviews through the college's shared governance process that includes the Student Services Advisory Group (SSAG), College Council, and the Board of Trustees.

### Plan – Standard IIB.4:

None

### Evidence:

Reference	Document	Link
IIB4.1	Student Services Program Review Process	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/SSAGProgramReviewProcess-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/SSAGProgramReviewProcess-11-08.pdf</a>
IIB4.2	MPC Categorical Programs Self-Evaluation	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/MPC Categorical Program Self-Evaluation0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/MPC Categorical Program Self-Evaluation0000.pdf</a>
IIB4.3	Student Services Program Review and Technical Assistance Site Visit, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Chancellors Office Site Visit 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Chancellors Office Site Visit 2008.pdf</a>
IIB4.4	MPC Response to Chancellor's Office Site Visit Report	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/MPC Response to Chancellors Office Site Visit Report0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/MPC Response to Chancellors Office Site Visit Report0000.pdf</a>
IIB.4.5	Outside Agency Evaluations for Student Services	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Outside Agency Review of SS.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Outside Agency Review of SS.pdf</a>
IIB.4.6	Student Services Program Review Evaluations	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Student Services Program Review Evaluations0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Student Services Program Review Evaluations0000.pdf</a>
IIB.4.7	MPC Categorical Programs Self-Evaluation	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/MPC Categorical Program Self-Evaluation0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/MPC Categorical Program Self-Evaluation0000.pdf</a>
IIB.4.8	Student Services Program Review and Technical Assistance Site Visit, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Chancellors Office Site Visit 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/Chancellors Office Site Visit 2008.pdf</a>
IIB.4.9	MPC Response to Chancellor's Office Site Visit	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/SMPC Response to Chancellors Office Site Visit Report0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2B/SMPC Response to Chancellors Office Site Visit Report0000.pdf</a>
IIB.4.10	2008 Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 2B/Copy of Accreditation Faculty and Staff survey - Pivot tables.xls">http://www.mpc.edu/information/accreditation/Standard 2B/Copy of Accreditation Faculty and Staff survey - Pivot tables.xls</a>

# Monterey Peninsula College Institutional Self Study Report

## Standard IIC: Library and Learning Support Services







## Standard IIC: Library and Learning Support Services

### List of Contributors

<b>Contributor</b>	<b>Position</b>	<b>Area</b>
Bernadine Abbott, Co-Chair	Librarian	Library & Technology Center
Dr. Susan Steele, Co-Chair	Interim Dean	Academic Affairs
Laura Franklin, Co-Chair	Dean of Instruction	Academic Affairs
Diane Boynton	Division Chair/Instructor	Humanities/Speech Communication
Laurie Buchholz	Director	English and Study Skills Center
Tracie Catania	Division Chair/Instructor	Physical Sciences/Math
Alexis Copeland	Instructor	High Tech Center
Jamie Dagdigian	Instructor	Graphic Arts
Laura Franklin	Dean	Academic Affairs
Dr. Susan Joplin	Instructor	English
Madeleine MacBain	Instructor	English as a Second Language
Terria Odom-Wolfer	Instructor	High Tech Center
Dr. Debra Schulte-Hacker	Director/Instructor	Nursing
Dr. Randy Smith	Instructor	Business Skills Center
Marilyn Townsend	Instructor	Academic Support
Joyce Treulieb	Instructor	Math Learning Center
Larry Walker	Associate Dean	Student Services/TRIO

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.

## Standard IIC: Introduction

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

### Description:

Monterey Peninsula College's library and other learning support services amply support the college's instructional programs and various intellectual, aesthetic, and cultural activities. Such services include library services and collections, as well as the following services:

- Tutoring (Academic Support Center)
  - Eight learning centers:
  - English as a Second Language (ESL) Center
  - English and Study Skills Center (ESSC)
  - Reading Center
  - High Tech Center for Students with Disabilities
  - Learning Center at the Education Center at Marina
  - Math Learning Center (MLC)
  - Nursing Learning Resource Center
  - TRIO Learning Center

- Three computer laboratories:
  - Business Skills Center
  - Graphic Arts Lab
  - World Languages Lab

The Information Technology specialists support the technology for the library and learning support services and provides training to assist faculty and students in its use. Students also receive training through the library and each of the learning centers, which are staffed with faculty.

To ensure that the library and learning support services are meeting the needs of students and other users, the college uses student learning outcomes, faculty input, program reviews, and assessment surveys to assess these services and identify areas that need improvement when necessary.

## Section 1: Sufficiency

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

### Description:

Monterey Peninsula College supports the quality of its instructional programs by providing a variety of learning support services to its students and community. Many of these services are housed in the Library and Technology Center. Other services are located at the Education Center at Marina and in various buildings on the Monterey campus.

### Library and Technology Center (LTC)

The Library and Technology Center is a 67,500 gross square footage (GSF) building that opened in June of 2003 [IIC.1.3]. The library occupies the second and third floors of the LTC. There are two open computer labs on these floors. In addition to the library, the LTC building houses the following learning centers on the first floor:

- The Academic Support Center (Tutoring)
- The English as a Second Language (ESL) lab
- The English and Study Skills Center (ESSC)
- The Reading Center

The Instructional Technology and Development Office is located on the third floor of the LTC to assist faculty and staff. A Student Media Development room is also located on the third floor to assist students with their course and technology needs.

**The Library.** The library [IIC.1.1] collection consists of approximately 75,000 volumes, including 21,631 electronic books, 252 periodical print subscriptions (scholarly journals, trade publications, general interest magazines, and newspapers), 2,262 audiovisual items (697 CDs, 940 DVDs, and 635 videos), and 5,866 reserve items. The library continues to expand its DVD collection, which is one of the most popular collections. For the past several years, the library has purchased only closed-captioned DVDs when available to accommodate the hearing impaired. The databases and electronic reference sources are partially supported by Telecommunications and Technology Infrastructure Program (TTIP) funds. With the exception of the genealogy databases, the library also provides access to 34 full-text databases and

electronic reference [IIC.1.2] sources 24 hours a day seven days a week through the library web page. All users have access to library resources through a proxy server on and off campus with a current library card. The library is a member of the California Community College Library Consortium, a joint endeavor of the Council of Chief Librarians and the Community College League of California. As a member, the library is able to subscribe to online full-text periodical databases and electronic reference sources at greatly reduced prices. As a result, the library has been able to cancel some of the print periodical subscriptions.

While designing the Library and Technology Center, technology and access to electronic information were driving factors. Automation of almost every aspect of library operations has helped improve the library's delivery of services and information to students, faculty, staff and the community. This technology has also enabled the library to help more students and staff without a significant increase in staff. There are a total of 197 computers in the public areas of the library, as well as 17 staff computers. In addition, there is audiovisual equipment in the 16 study rooms and four stand alone televisions with DVD and VHS equipment on the second floor. Computers in the library provide access to the online catalog, 34 electronic databases, links to other libraries, internet resources, class-specific software, the complete Microsoft Office suite with podcasts and online tutorials. The computers are also equipped with accessibility/assistive technology programs, such as Zoom Text, Narrator, an on-screen keyboard, and Kurzweil 3000 (on certain computers). The library has a seating capacity of 319 in the open labs on the second and third floors and 86 in the study rooms. The English and Study Skills Center has a total of 174 seats with 113 computers. The ESL lab has 88 seats and 58 computers in its area, the Reading Center has 37 seats and three computers, and the Academic Support Center has 107 seats and three computers. Assistance for all computers and equipment in the LTC is provided by trained technicians within the LTC and supported by the Information Technology Department and Media Services.

The library portion of the Library and Technology Center includes three smart classrooms with digital projectors. One classroom includes eighteen student workstations and one interactive instructor workstation; the other classrooms (which can be used as one large classroom or divided into two separate rooms) have thirty-five student workstations and two instructor stations. They also include assistive listening equipment. Each of the three teaching stations includes touch-screen control of Audio Visual (AV) and

computer equipment. One of the teaching stations is adjustable to provide modifications for instructors with special needs. All of the classroom computers were updated in summer of 2008.

The library staff consists of one director (vacant); four full-time faculty librarians (reference and public services, instruction and reference, electronic resources and technical services); seven full-time classified employees; five part-time adjunct librarians; two part-time classified employees; and three part-time temporary technical support employees. The library utilizes work study students when they are available. Each of the librarians is a certificated faculty member with at least one Master's degree in Library/Information Science.

As of this writing, the library hours during fall and spring semesters [IIC.1.4] are

- Monday - Thursday 8:00 a.m. to 9:00 p.m.
- Friday 8:00 a.m. to 2:00 p.m.
- Sunday 1:00 p.m. to 5:00 p.m.
- During the four-week early spring session, spring break and the six weeks of the summer session, the library is open Monday through Thursday 8:00 a.m. to 4:30 p.m., and Friday 8:00 a.m. to 2:00 p.m.

The Library and Technology Center had traditionally been open on Sundays; however, as a result of the current fiscal constraints, the LTC will not be open on Sundays beginning in fall 2009.

During the four-week early spring session, spring break, and the six weeks of the summer session the library is open:

- Monday - Thursday 8:00 a.m. to 4:30 p.m.
- Friday 8:00 a.m. to 2:00 p.m.

**Academic Support Center (Tutoring).** The Academic Support Center [IIC.1.5] offers course content tutorial support to any student enrolled in general education courses at all levels, excluding English, and in some vocational/technical courses. Tutorial sessions are scheduled on a regular basis and conducted individually or in small study groups. The program also schedules and supports Supplemental Instruction (SI) and/or large group tutoring in a limited number of classes each semester. As funding permits, the center also provides tutors for select open lab hours in the Business Skills and the Graphic Arts lab. There is no charge to students for any services.

The Center is staffed by one full-time faculty member, one instructional specialist, and 25 to 35 student tutors. The courses tutored are dependent on the availability of qualified student tutors. The program serves an average of 245 students per semester, fall and spring. Individual and small group tutoring takes place in the ten small tutorial rooms. Supplemental instruction and large group tutoring occurs in one of two large group study rooms. Students may schedule two hours of tutoring per week. Students with learning disabilities may receive additional tutoring if requested by a Disabled Students Programs and Services (DSPS) counselor.

The Academic Support Center is located on the first floor of the Library and Technology Center, Room 124. Tutoring may be scheduled 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 2:00 p.m. on Fridays, a total of 46 hours per week. The office is open as follows:

- Monday - Thursday 8:00 a.m. to 3:30 p.m.
- Friday 8:00 a.m. to 2:00 p.m.
- The Academic Support Center is not open during early spring or summer.

**The English and Study Skills Center (ESSC).** The ESSC provides reading, writing, and study skills support to MPC students from a broad range of educational backgrounds and across all academic disciplines [IIC.1.6]. The ESSC works closely with the English Department, conducting lab activities for students enrolled in developmental reading and writing courses, as well as delivering individualized instruction in reading and writing skills. As of this writing, the ESSC is piloting a program of study skills related workshops to enhance its study skills offerings. The ESSC has one full-time faculty member, one full-time Instructional Technology Specialist and 16 part-time employees. Each semester, the 18 employees of the ESSC serve over 1,200 students.

In addition to professional faculty and staff and a comprehensive library of instructional materials, the ESSC provides students access to computers, printers, copiers, and document scanners. The ESSC's physical space contains an open lab area, a media room for the production of group projects, and a classroom which contains 30 student workstations as well as instructional projection equipment and a SMART board. The English and Study Skills Center has a total of 174 seats with 113 computers. The ESSC shares open lab space with the ESL Center, the Reading Center, and the Academic Support Center on the first floor of the Library and

Technology Center. Goals and the ESSC course outlines were updated in the Humanities program review.

The ESSC is open during the fall and spring semesters:

- Monday – Thursday 8:00 a.m. to 8:00 p.m.
- Friday 8:00 a.m. to 2:00 p.m.
- Sunday 1:00 p.m. to 5:00 p.m.

During early spring, the ESSC is open:

- Monday – Thursday 10:00 a.m. to 2:00 p.m.

During summer the ESSC is open:

- Monday – Thursday 9:00 a.m. to 6:00 p.m.
- Friday 9:00 a.m. to 2:00 p.m.

**English as a Second Language (ESL) Center.** The ESL Center [IIC.1.7] enrolls approximately 200 students per semester. These include those enrolled in the ESL program; international students; members of the community wishing to improve some aspect of their spoken or written English; and second-language learners enrolled in mainstream English courses and content area courses, such as anatomy, mathematics, speech, and philosophy. The ESL Center tutors students in using technology, from keyboarding to word processing and database research. One part-time faculty member provides oversight to the Center, with assistance from full-time and part-time instructors. Two tutors assist instructors during their class lab hours. The ESL lab has 88 seats and 58 computers in their area.

In the ESL Center, goals are set and progress monitored for lab students at each of six levels of fluency in four skill areas. The curriculum and student learning are constantly monitored and supplemented as needed. Goals and the ESL course outlines were updated in the Humanities program review. Instructors and tutors are available to students:

- Monday, Wednesday 9:00 a.m. to 3:00 p.m.
- Tuesday, Thursday 8:30 a.m. to 3:00 p.m.
- Friday 10:00 a.m. to 1:00 p.m.

During 18 of these hours, the lab is also occupied by ESL instructors and their classes.

During the summer the ESL Center is open:

- Monday – Thursday 11:00 a.m. to 1:00 p.m.
- Friday 9:00 a.m. to 12:00 p.m.

The ESL lab's open hours during early spring depends on what time classes are offered.

**Reading Center.** The Reading Center [IIC.1.8] is a one-on-one or small group tutoring program based primarily on Lindamood/Bell® techniques. Using current linguistic principles and speech therapy methodologies, the Reading Center aims to strengthen reading, spelling, or pronunciation skills to improve student learning and success at the college level. At the heart of the program is individualized clinical teaching in which a student and a tutor meet for two to three hours per week over the course of a semester. In a carefully structured program tailored to the needs of each individual, a student is trained in concept imagery; at the same time she/he strengthens visual memory and builds a strong phonetic base. Instruction is based on a multi-sensory technique that uses Socratic questioning in its methodology.

All MPC students enrolled in at least one class are eligible to enroll in the Reading Center studies: English 351, Phonemic Awareness for Improved Reading, Writing and Speech; or English 352, Comprehension and Critical Thinking Skills. Additionally, all students registered for the lower two of the three-level college-reading course sequence are assessed by the Reading Center, and if identified as at risk, they are referred to the Reading Center. All course offered through the Reading Center are assessed through student learning outcomes. Goals and the Reading Center course outlines were updated in the Humanities program review in spring 2009. The Reading Center has 37 seats and three computers for student use.

The reading center is staffed with one full-time faculty member, two part-time faculty members, one coordinator, six permanent instructional specialists (part-time), and five temporary instructional specialists (part time).

The Reading Center is located in the Library and Technology Center, Room 129, on the first floor. The Center is open during the fall, spring and summer sessions. During fall and spring semesters, the center is open:

- Monday - Thursday 8:00 a.m. to 8:00 p.m.
- Friday 8:00 a.m. to 5:00 pm.

During summer, the center is open Monday through Thursday 9:00 a.m. to 5:00 p.m.

The center is not open during early spring.

**Learning Center at the MPC Education Center at Marina.**

The Education Center at Marina [IIC.1.10] opened in fall 2006. Beginning in fall 2008, learning support services for English and math were implemented to provide learning support outside the classroom to increase students' academic preparedness and success through individualized instructional assistance. A library materials reserve process has also been established and is being reviewed by library staff to assess needed improvements, including the addition of e-reserves. As of this writing, the Education Center's Unit Office Manager is responsible for the reserve collection.

There are 32 computers in the center, and services are currently provided in shared space (the current facility includes four modular classrooms and one modular office building).

The Learning Center at the Education Center at Marina was open 16 hours per week in fall 2008, and its hours were expanded to 25 hours per week in spring 2009 to assist with increasing enrollments. This expansion incorporates the addition of support for English as a Second Language instruction and a satellite Business Skills computer lab in addition to the English and math support previously provided. Plans are currently underway to implement courier services that will allow students at the center to have access to books and other library resources at the Monterey campus. Library reserve materials are available in the administrative office, which is open:

- Monday – Thursday 8:00 a.m. to 9:00 p.m
- Friday 8:00 a.m. to 4:30 p.m.

**Other Learning Services Provided on the Monterey Campus**

Monterey Peninsula College provides learning support services in the Library and Technology Center and at the Education Center at Marina. It also offers learning support services at various Monterey campus locations. These learning support services include the High Tech Center, the Math Learning Center, the Nursing Learning Resource Center, the TRIO Learning Center, and the World Languages lab.

**High Tech Center for Students with Disabilities.** The High Tech Center (HTC) supports the instructional component of the Supportive Services and Instruction (SSI) department at MPC [IIC.1.9]. The High Tech Center offers courses in two distinct labs/classrooms: the Adaptive Computer Technology (ACT) Lab and the Computer Assisted Instruction (CAI) Lab. The ACT Lab has 17 computers and offers classes in word processing, computer applications, and math. It also offers a drop-in lab for student specific projects. All classes

and labs are tailored to meet the needs of students with disabilities. Training in adaptive computer technologies to enable students with a variety of types of disabilities to access computer programs is an integral function of the ACT Lab. In addition, the production of all of the alternate media materials for the campus is facilitated through the ACT Lab. The Computer Assisted Instruction Lab/Classroom has 15 computers and offers a range of specialized classes and labs in basic skills, cognitive skills, and study skills development. These courses/labs support students with disabilities in two ways: first, students have the opportunity to develop academic skills to enable them to prepare for and succeed in college level courses; second, students learn and apply strategies to facilitate learning and accommodate for any functional limitations related to a disability.

Faculty in the High Tech Center are also working on a multi-department collaborative effort in conjunction with the Basic Skills Committee, on the Kurzweil Smartxt Project to promote and encourage use of Kurzweil 3000 text-to-speech technology in regular college classrooms.

The High Tech Center is staffed by three full-time faculty members and three part-time instructional specialists. On average, the program serves 350 students per semester. All of the instructors in the High Tech Center are learning disability (LD) specialists. Each specialist is trained in LD assessment and interpretation. Teaching loads of faculty members vary and include multiple responsibilities outside of teaching in the HTC. Classes are held in the two labs:

- Monday - Thursday 9:00 a.m. to 4:00 p.m.
- Friday mornings. Friday afternoons are reserved for lab maintenance, meetings, and professional development use.

**Math Learning Center.** The Math Learning Center [IIC.1.11] offers support services for all students enrolled in a math class or any class requiring mathematics skills. Tutoring and coaching in the Math Learning Center is structured to accommodate all learners. There are 24 computers for student use. In addition, the Math Learning Center provides computers loaded with online math classes in addition to textbooks and calculators for students to borrow while in the Math Learning Center. The Math Learning Center also provides testing for math instructors who need to give tests outside of the classroom.

In fall 2008, a new full-time faculty Math Learning Center coordinator was hired to oversee its development. In fall 2008, the coordinator worked in the Center 30 hours per week, and this



time was supplemented by 18 hours per week of faculty time. Unfortunately, the Math Learning Center Coordinator resigned as of the end of fall 2008. The Mathematics Department submitted a request to replace the vacated position through the planning and resource allocation process. However, due to the current fiscal constraints, the Math Learning Center Coordinator position, along with several other faculty and administrator positions, were deferred. The Math Learning Center is currently staffed with full and part-time faculty and student tutors. A full-time faculty member was granted reassigned time to coordinate the center. The Math Learning Center currently assists between 350 and 400 students per semester.

The Math Learning Center is located in Physical Sciences 205 with easy access for all students. As of this writing, the Center is scheduled to be open 40 hours per week in fall 2009:

- Monday 9:00 a.m. to 4:00 p.m.
- Tuesday 9:00 a.m. to 7:00 p.m.
- Wednesday 9:00 a.m. to 7:00 p.m.
- Thursday 9:00 a.m. to 4:00 p.m.
- Friday 9:00 a.m. to noon
- Sunday 1:00 p.m. to 4:00 p.m.

During summer session, the Math Learning Center is open:

- Monday-Thursday 9:30 a.m. to 1:00 p.m.
- Friday 9:30 a.m. to 11:30 a.m.

It is not open during early spring.

**Nursing Learning Resource Center.** The Nursing Learning Resource Center [IIC.1.12] is staffed by a full-time instructional technician, and also by a nursing faculty member approximately 24 hours per week. A variety of materials are available to support nursing student learning, including equipment for nursing skills practice, textbooks, videos, and software.

The Nursing Learning Resource Center includes a computer lab, which contains 21 computer stations for nursing students to use for class preparation and enhancement of learning. The full-time instructional technician ensures that the equipment is functioning and assists students in accessing learning materials.

During fall and spring semesters the Nursing Learning Resource Center is open:

- Monday – Thursday 9:00 a.m. to 6:00 p.m.

- Friday 9:00 a.m. to 3:00 p.m.

During the first ten weeks of each semester, the Nursing LRC is open on Saturday 9:00 a.m. to 1:00 p.m. During early spring it is open:

- Monday, Wednesday, Friday 10:00 a.m. to 2:00 p.m.

During summer the center is open:

- Monday – Friday 9:00 a.m. to 12:00 p.m.

**TRIO Learning Center.** The TRIO Learning Center (TLC) [IIC.1.13] is designed to assist TRIO participants develop the academic skills and techniques necessary to succeed in college level courses. TRIO represents the first three programs funded by the U.S. Department of Education (DOE). TRIO programs at Monterey Peninsula College include Student Support Services (SSS), Upward Bound (UB), and Math/Science Upward Bound. TRIO is a federally funded program through a cooperative effort between the college's TRIO programs and the Extended Opportunity Program and Services (EOPS) program. The services are provided to eligible students to assist them in attaining the skills needed to succeed at MPC. A total of six faculty members—five full-time and one part-time—and three full-time classified staff are assigned to support TRIO students year round. In addition, there are approximately 18 temporary staff employed each summer to provide instructional and support services to TRIO students.

TRIO Learning Center (TLC) services are provided to college students participating in the Student Support Services (SSS) program. High school participants receive services through the pre-college program, Upward Bound (UB).

Instructional support and study skills development are provided in English, math, and chemistry for TRIO and EOPS eligible students. Study skills techniques and academic strategies are embedded in the framework of TRIO Learning Center (TLC) services. The TLC staff members provide one-on-one and/or small group instruction. In collaboration with learning assistance instructors, Student Support Services (SSS) participants develop plans of study to meet their particular academic needs. TLC instructors work collaboratively with the certificated counselors to identify and address non-academic issues that may impact a student's overall academic performance.

The TRIO Learning Center also serves as the site for the Upward Bound after school tutorial program. Upward Bound participants receive tutorial assistance in literature, composition, world languages, mathematics, and science. The after school tutorial pro-



gram is open to UB participants three days a week from 3:00 p.m. to 7:00 pm. Grade level workshops and seminars are provided on a weekly basis at the TRIO Learning Center from 5:00 pm to 7:00 pm. Upward Bound participants receive personal, academic, and career counseling services by certificated counselors who have offices in the TRIO Learning Center. These services are in accordance with the mission statement [IIC.1.14], since they provide “instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities.” Additional assistance with Scholastic Aptitude Test/American College Test preparation and college and financial aid application is also provided.

The following academic resources are available to TRIO participants utilizing TRIO Learning Center services:

- Textbook lending library
- Computers/laptops
- Smart keyboards
- Scientific and graphing calculators
- Free printing and copying
- Instruction and/or workshops in various topics (i.e. time management, scholarships, financial aid, career exploration, etc.)
- Campus and public information postings

TRIO Learning Center services are offered:

- Monday - Thursday 9:00 a.m. to 7:00 p.m.
- Fridays 9:00 a.m. to 1:00 p.m.

### Computer Labs

Beyond the eight learning support centers, MPC offers instructional support through three computer labs: the Business Skills Center, the Graphic Arts lab, and the World Languages lab.

**Business Skills Center.** The Business Skills Center [IIC.1.15] offers computer applications instruction in a self-paced lab with courses constructed to meet specific student learning outcomes. There are 46 computers in the center, two of which are configured for adaptive learning. A wide range of courses are offered in the center including but not limited to Microsoft Word, Excel, PowerPoint, Microsoft Windows, Quicken, and Accessing Business Information via the World Wide Web. Hands-on exercises and assignments develop skills, and learning outcomes are assessed through class examinations. There is also a Business Skills lab at the Education Center at Marina.

Nearly 1,300 students are enrolled in Business Skills classes each year. Four part-time instructors and three half-time instructional assistants provide oversight and assistance in the center.

The Business Skills Center is open 38 hours per week during the fall and spring semesters:

- Monday – Thursday 9:00 a.m. to 3:30 p.m. and
- Friday 9:00 a.m. to noon.
- The Center is also open Monday, Tuesday, and Thursday 5:30 p.m. to 8:30 p.m.
- During early spring and summer sessions, they are open Monday – Friday 9:00 a.m. to 3:00 p.m.

**Graphic Arts Lab.** The Graphic Arts lab [IIC.1.16] was established to support the graphic arts instructional program by providing students with access to specific digital tools and resources. These resources—software and hardware—mirror the resources in the graphic arts classroom and as such, allow students to complete coursework outside of class time. The lab contains eleven Apple computers; two scanners; one black and white laser printer; and one eight-color, large-format output device.

Access is provided on a daily basis, as the Graphic Arts technician oversees the facility and provides instructional support as needed. The offices of the technician and the program director are contiguous to the Graphic Arts lab.

In addition to the presence of the technician, program instructors are present throughout the week. They schedule regular hours for assistance and advisement, as well as individual student appointments as requested. The Graphic Arts lab serves an average of 30 enrolled graphic arts students per semester. They accommodate additional students (typically non-program students) who drop in to use the resource in a limited capacity.

The Graphic Arts lab is open fall and spring semesters:

- Monday – Thursday 9:00 a.m. to 9:00 p.m.
- Friday 9:00 a.m. to 4:00 p.m.

During summer, The Graphic Arts lab is open:

- Monday – Friday 9:00 a.m. to noon and 1:00 p.m. – 4:00 p.m.

The Graphic Arts Lab is closed during early spring.

**World Languages Lab.** As of this writing, the World Languages lab [IIC.1.17] is the area where students enrolled in a World Language course complete the required laboratory component. The

World Languages lab provides activities that complement coursework in all eight languages offered at the college. Students practice receptive and productive language skills—listening, speaking, reading, and writing—in activities that require repetition, guided response, and/or free response. The lab is equipped with 49 computers for watching videos, listening to audio files, and recording oral responses. Five computers are equipped with webcams for recording American Sign Language (ASL) video activities.

The World Languages lab has one full-time language lab coordinator, one part-time language lab coordinator, and one part-time lab technician. The lab is supervised by various World Languages faculty on a part-time basis with one part-time instructor working 18 hours per week in the lab. Instructors of all languages are also available during posted hours. Student tutors are available throughout the week in such languages as Spanish, American Sign Language, French, German, and Chinese; language expertise depends on student tutor availability. This lab is undergoing changes. The World Languages department is working to revise curriculum and expects to merge the World Languages lab with the ESL lab in another year. These labs will become the Language Center.

The World Languages lab is open to students:

- Monday – Thursday 9:00 a.m. to 8:00 p.m.
- Friday 9:00 a.m. to 5:00 p.m.

During the summer the World Languages lab is open:

- Monday – Thursday 8:00 a.m. to 5:00 p.m.
- 8:00 a.m. to 12:00 p.m. Friday.

The lab is not open during early spring.

### Technology Services and Support

The Instructional Technology Department [IIC.1.18] provides learning technology development and training that are sufficient to support the institution's instructional programs. IT offers a number of workshops and training sessions for faculty and staff including assisting with faculty web pages and training in Moodle, the college's course management system for online classes. It assists faculty in the integration of technology into their courses including the support for online classes. The Instructional Technology and Development Office, located on the third floor of the Library and Technology Center, is the locus of this effort. It also provides technical support and training for students taking online classes. The Student Media Development room assists stu-

dents with their technology needs. The computers in the Student Media Development room also have course-specific software requested by faculty.

Besides providing technical support and training, Information Technology plans and maintains periodic replacement of technology and provides support for the network. Media Services maintains and services the smart classrooms. There are 89 smart classrooms/smart labs on the Monterey campus, four smart classrooms at the Education Center at Marina, and six smart classrooms planned for the Public Safety Training Center.

The Information Technology Department is staffed with one Dean of Information Technology and Media Services, three network engineers, two Information Technology support technicians, one manager of systems and programming, one programmer, one computer analyst and one information systems specialist.

Media Services are staffed with one instructional technology specialist, one media technician, one evening media technician (permanent part time), one lab technician (permanent part time). Also, there are 12 lab technicians that report to their divisions.

### Evaluation – Standard IIC.1: MPC meets the standard.

As the description makes clear, the college has a wealth of learning support services, in addition to the library. The library and learning support services offer quality services that are sufficient in quantity, currency, depth, and variety regardless of location or means of delivery. The library provides high quality materials, electronic resources, facilities, and equipment that support student learning with input from faculty, statistics, and assessment surveys. Learning support services and computer labs offer a variety of services, which support and contribute to student learning and success outside the classroom. As part of the program review process, the library and learning support services evaluate their services in an effort to continuously improve the quality of their offerings.

The college conducted an Accreditation Faculty and Staff Survey [IIC.1.19] in fall 2008 to determine how faculty and staff rate its programs and services. When asked if the library and learning support services support the achievement of student learning outcomes, 77 percent either strongly agreed or somewhat agreed that the library and learning support services support the achievement of student learning outcomes. Also, according to the survey, 86 percent either strongly agreed or somewhat agreed that the library offers services that are sufficient to

support the curriculum; 67 percent either strongly agreed or somewhat agreed that the library media collection supports the curriculum; 81 percent either strongly agreed or somewhat agreed that the library electronic resources and internet information (databases, online reference sources) support the curriculum. Fifty-six percent either strongly agreed or somewhat agreed that the Academic Support Center (tutoring) supports the curriculum; 73 percent either strongly agreed or somewhat agreed that the learning centers (ESL, ESSC, Reading Center) support the curriculum; and 72 percent either strongly agreed or somewhat agreed that the computer labs support the curriculum.

Students also expressed a fairly high level of satisfaction with academic services. For example, students gave a rating of 5.92 (out of 7) on the Noel-Levitz Student Satisfaction Inventory item, "library resources and services are adequate." Students also feel that the "library staff are helpful and approachable" (rating of 5.75 out of 7). Similarly, students are fairly satisfied with the other academic support services on campus. For example, students feel that "computer labs are adequate and accessible" (rating of 5.75 out of 7) and that "tutoring services are readily available" (rating of 5.54 out of 7).

As explained in Standard IA, the Office of Institutional Research conducted the Noel-Levitz "Student Satisfaction Inventory" (SSI) [IIC.1.20]. The Noel-Levitz Student Satisfaction Inventory is a survey instrument primarily designed for traditional-age students in undergraduate programs. The SSI asks students to respond to each item with a level of importance and a level of satisfaction. Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Average satisfaction scores are typically in a range of 4 to 5.

Although the library and learning support services provide services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, the college recognizes opportunities for continuous improvement. MPC is aware of programmatic challenges and is taking steps to respond positively to expand and improve services.

- **Library materials budget.** The library conducted a library assessment [IIC.1.21] survey in fall 2008 that was distributed to 700+ students, faculty and staff. The results indicate that nearly 75 percent of those who use the collection felt that the library book collection was good or excellent; 81 percent rated the periodicals collection as good or excellent, and 87 percent felt that the library's on-

line/electronic databases were good or excellent. The institutional survey indicated that 93 percent of faculty and staff believe that the library personnel are knowledgeable and helpful.

Even though these numbers are encouraging, there are still challenges facing the library. The library continuously reviews its collection, print and electronic, in an effort to improve the quality with respect to supporting the instructional programs of the college. However, the library materials budget (\$33,500/year) has remained the same for more than twenty-five years. Recognizing this deficiency, the MPC Foundation provided a one-time donation of approximately \$100,000.00 to enhance the library's collection. The college continues to look for ways to improve the library materials budget.

**Library Leadership.** The library has been without a director since December 2006. Three of the full-time librarians have assumed the administrative responsibilities of personnel, budget and the building. As a result, some of the regular functions have been placed on hold, specifically weeding the collection, community outreach, special collections, archives and long-range planning. The library has also suspended the Library Arts and Lectures series and the liaison/division collaboration for Collection Development. After two unsuccessful recruitments to hire a director, the college hired a consultant in fall 2008 to advise the college on how to succeed with hiring a new director. The consultant's recommendations included coordination of services and resources in the Library and Technology Center under an Associate Dean of Library and Learning Resources rather than a Library Director. This would allow enhanced collaboration and communication between the library and some learning centers as well as maximization of resources, both human and physical. The college is weighing the strengths and weaknesses of these recommendations. The current budgetary constraints have precluded the college from filling this position. However, services to students have remained consistent by backfilling the position with adjunct faculty librarians.

- **Tutorial Challenges.** In the Academic Support Center, the courses tutored are dependent on the availability of qualified student tutors. The Academic Support Center is working on two fronts to solve the tutoring shortage

problem. First, with the approval of the Vice President of Student Services, the center is working with Human Resources to develop an hourly/temporary/non-classified tutoring position. This will allow the center to hire student tutors who do not meet the six unit enrollment requirement. Second, the center is working with the English and Study Skills Center (ESSC), the Reading Center, the Math Learning Center and TRIO programs to develop joint training with the goal of creating a better trained tutor pool. This effort would benefit from the proposed Associate Dean of Library and Learning Services.

Funding, staffing, and space are challenges in establishing a tutorial program at the Education Center at Marina that mirrors the services offered at the Monterey campus. Nevertheless, the college has established a Learning Center where students who take classes at the Education Center may avail themselves of tutorial services in English, ESL mathematics, and business skills. The college plans to augment these services on an incremental basis as enrollments warrant it. When the center receives full center status, there will be an additional \$750,000 to support operational costs.

- **Professional Connections.** One of the English and Study Skills Center's five-year goals included in the Humanities program review is to forge stronger professional connections. The ESSC Director will host members of the library staff, other departments, publishing representatives, and educators from other institutions and visit other learning/writing centers with similar missions. Furthermore, the ESSC Director will visit all academic divisions on campus in the interest of informing faculty and staff about the ESSC and inviting them to refer students and suggest ways the ESSC could serve their areas better.
- **Reading Needs.** The Reading Center is challenged by a growth in the number of students needing help with reading. Funds to support student instructional needs have not increased in proportion to the enrollments in reading courses and, thus, the Reading Center is not able to help all of those whose assessment results show they would benefit from the center's services. Every semester the Reading Center has a waiting list of more than twenty students wanting to enroll in English 351/352.

The Reading Center is planning to improve and expand lab offerings for reading class students (English 322/302) in fall 2009 by adding a Visualizing and Verbalizing lab component and other lab modules to address students' individual needs. The Reading Center is planning to participate in collaborative efforts to strengthen student success, such as establishing a presence at the MPC Education Center and participating in learning communities, as the opportunities arise.

- **High Tech Center Demands.** The High Tech Center has extensive and varied course offerings, limited only by the number of full-time faculty. As the demand for classes and alternate media production grows, the ability to meet these demands is compromised by the lack of faculty and staff available. The demand for electronic versions of textbooks has grown over 400 percent in the last four years; this increase is likely to continue as students become aware of its efficacy in helping them achieve their academic goals. The department is exploring creative and productive ways to meet the growing needs.
- **Math Growing Pains.** It is projected that the Math Learning Center will be moving in fall 2010 to a larger and more appropriately configured facility. The change will allow more students to be accommodated. The challenge will be for staffing to keep pace with the projected growth.
- **Education Center Growth Opportunities.** The Learning Center at the Education Center at Marina is in the developmental stages. As student need and demand for library and learning support services increases, hours will be expanded incrementally. Plans are underway for a permanent structure (to be completed in spring 2011) including multipurpose space that will house student support programs and services such as library and learning support services. Plans are also underway to apply for full-center status which will provide an additional \$750,000 for operational expenses.
- **TRIO Needs.** In the TRIO Learning Center, instructors and instructional specialists align their teaching methods with the framework of the Basic Skills Initiative. Counseling services are well coordinated with instructional services to positively impact student success. The TLC is located in temporary portable buildings with limited space for students and equipment. The number of TRIO students

served and the hours of operation could be expanded with additional staff and space. In addition, aging computers limit the ability for student access to the latest software programs and on-line academic support resources. These needs are shared and prioritized through the program review and action plan process.

The college believes that the web of services could be strengthened through better coordination. A simple illustration of this need is the fact that the library and the four learning support services housed in the same building all have different hours of operation. Another indication has to do with knowledge among campus faculty and staff of the learning support resources. The college conducted an Accreditation Faculty and Staff Survey in fall 2008 to gauge the level of awareness within the campus community. The survey results suggest the absence of a broadly shared understanding of what resources are available and where. The Basic Skills Initiative's self-study arrived at the same findings. As noted, the college is reviewing a plan that would broaden the (currently vacant) position of library director to incorporate oversight of at least the learning support services in the library, thereby providing the coordination required.

**Plan – Standard IIC.1:**

The coordinators and directors of academic support programs will implement a plan to inform faculty and staff of services available, their location and hours of operation.

## Standard IIC: Library and Learning Support Services

### Evidence:

Reference	Document	Link
IIC.1.1	Library	<a href="http://www.mpc.edu/library">http://www.mpc.edu/library</a>
IIC.1.2	Electronic Databases	<a href="http://www.mpc.edu/library/Articles_Databases/Pages/ElectronicResources.aspx">http://www.mpc.edu/library/Articles_Databases/Pages/ElectronicResources.aspx</a>
IIC.1.3	Library and Technology Center	<a href="http://www.mpc.edu/library/Pages/LTCFloorPlans.aspx">http://www.mpc.edu/library/Pages/LTCFloorPlans.aspx</a>
IIC.1.4	Library Hours	<a href="http://www.mpc.edu/library/Pages/LibraryHours.aspx">http://www.mpc.edu/library/Pages/LibraryHours.aspx</a>
IIC.1.5	Academic Support Center	<a href="http://www.mpc.edu/studentsservices/academicsupport">http://www.mpc.edu/studentsservices/academicsupport</a>
IIC.1.6	English and Study Skills Center (ESSC)	<a href="http://www.mpcfaculty.net/essc/">http://www.mpcfaculty.net/essc/</a>
IIC.1.7	English as a Second Language (ESL) Center	<a href="http://www.mpcfaculty.net/eslcenter_tutoring/">http://www.mpcfaculty.net/eslcenter_tutoring/</a>
IIC.1.8	Reading Center	<a href="http://www.mpc.edu/academics/Humanities/ReadingCenter">http://www.mpc.edu/academics/Humanities/ReadingCenter</a>
IIC.1.9	High Tech Center for Students with Disabilities	<a href="http://www.mpc.edu/studentsservices/dsps">http://www.mpc.edu/studentsservices/dsps</a>
IIC.1.10	Education Center at Marina	<a href="http://www.mpc.edu/EdCenterMarina">http://www.mpc.edu/EdCenterMarina</a>
IIC.1.11	Math Learning Center MathLearningCenter.aspx	<a href="http://www.mpc.edu/academics/physicalscience/mathematics/mlc/Pages/">http://www.mpc.edu/academics/physicalscience/mathematics/mlc/Pages/</a>
IIC.1.12	Nursing Learning Resource Center	<a href="http://www.mpc.edu/academics/nursing">http://www.mpc.edu/academics/nursing</a>
IIC.1.13	TRIO Learning Center	<a href="http://www.mpc.edu/studentsservices/trio">http://www.mpc.edu/studentsservices/trio</a>
IIC.1.14	Mission Statement	<a href="http://www.mpc.edu">http://www.mpc.edu</a>
IIC.1.15	Business Skills Center	<a href="http://www.mpc.edu/academics/businessandtechnology/BusinessSkillsCenter">http://www.mpc.edu/academics/businessandtechnology/BusinessSkillsCenter</a>
IIC.1.16	Graphic Arts Lab	<a href="http://www.mpc.edu/academics/CreativeArts/ArtDepartment">http://www.mpc.edu/academics/CreativeArts/ArtDepartment</a>
IIC.1.17	World Languages Lab	<a href="http://www.mpc.edu/academics/Humanities/WorldLanguages/WorldLanguagesLab">http://www.mpc.edu/academics/Humanities/WorldLanguages/WorldLanguagesLab</a>
IIC.1.18	Information Technology (IT) Department	<a href="http://www.mpc.edu/AdministrativeServices/Pages/default.aspx#it">http://www.mpc.edu/AdministrativeServices/Pages/default.aspx#it</a>
IIC.1.19	Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard%202C/AccreditationSurvey-AbsolutelyFinal.pdf">http://www.mpc.edu/information/accreditation/Standard%202C/AccreditationSurvey-AbsolutelyFinal.pdf</a> <a href="http://www.surveymonkey.com/sr.aspx?sm=6cvuiCUc1w3oKolz_2fsBstHDbDYzakSiJ3YBqEfeJWh0_3d">http://www.surveymonkey.com/sr.aspx?sm=6cvuiCUc1w3oKolz_2fsBstHDbDYzakSiJ3YBqEfeJWh0_3d</a>
IIC.1.20	Noel-Levitz "Student Satisfaction Inventory"	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ Monterey Peninsula College vs California Comparison - 5-2009.htm">http://www.mpc.edu/information/accreditation/Standard 2C/ Monterey Peninsula College vs California Comparison - 5-2009.htm</a>
IIC.1.21	Library Assessment Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ Library Assessment Survey Fall 2008 (2).pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ Library Assessment Survey Fall 2008 (2).pdf</a>



## Section 1.a: Educational Equipment and Materials

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

### Description:

Faculty librarians and learning support services professionals are responsible for the selection and maintenance of educational equipment and materials that support student learning. The library and learning support services are vital elements in the achievement of the institutional goals [IIC.1.a.1] and the mission [IIC.1.a.2] of the institution. Specifically they provide “instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities.” They also “create pathways to success that address the diverse, holistic needs of all MPC students.” [IIC.1.a.1] The library and learning support services use the program review process and assessment surveys to determine how successful their services are in enhancing student achievement of identified learning outcomes.

The educational equipment in the library and learning support services is on a technology replacement schedule with the Information Technology department. Most computers in the Library and Technology Center were upgraded during the 2008-2009 academic year: 78 of the computers in the library labs, 52 in the ESL classroom and open lab, and 86 in the ESSC classroom and open lab. All of the computers in the library classrooms were replaced with new equipment in summer 2008. As computer use by students continues to increase and the demand for electronic databases changes the way students conduct research, the need for new equipment is critical for effective research and information competency skills.

### Library

The print and non-print collections are selected and maintained by faculty librarians in conjunction with instructional faculty based on the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education [IIC.1.a.3], ALA's Association for Library Collections and Technical Services (ALCTS) [IIC.1.a.4], and the collection development policy of the MPC Library Technical Services Manual [IIC1.a.5]. Each librarian orders

materials in certain subject areas within their area of expertise based on their educational background. The librarians serve as liaisons between the library and the faculty in their designated subject areas. The primary goal of the selection and maintenance of print materials, non-print materials, and electronic resources is to support student learning needs with input from faculty, students, surveys, and statistics. Instructional faculty makes recommendations for the expansion of the materials collection based on the curriculum they teach. One faculty librarian serves on the Curriculum Advisory Committee [IIC.1.a.6] where new and revised curriculum proposals are reviewed to ensure that the library has sufficient and appropriate materials to support all courses and programs. Librarians judiciously review professional publications such as *Choice*, *Library Journal*, *Video Librarian*, and *Resources for College Libraries* to order materials of the highest quality within the limits of the budget. Librarians also participate in an ongoing process of weeding the collection in conjunction with instructional faculty to ensure currency and relevancy of the collection. While the librarians have been diligent in weeding the reference collection, the circulation collection has not been completely weeded in recent years due to a shortage of staff.

The institution relies on the professional library staff to assess the effectiveness of its library collection in terms of quantity, quality, depth and variety. To achieve this end, the MPC library follows American Library Association (ALA) Standards [IIC.1.a.7], Association of College and Research Libraries (ACRL) Standards [IIC.1.a.8], California Academic and Research Libraries (CARL) Standards [IIC.1.a.9], and the library Board policies [IIC.1.a.10]. Materials are ordered based on a formula [IIC.1.a.11] according to the size of each program (the number of students in each program), the number of classes offered in each program, the number of items in each subject area, and the number of items checked out in each area. According to the formula, each program is allotted funds to support their curriculum.

Since the college's last accreditation in 2004, the library collection has grown from approximately 50,000 items to nearly 75,000 items due, in large part, to an expansion of electronic books. Interlibrary loans help the library provide materials that are not otherwise available. As a member of the Monterey Bay Area Cooperative Library System/Pacific Library System (MOBAC/PLS), the library is able to borrow materials that we do not own. This greatly enhances materials that the library is able to provide to students, faculty and staff.

### **Academic Support Center**

The Academic Support Center maintains a collection of textbooks, mainly in mathematics, which students may use for reference. It shares access to six computer stations with the Reading Center.

### **Learning Support Centers**

**English and Study Skills Center (ESSC).** There is one full-time faculty member in the ESSC with several part-time instructors. These professionals select and maintain a wide range of instructional materials that support student learning. They also offer individualized instruction in reading and writing skills. The ESSC [IIC.1.a.12] has developed a comprehensive web page listing classes, research handouts, and workshops. One of the ESSC's five-year goals as part of the Humanities program review process is to improve instructional tools, primarily by using more individualized assessments such as those available via the web. By the fall 2009 semester, the ESSC expects to implement comprehensive diagnostic and exit testing so that students' plans of study can be tailored to their educational gaps.

**English as a Second Language (ESL) Center.** Faculty and tutors are available to students 26 hours per week in the ESL Center to support student learning. The ESL Center has course descriptions and student learning outcomes for six levels of English fluency across four skill areas. Material is developed in accordance with these outcomes. When funds are available, the ESL Center invests in games, books, DVDs, and CDs that can be used in the ESL classrooms as well as the lab. Most computer-based material is produced in-house by ESL faculty.

With the advent of the new MPC website, the ESL Center [IIC.1.a.13] was able to design a new interactive web page. The web page provides numerous useful links: faculty web pages with assignments; grammar exercises; self-tests; supplemental material; research and writing tools such as databases and multilingual dictionaries; audio files for improving listening comprehension; and a current events web site especially designed for ESL students.

**Reading Center.** As a program in the English Department, the Reading Center is directed by one full-time faculty member and one full-time program coordinator. Part-time faculty provide assistance as well. As mentioned earlier, the Lindamood/Bell® materials and methods are utilized in the Reading Center. The Reading Center incorporates students' current textbooks, vocabulary and other course-specific material into its program, which helps students utilize the techniques they are learning in the

center in their other classes. Students progress through exercises that strengthen their spelling and reading and help them make language comprehensible.

**High Tech Center.** The High Tech Center is staffed by three full-time faculty members, and three part-time instructional specialists. The production of all of the alternate media materials for the campus is facilitated through the Adaptive Computer Technology (ACT) lab. Faculty members select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. They offer class materials and equipment for word processing, computer applications, and math. The Computer Assisted Instruction lab/classroom has 15 computers and offers a range of specialized class materials for basic skills, cognitive skills, and study skills development. These services support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities [IIC.1.a.2].

**Learning Center at the Education Center at Marina.** The Learning Center at the Education Center at Marina "is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities." [IIC.1.a.2] The Dean of Instruction, Economic Development and Off-Campus Programs, oversees the operations of this Learning Center. In addition, there is one full-time unit office manager plus one part-time administrative assistant for evening coverage at the Learning Center. This Learning Center opened in fall 2008 with instructional support in math and English. Learning support services have expanded to include English as a Second Language and a Business Skills Center. A library materials reserve process was also established to provide supplemental materials needed for students enrolled in various classes. As of this writing, the Education Center's unit office manager is responsible for the reserve collection.

There are 32 computers in the center, and services are currently provided in shared space; however, when the new permanent facility is completed, there will be a multipurpose space that will house student support programs and services, including library and learning support services.

**Nursing Learning Resource Center.** The Nursing Learning Resource Center (LRC) is staffed with an instructional technician and a nursing instructor (LRC coordinator) 48 hours per week during regular semesters and less during early spring and summer



sessions. The LRC coordinator assures that equipment and supplies are current and adequate for student skill practice and that faculty is scheduled to be available for student appointments as well as walk-in assistance. Equipment and materials at the School of Nursing are adequate to support student learning outcomes. The faculty have recently purged outdated (older than five years) audiovisual and computer-assisted instructional materials and are in the process of replacing needed materials. However, the current library of materials is sufficient for classroom use.

**TRIO.** A total of six faculty members—five full-time and one part-time—work with TRIO students plus three full-time and 18 part-time classified employees. TRIO Learning Center (TLC) instructors work collaboratively with the certificated counselors to identify and address non-academic issues that may impact a student's overall academic performance. The following academic resources are available to TRIO participants utilizing TRIO Learning Center (TLC) services: textbook lending library; computers/laptops; smart keyboards; scientific and graphing calculators; instruction and/or workshops in various topics (i.e. time management, scholarships, financial aid, career exploration, etc.); and campus and public information postings.

### Computer Labs

**Business Skills Center.** There are four part-time faculty members and three part-time instructional assistants in the Business Skills Center amounting to 38 hours of lab time per week. Educational equipment and materials are selected and maintained by the faculty and instructional assistants to enhance the achievement of the mission [IIC.1.a.2] of the college by providing “services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities.” Business Skills course material and computer software are reviewed and revised continually to maintain currency with both established business practices and emerging technology. Course material is updated continually throughout the semester as essential for technology evolution, with revisions presented to students in electronic format.

Typically the most current software revision is offered concurrently with the previous version. Hardware is maintained by instructional assistants to accommodate software and special student needs. For business technology expertise, the Business Skills Center consults with local industry representatives on a number of advisory boards.

In spring 2009, a Business Skills Center was implemented and operational in the Learning Center at the Education Center at Marina. Adjunct faculty are assigned approximately seven to 12 hours per week including some daytime hours and at least one evening.

**Graphic Arts Lab.** The program director of the Graphic Arts lab is a full-time faculty member responsible for selecting and maintaining equipment and materials to support student learning and success. The technician in the Graphic Arts lab is a specialist and is part of the institution's complement of technical staff. The lab provides students with access to specific digital tools and resources. These resources—software and hardware—mirror the resources in the graphic arts classroom and as such, allow students to complete coursework outside of class time. The Graphic Arts lab provides access to specific resources required for the Graphic Arts course of study.

**World Languages Lab.** The World Languages Lab has one full-time language lab coordinator, one part-time language lab coordinator, and one part-time lab technician. Faculty members in the World Languages lab select and maintain materials to support student learning and enhance “the intellectual and cultural vitality of our diverse community” [IIC.1.a.2]. Materials include activities that complement coursework in all eight languages offered at MPC. Educational equipment is provided that allow students to practice receptive and productive language skills: listening, speaking, reading, and writing. The lab is equipped with 49 computers for watching videos, listening to audio files, and recording oral responses. Five computers are equipped with webcams for recording American Sign Language (ASL) video activities.

### Evaluation – Standard IIC.1.a: MPC meets the standard.

The college relies on the expertise of faculty, including librarians and other learning support services professionals, to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. Library staff members, in collaboration with instructional faculty, select materials and electronic resources that support student learning based on input from assessment surveys and statistics.

Students are fairly satisfied with the computer equipment as indicated by students' rating of 5.58 (out of 7) on the Noel-Levitz item, “the equipment in the lab facilities is kept up to date.”

Monterey Peninsula College recognizes the opportunity for sustainable quality improvement. When a new dean or director is

## Standard IIC: Library and Learning Support Services

hired to provide oversight to the library, librarians will once more attend division meetings to make contacts with faculty/staff to inform them of the current library materials budget and to elicit recommendations from the various divisions.

A major challenge facing the college is keeping technology current. The cost of replacing equipment and updating software increases as the number of computers on campus grows. To offset this cost, the college is reviewing both the usage and number of computers on campus. As of this writing, the college is considering the possible consolidation of some computer resources in multi-use facilities. One idea is the integration of the ESL laboratory and the World Languages lab into a single facility. As in all areas of the college, funding issues are a challenge and the college needs to be creative in utilizing what funding it has.

### Plan – Standard IIC.1.a:

The college will conduct an examination of on campus computer usage and develop a plan that will enable the institution to replace equipment and upgrade software on a schedule congruent with resources.

### Evidence:

Reference	Document	Link
IIC.1.a.1	Institutional Goals	<a href="http://www.mpc.edu/information/accreditation/Standard%20C/Institutional%20Goals%202007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/Institutional Goals 2007-10.pdf</a>
IIC.1.a.2	Mission Statement	<a href="http://www.mpc.edu">http://www.mpc.edu</a>
IIC.1.a.3	ACRL (Association of College and Research Libraries) Standards for Libraries in Higher Education	<a href="http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm">http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm</a>
IIC.1.a.4	ALA's Association for Library Collections and Technical Services (ALCTS)	<a href="http://www.ala.org/ala/mgrps/divs/alcts/alcts.cfm">http://www.ala.org/ala/mgrps/divs/alcts/alcts.cfm</a>
IIC.1.a.5	Collection Development Policy of the MPC Library Technical Services Manual	<a href="http://www.mpc.edu/information/accreditation/Standard%20C/Technical%20Services%20Manual%202009%20(2).pdf">http://www.mpc.edu/information/accreditation/Standard 2C/Technical Services Manual 2009 (2).pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%20C/Collection%20Development%20Inventory%20Weeding%20Collection%20Management.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/Collection Development Inventory Weeding Collection Management.pdf</a>
IIC.1.a.6	Curriculum Advisory Committee	<a href="http://www.mpc.edu/curriculumadvisorycommittee">http://www.mpc.edu/curriculumadvisorycommittee</a>
IIC.1.a.7	ALA (American Library Association) Standards	<a href="http://www.ala.org/ala/aboutala/offices/ors/standardsa/standardsguidelines/standguide.cfm">http://www.ala.org/ala/aboutala/offices/ors/standardsa/standardsguidelines/standguide.cfm</a>
IIC.1.a.8	ACRL (Association of College and Research Libraries) Standards	<a href="http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm">http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm</a>
IIC.1.a.9	CARL (California Academic and Research Libraries) Standards	<a href="http://www.carl-acrl.org/">http://www.carl-acrl.org/</a>
IIC.1.a.10	Library Board Policies	<a href="http://www.mpc.edu/information/accreditation/Standard%20C/Board%20Policy%20Library%2010-9-09.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/Board Policy Library 10-9-09.pdf</a>
IIC.1.a.11	Liaison Formula	<a href="http://www.mpc.edu/information/accreditation/Standard%20C/LIAISONS%20spring%202008.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/LIAISONS spring 2008.pdf</a>
IIC.1.a.12	ESSC	<a href="http://www.mpcfaculty.net/essc">http://www.mpcfaculty.net/essc</a>
IIC.1.a.13	ESL Center	<a href="http://www.mpcfaculty.net/eslcenter_tutoring">http://www.mpcfaculty.net/eslcenter_tutoring</a>

## Section 1.b: Ongoing Instruction

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

### Description:

#### Library

Instruction is a primary responsibility of library services and is provided in many different forms. Since the last accreditation, the college hired a full-time faculty instruction librarian who oversees the entire library instruction program. The reference desk is staffed with professional faculty librarians most hours that the library is open. Librarians teach students, staff, and the community the process of finding, accessing, evaluating and effectively using information in a variety of ways: in person at the reference desk; by phone; email; Instant Messaging (IM – chat reference); library instruction sessions; and/or credit-bearing library services courses. Research orientations or library instruction sessions in a classroom setting are offered at the request of faculty in various disciplines that include research skills utilizing the learning outcomes, which are assessed for information competency. Librarians teach approximately 110 classes (2,800 – 3,000 students) per year ranging from general orientation to subject-specific courses [IIC.1.b.1]. These are typically one-hour, one-and-a-half hour, or three-hour sessions. Librarians work collaboratively with course instructors to prepare subject-specific presentations that teach students how to find and evaluate information sources that pertain to their course research assignments. Exercises or worksheets usually accompany these presentations to determine what students learned and to demonstrate how they achieved the learning outcomes delineated for information competency. The librarians have also developed online tutorials [IIC.1.b.2] to assist students in utilizing some of the online databases to promote and improve their information competency skills. Statistics are collected to demonstrate the number of reference questions asked, the number of bibliographic instruction sessions offered, and the number of students attending these sessions [IIC.1.b.1].

The MPC library used the ACRL (Association of College and Research Libraries) Information Literacy Competency Standards for Higher Education [IIC.1.b.3] as the blueprint for teaching information competency, as it is the standard used by most colleges. Information competency was made a graduation requirement at Monterey Peninsula College effective fall 2006, with Library Ser-

vices 50 (LIBR 50) - Introduction to Information Competency and Literacy - as the primary way to achieve this requirement. Since Library Services 50 meets the graduation requirement, the college has added nine additional sections over past semesters to accommodate increasing enrollment. Another course that satisfies this requirement is Library Services 80 (Library Services 80), Internet Literacy, which is a more technology intensive course. Library Services 80 was completely updated in spring 2009.

For Library Services 50 the competencies are assessed through eight assignments and a final exam. For Library Services 80 the competencies are assessed through assignments and technological projects, such as creating a website and developing a spreadsheet in Excel. Student learning outcomes (SLOs) and assessments are developed for all library services courses and for the Family Research (Genealogy) program [IIC.1.b.4]. For the genealogy courses, competencies are assessed through research assignments and completed projects. In the individual library instruction sessions for other classes, assessment is not as formal, but involves discussions with the instructors after each session. By inquiring about any successes or failures in student performance, librarians are able to ascertain whether students were able to obtain the desired information for their projects. Student evaluations are part of the full-time faculty evaluation process, which provides feedback and information on how librarians can improve.

#### Learning Centers

Learning support centers provide ongoing instruction, as well. In the ESL Center, information competency is part of course curriculum and is done on an individual basis by instructors and staff. To help students gain information competency, the English and Study Skills Center offers English 50, which teaches research and Word skills for essay writing. Staff members also work one-on-one on a daily basis with students, assisting them with their research projects and computer-related questions. Nursing students have a nursing information competency project that they complete to assist in meeting the information competency requirement. The Math Learning Center provides support for all mathematics classes, thereby increasing students' skills in math information competency.

Learning support services provide ongoing instruction to assist students in attaining information competency skills in a variety of ways. For example, the High Tech Center applies strategies to facilitate learning and accommodate students with any disability.

In the High Tech Center, the Adaptive Computer Technology (ACT) lab has classes in word processing, computer applications, and math, as well as a drop-in lab for student-specific projects including information competency, all tailored to meet the needs of students with disabilities. The Computer Assisted Instruction lab/classroom offers a range of specialized classes and labs in basic skills, cognitive skills, and study skills development. These courses/labs support students with disabilities in two ways: first, students have the opportunity to develop academic skills to enable them to prepare for and succeed in college level courses; second, students learn and apply strategies to facilitate learning and accommodate for any functional limitations related to a disability.

Teaching information competency is embedded in the framework of TRIO Learning Center (TLC) services. One-on-one and/or small group instruction is provided by the TRIO Learning Center staff. In collaboration with learning assistance instructors, Student Support Services (SSS) participants develop plans of study to meet students' particular academic needs. Instruction in word processing, internet research and communication are part of most students' plans of study. In addition, instruction in time management, learning styles, study skills development activities, and support for other college courses is available through the TRIO Learning Center. Instructional specialists assist students who may need tutorial assistance.

### **Computer Labs**

Computer labs provide ongoing instruction to students. The Business Skills Center offers research orientations to a number of classes that include information competency skills. The Business Skills Center 121 class, "Assessing Business Information via the World Wide Web," also teaches information competency skills to assess and interpret business information. The Graphic Arts lab allows students to complete coursework and practice principles introduced in graphic arts courses. The majority of these courses provide specific, in-depth instruction in digital arts computing. This instruction supplements the institution's standard information competency efforts. The World Languages lab provides appropriate training to students through a computerized lab orientation as well as hands-on direction by the language lab coordinators. This orientation, developed and implemented during the last academic year, has worked well, allowing students to learn how to log in and access lab materials. The coordinators provide assistance to students who have questions or difficulties with various materials or equipment.

### **Evaluation – Standard IIC.1.b: MPC meets this standard.**

Monterey Peninsula College hired a full-time professional instruction librarian to oversee the entire library instruction program. Since Information Competency became a graduation requirement, the librarians review and update Library Services 50, Introduction to Information Competency and Literacy, every semester. Student learning outcomes were developed and assessments for these SLOs [IIC.1.b.4] have been implemented. Attainment of student learning outcomes is measured through assignments and a final exam [IIC.1.b.5]. These assessments help the librarians determine the effectiveness of their teaching and student learning and they make improvements when necessary. In addition, the librarians provide course-specific classes that incorporate information competency skills. At the reference desk, librarians provide one-on-one instruction with the research process. Librarians have also developed online tutorials [IIC.1.b.2] to assist students find and use several online databases to assist with their assignments.

Learning Support Services, such as the English as a Second Language (ESL), English and Study Skills Center (ESSC), Business Skills Center, Nursing Learning Resource Center, the High Tech Center and TRIO Learning Center all provide ongoing instruction so that students are able to develop skills in information competency.

### **Plan – Standard IIC.1.b:**

As part of the continuous quality improvement effort, the Vice President of Academic Affairs will collaborate with the Academic Senate, the faculty union and the instructional divisions to design an evaluation process for all online courses.

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIC.1.b.1	Library Statistics	<a href="http://www.mpc.edu/information/accreditation/Standard%202C/Library%20stats%205%20yr.%20summary%202003-2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/Library stats 5 yr. summary 2003-2008.pdf</a>
IIC.1.b.2	Online Tutorials	<a href="http://www.stephanietetter.com/tutorials/tutorials.htm">http://www.stephanietetter.com/tutorials/tutorials.htm</a>
IIC.1.b.3	ACRL (Association of College and Research Libraries) Information Literacy Competency Standards for Higher Education	<a href="http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm">http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm</a>
IIC.1.b.4	Student Learning Outcomes and Assessments	<a href="http://www.mpc.edu/information/accreditation/Standard%202C/Student%20Learning%20Outcomes%20Library%2050%20and%20Assessment%20Methods.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/Student Learning Outcomes Library 50 and Assessment Methods.pdf</a>
IIC.1.b.5	Moodle Course Management System	<a href="http://ilearn.mpc.edu">http://ilearn.mpc.edu</a>

### Section 1.c: Access

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

#### Description:

Library and learning support services are accessible to all students, staff, and faculty on the Monterey campus. Services are also accessible through the internet or by email or telephone. The college has a number of distance education courses that are accessible anytime through Moodle [IIC.1.c.1], the MPC course management system. The library provides access to the online catalog and 34 full-text databases and electronic reference sources [IIC.1.2] 24 hours a day seven days a week through their web page. The library web page [IIC.1.2] provides access to all library collections, services and policies for all students, staff and faculty on and off campus. All users have access to these resources on and off campus with a current library card. Electronic books (e-books) and online databases are available for the research needs of students on the main campus, for students at the Education Center at Marina, and for distance education students. In addition to e-books and online databases, the library also provides Instant Messaging (chat reference service) and telephone reference services; the ability to apply for a library card online; the ability to make requests for materials; and the ability for students to check their records in the online catalog. Wireless internet access will be available throughout the library and technology building in 2009-2010. Most computers in the library and learning support service areas are compliant with the Americans with Disabilities Act (ADA).

Information on learning support services is available through the college web page [IIC.1.c.3], in the College Catalog, and via department brochures.

#### Evaluation – Standard IIC.1.c: MPC meets this standard.

The institution provides adequate access to the library and other learning support services, regardless of their location or means of delivery. According to the results of the Library Assessment Survey, 57.5 percent of respondents indicated that they would like the library to be open more hours. Additional hours of operation would require additional staff which is not possible at this time due to budget limitations. The library does provides students and personnel responsible for student learning programs and services access to a vast array of electronic resources including full-text articles, e-books, and all library services 24 hours a day seven days a week [IIC.1.2]. Library and learning support services at the Education Center at Marina will continue to increase incrementally as the need warrants.

#### Plan – Standard IIC.1.c:

None

#### Evidence:

Reference	Document	Link
IIC.1.c.1	Library Services 50	<a href="http://ilearn.mpc.edu/">http://ilearn.mpc.edu/</a>
IIC.1.c.2	MPC Library	<a href="http://www.mpc.edu/library">http://www.mpc.edu/library</a>
IIC.1.c.3	MPC Website	<a href="http://www.mpc.edu">http://www.mpc.edu</a>



## Section 1.d: Maintenance and Security

The institution provides effective maintenance and security for the library and other learning support services.

### Description:

#### Maintenance

Maintenance of the library and learning support physical areas is done by the campus Facilities Department [IIC.1.d.1], which schedules routine maintenance tasks and responds to requests for other services on an as-needed basis. Maintenance of equipment is coordinated by technology staff. In the library, this includes the Systems Technology Coordinator, Instructional Technology Specialist, and part-time help as available. In academic support, the learning centers, computer labs and information technology, equipment maintenance is handled by the technology staff assigned to the respective areas.

The college contracted maintenance services for the Education Center through the end of spring 2009. Through the planning and resource allocation process, the Board of Trustees approved the creation of a fully dedicated custodian position for the Education Center, which includes the sites at Marina and Seaside.

#### Security

Security for the Library and Technology Center's physical space includes incident response, controlled building access, electronic tagging of inventory, security cameras throughout including at all exit/entrance doors, and an alarm/fire safety system.

The MPC Security Department oversees general security for the campus. They are able to observe and report minor incidents. The Monterey Police Department responds to situations that involve more than minor disruptive behavior. The library keeps a log of all disruptive incidents.

Access to the library building is controlled via key distribution and security code assignment determined by staff responsibilities. The library's unit office manager oversees requests for distribution of keys and maintains a key log. Assignment of security codes and security training are handled by the Library Systems Technology Coordinator.

The library's physical inventory is tagged with magnetic strips that are disabled when materials are checked out. The main entrance to the Library and Technology Center has controlled entry with a 3M 3804BC security system with four gates located

next to the library circulation desk. Any tagged items that are taken through the gate without having been properly discharged by staff will trigger the gate alarm.

Security cameras are located on all three floors of the Library and Technology Center. Video recording of activity in the building can be reviewed by designated staff including the Systems Technology Coordinator and librarian in charge. Cameras are located in areas that allow monitoring of all entrances and exits from the building, as well as cash-handling activity.

Doors at the loading dock, south wing entrance, Karas Room entrance, main entrance, café entrance, second floor classrooms and fire exit doors on the first floor are alarmed. During hours when no staff is present, the doors are all armed, with appropriate doors unarmed for public access when the building is open. Alarms are controlled via Radionics alarm pads. Lighting is controlled via a timed system. A Siemens Cerberus fire safety system monitors building safety, with a RCC-IF panel in the main lobby monitoring all fire and electrical systems.

The classroom currently used as the Learning Center at the Marina site of the MPC Education Center has a security alarm system. In addition, the college has designated dedicated office space to the Marina Police Department, thus enabling law enforcement personnel from the Marina Police Department to make regular stops at the center during hours of operation and overnight. The evening campus supervisor from the Monterey campus closes and secures the Marina campus four nights a week as part of the regular routine.

The Math Learning Center computers are locked via cables. Security for the Graphic Arts lab is provided through Sentry. The High Tech Center for Disabled Students utilizes an electronic keyed security system, while the TRIO Learning Center, Business Skills lab, Nursing Learning Resource Center, and World Languages lab are locked when they are closed.

### Evaluation – Standard IIC.1.d: MPC meets the standard.

The institution provides effective maintenance and security for the library and other learning support services. Security in the Library and Technology Center is relatively new and includes state-of-the-art equipment and technology.

As the college focuses on continuous quality improvement, it recognizes opportunities to improve maintenance when funds for additional custodial staff become available. Finally, as funds

## Standard IIC: Library and Learning Support Services

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become available, the Library and Technology Center security system may need to be upgraded to allow the tapes from the video system to be retained for at least thirty days.

### **Plan – Standard IIC.1.d:**

The college will examine access points to the Library and Technology Center, as various learning support services keep inconsistent hours and thus make securing the building a challenge. Following this examination, the college will implement a plan to address issues associated with securing the Library and Technology Center.

### **Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIC.1.d.1	Facilities Department	<a href="http://www.mpc.edu/AdministrativeServices/FacilitiesDepartment">http://www.mpc.edu/AdministrativeServices/FacilitiesDepartment</a>



## Section 1.e: Collaboration

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

### Description:

#### Library

The institution relies on or collaborates with other institutions and other sources for library and learning support services for its instructional programs. The library is a member of the Monterey Bay Area Cooperative Library System/Peninsula Library System (MOBAC/PLS) [IIC.1.e.1]. This consortium consists of academic, public, and special libraries in Monterey, Santa Cruz and San Benito counties. This arrangement allows the library to borrow materials that they do not own or are unable to afford, and allows them access to collections that are not open to the public (e.g., Monterey Bay Aquarium). Membership in the California Community College League [IIC.1.e.2] allows the library to purchase online resources at reduced rates through consortia buying plans. Contracting with Online Computer Library Center (OCLC) [IIC.1.e.3] provides essential interlibrary loan and cataloging services.

The library's integrated library system (ILS) is housed under agreement with California State University, Monterey Bay (CSUMB) [IIC.1.e.4] and resides on a SUN server at that campus. MPC has a license with ExLibris, Inc. for the software system, which handles circulation, acquisitions, serials control, online catalog, database management (cataloging), inventory, reporting, and system management functions. The license includes both use of the system (based on simultaneous users) and enhancements.

Formal agreements and documentation are available from the library unit office manager.

#### Learning Centers

Much of the nursing student learning takes place in clinical agencies, such as local hospitals and health care institutions. Contracts between the College and these institutions are maintained in the School of Nursing main office. Evaluation of these clinical agen-

cies takes place annually at the Nursing Program Systematic Evaluation meeting in May or June of each year. The last evaluation meeting was June 2009. The result was that clinical units in all nursing courses are adequate to meet nursing student learning needs.

Other learning support services do not have contractual agreements.

### Evaluation – Standard IIC.1.e: MPC meets the standard.

The institution relies on and collaborates with other institutions for library and other learning support services for its instructional programs, formal agreements exist, and the performance of these services is evaluated on a regular basis. Librarians serve on various committees within Monterey Bay Area Cooperative Library System/Peninsula Library System (reference, technology, interlibrary loan and administrative council) to ensure the quality of services is met and to make recommendations for continuous quality improvement. Databases purchased through the California Community College League (CCL) are evaluated twice a year during the fall and spring semesters. Statistics detailing usage are provided from ExLibris (the integrated library system), Online Computer Library Center (OCLC), California Community College League (CCL) and Monterey Bay Area Cooperative Library System/Peninsula Library System (MOBAC/PLS). The librarians review and evaluate these statistics at their librarians' meetings and in the annual program review updates. These collaborative agreements are beneficial to students, staff and faculty because they increase access to other library holdings, they allow the library to purchase online databases for research, and they provide cost savings.

Within two years, the library will need to upgrade both hardware and software, as California State University, Monterey Bay (CSUMB) has indicated the wish to move to another system. Participation in evaluation of available options will allow the smoothest possible migration. They will need funding for training, conversion, software licenses, and hardware for this move.

### Plan - Standard IIC.1.e:

None

## Standard IIC: Library and Learning Support Services

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### Evidence:

Reference	Document	Link
IIC.1.e.1	Monterey Bay Area Cooperative Library System/ Peninsula Library System (MOBAC/PLS).	<a href="http://www.mpc.edu/information/accreditation/Standard%202C/MOBAC%20Library%20Contract%20MOBAC0000.pdf">http://www.mpc.edu/information/accreditation/ Standard 2C/MOBAC Library Contract MOBAC0000.pdf</a>
IIC.1.e.2	California Community College League	<a href="http://www.mpc.edu/information/accreditation/Standard%202C/CCL%20Library%20Contract%20CCLC0000.pdf">http://www.mpc.edu/information/accreditation/ Standard 2C/CCL Library Contract CCLC0000.pdf</a>
IIC.1.e.3	Online Computer Library Center (OCLC)	<a href="http://www.mpc.edu/information/accreditation/Standard%202C/OCLC%20Library%20Contract%20OCLC0000.pdf">http://www.mpc.edu/information/accreditation/ Standard 2C/OCLC Library Contract OCLC0000.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%202C/OCLC%20NetLibrary%20Library%20Contract%20OCLC%20NetLibrary0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ OCLC NetLibrary Library Contract OCLC NetLibrary0000.pdf</a>
IIC.1.e.4	California State University, Monterey Bay (CSUMB)/Voyager	<a href="http://www.mpc.edu/information/accreditation/Standard%202C/Voyager%20CSUMB%20Library%20Contract%20Voyager0000.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ Voyager CSUMB Library Contract Voyager0000.pdf</a>

## Section 2: Evaluation

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### Description:

Monterey Peninsula College uses a variety of approaches to evaluate library and other learning support services. The program review process, faculty evaluation, and the accreditation self study represent collegewide efforts to evaluate and improve all aspects of the college, including learning support services. In addition, surveys, student learning outcomes and assessments, and statistical data provide the library and other learning support services with further means to evaluate and improve services.

### Program Review, Faculty Evaluation, and the Accreditation Self Study

Monterey Peninsula College uses its program review process to evaluate the instructional programs and services of the college. According to the college's program review guidelines, "The purpose of academic program review at MPC is to evaluate all existing instructional programs and services of the college in order to assure their quality, vitality, and responsiveness. Program review is a process that provides an opportunity to look constructively at programs and services with an eye toward improving them and making effective and efficient use of resources. Program review is also an essential element of the planning and resource allocation process. The Academic Senate for the California community colleges stresses the need to link the process of review to collegewide planning and budgeting." [IIC.2.1]

The library and learning support services use the program review process, annual updates, and annual action plans to evaluate and improve their services. The program review process includes a self-study, course outline reviews and updates, student learning outcomes/assessments, and goals within each division.

Student evaluations are conducted every three years for full-time faculty as part of the faculty evaluation process and assist in improving student learning. In addition, the college uses the accreditation self-study as a means to assure the adequacy of the library and learning support services in meeting student needs.

The college used the results of these evaluations as the basis for continuous quality improvement.

Program reviews and annual updates of learning support services are included with their discipline's program review. For example, the Math Learning Center [IIC.2.4] is included in the Physical Sciences program review, and the ESL Center, English and Study Skills Center, Reading Center and World Languages lab are included in the Humanities program review [IIC.2.5]. The High Tech Center for Disabled Students and the TRIO Learning Center [IIC.2.6] are evaluated through the Student Services program review process [IIC.2.6].

### Library

Program review for the library uses statistical data from library assessment surveys (distributed to students, staff, and faculty) to evaluate the effectiveness of its services in meeting student learning needs, and uses that data to put in place improvements based on findings [IIC.2.7].

Student learning outcomes are in place for library courses, for courses in the learning centers, and for courses in the computer labs. Student learning outcomes and assessments are used for improvement in all of these courses.

The library also collects and analyzes statistics to determine how best to serve the needs of students [IIC.2.7]. Statistical data include gate counts (the number of people using the building), the number of current library card holders, database usage, group study rooms use, reference transactions, library instruction classes and the number of students attending, circulation statistics including material checked out/in, reserves, and interlibrary loans. The librarians utilize these statistics to analyze staffing patterns necessary to meet student needs and how they can improve instruction to ensure student learning outcomes. In order to effectively assess the library collection, reports from ExLibris (the integrated library system) are gathered to assist the librarians determine areas that need improvement based on circulation statistics and age of the collection.

### Learning Centers

The English as a Second Language Center, the English and Study Skills Center (ESSC), the Reading Center and the World Languages lab are all evaluated through the Humanities program review [IIC.2.5] process. This program review includes a self-assessment of each department, course outline updates along with student

learning outcomes and assessments for all ESL, ESSC, reading and world languages courses.

In addition to the program review process, the ESL Center and the Reading Center regularly solicit input from students via surveys to help evaluate and improve the quality of their services. In addition, students fill out evaluations at the end of each semester in the Reading Center.

The English and Study Skills Center endeavors to measure its effectiveness through student evaluations, the success and retention rates of students, self- and department-level reflection, and feedback from areas that they serve on campus, including Supportive Services and Instruction, the Reading Center, the ESL Department, and the English Department. The ESSC was examined thoroughly as part of the Basic Skills Initiative (BSI) self-evaluation, which took place during the 2007-2008 academic year. The ESSC also conducted a strategic self-assessment in fall 2008 as part of the program review process, which resulted in the formulation of the goals and objectives discussed in the planning agenda in the Humanities program review.

Besides program review, evaluation of the Nursing Learning Resource Center is done by requesting input from students and faculty and is included as a part of their annual Nursing Program Systematic Evaluation meeting in May or June of each year. Faculty determined at the June 2009 Nursing Program Evaluation meeting that the computer lab is well equipped and meets the needs of students.

The agenda for the Nursing Program Systematic Evaluation meeting includes a review of all student learning outcomes and faculty are reminded to include SLOs in the course syllabi. At the last Nursing Program Systematic Evaluation meeting in June 2009, a new form was shared with faculty to be used for assessment of SLOs for all nursing courses.

Student satisfaction is measured in a variety of ways. At the end of each semester, students are asked to complete a written evaluation of each nursing course using a likert-type scale. The results of these evaluations are reviewed by the faculty teaching in each course and student feedback is used to implement changes that faculty agree are consistent with the objectives of that course. Additionally, after each clinical rotation, students are asked to evaluate their clinical rotations (including each out-rotation) for the purposes of ensuring that clinical experiences are consistent with theory being taught in class. Approximately six months fol-

lowing graduation from the program, students are sent an evaluation tool asking for input regarding their satisfaction with the program. Also, student representatives are members and sit on each of the School of Nursing committees, and provide feedback, which usually is quite positive. Minutes of the meetings include student questions, suggestions, and recommendations, and what is being done to react to these items.

### **Computer Labs**

**Business Skills Center.** In addition to evaluation relevant to its program review, the Business Skills Center evaluates student satisfaction annually using a survey eliciting questions covering achievement of student learning outcomes, course objectives, performance of staff, adequacy of instructional material, and individual class satisfaction.

**Graphic Arts Lab.** The Graphic Arts lab is a resource that is essential and specific to the Graphic Arts instructional program. It has never been considered as a stand-alone entity. As such, its evaluation has been integrated into the overall evaluation of the graphic arts curriculum (program review), faculty (faculty evaluation) and technician (staff evaluation). The achievement of student learning in Graphic Arts is driven by curriculum. The lab is a resource that directly supports that curriculum.

**World Languages Lab.** The World Languages uses SLOs as a means of evaluation for all courses and all courses are assessed by individual instructors. World Language faculty provides assignments that are completed in the lab, and then they assess the assignments through their own grading approaches (though they share materials). The World Languages lab also surveyed students in fall 2008 to determine students' practices, needs, and perceptions with respect to the lab [IIC.2.8]. Four hundred fifty students participated in the survey. The results were encouraging: when asked, "How helpful are the lab assignments that can only be completed in the lab in helping you to learn the language," 45 percent chose very helpful, 32 chose moderately helpful, and 21 percent indicated somewhat helpful. The World Languages instructors have also met to discuss their perceptions of this learning center. After identifying a number of deficiencies related to staffing and resources, they created a plan to enhance instruction and provide appropriate oversight. This plan is in the process of being implemented.

**Evaluation – Standard IIC.2: MPC meets the standard.**

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. The program review process, in conjunction with annual updates and action plans, are effective ways to assure that the library and other learning support services meet identified student needs and that they contribute to the achievement of student learning outcomes. During the program review process, each division completes an analysis of its program that includes curriculum review, program information, student performance data including student completion, success, retention and persistence rates, as well as recommendations, goals, and challenges for the future. The library and learning support services utilize the results of the program review process, statistical data and surveys as a means for continuous quality improvement.

**Plan – Standard IIC.2:**

None

**Evidence:**

Reference	Document	Link
IIC.2.1	Program Review Guidelines	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ ProgramReviewAcadAffairs2009.pdf</a>
IIC.2.2	Library Program Review Library Program Review Annual Report Library Annual Action Plans	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ Program Review Library 2004.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ Program Review Library 2004.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2C/ Program Review Annual report 2009.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ Program Review Annual report 2009.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2C/ Action Plan 2009-2010 (with institutional and component goals).pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ Action Plan 2009-2010 (with institutional and component goals).pdf</a>
IIC.2.3	Academic Support	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ 2007_Student_Services_Program_Review_Process.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ 2007_Student_Services_Program_Review_Process.pdf</a>
IIC.2.4	Math Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ Math Department Program Review 2006-Final Draft 2-13-07.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ Math Department Program Review 2006-Final Draft 2-13-07.pdf</a>
IIC.2.5	Humanities Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ Humanities Division Program Review 2008-09 (2).pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ Humanities Division Program Review 2008-09 (2).pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2C/ English 301 Graphs survey results Fall 08.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ English 301 Graphs survey results Fall 08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2C/ ESL SurveySummary_03052009.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ ESL SurveySummary_03052009.pdf</a>
IIC.2.6	Student Services Program Review High Tech Center for Students with Disabilities TRIO Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ 2007_Student_Services_Program_Review_Process.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ 2007_Student_Services_Program_Review_Process.pdf</a> <a href="http://www.mpc.edu/Studentservices/dsps">http://www.mpc.edu/Studentservices/dsps</a> <a href="http://www.mpc.edu/information/accreditation/Standard 2C/ TRIO_Program_Review.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ TRIO_Program_Review.pdf</a>
IIC.2.7	Library Statistics	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ Library stats 5 yr. summary 2003-2008.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ Library stats 5 yr. summary 2003-2008.pdf</a>
IIC.2.8	World Languages lab Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ World Languages Lab Survey.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ World Languages Lab Survey.pdf</a>
IIC.2.9	Nursing Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard 2C/ Nursing Program Review 2009.pdf">http://www.mpc.edu/information/accreditation/Standard 2C/ Nursing Program Review 2009.pdf</a>



# Monterey Peninsula College Institutional Self Study Report

## Standard IIIA: Human Resources







## **Standard IIIA: Human Resources**

### **List of Contributors**

#### **Dr. Caroline Carney, Co-Chair**

Barbara Lee, Co-Chair

Leandro Castillo

Pete Olsen

Linda Ransom

Outreach Advisor

Sean Willis

#### **Division Chair/Instructor**

Associate Dean

Division Chair/Instructor

Supervisor, Grounds

Student Financial Services

Student Financial Services

Payroll Analyst

#### **Social Sciences/Child Development**

Human Resources

Business and Technology/Business

Facilities

Information Technology

Information Technology

Fiscal Services

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.

## Section 1, 1.a: Human Resources Employing Qualified Employees

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

### Section 1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

### Section 1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with subject matter expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

### Description:

Monterey Peninsula College assures quality in its Human Resources functions first by hiring quality personnel, which is accomplished by following specific hiring policies and procedures. Second, that quality is maintained and encouraged through regular, systematic evaluations and the provision of ample opportunities for professional development and growth.

### Hiring Practices

Selection processes for Monterey Peninsula College are clearly defined and followed. Processes for faculty [IIIA.1.1] and administrative [IIIA.1.2] hiring are included as appendices in board policy; the classified procedure is on file in Human Resources [IIIA.1.3]. The various processes are described in detail below.

**Faculty.** In consultation with the division chair, dean, and department and/or division faculty, a committee is recommended to the Academic Senate, which forwards the faculty names to the Superintendent/President. The committee must include at least three faculty representatives and an administrative representative and must include at least one female and one ethnic minority. One of the faculty members serves as the chair (usually the division chair or designee) and one is named as the Equal Employment Opportunity representative by the Associate Dean of Human Resources, MPC's Equal Employment Officer (EEO). After the committee membership is approved by the Superintendent/President, the committee receives training on hiring procedures and equal employment opportunity laws and regulations. The committee creates the job announcement, following district guidelines. Job announcements for faculty include the following as a minimum requirement regarding the mission of the college:

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.

Required qualifications for academic and occupational preparation follow the published statewide minimum qualifications published by the Chancellor's Office of the California Community Colleges [IIIA.1.4]. Position definitions in the job announcements include the ability to teach in the designated subject matter [IIIA.1.5]. Job announcements further require carrying out collegial responsibilities such as participating in shared governance committees, student recruitment and retention, and campus life activities. After approval of the job announcement and timeline by the Vice President of Academic Affairs and the Superintendent/President, the job is posted for two months in order to complete a thorough search. At a minimum, vacancies are advertised nationwide in *The Chronicle of Higher Education* and in the local newspapers, are posted on the California Community Colleges Registry

and the MPC website. Advertisements in discipline specific publications are also utilized. For example, the listing for an English/Creative Writing vacancy was posted on websites for the Modern Language Association (<http://www.mla.org>), the National Council of Teachers of English (<http://www.ncte.org>) and Poets & Writers Inc. (<http://www.pw.org/>). After the close of the application period, applications are screened for minimum qualifications by the chair of the search committee and the EEO representative. The equivalency committee evaluates applicants who do not meet state mandated minimum qualifications and determines if those applicants possess minimum qualifications. The entire committee then evaluates and ranks the applicants who meet minimum qualifications or the equivalent using agreed on criteria, based on the job announcement. The committee compares rankings and identifies the top candidates. Human Resources invites the selected applicants to interviews. The committee designs interview questions and a teaching demonstration or other applicable indicator of job performance. The interviews are conducted and the applicants ranked by each committee member.

At the completion of the interviews, committee members compare their ratings and discuss the candidates, ultimately deciding on which candidates to send forward to the appropriate vice president and the Superintendent/President. The finalists meet individually with the vice president and Superintendent/President. The Superintendent/President and vice president, after considering the applications, their interviews and the committee's recommendations, meet with the committee or at least the chair and the EEO representative of the committee to discuss each candidate and share their evaluations, and inform the committee of their decision on who will be offered the position following reference checks. Reference checks are then made. If the reference checks are positive, the offer is made to the candidate. If not positive, or if the first choice candidate declines the offer, a decision is made by the Superintendent/President with the committee about whether to offer the position to one of the other top candidates. The Superintendent/President recommends the selected applicant to the Board of Trustees. If no acceptable candidate accepts the position, another search will be conducted.

New employees are required to have a fingerprint clearance, and submit official transcripts. Human Resources verifies previous employment for salary placement.

**Academic Administrators.** For academic administrators, screening committees are composed of at least six persons, including the responsible administrator, a full-time academic staff member familiar with the position requirements, and an Academic Senate representative. There must be at least one ethnic minority and one female faculty member in the committee composition. The responsible administrator serves as the committee chairperson. Each committee also has a designated Equal Employment Opportunity representative. Hiring committees are trained by Human Resources on the principles of Equal Employment Opportunity and hiring procedures. The position announcement, containing the job description, is developed by the committee chair with consensus by the committee prior to release. Committees may require a supplemental application or question to assist in assessing the qualifications of applicants. Application screening is conducted by the committee, based on agreed-upon criteria from the job announcement. Interviews and performance demonstrations are conducted, with at least three finalists forwarded unranked to the Superintendent/President and appropriate vice president for final interviews. Depending on the level of administrative position, the Superintendent/President may decide that public forums are required of the finalists, to give the college community the opportunity to interact with the finalists. Reference checks, including verification of previous employment, are performed by Human Resources on the finalists. Following a meeting and discussion with representatives of the screening committee, the Superintendent/President recommends the selected applicant to the Board of Trustees. Official transcripts and fingerprinting are required of new administrative employees.

**Classified.** [IIIA.1.3] Hiring procedures for classified employees include a committee of at least three people, chaired by the immediate supervisor. A committee with gender and ethnic diversity is strongly encouraged and at least one member of the committee must be familiar enough with the duties of the position to serve as a subject matter expert. Job announcements are composed of the Board approved job descriptions, plus details regarding days and hours of work and starting salary. The announcements are prepared by Human Resources. Per Board Policy 5410 [IIIA.1.6], announcements of classified vacancies are announced internally one week prior to the public posting to allow employees additional time for inquiry and application preparation. Application screening is conducted by the committee, based on agreed-upon criteria strictly based on the job announcement. Skills tests (if applicable and requested by the committee) and interviews are

conducted. The committee determines ranked finalists, and reference checks including verification of previous employment are performed by Human Resources. The selected candidate is then recommended to the Board of Trustees for final approval. Fingerprints are required of all new classified employees.

### Description of Qualifications of Employees

Of the 120 full-time faculty, ten possess multiple master's degrees, while 21 have doctoral degrees. The remaining 81 hold master's degrees, and/or meet definitions of minimum qualifications or the equivalent. Human Resources maintains a master list of qualifications for adjunct faculty, based on statewide minimum qualifications and locally administered equivalencies. An analysis of adjunct faculty employed in spring 2009 shows that 66 percent hold lifetime credentials or masters degrees, eight percent possess doctorates and 26 percent meet minimum qualifications in vocational disciplines or meet locally established equivalencies.

The equivalency process [IIIA.1.7] is locally developed and rigorously applied by the Academic Senate Subcommittee on Equivalency. This subcommittee consists of members appointed by the Academic Senate; currently the committee consists of five faculty members. During the evaluation of applications during hiring processes, the screening committees determine if applicants meet the minimum qualifications for the position. If the screening committee determines that an applicant possesses qualifications that are equivalent to the minimum qualifications, the information is forwarded to the Subcommittee on Equivalency for review. Applicants deemed to have equivalent qualifications are then considered in the screening process. Any disagreements in the equivalency process are reviewed by the Academic Senate. Equivalencies are approved by the Board of Trustees upon the recommendation of the Superintendent/President. It is required that foreign degrees and transcripts are evaluated by the American Association of Collegiate Registrars and Admissions Officers.

Statewide minimum qualifications for academic administrators are a master's degree and one year of related management experience. Five of the 12 academic administrators hold doctoral degrees; the remaining seven have master's degrees. All administrators also have many years of applicable experience.

The names of full-time faculty and academic administrators, along with level of degrees held, are published in the College Catalog. [IIIA.1.8]

The 191 classified employees meet or exceed the qualifications described in the Board approved job descriptions. According to personnel records housed in Human Resources, many classified employees exceed the educational requirements for the positions: 17 hold master's degrees and one has a doctorate. Fifty-four classified staff members have bachelor's degrees and 37 possess associate's degrees.

In November 2008, the district and the Monterey Peninsula College Classified Employees Association concluded an update of all job descriptions and corresponding salaries for classified employees. This project was undertaken to ensure accuracy in job descriptions and proper placement on the salary schedules. To maintain the currency of classified job descriptions, an on-going reclassification process is included in the Agreement between MPC and the employee association. [IIIA.1.9, 10]

The 15 managers and supervisors also meet or exceed stated minimum educational qualifications on board approved job descriptions, including three bachelor's degrees, five master's degrees and one doctorate.

Full-time faculty follow a four-year tenure process as described in the Education Code §87608-87609 [IIIA.1.11], including being evaluated as described in Section IIIA.1. The Superintendent/President serves under a four-year contract, and vice presidents have three-year contracts. All other administrators are employed on a year-to-year basis. Classified employees, including managers and supervisors, serve a six-month probationary period as defined in Board Policy 5400 [IIIA.1.12]. Eighteen faculty were tenured between 2005-2006 and the 2008-2009 academic years [IIIA.1.13]. If employees do not meet the needs of the students and the district or do not possess the necessary knowledge, skills and abilities necessary for successful job performance, they are released during the probationary or tenure period.

### Evaluation – Standard III.A.1, 1.a: MPC meets this standard.

District employees at all levels are hired using fair practices and meet specific job related criteria determined by competent members of programs and departments. Employees at least meet the qualification standards set forth in the applicable job announcements: minimum qualifications or the equivalent for faculty and administrative positions, and stated qualifications in Board approved job descriptions for classified employees. Job announcements are based directly on program needs, with an assessment performed with each vacancy. For faculty and administrative

positions, selection committees discuss and jointly agree on the scope and duties as well as desirable qualifications in the job announcements, which are then approved by the Superintendent/President. Classified positions are justified during the established recruitment approval process. Job announcements for classified positions are based on Board approved job descriptions. If recruitments are for straight replacements, College Council receives the recommendations as information only, while new or modified positions require action by the College Council. The Board of Trustees approves faculty and administrative searches. The Board takes no action on classified recruitments unless the positions are new or changed. In those cases, the Board takes formal action to establish the positions. The result of the MPC's hiring processes is the hiring of qualified employees. While minimum qualifications for faculty and administrators are established by the state, the district follows these standards in addition to its own processes.

As explained in Standard IA, the Office of Institutional Research conducted the Noel-Levitz "Student Satisfaction Inventory" (SSI). The Noel-Levitz Student Satisfaction Inventory is a survey instrument primarily designed for traditional-age students in undergraduate programs. The SSI asks students to respond to each item with a level of satisfaction. Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Average satisfaction scores are typically in a range of 4 to 5.

The results of the Noel-Levitz SSI indicate that students feel that faculty and staff are well qualified. For example, the item, "Nearly all the faculty are knowledgeable in their fields" received an overall rating of 5.87 out of 7 points. Furthermore, students indicated that "the quality of instruction I receive in most of my classes is excellent" (rating of 5.88 out of 7). Students also have positive feelings about faculty and staff who work in student support services. For example, students feel that "my academic advisor is knowledgeable about my program requirements" (rating of 5.44 out of 7), and "admissions staff are knowledgeable" (rating of 5.49 out of 7).

**Plan – Standard IIIA.1, 1.a:**

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIIA.1.1	Faculty Selection Process; Board Appendix 5005A and B	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.1.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.1.pdf</a>
IIIA.1.2	Administrative Hiring Process; Board Appendix 5005C	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.2.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.2.pdf</a>
IIIA.1.3	Classified Staff and Managers Hiring Procedures	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.3.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.3.pdf</a>
IIIA.1.4	Statewide minimum qualifications for faculty	<a href="http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx">http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx</a>
IIIA.1.5	Commitment to college goals; Assorted faculty job announcements	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.5.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.5.pdf</a>
IIIA.1.6	Internal Announcements – Classified; Board Policy 5410	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/5410%20Posting%20of%20Vacancies.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5410 Posting of Vacancies.pdf</a>
IIIA.1.7	Equivalency Process; Board Policy 5340	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.7.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.7.pdf</a>
IIIA.1.8	Faculty and Administrators and degrees; MPC Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.8.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.8.pdf</a>
IIIA.1.9	Ratified agreement between MPC and MPCEA regarding job descriptions.	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.9.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.9.pdf</a>
IIIA.1.10	On-going classification process; MPCEA Contract	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.10.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.10.pdf</a>
IIIA.1.11	Tenure Process; Education Code 87608-87609	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.11.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.11.pdf</a>
IIIA.1.12	Classified Probationary Period; Board Policy 5400	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/5400%20Definition%20of%20Classified.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5400 Definition of Classified.pdf</a>
IIIA.1.13	Board agendas showing awarding of tenure for last two years	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.13.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.13.pdf</a>



## Section 1.b: Evaluation Processes

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.

### Description:

Processes for evaluations exist for all employee groups, as described below.

### Faculty

Faculty evaluation processes are governed by the collective bargaining agreement with the Monterey Peninsula College Teachers Association (MPCTA) [IIIA.1.b.1]. For full-time faculty, evaluations are conducted annually during the first four years of tenure review, and then every three years thereafter, as required by Education Code. Adjunct faculty are evaluated the first semester of employment and then every six semesters, also as required by Education Code. Teaching effectiveness is evaluated by peers and students. Student surveys ask for evaluation of instructors in categories of instructor preparation, instructional methods, student assessment, interactions with students, and to what degree the student would recommend the instructor to other students. For tenure-track faculty and first evaluation of temporary faculty, a team of peers (and an administrator for tenure-track faculty) observe a faculty member's instruction and review course syllabi, assessments, assignments, and the self-evaluation the faculty member prepares. The self-evaluation asks the instructors to address the following points, which are directly related to student learning:

- The teaching techniques they typically use
- The methods they use to assess students and how accurate they are in the instructors' opinion

Additionally the instructors attach copies of course materials (i.e., syllabi, assignments).

For tenured faculty and subsequent evaluations for adjunct faculty, evaluations consist of students' assessments and self-evaluations, which are reviewed by a faculty peer committee. Student learning outcomes are now a component of course revision and

new course proposal submission packets and are considered during department and division program reviews.

### Management Team

The management team at Monterey Peninsula College consists of administration, managers, supervisors and confidential employees. A new management team evaluation process was designed and implemented in 2007 [IIIA.1.b.2]. The process was developed by a representative committee (confidential, management and administration) and was fully vetted by the management team. The process is conducted annually and is based on continuous improvement, as well as aligning employees' work efforts with institutional goals. It is designed as a constructive process to enhance communication, develop professional abilities, and acknowledge contributions. The procedure is yearlong, beginning with an initial conference each July in which the management team employee and his/her supervisor agree on annual goals and objectives and determine focus areas for the year. Each January a touch-base meeting is held to review progress and determine if adjustments need to be made. The process concludes each June with the supervisor's summary assessment. The summary is based on progress made on goals, performance of previously identified major responsibilities, behavioral skill factors (leadership, decision-making, problem solving, initiative, planning, contributions to college goals, fiscal responsibility, teamwork, supervision, communication, sensitivity to diversity) and the employee's self-evaluation. Every other year an anonymous, confidential feedback survey is conducted. This survey includes the following:

The management employee reflects a districtwide perspective in decision-making and recognizes and maintains policies and procedures that support the college mission.

The evaluatee and the supervisor mutually agree on a list of at least ten individuals to be surveyed. The survey is conducted by Human Resources and results are sent to the supervisor, to be included in the evaluation process as determined by the supervisor.

### Superintendent/President

The Superintendent/President is evaluated annually by the Board of Trustees [IIIA.1.b.3]. The process was mutually agreed to, as stated in the Superintendent/President's employment contract. The process is based on district criteria including broad institutional effectiveness and institutional goals, annual performance objectives, and ongoing skills and characteristics necessary for



success. The process requires quarterly updates and annual feedback from selected employees, using the confidential feedback survey described in the management team process above.

### Classified

Through negotiations with the Monterey Peninsula Classified Employees Association (MPCEA), a new classified evaluation form and process was implemented in the fall of 2008 [IIIA.1.b.4]. Per the bargaining agreement with MPCEA, all classified employees are evaluated during the month of October. The new form has categories of quality of work, quantity of work, job knowledge, relationships and attitude, communications, initiative, work habits, and attendance and punctuality. Supervisors are asked to highlight noteworthy accomplishments. If a rating of unsatisfactory or needs improvement is given in any category, the supervisor and employee jointly agree on goals and objectives specifying what needs to be done to meet expected standards. Also required is a plan to achieve the specified objectives. If there is an overall rating of unsatisfactory or needs improvement, the employee will be reevaluated in 30 to 90 days. Also included in the performance evaluation is a review of the current job description. Probationary employees are to be evaluated in the fifth month of the six-month probationary period. Any probationary employees released after at least three months of work must have received an evaluation.

### Evaluation – Standard IIIA.1.b: MPC meets this standard.

Evaluation processes exist for all employee groups and the institution makes completion of evaluations a top priority. All processes contain a component for improvement. Management team evaluations center around goals and objectives and the performance of annually identified focus areas. Evaluations for faculty include plans for improvement and growth. Classified employees evaluation process requires objectives and a plan for achievement if deficiencies are noted.

Evaluations are a priority for all employees at Monterey Peninsula College. In 2007-2008, the completion rate for management team evaluations was 100 percent; classified evaluations occur annually during October and all employees received their evaluations during fall 2008. All tenure-track evaluations for full-time faculty (both tenured and tenure-track) were completed in fall 2008. Of the 88 adjunct faculty evaluations due in fall 2008, 81 (90 percent) were completed. The eight who were not finalized rolled over to the following semester.

If employees do not meet the needs of the students and the district or do not possess the necessary knowledge, skills and abilities necessary for successful job performance, they are released during the probationary period.

### Plan – Standard IIIA.1.b:

None

### Evidence:

Reference	Document	Link
IIIA.1.b.1	Faculty Evaluation Process; Article 14, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher's Association (MPCTA)/CTA/NEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.b.1.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.b.1.pdf</a>
IIIA.1.b.2	Management Team Evaluation Process	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.b.2.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.b.2.pdf</a>
IIIA.1.b.3	Superintendent/President Evaluation Process	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.b.3.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.b.3.pdf</a>
IIIA.1.b.4	Classified Evaluation Process; MPCCD—CSEAC contract	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.b.4-1.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.b.4-1.pdf</a>

### **Section 1.c: Student Learning Outcomes in Evaluation**

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

#### **Description:**

Faculty are evaluated by students, peers, and administrators as to their teaching effectiveness [IIIA.1.c.1]. Additionally, self evaluations ask faculty to address the methods currently used to assess students and discuss how accurate the faculty member thinks those methods are. Self evaluations also ask instructors to describe the teaching techniques they use and what they have done differently such as new teaching techniques, new tools, or new lecture topics.

Faculty evaluation processes are governed by the current collective bargaining agreement (effective from 2007-2010 with the recently approved extension to 2011), which does not directly reference student learning outcomes. However, as defined in Standard IB, “student learning outcomes” at MPC is a specific term that refers to a measurable or evaluable description of what students are expected to be able to ‘do’ as they successfully complete a course. The definition goes on to explain that the term refers to the student attainment of these expectations. The methods of assessment of student learning outcomes is left to the sole discretion of the individual faculty member teaching a given course. The required self evaluation component of the evaluation process asks instructors to describe the teaching techniques she/he typically uses (which is directly related to student learning), as well methods used to assess students and the accuracy of those methods. As described in detail above, teaching effectiveness is evaluated by a committee consisting of an administrator (for tenure-track faculty), faculty peers, and student evaluations. Student surveys ask for evaluation of instructors in categories of instructor preparation, instructional methods, student assessment, interactions with students, and to what degree the student would recommend the instructor to other students. For full-time faculty, until tenure, a team of peers and an administrator observe a faculty member’s instruction and review course syllabi, student evaluations, assessments, assignments, and the self-evaluation the faculty member prepares.

Additionally, the instructors attach copies of course materials that include syllabi with course objectives and/or student learning outcomes listed, as illustrated in the most current Faculty Handbook [IIIA.1.c.2]. Student learning outcomes and course objectives are currently included in the packet that goes to the Curriculum Advisory Committee when a new course is proposed, and when a course is revised. The inclusion of student learning outcomes in this packet is mandatory [IIIA.1.c.3]. Student learning outcomes and their assessment are also part of the newly revised program review process in Academic Affairs [IIIA.1.c.4]. The requirements for instructor evaluations are negotiated between the district and the faculty union, and to date student learning outcomes have not been a topic of negotiation.

#### **Evaluation – Standard IIIA.1.c: MPC meets this standard.**

In self evaluations, instructors address, among other things, methods typically used to assess students; teaching effectiveness is addressed by the evaluating committee and student evaluations. By the definition of student learning outcomes at Monterey Peninsula College described above and in Standard IB, a component of faculty evaluations directly addresses student assessment and methods of achieving success in student learning.

In a recent survey of district staff, when asked if “as a faculty member I have been engaged in discussions with my colleagues about improving student learning,” 66 percent of all respondents agreed with the statement. When only faculty responses were considered, 90 percent agreed with the statement. Forty percent of administrators indicated they agreed with the statement, but 47 percent said this wasn’t applicable to them, most likely because the statement started “as a faculty member.” Of classified employees, the vast majority said this was not applicable to them, again probably because of the phrasing of the query.

#### **Plan – Standard IIIA.1.c:**

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIIA.1.c.1	Faculty Evaluation Process; Article 14, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher's Association (MPCTA)/CTA/NEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.c.1-Article14.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.c.1-Article14.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.c.1-guide.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.c.1-guide.pdf</a>
IIIA.1.c.2	Faculty Handbook	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.c.2.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.c.2.pdf</a>
IIIA.1.c.3	CAC Handbook	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.c.3.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.c.3.pdf</a>
IIIA.1.c.4	Academic Affairs Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.c.4.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.c.4.pdf</a>

### Section 1.d: A Code of Ethics

The institution upholds a written code of professional ethics for all of its personnel.

**Description:**

As of this writing, the institution does not have a single written code of professional ethics for all of its personnel. However, a draft has been developed and is being considered:

The mission of Monterey Peninsula College is centered on fostering student learning and success through excellence, thereby enhancing the intellectual, cultural, and economic vitality of the diverse community served by the college. To achieve this mission, the MPC community believes in and is committed to the ethical principles of honesty, integrity, accountability, respect and trust. Members of the college community exemplify these principles.

Additionally, different policies and regulations define ethical behavior. Board Policy 5310 [IIIA.1.d.1] describes the professional commitment and obligation of faculty members including having personal qualities and maintaining high ethical standards which contribute toward success as a faculty member. Board Policy 5530 [IIIA.1.d.2] describes the ethical responsibilities of

members of the management team, including commitment to principles of honesty and equity. The policy further states that these employees shall commit themselves to excellence in education and ethical behavior, and defines ethical behavior as the consistent exercise of integrity. While there is not a clear statement describing ethical behavior for classified employees, Board Policy 5430 [IIIA.1.d.3] lists the actions which will subject a classified employee to disciplinary action, including falsification of information, dishonesty, and immoral conduct.

**Evaluation – Standard IIIA.1.d: MPC meets this standard.**

Ethical standards currently exist individually for all employee groups, with an overarching draft policy currently under consideration.

By employing qualified individuals, evaluating them consistently, and requiring high ethical standards, Monterey Peninsula College upholds the quality of its programs and services thereby serving the needs of the students.

**Plan – Standard IIIA.1.d:**

None

**Evidence:**

Reference	Document	Link
IIIA.1.d.1	Faculty Professional Commitment; Board Policy 5310	<a href="http://www.mpc.edu/information/accreditation/Standard 3A/5310 Professional Commitment.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5310 Professional Commitment.pdf</a>
IIIA.1.d.2	Management Team Responsibilities; Board Policy 5530	<a href="http://www.mpc.edu/information/accreditation/Standard 3A/5530 MSC Rights and Responsibilities.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5530 MSC Rights and Responsibilities.pdf</a>
IIIA.1.d.3	Classified Employees Standards; Board Policy 5430	<a href="http://www.mpc.edu/information/accreditation/Standard 3A/5430 Suspension, Demotion and Dismissal.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5430 Suspension, Demotion and Dismissal.pdf</a>

## Section 2: Sufficiency in Numbers and Qualifications

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

### Description:

Monterey Peninsula College employs 120 full-time faculty and 250 adjunct faculty each semester. According to the Full-Time Faculty Obligation for fall 2008 [IIIA.2.1], 55 percent of full-time equivalent faculty (FTEF) is full-time, while the remaining 45 percent is attributed to adjunct faculty. The current goal established at the state level is 75 percent full-time. However, MPC is 6.58 positions ahead of the state imposed goal for the district in fall 2008. Although MPC is able to offer a broad range of courses and programs, there is a definite need for specific faculty in several disciplines and the Library. New faculty requests from divisions have grown in the past two years as enrollment has increased. There were four net new faculty position requests for academic year 2007-2008, 14 for 2008-2009 and nine for 2009-2010. None of the four requests for 2007-2008 was filled. Of the 14 requests for 2008-2009, four were recommended by the Academic Affairs Advisory Group (AAAG) and the Student Services Advisory Group (SSAG), and two were established and filled. None of the net new faculty position requests for 2009-2010 was filled. Additionally, because of fiscal constraints, most of the requests for replacement faculty for 2009-2010 will not be filled. It is commonly accepted that the district is in a growth mode, but the recession and state budget constraints make it too risky to replace some faculty positions and create net new positions at this time.

Monterey Peninsula College currently employs 12 academic administrators, 15 managers and supervisors and eight confidential employees. These employees make up the management team. In 2008-2009, a Dean of Economic Development and Off-Campus Programs position was established and filled to support growth and address some areas of the mission that had not received enough attention. However, in the administrative area also, the College may not fill all vacant positions. As of this writing, the status of the Dean of Student Services and the Dean of Arts and Sciences positions for 2009-2010 are uncertain. A vacant confidential position in Human Resources may also not be filled due to budget concerns.

The classified workforce numbers 191. In 2007-2008, three classified positions in the facilities area were added to respond to increased facilities in the Child Development Center and Physical Education. As a result of the negotiated "Improvement and Growth" fund [IIIA.2.2], permanent part-time clerical positions were added in Humanities and Business, a full-time Instructional Technology Specialist was added to the Library and the Lab Technician in Automotive Technology was increased from part-time to full-time. As of this writing, three vacant positions are on hold pending the resolution of budget uncertainties. Although MPC is committed to providing adequate classified personnel to support the mission of the college, due to budget constraints, not all positions considered necessary by a department or program can be filled.

As described above, the academic preparation qualifications for faculty are determined by the published statewide minimum qualifications [IIIA.2.3] or their equivalent. Ten full-time faculty possess multiple master's degrees, while 21 have doctoral degrees. The remaining hold master's degrees (81) or meet alternate definitions of minimum qualifications or the equivalent. Human Resources maintains a master list of qualifications for adjunct faculty based on statewide minimum qualifications and locally administered equivalencies. Adjunct faculty are hired each semester by the Board of Trustees.

Academic administrators also meet the statewide minimum qualifications of a master's degree and one year of related management experience. Seven academic administrators hold master's degrees; the remaining five have doctorates. The names of faculty and academic administrators, along with level of degrees held are published annually in the College Catalog. [IIIA.2.4]

Classified employees meet the qualifications described in the Board approved job descriptions. According to personnel records housed in Human Resources, many classified employees exceed the requirements for the positions: 17 hold master's degrees and one has a doctorate. Fifty-four classified staff members have bachelor's degrees and 37 possess associate's degrees.

Managers and supervisors also meet or exceed stated minimum qualifications on Board approved job descriptions, including three bachelor's degrees, five master's degrees and one doctorate.

Full-time faculty follow a four-year tenure process as described in the Education Code Section 87608-87609 [IIIA.2.5], including being evaluated as described in Standard IIIA.1. The Superintendent/

President serves under a four-year contract, and vice presidents have three year contracts. All other administrators are employed on a year-to-year basis. Classified employees, including managers and supervisors, serve a six-month probationary period as defined in Board Policy 5400 [IIIA.2.6].

**Evaluation - Standard IIIA.2: MPC meets the standard.**

The organization of the college’s personnel has been reviewed and become more effective in recent years. Monterey Peninsula College organizes its personnel to effectively meet the needs of the organization. The structure includes classified employees; faculty including division chairs; and the management team, composed of administrators, managers, supervisors and confidential staff. The method of determining this structure is through the shared governance process, which includes program review and action planning processes described in Standard IIIA.6. This process is effective, but the ability to make progress is often hampered by

budgetary constraints. The Accreditation Faculty and Staff Survey conducted in fall 2008 posed a question regarding respondents’ perception of the adequacy of staffing in their areas. Fifty percent of respondents agreed that staffing was sufficient, and 46 percent disagreed. Many respondents identified areas perceived to be understaffed, including counselors, tutoring, library, mathematics, custodians, technology, and security. MPC annually meets the required number of full-time faculty necessary to fulfill the state mandated full-time faculty obligation. The district plans to have sufficient personnel and was making progress toward filling justified positions, but with the current recession and state budget uncertainties, those plans are currently on hold.

**Plan – Standard IIIA.2:**

None

**Evidence:**

Reference	Document	Link
IIIA.2.1	Full-time Faculty Obligation	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.2.1.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.2.1.pdf</a>
IIIA.2.2	New Classified Positions	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.2.2.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.2.2.pdf</a>
IIIA.2.3	Statewide minimum qualifications for faculty	<a href="http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx">http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx</a>
IIIA.2.4	Faculty and Administrators and degrees – MPC Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.2.4.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.2.4.pdf</a>
IIIA.2.5	Tenure Process	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87600-87612">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87600-87612</a>
IIIA.2.6	Classified Probationary Period; Board Policy 5400	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/5400%20Definition%20of%20Classified.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5400 Definition of Classified.pdf</a>

## Section 3, 3.a: Personnel Policies and Procedures

### Section 3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

### Section 3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

#### Description:

Employment policies are negotiated with the Monterey Peninsula College Employees Association (MPCEA) for classified employees and with the Monterey Peninsula College Teachers Association (MPCTA) for faculty. A concerted effort is put forth to solve issues and problems with the employee groups. The Vice President for Academic Affairs meets weekly with the chief negotiator for MPC-TA, and the Associate Dean of Human Resources meets weekly with the leadership of MPCEA to handle concerns at the earliest opportunity. Employment policies, such as information on leaves, vacation, and benefits for management team employees are contained in board policy. If changes are suggested, discussions are held at Management Team Meetings and proposed policies are routed through the shared governance process to College Council and then to the Board of Trustees for adoption, as described in the planning and resource allocation process in Standard IB.

#### Ensuring Fairness in All Employment Procedures

The college has numerous policies to ensure fairness in employment procedures.

- Board Policy 5005 [IIIA.3.1] indicates that all recruitment and selection procedures shall be conducted according to applicable laws and regulations and without regard to protected status.
- Board Policy 5100 [IIIA.3.2] defines MPC's commitment to equal employment opportunity and further mandates an Equal Employment Opportunity Plan which implements this commitment to fair treatment.
- Administrative Procedure 5105 [IIIA.3.3], *Procedures for Complaints of Unlawful Discrimination, Including Sexual Harassment*, sets forth the process for addressing complaints of unfair treatment.

- The *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA*, Article I [IIIA.3.4], contains a non-discrimination clause, which indicates that classified employees will not be discriminated against because of union activity, race, color, creed, national origin, religion, ancestry, sex, sexual orientation, marital status, age, pregnancy, disability, and/or medical condition.
- The *Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher's Association (MPC-TA)/CTA/NEA* has a similar non-discrimination clause in Article V [IIIA.3.5].
- Both union agreements contain grievance procedures for employees to use if they feel there has been a violation of a union agreement (Article XIV [IIIA.3.6] for classified; Article VI [IIIA.3.7] for faculty).
- Board Policy 5595 [IIIA.3.8] contains a complaint procedure for management team employees to use if they feel they have been adversely affected on an employer-employee matter not covered by alternate complaint or grievance procedures.
- Union employees have similar complaint procedures in the collective bargaining agreements (Article XIV [IIIA.3.9] for classified employees and Article VII [IIIA.3.10] for faculty.)

#### Evaluation - Standard IIIA.3, 3.a: MPC meets this standard.

Ninety percent of Accreditation Faculty and Staff Survey respondents in fall 2008 indicated they know where to find policies and procedures relevant to their jobs, which demonstrates that policies are available and accessible. Most employees (90 percent of survey replies) feel they personally are treated fairly. It is interesting to note that when asked if MPC makes every effort to treat people fairly, the percentage of those who agree drops slightly to 83 percent. The high percentages of those who feel MPC treats people fairly is indicative of the effectiveness of the policies and procedures, and the consistency of their applications.

#### Plan – Standard IIIA.3, 3.a:

None



Standard IIIA: Human Resources

**Evidence:**

Reference	Document	Link
IIIA.3.1	Recruitment and selection of employees; Board Policy 5005	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/5005%20Employment.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5005 Employment.pdf</a>
IIIA.3.2	Equal Employment Opportunity; Board Policy 5100	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/5100%20Equal%20Employment%20Opportunity%20and%20Commitment%20to%20Diversity%20in%20Employment.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5100 Equal Employment Opportunity and Commitment to Diversity in Employment.pdf</a>
IIIA.3.3	Discrimination Complaints; Board Policy and Appendix 5105	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/5105%20Sexual%20Harassment.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5105 Sexual Harassment.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%203A/MPC%20Discrimination%20Complaint%20Proceedures%20and%20Form.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/MPC Discrimination Complaint Proceedures and Form.pdf</a>
IIIA.3.4	MPCEA Non-discrimination clause; Article 1, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.3.4.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.3.4.pdf</a>
IIIA.3.5	MPCTA Non-discrimination clause; Article 2, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teachers' Association (MPCTA)/CTA/NEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.3.5.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.3.5.pdf</a>
IIIA.3.6	Classified Grievance Process; Article 14, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.3.6.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.3.6.pdf</a>
IIIA.3.7	Faculty Grievance Process; Article 6, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teachers' Association (MPCTA)/CTA/NEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.3.7.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.3.7.pdf</a>
IIIA.3.8	Management team complaint process; Board Policy 5595	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/5595%20Complaints.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5595 Complaints.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%203A/MPC%20Discrimination%20Complaint%20Proceedures%20and%20Form.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/MPC Discrimination Complaint Proceedures and Form.pdf</a>
IIIA.3.9	Classified employees complaint process; Article 14, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.3.9.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.3.9.pdf</a>
IIIA.3.10	Faculty complaint process; Article 7, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teachers' Association (MPCTA)/CTA/NEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.3.10.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.3.10.pdf</a>



### Section 3.b: Personnel Records

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

#### Description:

Official personnel files are housed in the Office of Human Resources, with limited and monitored access. Article XII [IIIA.3.b.1] of the *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA* indicates that access to files by college employees is on a job related “college need” basis, and that files are not to be removed from the Human Resources office. Each classified employee has the right to inspect his/her personnel file upon request. Further, Board Policy 5020 [IIIA.3.b.2] and Education Code §87031 [IIIA.3.b.3] gives every employee the right to his/her own personnel records upon request.

#### Evaluation - Standard IIIA.3.b: MPC meets this standard.

Personnel records are kept confidential in Human Resources, and employees have access to their records.

#### Plan – Standard IIIA.3.b:

None

#### Evidence:

Reference	Document	Link
IIIA.3.b.1	Personnel files access; Article 12, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.3.b.1.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.3.b.1.pdf</a>
IIIA.3.b.2	Personnel files access; Board Policy 5020	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/5020%20Personnel%20File.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/5020 Personnel File.pdf</a>
IIIA.3.b.3	Personnel files access; Education Code §87031-§87045	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87031-87045">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=87001-88000&amp;file=87031-87045</a>

## Section 4, 4.a: Programs that Support Diverse Personnel

### Section 4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

### Section 4.a

The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

#### Description:

In addition to a formal mentoring process for new Monterey Peninsula College faculty, the college also supports various diversity awareness activities. New faculty and administrative employees participate in a formal mentor program, which links each new employee with a mentor and also a “friend” [IIIA.4.1]. They all meet together during orientation to establish relationships which provide support and contacts for the new employees. Mentors are available to discuss and review procedures, expectations, and concerns about any aspect of the MPC experience. Friends are assigned from areas of the college different from that of the mentees. The role of the friend is to provide another resource and contact to assist the mentee in becoming familiar with campus activities and functions. Expectations of the mentees include inviting friends and mentors to a class session, visiting classroom of mentor or friend, attending meetings designed to benefit new faculty, and meeting with the appropriate vice president to discuss curriculum or service to students.

Adjunct faculty orientations are conducted each semester. In addition to general orientation information, attendees are provided with specific technology information on the following topics:

- The MPC computer log-in process
- Using Outlook and Webmail
- Utilizing the MPC website and ClassSites

Monterey Peninsula College fosters an appreciation for diversity in many ways. There is an active Equal Employment Opportunity Advisory Committee, which strives to present a workshop or speaker on diversity once per year. Since the last accreditation visit, speakers and workshops have been presented on “A Conversation about Affirmative Action” with Dr. John Berteaux, California State University Monterey Bay (CSUMB) philosophy professor; “Last Chance for Eden” regarding gender, cultural and racial differences by Lee Mun Wah of Stir Fry Productions; Disability Etiquette by Dr. Susan Osorio and Richard Weigle, Supportive Services staff; and “Lessons from Little Rock” by Dr. Terrence Roberts. In addition, there are active student clubs, including the Vietnamese Club, which prepares and sells ethnic food several times per year and annually produces a culture show. The Latino Club organizes a Cinco de Mayo celebration. In celebration of Black History Month, MPC annually sponsors a play presented by the University of California Santa Cruz African American Theatre Arts Troupe. These plays deal with topics about race and the African American experience. In 2009 the production was *The Piano Lesson*. The Associated Students also sponsor events and speakers such as former Congresswoman and Presidential Candidate Cynthia McKinney, who spoke in March 2009. The African American Employees sponsor a Rites of Passage ceremony for African American graduates, and the Latino faculty and staff sponsor a Latino Student Recognition Ceremony.

In an effort to reach out to the diverse ethnic communities, the Superintendent/President established the Community Outreach Advisory Committee. This group is made up of representatives from the African-American, Asian, Latino and Filipino communities. The group serves as a vehicle for two-way communication between the college and the community. The Superintendent/President, along with the vice presidents of Academic Affairs and Student Services, meet with this group at least once per semester to share information and discuss topics of interest such as student programs and services, student outreach and recruitment, success and retention.

**Evaluation – Standard IIIA.4, 4.a: MPC meets this standard.**

According to the Accreditation Faculty and Staff Survey conducted in fall 2008, 88 percent of respondents feel MPC has made progress in increasing awareness of and sensitivity to diversity issues, while three percent disagreed. While this result indicates that some progress has been made, it does not clearly indicate if more needs to be done. The survey, however, does show that the majority of employees (90 percent) feel they have been treated fairly at MPC, and 83 percent agree that every effort is made at MPC to treat people fairly.

**Plan – Standard IIIA.4, 4.a:**

None

**Evidence:**

Reference	Document	Link
IIIA.4.1	MPC Mentor Program	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.4.1.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.4.1.pdf</a>

### Section 4.b: Employment Equity and Diversity

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

**Description:**

The office of Human Resources maintains demographic information on applicants and employees. MPC’s Equal Employment Opportunity Plan contains the required analysis of the district’s workforce. This analysis shows the following ethnic diversity in 2008 compared to 2001.

Category	Percentage of Ethnic Diversity (non-white)	
	2001	2008
Full-time Faculty	13%	22%
Adjunct Faculty	Not available	11%
Classified	42%	42%
Executive/Administrative/Managerial	33%	36%

The Associate Dean of Human Resources presented an analysis of the district’s demographics [IIIA.4.b.1] to the Board of Trustees, Management Team, the Superintendent/President’s Community Outreach Advisory Committee, and is scheduled to present to advisory groups. These presentations provide information to all constituencies and generate dialogue on the effectiveness of MPC’s programs. An initial outcome of these discussions is the need to re-examine hiring procedures for adjunct faculty.

**Evaluation - Standard IIIA.4.b: MPC meets this standard.**

Statistical information is collected, analyzed and presented to the Board of Trustees and other constituencies to keep focus on the support of our diverse campus community. Incremental progress has been achieved in the effort to increase the diversity of faculty and staff. Because of the absence of available data from the California Community Colleges Chancellor’s Office it is not possible to assess the actual level of progress made.

**Plan – Standard IIIA.4.b:**

None

**Evidence:**

Reference	Document	Link
IIIA.4.b.1	Employee Demographics	<a href="http://www.mpc.edu/information/accreditation/Standard 3A/111A.4.b.1.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.4.b.1.pdf</a>

## Section 5, 5.a: Professional Development Opportunities

### Section 5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

### Section 5.a

The institution plans professional development activities to meet the needs of its personnel.

#### Description:

Monterey Peninsula College has a wide range of opportunities for the growth and development of all staff including Staff Development Committee offerings, Foundation Academic Excellence Grant awards, flex day programs, individual flex activities, safety training, sexual harassment prevention training, technology workshops, a classified educational incentive program, auditing opportunities, classified staff development day workshops, Central California Colleges Training Consortium workshops, diversity speakers and workshops, and a sabbatical program.

#### Staff Development Committee Offerings

Monterey Peninsula College staff and faculty are able to apply for staff development funds. To receive consideration by the Staff Development Committee, staff and faculty must indicate what goal(s) the funding will support:

- improvement of teaching
- maintenance of currency in academic and technical knowledge
- retraining to meet changing institutional needs
- development of innovations in instructional and administrative techniques and program effectiveness
- programs to develop technological skill proficiency (e.g. the use of new software).

Applicants are invited to apply by filling out the request form [IIIA.5.1]. Committee members review the requests and prioritize them in anticipation that there will be more requests than MPC can fund. Recipients for 2008-2009 were awarded a total of \$3,300.00 primarily for attendance at conferences and training institutes [IIIA.5.2]. The 18 recipients (15 faculty and 3 staff) requested \$7,762.36. In 2005-2006 the State provided MPC with

\$37,502 to support staff development activities, which is the last year the State provided funding for this purpose. Some money was distributed each year and the fund is almost depleted. The dean who administers the funds has recommended that the college budget \$10,000 annually for this purpose. However, with the current budget constraints, funding this recommendation will not be possible until there is an economic upturn in the state.

#### Foundation Academic Excellence Grant Awards

The MPC Foundation offers the George J. (Bob) Faul Academic Excellence Grant Awards twice a year to faculty in three areas: Instructional Materials Grants, Faculty Professional Development Grants, and Research and Competition Grants. The program is designed to enrich the quality of the overall learning experience at MPC and funds project and program activities that are beyond the sources of public funding. Between 1998 and spring 2008, two hundred and thirty-three grants were distributed [IIIA.5.3]. Grant amounts ranged from \$200 to \$7,500 across over fifty academic and student services programs. The total amount of awards for that period was over \$244,000, increasing from \$6,950 awarded in 1998 to \$23,800 in spring 2008. Examples of these awards from spring 2008 are

- Biennial Conference on Chemical Education
- American Choral Directors Association Convention
- West Valley College Foreign Language Department French Immersion Weekend
- American Literature Association Annual Conference
- Rocky Mountain Modern Language Association Conference
- Advanced Automotive Hybrid Technology Summer Institute
- Introduction to Pewtersmithing Workshop
- National Women's Studies Association Conference
- American College of Sports Medicine Health and Fitness Summit
- National Council of Teachers of Mathematics
- Participation in a private Photoshop/Paper Lamination workshop

Not all grant applications are awarded, but the MPC Foundation has and continues to make significant contributions to the quality of instruction at the college and offers support for Staff Development, which would not be available if faculty and staff had to rely on the college's General Fund.

### **Flex Day Programs**

Mandated flex days [IIIA.5.4] are planned by a subcommittee of the Academic Senate. The presentations are varied and have included invited guests from off-campus and college staff and faculty. Before the flex days are planned, the Flex Day Committee requests suggestions from the Senate Representatives and the faculty and staff of the entire campus. Each semester these activities are evaluated either by paper and pencil evaluations at each session, or by reports from faculty senators at a Senate meeting.

### **Individual Flex Activities**

In addition to mandated flex days described above, regular faculty must also complete seven individual flex days each year [IIIA.5.5]. The individually scheduled “flex” time must be devoted to the following kinds of activities and must be scheduled on days outside the regular calendar

- staff development, in-service training and instructional improvement
- program and course curriculum or learning resource development and evaluation
- student personnel services
- learning resource services
- course instruction and evaluation
- related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity
- departmental or division meetings, conferences and workshops, and institutional research
- other duties as assigned by the district
- the necessary supporting activities for the above

Examples of activities included in individual flex contracts are as follows: [IIIA.5.6]

- Basic Skills Initiative
- Convention and update on new rules and bylaws
- On court clinics and workshops
- On-line homework system development
- Scouting/recruitment of students for sports programs
- Student Success Task Force participation

### **Safety Training**

The Facilities Department conducts regular safety training sessions for its staff [IIIA.5.7]. Twenty-one sessions occurred in the last two years, covering varying topics. A sample of these sessions follows.

- Back Injury Prevention
- Bloodborne Pathogens
- Chemical Safety, Spills and Leaks
- Controls
- Driving Safety
- Electrical Safety
- Emergency Management Services (EMS) Systems
- Eye Protection
- Housekeeping
- Ladder Safety
- Lock Out – Tag Out
- Personal Protective Equipment (PPE)
- Safety Operation of Utility Carts
- Slips, Trips and Falls

Additionally, appropriate trainings are provided on the Injury and Illness Prevention Plan (IIPP) and program, and emergency preparedness.

### **Sexual Harassment Prevention Training**

All supervisors attend the mandated training on sexual harassment prevention every two years. The latest training took place in January 2008, and it was provided by an in-house trainer. With the loss of the in-house trainer, future trainings will be provided through on-line resources.

### **Technology Workshops**

The Information Technology (IT) Department regularly makes training available to all employees [IIIA.5.8]. In spring 2009, 22 workshops were available and included the following topics:

- Microsoft Advanced Powerpoint
- Microsoft Excel 2007
- Microsoft Outlook 2007
- Microsoft Powerpoint 2007

- Moodle Add Activity Function
- Moodle Add Resource Function
- Moodle Assignment Tool
- Moodle Forum Tool
- Moodle Grade Book
- Moodle Mail Tool
- Working with Digital Images

### **Classified Educational Incentive Program**

Classified employees are paid \$100 per semester unit or equivalent to a maximum of 18 semester units per year for any course satisfactorily completed, as described in the *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA*, Article VI [IIIA.5.9]. Per Board action on July 27, 2004, this applies to classified managers, supervisors and confidential employees [IIIA.5.10]. Since its inception in 2005, \$67,500 has been paid out for 675 units of study. All classes are eligible for this reimbursement, as long as they are credit eligible and employees receive a grade of C or “CR” or better.

### **Auditing Opportunities**

Employees may audit classes per Article 4.19 of the *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA* [IIIA.5.11], Article 16.4.11 of *The Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teachers’ Association (MPCTA)/CTA/NEA* [IIIA.5.12], and by longstanding practice for Management Team members.

### **Classified Staff Development Day**

The *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA*, Article 6.11 [IIIA.5.13] was recently renegotiated to put more emphasis on professional development activities. In May 2009, held workshops included “A conversation with the Superintendent/President,” Know Your Rights, and Conflict Resolution. The agenda for the professional development day is jointly developed by MPCEA and the district [IIIA.5.14].

### **Central California Colleges Training Consortium**

Monterey Peninsula College has been a member of this training consortium since 2004-2005. The consortium provides trainings

on consortium-selected topics, usually on subjects designed to assist managers, supervisors and negotiators. Twenty-three days of training have been provided since its inception [IIIA.5.15]. In 2008-2009, the following workshops were presented:

- Preventing Harassment, Discrimination and Retaliation in the Academic Setting/Environment
- Managing Performance through Evaluation
- Evaluation, Discipline and Non Re-employment of Contract Faculty
- Going Outside the Classified Service: Short-term Employees, Substitutes and Professional Experts
- Hiring the EEO Way
- Legally Compliant Strategies for Diversity Enhancement
- 12 Steps to Avoiding Liability
- Privacy Issues in Our Technological World
- Public Sector Employment Law Update
- Legal Issues for Negotiators

### **Diversity Speakers and Workshops**

The Equal Employment Opportunity Advisory Committee (EEOAC) sponsors speakers and workshops periodically. Since the last accreditation visit, speakers and workshops have been presented on “A Conversation about Affirmative Action” with Dr. John Berteaux, CSUMB philosophy professor; “Last Chance for Eden” regarding gender, cultural and racial differences by Lee Mun Wah of Stir Fry Productions; Disability Etiquette by Dr. Susan Osorio and Richard Weigle, MPC Supportive Services staff; and “Lessons from Little Rock” by Dr. Terrence Roberts.

### **Sabbatical Program**

The sabbatical program [IIIA.5.16] is administered by the Professional Recognition Board (PRB), which reviews sabbatical applications and makes recommendations to the Superintendent/President. The membership includes one administrator and five faculty members. The administrator is appointed by the Superintendent/President. The faculty members are appointed by the Academic Senate. The Senate seeks to ensure that the faculty on the PRB are as widely representative of the faculty as possible. Faculty members serve three-year terms. Terms are staggered so there are always some experienced members on the committee. A faculty member who is applying for a sabbatical may not serve. Applications for sabbaticals are announced and available

to full-time faculty. The deadline for applications is October 1. The committee is confidential, and meets to consider and rank the proposals following these criteria, which equally weigh:

- Benefit to the college's programs and students
- Relevance and importance to the faculty member's assignment
- Need for a sabbatical to accomplish goal(s)
- Clear and achievable objectives

Applicants may apply for a one-semester sabbatical with full salary, or a two-semester sabbatical with half salary for each semester. After the PRB committee completes the ranking of the applications, the results are communicated to the Superintendent/President, who makes the final determination and notifies the faculty member. In the past few years, the college has been able to grant two one-semester sabbaticals. None are funded for the 2009-2010 academic year due to budget cuts. When faculty members have completed their sabbaticals, they are required to submit a written report and make a presentation to the Board of Trustees. Since 2003, eleven faculty have been granted and taken sabbatical leaves.

**Evaluation – Standard IIIA.5, 5.a: MPC meets this standard.**

As emphasized above, employees have many opportunities for professional development, from planned flex day programs to auditing courses and educational incentive payments.

**Plan – Standard IIIA.5, 5.a:**

None



**Evidence:**

Reference	Document	Link
IIIA.5.1	Staff Development forms	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/Request%20Form.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/Request Form.pdf</a>
IIIA.5.2	Staff Development – list of awards in 2008-2009	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.2.PDF">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.2.PDF</a>
IIIA.5.3	Foundation Academic Excellence Awards criteria, application form, and past awards	<a href="http://www.mpc.edu/foundation/pages/MPCF_ABOUT_AcEx.aspx">http://www.mpc.edu/foundation/pages/MPCF_ABOUT_AcEx.aspx</a>
IIIA.5.4	Flex Day Information, including committee bylaws and examples of flex day schedules and presentations	<a href="http://www.mpcfaculty.net/senate/FlexDayInfo.htm">http://www.mpcfaculty.net/senate/FlexDayInfo.htm</a>
IIIA.5.5	Individual Flex Days	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/FlexContract0910.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/FlexContract0910.pdf</a>
IIIA.5.6	Examples of Individual Flex days contracts	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.6.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.6.pdf</a>
IIIA.5.7	Safety Trainings	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.7.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.7.pdf</a>
IIIA.5.8	Technology Training	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.8.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.8.pdf</a>
IIIA.5.9	Educational Incentive Program – Classified employees; Article 6, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.9.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.9.pdf</a>
IIIA.5.10	Educational Incentive Program – Classified managers; July 27, 2004 Board agenda	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.10.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.10.pdf</a>
IIIA.5.11	Auditing opportunities – classified; Article 4, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.11.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.11.pdf</a>
IIIA.5.12	Auditing opportunities – faculty; Article 16.4.11, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teachers' Association (MPCTA)/CTA/NEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.12.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.12.pdf</a>
IIIA.5.13	Classified Professional Development; Article 6.11 <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i>	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.13.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.13.pdf</a>
IIIA.5.14	Classified Professional Development Day 2009; Copy of Agenda May 14, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.14.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.14.pdf</a>
IIIA.5.15	Central CA Training Consortium Presentations	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.5.15.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.5.15.pdf</a>
IIIA.5.16	Sabbatical - Professional Recognition Board Guidelines	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/PRBGuidelines.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/PRBGuidelines.pdf</a>

## **Section 5.b: Evaluation of Professional Development Activities**

With the assistance of the participants, the institution systematically evaluates professional development activities to meet the needs of its personnel.

### **Description:**

Evaluations of professional development programs are conducted by various means directly related to the activity. Sabbatical recipients complete and present a report to the Board of Trustees. Recipients of the MPC Foundation's Academic Excellence Awards complete a one-page evaluation within six months of receipt of the award, which assesses the outcomes. Attendees at the Central California Community Colleges Training Consortium presentations complete an evaluation, which is returned to the provider of the workshops. Flex day programs are evaluated either by paper and pencil evaluations at each session, or by reports from faculty senators at an Academic Senate meeting.

### **Evaluation – Standard IIIA.5.b: MPC meets this standard.**

Through the various activities of the college related to staff development, MPC continues to refine the professional development process. Each semester's offerings are relevant and connect directly with the college's mission and identified teaching and learning needs, as demonstrated by the flex day agendas. For instance, in January 2008, to assist faculty and staff in understanding the history and needs of African American students, Dr. Terrence Roberts was the keynote speaker and led a discussion period after his presentation which included very thoughtful questions from the MPC staff. In January 2009, Dr. Vincent Tinto was the keynote speaker and presented strategies to help students succeed. Additionally, a spring 2009 flex day included an exercise where faculty were directed to assume the role of a new student and find different student services and identify what services they provided. In the subsequent debriefing session, faculty were able to share what they learned and indicated that they now were better prepared to assist students in finding the help they need. Follow up discussions were held in some division meetings. Beyond the immediate evaluation of the event(s) there is no systematic evaluation of how these activities impact the improvement of teaching and learning.

### **Plan – Standard IIIA.5.b:**

None

## Section 6: Human Resources Planning

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

### Description:

The basis for personnel planning begins with program review, described in detail in Standard IB. Each component of the college (Academic Affairs [IIIA.6.1], Student Services [IIIA.6.2], and Administrative Services [IIIA.6.3]) has a different model for program review, based on the different needs and services of the component. Program review for each program and department is conducted every five or six years on a rotating schedule [IIIA.6.4] (every five years in Academic Affairs, every six years in Student Services and Administrative Services). It includes a thorough review of all areas' functions of the program/department and includes an assessment of the area's strengths, a determination of aspects that need improvement, materials and personnel needs, and an action plan. The area's program review is reviewed by a committee of peers, the area's dean and the area's vice president. Once the program review is completed, a summary and presentation is made to the area's advisory group (Academic Affairs Advisory Group, Student Services Advisory Group or Administrative Services Advisory Group). The program review is then presented to College Council and a presentation is made at a Board of Trustees meeting. Examples of program reviews are available in [IIIA.6.5]. The program review is updated every year and is used to construct yearly action plans. These action plans frequently include requests for additional personnel.

Based on a department's program review, yearly updates and action plans, divisions evaluate the need for both replacing retiring faculty and net new faculty. For retiring faculty, a determination is made by the department and division whether to replace or modify the position. The decision is based on the needs of the department to meet its mission, program review, and program review updates. For a net new faculty position, the department conducts an evaluation and makes a proposal to the division to add a position. The division evaluates all the proposals and prioritizes the new positions. There has not been a need to prioritize replacement positions in several years, because the budget was adequate to cover all requests. However, these replacements are justified. The past practice at the Academic Affairs Advisory Group has been to consider replacement positions separately from the

requests for new faculty positions and move them forward in the approval process. For new position requests, each division chair presents a case for any new faculty positions accompanied by documented need and projected teaching load. [IIIA.6.6] AAAG then prioritizes all requests for new faculty. Once the decision is made about how many new positions MPC can hire for the next year by the President and Vice Presidents group (P/VP), the highest ranked positions are put forward to the College Council and the Board of Trustees for approval. As of this writing, faculty prioritization process is under review by AAAG and SSAG.

Vacated classified positions are reviewed by the immediate supervisor to determine if they should be filled as previously or if changes should be made. A classified position request form must be completed; with the review process described on the form. The process includes discussions with the division or area, the appropriate vice president and then the President/Vice President (P/VP) group [IIIA.6.7]. If recommended for approval, the Superintendent/President approves recruitment. The request and appropriate background data is taken to the College Council for information only. Background data for the College Council includes funding amounts and sources, salary savings, description of duties and responsibilities, and any special considerations. Information is requested as to whether the position is an entry point for the college and as such if it needs to include a bilingual requirement. Submissions must include a description of the consequences if the position is not filled. New and/or changed positions must be presented to the College Council for two readings and approved by the Board of Trustees. New and/or changed positions included in the Monterey Peninsula Classified Employees Association must also be negotiated.

### Evaluation - Standard IIIA.6: MPC meets the standard.

Institutional needs are identified in the systematic and periodic program reviews. Action plans and component goals provide the focus and means to achieve needs surfaced in program reviews. Requests to fill vacant positions and establish new positions follow established practices and are reviewed through the shared governance process. These methods provide an effective and workable system for individual departments to continually assess their needs and present them for consideration to the campus-wide decision making process.

### Plan – Standard IIIA.6:

None

Standard IIIA: Human Resources

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**Evidence:**

Reference	Document	Link
IIIA.6.1	Academic Affairs Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.1.c.4.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.1.c.4.pdf</a>
IIIA.6.2	Student Services Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/SSAGProgramReviewProcess-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/SSAGProgramReviewProcess-11-08.pdf</a>
IIIA.6.3	Administrative Service Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/ASAGProgram_Review_Template.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/ASAGProgram_Review_Template.pdf</a>
IIIA.6.4	Program Review Schedule	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.6.4.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.6.4.pdf</a>
IIIA.6.5	Examples of program review: Administrative Services, Student Services, and Academic Affairs	Administrative Services: <a href="http://www.mpc.edu/information/accreditation/Standard%203A/Campus_Security_2004-05_Prog_Review.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/Campus_Security_2004-05_Prog_Review.pdf</a> Student Services: <a href="http://www.mpc.edu/information/accreditation/Standard%203A/SFS_Program_Review_10-14-07.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/SFS_Program_Review_10-14-07.pdf</a> Academic Affairs: <a href="http://www.mpc.edu/information/accreditation/Standard%203A/Earth_Science_Program_Review_2006.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/Earth Science Program Review 2006.pdf</a>
IIIA.6.6	Process for requesting instructional faculty positions	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/111A.6.6.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/111A.6.6.pdf</a>
IIIA.6.7	Classified Position Request Process and Form	<a href="http://www.mpc.edu/information/accreditation/Standard%203A/Request_to_Fill_Vacant_Classified_Position.pdf">http://www.mpc.edu/information/accreditation/Standard 3A/Request to Fill Vacant Classified Position.pdf</a>

# Monterey Peninsula College Institutional Self Study Report

## Standard IIIB: Physical Resources





## **Standard IIIB: Physical Resources**

### **List of Contributors**

#### **Mark Clements, Co-Chair**

Joe Bissell, Co-Chair

Gary Fuller, Co-Chair

Suzanne Ammons

Gail Bartow

Jeanette Haxton

LaRon Johnson

Steve Morgan

Linda Pridmore

Lyndon Schutzler

#### **Instructor**

Vice President

Instructor

Administrative Assistant

Instructor

Production Specialist

Counselor

Director

Instructional Specialist

Division Chair

#### **Adaptive Physical Education**

Administrative Services

Physiology

Administrative Services

Mathematics

Public Information Office

Counseling

Facilities

Academic Support Center

Physical Education

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.



## Section 1: Safe and Sufficient Physical Resources

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

### Description:

Monterey Peninsula College provides safe and sufficient physical resources that support its programs and services regardless of location. The college maintains the Monterey campus and the Monterey Peninsula College Education Center with two sites: the MPC Public Safety Training Center at Seaside and the Education Center at Marina. The district also rents/leases other facilities throughout the county for off-site classes. A local Proposition 39 Facility Bond, Measure I, for \$145 million [IIIB.1.1] was approved by the voters in 2002, and has provided the major source of funding needed to implement the facility plans.

### Facilities

The college's main campus is located on 85 acres in Monterey near the intersection of Highways 1 and 68. The 32 buildings and four modular buildings on the Monterey campus encompass 456,117 outside gross square feet. There are approximately 18 acres containing parking, 53 acres landscaped with walkways, and seven acres of undeveloped wooded areas with a ravine bisecting the campus. The Public Safety Training Center at Seaside currently consists of three modular buildings totaling 3,000 outside gross square feet for offices and storage. The Education Center at Marina currently consists of seven modular buildings totaling 7,580 outside gross square feet for classrooms, offices, and restrooms. The Older Adult Program uses many community venues.

In accordance with the California Community Colleges Chancellor's Office criteria, as reflected in the MPC Space Inventory of October 2007 [IIIB.1.2], the following is a summary of the college's space categories that corresponds to the specified space allocations for community colleges with MPC's enrollment.

Monterey Peninsula College, Main Campus – assignable square feet:

Lecture	33,237
Lab	63,207
Office	35,431
Library	36,209
AV/Radio/TV	6,658

Monterey Peninsula College, Education Center – assignable square feet:

Lecture	2,691
Office	2,471

Permanent facilities are currently under construction at the Public Safety Training Center at Seaside, and plans for the Education Center at Marina are at the Division of State Architect.

Monterey Peninsula College utilizes a number of processes to provide safe and sufficient physical resources in accordance with federal, state, and local regulations. The college's efforts to ensure safety reflect a collaborative effort utilizing several committees, departments and staff members. The Vice President of Administrative Services, who is responsible for providing safe and sufficient physical resources, oversees these activities in conjunction with the Facilities Department (described in section 1.a), the Security Department, the Health and Safety Committee, and Facilities Committee. While the Facilities and Security Departments report to the Vice President of Administrative Services, the Facilities Committee is a subcommittee of the College Council, the primary shared governance committee at Monterey Peninsula College.

**The Facilities Department.** The Facilities Department is primarily responsible for grounds, maintenance, and custodial activities. It also serves as the lead department for any safety concerns reported, and conducts regularly scheduled safety meetings within the department regarding appropriate response to facility safety issues. The college conducts or contracts for regular inspections of various facilities and equipment as required by governmental agencies. This includes annual districtwide risk management assessments through the State-Wide Association of Community Colleges (SWACC) [IIIB.1.3 and IIIB.1.4].

The college rents/leases a variety of facilities within the local community to offer instruction. The department initiating the lease performs an initial inspection for safety and accessibility prior to entering into a contract. The college depends on building owners to maintain all sites in the manner required by local and state codes.

**The Security Department.** The Security Department is primarily responsible for ensuring a safe and secure environment for all students and employees of the college, as well as for the security of real and personal property of the district. The Security Department is not a primary law enforcement agency; rather it is a security unit assigned the mission of minimizing injury, fear, anxiety, or hazards to life or health, and for protecting district and personal property from vandalism, fire, theft, and other hazards.

**The Health and Safety Committee.** The Health and Safety Committee's charge is to review safety and health procedures and make recommendations to the Vice President of Administrative Services [IIIB.1.5]. The vice president then brings these recommendations to the Administrative Services Advisory Group. Responsibilities of the Health and Safety Committee include reviewing safety and health procedures (including the emergency preparedness plan), monitoring and facilitating feedback on unsafe conditions, and recommending improvements. The vice president implements recommendations where feasible, and forwards major recommendations to the College Council.

**The Facilities Committee.** The Facilities Committee's charge is to develop and revise, as needed, long range facilities plans [IIIB.1.6]. Membership on the Facilities Committee includes the three vice presidents (Academic Affairs, Student Services, and Administrative Services), five faculty members (appointed by the Academic Senate reflecting diverse departmental representation and terms), the Director of Facilities, one classified member (appointed by the district's classified union), and one student member (appointed by Associated Students of MPC). Responsibilities of the Facilities Committee include the following: develop a long range facilities plan, review requests for facility changes (remodeling, new construction), prioritize and recommend minor capital improvement projects, and review and recommend scheduled maintenance projects. Recommendations are to take into consideration the college's Educational Facilities Master Plan, institutional goals and objectives, and advisory group component goals. Recommendations are forwarded to the College Council.

### Equipment

The college employs similar campuswide processes to monitor the safety and sufficiency of its equipment. Virtually all equipment needs are made known to campus constituencies through action plans. State instructional equipment funds are received annually and distributed through the MPC planning and resource allocation process [IIIB.1.7]. The district also supports a *Technology Refreshment Plan* [IIIB.1.8] through a \$250,000 annual budget. As part of the bond plan, a separate \$4 million budget was established for furniture and equipment needs associated with new construction or renovation projects. To date, almost \$700,000 has been expended for equipment improvement through bond funds, which includes Lecture Forum improvements and replacement of all lecture classroom furniture.

The college has several means to support the equipment needs of the distance education delivery modes it offers. In 2007, MPC entered into a formal agreement with California State University Monterey Bay (CSUMB) and Gavilan College to cooperate on distance learning technology, training, and support. The college also established an informal collaboration with DeAnza College, San Francisco State University, and Humboldt State University. Other colleges and universities have since participated with this group. CSUMB hosts the course management server for online learning (Moodle server), and Gavilan College and MPC each pays an established fee to cover the costs, including technical support and training sessions, for faculty and technical staff. Updates to Moodle are coordinated among the formal and informal group schools for ease of support. Campus equipment needs are juried along with campuswide budget requests through the established planning and resource allocation process. Distance education equipment is included in the technology refreshment schedule.

### Evaluation – Standard IIIB.1: MPC meets this standard.

The district provides safe and sufficient physical resources that support programs and services at all locations. Additionally, MPC inspects and reviews all other locations where courses are offered and relies on the owners/agencies of these locations to meet federal, state, or local code requirements. The district committees charged with oversight of safety meet regularly to evaluate health and safety issues and processes and move items to resolution. The college has processes in place that address issues raised regarding the sufficiency of institutional facilities and equipment and to prioritize needs within the scope of available resources [IIIB.1.11]. These processes enable various segments at the

college to provide input. While the college is attempting to expand and renovate facilities with new monies from the state and a local bond (Measure I), there are still insufficient funds available to make all the desired improvements.

The state capacity load ratios indicate the campus has an excess of lecture and office space, but could use additional laboratory space. Capacity load ratios are used to help the college determine how effectively building space is being used. In general, this is a measure of the capacity of college facilities in relation to weekly student contact hours. These figures are calculated each year as part of MPC's *Five-Year Construction Plan* [IIIB.1.9]. The district's *2010-2014 Five-Year Construction Plan* indicates a lecture capacity load ratio of 123 percent for 2009-2010, increasing to 158 percent in 2011-2012. The laboratory capacity load ratio is 87 percent for 2009-2010, increasing to 88 percent in 2011-2012. The office capacity load ratio is 124 percent for 2009-2010, increasing to 146 percent in 2011-2012. The college is sensitive to these numbers and continues to consider how best to align its capacity load ratios with the state. The goal is to use space wisely, yet provide sufficient facilities for each program and service.

The need to provide sufficient facilities for each program and service is recognized by the Facilities Committee. This committee has been instrumental in considering each program and service regardless of size; it has reviewed needs of divisions as large as Humanities and of programs as small as Automotive Technology. The Automotive Technology program is small in part, because the building that houses the program includes a very small classroom. Plans are now being implemented to enhance the facilities that house the Automotive Technology program; a new building housing a classroom and office will soon be built.

Improvements to the Education Center at Marina and the Public Safety Training Center at Seaside have also been supported through the Facilities Committee. This committee recognized the opportunities available to serve MPC's student population through its properties in Seaside and Marina and thus recommended that permanent facilities be renovated or built in those locations.

Responses to questions on the 2008 Accreditation Faculty and Staff Survey related to physical resources affirm the college's efforts for improvement. Respondents totaling 86 percent felt the college buildings provide a safe and healthy environment to work and learn. Additionally, 75 percent of respondents agreed they have adequate space to do their jobs.

The results from the Noel-Levitz Student Satisfaction Inventory (SSI) are mixed. There were a couple areas that are identified as "challenges" (items with *high* importance ratings and relatively lower *satisfaction* ratings). For example, students feel that a campus that is "safe and secure for all students" is very important (importance rating of 6.32 out of 7), but students' level of satisfaction with this item on this item is only 5.05 out of 7. Similarly, it is very important to students that "parking lots are well-lighted and secure (importance rating of 6.20), but the level of satisfaction was relatively low (4.69 out of 7) [IIIB.1.10].

By contrast, students feel that "on the whole, the campus is well-maintained" (overall satisfaction rating of 5.88 out of 7). This supports the improvements and changes to facilities that the college has been making.

As explained in Standard IA, the Office of Institutional Research conducted the Noel-Levitz "Student Satisfaction Inventory" (SSI). The Noel-Levitz Student Satisfaction Inventory is a survey instrument primarily designed for traditional-age students in undergraduate programs. The SSI asks students to respond to each item with a level of importance and a level of satisfaction. Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5. The importance score minus the satisfaction score is known as the performance gap. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better MPC is doing at meeting student expectations.

#### **Plan – Standard IIIB.1:**

None

## Standard IIIB: Physical Resources

### Evidence:

Reference	Document	Link
IIIB.1.1	Prop. 39 Bond Measure I	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Bond Measure I Ballot and Proposition, November 5, 2002.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Bond Measure I Ballot and Proposition, November 5, 2002.pdf</a>
IIIB.1.2	Space Certification Inventory 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Report17 Certification Oct 2007.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Report17 Certification Oct 2007.pdf</a> .
IIIB.1.3	SWACC-Property and Liability Inspection-Report 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/MPC SWACC Inspection report 2007 with status.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/MPC SWACC Inspection report 2007 with status.pdf</a>
IIIB.1.4	SWACC-Property and Liability Inspection-Follow up Audit 2008.	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/MPC SWACC Follow Up Audit 11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/MPC SWACC Follow Up Audit 11-08.pdf</a>
IIIB.1.5	Health and Safety Committee	<a href="http://mympc.mpc.edu/Committees/HealthSafety">http://mympc.mpc.edu/Committees/HealthSafety</a>
IIIB.1.6	Facilities Committee	<a href="http://mympc.mpc.edu/Committees/FacilitiesCommittee">http://mympc.mpc.edu/Committees/FacilitiesCommittee</a>
IIIB.1.7	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IIIB.1.8	Technology Refreshment Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Classroom Equipment Refreshment Guidelines 12-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Classroom Equipment Refreshment Guidelines 12-11-08.pdf</a>
IIIB.1.9	2010-2014 Five Year Construction Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Five Yr Const Plan 2010-14 for 7-2-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Five Yr Const Plan 2010-14 for 7-2-08.pdf</a>
IIIB.1.10	Noel-Levitz Student Satisfaction Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Monterey Peninsula College vs California Comparison - 5-2009.htm">http://www.mpc.edu/information/accreditation/Standard 3B/Monterey Peninsula College vs California Comparison - 5-2009.htm</a>
IIIB.1.11	Action Plan Priorities, 2008-2009	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Action Plan Priorities 2008-2009.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Action Plan Priorities 2008-2009.pdf</a>

## Section 1.a: Effective Utilization of Physical Resources

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

### Description:

Monterey Peninsula College has worked diligently to plan, build, maintain, upgrade, and/or replace its physical resources in a manner that assures effective utilization and continuing quality. With support from state funding and the passage of Measure I, a local bond, the college has been able to significantly improve much of its central campus and prepare to meet the educational needs of other parts of its district.

### Planning

The current plans for facilities started with an update of the Educational Master Plan [IIIB.1.a.1] through the leadership of the Vice President of Academic Affairs with input from advisory groups across campus. The Board of Trustees adopted this plan in 2003. The facility portion has been updated since the adoption of the plan. The Educational Master Plan focuses on the needs of departments and programs in terms of staffing, equipment, and facilities. This plan takes into consideration program and services needs developed through program review. Plans specifically related to facilities include:

- A *Facility Condition Assessment Report* [IIIB.1.a.2] was completed in 2002 as part of a statewide evaluation of community college facilities. The analysis consisted of detailed inspections of the general site (utilities, signage, sidewalks, roads, parking lots, amphitheater, and electrical) and the interior and exterior of each building. An updated facility condition assessment report [IIIB.1.a.3] was completed for MPC in 2004 by a local architectural firm to provide more detailed and current numbers. The reports indicate that the general site and many of MPC's buildings were in need of repair or exceeded their expected lifespan and a campuswide renovation was necessary. The latter report indicated total repair cost assessment of the general site was \$21,783,677 and \$80,894,702 for all buildings.
- An *Educational/Facilities Master Plan* (a.k.a. Space Quantification and Facilities Master Plan) [IIIB.1.a.4] dated January 2004 was approved by the Board of Trustees in February 2004. This comprehensive plan was developed with input from faculty and staff to provide the necessary data and foundation upon which instructional and support service facilities meet the needs of the district. The plan was intended to guide the district to a building/facility program addressing the needs of the college and its campus centers through the year 2020. A Funding Plan [IIIB.1.a.5] was subsequently approved by the Board in June 2004. Taking projects identified in the *Educational/Facilities Master Plan* [IIIB.1.a.4], the funding plan identified a total capital construction budget of \$212 million, based on \$145 million in MPC Bond funds, \$47 million state capital construction funds, and \$17 million in other public and private funding. The plan also provided the timelines for projects and application of matching state funds. The funding plan was again changed in 2008 and updated with the Facility Projects – Current Priority List dated April 9, 2008 [IIIB.1.a.6]. The Current Priority List was developed by the Facilities Committee to accommodate changes in state funding, construction costs, and utilization. The *Educational/Facilities Master Plan* [IIIB.1.a.4] and funding plan [IIIB.1.a.5] represent the district's 12 to 15 year construction program.
- A *Facility Master Plan Implementation* [IIIB.1.a.7] was approved by the Board in March 2004. The implementation plan included organizational and responsibilities charts, including project teams. In order to consider the programmatic needs of programs and services, building project teams are formed to provide input in the initial planning phase of each new building or building renovation project. Each project team includes faculty and classified staff who work within the program impacted. Each project team also includes the selected architect, construction managers, engineers, special consultants if required, and the director of the Facilities Department. Each project team is involved in the planning and design or renovation of the building and assists in the selection of equipment, furniture, and finishes. Project teams serve as the liaison between end users and the designers to ensure the final project meets the needs of the program and services.
- A Physical Master Plan [IIIB.1.a.8] was approved by the Board in October 2005, describing how facilities best support the *Educational Master Plan*. The physical plan provides the district with an overall framework for future development



on campus that will improve access and navigation around campus, strengthen the connections between academic programs, and promote the existing natural environment. The result is a vision for what MPC can become, a concept that will reorganize the campus into a more cohesive whole, enhancing the educational experience of future students.

- An *Education Center Physical Master Plan* [IIIB.1.a.9] was approved by the Board in March 2006 that describes the physical plans for the Education Center sites at Seaside and Marina. The final physical plans for both sites have been altered somewhat from the Master Plan to accommodate changes approved by the Board of Trustees.
- A *Five-Year Construction Plan* [IIIB.1.a.10] is created and approved annually by the Board as required by the California Community College Chancellor's Office. A construction plan is required to be eligible for potential state funding for capital projects.
- A *Five-Year Schedule Maintenance Plan* [IIIB.1.a.11] is created and approved annually by the Board as required by the California Community Colleges Chancellor's Office. The Scheduled Maintenance Plan is required to be eligible for potential state funding for maintenance projects.
- California Environmental Quality Act (CEQA) required plans and declarations were developed and approved by the Board for the *Monterey Physical Master Plan*, the Education Center at Marina and the Public Safety Training Center at Seaside. In addition to the normal environmental concerns that are addressed with a CEQA plan, construction on the Monterey Peninsula requires special planning and mitigation activities. The campus native pines and oaks must be protected and assorted wildlife such as raccoons and Canadian geese must be managed. Mitigation measures for all issues are addressed in these plans.
- Other facility related plans include the following: the *Storm Water Management Plan September 2004* [IIIB.1.a.12], the *Universal Waste Plan May 2006* [IIIB.1.a.13], , *Accessibility Surveys February 2006* [IIIB.1.a.14], and *Fire Alarm Assessment December 2007* [IIIB.1.a.15].

The Proposition 39 Facility Bond Measure I approved in 2002 provides the major source of funding needed to implement the facility plans. The plans developed are consistent with the stated purpose of the bond with the goal of reshaping the campus and other college facilities to best serve the community for the next

50 years. As stated in 2002, the purpose of the bond is to prepare Monterey Peninsula College students for jobs and four-year universities by repairing deteriorating roofs, worn wiring/plumbing, inefficient heating/cooling systems; renovating aging classrooms and labs; repairing/acquiring/constructing/equipping college buildings, library, public safety training facility, sites, science and computer labs; upgrading technology campuswide; and training computer technicians. Bond funds are expended with strict accountability safeguards, including a Citizens Oversight Committee and annual audits.

The district's Facilities Committee (described in section 1 of this standard) works to maintain up-to-date facility plans. The committee meets regularly to review and implement the district's facility plans. To ensure wise decision-making, the Facilities Committee established the following standards in making any recommended alterations to the *Facilities Master Plan* [IIIB.1.a.3]:

- Base decisions on verified data (e.g. assignable square footage, building conditions, and actual dollars available)
- Maximize additional outside funding
- Use state capacity/load guidelines
- Base decisions on district and student needs
- Not build unless it results in substantial improvement
- Establish minimum renovation standards for all buildings
- Consider the needs of each program

These standards have been instrumental in helping the Facilities Committee make wise choices in improving campus facilities in various locations.

### **Ensuring Facilities Needs are Understood and Met**

The college's program review process is used to ensure that programmatic and service needs determine equipment replacement and maintenance. It also serves to evaluate the effectiveness of facilities and equipment in meeting the needs of programs and services. In the last two years, the program review process has incorporated a section on overarching issues, which calls attention to institutional concerns in facilities, human resources, technology needs, etc. These needs are addressed as funds permit.

Resource allocation processes are clearly defined and any budgetary requests must be tied to program review funding or recommendations. All campus departments are involved with budget planning requests which are prioritized through the planning

and resource allocation process [IIIB.1.a.16], which is described in detail in Standard IB. The expenditure of bond funds earmarked for equipment, instructional block grant funds, and technology replacement funds are allocated in the same manner.

Although the process to establish priorities for equipment replacement and maintenance is defined by the planning and resource allocation process, funds to meet equipment needs are not always available. In 2007-2008, budgetary requests (Instructional Equipment – One-Time/Ongoing Funds – Spring 2008) from Academic Affairs alone totaled \$650,791 while funds available were only \$85,280.

### Maintaining Facilities

The Facilities Department has responsibility for the ongoing cleaning and maintenance of all district buildings, grounds, and related utilities systems and equipment at all campus locations. The department is organized into four units or areas of responsibility. These are maintenance, grounds, custodial and shipping and receiving. The department is staffed by a management team of four, which includes a director of facilities and three supervisors who direct 31 facilities associates. The Facilities Department staff have a presence on campus from 6:30 a.m. to 11:30 p.m. Monday through Friday. Weekend and special event support is regularly scheduled.

The staff are guided by the following mission statement:

The mission of the Monterey Peninsula College Facilities Department is to provide a safe and comfortable environment to support the pursuit of academic excellence at Monterey Peninsula Community College District.

The components of this mission include the following:

- Maintenance of the integrity and appearance of the district's buildings, grounds, equipment, and all services by strict adherences to established standards in work practices/processes and materials
- Administration of efficient, high quality, and uninterrupted service distribution of water, power and communications
- Consistent execution of safe, convenient, and efficient transportation services
- Consistent compliance with all safety and environmental health regulations

- Consistent observation and effort applied to the preservation of nature, the environment, and all related practices thereof (recycling, green, solar, etc.)
- Consistent and ongoing facilities replacement/refreshment of all capital assets (buildings, equipment, furniture, athletic fields, pool, tennis courts, marine labs, outdoor training facilities, roads, parking lots, major utilities, other infrastructure, etc.) using local, state, and federal bonds and grants

This mission will be accomplished by a commitment to proactive planning and inspection together with a comprehensive proactive maintenance program.

The department staff are responsible for responding to districtwide requests for service or hazardous condition reports. These requests are usually made by campus email to the "Facilities" collective address. This email is distributed directly to the members of the management team for appropriate and timely response. Requests made by phone are handled quickly and efficiently, as well.

### Evaluation – Standard IIIB.1.a: MPC meets this standard.

The district, within the funding available, plans, builds, maintains, and upgrades or replaces its physical resources in a manner that ensures the effective utilization and the continuing quality necessary to support its programs and services. For example, since the last accreditation self study, the college has made a significant effort to improve parking on campus. Parking on campus has been especially problematic during the onset of fall and spring semesters and particularly so during certain days and times of the week. A traffic engineering study was conducted in 2004 to help the campus plan future implementation of traffic and parking improvements. Since then, improvements made include:

- an increase in the number of available spaces (from 1,345 to the current 1,802)
- improved traffic flow through reconfiguration of parking lots, ingress and egress areas
- implementation of better signage, lighting and accessibility to walkways
- enhanced pick-up and drop-off points with the construction of the new Child Development Center and the reconfiguration of parking lots that serve the Administration, Student Center, and Student Service buildings. Improvement to this

area allowed for the implementation of a bus passenger pick-up and drop-off at the heart of campus for the first time in spring 2009.

- additional bicycle racks. These were obtained through a grant from the local TAMC (Transportation Agency of Monterey County).

The impact of class scheduling practices is also being reviewed to spread out the need for parking and better utilize facilities in general.

The district has detailed plans for capital construction that provide direction to the district for the next 10 to 15 years [IIIB.1.a.6]. The organizational structure for construction projects requires each project to have a building project team that includes faculty and staff who work within the respective programs. Project teams are intimately involved in the design phase of projects, which helps ensure programmatic needs are met.

The Facilities Committee reviews facility plans and works to ensure facility plans are up-to-date, realistic, and supportive of programs and services. This committee is made up of a diverse group of campus representatives, the composition of which includes the vice presidents (Administrative Services, Student Services, and Academic Affairs), the Director of Facilities, five faculty members appointed by the Academic Senate, one classified employee, and one student appointed by the Associated Students of Monterey Peninsula College. The ongoing planning and review process allows the district to maintain flexibility in working with the state's changing economic status (i.e., state community college capital construction funding program, changing costs for construction, and needs of the campus).

Since 2002, the district has raised over \$175 million to implement its facility plans. A local Proposition 39 Facility Bond, Measure I, [IIIB.1.a.17] for \$145 million to build and upgrade facilities was passed in November 2002. Also since 2002, the district has received over \$26.8 million from state capital outlay funding. In addition, the college contracted with Siemens Corporation to complete a \$2.8 million campuswide energy conservation program where all buildings were retrofitted with energy conserving light bulbs, ballasts, and automatic controls. New heating and ventilation system controls were installed for further conservation. Utility cost savings over the next seven years will be used to pay Siemens Corporation for the system upgrades. Other sources providing funding for facilities and equipment include the college general

fund, state provided scheduled maintenance money, instructional equipment block grants, donations, and other grants.

The culmination of these processes has led to an impressive list of completed projects, equipment upgrades and a significant improvement to the campus as a whole. These planning processes have allowed the college to produce an outstanding list of physical resource improvements. The following projects have been completed since 2002:

- Telephone system
- New Facilities building
- HVAC repairs
- Infrastructure/parking-phase I and II
- Child Development Center building
- Lecture Forum renovation
- Social Science building seismic renovation
- PE field, Track and Fitness building
- Library and Technology Center
- Roof replacements
- New Administration/Old Library building renovation
- Gym floor/seismic renovation
- New lecture classroom furniture campuswide
- Gymnasium bleacher renovation
- Family and Consumer Science building renovation

The following projects are currently in process:

- Automotive Technology building
- Education Center building at Marina
- Furniture and equipment
- Public Safety Training Center at Seaside renovation
- Student Services building
- Swing space/interim housing
- Infrastructure/parking-phase III
- Student Center renovation, infrastructure-phase III.

The following projects are planned:

- Nursing building roof replacement
- Gym/locker room renovation-PE phase II



- Pool/tennis courts renovation
- Humanities/Business-Humanities/Student Services building renovation
- Math/Science building renovation (Life Science, Physical Science, and Business Computer Science)
- Art Studio/Art Ceramics/Art Dimensional/International Center/Drafting building renovation
- Public Safety Training Center – Parker Flats
- Theater renovation
- Music building renovation

The Facilities Department staff strive to provide the best service possible within the constraints of their staffing and funding limitations. In their 2008-2009 program review [IIIB.1.a.18], the department noted several areas of concern for improvement including staffing, supplies, equipment, and funding for preventive maintenance. The program review is timely in light of the completed and future bond projects which have resulted in additional building square footage on the Monterey campus and at the new Education Center at Marina. The department submits annual action plan requests to address these needs through the planning and resource allocation process.

**Plan – Standard IIIB.1.a:**

None

Standard IIIB: Physical Resources

**Evidence:**

Reference	Document	Link
IIIB.1.a.1	Educational Master Plan 2003	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/mpc educational master plan 2003.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/mpc educational master plan 2003.pdf</a>
IIIB.1.a.2	Facilities Condition Assessment Report 2002	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Facility Conditions Assessment Report, Wald Ruhke Dost, October 28, 2002.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Facility Conditions Assessment Report, Wald Ruhke Dost, October 28, 2002.pdf</a>
IIIB.1.a.3	Facility Condition Assessment Report 2004	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Facility Conditions Assessment Report, Wald Ruhke Dost, October 29, 2004.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Facility Conditions Assessment Report, Wald Ruhke Dost, October 29, 2004.pdf</a>
IIIB.1.a.4	Educational/Facilities Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/MPCEducationalAndFacilitiesMasterPlan.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/MPCEducationalAndFacilitiesMasterPlan.pdf</a>
IIIB.1.a.5	Funding Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Maas Funding Plan Board Report June 16 2004.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Maas Funding Plan Board Report June 16 2004.pdf</a>
IIIB.1.a.6	Facility Projects Priority list, April 9, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Facility Projects Priorities- CC and Brd approved 4-2008.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Facility Projects Priorities- CC and Brd approved 4-2008.pdf</a>
IIIB.1.a.7	Facility Master Plan Implementation	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Master Plan Implementation Approval.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Master Plan Implementation Approval.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3B/Attachment B -Bond Management Org.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Attachment B -Bond Management Org.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3B/Attachment A -Flow chart Bond Mgmt Implementation Chart.vsd">http://www.mpc.edu/information/accreditation/Standard 3B/Attachment A -Flow chart Bond Mgmt Implementation Chart.vsd</a>
Facility Master Plan Implementation IIIB.1.a.8	Physical Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/MPCOctoberPMP.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/MPCOctoberPMP.pdf</a>
IIIB.1.a.9	Education Center Physical Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Physical Master Plan 3-14-06.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Physical Master Plan 3-14-06.pdf</a>
IIIB.1.a.10	Five-Year Construction Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Five Yr Const Plan 2010-14 for 7-2-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Five Yr Const Plan 2010-14 for 7-2-08.pdf</a>
IIIB.1.a.11	Five-Year Scheduled Maintenance Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Five Year Scheduled Mntnce 2009-10.PDF">http://www.mpc.edu/information/accreditation/Standard 3B/Five Year Scheduled Mntnce 2009-10.PDF</a>
IIIB.1.a.12	Storm Water Management Plan, Sept. 2004	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Storm Water Management, September 24, 2004.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Storm Water Management, September 24, 2004.pdf</a>
IIIB.1.a.13	Universal Waste Plan-May2006	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Universal Waste Plan, May, 2006.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Universal Waste Plan, May, 2006.pdf</a>
IIIB.1.a.14	Accessibility Surveys, February 2006	This document consists of 2 binders for a total of 1,400 pages and is available within the hardcopy evidence files.
IIIB.1.a.15	Fire Alarm Assessment	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Fire Alarm Assessment 11.13.06.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Fire Alarm Assessment 11.13.06.pdf</a>
IIIB.1.a.16	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>

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<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIIB.1.a.17	Prop. 39 Bond Measure I	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Bond Measure I Ballot and Proposition, November 5, 2002.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Bond Measure I Ballot and Proposition, November 5, 2002.pdf</a>
IIIB.1.a.18	Facilities Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Facilities Program Review-entire doc 2009-10.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Facilities Program Review-entire doc 2009-10.pdf</a>

## Section 1.b: Safe and Healthy Learning and Working Environments

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment.

### Description:

Monterey Peninsula College takes seriously its obligation to provide safe, accessible facilities at all locations it offers instruction, as well as to provide a healthy environment for students and faculty/staff members as witnessed by the mission statement of the Facilities Department. The college has multiple ongoing processes to help identify safety, accessibility, and security issues and respond to them appropriately.

### Safety and Accessibility

The college conducts annual State-Wide Association of Community Colleges (SWACC) [IIIB.1.b.1] property and liability safety surveys which inspect all building and premises for unsafe conditions. The Facilities Department has primary responsibility for responding to issues raised and mitigating the concerns. Facilities staff members are charged with reporting unsafe conditions as they arise and are trained to identify possible safety issues. Training has included back injury prevention; eye protection; driving safety; chemical safety spills and leaks; ladder safety; blood borne pathogens; and slips, trips, and falls. Campus security staff also have responsibility for identifying and reporting unsafe conditions. The district's Health and Safety Committee [IIIB.1.b.2] reviews reports of unsafe or hazardous conditions and makes recommendations to the Vice President of Administrative Services for remedial action.

A comparative analysis prepared by Keenan and Associates of workers' compensation claims for fiscal years 2005-2006, 2006-2007, and 2007-2008 indicates slip/fall claims make up the highest percentage of frequency claims (28 percent) for the district. Many of the potential hazards have recently been addressed with the sidewalk construction being part of the campus infrastructure project.

As part of its effort to ensure accessibility to all campus facilities, the college hired a consultant to conduct an extensive accessibility study in 2005 [IIIB.1.b.3] to ensure compliance with the Americans with Disabilities Act (ADA). As a result of this survey, the college has methodologies and assurances in place to provide

access to programs, services, and activities. The college has completed and is currently implementing an Americans with Disabilities Act (ADA) transition/barrier removal plan, in accordance with Title II of the ADA, that identifies any possible barriers for program accessibility. The ADA implementation plan projects a schedule for barrier removal. The plan includes federal accessibility standards ADA Accessibility Guidelines (ADAAG) and state accessibility standards (Title 24 of the California Building Code) [IIIB.1.b.4] and has applied the standard (federal or state) that provides for greater level of accessibility. The plan also includes identified safety items. The college has committed to allocating funds and has procedures in place for ongoing efforts for barrier removal.

### Security

The college has in place a campus Security Department whose stated mission is to provide for the safety of students, college employees, and visitors to the campus and for the security of real and personal property of the district.

The Security Department is not a primary law enforcement agency; rather it is a security unit assigned the mission of minimizing injury, fear, anxiety, or hazards to life or health, and for protecting district and personal property from vandalism, fire, theft, and other hazards. The campus falls under the jurisdiction of the Monterey Police Department, which is responsible for enforcement of laws. The campus Security Department provides a presence and serves to be the eyes and ears (observe and report) during official business hours. It functions as the liaison with local law enforcement agencies by reporting incidents to the proper authorities, providing a visible presence to deter theft, accommodating orderly flow of traffic and parking, assisting in the enforcement of the college's policies, and consistently reporting campus crime statistics and safety issues (lights out, slip/trip hazards, road and vehicle hazards, etc.).

All security staff are supplied with cell phones for communication. The existing security phone number is either staffed, or calls are forwarded from this phone to the cell phone of the person on duty. Security staff make daily visits to the MPC Education Center at Marina and the Public Safety Training Center at Seaside. In addition, trained staff members are on site at the Public Safety Training Center at Seaside.

Campus security also supervises the operation of campus tram services, which provide transportation throughout the campus and parking lots for students and staff with mobility issues. Tram

operators expand the eyes and ears of campus security staff particularly in parking areas. All tram drivers are issued radios to enhance communication.

In compliance with the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act, Monterey Peninsula College reports this information to the Office of Postsecondary Education Campus Security Statistics Website in cooperation with the U.S. Department of Education [IIIB.1.b.5]

<b>Criminal Offenses – On Campus</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Murder/Non/negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Sex Offenses – Forcible	0	0	0
Sex Offenses – Non-forcible	0	0	2
Robbery	0	0	0
Aggravated Assault	1	2	0
Burglary	8	8	4
Motor Vehicle Theft	2	1	2
Arson	0	0	0

<b>Criminal Offenses – Public Property</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
(Crimes reported within a one mile radius of the campus including public parks.)			
Murder/Non/negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Sex Offenses – Forcible	1	1	1
Sex Offenses – Non-forcible	0	0	0
Robbery	0	1	2
Aggravated Assault	2	7	2
Burglary	8	0	0
Motor Vehicle Theft	0	6	3
Arson	0	0	0

<b>Parking Citations</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>
Total	4,217	3,425	4,962

The campus Security Department has been instrumental in developing the campus emergency preparedness plan to address procedures to be followed in the event of an emergency [IIIB.1.b.6]. The plan utilizes the incident command structure, and campuswide training has been conducted with all faculty, staff, and administrators responsible for various areas of campus. The Security Department reviews the emergency action guide, which is distributed and posted in all campus buildings. The college has recently installed a campuswide emergency notification system (comprised of a base station controlling interior and exterior speakers of the public address system) which allows immediate communication to all parts of a large campus. The existing Cisco phone system and campus network are also used to enhance emergency notification and communication.

In 2006, Alfa Tech Cambridge Group (ATCG) performed a fire alarm system survey of the MPC campus [IIIB.1.b.7]. ATCG found most of the campus to be code compliant, but recommended that all buildings upgrade to a code compliant fire alarm system. The installation of addressable fire alarm systems and a centralized reporting system would offer better communication, greater flexibility, increased longevity, and quicker response by the city fire department to the actual fire origin. Fire alarms in each building are being addressed when the building is renovated.

The college has in place a plan for dealing with hazardous waste [IIIB.1.b.8]. The college generates hazardous waste, universal waste, and recyclable wastes from instructional and support activities [IIIB.1.b.9]. Examples of these are oil or antifreeze from the Automotive Technology Department or chemical waste from instructional experiments in the Chemistry Department. These wastes are managed in conformance with federal, state, county, and local regulations. Hazardous waste handling, control, and disposal is managed and supervised by the safety program coordinator from the Northern California Community College Pool (NCCCP). The college is defined as a small quantity generator of hazardous waste requiring waste pick-up twice per year. The safety program coordinator works with and trains college staff to ensure hazardous materials are stored, handled and disposed of in accordance with safety standards. The safety program coordinator is also responsible for filing required documents with appropriate agencies.

Waste generated day to day at the college may be recycled, treated, or disposed of based on the nature of the waste. This function is managed by the Facilities Department including some hazardous waste such as florescent lights, batteries, and latex paint. Facilities staff are responsible for filing annual state agency waste management reports. The college has received a commendation for the efficient means it has in place for handling waste and its efforts in recycling.

### **Evaluation – Standard IIB.1.b: MPC meets this standard.**

MPC's physical resources are constructed and maintained to provide accessible, safe, secure, and healthy learning and working environments. Evidence demonstrates that the college has made strong efforts to ensure accessibility by funding new construction, renovation, and maintenance projects. Safety, security, and health conditions have received considerable attention through campuswide processes and by all responsible district parties. Since 2002, the college has made considerable improvements relevant to access, safety, and health; future plans and projects will address remaining issues.

As a result of the Americans with Disabilities Act (ADA) survey, many accessibility issues have been addressed since the last accreditation report. Among these are:

- installation of automatic doors at several locations
- improvement to accessible parking
- improvements to existing sidewalks and removal of trip hazards
- improved campus outdoor lighting on sidewalks and in parking lots
- improvements in campus restrooms to address accessibility issues
- improvement to campus furniture including accessible desks

The utilization of bond funds has allowed the college to address many accessibility and safety matters. All construction projects, including those at center sites, are designed to meet federal, state, and local code requirements for safety and accessibility. All construction project plans are submitted to the Department of State Architect for fire, life, safety, access, and structure review. Removal of existing hazardous materials is included in building and remodeling plans. In addition, all community college construction projects are mandated to be reviewed by an Inspector of Record (IOR) who is certified through DSA.

The following campus projects have met review standards and are now completed:

- community stadium, football, soccer and softball field project
- New Fitness Center/Pool building including PE area elevator now under construction
- remodel of Social Science building including seismic upgrade and ADA compliant restrooms
- remodel of Lecture Forum, lecture halls and ADA compliant restrooms
- Gymnasium renovation including seismic upgrade and ADA compliant restrooms
- new Child Development Center
- new ADA accessible sidewalk and ramp at the baseball field
- new bridge construction near Lecture Forum, including ADA compliant access
- new campus promenade, which is ADA compliant and serves as emergency vehicle access
- new upper campus bus stop
- new and renovated parking lots

State review is also applicable to facilities at off campus sites. The following projects have been completed or are currently in progress:

- installation of modular buildings at the Education Center at Marina including construction of parking and accessible walkways
- installation of modular buildings at the Public Safety Training Center at Seaside
- remodel of two buildings at the Public Safety Training Center at Seaside

Responses to the 2008 Accreditation Faculty and Staff Survey questions related to feeling safe on campus show 98.6 percent of the respondents strongly agree or somewhat agree that they feel safe on campus during the day, and 74.9 percent of the respondents strongly agree or somewhat agree that they feel safe on campus at night.

The results from the Noel-Levitz Student Satisfaction Inventory (SSI) are mixed. Students feel that a campus that is "safe and secure for all students" is very important (importance rating of 6.32

out of 7), but students' level of satisfaction with this item on this item is only 5.05 out of 7. It is interesting to note that very few criminal offenses occur on campus; steps have been taken to improve campus lighting, walkways, and facilities; and security personnel respond quickly to safety-related issues.

**Plan – Standard IIIB.1.b:**

None

**Evidence:**

Reference	Document	Link
IIIB.1.b.1	SWACC-Property and Liability Inspection- Follow up Audit 2008.	<a href="http://www.mpc.edu/information/accreditation/Standard%203B/MPC%20SWACC%20Follow%20Up%20Audit%2011-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/MPC SWACC Follow Up Audit 11-08.pdf</a>
IIIB.1.b.2	Health and Safety Committee	<a href="http://mympc.mpc.edu/Committees/HealthSafety">http://mympc.mpc.edu/Committees/HealthSafety</a>
IIIB.1.b.3	Accessibility Surveys, February 2006	This document consists of 2 binders for a total of 1,400 pages and is available within the hardcopy evidence files.
IIIB.1.b.4	Title 24 of the California Building Code	<a href="http://www.dsa.dgs.ca.gov/Code/default.htm">http://www.dsa.dgs.ca.gov/Code/default.htm</a>
IIIB.1.b.5	Campus Crime Statistics Data	<a href="http://www.ope.ed.gov/security/InstList.aspx">http://www.ope.ed.gov/security/InstList.aspx</a>
IIIB.1.b.6	Emergency Preparedness Plan	<a href="http://www.mpc.edu/information/accreditation/Standard%203B/Emergency%20Preparedness%20Plan%20(2).pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Emergency Preparedness Plan (2).pdf</a>
IIIB.1.b.7	Fire Alarm Assessment	<a href="http://www.mpc.edu/information/accreditation/Standard%203B/Fire%20Alarm%20Assessment%2011.13.06.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Fire Alarm Assessment 11.13.06.pdf</a>
IIIB.1.b.8	Hazardous Materials Business Plan	<a href="http://www.mpc.edu/information/accreditation/Standard%203B/Haz%20Mat%20Bus%20Plan.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Haz Mat Bus Plan.pdf</a>
IIIB.1.b.9	Hazardous Materials Inventory	<a href="http://www.mpc.edu/information/accreditation/Standard%203B/Haz%20Mat%20Inventory%20Jan-Dec%202009.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Haz Mat Inventory Jan-Dec 2009.pdf</a>



## Section 2: Planning and Evaluating Facilities and Equipment

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis taking utilization and other relevant data into account.

### Description:

#### Physical Resources Evaluation

The college evaluates the sufficiency of its physical resources by means of several institutional processes. The current plans for facilities started with an update of the *Educational Master Plan* in 2003 [IIIB.2.1], which focuses on the needs of departments and programs in terms of staffing, equipment, and facilities. The *Educational Master Plan* takes into consideration program and services needs developed through program review and includes planning for new facilities in Marina and Seaside. Community needs assessments have been conducted to determine what kinds of courses people in the service area desire. The most recent community needs assessment examined interest in courses at both the Monterey campus and at the Education Center at Marina [IIIB.2.2]. The *Educational/Facilities Master Plan* [IIIB.2.3], adopted in 2004, provides the necessary data and foundation upon which facilities needs of the district are determined. The data provided includes student demographics, faculty and staff needs, and space/facility requirements for the current and projected instructional programs and for student support services.

The district has completed two evaluations of its facilities: one in 2002 [IIIB.2.4] as part of a statewide evaluation of community college facilities assessment, and a second in 2004 [IIIB.2.5] conducted by a local architectural firm (described in section 1.a of this Standard). Both facility condition analyses consisted of detailed inspections of the general site (utilities, signage, sidewalks, roads, parking lots, amphitheater, and electrical) and the interior and exterior of each building. The reports indicated repairs needed to both the general site and the district's current buildings. The latter report indicated total repair cost assessment of the general site was \$21,783,677 and \$80,894,702 for all buildings.

One of the major considerations in all college facility planning is capacity load ratios. In general, this is a measure of the capacity of the college facilities in relation to the weekly student contact hours (WSCH) that the college generates. According to

state formulas, Monterey Peninsula College has excess capacity (see Standard 1 EVALUATION). Hence, whenever the college submits a project to the state for funding (Initial Project Proposal or Final Project Proposal), this excess capacity has been taken into account. When the state juries projects, each project is assigned points in order to rank projects submitted by different colleges. A portion of the points awarded to certain projects is based on the capacity load ratio. So it is in the college's best interest to consider capacity load ratios when projects are submitted. In more general terms, reducing the amount of space on campus in relation to WSCH results in reduced costs for maintenance and repair for the college overall.

**Facilities Evaluation.** The Facilities Committee has the task of continually evaluating facility plans and recommending modifications to anticipate and accommodate changes. This broad-base campus committee has committed to specific criteria for decision making including basing "decisions on district student needs" and taking "program needs into consideration." Facility plans are fluid, because of the time span they cover (12-15 years) and because of escalating construction costs, changes in state funding assumptions, and other changing conditions.

The Facilities Committee is currently revising the scope of all remaining proposed projects, since the college anticipates a reduction in state matching funds. The following Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) have been submitted to the state for potential matching funding:

- Music/Theater
- Math/Physical Science/Life Science/Business
- Humanities/Business (including Humanities, Business-Humanities, and the old Student Services building)
- Public Safety at Parker Flats, Ft. Ord
- Gymnasium
- Art Studio/Art Ceramics/Art Dimensional/Drafting/International Center

The Math/Physical Science/Life Science/Business and the Humanities-Business/old Student Services FPP were both approved by the California Community College Board of Governors for 50 percent funding by the state, dependent on the passage of a state bond in fall 2008; however, due to changes in the economy, the state bond was not placed on the November 2008 ballot. The



next possible date for such a bond is fall 2010, which also may or may not be approved.

**Technology Evaluation.** The district has a Technology Refreshment Plan [IIIB.2.6] (described in more detail in Standard IIIC – Technology Resources) that is maintained by the Dean of Technology. The plan is developed with input from the Technology Committee and the various advisory groups, as the college recognizes that technology quickly becomes outdated. The district transfers \$250,000 annually from the unrestricted general fund year end balance (when possible) to the capital outlay fund to fund the technology refreshment plan. The district has accomplished this goal for six of the last seven years.

To ensure that the college recognizes and supports its facilities and equipment needs, all areas of the college undergo program review on a consistent basis. The program review process encourages all participants to analyze their needs in respect to facilities, equipment, and staffing, and make recommendations for improvement. All program reviews are then used as the foundation for action plans, the means by which the college determines needs and resource allocation. For more information regarding MPC's planning and resource allocation process, please see the introduction to Standard IB.

**Evaluation – Standard IIIB.2: MPC meets this standard.**

The college evaluates its facilities and equipment on a regular basis to ensure that programs and services are well supported. Original facility plans were developed based on facility conditions identified in the Facility Condition Analysis completed in 2002 and again in 2004. The Educational/ Facilities Master Plan [IIIB.2.3], adopted in 2004, includes analysis of the district's internal and external environment and enrollment growth projected in programs. A Five-Year Construction Plan [IIIB.2.7] is completed annually, which indicates current utilization of facilities and provides the space/facility requirements (capacity load ratios) for the current and projected needs based on weekly student contact hours. A Five-Year Scheduled Maintenance Plan [IIIB.2.8] is completed annually indicating the current and projected maintenance needs for facilities of the district.

The district's Facilities Committee meets regularly and works diligently to make modifications to facility plans to anticipate and accommodate changes and keep facility plans current. The committee utilizes state capacity load ratios in its analysis. Because of the district's current capacity load ratios, the committee works to

keep the total assigned square footage of any remodel or renovation at the same total amount as in the existing buildings and attempts to reduce it when possible. Examples of changes recommended by the Facilities Committee to the Facilities Master Plan to reduce the college's total amount of assigned square footage and help address the excess capacity issue include the demolition of the Business- Humanities (BH) building and possibly the Drafting or International Center building.

A significant factor affecting Facilities Committee decision-making is the availability of state funding. A statewide school construction bond was not presented to the voters in 2008, and the current economic outlook might also preclude a state bond in 2010. Based on this probable future delay in state funds and the immediate needs of the district, the committee is currently working on how to scale back projects and complete them without state funding. The Facilities Committee is looking at possibly removing additional square footage, which will improve its capacity load ratio and reduce future renovation costs and on-going operating expenses. Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) requesting state funding, the Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, and Space Inventory List are updated annually to reflect changes.

**Plan – Standard IIIB.2:**

None

## Standard IIIB: Physical Resources

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### Evidence:

Reference	Document	Link
IIIB.2.1	Educational Master Plan 2003	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/mpc educational master plan 2003.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/mpc educational master plan 2003.pdf</a>
IIIB.2.2	Community Demographics on Institutional Research homepage of MPC website	<a href="http://www.mpc.edu/institutionalresearch">http://www.mpc.edu/institutionalresearch</a>
IIIB.2.3	Educational/Facilities Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/MPCEducationalAndFacilitiesMasterPlan.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/MPCEducationalAndFacilitiesMasterPlan.pdf</a>
IIIB.2.4	Facility Condition Assessment Report 2002	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Facility Conditions Assessment Report, Wald Ruhke Dost, October 28, 2002.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Facility Conditions Assessment Report, Wald Ruhke Dost, October 28, 2002.pdf</a>
IIIB.2.5	Facility Condition Assessment Report 2004	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Facility Conditions Assessment Report, Wald Ruhke Dost, October 29, 2004.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Facility Conditions Assessment Report, Wald Ruhke Dost, October 29, 2004.pdf</a>
IIIB.2.6	Technology Refreshment Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Classroom Equipment Refreshment Guidelines 12-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Classroom Equipment Refreshment Guidelines 12-11-08.pdf</a>
IIIB.2.7	Five-Year Construction Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Five Yr Const Plan 2010-14 for 7-2-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Five Yr Const Plan 2010-14 for 7-2-08.pdf</a>
IIIB.2.8	Five-Year Scheduled Maintenance Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Five Year Scheduled Mntnce 2009-10.PDF">http://www.mpc.edu/information/accreditation/Standard 3B/Five Year Scheduled Mntnce 2009-10.PDF</a>

## Section 2.a: Facilities, Budgets, and Institutional Goals

Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities.

### Description:

The district's facility plans have always supported institutional goals. Current facility plans have been developed to support the following 2004-2010 institutional long-term goals [IIIB.2.a.1].

- Collaboratively plan and establish a satellite campus at Fort Ord with up to 2,000 FTES, including student support and administrative services, as well as a Public Safety Training Center.
- Leverage bond funding and other college resources to best ensure the completion of the college's highest priority facility, infrastructure and equipment needs, based on the educational program needs described in the Educational Master Plan [IIIB.2.a.2].

Facility plans also support the following updated 2007-2010 institutional goals:

- Provide educational programs and services in Seaside and Marina that meet community needs.
- Maintain and improve district facilities.

District facility plans identify budgets for the cost of major renovations and new construction. These costs are covered primarily by the Measure I bond and state construction funds. The majority of projects do not add new facilities; however, where additional square footage is being added, the increased operating costs will be incrementally worked into future budgets through the established college planning and resource allocation process [IIIB.2.a.3] to coincide with increased enrollments and corresponding increases in apportionment funding.

### Evaluation – Standard IIIB.2.a: MPC meets this standard.

District long range planning for facilities supports institutional improvement goals and considers the total cost of ownership of new facilities.

Facility plans described in Section IIIB.1.a directly support the institutional goal to “maintain and improve district facilities” and to “leverage bond funding and other college resources to best ensure the completion of the college's highest priority facility,

infrastructure and equipment needs...” The Education Center Physical Master Plan dated March 14, 2006 [IIIB.2.a.4] identifies both the facility and the on-going support functions that would be needed at the facilities to accomplish the institutional goal to “collaboratively plan and establish a satellite campus at Fort Ord... as well as a Public Safety Training Center.”

The district's Facilities Committee meets regularly to re-evaluate plans and looks at current and projected program needs, room usage, projections of the total cost of ownership, and other relevant data when making decisions for all facilities. According to the data and state formulas, MPC has excess capacity (refer to Section IIIB.1). This excess capacity is taken into consideration in all facility planning proposals. In general, on campus projects are planned not to exceed existing assigned square footage, and in some cases, antiquated buildings are proposed for demolition to reduce the college's total amount of assigned square footage and help address the excess capacity issue and costs (utilities, cleaning, maintenance, etc.) associated with maintaining the underutilized facilities.

As indicated in the description above, increased operating costs will be incrementally worked into future budgets through the established college planning and resource allocation process. Using this process, two additional custodians and one additional grounds keeper were approved in the district's 2008-2009 final budget, and an additional custodian was later approved in November 2008. The district is also working to increase ongoing state funds received for the Education Center to help with increased operating costs for the Center. The district's Education Center is currently a “grandfathered center” that is funded at the rate of \$276,795 (2008-2009). The district is working to have the center be approved by the state California Post Secondary Education Commission (CPEC) which, among other things, will increase annual funding to \$1,107,182. The additional funding would allow significant additional support and increased ongoing costs for the center.

### Plan – Standard IIIB.2.a:

None

## Standard IIIB: Physical Resources

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### Evidence:

Reference	Document	Link
IIIB.2.a.1	Long Term Institutional goals 2007-2010	<a href="http://www.mpc.edu/information/accreditation/Standard%203B/Institutional%20Goals%202007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Institutional Goals 2007-10.pdf</a>
IIIB.2.a.2	Educational Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard%203B/mpc%20educational%20master%20plan%202003.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/mpc educational master plan 2003.pdf</a>
IIIB.2.a.3	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard%203B/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IIIB.2.a.4	Education Center Physical Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard%203B/Physical%20Master%20Plan%203-14-06.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Physical Master Plan 3-14-06.pdf</a>

## Section 2.b: Integrated Planning

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.

### Description:

The district's *2004 Educational/Facilities Master Plan* [IIIB.2.b.1] was developed using the *2003 Educational Master Plan* [IIIB.2.b.2] as a foundation. The current plans for facilities started with an update of the *Educational Master Plan* which focuses on the needs of departments and programs in terms of staffing equipment and facilities. The *Educational Master Plan* takes into consideration program and services needs developed through program review.

The *Facilities Master Plan* provides the necessary data and basis upon which instructional and support service facilities meet the needs of the district. A significant portion of the *Educational/Facilities Master Plan* is devoted to identifying the needs of programs and services and projecting future needs. In 2005, MPC developed and adopted the *Physical Master Plan* [IIIB.2.b.3] describing how facilities best support the Educational Master Plan. Likewise, a significant portion of the *2006 Education Center Physical Master Plan* [IIIB.2.b.4] is devoted to identifying the needs of programs and services and projecting future needs.

The district's Facilities Committee works to maintain up-to-date facility plans. The Committee established standards in making any recommended alterations to the *Facilities Master Plan* including basing decisions on verified data (e.g. assignable square footage, building conditions, and actual dollars available), facility utilization, and basing decisions on district and student needs. The committee assesses the use of facilities using the state capacity load ratios and reviewing actual utilization of individual rooms and buildings.

The district's Facilities Committee is a subcommittee of the College Council. Recommendations of the Committee are made to the College Council. The College Council follows the planning and resource allocation process in deliberations on recommendations.

### Evaluation – Standard IIIB.2.b: MPC meets this standard.

The district's planning process for construction, remodeling, and repairing buildings and infrastructure is integrated with institutional planning. As indicated in the Description above, the 2003 Educational Master Plan [IIIB.2.b.2] is the foundation for facility plans. The 2004 Educational/Facilities Master Plan is actually a combined educational and facility plan. The plan quantifies the needs of programs and services and lays out the plans for facilities to accommodate the needs. In the campuswide survey of all administrators/supervisors, faculty, and classified staff, 57 percent of the respondents indicated they either "strongly agree" or "somewhat agree" that facilities planning is adequate and linked to other institutional planning and evaluation efforts.

The Facilities Committee has worked with staff involved in planning to continually reassess plans for facilities, to ensure the most effective use of resources, and make changes as needed. The Five-Year Construction Plan [IIIB.2.b.5] provides an analysis of cap/load ratios which the district uses to improve utilization. Based on assessments of facility usage (capacity load ratios and actual use of buildings), the Facilities Committee has recommended a number of significant changes to the 2004 Facilities Master Plan. The following changes were recommended:

- The removal (demolition) of the Business/Humanities building.
- Abandon plans for a new math building, and instead improve capacity load ratios and meet the Math Department's space needs by moving Math classrooms and offices to the bottom floor of the Business and Computer Science building. This plan includes creating lab space in the bottom floor of the Business and Computer Science building as well.

These changes were approved by the College Council and Board in March 2008 and are reflected in the Facility Projects – Current Priorities list dated April 9, 2008 [IIIB.2.b.6]. As of this writing, the Facilities Committee is looking at additional revisions to better utilize facilities and speed up the timeline for improvements.

### Plan – Standard IIIB.2.b:

None

## Standard IIIB: Physical Resources

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### Evidence:

Reference	Document	Link
IIIB.2.b.1	Educational/Facilities Master Plan 2004	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/MPCEducationalAndFacilitiesMasterPlan.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/MPCEducationalAndFacilitiesMasterPlan.pdf</a>
IIIB.2.b.2	Educational Master Plan 2003	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/mpc educational master plan 2003.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/mpc educational master plan 2003.pdf</a>
IIIB.2.b.3	Physical Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/MPCOctoberPMP.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/MPCOctoberPMP.pdf</a>
IIIB.2.b.4	Educational/Facilities Master Plan 2004	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/MPCEducationalAndFacilitiesMasterPlan.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/MPCEducationalAndFacilitiesMasterPlan.pdf</a>
IIIB.2.b.5	The Five-Year Construction Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Five Yr Const Plan 2010-14 for 7-2-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Five Yr Const Plan 2010-14 for 7-2-08.pdf</a>
IIIB.2.b.6	Facility Projects Priority list, April 9, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 3B/Facility Projects Priorities- CC and Brd approved 4-2008.pdf">http://www.mpc.edu/information/accreditation/Standard 3B/Facility Projects Priorities- CC and Brd approved 4-2008.pdf</a>

# Monterey Peninsula College Institutional Self Study Report

## Standard IIIC: Technology Resources







## Standard III C: Technology Resources

### List of Contributors

<b>Dr. Sharon Colton, Co-Chair</b>	<b>Dean</b>	<b>Information Technology and Media Services</b>
Tom Rebold, Co-Chair	Instructor	CSIS/Engineering
Lavester Boykin	Network Engineer	Information Technology
Dr. Gail Fail	Division Chair/Instructor	Life Sciences/Biology
John J. Kalina III	Network Engineer	Information Technology
Lynn Noell	Manager	Information Technology
Kim Panis	Network Engineer	Information Technology
George Reed	Media Technician	Audio-Visual Services
Linda Sasaki	PC Technician	Information Technology
Helmut Schonwalder	PC Technician	Information Technology
Dr. Randy Smith	Instructor	Business Skills Center
Bruce Wilder	Instructional Technology Specialist	Information Technology

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.

## Standard IIIC: Introduction

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

### Description:

Monterey Peninsula College is committed to providing students, faculty, and staff with stable, effective technology as a means of supporting student learning programs and services. To fulfill its commitment, the college ensures appropriate oversight of its technology resources and makes use of a comprehensive process of planning, resource allocation, implementation, support, and evaluation.

Three groups are responsible for overseeing MPC's technology resources: Information Technology (IT) personnel, Media Services (MS) personnel, and campus lab technicians.

### Information Technology is responsible for:

- network services
- administrative systems
- custom programming
- server clusters in the Data Center
- desktop computing
- website services
- telephony services: VOIP (digital phone system) , analog phones and faxes, campus cell phones, and all FCC radio licenses
- Student records system
- Faculty, staff, and student technology training
- help desk

### Media Services is responsible for:

- maintenance and support of classroom technology
- Instructional Technology lab and services
- audiovisual services
- faculty, staff, and student technology training
- iLearn@MPC (Moodle online course management system) support

**Campus lab technicians** are responsible for the technology and laboratory resources in their respective academic area with additional support from IT and Media Services. They are also responsible for training students, faculty, and staff in the use of the technology resources in their area of responsibility. Many of these services and their support personnel overlap; their efforts are coordinated during weekly meetings.

Planning is critical to ensure that the college's technological needs are continuously met. Technology needs are considered in virtually all planning documents, including program reviews, the Facilities Master Plan, the Educational Master Plan, and the Technology Plan. Technology planning is integrated with institutional planning; the college's planning and resource allocation process [IIIC.1] ensures that technology needs are understood, and measures are taken to acquire, upgrade, or replace technology as needs arise.

Evaluation – Standard IIIC: MPC meets the standard.

As fully described in the following sections, Monterey Peninsula College meets the standard by providing support for student learning programs and services, by improving institutional effectiveness, and by integrating technology planning with institutional planning.

### Evidence:

Reference	Document	Link
IIIC.1	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>

## Section 1: Meeting Needs

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

### Description:

The overall mission of campus technology resources is to support student learning and the instructional and administrative needs of faculty and staff.

### Supporting Teaching and Student Learning

The institution has supported student learning by funding additional “smart” classrooms, computer labs for student use, and a large number of library computers for student and community use. Currently approximately 914 computers are available for student use. Smart classroom equipment includes one or more projectors and screens, a computer, a document camera, VHS and DVD players, network connection, and sometimes a microphone.

Instructor-student communications have been enhanced by providing all students with MPC email and website enhancements (MyMPC student portal and MySites) that promote interaction between students and their instructors. Every class section has an automatically generated ClassSite that serves as a communication center for that class. The ClassSites include assignment calendars, document libraries, discussion forums, and announcements. They can also include a homework drop-folder to encourage a paperless environment. MPC’s website enhancements are notable; Microsoft Corporation in 2008 featured the Monterey Peninsula College website in their California Brochure [IIIC.1.2].

To support distance learning, the college makes use of the iLearn (Moodle) online course management system. The institution also supports electronic student services such as CCCApply, WebReg, online advising, online course catalog and schedule of classes, online student financial aid orientation, portal to the financial aid management system, and installation of appropriate technology to support those students who qualify under the Americans with Disabilities Act (ADA). Campus servers and networks that support the above services have been routinely upgraded and backed up [IIIC.1.3].

The Instructional Technology lab, located on the third floor of the Library and Technology Center, offers faculty and staff training, instructional design services, and immediate help with instructional technology development or assistance with trouble-shooting.

The Audio/Visual (A/V) department offers equipment that can be set up in the classroom or on the campus mall or public rooms for events. Media Services and IT personnel are on call to respond quickly to and fix any technical problems in the classrooms.

### Supporting Collegewide Communications

Communications are enhanced for all students and staff with universal MPC email, webmail, and digital (Voice Over IP) telephones. Emergency communications are enhanced by the InformaCast mass notification system for inside buildings, the emergency speaker system for outside, and the website emergency announcement for off-campus notification. General announcements, event notification, calendars, committee meeting sites, and documentation are located on the website for general campus communications for students and staff. Students can access the website for information on available technology resources and services.

### Supporting Research and Institutional Effectiveness

Additions to the website have created a structure for improvement in institutional effectiveness. An example is the Board policy review process [IIIC.1.4]. Workflow processes have been set up for increased efficiency. Committees now have the option of using committee sites to house documents and agendas, and those documents can be checked out for editing by any committee member for a paperless environment. Each committee site is viewable by committee members and can be set to be viewable by all staff.

A process has been developed for data mining to gather information needed for institutional research and planning. Any staff or faculty member, including the Institutional Researcher, has access to this information. The Office of Institutional Research is also available for support and training.

### Supporting Institutional Services

Information Technology, along with lab technicians, supports a wide variety of software and hardware in support of institutional services. The primary supported software is the California Community College Software Consortium (CCCSC, sometimes referred to as the Santa Rosa Student Records System) of which Monterey Peninsula College is an active member. Information Technology personnel provide custom programming in CCCSC to meet institutional research and reporting needs and support the software and hardware. Related software includes CCCApply, Web Reg, and

ICVerify. Other supported software includes Class Climate for surveys, Voyager library services software, and CurricUNET for course outlines and curriculum approval.

During 2009-2010, the Santa Rosa Student Records System will be upgraded to a Windows environment. As of this writing, much of the programming for this upgrade has been completed and tested. Data collection has been improved with additional CCCSC reports now available and the new website surveys system.

### Supporting Operational Systems

Operational systems have been improved with the building of the new Data Center, which occurred in April 2009. Other improvements include the replacement of the underground fiber network to a GigaMan (DCP) high speed backbone, along with the expansion of the Voice Over IP (digital) telephone system and the upgrading of various audiovisual and multimedia development services.

The new Data Center has two failsafe air conditioning (A/C) units, a fire-suppression gas system, a new uninterruptible power supply (UPS) unit, a natural gas generator, new virtual switches, and a new alarm system.

All new and renovated classrooms, since bond funds became available, are being equipped with electronic equipment appropriate to the teaching needs at the Monterey campus, as well as at the Education Center at Marina and the Public Safety Training Center in Seaside. In 2008, the Lecture Forum had all of its projection and audio systems upgraded in each of the three lecture halls.

### Identifying and Addressing Technology Needs

Technology needs are identified and addressed through a variety of means, including collegewide planning (which includes program planning) and committee discussions. Technology is typically referenced in the college's institutional goals [IIIC.1.5]. One of the 2007-2010 goals, for example, is to "provide a stable and secure technical environment for the entire institution." [IIIC.1.6] Technology is also a key component of such planning documents as the *Educational Master Plan* [IIIC.1.7], which recognizes the role of technology in teaching, and the *Facilities Master Plan* [IIIC.1.8]. *The Technology Plan* [IIIC.1.9], along with program review and annual updates, brings the various initiatives together. *The Technology Plan* process includes reviewing and updating the *Technology Assessment and Three-Year Plan*, as well as the

technology inventory in anticipation of technology refreshment funding and allocation.

Technology is the driving force of discussions that take place during meetings of the Technology Committee, the Distance Education Task Force, the Computer Proliferation Task Force, and the Campus Technology group. Technology discussions also occur during shared governance group meetings. Every fall semester a preliminary list of technology needs is consolidated, refined, and prioritized through discussions at various meetings of these shared governance groups including the Academic Affairs Advisory Group (AAAG), Administrative Services Advisory Group (ASAG), Student Services Advisory Group (SSAG), and Associated Students of Monterey Peninsula College (ASMPC).

Once technology needs are identified, requests for technology are made through action plans, the college's resource request system. All requests are evaluated and prioritized through the shared governance process with respect to available funding. The replacement of old equipment is then implemented through the technology refreshment process. All requested replacement equipment including servers, switches, and routers are listed as prioritized, then ordered and installed. New equipment, as an addition to the inventory via the action plan process, is also ordered and installed along with the replacement equipment. Replaced equipment that is still usable is refurbished and used to replace still older equipment.

New major requests are discussed and evaluated during face-to-face meetings of requestors and technical support personnel and processed through the action plan process for funding.

At times, requests for replacement equipment or other immediate technology needs from students, faculty, staff, and the public is generated by email to the network support team, website support, telephone support, job control, iLearn help, Audio/Visual support, and telephone calls.

### Funding Sources for Support of Technology

Monterey Peninsula College uses a number of funding sources to support technology. These sources include:

- general fund budgets
- categorical funds
- one-time action plan funding

- local bond and state funds for new construction and renovations
- instructional block grant funds
- governmental grants (Title III, Captioning, California Teleconnect Fund, Last Mile, federal stimulus funds [IIIC.1.10])
- other grants (Instructional Technology private grant)
- other funds (Microsoft-California Government Entities Settlement [IIIC.1.11] PG&E energy savings rebate program [IIIC.1.12])

### Evaluating Technology Needs

Technology initiatives are continuously evaluated through program review, discussion in weekly technology meetings, and discussion in shared governance group meetings (Academic Affairs Advisory Group, Student Services Advisory Group, Administrative Services Advisory Group, Associated Students of Monterey Peninsula College, Academic Senate, Technology Committee, and College Council).

Occasionally, focus groups are used for in-depth evaluation. In May 2009, for example, focus groups were used to evaluate student use of the website and MPC email, its ease of use, features, and problems [IIIC.1.13].

### Evaluation – Standard IIIC.1: MPC meets the standard.

The district's technology support meets the needs of learning, teaching, collegewide communications, data research, and operational systems. Faculty, student, and collegewide needs are consistently monitored, and processes are in place to prioritize these needs and purchase new technology when warranted and fiscally possible.

Since the last accreditation report of 2003, 59 "smart" classrooms and/or computer labs have been added for a total of 89; nearly all classrooms now are multimedia capable. The technology refreshment funding has maintained and upgraded technology in the classrooms and computer labs. Student email has been instituted with 32,000 accounts, iLearn has successfully replaced WebCT, and web registration has replaced telephone registration. The new SharePoint website is used for student learning, student services, communications, and for college business efficiencies such as meeting sites, forms, and surveys.

In the 2008 Accreditation Faculty and Staff Survey, of those responding with an opinion, 84 percent agreed or somewhat

agreed that software and network connections used to support student learning are adequate, 88 percent agreed or somewhat agreed that the technology at the college enhances teaching and achievement of student learning, and 78 percent agreed or somewhat agreed that the college has adequate technology to meet its work needs. [IIIC.1.14]

As explained in Standard IA, the Office of Institutional Research conducted the Noel-Levitz "Student Satisfaction Inventory" (SSI). The Noel-Levitz Student Satisfaction Inventory is a survey instrument primarily designed for traditional-age students in undergraduate programs. The SSI asks students to respond to each item with a level of satisfaction. Students respond to each item on a 1 to 7 Likert scale, with 7 being high. Average satisfaction scores are typically in a range of 4 to 5.

Students also feel that the computers to support learning are adequate. On the Noel-Levitz Student Satisfaction Inventory [IIIC.1.15], students gave an overall rating of 5.75 (out of 7) to the item, "Computer labs are adequate and accessible." Furthermore, students gave an overall rating of 5.58 (out of 7) to the item, "The equipment in the lab facilities is kept up to date."

As of this writing, CISCO Corporation, a vendor for data center equipment and software, is planning to feature MPC's new Data Center in its magazine, because the center provides an example of excellence in planning and implementation to meet present and future technology needs of the college.

### Plan: Standard IIIC.1:

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIIC.1.1	MPC website	<a href="http://www.mpc.edu">http://www.mpc.edu</a>
IIIC.1.2	Microsoft Brochure 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/MicrosoftMPCWebsiteArticle.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/MicrosoftMPCWebsiteArticle.pdf</a>
IIIC.1.3	iLearn (Moodle) Course Management System	<a href="http://iLearn.mpc.edu">http://iLearn.mpc.edu</a>
IIIC.1.4	Board Policy Revision Process	<a href="http://www.mpcfaculty.net/senate/BoardPolicy/BoardPolicyProcess.htm">http://www.mpcfaculty.net/senate/BoardPolicy/BoardPolicyProcess.htm</a>
IIIC.1.5	Institutional Goals	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Institutional Goals 2007-10.pdf</a>
IIIC.1.6	MPC 2007-2010 Goals	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Institutional Goals 2007-10.pdf</a>
IIIC.1.7	Educational Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/MPCEducationalMasterPlan2003.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/MPCEducationalMasterPlan2003.pdf</a>
IIIC.1.8	Facilities Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/MPCOctoberPMP.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/MPCOctoberPMP.pdf</a>
IIIC.1.9	Technology Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/technology_plan__2009.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/technology_plan__2009.pdf</a>
IIIC.1.10	Federal Stimulus Proposals	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/IT stimulus proposal - alert system (3-31).pdf">http://www.mpc.edu/information/accreditation/Standard 3C/IT stimulus proposal - alert system (3-31).pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3C/IT stimulus proposal-wireless (3-31).pdf">http://www.mpc.edu/information/accreditation/Standard 3C/IT stimulus proposal-wireless (3-31).pdf</a>
IIIC.1.11	Microsoft-California Government Entities Settlement	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Microsoft MPC Overcharge Settlement.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Microsoft MPC Overcharge Settlement.pdf</a>
IIIC.1.12	PG&E Energy Savings Rebate	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/PGE Energy Efficiency Incentive Application.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/PGE Energy Efficiency Incentive Application.pdf</a>
IIIC.1.13	Focus Group Notes 5/20/09	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Focus group - Website - write-up.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Focus group - Website - write-up.pdf</a>
IIIC.1.14	MPC Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Accreditation Faculty and Staff survey - Results.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Accreditation Faculty and Staff survey - Results.pdf</a>
IIIC.1.15	Noel-Levitz Student Satisfaction Inventory	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Monterey Peninsula College vs California Comparison - 5-2009.htm">http://www.mpc.edu/information/accreditation/Standard 3C/Monterey Peninsula College vs California Comparison - 5-2009.htm</a>



## Section 1.a: Enhancing the College's Operation and Effectiveness

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

### Description:

At Monterey Peninsula College, technology is designed and used to enhance the operation and effectiveness of the college. To ensure that all technological needs are understood and met whenever possible, the college uses an inclusive planning and resource allocation process, as well as a *Technology Refreshment Plan*. It also relies on collaboration with other colleges to enhance its distance education technology. The expertise of its professional support further ensures that the college's technology enhances the operation and effectiveness of the college.

### Decision Making for Technology Resources Deployment

Because the integration of technology planning with campus planning is critical to achieving campus technology goals, major technology initiatives are typically initiated within various district shared governance constituencies, including the Technology Committee, the weekly technology support meetings, and IT meetings. These initiatives are then processed through the planning and resource allocation process. This process takes place yearly or as funding is available.

A good example of the result of this process is the *Technology Refreshment Plan* [IIIC.1.a.1] and policy [IIIC.1.a.2]. Funds are allocated most years to update technology in the classrooms and student labs. The computers that are removed are then refurbished and cascaded to faculty and staff. All constituencies on campus have input into the plan in order to place new technology where it is most needed to support learning. This ensures that students have access to the highest level of technology, as funding is available.

### Distance Learning Technology

In 2007, Monterey Peninsula College entered into a formal agreement with California State University, Monterey Bay (CSUMB) and Gavilan College as part of the Higher Education Learning Partnership (H.E.L.P.) Consortium to cooperate on distance learning technology, training, and support. The partnership also established an informal collaboration with De Anza College, San Francisco State University, and Humboldt State University. Other colleges

and universities have since joined this group. California State University Monterey Bay hosts the iLearn (Moodle) online course management server, and Gavilan and Monterey Peninsula College each pay \$10,870 each year to cover the cost, including technical support and training sessions for faculty and technical staff. Updates to Moodle software versions are coordinated among the participating colleges and universities and standardized for ease of support.

California State University Monterey Bay provides the same strict measures for back-up and disaster recovery that they apply to all of their servers. Security and privacy for iLearn (Moodle) is as strict as for MPC network access and uses the same method of authentication. Students have the same login for iLearn as for their MPC email and their MySite and ClassSites. The Electronic Mail Board Policy [IIIC.1.a.3] has been updated to include students in the narrative since students now have access to this service. Students and staff also must affirm that they adhere to the Internet/Network Use Board Policy [IIIC.1.a.4] each time they log into the network.

Students and faculty have access to iLearnHelp for all support questions, which can then be answered by Monterey Peninsula College or California State University, Monterey Bay support staff. MPC has relayed information on Moodle technology to the Chancellor's Technology Office in order to foster statewide support and training. Since the Monterey Peninsula College contract with California State University Monterey Bay does not have a cap on enrollment, the college is able to offer any faculty access to iLearn for course enrichment, hybrid courses, and fully online courses.

Monterey Peninsula College has participated in the Captioning Grant from the California Community Colleges Chancellor's Office (CCCCO) in order to ensure that online videos are captioned and audio files are translated into text.

It should be noted that ClassSites on the [www.mpc.edu](http://www.mpc.edu) website offer many of the same services as iLearn and will continue to be improved to the extent that moving all online and hybrid courses to the MPC website may become an option in the future. Any major change in supported teaching options will go through the normal shared governance process prior to adoption.

### Professional Support

Technology resources are managed by numerous highly trained technicians as outlined in the *2009 Technology Plan* [IIIC.1.a.5] and supervised by the Dean of Technology, who reports to the



Vice President of Administrative Services. The operation and maintenance of the primary technology infrastructure, Data Center, telephones, website and network services are handled by the three network engineers and two IT support technicians. The third network engineer has been added to the technical staff since the previous accreditation review.

The college maintains an active list of local and regional vendors and support personnel that include Microsoft, Cisco, Denali, Siemens, local installers and electricians, who collectively add to the overall technical support of the college.

### Facilities

Technology, including telephones, computers, printers, smart classroom equipment, emergency notification, and wired and wireless networks, is an integral part of new construction and renovation projects. Thus, Information Technology staff and Media Services staff meet with project managers, architects, and various vendors when facilities are being renovated or built. During the planning and construction phases of projects, Information Technology staff and Media Services staff coordinate efforts and discuss specific standards relevant to the district's requirements.

### Evaluation – Standard IIIC.1.a: MPC meets the standard.

Monterey Peninsula College has established and followed effective plans and processes to ensure that its technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. The college's planning and resource allocation process has allowed technological needs to be understood and met to a great extent, and the *Technology Refreshment Plan* has addressed staff technological needs while ensuring that classrooms and computer labs are given top priority in receiving updated hardware. The *2009 Technology Assessment and Three-Year Plan* addresses specific technology needs and the timeframe for upgrading the technology involved. Software for office use is upgraded under the Microsoft Campus Agreement and other contracts. Instructional software upgrades are typically purchased with Instructional Block Grant funds or department/division funds.

Monterey Peninsula College also has a well-supported course management system for online learning that is stable and secure, and improvements are made on a regular basis.

Monterey Peninsula College's professional support further enhances the college's effectiveness. In a 2008 Accreditation Fac-

ulty and Staff Survey, of those responding with an opinion, 87 percent agreed or somewhat agreed that Information Technology personnel are knowledgeable and helpful and 82 percent agreed or somewhat agreed that Media Services personnel are knowledgeable and helpful. In addition, during 2008-2009, three IT personnel were honored by the college for their contributions for exceptional service and for making a significant difference to the college.

### Plan – Standard IIIC.1.a:

None

## Standard III.C: Technology Resources

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### Evidence:

Reference	Document	Link
III.C.1.a.1	Technology Refreshment Plan 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Technology Refreshment Summary Plan 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Technology Refreshment Summary Plan 2008.pdf</a>
III.C.1.a.2	Technology Refreshment Policy	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Classroom Equipment Refreshment Guidelines 12-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Classroom Equipment Refreshment Guidelines 12-11-08.pdf</a>
III.C.1.a.3	Electronic Mail Board Policy	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/MPCElectronicMailPolicy-updated 2007.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/MPCElectronicMailPolicy-updated 2007.pdf</a>
III.C.1.a.4	Network/Internet Use Board Policy	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Network-Internet Technology Use Policy.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Network-Internet Technology Use Policy.pdf</a>
III.C.1.a.5	Technology Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/technology_plan__2009.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/technology_plan__2009.pdf</a>

## Section 1.b: Quality Training

The institution provides quality training in the effective application of its information technology to students and personnel.

### Description:

Monterey Peninsula College provides quality training to students and personnel. Given the ever-changing nature of technology, training is necessary on an ongoing basis. There are numerous ways the college assesses the need for technology training. The college evaluates the training offered to ensure the training is effective.

### Assessment of the Need for Technology Training

Technology training needs are assessed in a variety of ways, primarily as a result of new software or requests from faculty and staff. Technology training is offered to staff on an ongoing basis when new versions of desktop applications are introduced. Formal workshops are offered for standard desktop applications as well as for the distance learning course management system, and for website features. Staff or departments may arrange individualized training at any time and may stop by the Instructional Technology lab or contact IT Network Support for immediate help. Unscheduled requests for training by email or telephone are handled quickly. Also, training materials are posted on the website (Techapedia) [IIIC.1.b.1] for all of the college's standard applications and are updated as needed. The instructional technology staff is equipped to handle requests for non-standard, academic software training needs with some lead time.

### Technology Training for Students and Staff

Student technology training is handled in a variety of ways: through class orientations, training documents on the website (Techapedia), teacher instruction, handouts at registration, open sessions in the library, and open sessions during special events such as Lobos Days. The primary technical training topics are student email, the MPC website portal, and iLearn (Moodle) use for online classes. Students have a phone number and email address for help desk questions related to instructional software, primarily the iLearn course management system. General requests for student training are routed through the Associated Students of Monterey Peninsula College group to Instructional Technology.

New faculty and new adjunct faculty receive hands-on training on the use of Outlook email and voicemail, as well as MySites and ClassSites as used for instruction or communications with

students on the MPC website. All faculty and staff can attend flex day workshops [IIIC.1.b.2] in technical training, the specific type of training as requested by the Academic Senate. Any MPC employee can take business skills or other training courses at the college as an enrolled student at the going fee or for audit at no cost. Additional training is provided by @One [IIIC.1.b.3], the training arm of the California Community Colleges Chancellor's Office IT Center with some limited staff development funds to cover registration. Monterey Peninsula College has participated in the Ambassador program with the Chancellor's Office technology initiatives to allow training of staff to keep updated on new technology services from the Chancellor's Office and the training to support them.

The primary technical training topics for staff are the MPC SharePoint website (numerous topics), Microsoft Office (Word, Excel, PowerPoint, and Microsoft Outlook), Archiving Email, Data Backup, Data Retrieval for the CCCSC Student Records System, Working with Digital Images and Video, and Teaching with Clickers [IIIC.1.b.4]. Training is also offered for distance learning instructors using iLearn; topics include Gradebook, Forum Tool, Mail, Assignment Tool, Add Resource, Add Activity Function, Meeting Americans with Disability Act Requirements, Student Authentication, Creating and Editing Media, Online Teaching Methods and Course Design. Often the iLearn training is in partnership with California State Monterey Bay (CSUMB). Training instructional handouts are located on the MPC website in the Techapedia for reference at any time.

Faculty and staff are also encouraged to take CCC@One training sponsored by the California Community Colleges. Monterey Peninsula College hosted the Northern California @One Summer Workshop in June 2008. Fifteen scholarships were available to college staff for the workshop. Media Services also encourages and pays for distance learning instructors to take the @One online workshops for teaching online. In addition, the college has an extensive *Distance Learning at MPC Handbook for Instructors* [IIIC.1.b.5], which is updated yearly or more often if needed.

Technical staff members receive most of their training from recognized technology training vendors specific to MPC needs and also from the California Community College Chancellor's Office for statewide technical initiatives.

**Effectiveness of Training**

Feedback on the quality or scope of technical training comes in the form of email or face-to-face conversations, as Monterey Peninsula College is a small college and most comments are directed to the Dean of Technology directly or through one of the constituency group meetings. When training is associated with flex day events, faculty and staff provide written feedback.

**Evaluation – Standard IIIC.1.b: MPC meets the standard.**

Monterey Peninsula College provides many training opportunities to its staff and students. Training is available online, in small group settings, and one-on-one. There are also numerous class-related opportunities for training. The district’s partnerships with CSUMB and @One have extended the college’s training options. Training gets both kudos and complaints from staff which has resulted in continuing evaluation of the training process. The

college has learned that as-needed one-on-one training is most effective and is most appreciated by staff, since training must often be adapted to learners’ technological knowledge. All on-campus training requests are met both through in-person training and through the help sheets posted on the MPC Techapedia. High-level technical training for IT staff is available near San Jose and IT subscribes to an annual contract with the provider. In the 2008 Accreditation Faculty and Staff Survey, of those responding with an opinion, 73 percent agreed or somewhat agreed that the college provides quality training in the use of technology to employees and students.

**Plan – Standard IIIC.1.b:**

None

**Evidence:**

Reference	Document	Link
IIIC.1.b.1	Techapedia	<a href="http://mympc.mpc.edu/Techapedia">http://mympc.mpc.edu/Techapedia</a>
IIIC.1.b.2	FLEX Training Agenda	<a href="http://www.mpcfaculty.net/accreditation/Evidence.htm">http://www.mpcfaculty.net/accreditation/Evidence.htm</a> <a href="http://www.mpc.edu/information/accreditation/Standard%203C/Flex_Days_Spring_2009_FINAL.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Flex_Days_Spring_2009_FINAL.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%203C/FALL%202008%20FLEX%20Brochure.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/FALL 2008 FLEX Brochure.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%203C/Flex_Days_Spring_2008_12-12-07.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Flex Days Spring 2008 12-12-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%203C/FALL%202007%20FLEX%20final%20draft.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/FALL 2007 FLEX final draft.pdf</a>
IIIC.1.b.3	@One	<a href="http://www.cccone.org">http://www.cccone.org</a>
IIIC.1.b.4	Ongoing training	<a href="http://mympc.mpc.edu/AdministrativeServices/StaffTechTraining/Shared%20Documents/Technology%20training.aspx">http://mympc.mpc.edu/AdministrativeServices/StaffTechTraining/Shared Documents/Technology training.aspx</a>
IIIC.1.b.5	Distance Learning at MPC Handbook for Instructors	<a href="http://www.mpc.edu/information/accreditation/Standard%203C/Distance%20Learning%20at%20MPC-Handbook%202008.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Distance Learning at MPC-Handbook 2008.pdf</a>

## Section 1.c: Planning, Acquiring, and Maintaining Technology

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

### Description

Monterey Peninsula College systematically plans for, acquires, upgrades, and/or replaces its technology infrastructure and equipment. It also has processes for maintaining its infrastructure and equipment.

### Planning For and Acquiring or Upgrading Technology

The district recognizes the central role technology plays in a college environment. Thus, technology is always a part of the planning process. Each year, the college completes a planning and resource allocation cycle [IIIC.1.c.1]. The college reviews its mission and institutional goals and establishes new component goals. Programs and areas complete updated program reviews and action plans, which are reviewed by their respective divisions. Action plan items are prioritized by divisions and then forwarded to the appropriate advisory group for further review and prioritization. All lists reviewed and prioritized by advisory groups are then forwarded to the College Council, which recommends to the Superintendent/President items to be acquired if the budget allows. Often these items relate to technology.

The college has been able to use other means to provide for its technical infrastructure, as well. A local Proposition 39 facility bond, Measure I [IIIC.1.c.2], passed in 2002. The \$145 million provided through this bond has allowed the college to improve its technology infrastructure and equipment; infrastructure was replaced, and a new Data Center was built through the use of bond and state matching funds.

### Maintaining the College's Technical Infrastructure and equipment

Various managers and technicians provide oversight of the college's technical infrastructure to ensure all technological elements are maintained. One manager, two programmers, and a support technician oversee the CCCSC Student Records System. Three Media Services personnel support and maintain classroom technology equipment. Campus lab technicians are responsible for the technology resources in their area of responsibility. All engineers and campus technicians are well trained and highly

competent. Technology Committee members also oversee technology staffing and may make recommendations for adding additional staff through the planning and resource allocation process. The Dean of Technology coordinates the efforts of the various technicians.

### System Reliability and Back-up

The college's new Data Center has state-of-the-art equipment such as fire suppression gas, paired air cooling system, and clustered servers for redundancy of database systems. Virtual servers for some systems add additional reliability. The uninterruptible power supply unit and generator system provide limited but extended services during a power outage. The legacy HP 3000 which houses the Santa Rosa Student Records System is in the process of being upgraded with an expected completion date of late 2010. The Data Center serves the Monterey campus as well as the Education Center at Marina and the Public Safety Training Center in Seaside, both located in the former Fort Ord location. The two Education Center sites are presently served by AT&T-T1 lines that are not always reliable; AT&T plans to upgrade data services when more construction takes place in the area.

Microsoft Volume Shadow copy provides short-term recovery for user files. Microsoft Data Protection Manager provides weekly recovery of data from backup to disk, and monthly recovery from tape. All systems and applications are backed up by Data Protection Manager. Files stored in staff PC's documents folders are re-directed to a network server and backed up nightly. The CCCSC Student Records System, housed on a legacy HP 3000, is protected by a parallel system located in the Bay area. Some older software cannot be mirrored for immediate failover but it is backed-up regularly and will eventually be replaced as newer replacements are available. If the HP 3000 fails and cannot be quickly repaired, the back-up tape is installed in the parallel system to provide service as there is no mirrored failover option available.

The *Technology Plan* [IIIC.1.c.3] serves as a basis for long-term technology planning. The *Technology Refreshment Plan* for equipment replacement is in place and has had regular funding for the past few years. As of this writing, future funding for technology upgrades is questionable given the state of the California and national economy. The district, however, currently has up-to-date equipment for most services and is in a good position to manage with less funding for the next couple of years. IT will be upgrading the Santa Rosa Student Records System hardware and software in 2010.

**Evaluation – Standard IIIC.1.c: MPC meets the standard.**

Monterey Peninsula College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The college’s technology plan and planning and resource allocation process, along with effective oversight and new Data Center, ensure that the district’s technology infrastructure and equipment support the college’s needs. With the process underway for the upgrading of the Student Records System hardware and software, the new Data Center provides a stable working environment for students and staff with its upgraded systems for redundancy and security of systems, along with on-campus and remote back up of data.

**Plan – Standard IIIC.1.c:**

None

**Evidence:**

Reference	Document	Link
IIIC.1.c.1	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/ CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/ CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IIIC.1.c.2	Prop 39 Bond Measure I	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/ Bond Measure I Ballot and Proposition, November 5, 2002.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/ Bond Measure I Ballot and Proposition, November 5, 2002.pdf</a>
IIIC.1.c.3	Technology Plan 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/ technology_plan__2009.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/ technology_plan__2009.pdf</a>

## Section 1.d: Distribution and Utilization

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

### Description:

#### Decision-making Process for Use and Distribution of Technology Resources

Monterey Peninsula College follows an Instructional Technology action plan [IIC.1.d.1] process along with the Technology Refreshment Plan, a review of institutional goals, and program review to distribute new technology resources. The planning for this follows the planning and resource allocation process. The Seaside and Marina sites are an integral part of the planning process.

The college has also instituted an energy-savings plan that limits the deployment of excessive technology, particularly printers and computers, in order to save energy costs. Staff members are encouraged to share networked printers rather than adding multiple single-person printers to the inventory. The college has deployed an automatic evening shut-down process to save additional energy. Also, some of the servers in the Data Center are being virtualized, allowing for more than one virtual server on one physical server, to save energy and the purchase of hardware [IIC.1.d.2].

#### Robust, Secure, and Reliable Technical Infrastructure

One of the college's 2007-2010 institutional goals [IIC.1.d.3] is to "provide a stable and secure technical environment for the entire institution." In addition, the MPC mission statement includes the phrase, "providing excellence in instructional programs, facilities, and services to support the goals of students." Given the goal and mission, the district has made its technology a priority. Funding over the past few years has met the primary need of replacing old equipment including the replacement hardware for the HP 3000.

#### Policies and Procedures for Updating Technology

Technology refreshment funding, along with one-time and bond funds, have been deployed to bring technology resources to their present high state of reliability. Technology refreshment allocation has been at \$250,000 for each of the four years, 2004-2005 through 2008-2009 and meets a large percentage of the needed upgrades in any one year. Although the *Technology Refreshment*

*Plan* describes the process as a three-year cycle for student-use computers, a four-year or even five-year cycle for some student computers is more realistic. Technology refreshment allocation for 2009-2010 is uncertain. Bond funding for technology to-date exceeds \$10,000,000 for underground networking upgrades and technology for building construction and renovation. Continued support to update resources will come through the refreshment funding and action plan processes as funds become available. Program review and the *Technology Plan* are in place to actively review staffing and technical systems in order to direct available funding to needed resource improvements.

The Technology Committee meets every semester as needed, often monthly, and is comprised of management, faculty, staff, and students, each appointed by their various constituency groups. The purpose of the Committee is to assess campus technology resources and to develop, and annually update, a comprehensive *Technology Assessment and Three-Year Plan* for the coordination of campus technology resources. The Technology Committee reports directly to the College Council but may also make recommendations to the college's Academic Affairs Advisory Group, Student Services Advisory Group, and Administrative Services Advisory Group regarding technology related issues that may pertain to those specific areas. The committee may also be tasked with evaluation and review of specific equipment, software and/or training which the college requires in order to fulfill its mission as an instructional institution.

The duties and responsibilities of the Technology Committee include:

- Create, and annually update, the College's *Technology Assessment and Three-Year Plan*
- Act as recommending resource to the College Council regarding technology issues
- Act as resource to the college's Staff Development Committee regarding technical training
- Recommend specifications and standards for campus technology purchases (e.g., PCs, printers, data projectors, etc.)
- Make recommendations regarding priorities for the acquisition of technology, hardware and software, design and use of facilities and other related resources during budget review and development processes. Such recommendations could include priorities for support staff, training, and access to computer resources and laboratories



- Recommend procedures for the placement, operation, repair and replacement of technology resources as a part of the component goals and action plan process
- Develop and recommend campus policy regarding use and control of technical property

#### **Consideration for Equipment Selection for Distance Learning**

The equipment used for the college's distance learning program is managed by CSUMB with eventual replacement funded by the local iLearn (Moodle) consortium. The decision to use CSUMB as the host was based on their more extensive resources to manage the server and provide local technical support for the system. The college can add an unlimited number of online courses as well as hybrid courses to the system with only the addition of appropriate storage space. Use of this course management service has increased each year, particularly for faculty teaching hybrid courses.

#### **Effectiveness of Technology Use and Distribution**

Monterey Peninsula College has extensive technology resources distributed evenly across the Monterey campus and the satellite classrooms in Marina and Seaside. The 914 student computers and 450 staff computers, 89 smart classrooms and computer labs, and other instructional technology resources [IIIC.1.d.4] are evenly distributed with smart classrooms and computer labs located on the Monterey campus, and the Marina and Seaside sites. The new fiber network is deployed only on the Monterey campus at present, but as permanent buildings are added to the Marina and Seaside sites, those sites will eventually be connected to the AT&T OptiMan network as well.

#### **Evaluation – Standard IIIC.1.d: MPC meets the standard.**

The district's distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services. The college ensures that technology resources are available at each of its sites, and that all technology needs are considered through the college's inclusive planning and resource allocation process. The district is also aware of the needs of its distance learning program; eventual replacement of equipment by CSUMB and the consortium is planned for in the consortium agreement.

With extensive deployment of technology in nearly all classrooms and given that the college has more than double the number of student computers (914) needed as judged by the California Community College Chancellor's Office Total Cost of Ownership (TCO) [IIIC.1.d.5] minimum standard of one computer to every 20 FTEs ( $8,300 \text{ FTEs} / 20 = 415 \text{ computers}$ ), the technology resources are more than adequate to meet the needs of students.

#### **Plan- Standard IIIC.1.d:**

None



**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIIC.1.d.1	IT Action Plan 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/2009-10 Action Plan - IT MS.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/2009-10 Action Plan - IT MS.pdf</a>
IIIC.1.d.2	Siemens Letter	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/MPC IT Siemens Letter.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/MPC IT Siemens Letter.pdf</a>
IIIC.1.d.3	MPC Goals	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Institutional Goals 2007-10.pdf</a>
IIIC.1.d.4	MPC Technology Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/technology_plan__2009.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/technology_plan__2009.pdf</a>
IIIC.1.d.5	CCCCO TCO Report	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/TCO Guidance from SAC_Revised March 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/TCO Guidance from SAC_Revised March 2008.pdf</a>

## Section 2: Integrated Planning and Evaluation

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

### Description:

As previously indicated, the district's technology planning is integrated with institutional planning. The college also systematically assesses its use of technology resources and uses the results of evaluation as the basis for improvement.

### Decision-making Based on Institutional Needs and Plans for Improvement

Technology planning follows institutional planning for facilities, administrative services, student services, and academic programs, and is guided by the planning and resource allocation process and institutional goals. The *Technology Assessment and Three-Year Plan* [IIIC.2.1], including yearly updates, is developed by IT staff and the Technology Committee. Information Technology and the Technology Committee's participation in the shared governance process, which includes facilities renovation, construction plans, program review and the action plan process, provides the information needed to formulate yearly formal or informal technology plans that are brought to technology staff for refinement, then brought through the planning and resource allocation process, starting with the Technology Committee, to align with the institutional mission, goals, *Facilities Master Plan* [IIIC.2.2], *Educational Master Plan* [IIIC.2.3], and *Long-Term Financial Plan* [IIIC.2.4].

Each year the college completes a planning and resource allocation cycle, which is described in its entirety in the introduction to Standard IB.

Short-term and sometimes long-term technology needs and requests, then, follow this process. Long-term technology needs are also considered in the *Technology Refreshment Plan* [IIIC.2.5] as well as the *Technology Assessment and Three-Year Plan*. [IIIC.2.1] This plan establishes a process in which student-related technology is replaced first; if the technology is still adequate it is cascaded to staff, replacing even older technology. Timely replacements are made when possible through the planning and resource allocation process. At times they are replaced through

Instructional Equipment Grant funds or through other grants and funds described in Section 1 of this Standard.

Monterey Peninsula College not only bases its technology decisions on the results of program review, action plans, and the planning and resource allocation process; it bases its decisions on continuous dialogue. Technology experts confer during their weekly meetings, and technology users share needs in various committee meetings. One committee that impacts the college and its technology is the Facilities Committee. The Facilities Committee, comprised of faculty, staff and administrators representing various programs and services, engage in dialogue to ensure that all facilities meet minimum standards and are equipped to meet institutional needs. For every new or remodeled facility, extensive technology plans are developed. These plans respond directly to program needs of disciplines that will be housed in the buildings.

All planning documents address technology needs as applicable. The well-established, collaborative processes in place to construct these documents ensure effective dialogue, evaluation, and planning for technology improvements as needed.

### Effectiveness of Meeting Needs

Because of adequate funding over the last few years, most technology needs for academic and student services programs are met to the satisfaction of faculty and staff, but not during any one year. Computers are first deployed in student labs as defined by the *Technology Refreshment Plan*. Most student computers are not more than three years old, and most projectors and other smart classroom equipment are reasonably new and in good condition [IIIC.2.6]. However, some student computers in the library and learning centers, and a few student labs, along with some staff computers, are in need of replacement, as they are slow and less able to handle software updates.

### Evaluation – Standard IIIC.2: MPC meets the standard.

Technology planning at Monterey Peninsula College is integrated with institutional planning. The college systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. Program review and the planning and resource allocation process help to ensure that the college's technology needs are sufficiently met.

In a 2008 Accreditation Faculty and Staff Survey, of those responding with an opinion 78 percent agreed that technology planning is

part of the campus planning process, and 73 percent agreed that the district has adequate technology resources. Also in the 2008 survey, of those responding with an opinion, 82 percent agreed or somewhat agreed that faculty are sufficiently involved in the selection of educational equipment.

For comparison, in the Accreditation Faculty and Staff Survey of 2003, of those responding with an opinion, 42 percent agreed or somewhat agreed that instructional equipment was adequate and of those responding with an opinion, 79 percent agreed or somewhat agreed that their computer was adequate.

**Plan – Standard IIIC.2:**

None

**Evidence:**

Reference	Document	Link
IIIC.2.1	Technology Assessment and Three-Year Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/technology_plan__2009.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/technology_plan__2009.pdf</a>
IIIC.2.2	Facilities Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/MPCOctoberPMP.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/MPCOctoberPMP.pdf</a>
IIIC.2.3	Educational Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/MPCEducationalMasterPlan2003.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/MPCEducationalMasterPlan2003.pdf</a>
IIIC.2.4	MPC Long Term Financial Plan 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/LongTermFinancialPlan.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/LongTermFinancialPlan.pdf</a>
IIIC.2.5	Technology Refreshment Chart	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Technology Refreshment Chart-2008-09.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Technology Refreshment Chart-2008-09.pdf</a>
IIIC.2.6	Computer Inventory	<a href="http://www.mpc.edu/information/accreditation/Standard 3C/Computer-Inventory 5-2009.pdf">http://www.mpc.edu/information/accreditation/Standard 3C/Computer-Inventory 5-2009.pdf</a>



# Monterey Peninsula College Institutional Self Study Report

## Standard IIID: Financial Resources





## **Standard IIID: Financial Resources**

### **List of Contributors**

#### **Joe Bissell, Co-Chair**

Gary Fuller, Co-Chair

Suzanne Ammons

Connie Andrews

Rosemary Barrios

Jon Mikkelsen

Kevin Raskoff

Mary Weber

#### **Vice President**

Instructor

Administrative Assistant

Budget and Operations Analyst

Controller

Instructor

Instructor

Coordinator

#### **Administrative Services**

Physiology

Administrative Services

Fiscal Services

Fiscal Services

Accounting

Biology

Occupational and Economic Development

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.



### Standard IIID: Introduction

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

### Description:

Monterey Peninsula College has sufficient resources to support student learning programs and services and to improve institutional effectiveness, distributes resources through a dynamic planning and resource allocation process, and manages its affairs with integrity and in a manner that ensures financial stability.

### Sufficient Financial Resources

Monterey Peninsula College is financially sound, supporting student learning programs and services and constantly working to improve institutional effectiveness. To complete its mission and in keeping with appropriate budgeting practices, the district maintains accounts in seven major funds. The following is a summary indicating the projected beginning balances, 2008-2009 budgets, and projected ending balances for each fund:

Funds	Beginning Fund Balance 7/1/2008	Budgets 2008-2009		Ending Fund Balance 6/30/2009
		Revenue	Expense	
General				
Unrestricted	\$4,079,114	\$40,806,074	\$40,798,479	\$4,086,709
Restricted	\$0	\$6,113,946	\$6,113,946	\$0
Special Revenue	\$153,381	\$1,396,825	\$1,354,179	\$196,027
<b>Sub Total - Operating Funds</b>	<b>\$4,385,876</b>	<b>\$49,713,670</b>	<b>\$49,620,783</b>	<b>\$4,478,763</b>
Debt Service	\$172,257	\$365,574	\$537,388	\$443
Capital Projects	\$937,330	\$1,052,799	\$1,907,979	\$82,150
Building	\$100,000,000	\$3,150,000	\$20,865,373	\$82,284,627
Self Insurance	\$6,460,883	\$6,555,923	\$6,555,923	\$6,460,883
Fiduciary	\$527,403	\$4,820,000	\$4,620,000	\$727,403
<b>Total</b>	<b>\$112,330,368</b>	<b>\$64,261,141</b>	<b>\$82,753,267</b>	<b>\$93,838,242</b>

Primary financial activities for day-to-day operating revenues and expenses occur in the district's general fund, which is separated into unrestricted and restricted funds. The largest source of unrestricted revenue (92 percent or \$37,518,108 in 2008-2009) is based on actual district student enrollments. These funds are referred to as apportionment, which is calculated based on state formulas using the district's actual credit and non-credit full time equivalent students (FTEs). Actual funds for apportionment are paid through local property taxes, student registration fees, and the state. The state sets student registration fees and any amount assessed is included in the total apportionment calculation. Although these funds are less than desirable, they are sufficient to support MPC's student learning programs and services.

Another source of significant income to the college stems from a local Proposition 39 facility bond, Measure I [IIID.1], which passed in 2002. The \$145 million provided through this bond has allowed the college to improve its facilities and infrastructure, thus enhancing its student learning programs and student services. State capital outlay funding (over \$26.8 million) has further supplemented bond funds. Expenditure of these funds is recorded in the Building and Capital Projects funds.

### **The Distribution of Resources: MPC's Planning and Resource Allocation Process**

Resource distribution is determined through the college's planning and resource allocation process [IIID.2], which is described in detail in Standard IB. The process involves MPC's primary shared governance committee, the College Council; the college's three advisory groups: Academic Affairs Advisory Group (AAAG), which is chaired by the Vice President of Academic Affairs, Student Services Advisory Group (SSAG), which is chaired by the Vice President of Student Services, and Administrative Services Advisory Group (ASAG), which is chaired by the Vice President of Administrative Services; the Budget Committee; the vice presidents, the Superintendent/ President; and the Board of Trustees. The process begins with the development of a multi-year institutional mission and goals. These are developed with input from the entire campus via a top down/bottom up approach and adopted by the College Council and the Board of Trustees. Programs then develop action plans [IIID.3] that address specific needs and issues and identify any new or increased financial needs. Each division or service area then prioritizes its respective programs' action plans.

In the spring of each year, advisory groups develop component goals [IIID.4]. They also review prioritized action plans from all of their respective areas and further prioritize action items [IIID.3]. The vice presidents then review the prioritized requests to confirm their feasibility and refine priorities within their individual areas. The Budget Committee identifies resources available. The College Council combines the various prioritized advisory groups' action plan [IIID.3] lists, and, based on resources available and effectiveness toward meeting institutional goals and objectives, makes an institutional recommendation on items for possible inclusion in the district's budget. The College Council's recommendations are forwarded to the Superintendent/President and then to the Board of Trustees for final action.

### **Managing Financial Affairs with Integrity**

Monterey Peninsula College seeks to manage its financial affairs with integrity. As described, the district's resource distribution is determined using the planning and resource allocation process [IIID.2]. This process includes the campus advisory groups and the College Council, the district's primary shared governance committees.

The district also uses a budget development process [IIID.6]. This process provides department budget managers with instructions on the budget process, timelines, and a three-year history of expenses to their account(s). Instructions include overall district financial projections to help manage department expectations. Departmental budgets are developed by department budget managers and processed through the appropriate advisory group to the College Council. The process calls for a tentative budget [IIID.7] to be developed prior to June 30 each year and be approved by the Budget Committee, College Council, and Board of Trustees. A final budget [IIID.8] is developed prior to September 1 each year and is also approved by the Budget Committee, College Council and Board of Trustees. Detailed reports of budgets and monthly expenditures are provided to departments for management and to ensure accuracy.

The college's desire to manage its finances with integrity is also evident in its use of a Citizen's Bond Oversight Committee. The Citizen's Bond Oversight Committee contributes to the monitoring of bond-related expenditures at Monterey Peninsula College. The Board of Trustees established the committee in February 2003 following voter approval of the college's \$145 million bond measure in November 2002. The committee consists of ten members who represent the local business community, a senior

citizen's organization, students, a college support organization, taxpayer's organization, and the community at large. Meetings are held quarterly and are open to the public. [IIID.9].

### Ensuring Financial Stability

Monterey Peninsula College is fiscally conservative to ensure financial stability. The district completed a *Fiscal Stability Report* in March 2007 [IIID.10], and, using the information from this report, the Board of Trustee adopted a *Long Term Financial Plan* [IIID.11] for the district in February 2009. The plan identifies that the primary source of income for the district is based on enrollments. The plan includes seven (7) areas that the district will target to help increase future revenue and promote reliable enrollments:

1. Increase enrollments (growth).
  - a. Enrollment Advisory Committee activities
  - b. Marketing/outreach activities
  - c. Eliminate artificial barriers to enrolling.
  - d. Expand programs and classes.
  - e. Improve class scheduling.
  - f. Improve retention.
2. Review noncredit FTES for potential conversion to credit or enhanced noncredit FTES.
3. Review positive attendance courses for possible conversion to census and review attendance accounting methods to ensure compliance and accuracy.
4. Review possible gains by restructuring current academic calendar.
5. Reduce dependence on instructional service agreements (ISAs) and ensure that those maintained are well administered.
6. Ensure administrative support for economic and workforce development.
7. Pursue other outside funding sources.

The plan also calls for the continuation of budgeting practices that are credited for past stability, including:

- Balancing ongoing revenues with ongoing expenses and only using one-time revenues for one-time expenses
- Not budgeting for growth income before it is realized

- Not budgeting for non-verifiable employee turnover savings, including budgets for all approved permanent positions (whether filled or unfilled) in the current year
- Budgeting for all known expenses and liabilities
- Maintaining adequate reserves including an annual contingency budget for unexpected expenses
- Continue using a negotiated salary and benefit formula that ties increases in these expenses to increases in revenue

In addition, district Board Policy 2106 (Budget Standards & Policy) calls for a target reserve of 10 percent of the unrestricted general fund revenues.

### Evaluation – Standard IIID: MPC meets the standard.

Monterey Peninsula College has sufficient resources to support student learning programs and services and to improve institutional effectiveness, distributes resources through a dynamic planning and resource allocation process, and manages its affairs with integrity and in a manner that ensures financial stability.

As of this writing, the college has sufficient resources. The district is accustomed to careful budgeting; like most California community colleges, MPC's reliance on state formulas (apportionment) has caused the college to plan on minimal financing to accomplish its mission. Even with bond funds being allocated for various projects, programs do go wanting; yearly action plans attest to new or ongoing staff, equipment, facility, or technology needs to enhance instructional programs and support services. What is interesting to note is that the Accreditation Faculty and Staff Survey conducted in fall 2008 indicates that 65 percent of the responders "strongly agreed or somewhat agreed" that the district has adequate resources to achieve its mission and goals, as opposed to 23 percent that "somewhat disagree" and 11 percent that "strongly disagree." Survey responses also indicate the following:

- 84 percent of the responders "strongly agreed or somewhat agreed" that the district has adequate classroom and office, equipment, software and technology.
- 78 percent "strongly agreed or somewhat agreed" that they had adequate technology to meet their needs.

Given the fact that the state is facing significant budget problems, the district anticipates it will be adversely affected by the state's budget problems. Plans and processes are in place, however, to ensure that the college distributes its resources

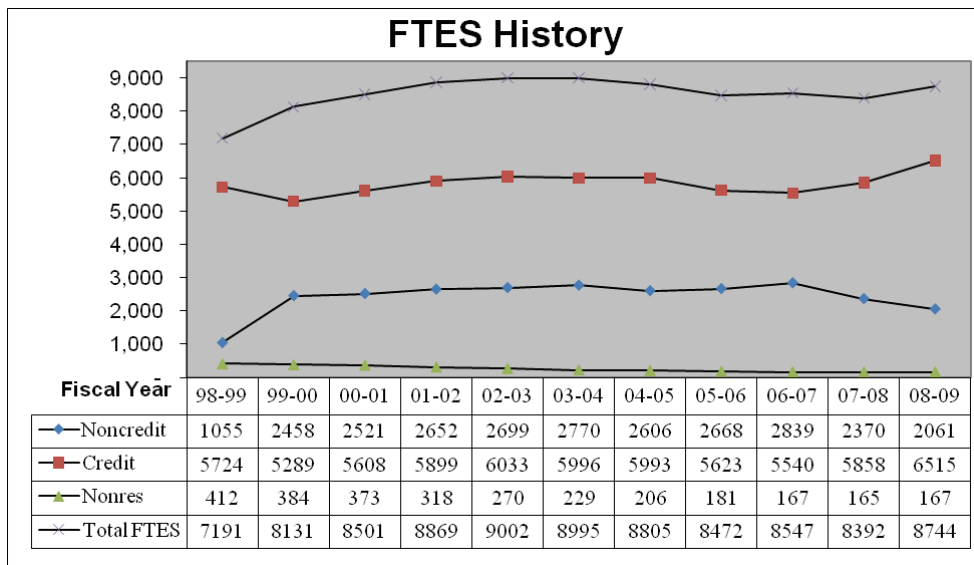
Standard IIID: Financial Resources

relevant to its mission and goals while providing financial stability. The college has established a clear and consistent planning and resource allocation process to ensure that spending supports the college’s mission and institutional goals. District employees acknowledge that this process is working and that financial resources are used to support the college’s mission; the fall 2008 Accreditation Faculty and Staff Survey indicates the following:

- 80 percent of the respondents “strongly agreed or somewhat agreed” that the district effectively uses financial resources to maximize the achievement of mission and critical educational objectives.
- 88 percent “strongly agreed or somewhat agreed” that the college attempts to meet needs based on availability of resources, and manages financial resources well.

Monterey Peninsula College’s planning and resource allocation process, the budget development process, the *Long Term Financial Plan* [IIID.11], and Board Policy 2106 [IIID.12] all reflect the district’s sound fiscal planning and management. The district’s planning and resource allocation and budget development [IIID.6] processes are implemented in a transparent environment with extensive involvement from the campus community to deliver responsible financial planning and help the district achieve its mission and goals. Each step in the process includes participation, input, and oversight. The employee survey completed for accreditation indicates that 88 percent of the respondents “strongly agreed or somewhat agreed” that the district manages its financial resources ethically with integrity, fairness and transparency.

The following chart indicates the past 10-year history of enrollments at the district. The chart reflects the district’s efforts since 2006-2007 to increase credit enrollments and move away from non-credit and Instructional Service Agreements [IIID.13], as called for in the district’s *Long Term Financial Plan* [IIID.11].



Despite fluctuation in enrollments and corresponding income, the district has maintained the Board of Trustees' 10 percent unrestricted general fund reserve for the past 10 years and has not imposed layoffs of employees. During the state's fiscal crisis in the early 2000's, the district avoided layoffs and maintained reserves, provided modest increases to employee compensation, received approval from local voters for a \$145 million Proposition 39 Measure I construction bond [IIID.1], and completed numerous projects with the funds. The district does not anticipate layoffs of permanent employees during the current financial recession. Financial stability of the district is a long and short term priority that is consistently achieved as evidenced by the 10 percent unrestricted general fund reserve, carefully monitored capital expenditure and building budgets, and the continued analysis and development of a solid funding base.

The district's *Long Term Financial Plan* [IIID.11] calls for the district to continue past conservative budgeting practices, and lays out specific actions to be taken to help increase revenues and decrease expenses.

As described in Standard IIIB - Physical Resources, significant improvements have already been completed with Proposition 38 Measure I bond funds and improvements will continue for the next five to six years.

**Plan – Standard IIID:**

None

Standard IIID: Financial Resources

**Evidence:**

Reference	Document	Link
IIID.1	Prop. 39 Bond Measure I	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Bond Measure I Ballot and Proposition, November 5, 2002.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Bond Measure I Ballot and Proposition, November 5, 2002.pdf</a>
IIID.2	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/MPC Planning and Resource Allocation Process-flowchart 4-07.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/MPC Planning and Resource Allocation Process-flowchart 4-07.pdf</a>
IIID.3	Action Plans 2008-2009	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Action Plan Priorities 2008-09 to CC 8-12-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Action Plan Priorities 2008-09 to CC 8-12-08.pdf</a>
IIID.4	Area Component Goals 2008-2009 (ASAG, AAAG, SSAG)	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Administrative Services - 4-14-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Administrative Services - 4-14-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Administrative Services - Annual Rpt to CC 9-15-09.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Administrative Services - Annual Rpt to CC 9-15-09.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Academic Affairs (May 2008 Draft).pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Academic Affairs (May 2008 Draft).pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 SSAG Goalsmatchedwselfevalua.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 SSAG Goalsmatchedwselfevalua.pdf</a>
IIID.5	Long Term Institutional Goals 2007-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Institutional Goals 2007-10.pdf</a>
IIID.6	Budget Development Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEV PROCESS - Final to CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEV PROCESS - Final to CC 11-4-08.pdf</a>
IIID.7	Tentative Budget 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/2009-10 Tentative Budget- June 23 2009 Board.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2009-10 Tentative Budget- June 23 2009 Board.pdf</a>
IIID.8	Final Budget 2008-2009	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Final Budget 2008-09 combined 8-27-08 to print.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Final Budget 2008-09 combined 8-27-08 to print.pdf</a>
IIID.9	Citizen's Bond Oversight Committee	<a href="http://www.mpc.edu/mpcbond/CitizensBondOversight">http://www.mpc.edu/mpcbond/CitizensBondOversight</a>
IIID.10	Fiscal Stability Report	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Fiscal Stability Report-March 2007.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Fiscal Stability Report-March 2007.pdf</a>
IIID.11	Long Term Financial Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Long Term Financial Plan.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Long Term Financial Plan.pdf</a>
IIID.12	Board Policy 2106	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/2106 Budget Standards and Policy.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2106 Budget Standards and Policy.pdf</a>
IIID.13	Instructional Service Agreements	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Contract for Acad Svc 2003.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Contract for Acad Svc 2003.pdf</a>
IIID.14	Independent Contractor	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Independent Contractor Agmt-blank.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Independent Contractor Agmt-blank.pdf</a>

## Section 1, 1.a: Mission, Goals and Planning

### Section 1

The institution relies upon its mission and goals as the foundation for financial planning.

### Section 1.a

Financial planning is integrated with and supports all institutional planning.

#### Description:

As indicated in Standard IIID's introduction, Monterey Peninsula College relies upon its mission and goals as the foundation for financial planning. Step one of the college's planning and resource allocation process indicates, "Every three years the College Council develops multi-year mission and institutional goals with input from the entire campus community." The mission and goals are then reflected through annual action plan items, which are prioritized and reviewed by advisory groups and administrators before the College Council makes resource allocation recommendations to the Board of Trustees, subject to review by the Superintendent/President. This process illustrates the integration of institutional planning with financial planning.

#### Evidence:

Reference	Document	Link
IIID.1.1	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IIID.2	Sample College Council Recommendations to the Board of Trustees on resource allocation	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/College Council July 21 2009 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/College Council July 21 2009 Minutes.pdf</a>

#### Evaluation – Standard IIID.1, 1.a: MPC meets the standard.

The college's planning and resource allocation process [IIID.1.1, 2] clearly shows the connection between the district's mission and goals with the request and allocation of funds in the budgeting process. Financial planning is integrated with and supports all institutional planning.

#### Plan – Standard IIID.1, 1.a:

None

### Section 1.b: Realistic Financial Assessment

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**Description:**

**Assessment of Financial Resource Availability**

Planning occurs on all levels at Monterey Peninsula College, but it ultimately unites through the college’s planning and resource allocation process [IIID.1.b.1]. This process identifies the Budget Committee [IIID.1.b.2] as having primary responsibility for determining the resources available to the district. The Budget Committee, chaired by the Vice President of Administrative Services, includes the district’s controller and budget analyst. The Budget Committee makes recommendations on the assumptions used to develop the district’s budget. Assumptions include FTES and state finances. Budget assumptions and budget projections are reviewed and approved by the College Council and ultimately by the Board of Trustees. The district Administrative Services offices prepare budget documents using the approved assumptions, all contractual commitments, any new or changed positions, other mandated increases, and any changes recommended by the College Council.

Proposals for additional funding are made by programs and areas through action plans. Action plans are evaluated with budgeted financial information at hand to ensure realistic expectations and proper cost benefit analysis and prioritization. The financial information used in these evaluations considers revenue resources as well as immediate and long-range cost expectations and commitments. The individuals developing the proposal have the most intimate knowledge of the requirements and supply expen-

diture requirements with their proposals. The College Council and Budget Committee, which review and make final recommendations on action plans, include broad-based membership, which helps to ensure realistic projections and assessments of costs are used in the budget development process.

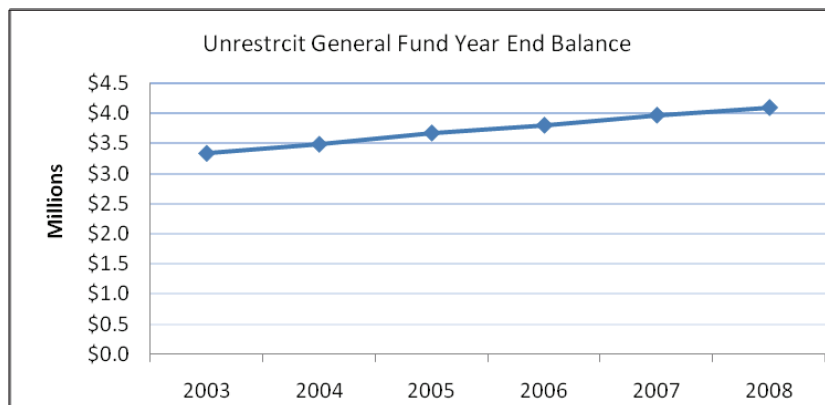
The district’s budget development process [IIID.1.b.3] calls for a tentative budget [IIID.1.b.4] to be developed prior to June 30 each year. The preliminary budget is approved by the Budget Committee, College Council and Board of Trustees. A final budget [IIID.1.b.5] is developed prior to September 1 each year and is also approved by the Budget Committee, College Council and Board of Trustees. Detail reports of budgets and monthly expenditures [IIID.1.b.6] are provided to departments for proper management and to ensure accuracy.

**Development of Financial Resources, Partnerships, and Expenditure Requirements**

The district’s facility plans [IIID.1.b.7] include maximizing state capital outlay funding by using local Proposition 39 Measure 1 bond funds [IIID.b.1.8] to maximize scores used to determine the allocation of state funds.

**Evaluation – Standard IIB.1.b: MPC meets the standard.**

In keeping with the college’s planning and resource allocation process, the district relies on the Budget Committee to identify available funding. Given MPC’s history of balanced budgets and on-going maintenance of a 10 percent unrestricted general fund reserve, it appears that the Budget Committee has faithfully fulfilled its primary responsibility. The amount of the reserve continues to grow as the budget increases.





**Plan – Standard IIB.1.b:**

None

**Evidence:**

Reference	Document	Link
IIID.1.b.1	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IIID.1.b.2	Budget Committee	<a href="http://mympc.mpc.edu/Committees/BudgetCommittee">http://mympc.mpc.edu/Committees/BudgetCommittee</a>
IIID.1.b.3	Budget Development Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEVELOPMENT PROCESS Final to CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEVELOPMENT PROCESS Final to CC 11-4-08.pdf</a>
IIID.1.b.4	Tentative Budget	<a href="http://mympc.mpc.edu/Committees/BudgetCommittee/Final Budgets Fiscal Stability Reports Long Term F/Forms/AllItems.aspx">http://mympc.mpc.edu/Committees/BudgetCommittee/Final Budgets Fiscal Stability Reports Long Term F/Forms/AllItems.aspx</a>
IIID.1.b.5	Final Budget	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Final Budget 2008-09 combined 8-27-08 to print.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Final Budget 2008-09 combined 8-27-08 to print.pdf</a>
IIID.1.b.6	Detail Reports of Monthly Expenditures	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/august financial expenditure report.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/august financial expenditure report.pdf</a>
IIID.1.b.7	Educational/Facilities Master Plan 2004	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/MPEducationalAndFacilitiesMasterPlan.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/MPEducationalAndFacilitiesMasterPlan.pdf</a>
IIID.1.b.8	Prop. 39 Bond Measure I	<a href="http://mympc.mpc.edu/AdministrativeServices/Facilities/Documents/Bond Measure I Ballot and Proposition, November 5, 2002.pdf">http://mympc.mpc.edu/AdministrativeServices/Facilities/Documents/Bond Measure I Ballot and Proposition, November 5, 2002.pdf</a>

### **Section 1.c: Short-Range and Long-Range Financial Planning**

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

#### **Description:**

Monterey Peninsula College's short-range financial decisions are made in light of its long-range financial priorities. As explained earlier, the college's planning and resource allocation process [IIID.1.c.1] begins with the review and development of its mission and goals. It then relies on the expertise of the Budget Committee, the advisory committees, the College Council [IIID.1.c.2], and the Superintendent/President. Final recommendations and budgets are ultimately reviewed and approved by the Board of Trustees.

The district's *Long Term Financial Plan* [IIID.1.c.3] described earlier lays out actions to be taken to ensure and improve the district's future fiscal stability. Plans include increasing revenues through enrollment growth by expanding the district's Education Center at Marina.

The district currently has only two long-term obligations that are required to be repaid with district funds: \$2.8 million for energy conservation projects lease/purchase and \$200,000 for a student center lease revenue bond. The district also has a \$145 million Prop 39 Measure I bond outstanding that is to be repaid through local property tax assessments.

The district has negotiated multi-year contracts with employee groups. The contracts include a formula that ties increases for salary and benefits to increases in apportionment income. In 2008-2009, the unrestricted general fund budget for salaries and fringe benefits is 80 percent of the total expenses, and apportionment income is 92 percent of the total revenue. Using this formula helps ensure a balance between the increases in income and expense. The contract with Monterey Peninsula California Teachers Association also includes a provision to set aside new monies for "improvement and growth." [IIID.1.c.4]

The district provides post employment benefits to certain retirees. The current actuarial study dated February 2009 [IIID.1.c.5] indicates the district's actuarial accrued liability to be \$11 million. On June 30, 2008, the district had a \$7.9 million fund balance in its self insurance fund that includes a \$2.8 million Board designated reserve for this liability. The district has a goal to contribute \$550,000 annually to fund the remaining liability using year-end balance funds.

#### **Evaluation – Standard IIID.1.c: MPC meets the standard.**

The district clearly considers long-range priorities to assure financial stability when making short-range financial plans. It also plans for long-term liabilities. In addition to the information provided in the description of Standard III.D.1.c, the district is implementing its plans to provide permanent facilities at the Monterey Peninsula College Education Center at Marina. Permanent facilities at the Public Safety Training Center in Seaside should be operational by fall 2009 and the Education Center at Marina by spring 2011. Both of these expansions have taken short-term resources that, through improved and increased service, will provide increased enrollments and revenues in the long term.

#### **Plan - Standard IIID.1.c:**

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIID.1.c.1	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IIID.1.c.2	College Council	<a href="http://www.mpc.edu/collegecouncil">http://www.mpc.edu/collegecouncil</a>
IIID.1.c.3	Long Term Financial Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Long Term Financial Plan.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Long Term Financial Plan.pdf</a>
IIID.1.c.4	MPC Faculty Contract	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/2007-2010_2011MPCTA_AGREEMENT_Final.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2007-2010_2011MPCTA_AGREEMENT_Final.pdf</a>
IIID.1.c.5	Retiree Medical Actuarial Study	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Retire Medical Actuarial 2007.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/Retire Medical Actuarial 2007.PDF</a>

## Section 1.d: Defining and Following Guidelines

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

### Description:

Monterey Peninsula College clearly defines and follows its guidelines and processes for financial planning and budget development. The financial planning and development processes are provided in two documents: the planning and resource allocation process [IIID.1.d.1] and the budget development process [IIID.1.d.2]. Both of these processes include timelines that guide each process to timely completion at a deliberate pace.

The planning and resource allocation process has been developed and refined by the College Council. The first step is the creation of institutional goals with input from the entire campus community. The second step is annual component goals [IIID.1.d.3] created by each advisory group. Faculty and staff of each program or area develop program reviews and annual action plans [IIID.1.d.4], which include budget implications and feasibility. These are reviewed and prioritized by each program's or area's respective advisory group. The College Council then reviews and prioritizes the combined list of all action plans for the campus.

The budget development process [IIID.1.d.2] for the district details the information to be gathered, the people responsible, and the other intricate steps involved in completing the budget.

The process, developed by the Budget Committee, was approved by the College Council. The first step in the budget development process refers to the creation of component goals (step 2 of the planning and resource allocation process) by advisory groups [IIID.1.d.5]. The Budget Committee recommends the assumptions to be used to create the budget and ultimately, the resources available. Administrative Services provides the general framework for the budget by providing revenue estimates based on approved assumptions and compiling all fixed and committed costs. The district provides a budget construction package [IIID.1.d.6] to budget managers annually as part of the creation of the budget to ensure accuracy of individual accounts. Programs and other college areas develop action plans requesting new funds based on program reviews, component goals, and mandated increases. Advisory groups prioritize action plan

requests for departments in their area. The College Council takes the advisory groups' requests and recommends district priorities based on institutional goals and resources available. The process is used for the creation of the preliminary and final budgets for the district. The Board of Trustees takes final action on the budget in an open session, which includes a public hearing.

All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. At the beginning of the college's planning and resource allocation process, all campus constituencies are encouraged to participate in the dialogue regarding the college's mission and goals. Furthermore, college constituencies are well represented on budget-related shared governance committees, including the College Council and Budget Committee. The College Council consists of a total eighteen voting members comprised of the following: two student members, seven faculty members, four classified members, five administrative/management members, the President/Superintendent as an ex-officio/non-voting member, and one resource person (non-voting) who keeps minutes of the College Council meetings.

The Budget Committee consists of a total of fourteen voting members comprised of the following: two student members, the Vice President of Administrative Services, the Vice President of Academic Affairs, the Vice President of Student Services, the Dean of Instruction, the Dean of Student Services, the California Teachers Association (CTA) President and one CTA representative, the Academic Senate President and one Academic Senate representative, the California State Employees Association (CSEA) President and one CSEA representative, Management, Supervisors and Confidential (MSC) President, the Controller (non-voting), the Budget Analyst (non-voting), and a note-taker (non-voting).

### Evaluation – Standard IIID.1.d: MPC meets the standard.

A review of the college's planning and resource allocation process [IIID.1.d.1] and the budget development process [IIID.1.d.2] documents indicates the processes for financial planning and budget development are clearly defined. The fall 2008 Accreditation Faculty and Staff Survey indicates that 80 percent of the responders "strongly agreed or somewhat agreed" that there are clear connections between planning, budgeting and allocation of financial resources. This would further indicate that a significant number of employees understand the processes.

A review of the processes also indicates high participation levels at many steps. In addition, the College Council sends agendas and minutes of its meetings to All-Users and posts these documents on the College Council web page [IIID.1.d.7] in a timely manner. College Council and Budget Committee meetings are open to the public and allow all constituencies opportunities to participate in the processes.

**Plan – Standard IIID.1.d:**

None

**Evidence:**

Reference	Document	Link
IIID.1.d.1	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IIID.1.d.2	Budget Development Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEVELOPMENT PROCESS Final to CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEVELOPMENT PROCESS Final to CC 11-4-08.pdf</a>
IIID.1.d.3	Area Component Goals 2008-2009 (ASAG, AAAG, SSAG)	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Academic Affairs (May 2008 Draft).pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Academic Affairs (May 2008 Draft).pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Administrative Services - 4-14-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Administrative Services - 4-14-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Administrative Services - Annual Rpt to CC 9-15-09.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 Administrative Services - Annual Rpt to CC 9-15-09.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 SSAG Goalsmatchedwselfevalua.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2008-09 SSAG Goalsmatchedwselfevalua.pdf</a>
IIID.1.d.4	Action Plans 2008-2009	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Action Plan Priorities 2008-09 to CC 8-12-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Action Plan Priorities 2008-09 to CC 8-12-08.pdf</a>
IIID.1.d.5	Long Term Institutional Goals 2007-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Institutional Goals 2007-10.pdf</a>
IIID.1.d.6	Budget Construction Package	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/COVER.PRINTOUT.09.10.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/COVER.PRINTOUT.09.10.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/PR.FORM.budget.dev.dir09.10.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/PR.FORM.budget.dev.dir09.10.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/Increase to Existing Budget Line Form.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Increase to Existing Budget Line Form.pdf</a>
IIID.1.d.7	College Council	<a href="http://www.mpc.edu/collegecouncil">http://www.mpc.edu/collegecouncil</a>

## Section 2, 2.a: Financial Integrity

### Section 2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

### Section 2.a

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

#### Description:

The district creates a tentative and a final budget [IIID.2.1] as indicated in the budget development process [IIID.2.2]. The budget documents are provided to members of the Budget Committee and the College Council, to administrators, and as part of the Board agenda when the items are acted on. Individual department managers are provided copies of their budgets. External audits are performed annually with the auditor providing a report at an open Board of Trustees meeting.

The financial records of the district are maintained on the Monterey County's Financial Management System. This system is adequate, though not ideal; the county system does not provide users real-time processing and other desired functions. However, the benefits of a more sophisticated system do not outweigh the additional cost (purchase, maintenance, and staff support) of a new stand-alone financial software package.

#### Evaluation – Standard IIID.2, 2.a: MPC meets the standard.

The district provides the Chancellor's Office with the required annual report (311) [IIID.2.3] on or before the required due date. MPC's Board of Trustees has consistently approved a tentative budget prior to June 30 and a final budget prior to September 1 each fiscal year. The district does allow budget transfers during the year, which are also approved by the Board of Trustees. The district's history of balanced budgets at the end of the year indicates the appropriate allocation of budgets.

The most recent audit for the fiscal year ending June 30, 2007 was completed December 22, 2008 [IIID.2.4]. The report provided the district an "unqualified opinion" and listed five findings not considered to be material weaknesses by the auditor. The district provided responses to the findings which are included in the audit report. The district does not anticipate the findings included in past audit reports to be repeated in the future.

#### Plan – Standard IIID.2, 2.a:

None

#### Evidence:

Reference	Document	Link
IIID.2.1	Tentative and Final Budget	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/2009-10 Tentative Budget- June 23 2009 Board.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2009-10 Tentative Budget- June 23 2009 Board.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/2009-10 Final Budget combined.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/2009-10 Final Budget combined.PDF</a>
IIID.2.2	Budget Development Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEVELOPMENT PROCESS Final to CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEVELOPMENT PROCESS Final to CC 11-4-08.pdf</a>
IIID.2.3	Annual Report 311	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/CCFS311.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/CCFS311.PDF</a>
IIID.2.4	Annual Audit 2007-2008	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Monterey Peninsula CCD 2007-08 Annual Financial Report.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Monterey Peninsula CCD 2007-08 Annual Financial Report.pdf</a>

## Section 2.b: Sharing Financial Information

Appropriate financial information is provided throughout the institution.

### Description:

The district budget is approved by the College Council and the Board of Trustees and is widely distributed. The materials provided to all budget managers in the budget development process include instructions, timelines, and a three-year summary report indicating expense totals by object category for each department. For effective management and to ensure accuracy, summary reports of the preliminary budget are provided to all programs and areas. Approved budget reports and monthly updates are also provided to budget managers. Financial reports (Monthly Financial and Budgetary Report) [IIID.2.b.1] and special bond updates (Bond Expenditure Report) [IIID.2.b.2] are provided to the Board of Trustees monthly at their regular meetings. In addition, budget transfers, County Treasurer investment reports [IIID.2.b.3], and required quarterly financial reports to the Chancellor's Office (311Q) [IIID.2.b.4] are presented quarterly at regular Board of Trustees' meetings.

Changes in the financial outlook are discussed regularly at Budget Committee, College Council, and advisory group meetings. This information is then further discussed at division and department meetings. Updates on the district and state budgets are also presented to the campus at flex days.

### Evaluation – Standard IIID.2.b: MPC meets the standard.

All budget managers are provided copies of their budgets and monthly updates. The Vice President of Administrative Services includes a written summary of the District's budget as a part of the monthly financial update to the Board of Trustees. District budget documents and the written summary are included in the agenda and discussed in open session as part of the Board of Trustees regular meeting. Updates on the status of the Budget are provided to the Budget Committee, College Council and Administrative Services Advisory Group at their regular meetings. The financial status of the district is a regular topic at flex day addresses, and special information sessions on the district's finances are provided when warranted. As an example, the Superintendent/President conducted town hall meetings on April 27 and June 3, 2009 to inform the campus of the current budget issues and efforts to balance the district's 2008-2009 budget and the proposed plans to balance the 2009-2010 budget. An All-Users email followed for those that could not attend.

### Plan – Standard IIID.2.b:

None

Standard IIID: Financial Resources

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**Evidence:**

Reference	Document	Link
IIID.2.b.1	Monthly Financial and Budgetary Report	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Summary of all Funds Oct.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Summary of all Funds Oct.pdf</a>
IIID.2.b.2	Bond Expenditure Report	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Bond Expend Report Oct 31 2009 updated for board each month.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Bond Expend Report Oct 31 2009 updated for board each month.pdf</a>
IIID.2.b.3	County Treasurer Investment Report	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - Sept. 2008.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - Sept. 2008.PDF</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - Dec 2008.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - Dec 2008.PDF</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - March 2009.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - March 2009.PDF</a>
IIID.2.b.4	Chancellor's Office 311 Q	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/311 Q June 2009.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/311 Q June 2009.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/311 Q March 2009.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/311 Q March 2009.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/311 Q Dec 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/311 Q Dec 2008.pdf</a>



## Section 2c: Financial Stability

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

### Description:

Monterey Peninsula College uses fiscally conservative principles, and thus has sufficient cash flow and reserves to maintain stability. It also has strategies in place for risk management, and is prepared to meet financial emergencies and unforeseen occurrences.

### Reserves

The district's current level of reserves allows for sufficient cash flow under normal circumstances. The district maintains a ten percent unrestricted general fund reserve (currently \$4 million) as mandated by the Board of Trustees. Additionally, on June 30, 2008 the district had a reserve of \$7.9 million in its Self Insurance fund (including \$2.8 million for the post-retirement benefits), and \$1.3 million in its Capital Outlay fund [IIID.2.c.1].

### Risk Management

Risk management for property and liability coverage is provided through district membership in the Bay Area California Community College Districts Joint Powers Association (BACCCJPA) and State Wide Association of Community Colleges. Districts in the BACCCJPA have a \$10,000 deductible per occurrence and \$250 million property and \$25 million liability coverage. Workers compensation coverage is provided through district membership in the Northern California Community Colleges Pool (NCCCP). The NCCCP purchases full coverage through Protected Insurance Program for Schools and Community Colleges Joint Powers Authority (PIPS) [IIID.2.c.2].

### Financial Emergency Plans

The district has not needed to borrow cash under the prior state budgets, which included a \$200 million Community College system deferral, and does not anticipate the need to do so under the state proposed \$540 million system deferral. As a fall back measure, the district is prepared to use Tax Revenue Anticipation Notes (TRAN) through the California Community College League should the need arise [IIID.2.c.3].

### Evaluation – Standard IIID.2.c: MPC meets the standard.

The college has had positive cash flow for at least the past 10 years. The district has not needed to borrow cash under the prior state budgets that included a \$200 million Community College System deferral, and current projections indicate the district will not need to borrow funds for cash flow under the current state budget, as of this writing, that includes a \$540 million system-wide deferral.

Risk management through the Joint Powers Agreements has served the district well. The district budgets \$30,000 annually for the required deductible which has not been exceeded in at least the past 10 years.

### Plan – Standard IIID.2.c:

None

Standard IIID: Financial Resources

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**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IIID.2.c.1	Unrestricted General Fund Year End Balance	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/UGF Year End Balance 03-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/UGF Year End Balance 03-08.pdf</a>
IIID.2.c.2	Memorandum of Coverage Declarations	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/2009-10 - Proof of Coverage.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/2009-10 - Proof of Coverage.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/SWACC MOC Declarations 2008-09.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/SWACC MOC Declarations 2008-09.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/SWACC MOC Declarations 2009-10.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/SWACC MOC Declarations 2009-10.pdf</a>
IIID.2.c.3	Cash Flow chart-Normal Year vs. Deferral Year	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/GF Cash Flow normal year and with deferrals.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/GF Cash Flow normal year and with deferrals.PDF</a>

## Section 2.d: Effective Oversight

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

### Description:

Monterey Peninsula College practices effective oversight of finances. Oversight of virtually all aspects of the institution is provided by the college's Fiscal Services office, department managers, and Board of Trustees. Oversight is also provided for the college's foundation and auxiliary organization, the Gentrain Society, as well as for its investments and assets.

The district's Fiscal Services office maintains oversight over all accounts for the college, including financial aid, grants, and trusts. Department managers also provide oversight, as they are responsible for budgets within their area. The Board of Trustees is apprised of all accounts of the college, as it receives monthly financial reports [IIID.2.d.1] and special reports for bond expenditures at regular open Board meetings. The college also undergoes an annual external audit. The external auditor presents the annual audit report to the Board at a regular open meeting. Financial audits show unqualified opinions with minimal findings, and repeat findings are rare.

The district has a foundation, the MPC Foundation [IIID.2.d.2], which is organized as an independent 501c3 and is the primary fundraising organization for the district. The district has one auxiliary organization, the Gentrain Society [IIID.2.d.3], which supports the college's Gentrain program. Both organizations maintain their own financial records. Financial statements of both of these organizations are forwarded to the district's Vice-President of Administrative Services for review. These organizations are required to have external audits.

The college not only practices effective oversight of its finances, it also practices effective oversight of its investments and assets. All investments for the college are managed through the County Treasurer [IIID.2.d.4] who provides quarterly reports to the district. These reports are shared with the Board of Trustees. The district maintains an inventory [IIID.2.d.5] of all equipment with a cost of \$1,000 or more. A physical inventory is completed annually for one-third of its equipment.

### Evaluation – Standard IIID.2.d: MPC meets the standard.

The district maintains the financial records for financial aid, grants, and externally funded programs on its Financial Management System. The majority of these records are accounted for in the district's restricted and fiduciary funds, which are audited as part of the district's annual external audit. Gentrain, the only auxiliary organization of the district, maintains its own records but is required to have an annual audit. Institutional investments are maintained by the County Treasurer, who pools the district funds with other county managed funds and follows government regulations in making investments.

### Plan – Standard IIID.2.d:

None

Standard IIID: Financial Resources

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**Evidence:**

Reference	Document	Link
IIID.2.d.1	Monthly Financial and Budgetary Report	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Summary of all Funds Oct.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Summary of all Funds Oct.pdf</a>
IIID.2.d.2	MPC Foundation audit	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Monterey Peninsula College Foundation 2006 Final Audit.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Monterey Peninsula College Foundation 2006 Final Audit.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/Monterey Peninsula College Foundation 2007 Final.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Monterey Peninsula College Foundation 2007 Final.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/Monterey Peninsula College Foundation 2008 Final Audit.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Monterey Peninsula College Foundation 2008 Final Audit.pdf</a>
IIID.2.d.3	MPC Gentrain audit	This document is available within the hardcopy evidence files.
IIID.2.d.4	County Treasurer Investment Report	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - Sept. 2008.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - Sept. 2008.PDF</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - Dec 2008.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - Dec 2008.PDF</a> <a href="http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - March 2009.PDF">http://www.mpc.edu/information/accreditation/Standard 3D/County of Monterey Investment Rpt - March 2009.PDF</a>
IIID.2.d.5	District Physical Inventory	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/InventoryForm.xls">http://www.mpc.edu/information/accreditation/Standard 3D/InventoryForm.xls</a>

## Section 2.e: Use and Support of the College Mission and Goals

The college utilizes its financial resources, including those from auxiliary activities, fundraising efforts and grants, in a way consistent with its mission and goals.

### Description:

The college uses its financial resources, including those from its foundation and grants, to further its mission and goals.

The college's mission and goals are foundational to its planning and resource allocation process [IIID.2.e.1]. At the program and office level, budgets and action plans [IIID.2.e.2] are derived with the college's mission and institutional goals in mind; equipment, staffing, and supplies are also requested and prioritized in respect to the mission and institutional goals. At the general college level, the final approval of the annual budgets is granted by the College Council and the Board of Trustees. Salaries fall somewhat outside this process because of collective bargaining laws, but final approval of salary changes require action by the Board of Trustees.

The district Superintendent/President is a voting member of the Foundation Executive Board. Input is provided to the college's foundation to ensure the priorities of the foundation support the district priorities.

The district reviews a completed pre-application grant approval form [IIID.2.e.3] prior to completion of a grant request for proposal (RFP). The form includes a description of how the grant will support the long-term institutional goals, impact district commitments, and affect the college fiscally (space, staffing, matching funds, institutionalization implications to current programs). Completed forms are reviewed by the area administrator, the Office of Institutional Research, the vice presidents, and the Superintendent/President. The Superintendent/President has the final authority, indicating approval or disapproval to proceed.

### Evaluation – Standard IIID.2.e: MPC meets the standard.

As indicated previously, the Monterey Peninsula planning and resource allocation process is used to ensure financial resources are consistent with the district's mission, goals, and objectives. The district Superintendent/President's membership on the Foundation Executive Board and the pre-application grant approval form are also used to help ensure consistency with the college mission and institutional goals.

### Plan – Standard IIID.2.e:

None

### Evidence:

Reference	Document	Link
IIID.2.e.1	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IIID.2.e.2	Action Plans	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Action Plan Priorities 2008-09 to CC 8-12-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Action Plan Priorities 2008-09 to CC 8-12-08.pdf</a>
IIID.2.e.3	Pre-Application Grant Approval Form	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Pre Application Grant Approval Rq-SAMPLE.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Pre Application Grant Approval Rq-SAMPLE.pdf</a>

## Section 2.f: Contract Agreements

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.”

### Description:

The district uses standard contract forms [IIID.2.f.1] and Instructional Service Agreements (ISAs) [IIID.2.f.2], which are reviewed by counsel to help ensure all legal provisions are included, and the district is appropriately protected. Instructional Service Agreements are specifically written to ensure the district adheres to regulations contained in Title 5 of the California Code of Regulations. Contracts and ISAs can be terminated if the external entities are found to be out of compliance. The district has terminated some contracts in the past due to lack of compliance.

The adopted budget is used as the primary vehicle to fund contractual agreements and cap expenditures. The Superintendent/President, Vice President of Administrative Services, and purchasing agent are the only three persons given general authority by the Board as legal signatory for contractual agreements.

### Evaluation – Standard IIID.2.f: MPC meets the standard.

The district uses standard contract forms to help ensure they are consistent with the district’s interests, contain appropriate legal provisions, and maintain the integrity of the institution. The district works to ensure its contractual agreements with outside agencies are consistent with the mission and goals of the institution. As an example of this, the district’s Long Term Financial Plan [IIID.2.f.3] includes reducing dependence on Instructional Service Agreements. FTES generated through Instructional Service Agreements is primarily non-credit. A chart showing the district’s FTES history included earlier in this standard shows a reduction in non-credit FTES from 2,839 in 2006-2007 to 1,993 in 2008-2009, primarily from the reduction in non-credit Instructional Service Agreements.

### Plan – Standard IIID.2.f:

None

### Evidence:

Reference	Document	Link
IIID.2.f.1	Standard Contract (Independent Contract)	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Independent Contractor Agmt-blank.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Independent Contractor Agmt-blank.pdf</a>
IIID.2.f.2	Instructional Service Agreements	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Contract for Acad Svc 2003.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Contract for Acad Svc 2003.pdf</a>
IIID.2.f.3	Long Term Financial Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Long Term Financial Plan.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Long Term Financial Plan.pdf</a>

## Section 2.g: Financial Management Evaluation

The institution regularly evaluates its financial management processes, and the results of evaluations are used to improve financial management systems.

### Description:

Monterey Peninsula College regularly evaluates its processes, including its financial management processes. The Monterey Peninsula College planning and resources allocation process was created by the College Council. The College Council bylaws call for the committee to review the shared governance process annually and to discuss any possible changes with the entire campus community before change is implemented.

The role of the Budget Committee [IIID.2.g.1] includes a review of the budget to ensure that the process is followed. The Budget Committee also reviews the budget development process [IIID.2.g.2] annually and makes changes to improve and/or clarify the process.

In addition, a program review is conducted by the Fiscal Services department every six years to review its internal processes and procedures to improve services to end users.

### Evaluation – Standard IIID.2.g: MPC meets the standard.

The College Council first created the Monterey Peninsula College planning and resource allocation process [IIID.2.g.3] in fall 2007, and the process was used in the 2007-2008 year. The process has gone through numerous revisions to both improve and better clarify the various steps in open meetings of the College Council. The current process is the fourth revision dated October 24, 2008. The current version of the budget process, dated August 6, 2008, is the version altered by the Budget Committee to align with the Monterey Peninsula College planning and resource allocation process.

In addition, the district Fiscal Services office is researching possible ways to redesign the monthly financial reports that are provided to budget managers to make them more user-friendly. Furthermore, it is looking at possible ways to allow users on-line access to their financial accounts

### Plan – Standard IIID.2.g:

Fiscal Services will implement a system to process purchase requisitions on-line and computerize the district's capital asset accounting.

### Evidence:

Reference	Document	Link
IIID.2.g.1	Budget Committee	<a href="http://mympc.mpc.edu/Committees/BudgetCommittee">http://mympc.mpc.edu/Committees/BudgetCommittee</a>
IIID.2.g.2	Budget Development Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEVELOPMENT PROCESS Final to CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/BUDGET DEVELOPMENT PROCESS Final to CC 11-4-08.pdf</a>
IIID.2.g.3	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>

### Section 3: Financial Resource Evaluation

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

**Description:**

Monterey Peninsula College systematically assesses its use of financial resources and works to use the results as a basis for improvement. Step ten of the planning and resource allocation process [IIID.3.1] calls for an accountability review. The vice president of each component of the college reports to the College Council activities related to program reviews and/or action plans of the prior year as well as success in reaching component goals.

The districts Fiscal Stability Report [IIID.3.2] dated March 20, 2007 includes an analysis of district revenues and expenses, FTES, average class size, and age of employees. Program reviews provide data including department budget and FTES generation history.

**Evaluation – Standard IIID.3: MPC meets the standard.**

Information from program reviews and data from the Fiscal Stability Report are used as a starting point for subsequent planning cycles. As an example, the Fiscal Stability Report shows the district will likely see a significant turnover in employees over the next 10 years; MPC faculty salaries are less than desired based on the cost of living in Monterey, and cost of benefits statewide are significantly less than MPC. Based on these data, the district’s salary formula has been adjusted to include benefits and subsequently, the costs of benefits have been reduced with the savings put on the salary schedule. Another example is the movement to reduce reliance on instructional service agreements, reducing non-credit FTES and increasing credit FTES.

**Plan – Standard IIID.3:**

None

**Evidence:**

Reference	Document	Link
IIID.3.1	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IIID.3.2	Fiscal Stability Report	<a href="http://www.mpc.edu/information/accreditation/Standard 3D/Fiscal Stability Report-March 2007.pdf">http://www.mpc.edu/information/accreditation/Standard 3D/Fiscal Stability Report-March 2007.pdf</a>



# Monterey Peninsula College Institutional Self Study Report

## Standard IVA: Decision-Making Roles and Processes





## **Standard IVA: Decision-Making Roles and Processes**

### **List of Contributors**

#### **Lynn Davis, Co-Chair**

Dr. Gail Fail, Co-Chair

Carsbia Anderson

Mark Clements

Dr. Alfred Hochstaedter

Claudia Martin

Dr. Loren Steck

#### **Trustee**

Division Chair/Instructor

Vice President

Instructor

Instructor

Director

Trustee

#### **Governing Board**

Life Sciences/Biology

Student Services

Adaptive Physical Education

Earth Sciences

Student Financial Services

Governing Board

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.

## Section 1: Leadership and Governance: An Overview

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

### Section A

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

### Section 1

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

### Description:

Monterey Peninsula College empowers all members of its organization to demonstrate leadership. Through its shared governance structure and the institution's planning and resource allocation process, the college promotes wide participation by all stakeholders. Staff, faculty, administrators, and students are able to take initiative to improve practices, programs, and services, as well as to participate in the discussion of important issues. The institution is committed to respectful and collegial dialogue between and among the campus constituencies to bring about positive change that supports student learning and improves institutional effectiveness.

The purpose of this introductory section is to provide a brief overview of the college's leadership and governance structure. This section shows that goal setting, encouragement of dialogue, and participatory decision making are built into the governance structure at many different levels. Succeeding sections will provide details about how faculty, classified, and management/administration each have definite roles in clearly delineated processes. These roles address specific issues, such as goal setting, planning, resource allocation, board policy review, and/or curricular review.

All district personnel, as well as the governance processes in which they engage, have student learning and the improvement of institutional effectiveness as their central or implied goal.

### Administrative Organization and Leadership Structure

Figure 4A.1 shows the administrative organization for Monterey Peninsula College, a single college district. The citizens of the Monterey Peninsula College District elect a Board of Trustees, whose members are responsible for representing the public interest in the district's programs and learning opportunities. The Board of Trustees recruits and hires the Superintendent/President and has final authority on spending and major budgetary decisions [IVA.1.1].

**The Leadership of the Superintendent/President.** The Superintendent/President oversees three vice presidents as well as the offices of Institutional Research and Public Information (Figure 4A.1). The current Superintendent/President began his tenure in fall 2006. Under his leadership, the college reorganized the role of its College Council as the principal representative body that makes recommendations to the Superintendent/President on items to be brought before the Board of Trustees. The rationale is that with the recommendation of the College Council, these items have the support of the majority of faculty, staff, and management of the college. In addition, the Superintendent/President led the development and implementation of the planning and resource allocation process [IVA.1.2], an inclusive, transparent, year-long process that incorporates goal setting, institutional review of program reviews, review of resource allocation requests (called "action plans"), allocation of resources, and evaluation of goal attainment. Whereas additional details of this process are given in this section, it is described in significant detail in Standard IB.

**The Leadership of the Vice Presidents.** The college is divided into three components, each led by a vice president (Figure 4A.1). Academic Affairs houses all of the instructional divisions, the School of Nursing, and the library. Student Services includes all of the services students need to succeed, such as admissions and records, financial aid, counseling, and supportive services for those students in economic need or with learning disabilities. Administrative Services consists of all of the services the college needs to operate efficiently. The leadership structure of each of the three components includes deans or associate deans to assist the vice presidents in their efforts to lead the smooth operation of the

Standard IVA: Decision-Making Roles and Processes

college. The divisions, areas, and departments contained within each of the college components are listed in the following tables.

Academic Affairs Divisions		
Creative Arts	Life Sciences	Physical Sciences
Humanities	Physical Sciences	School of Nursing
Physical Education	Social Sciences	Business and Technology

Student Services Areas		
Academic Support	Counseling	Matriculation
Admissions and Records	Equal Opportunity Program and Services	Health Services
Articulation	Supportive Services	TRIO Programs
Child Development Center	International Student Programs	Athletics
Financial Aid	Career/Transfer Resource Center	

Administrative Services Departments		
Security and Evening Campus Operations	Plant Services	Information Technology
Operations	Fiscal Services	
Human Resources		

The vice president of each component of the college chairs an advisory group, each of which is comprised of the deans, and the chairs or directors of each of the programs within their component as well as individuals from outside the component. These advisory groups are the Academic Affairs Advisory Group (AAAG), the Student Services Advisory Group (SSAG), and the Administrative Services Advisory Group (ASAG). As the name implies, a principal role of these groups is to advise the vice presidents on issues of institutional interest from the perspective of their component of the college. The vice presidents can then represent their components in shared governance processes with the perspectives and desires of a large spectrum of their constituencies. The advisory groups also play the role of information clearing houses where institutional information is shared with the chairs or directors of each program within the components, so that they can then share it with each of the members of their division or area.

**The Leadership of Two Groups.** Administrative leadership is further facilitated through two groups: the Presidents/Vice Presidents Group, commonly referred to as “P/VP”, and the Deans’ Council. The Presidents/Vice Presidents Group meets weekly. As the name implies, it consists of the Superintendent/President and the three vice presidents. These four individuals are regularly joined by the Associate Dean of Human Resources. The primary role of this group is to discuss institutional issues from an administrative perspective. Typical topics include the feasibility and prioritization of resource allocation requests, and, in recent months, strategies for budget reductions. The Deans’ Council is comprised of all the deans and associate deans. They meet regularly to engage in problem solving and enhance communication across campus. Both the P/VP and the Deans’ Council are somewhat informal in the sense of the shared governance process, because they do not publish or make widely available agendas or minutes of their meetings.

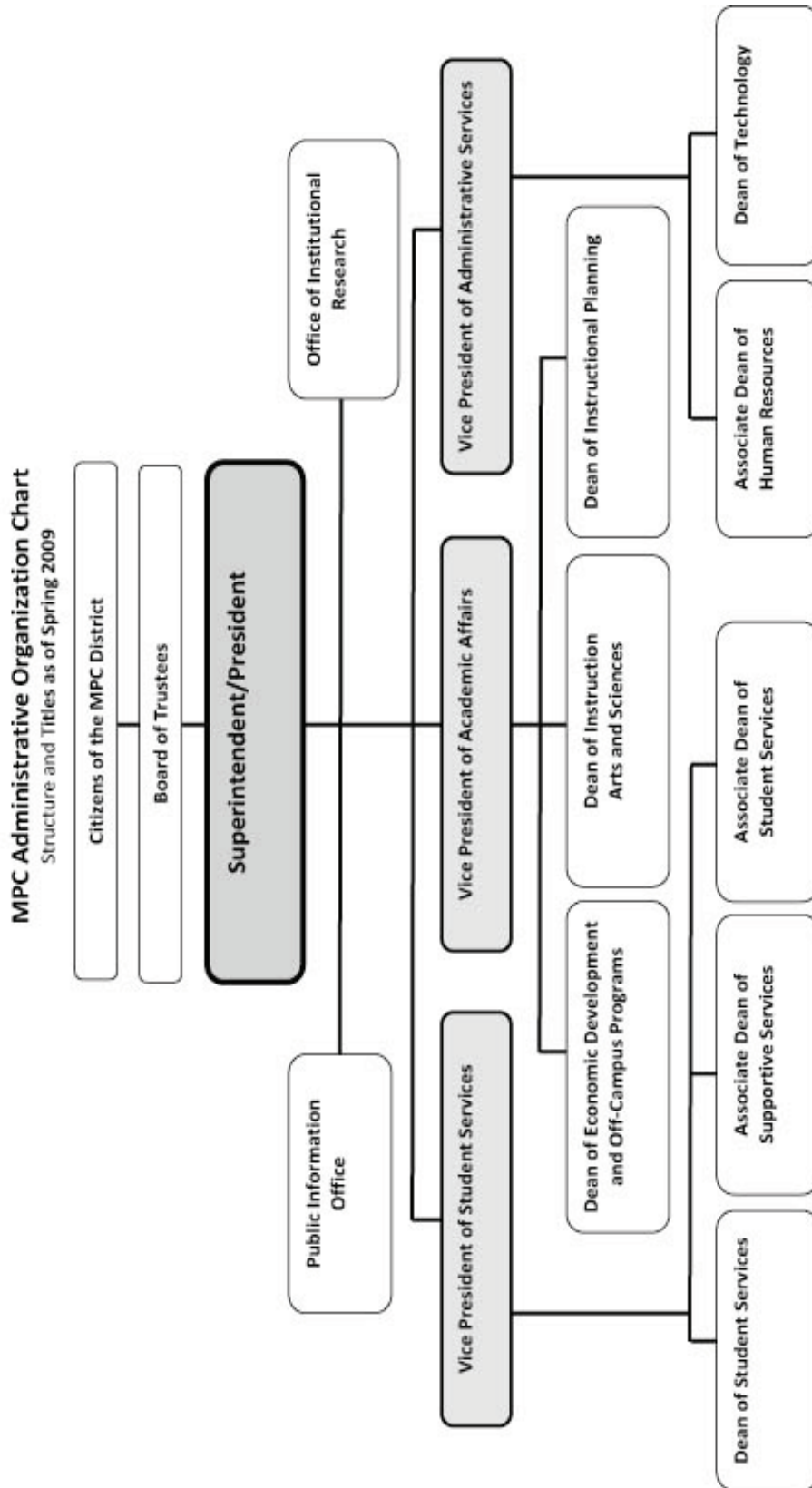


Figure 4A.1 MPC Administrative Organizational Chart

### **Faculty Organization and Leadership Structure**

All of the instructional divisions within Academic Affairs, as well as the School of Nursing, the library, and counseling have faculty members that serve as division chairs. These faculty division chairs provide leadership to their respective divisions by overseeing scheduling, instructor evaluations, program reviews, and division meetings where institutional information is conveyed to all faculty and staff of the college. The division chairs of the instructional divisions, the library, and counseling are joined by representatives of Student Services faculty, the Academic Affairs deans, a member of the classified, a student and a member of management to comprise the Academic Affairs Advisory Group. Faculty members also serve on the Student Services Advisory Group and the Administrative Services Advisory Group, but do not typically serve as department or area chairs or directors in these components of the college.

In addition, faculty members chair many of the shared governance committees at the college, thereby playing an important role in its leadership. Whereas the function of these groups is described later, some of the committees that benefit from the leadership of faculty chairs or co-chairs include the Academic Senate, the Curriculum Advisory Committee, the College Council, the Basic Skills Committee, the SLO Committee, and the Distance Education Task Force.

### **Committee Organization and Leadership Structure**

The shared governance process at Monterey Peninsula College is inclusive and transparent; it relies on the efforts of faculty members, classified staff, and administrators to participate in and provide leadership for various committees. The specific processes followed by these committees and the relationships between the committees vary by the topic or problem under discussion. For example, for matters of institutional goal setting, defining board policy, planning, or resource allocation, the College Council is the primary, representative group that makes recommendations to the Superintendent/President (Figure 4A.2). In contrast, for matters of academic and professional matters, the Academic Senate and the Curriculum Advisory Committee exert their leadership by making recommendations directly to the Board of Trustees or to the College Council, as dictated by the topic at hand (Figure 4A.3).

The shared governance processes and the leadership role of committees are shown on a series of three figures on following pages. Figure 4A.2 shows the flow of recommendations and ideas for the planning and resource allocation process, where the College Council provides leadership. Figure 4A.3 shows the flow of recommendations and ideas on academic and professional matters, where the Academic Senate and the Curriculum Advisory Committee exert their primacy. Figure 4A.4 shows the flow of recommendations and ideas for the review of and revision to board policy.

**Planning and Resource Allocation.** The College Council is the principal planning and operational committee at the college. It is responsible for implementing the planning and resource allocation process [IVA.1.2] and making recommendations to the Superintendent/President on planning, resource allocation, board policy and any other institutional issues that should be brought before the Board of Trustees (Figure 4A.2). Goal setting and subsequent evaluation are built into the planning and resource allocation process [IVA.1.2] and are discussed fully in standard IB.

Three committees report to the College Council: the Budget, Facilities, and Technology committees. The scope and function of these three committees are described in detail elsewhere in this self study (Standards IIID, IIIB, and IIIC, respectively). The three advisory groups also have direct representation at the College Council through the three vice presidents. It is through the advisory groups and participation in the three committees that all faculty and staff have access to the college's primary recommending body for planning and resource allocation. Resource allocation requests or recommendations are delivered to the College Council through one of the three advisory groups, the Technology Committee, or the Facilities Committee. The Budget Committee is responsible for identifying sources of available funds within the budget.

Other shared governance groups also communicate and make recommendations to the College Council, as shown in Figure 4A.2. During planning efforts such as the development of the mission statement and institutional goals and objectives, for example, other groups, such as the Academic Senate or the Equal Employment Opportunity Advisory Committee, can and do make recommendations to the College Council. When engaged in planning activities that do not involve the allocation of resources, the process is very flexible, because it seeks input from a wide variety of groups and constituencies. This flexibility is emphasized in Figure 4A.5, which emphasizes dialogue and shows a variety of committees organized into three clusters: the College Council

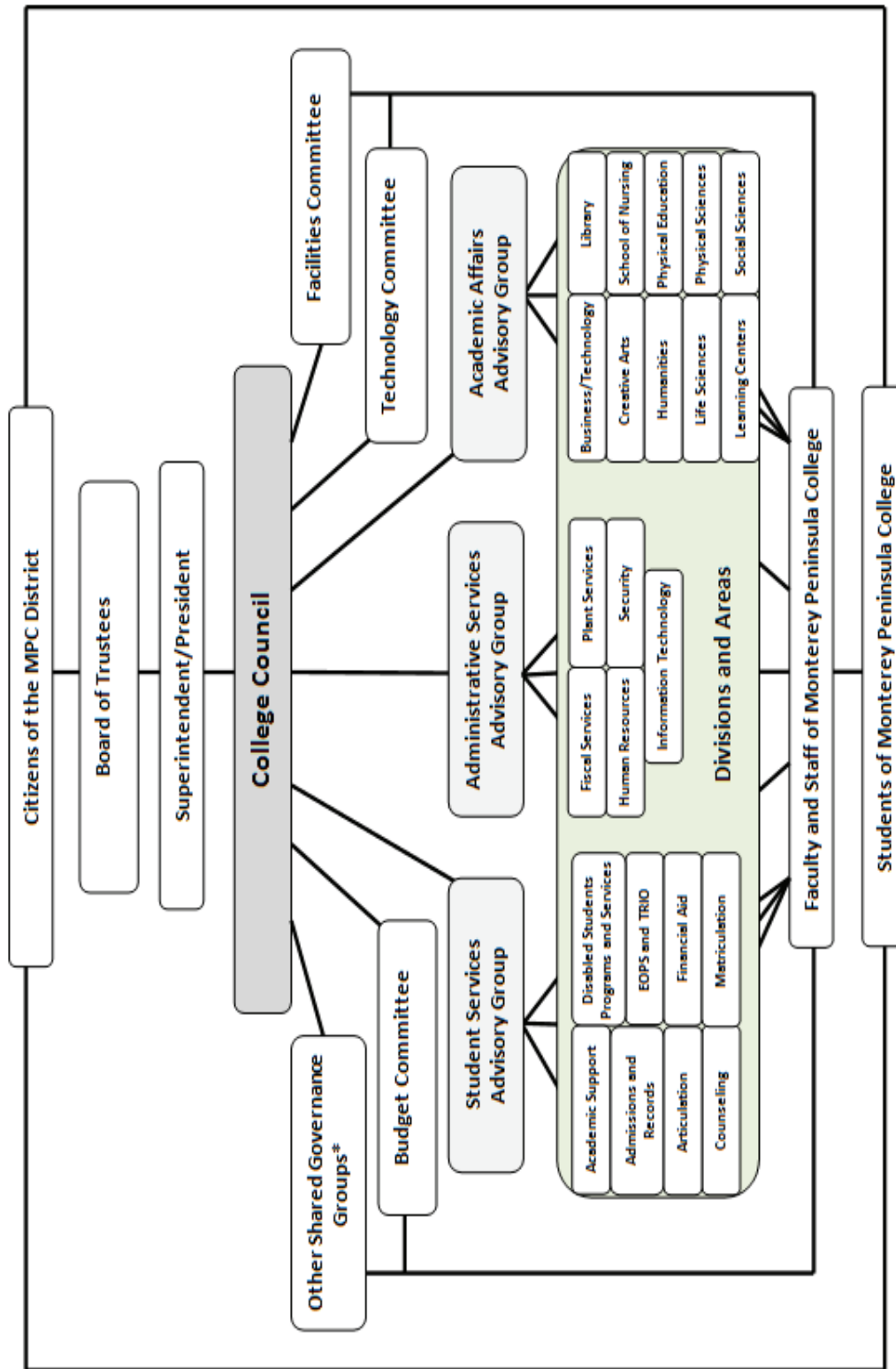


Group, the President's Group, and the Academic Senate Group. All committees communicate with each other and even collaborate with each other as the need arises and the situation dictates. Communication takes place through representative memberships among the groups, reports and recommendations that flow from one group to another.

**Academic and Professional Matters.** The Academic Senate and the Curriculum Advisory Committee are the primary groups at the college that deal with academic and professional matters (Figure 4A.3). Membership on each of these groups includes a representative from each instructional division, the library, counseling, and the School of Nursing. The Curriculum Advisory Committee forwards its curricular recommendations directly to the Board of Trustees. The Academic Senate is active in board policy development and revision, development of SLO processes for MPC, and providing a faculty voice in issues such as distance education, basic skills, and development of learning communities [IVA.1.3]. It makes recommendations to the College Council on issues of institutional importance, but has the right to communicate with and get a written response from the Board of Trustees if it disagrees with institutional decisions on academic and professional matters.

As with the College Council (Figure 4A.2), other shared governance committees engage in dialogue with the Academic Senate as well (Figure 4A.3). An example includes the revision of the Academic Affairs program review process [IVA.1.4], which was a collaborative effort between the Academic Affairs Advisory Group and the Academic Senate [IVA.1.5]. Both groups approved the new process, which was shared with the College Council before implementation.

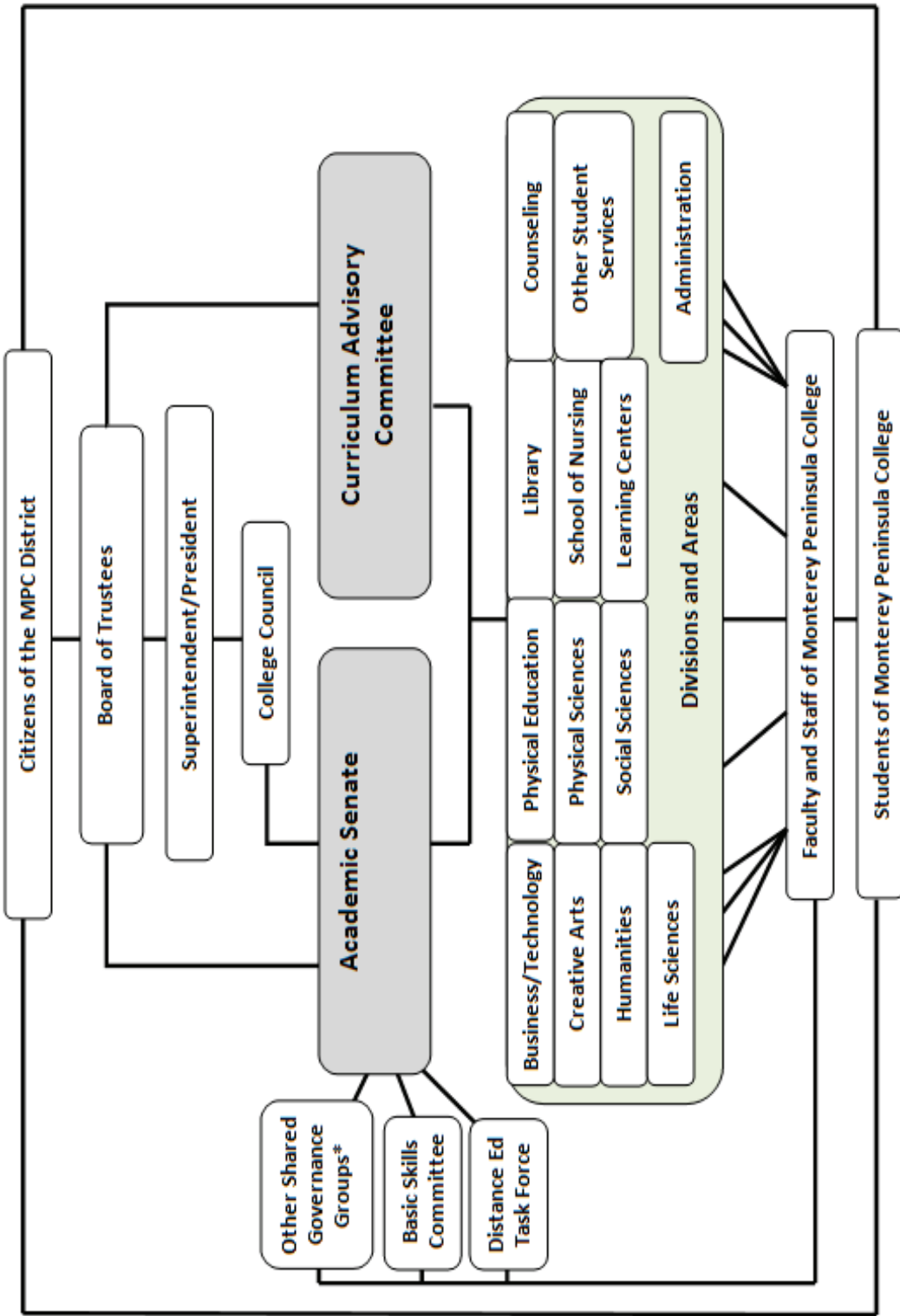
**Flow of Recommendations/Ideas for Planning and Resource Allocation Purposes**



\*Refers to other shared governance groups that may make recommendations to the College Council about institutional goals and objectives, board policy, or other topics of institutional interest. Please see the Illustration of Dialogue.

Figure 4A.2: Flow of Recommendations/Ideas for Planning and Resource Allocation Purposes

**Flow of Recommendations/Ideas on Academic and Professional Matters**

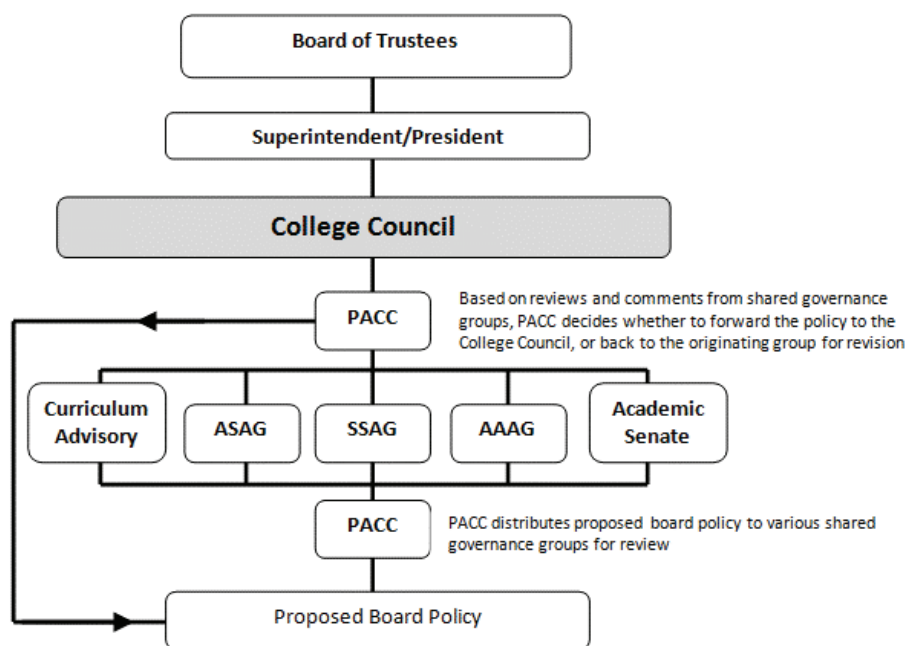


\* Refers to other shared governance groups that may make recommendations to or collaborate with the Academic Senate about academic and professional matters or issues of institutional interest.

Figure 4A.3: Flow of Recommendations/Ideas for Planning and Resource Allocation Purposes

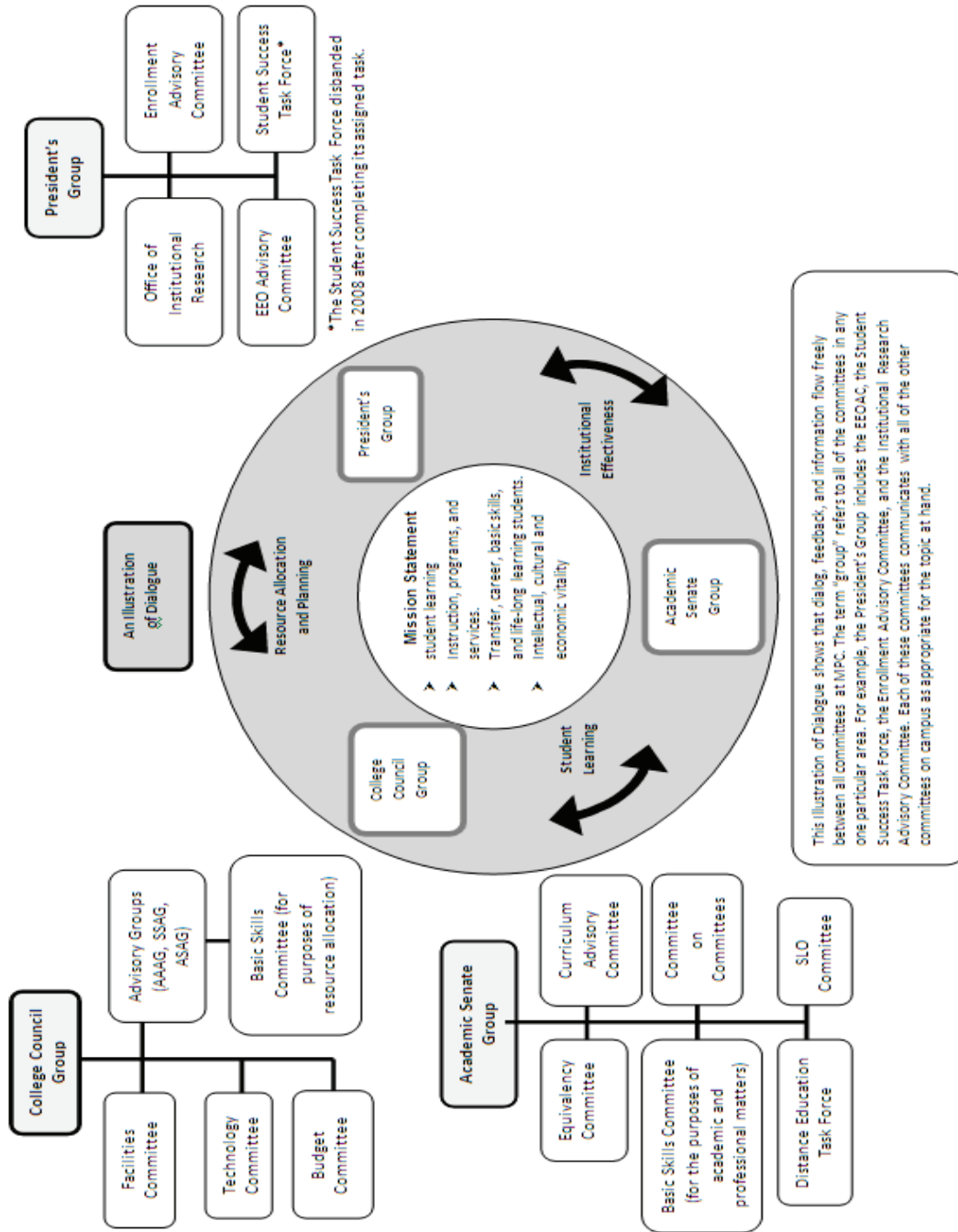
Board Policy Review and Revision. The structure for board policy review and revision differs from that for planning and resource allocation or academic and professional matters (Figure 4A.4). As with planning and resource allocation, the College Council is the primary group that recommends revision of board policy to the Superintendent/President. In order to assure wide and comprehensive review of potential changes to board policy, an additional group, the Policy and Communications Committee (PACC) monitors the review process as the proposed sections of board policy go to various constituency groups for review [IVA.1.6]. When all constituency groups complete their reviews, the PACC looks at the constituency group comments and decides whether to send the proposed policy on to the College Council for consideration or back to the originating group for revision (Figure 4A.4).

**Figure 4A.4 Flow of Recommendations/Ideas for Development of Board Policy**



**Flexibility of Processes.** Figure 4A.5 emphasizes the importance of dialogue in MPC planning processes. One example of the kind of dialogue emphasized in Figure 4A.5 is the setting of institutional goals and objectives. Although led by the College Council, the setting of institutional goals and objectives is truly a collegewide activity. In 2007, many different committees, as well as individuals acting on their own, participated in the process. The Academic Senate played an important role, discussing the goals and objectives over several meetings [IVA.1.7]. In the end, input was collected by the College Council and the institutional goals were recommended to the Superintendent/President to be brought before the Board of Trustees.

Another example of the flexibility to incorporate extensive dialogue is the review of the accreditation self study you are now reading. Several campus committees, including the Academic Senate [IVA.1.8], the Academic Affairs Advisory Group, and the Student Services Advisory Group reviewed the self study for accuracy, consistency and completeness before the College Council reviewed and recommended it to the Superintendent/President that it be brought before the Board of Trustees [IVA.1.9].



**Evaluation- Standard IVA.1: MPC meets this standard.**

Monterey Peninsula College meets this standard because administrative, faculty, and classified staff leadership have implemented processes that are transparent and flexible, and allow input from all constituencies. Whereas the processes are flexible enough to promote dialogue and discussion between all of the college committees, the processes have a structure defined clearly enough so that faculty and classified staff can be given clear direction on how, when, and where to submit ideas to improve effectiveness, request resources, or critique institutional processes or values. As faculty and classified staff recognize their voices can and will be heard in these processes, the result is a feeling of empowerment and willingness to strive for improvement of institutional effectiveness.

There are many examples from which to choose that illustrate the effectiveness of MPC's leadership and the ways that the governance processes encourage dialogue and participatory decision making. The remainder of this evaluation section consists of three examples that demonstrate the effectiveness of leadership and governance processes at the college. In general, these three examples follow the theme of setting goals and making efforts to achieve them. A common thread that flows through these particular examples is the effort to improve the visibility, support, and effectiveness of the district's off-campus and Career Technical Education programs.

**1. Developing the Mission Statement and Institutional Goals**

The mission statement and institutional goals were developed using an inclusive process that encouraged input from every employee on campus and the student government. In early 2008, the College Council developed a draft mission statement, which was submitted to the Academic Senate, all the advisory groups, the faculty union, and the classified union for review. Opinions of all faculty and staff were solicited through All-Users email from the Academic Senate President [IVA.1.10]. Members of the Academic Affairs Advisory Group, the Academic Senate, and several individuals submitted comments and suggestions to the College Council. The College Council considered all of the comments and recommended the current wording of the mission statement to the Superintendent/President in April 2008. The final language of the mission statement resulted from dialogue in groups all across campus. The result was a short and easily conceptualized mission statement, as described in section IA. Figure 4A.5

conceptualizes the dialogue that occurred between governance groups during the development of the mission statement.

A similar process was used to develop the institutional goals and objectives in 2007. After incorporating input from committees and individuals [IVA.1.11], the College Council recommended to the Superintendent/President MPC's 2007-2010 Institutional Goals and Objectives in December 2007 [IVA.1.12].

As a result of these open and transparent processes, a large majority of the college community understands and supports the mission statement and institutional goals. According to the fall 2008 Accreditation Faculty and Staff Survey, over 90 percent of the respondents are familiar with and understand the mission statement. This is an indication of the wide dissemination of the mission statement and the amount of dialogue involved in its development. Over 80 percent agreed that it provides guidance for planning and decision-making, and over 70 percent said they know how to participate in and provide input into the planning process.

**2. Restructuring of an Academic Dean Position to Address Off-Campus Programs**

Strong leadership over many years at Monterey Peninsula College has led to consistent institutional commitment in a number of areas. One of these long-term commitments is the development of an educational center in the growing northernmost area of the college district. Now referred to as the MPC Education Center at Marina, this center consists of a site in the city of Marina that offers a subset of the courses offered at the Monterey campus, and the Public Safety Training Center in the city of Seaside, which includes the Fire and Police academies as well as the Fire Protection Technology and Law Enforcement Training programs. With the growth of these programs in 2007, the MPC Education Center at Marina had grown to the degree that it needed increased and more focused administrative support.

In 2007 and 2008, as the growth of the MPC Education Center at Marina was occurring, the college engaged in the process of revising its mission statement and developing three-year institutional goals, as described above. The inclusive and wide-reaching dialogue resulted in the realization that the college wanted to more fully support its distance education efforts and its career and technical education programs, as

well as more fully develop partnerships with local business and industry to support regional economic development.

As a result, two of MPC's 2007-2010 institutional goals were as follows [IVA.1.13]:

*"3. Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills."*

*"5. Provide educational programs and services in Seaside and Marina that meet community needs."*

Furthermore, one of the objectives listed under an academic excellence goal was:

*"Expand distance education by providing leadership, technical assistance, services, training opportunities, exploring partnerships, and designing quality control mechanisms."*

In response to these institutional goals, college leadership proposed a restructuring of a vacated associate dean position in Academic Affairs into a Dean of Economic Development and Off-Campus Programs the following year (2008). This proposal generated extensive dialogue in the various shared governance committees, especially the Academic Affairs Advisory Committee. Using input from a variety of constituencies, a job description was developed that included oversight of off-campus education centers, distance education, and economic development. One of the most important responsibilities of this position was developing more proactive relationships with industry leaders within the service area of the college so that MPC could develop programs to support the training and the educational needs of local business and industry.

The development of the Dean of Economic Development and Off-Campus Programs was the result of strong administrative and committee-led leadership that prompted careful analysis of institutional effectiveness, goal-setting, research, and ensuing dialogue. The position addressed several of MPC's institutional goals and was designed to provide more effective service to the district's student population.

### 3. Career and Technical Education Retreats

Leadership commitment to the career and technical education aspects of the district's mission did not end with the effort to develop a new dean position. In fall 2008, the Vice President of Academic Affairs proposed a reorganization of the division structure to improve administrative support of Career Technical Education (CTE) programs and economic development. In

an effort to promote dialogue, his proposal was presented at the Academic Affairs Advisory Group, the Academic Senate, and to the division chairs of Life Science, Business, and Physical Education (the three divisions that include CTE programs). The response was not immediate enthusiastic endorsement. A number of objections were raised including the workload of the newly established dean position, the efficiency of having the Medical Assisting and Dental Assisting programs housed in divisions located far away from the specialized labs these programs require, and the notion that organizing the CTE programs into their own division would isolate CTE faculty from the "traditional" transfer programs. In an effort to make their voices heard and engage in dialogue, the faculty requested a joint faculty/administration retreat to discuss the exact needs of CTE programs, establish concrete goals, and find ways in which Administration and CTE faculty could work together to reach those goals.

The Dean of Arts and Sciences and the Division Chair for Life Science planned two retreats with input from faculty on the Academic Senate, CTE programs, and the Vice President of Academic Affairs. Via the Academic Senate, all faculty were invited to the spring 2009 retreats. The first retreat focused on establishing goals and objectives. The second retreat focused on the legal requirements of all CTE programs so as to make them more effective, and the details of how CTE goals and objectives could be reached. Outcomes included a possible, smaller scale, reorganization of the programs involved; changes in the responsibilities of the deans; and ways in which the CTE faculty could become more cohesive.

#### Plan – Standard IVA.1:

None



Standard IVA: Decision-Making Roles and Processes

**Evidence:**

Reference	Document	Link
IVA.1.1	Board Policy 1007	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/1007 Specific Duties and Responsibilities.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/1007 Specific Duties and Responsibilities.pdf</a>
IVA.1.2	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IVA.1.3	Academic Senate Webpage	<a href="http://www.mpcfacity.net/senate/Home.htm">http://www.mpcfacity.net/senate/Home.htm</a>
IVA.1.4	Academic Affairs Program Review process	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ProgramReviewAcadAffairs2009.pdf</a>
IVA.1.5	Academic Senate approves Academic Affairs Program Review process May 21, 2009: agenda and minutes	<a href="http://www.mpcfacity.net/senate/5-21-09/Agenda5-21-09.htm">http://www.mpcfacity.net/senate/5-21-09/Agenda5-21-09.htm</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/DraftMinutes_05-21-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/DraftMinutes_05-21-09.pdf</a>
IVA.1.6	PACC webpage	<a href="http://mympc.mpc.edu/Committees/PACC/">http://mympc.mpc.edu/Committees/PACC/</a>
IVA.1.7	Academic Senate discusses institutional goals April 5 and 19, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/Minutes_4-5-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Minutes_4-5-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/Minutes_4-19-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Minutes_4-19-07.pdf</a>
IVA.1.8	Academic Senate review of Accreditation Self-study; Please see minutes from Sept 10, 2009, August 27, 2009, April 2, 2009, March 19, 2009, March 5, 2009, Feb 19, 2009, Nov 20, 2008, Nov 6, 2008, Oct 16, 2008, Oct 2, 2008, Sept 18, 2008	<a href="http://www.mpcfacity.net/senate/Home.htm">http://www.mpcfacity.net/senate/Home.htm</a> <a href="http://www.mpcfacity.net/senate/archive06-09.htm">http://www.mpcfacity.net/senate/archive06-09.htm</a>
IVA.1.9	College Council final three readings of self study: September 1, September 15 and September 29, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council Sept 1 2009 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council Sept 1 2009 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council Sept 15 2009 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council Sept 15 2009 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council Sept 29 2009 Minutes-DRAFT.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council Sept 29 2009 Minutes-DRAFT.pdf</a>
IVA.1.10	All Users email from the Academic Senate president about the revision of the Mission Statement. Replies to the All-Users email	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/AllUsers_4-7-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/AllUsers_4-7-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/Mission-Statement-comments.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Mission-Statement-comments.pdf</a>
IVA.1.11	Comments from the Academic Senate to the College Council about institutional goals	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/AllUsers4-20-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/AllUsers4-20-07.pdf</a>
IVA.1.12	College Council minutes Dec 18, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council Dec 18 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council Dec 18 2007 Minutes.pdf</a>
IVA.1.13	2007-2010 Institutional Goals	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Institutional Goals 2007-10.pdf</a>



## Section 2, 2.a: A Multitude of Voices and Various Roles in Decision-Making

### Section 2

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

### Section 2.a

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

### Description:

#### Written Policies for Participation in Decision-Making

Written policies for participation in decision-making processes exist in several forms. These include board policy, the planning and resource allocation process, the board policy and procedure review process, the *Curriculum Basics* handbook, and bylaws of many of the primary governance committees including the College Council, the Academic Senate, and various other governance groups.

**Board Policy.** Governing Board Policy 2010 states that the Board of Trustees is committed to the participation of faculty, staff and students in district and college governance while retaining its own rights and responsibilities as the ultimate authority in all areas defined by state laws and regulations [IVA.2.a.1]. The Board of Trustees recognizes several groups in the shared governance process. Regularly scheduled meetings of the Board of Trustees contain reports from the following groups as regular agenda items: The Academic Senate, the Monterey Peninsula College Classified Employees Association (MPCEA), the Monterey Peninsula College Teachers Association (MPCTA), the Associate Students of Monterey Peninsula College (ASMPC), and the College Council. Additional board policies that define decision making processes include the faculty, staff, and administrative hiring processes. Policies and procedures that involve employee evalu-

ations are included in the classified and faculty contracts. Board policies are explained more fully in the next section, standard 4B.

**The MPC Planning and Resource Allocation Process.** Through a series of 10 explicit steps, the planning and resource allocation process links goal development, program review, resource allocation requests (referred to as “action plans”), resource allocation decisions, and evaluation of goal attainment [IVA.2.a.2]. The process articulates the roles and functions of all governance committees as they pertain to planning and resource allocation, and stipulates the way that they interact. Via the by-laws of each of these governance committees, the participatory roles of administration, faculty, and classified staff are clearly defined. This process, which was approved by the College Council in 2007 is explained in detail in standard 1B.

**The Board Policy and Procedure Review Process.** This process stipulates the manner in which new or revised sections of board policy are reviewed by the campus community. This process, adopted by the College Council in 2006, is as follows [IVA.2.a.3]:

1. President informs PACC (Policy And Communications Committee) and refers policy/procedure to operational units through vice presidents
2. Operational units confer with parties to draft policy/procedure language Draft language is sent to PACC for referral to constituent groups
3. Constituent groups review draft policy/procedures and send comments to PACC; either referred to operational units for revision or to College Council
4. College Council reviews and approves policy/procedures or sends comments to PACC for further referral
5. When approved by College Council, the Superintendent/President forwards final policy/procedures to Board of Trustees

The role of the College Council in this process is to complete final reviews of proposed or revised board policies and make recommendations to the Superintendent/President to submit the policies to the Board of Trustees. The role of PACC is referral and tracking; it is their role to assure that each policy receives institutional review by the appropriate groups and constituencies.

**Curriculum Approval Process.** The Curriculum Advisory Committee developed the *Curriculum Basics* handbook, which details the procedures for proposing and revising courses and programs

[IVA.2.a.4]. This process involves both administrative review and thorough review by the Curriculum Advisory Committee, which is composed of a faculty member from each instructional division, counseling, the library, and the School of Nursing. As part of the program review process, curriculum review is constantly occurring, according to the timelines established by the program review process (standards IB and IIA). The primary role of the Curriculum Advisory Committee is to review and recommend new courses and academic programs to the Board of Trustees, which gives final approval. Subcommittees of the Curriculum Advisory Committee review and recommend courses for inclusion in the college's General Education patterns (MPC, CSU, and IGETC—Intersegmental General Education Transfer Curriculum), and review and recommend graduation requirements [IVA.2.a.5].

**Bylaws of the College Council.** The bylaws of the College Council stipulate the composition of the College Council, requiring seven faculty members, four classified members, two managers, two students, and the three vice presidents to participate [IVA.2.a.6]. The Superintendent/President is an ex-officio, non-voting member. Members are appointed by constituency groups; the Academic Senate appoints the faculty members, the classified union appoints the classified staff, the Associated Students of Monterey Peninsula College appoints the students, and the managers and deans recommend the appointment of the managers. All three of the vice presidents participate.

The following excerpt is from the College Council bylaws:

*"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 makes 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."*

**Bylaws of the Academic Senate.** The bylaws of the Academic Senate require that each division is represented on the Academic Senate [IVA.2.a.7]. Each division elects its own representative. There are also three at-large seats that represent the entire college, elected by the entire faculty, and an adjunct seat that is elected by and represents the adjunct instructors. An Associated Students of Monterey Peninsula College representative has a non-voting seat. The bylaws state the following,

*"The MPC Academic Senate shall give the faculty a voice in the formation and implementation of district policies on "ACADEMIC AND PROFESSIONAL MATTERS" which include:*

1. Curriculum. including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;

5. Standards or policies regarding student preparation and success:
6. *District and college governance structures, as related to faculty roles:*
7. *Faculty roles and involvement in accreditation processes, including self-study and annual reports;*
8. *Policies for faculty professional development activities;*
9. *Processes for program review;*
10. *Processes for institutional planning and budget development; and*
11. *Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.*

*b. Powers. According to Title 5, Section 53203 (a) (POWERS [OF] ACADEMIC SENATES), "the governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters ... "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of two methods, according to its own discretion: (1) Relying primarily upon the advice and judgment of the academic senate; or (2) That the district governing board or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy of the governing board effectuating such recommendations."*

*The Governing Board has elected to "rely primarily upon the advice and judgment of the Academic Senate." Pursuant to MPC Governing Board policy (adopted 1-21-92), "in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate."*

**Bylaws from other Governance Groups.** Bylaws of the Academic Affairs Advisory Group show that this group is comprised of the chairs of each of the instructional divisions, the library, and the School of Nursing. It also includes the chair of counseling, a representative from Student Services faculty, the Dean of Information Technology, deans within Academic Affairs, a classified representative, a management representative, and the Vice President of Academic Affairs, who this group is designed to advise [IVA.2.a.8].

The following excerpt is from the Academic Affairs Advisory Group bylaws:

*"The Academic Affairs Advisory Group (AAAG) is one of three College Council advisory groups under the current administrative organization – Academic Affairs, Administrative Services and Student Services.*

*AAAG provides a forum for communication among its membership about campus issues of common interest. Members are charged with representing the interests of their constituency at AAAG and with communicating back to their constituency the discussions and decisions of AAAG.*

- AAAG makes recommendations for action to College Council on issues of policy (including Board Policy), planning and resource allocation.
- AAAG makes recommendations to the Vice President for Academic Affairs on operational issues."

**Administrators' Role.** College administrators have a clearly defined role in governance processes and exercise a substantial voice in institutional policies, planning, and resource allocation that relate to their areas of responsibility and expertise. Although the Superintendent/President and administration receive recommendations on resource allocation decisions from the advisory groups and the College Council, final decisions are their responsibility. In most cases, however, the administration adheres to the recommendations of these groups.

**Faculty's Role.** Faculty have the opportunity to participate in the shared governance process through membership in the College Council, the Academic Senate, the Curriculum Advisory Committee, the three advisory groups, and a plethora of additional committees. Each faculty member has access to the planning and resource allocation process through their division chair or representative who sits on the Academic Affairs Advisory Committee.. The role of faculty is primary in areas of academic and profes-

sional matters through the Academic Senate, to whom the Board of Trustees has agreed to rely primarily upon for recommendations on these issues. In addition, faculty members comprise all but one seat on the Curriculum Advisory Committee, so curricular decisions rest primarily with the faculty.

**Classified Staff’s Role.** Classified staff participation in the shared governance process comes through participation in the College Council and other shared governance committees. The planning and resource allocation process [IVA.2.a.2] allows all staff to have input through their constituency’s advisory group.

**Students’ Role.** Students are fully able to participate in the governance process. Seats for students exist on all major committees, including the Academic Senate, the College Council, the Academic Affairs Advisory Group, and the Budget Committee. Every effort is made to include student representatives in these groups. In practice, there are few students able to participate regularly.

**Evaluation – Standard IVA.2, 2.a: MPC meets this standard.**

Written policies exist, are widely available, and clearly explain the roles of administrators, faculty members, and classified staff in the decision making processes of the college. The processes work smoothly, are transparent, and enable wide participation in policy development, curricular revision, planning, and resource allocation. The result is widespread dialogue and smooth operational progress because committees and people in leadership positions understand their relative roles in the processes.

**Plan – Standard IVA.2, 2.a:**

None

**Evidence:**

Reference	Document	Link
IVA.2.a.1	Governing Board Policy 2010	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/2010 Shared Governance.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/2010 Shared Governance.pdf</a>
IVA.2.a.2	Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IVA.2.a.3	Board Policy and Procedure Review Process	<a href="http://www.mpcfaculty.net/senate/BoardPolicyProcess.htm">http://www.mpcfaculty.net/senate/BoardPolicyProcess.htm</a>
IVA.2.a.4	Curriculum Basics handbook	<a href="http://mympc.mpc.edu/Committees/CAC/Pages/CACHandbook.aspx">http://mympc.mpc.edu/Committees/CAC/Pages/CACHandbook.aspx</a>
IVA.2.a.5	Curriculum Advisory Committee website	<a href="http://mympc.mpc.edu/Committees/CAC/">http://mympc.mpc.edu/Committees/CAC/</a>
IVA.2.a.6	College Council Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council BylawsMarch2007.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council BylawsMarch2007.pdf</a>
IVA.2.a.7	Academic Senate Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/Senate bylawsrev1009.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Senate bylawsrev1009.pdf</a>
IVA.2.a.8	Academic Affairs Advisory Group Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/AAAG Bylaws Approved by College Council 08-18-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/AAAG Bylaws Approved by College Council 08-18-09.pdf</a>

## Section 2.b: Institutional Reliance on Faculty Recommendations

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

### Description:

Monterey Peninsula College relies on the expertise of its faculty and academic administrators for all decisions and recommendations that directly affect student learning. Within each instructional discipline, faculty members are relied upon to design and implement learning programs, assess student learning in those programs, and evaluate the effectiveness of all learning programs. The same is true where faculty participate in student support services such as counseling, academic tutoring, and many of the learning support labs. Faculty members help fill vacancies in their programs by participating in the hiring process. Once faculty members are hired, they are evaluated by their faculty peers in an effort to maintain the highest quality of instruction. Three of the governance committees on campus—the Academic Affairs Advisory Group, the Curriculum Advisory Committee, the Academic Senate—consist mostly of faculty members and are charged with making decisions and recommendations that involve operational issues, curricular issues, and academic and professional matters, respectively. Because virtually everything the college does has student learning at its heart, faculty members are an integral part of nearly every governance committee at the college, especially those charged with improving student learning. In many areas and on many projects, administrators within Academic Affairs or Student Services work collaboratively with discipline faculty on program review and development, maintaining program vitality, and on the hiring and evaluation processes.

### Reliance on Faculty Members within the Discipline

The district relies on faculty members with extensive training in their disciplines to design, implement, assess learning, and evaluate the effectiveness of all learning programs experienced by students at Monterey Peninsula College. Faculty members design learning programs based on their expertise and discipline-specific expectations. In the Career Technical Education areas, these expectations are defined, in part, by advisory boards and/or external certification or accreditation boards. In the transfer fields, these expectations are defined, in part, by curricula at four-year

universities and the experience and expertise of the faculty member. MPC's Academic Freedom policy states, "Teachers have the right and responsibility to select texts and educational materials for their courses based on their professional training and expertise" [IVA.2.b.1]. Faculty members submit proposals and revisions for courses and programs to the Curriculum Advisory Committee, a committee chaired and dominated by faculty members.

The primary activity of instructional faculty members at the college is to teach the courses and assess the student learning in those courses and programs. MPC's Academic Freedom policy states, "Method of evaluation, formulation of objectives or outcomes consistent with the course description, and assignment of a final grade are the right and responsibility of the individual instructor" [IVA.2.b.1].

Faculty members are the principal participants and authors of program review of the instructional and counseling programs. The program review in Academic Affairs requires faculty members to assess the effectiveness of instructional programs using a variety of criteria including student achievement data and attainment of student learning outcomes [IVA.2.b.2]. Program review in Student Services requires its faculty members to address similar criteria [IVA.2.b.3] in addition to program data, program compliance, prior program review impact, program costs, and budget requests (action plans).

Faculty members play key roles in filling faculty positions when vacancies occur. First, faculty members participate in modifying or redefining faculty positions whenever programmatic and student needs would be better served by modification of existing positions [IVA.2.b.4]. Faculty members in the Academic Affairs Advisory Group prioritize new and vacant faculty positions to be filled [IVA.2.b.5]. Once administration authorizes positions to be filled, faculty members within the discipline participate in screening committees that develop job descriptions, screen applications, interview candidates, and recommend top choices to the administration for final selection.

Finally, faculty members endeavor to maintain high quality instruction by evaluating their peers according to processes stipulated in the faculty contract [IVA.2.b.6]. Faculty members are the main authors of the evaluation summaries which include classroom observations, student evaluations, and a self evaluation by the faculty member. Evaluation of probationary tenure-track faculty includes administrative participation [IVA.2.b.6].



### **Reliance on the Faculty Division Chairs on the Academic Affairs Advisory Group**

Although chaired by the Vice President of Academic Affairs, the core of the Academic Affairs Advisory Group consists of the faculty chairs of all the instructional divisions, the School of Nursing, the library, and counseling, as well as a faculty representative from Student Services. The instructional deans as well as representatives from the management group and the classified staff also sit in this group. As explained in their bylaws [IVA.2.b.7], the Academic Affairs Advisory Group is responsible for advising the vice president in operational matters of the college. Informed by information provided in program review documents, members of AAAG prioritize resource allocation requests (called “action plans” at MPC) from Academic Affairs and forward them to the College Council for consideration (Step 4 in the MPC planning and resource allocation process—see standard IB for a full description [IVA.2.b.8]). Members of the Academic Affairs Advisory Group also recommend to the College Council the prioritization of faculty positions for hiring [IVA.2.b.5]. It is through the Academic Affairs Advisory Group and the faculty seats on the College Council [IBA2b.9] that faculty members have their strongest input on resource allocation decisions at the college. This structure is one of the ways that the college assures that resources are allocated for purposes of improving student learning. The advisory groups for the other two components of the college—Administrative Services and Student Services—play roles analogous to the Academic Affairs Advisory Group, but their composition is less dominated by faculty members.

### **Reliance on the Curriculum Advisory Committee**

The Curriculum Advisory Committee is one of the two primary committees in the district for the purposes of academic and professional matters (Figure 4A.3). This committee reviews all curricular proposals and revisions for courses and programs submitted by fellow faculty members [IVA.2.b.10]. The Curriculum Advisory Committee consists of faculty representatives from each of the instructional divisions, the library, counseling, and the School of Nursing, as well as a student, the articulation officer and an instructional dean. The committee makes recommendations directly to the Board of Trustees (Figure 4A.3). A subcommittee of the Curriculum Advisory Committee reviews proposals to place courses in the general education categories of the college. The Curriculum Advisory Committee reviews course and program proposals and revisions no matter the location of the course or

the mode of delivery. The distance education aspect of all courses must be reviewed by the Curriculum Advisory Committee.

### **Reliance on the Academic Senate**

The Academic Senate is the primary committee for making non-curricular recommendations about student learning programs and services at Monterey Peninsula College. The Academic Senate makes recommendations to the College Council, who in turn makes recommendations to the Superintendent/President and then to the Board (Figure 4a.3). Board Policy 2010 directs the Board of Trustees to “rely primarily” upon the advice and judgment of the Academic Senate in academic and professional matters and states that only in “exceptional circumstances and for compelling reasons” will the Senate’s recommendations not be accepted [IVA.2.b.11]. If a recommendation is not accepted, the Board (upon request of the Academic Senate) must explain its reasons in writing to the Academic Senate. The Academic Senate is comprised of faculty members representing each of the college’s instructional divisions, counseling, the library, and the school of Nursing, as well as three at-large positions and an adjunct representative [IVA.2.b.12].

The Academic Senate communicates with the faculty regularly. This communication aims to both share the Academic Senate’s dialogue and decisions to the campus community, and to elicit input on academic and professional matters [IVA.2.b.13]. The Academic Senate’s webpage includes minutes, agendas, and information about ongoing issues and initiatives such as Student Learning Outcomes (SLOs), board policy review, and flex day preparation [IVA.2.b.14]. The Academic Senate President addresses the entire college at the flex day event each semester to give an update of current Academic Senate work and goals for the coming semester [IVA.2.b.15]. In addition, the Senate President prepares an annual report, which is distributed to the entire campus community via All-Users email, is presented to the Board of Trustees, and is posted on the Academic Senate website [IVA.2.b.14]. The Academic Senate President reports to the Board of Trustees at their monthly meetings, the minutes of which are distributed campuswide and are available on the Board of Trustees’ webpage [IVA.2.b.16].

Subcommittees of the Academic Senate carry out many of the functions of the Academic Senate. They are comprised entirely or almost entirely of faculty members and deal with issues that generally fall under the heading of academic and professional matters. These subcommittees include:

- **Equivalency Committee.** The Equivalency Committee reviews requests for equivalency, and makes recommendations to the Board of Trustees on faculty applicants' qualifications if they do not have the specific degrees listed in the job description.
- **Professional Recognition Board.** The Professional Recognition Board reviews applications for sabbaticals and ranks the requests before forwarding them to the Superintendent/President for final review. This group also makes recommendations for an annual outstanding teaching award [IVA.2.b.17].
- **Committee on Committees.** This group makes recommendations to the Academic Senate about faculty representation on campus committees. When vacancies occur, the Committee on Committees works collaboratively with the chair of the committee to appoint a faculty member to the committee. The Academic Senate and the Committee on Committees work to assure that faculty representation on campus committees is diverse in terms of areas of expertise, discipline, gender, and race [IVA.2.b.18].
- **Distance Education Task Force.** This task force was formed by the Academic Senate in 2008 in direct response to recommendations about distance education developed by the Curriculum Advisory Committee and a joint Academic Senate/Monterey Peninsula College Teachers Association (faculty union) committee. The task force was charged with seven specific tasks [IVA.2.b.19]:
  1. Develop a Distance Education Plan that investigates the implications of increased use of Distance Education at Monterey Peninsula College.
  2. Review and revise, if necessary, the *Distance Learning at MPC Handbook for Instructors* so that it includes sections about pedagogy, training, and technological support.
  3. Present to the Academic Senate appropriate sections of the *Distance Learning at MPC Handbook* so that they may be vetted by the faculty. Appropriate sections are those that deal with academic and professional matters, and will include new sections, revised sections, and old sections that have never been vetted in the past.
  4. Review any existing Board Policy on Distance Education to see if it needs revision. If it needs revision, take appropriate steps to send it through the shared governance board policy review process.
- 5. Ensure that Monterey Peninsula College is in compliance, or plan ways to achieve compliance, with the California Education Code and Title 5 of the California Code of Regulations, and ACCJC standards concerning Distance Education.
- 6. Bring any major changes in process and/or policy to the Academic Senate for approval.
- 7. Bring any difficult to resolve issues to the Academic Senate, or appropriate shared governance committee, for further dialogue and direction.
- **Student Learning Outcomes Committee.** The SLO Committee is responsible for aiding faculty in developing and assessing course and program SLOs. The Academic Senate maintains the SLO webpage [IVA.2.b.20], which documents the ongoing dialogue, operational definitions, a master list of course SLOs, the Assessment Form, the SLO Coordinator job description, and SLO benchmarks.
- **Basic Skills Committee.** The Basic Skills Committee reports to the Academic Senate on academic and professional matters (Figure 4A.3) and makes resource allocation requests to the College Council through the Academic Affairs and Student Services Advisory Groups [IVA.2.b.21]. It was instituted to implement the Basic Skills Initiative, a statewide initiative to improve basic skills education. The committee is composed of faculty, administrators, and classified employees. They were tasked with assessing the effectiveness of the district's basic skills learning programs and services, and implementing initiatives to improve them. Their findings indicated that although the college supports many strong programs and services designed to serve basic skills students, these programs lack coordination [IVA.2.b.22]. As a result, the Basic Skills Committee developed a five-year action plan that focuses on improving coordination both between the various basic skills programs and between the basic skills programs and the traditional degree and certificate programs [IVA.2.b.23]. This five-year action plan was reviewed by the Academic Senate, the advisory groups, and the College Council before being submitted to the Chancellor's Office of the California Community Colleges. The Basic Skills Committee has also made annual resource allocation requests to the College Council to fund specific initiatives that will address the goals in the five-year action plan [IVA.2.b.24].

- **Academic Senate Flex Day Committee.** The Academic Senate Flex Day Committee is responsible for organizing flex days (staff development days scheduled prior to the start of each semester). All college faculty and staff are invited to flex day events which typically include breakout sessions as well as addresses to the entire campus from the Superintendent/President, the Academic Senate President, and the presidents of the faculty and classified staff unions. Examples of flex day themes and breakout sessions from the last few years include Using Learning Style Taxonomy to support Student Success at MPC, Updating Class Web Pages, the Basic Skills Initiative, How Children Learn About Race, Campus Emergency Preparedness, and Student Learning Outcomes [IVA.2.b.15].

**Evaluation – Standard IVA.2.b: MPC meets this standard.**

Monterey Peninsula College meets this standard because it regularly relies on faculty for decisions and recommendations on curricular issues, learning programs, and academic and professional matters. Board policy stipulates that the Board of Trustees rely primarily on the recommendations of the Academic Senate on academic and professional matters [IVA.2.b.11]. Furthermore, the Curriculum Advisory Committee makes recommendations on curricular matters directly to the Board of Trustees. Faculty members with discipline expertise regularly serve on evaluation committees and faculty hiring committees. They regularly participate in the development and writing of program reviews for the instructional programs and the student services in which they serve.

A cursory glance at the minutes of any campus committee will reveal the contributions of faculty members to nearly all aspects of college governance and decision making [IVA.2.b.10, 14]. The system works smoothly and the roles of the various components are well understood. Just a few of the many examples that could be used to illustrate the contributions of faculty members in these processes follow:

- The Curriculum Advisory Committee has reviewed hundreds of course proposals and revisions over the last few years, many of them related to the systematic review mandated by program review processes [IVA.2.b.10].
- New programs such as the Great Books Program continue to be proposed [IVA.2.b.25].

- The Academic Senate has led the development of the SLO process at MPC [IVA.2.b.20].
- The Flex Day events, organized by the Academic Senate, have been embraced and have received high quality marks on evaluations (IVA.2.b.15).
- Allocation of resources has resulted in many replacement positions being filled, and two new faculty positions created in 2007-2008 [IVA.2.b.26] for implementation in the 2008-2009 academic year.
- The hiring processes have been successful; one of the new faculty members received the Honor Society's "Outstanding Teacher" award in his first year of service at MPC.

**Survey Results.** In the 2008 Accreditation Faculty and Staff survey, 82 percent of the respondents strongly or somewhat agreed with the statement, "The faculty have a substantive and clearly defined role in institutional governance." Similarly, 84 percent of the respondents strongly or somewhat agreed with the statement, "The Academic Senate has a substantive and clearly defined role in institutional governance."

**Plan: Standard IVA.2.b:**

None



**Evidence:**

Reference	Document	Link
IVA.2.b.1	MPC Academic Freedom Board Policy	<a href="http://www.mpc.edu/information/accreditation/Standard4A/AF_RecommendedWording_10-8-07.pdf">http://www.mpc.edu/information/accreditation/Standard4A/AF_RecommendedWording_10-8-07.pdf</a>
IVA.2.b.2	Academic Affairs Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard4A/ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard4A/ProgramReviewAcadAffairs2009.pdf</a>
IVA.2.b.3	Student Services Program Review	<a href="http://www.mpc.edu/information/accreditation/Standard4A/SSAGProgramReviewProcess-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard4A/SSAGProgramReviewProcess-11-08.pdf</a>
IVA.2.b.4	Faculty Position Justification Guidelines -- examples	<a href="http://www.mpc.edu/information/accreditation/Standard4A/MLCFacultyRequestForm2009.pdf">http://www.mpc.edu/information/accreditation/Standard4A/MLCFacultyRequestForm2009.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard4A/FashionHospitalityFacultyReqForm2009-10.pdf">http://www.mpc.edu/information/accreditation/Standard4A/FashionHospitalityFacultyReqForm2009-10.pdf</a>
IVA.2.b.5	Faculty Position Prioritization Process	<a href="http://www.mpc.edu/information/accreditation/Standard4A/Prioritization_Process-rev7.pdf">http://www.mpc.edu/information/accreditation/Standard4A/Prioritization_Process-rev7.pdf</a>
IVA.2.b.6	Faculty Evaluations Procedure	<a href="http://mympc.mpc.edu/academics/AcademicAffairs/FacultyEvaluationFormsandProcess">http://mympc.mpc.edu/academics/AcademicAffairs/FacultyEvaluationFormsandProcess</a>
IVA.2.b.7	Academic Affairs Advisory Group Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard4A/AAAGBylawsApprovedbyCollegeCouncil08-18-09.pdf">http://www.mpc.edu/information/accreditation/Standard4A/AAAGBylawsApprovedbyCollegeCouncil08-18-09.pdf</a>
IVA.2.b.8	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard4A/CollegeCouncilPlanning-ResourceAllocationProcess4threv.CC11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard4A/CollegeCouncilPlanning-ResourceAllocationProcess4threv.CC11-4-08.pdf</a>
IVA.2.b.9	College Council Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard4A/CollegeCouncilBylawsMarch2007.pdf">http://www.mpc.edu/information/accreditation/Standard4A/CollegeCouncilBylawsMarch2007.pdf</a>
IVA.2.b.10	Curriculum Advisory Committee Website	<a href="http://mympc.mpc.edu/Committees/CAC">http://mympc.mpc.edu/Committees/CAC</a>
IVA.2.b.11	Governing Board Policy 2010	<a href="http://www.mpc.edu/information/accreditation/Standard4A/2010SharedGovernance.pdf">http://www.mpc.edu/information/accreditation/Standard4A/2010SharedGovernance.pdf</a>
IVA.2.b.12	Academic Senate bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard4A/SenateByLawsRev0407.pdf">http://www.mpc.edu/information/accreditation/Standard4A/SenateByLawsRev0407.pdf</a>
IVA.2.b.13	All-Users email from the Academic Senate President	<a href="http://www.mpcfaculty.net/senate/AllUsers.htm">http://www.mpcfaculty.net/senate/AllUsers.htm</a>
IVA.2.b.14	Senate webpage	<a href="http://www.mpcfaculty.net/senate/Home.htm">http://www.mpcfaculty.net/senate/Home.htm</a>
IVA.2.b.15	Flex Day Schedules	<a href="http://www.mpcfaculty.net/senate/FlexDayInfo.htm">http://www.mpcfaculty.net/senate/FlexDayInfo.htm</a>
IVA.2.b.16	Board of Trustees minutes	<a href="http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardMinutes.aspx">http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardMinutes.aspx</a>
IVA.2.b.17	Professional Recognition Board Guidelines	<a href="http://www.mpc.edu/information/accreditation/Standard4A/PRBGuidelines.pdf">http://www.mpc.edu/information/accreditation/Standard4A/PRBGuidelines.pdf</a>
IVA.2.b.18	Committee on Committees webpage	<a href="http://mympc.mpc.edu/Committees/COC">http://mympc.mpc.edu/Committees/COC</a>
IVA.2.b.19	Distance Education Task Force	<a href="http://www.mpc.edu/information/accreditation/Standard4A/SuggestionsForDE.pdf">http://www.mpc.edu/information/accreditation/Standard4A/SuggestionsForDE.pdf</a>
IVA.2.b.20	SLO Committee webpage	<a href="http://www.mpcfaculty.net/senate/slo.htm">http://www.mpcfaculty.net/senate/slo.htm</a>

Standard IVA: Decision-Making Roles and Processes

Reference	Document	Link
IVA.2.b.21	Basic Skills Committee Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/BSI BY LAWS FINAL WORKING 10_09_2008.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/BSI BY LAWS FINAL WORKING 10_09_2008.pdf</a>
IVA.2.b.22	Basic Skills Self Study	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/BSI Self Assessment.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/BSI Self Assessment.pdf</a>
IVA.2.b.23	Basic Skills Five-Year Action Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/BSI_5_year_Internal_Plan_2008-2013.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/BSI_5_year_Internal_Plan_2008-2013.pdf</a>
IVA.2.b.24	Basic Skills annual action plans	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/BSI ACTION PLAN 2008.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/BSI ACTION PLAN 2008.pdf</a>
IVA.2.b.25	MPC Great Books Program	<a href="http://www.mpc.edu/academics/Humanities/greatbooks/">http://www.mpc.edu/academics/Humanities/greatbooks/</a>
IVA.2.b.26	College Council minutes discussing new faculty positions: November 6, 2007 November 20, 2007 December 4, 2007 December 18, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council Nov 6 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council Nov 6 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council Nov 20 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council Nov 20 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council Dec 4 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council Dec 4 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council Dec 18 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council Dec 18 2007 Minutes.pdf</a>

### Section 3: Working Together

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

#### Description:

Through its governance structure and processes, all constituencies of the college can work collegially towards improving institutional effectiveness. The Board of Trustees, administrators, faculty members, classified staff, and students all have well established and well understood pathways to participate in the planning, operations, and decision-making of the college. The processes have enough structure so that constituencies know where and how to participate, but are also flexible enough so all governance groups and committees can collaborate or work together when particular needs arise. Figures 4A.1 to 4A.5 show these processes and how they vary depending on the topic under consideration. This structure is purposefully and thoughtfully designed so that each constituency can participate in an appropriate and timely manner.

The ability for all constituencies to participate is communicated in board policy, which specifically recognizes the student, faculty, and classified staff constituencies of the college [IVA.3.1]. It is also communicated in the bylaws of several key shared governance committees such as the College Council, the advisory groups, the Academic Senate, and the Curriculum Advisory Committee. The roles of the administration, the faculty, and the Board of Trustees are fully described elsewhere in this self study. This section concentrates on the roles of the students and the classified staff in governance decisions.

#### Students

The Associated Students of Monterey Peninsula College (ASMPC) is recognized by the Board of Trustees as the governing body of MPC students [IVA.3.1]. The ASMPC is a student government organization that supports student activities and student government. It is the recognized voice of the students in institutional decisions. The preamble of the ASMPC Constitution reads as follows [IVA.3.7]:

*"We, the students of Monterey Peninsula College, adopt this Constitution in order to provide students activities; support student organizations; effectively represent the interests of the student; increase cooperation between students, faculty, the administration*

*and the community; provide a forum for the expression of student opinion; develop student initiative and responsibility; and insure equal rights for all students of Monterey Peninsula College."*

To support the ASMPC Constitution, ASMPC's leaders appoint student representatives to several of the governance committees. Seats are reserved for a non-voting student member on two key governance committees: the Academic Senate [IVA.3.3] and the Board of Trustees [IVA.3.4].

#### Classified Staff

The California School Employees Association Chapter #245-MP-CEA/CSEA is recognized by the Board and appoints classified staff to governance committees. Most governance committees contain a mix of constituencies. The College Council, for example, contains seven faculty members, four classified staff, five administrative/management members, and two students [IVA.3.2]. The advisory groups are all composed of mixtures of administration/management, classified staff, faculty members and students. The exact proportions depend on the constituency of the chairs or directors of the various divisions or departments in each of the components. The Academic Affairs Advisory Group, for example, has eleven faculty members, one classified staff, three academic affairs deans, one management/supervisor, the Vice President of Academic Affairs, and one student representative [IVA.3.5]. The Student Services Advisory Group and the Administrative Services Advisory Group have a much higher proportion of managers and confidential staff [IVA.3.6].

All constituencies have the opportunity to address the Board of Trustees at their regularly scheduled board meetings. The Academic Senate, the CSEA (classified staff union), the MPCTA (faculty union), and the ASMPC (associated students) are all invited to present reports at each Board of Trustees' meeting. The College Council, the most widely represented and primary recommending body at the college, also has a regularly scheduled report at each Board of Trustees meeting.

#### Evaluation – Standard IVA.3: MPC meets this standard.

Monterey Peninsula College meets this standard because its governance processes require input from diverse constituencies including the Board of Trustees, students, administration, classified staff, and faculty members. Each of these groups has specific roles that they play in the process. These include academic and professional matters and representing the interests of students. Some groups have specific governance groups that primarily

represent their interests, such as the Academic Senate or the Curriculum Advisory Committee. Others participate primarily through governance groups such as the College Council and the advisory groups.

In many instances, as emphasized by Figure 4A.5, governance groups collaborate with one another to improve institutional effectiveness in a number of areas. One example of this particular type of collaboration was the revision of the program review process for Academic Affairs. The Academic Senate and the Academic Affairs Advisory Group both contributed representatives to a subcommittee that met and developed a proposed program review process. The proposed process was brought back to both groups, reviewed and critiqued, and revised some more. Both groups approved the new process after considerable dialogue [IVA.3.8].

The board policy review process, illustrated in Figure 4A.4 is another way that groups and committees collaborate for the good of the college. The Policy and Communications Committee assures that all constituencies are able to review revised or newly proposed board policies [IVA.3.9].

An example of the constituency groups using the governance process to ensure that they have an appropriate voice in district decisions is the review of the Academic Affairs Advisory Group bylaws by the College Council. Members of the classified staff and the managers group on College Council insisted that the Academic Affairs Advisory Group also have at last one representative from these groups. As a direct result of this effort the Academic Affairs Advisory Group has a representative from these groups [IVA.3.3].

Although the college makes a concerted effort to encourage student participation on governance committees, the ultimate success of these appointments has varied over the years. The success of these efforts depends on the variability of the students taking on the responsibility of running the student government and the nature of the students willing to take on the time and responsibility of keeping up with governance committee work. Perhaps because it is the highest public profile, the student representative on the Board of Trustees has probably been the most successful. Student Board members have generally attended meetings regularly and made excellent contributions to the dialogue. The college has directed resources toward the student government by creating a student advisor position. This position is responsible for providing advice and leadership to the students as they organize their student government, clubs, and activities, and participate in governance committee work of the college.

Once per semester, the ASMPCC organizes “Lobo Day,” a festive event where all student clubs and activities, as well as college-supported student services, are presented at tables or booths in a central area of the college campus. It is an opportunity for students to easily find information on all of the programs and services available to them. In 2009, Lobo Day was organized to coincide with Constitution Day, a day when political science students display posters and work they have done on the U.S. Constitution.

**Survey Results.** In the 2008 Accreditation Faculty and Staff survey, 82 percent of the respondents strongly or somewhat agreed with the statement, “College Council has a substantive and clearly defined role in institutional governance.” Perhaps because there are no governance committees comprised principally of classified staff besides CSEA (the classified union), only 68 percent of the respondents strongly or somewhat agreed with the statement, “College staff, at all levels, have a substantive and clearly defined role for input in institutional governance.” Student participation is the most difficult to consistently maintain; 60 percent of respondents strongly or somewhat agreed with the statement, “MPC committees I’ve served on have had student participation.”

### Plan – Standard IVA.3:

None

**Evidence:**

Reference	Document	Link
IVA.3.1	Governing Board Policy 2010	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/2010 Shared Governance.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/2010 Shared Governance.pdf</a>
IVA.3.2	College Council Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council BylawsMarch2007.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council BylawsMarch2007.pdf</a>
IVA.3.3	Academic Senate Bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/Senate ByLawsRev0407.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Senate ByLawsRev0407.pdf</a>
IVA.3.4	Governing Board Policy 1030	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/1030 Student Member of Gov Bd.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/1030 Student Member of Gov Bd.pdf</a>
IVA.3.5	Academic Affairs Advisory Group bylaws	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/AAAG Bylaws Incorporating College Council Comments 06-18-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/AAAG Bylaws Incorporating College Council Comments 06-18-09.pdf</a>
IVA.3.6	Administrative Services Advisory Group Bylaws	<a href="http://mympc.mpc.edu/Committees/ASAG">http://mympc.mpc.edu/Committees/ASAG</a>
IVA.3.7	ASMPC Constitution	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/ASMPC Constitution 2009.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ASMPC Constitution 2009.pdf</a>
IVA.3.8	Academic Senate approves Academic Affairs Program Review process May 21, 2009: agenda and minutes	<a href="http://www.mpcfaculty.net/senate/5-21-09/Agenda5-21-09.htm">http://www.mpcfaculty.net/senate/5-21-09/Agenda5-21-09.htm</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/DraftMinutes_05-21-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/DraftMinutes_05-21-09.pdf</a>
IVA.3.9	Policy and Communications Committee Website	<a href="http://mympc.mpc.edu/Committees/PACC">http://mympc.mpc.edu/Committees/PACC</a>

## Section 4: Honesty and Integrity

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

### Description:

#### Integrity and ACCJC Documents

Monterey Peninsula College reacts promptly and honestly to requirements and recommendations from accrediting agencies. During the last accreditation cycle in 2004, in which its accreditation was reaffirmed with no sanctions, the college received a set of five recommendations from the ACCJC. Since that time the college has responded to them purposefully and expeditiously. In 2007, the college submitted a midterm report that demonstrated progress on the five recommendations [IVA.4.1]. In 2008, the college submitted a progress report detailing further progress [IVA.4.2], and received a commendation from the ACCJC for the completeness and thoroughness of the report. The college publically discloses its accreditation status, reports and self studies submitted to the accrediting commission, as well as recommendations received from the ACCJC [IVA.4.3]

The college submits substantive change proposals when changes are predicted to occur at the college that the commission considers substantive. In 2008, for example, the college submitted a Substantive Change Proposal on four initiatives. Subsequently, the ACCJC committee on Substantive Changes deferred action on the Substantive Change Proposal; determined that two of the initiatives did not need to be submitted as a substantive change; and asked that the remaining two initiatives be submitted separately. The college resubmitted a revised proposal in fall 2009, following the recommendations of the committee on Substantive Changes [IVA.4.4].

#### Integrity with Other Agencies

*In addition to the ACCJC, the college is accredited or overseen by other agencies that have purview over specific programs. Examples include:*

- The United States Department of Education approves participation in Federal Student Financial Aid Programs such as Pell

Grants, Family Education loans, Direct Student loans, Perkins Loans and Work-study. The college's approval was renewed in December 2008. In addition, with support from the Department of Education, Monterey Peninsula College supports three TRIO programs: Student Support Services, Upward Bound and Math-Science Upward Bound.

- Many of the college's categorically funded programs within student services are overseen by the California Community College Chancellor's Office, which conducts regular program review and technical assistance site visits to ensure quality. As part of the site visit cycle, the college prepares a self evaluation detailing strengths and challenges of the programs as well as progress on past recommendations [IVA.4.5]. The most recent site visit was in April 2008, and resulted in a favorable review and several commendations and useful recommendations [IVA.4.6]. The college has responded by making plans to address the compliance-related recommendations made by the visiting team [IVA.4.7].
- Monterey Peninsula College's Maurine Church Coburn School of Nursing is accredited through the National League for Nursing Accrediting Commission (NLNAC) [IVA.4.9] and the California Board of Registered Nursing (BRN) [IVA.4.10]. The most recent NLNAC and BRN comprehensive visits occurred in September of 2003 and an interim visit took place in 2007 [IVA.4.11].
- The Children's Center is regularly evaluated by the California Department of Education for financial management, safety and sanitation, and meal management. The most recent evaluation, a food audit, took place in January 2009 [IVA.4.12].
- The college's financial records are reviewed by an independent auditor on an annual basis. The last completed audit, for the 2006-2007 academic year, provided the district an "unqualified opinion" and listed five findings not considered to be material weaknesses by the auditor. The district provided responses to the findings which are included in the audit report. Please see Standard IIID.2.a for more information and evidence.

#### Evaluation – Standard IVA.4: MPC meets this standard.

As shown by the commendation for completeness and thoroughness in the 2008 progress report [IVA.4.2], Monterey Peninsula College responds purposefully and expeditiously to recommendations of the ACCJC. The college has responded to the ACCJC

recommendations from the 2004 accreditation cycle in a complete manner. In response to changes in the accreditation standards, Monterey Peninsula College has worked to develop and assess student learning outcomes. It has added an SLO assessment structure into its program review process in Academic Affairs, so results of SLO assessment can be used for improvement of institutional effectiveness and student learning. (Please see standards IB and IIA for more details).

**Plan – Standard IVA.4:**

None

**Evidence:**

Reference	Document	Link
IVA.4.1	2007 Midterm Report to the ACCJC	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/2006-07MidTermReport.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/2006-07MidTermReport.pdf</a>
IVA.4.2	2008 Progress Report to the ACCJC	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/2008%20Accreditation%20Progress%20Report.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/2008 Accreditation Progress Report.pdf</a>
IVA.4.3	MPC Accreditation Websites	<a href="http://www.mpc.edu/information/accreditation">http://www.mpc.edu/information/accreditation</a> <a href="http://www.mpcfaculty.net/accreditation/home.htm">http://www.mpcfaculty.net/accreditation/home.htm</a>
IVA.4.4	2009 Substantive Change Proposal: Continue to Offer Classes at the MPC Ed Center at Marina	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/Substantive%20Change%20Proposal%20Ed%20Center%20Only%2008-26-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Substantive Change Proposal Ed Center Only 08-26-09.pdf</a>
IVA.4.5	Categorical Programs Self-Evaluation, Spring 2008, in preparation for Chancellor's Office site visit	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/MPC%20Categorical%20Program%20Self-Evaluation0000.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/MPC Categorical Program Self-Evaluation0000.pdf</a>
IVA.4.6	Student Services Program Review and Technical Assistance Site Visit Report from California Community Colleges Chancellor's Office	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/Chancellors%20Office%20Site%20Visit%202008.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Chancellors Office Site Visit 2008.pdf</a>
IVA.4.7	MPC Response to Chancellor's Office Site Visit	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/MPC%20Response%20to%20Chancellors%20Office%20Site%20Visit%20Report0000.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/MPC Response to Chancellors Office Site Visit Report0000.pdf</a>
IVA.4.8	Accrediting agencies for the MPC School of Nursing	<a href="http://www.nlnac.org/home.htm">http://www.nlnac.org/home.htm</a> <a href="http://www.rn.ca.gov/schools/rnprograms.shtml">http://www.rn.ca.gov/schools/rnprograms.shtml</a>
IVA.4.9	NLNAC Accreditation approval	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/NLNAC2004Accreditation.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/NLNAC2004Accreditation.pdf</a>
IVA.4.10	BRN – Letter from accrediting agency stating the continuation of accreditation	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/ConsumerAffairsBRN-Approval2004.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ConsumerAffairsBRN-Approval2004.pdf</a>
IVA.4.11	Nursing – Consumer Affairs interim visit, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/ConsumerAffairsInterimVisit2007.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ConsumerAffairsInterimVisit2007.pdf</a>
IVA.4.12	Long-Term Financial Plan	<a href="http://www.mpc.edu/information/accreditation/Standard%204A/Long%20Term%20Financial%20Plan.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Long Term Financial Plan.pdf</a>



## Section 5: Evaluating Leadership and Governance

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

### Description:

Monterey Peninsula College's governance and decision-making structures are regularly evaluated and revised by the College Council. The last two such revisions were in 2007 and 2008, when the College Council bylaws were revised and the planning and resource allocation process was improved. The College Council reports annually on its activities and reflects on how well its processes have worked [IVA.5.1].

The Academic Senate establishes annual goals and objectives for each academic year. At the end of the year, the Academic Senate evaluates its effectiveness at attaining its goals and the Academic Senate President delivers an annual report to the Board of Trustees, which is distributed to the campus community via email and is posted on the Academic Senate webpage [IVA.5.2].

Every cost center undergoes program review on a regular cycle and completes annual reports on progress. Part of program review is an examination of the program's strengths and areas of improvement, with recommendations on how to address those areas [IVA.5.3]. Program review is the primary structure in which goals and objectives are developed and improvement in effectiveness is implemented at the division level. The program review processes themselves are regularly reviewed and revised. Student Services began using a new program review process in 2008 that incorporated the assessment of student learning outcomes. Similarly, Academic Affairs will begin using a new process, which incorporates the assessment of student learning outcomes, in fall 2009. For Academic Affairs, the review and revision process was a collaborative process between the Academic Senate and the Academic Affairs Advisory Group [IVA.5.4].

Board policy is continually evaluated and revised at the college (Figure 4A.4). Many of the board policies have implications on how decisions are made. The board policy on faculty hiring procedures is currently under revision and is scheduled to be reviewed by the Academic Senate in fall 2009. Procedures for prioritization of faculty positions has recently been revised as well [IVA.5.5].

The principal method that the college uses to evaluate and revise its processes is a peer-review system. A committee or task force is typically formed to evaluate and potentially revise a given process. Data is often utilized, as is personal observation and experience. The judgment of the college's faculty and staff is the primary resource utilized during this process.

The results of the evaluations and revisions of process are regularly communicated to the institution. Methods of communication include agendas and minutes of the Academic Senate and College Council [IVA.5.6,7], annual reports from the Academic Senate and the College Council [IVA.5.1,2], presidents' addresses at the flex days that begin every semester [IVA.5.8], and All-Users emails from the Academic Senate President [IVA.5.9] and the Superintendent/President (MPC Notes) [IVA.5.10]. In addition, division and area meetings are major conduits of information exchange; division chairs and directors share information disseminated at advisory group meetings, and Academic Senate representatives report information from Academic Senate meetings

### Evaluation – Standard IVA.5: MPC meets this standard.

The institution has processes for self-evaluation and uses them to continually improve quality and institutional effectiveness. Revision of the institution's governance processes has resulted in the following improvements:

- The planning and resource allocation process is more closely aligned with the timing of when the college receives budget information from the state [IVA.5.11].
- The program review processes now incorporate the evaluation of student attainment of student learning outcomes [IVA.5.3]. As the college becomes more competent at using these kinds of evaluations in its program review processes, they will have to be re-evaluated to see if the incorporation of student learning outcomes is indeed continually improving student learning.
- A goal setting and evaluation model has been incorporated into the planning and resource allocation process [IVA.5.11]. This planning method has elevated visibility on those areas of the college that need improvement and what has been accomplished to address the needs [IVA.5.12,13]

**Survey Results.** Improvement is clearly reflected in the survey results associated with the accreditation self studies in 2002 and 2008. Survey results from 2002 show that at that time employees did not believe that the college evaluated the achievement of



its goals or documented the accomplishment of its institutional outcomes. In 2002, only 37 percent of respondents agreed with the statement, "MPC effectively documents the achievement of its institutional outcomes." Furthermore, in 2002, only 56 percent of respondents agreed with the statement, "College research is incorporated into college planning and evaluation."

The 2008 results were much better. In 2008, 72 percent of faculty and staff agreed with the statement, "I know that MPC uses evidence to assess achievement towards its goals and objectives." Furthermore, in 2008, 73 percent of faculty and staff agreed with the statement, "College research is incorporated into college planning and evaluation." Both of these results represent substantial increases since the last accreditation cycle. They illustrate the improvements in institutional effectiveness that has resulted from the evaluation and subsequent revision of governance processes. The increase in the number of faculty and staff members with positive answers to these questions also shows success in communicating the results of these improvements to a wide audience.

**Plan – Standard IVA.5:**

None

Standard IVA: Decision-Making Roles and Processes

**Evidence:**

Reference	Document	Link
IVA.5.1	College Council Annual Reports 2006-2007, 2007-2008, And 2008-2009	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/ College Council Annual Report 2006-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ College Council Annual Report 2006-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/ College Council Annual Report 2007-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ College Council Annual Report 2007-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/ College Council Annual Report 2008-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ College Council Annual Report 2008-09.pdf</a>
IVA.5.2	Academic Senate annual reports 2006-2007, 2007-2008, and 2008-2009	<a href="http://www.mpcfaculty.net/senate/GoalsObjectives/ AnnualReport2006-07.htm">http://www.mpcfaculty.net/senate/GoalsObjectives/ AnnualReport2006-07.htm</a> <a href="http://www.mpcfaculty.net/senate/GoalsObjectives/ AnnualReport_2008.htm">http://www.mpcfaculty.net/senate/GoalsObjectives/ AnnualReport_2008.htm</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/ Annual Report 2009.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ Annual Report 2009.pdf</a>
IVA.5.3	Program Review Processes in Academic Affairs, Student Services and Administrative Services	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/ ProgramReviewAcadAffairs2009.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ ProgramReviewAcadAffairs2009.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/ SSAGProgramReviewProcess-11-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ SSAGProgramReviewProcess-11-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/ ASAGProgram_Review_Template.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ ASAGProgram_Review_Template.pdf</a>
IVA.5.4	Academic Senate approves Academic Affairs Program Review process May 21, 2009: agenda and minutes	<a href="http://www.mpcfaculty.net/senate/5-21-09/Agenda5-21-09.htm">http://www.mpcfaculty.net/senate/5-21-09/Agenda5-21-09.htm</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/ DraftMinutes_05-21-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ DraftMinutes_05-21-09.pdf</a>
IVA.5.5	Faculty Position Prioritization Process	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/ Prioritization_Process-rev 7.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ Prioritization_Process-rev 7.pdf</a>
IVA.5.6	Agendas and minutes of the Academic Senate	<a href="http://www.mpcfaculty.net/senate/Home.htm">http://www.mpcfaculty.net/senate/Home.htm</a>
IVA.5.7	Agendas and minutes of the College Council	<a href="http://www.mpc.edu/collegecouncil/Pages/ CollegeCouncilDocuments.aspx">http://www.mpc.edu/collegecouncil/Pages/ CollegeCouncilDocuments.aspx</a>
IVA.5.8	Flex day schedules that show when Presidents' addresses occurred, and power-point presentations that accompanied some of them	<a href="http://www.mpcfaculty.net/senate/FlexDayInfo.htm">http://www.mpcfaculty.net/senate/FlexDayInfo.htm</a>
IVA.5.9	Academic Senate All-Users emails	<a href="http://www.mpcfaculty.net/senate/AllUsers.htm">http://www.mpcfaculty.net/senate/AllUsers.htm</a>
IVA.5.10	President/Superintendent All-Users emails (MPC Notes)	<a href="http://www.mpcfaculty.net/accreditation/president.htm">http://www.mpcfaculty.net/accreditation/president.htm</a>
IVA.5.11	MPC planning and resource allocation process	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/ CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/ CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IVA.5.12	Examples of Component Goals from Academic Affairs 2008-2009 and 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/Component Goals 2008-09 - Academic Affairs Draft 2.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Component Goals 2008-09 - Academic Affairs Draft 2.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4A/Component Goals 2009-10 - Academic Affairs Final 03-30-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/Component Goals 2009-10 - Academic Affairs Final 03-30-09.pdf</a>
IVA.5.13	Examples of mid-year component goals reports and evaluation in College Council minutes February 5, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 4A/College Council Feb 5 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4A/College Council Feb 5 2008 Minutes.pdf</a>



# Monterey Peninsula College Institutional Self Study Report

## Standard IVB: The Board and Administrative Organization





## **Standard IVB: The Board and Administrative Organization**

### **List of Contributors**

#### **Mark Clements, Co-Chair**

Lynn Davis, Co-Chair

Carsbia Anderson

Dr. Gail Fail

Claudia Martin

Dr. Loren Steck

#### **Instructor**

Trustee

Vice President

Division Chair/Instructor

Director

Trustee

#### **Adaptive Physical Education**

Governing Board

Student Services

Life Sciences/Biology

Student Financial Services

Governing Board

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The Institutional Self Study Report reflects the reality and processes that existed at Monterey Peninsula College in spring 2009. However, in response to the state fiscal crisis, a few processes and priorities have changed. In addition, some of our processes have undergone changes in an effort to improve quality. Changes that have taken place since spring 2009 are described in the Addendum to the Institutional Self Study.



## Standard IVB: An Introduction

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

### Description:

The Monterey Peninsula College (MPC) Board of Trustees is the publicly elected group of community representatives that develop and uphold policies regarding all aspects of the functioning of the college. In compliance with the Education Code §72670 to §72682 [IVB.1], Board Policy (BP) 1007 [IVB.2] specifies the duties and responsibilities of the Board, and authorizes the Board to “determine the broad general policies, which will govern the operation of the college and the district and review them periodically.”

The Monterey Peninsula College *Governing Board Policy Manual* is the official document of record which contains the Governing Board Policies. The MPC Governing Board Policies are organized into five sections--Governing Board Policies (Series 1000), Administration and Business Services (Series 2000), Educational Programs and Standards (Series 3000), Student Services (Series 4000), and Personnel (Series 5000) [IVB.3]. All board policies have been digitized. The electronic copy of the *Governing Board Policy Manual* represents the official version of this document.

The Superintendent/President of the district is designated as the Executive Officer of the Board of Trustees, and as such has the executive responsibility for administering the policies adopted by the Board and for executing all decisions of the Board requiring administrative action, and thus, acts as the professional advisor to the Board (BP 1050) [IVB.4]. In addition, Board Policy 1415 authorizes the Superintendent/President to issue any administrative procedure or regulation in the furtherance of these board policies which is not in conflict or inconsistent with or preempted by any law [IVB1.5].

Monterey Peninsula College is a single college district with an Education Center encompassing two sites: one in Marina, and a Public Safety Training Center in Seaside.

### Evaluation – Standard IVB: MPC meets the standard.

The dedication, commitment, and wisdom of the MPC Board have contributed to the overall success of the college in the last few years. In 2002, MPC’s Board placed Measure I, a bond measure designed to assist the district in improving its facilities, on the ballot. The measure passed, reflecting the county’s continuing public support for the college.

**Survey Results:** The Office of Institutional Research conducted the Accreditation Faculty and Staff Survey in spring 2008. In the section on Board and Administrative Organization, many respondents (25-50%) chose answers labeled “don’t know,” “not applicable,” or left it blank. The survey information cited here includes only those respondents that did have an opinion, i.e., those that chose answers labeled “strongly agree,” “somewhat agree,” “somewhat disagree,” or “strongly disagree.” In general, the survey results show that those respondents that expressed an opinion do have a favorable opinion of the leadership provided by the Board of Trustees and the President/Superintendent. For example, 81% agreed with the statement, “Board policies and practices have been reviewed and revised as necessary over the past 6 years.” In response to the statement, “The Board provides effective services that support the mission and functions of the college,” 93% of those with an opinion agreed.

### Plan – Standard IVB:

None

## Standard IVB: The Board and Administrative Organization

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### Evidence:

Reference	Document	Link
IVB.1	California Education Code §72670 to §72682	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=72001-73000&amp;file=72670-72682">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=72001-73000&amp;file=72670-72682</a>
IVB.2	Governing Board Policy 1007	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/1007%20Specific%20Duties%20and%20Responsibilities.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1007 Specific Duties and Responsibilities.pdf</a>
IVB.3	Board of Trustees Policy Website	<a href="http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx">http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx</a>
IVB.4	Governing Board Policy 1050	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/1050%20Exec%20Officer%20of%20Gov%20Bd.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1050 Exec Officer of Gov Bd.pdf</a>
IVB.5	Governing Board Policy 1415	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/1415%20Issuance%20of%20Administrative%20Procedures.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1415 Issuance of Administrative Procedures.pdf</a>

## Section 1: The Governing Board and Its Responsibilities

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

### Description:

#### The Board of Trustees and Student Learning Programs and Services

Monterey Peninsula College's Board of Trustees is responsible for establishing policies that assure the quality, integrity, and effectiveness of its student learning programs and services. It is also responsible for the financial stability of the institution. The Monterey Peninsula College Governing Board Policy Manual is the official document of record which contains the Governing Board Policies. The MPC Governing Board Policies (BP) are organized into five sections: Governing Board Policies (Series 1000), Administration and Business Services (Series 2000), Educational Programs and Standards (Series 3000), Student Services (Series 4000), and Personnel (Series 5000). The board policies are available campuswide in paper format and on the college website [IVB.1.1]. Paper copies are available in administrative offices, division offices, and the library.

In particular, Board Policy 1007 specifies the specific areas of authority of the Board of Trustees, which include, but are not limited to, the following duties and responsibilities [IVB.1.2]:

1. Select, appoint, and evaluate the Superintendent/President.
2. Determine the broad general policies, which will govern the operation of the college and the district and review them periodically.
3. Act on recommendations of the Superintendent/President.
4. Review and adopt the annual budget.
5. Approve the expenditure of all funds.
6. Assure the financial solvency of the district.
7. Act on recommendations of the Superintendent/President regarding the appointment or dismissal and assignment of all faculty and staff members.

8. Function as the legislative and policy making body charged with the oversight and control of the college, leaving the executive function to the Superintendent/President.
9. Approve and evaluate the educational program of the college with the Superintendent/President and other appropriate personnel.
10. Participate in the development of educational policies with local, regional, state, and national agencies.
11. Ensure proper accounting of all funds under the supervision of the Board.
12. Provide for the annual audit of all funds under the supervision of the Board.
13. Consider communications and requests from citizens or organizations on matters of policy and administration.
14. Consult with the Board President prior to recommending Board meeting agenda items as provided in Governing Board Policy 1021.

The Board is committed to assuring that all constituent groups participate in maintaining the quality, integrity, and effectiveness of instructional programs and services (BP 2010) [IVB1.3]. Some of the groups that help to support the quality, integrity, and effectiveness of instructional programs and services include the Academic Senate, the Curriculum Advisory Committee, the College Council, and the Facilities Committee.

**The Academic Senate:** The Board recognizes the Academic Senate as the faculty's primary representative for the formulation and revision of district policies on academic and professional matters. (BP 2005) Academic and professional matters include [IVB1.4]:

- Curriculum
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- Governance structure as related to faculty roles
- Faculty roles and involvement in accreditation processes
- Policies for faculty professional development activities

- Processes for program review
- Processes for institutional planning and budget development

When the Academic Senate recommends changes in existing policy or recommends establishment of new policy, it does so through the Superintendent/President, and

“in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.” (BP 2005) [IVB1.4].

The Academic Senate President is invited to report to the Board at the monthly Board meetings [IVB.1.4].

**The Curriculum Advisory Committee:** The quality of all courses and programs is centered in the collegial and professional review of all aspects of MPC’s curriculum development and new course approval process (BP 3010) [IVB1.5]. In collaboration with the Academic Senate, the Curriculum Advisory Committee (CAC), as a faculty-driven campus standing committee, is charged with reviewing new and revised curriculum and making recommendations to the Board (BP 3010) [IVB1.5]. A chapter in the *Curriculum Basics Handbook* [IVB.1.6], which is available to all faculty, describes the process for submitting new courses and programs. The CAC ensures that all courses meet the standards of rigor and high quality as established by Title 5 of the California Code of Regulations, California Education Code, and Chancellor’s Office requirements. When significant changes are recommended regarding curriculum, the CAC recommendations are presented to the Board of Trustees for review and approval. The Board adheres to its board policies in Series 3000, Educational Programs and Standards [IVB.1.1].

**College Council:** The Governing Board recognizes the College Council as the central body of the shared governance process for Monterey Peninsula College. As such, College Council supports the quality, integrity, and effectiveness of instructional programs and services; it receives accountability reports from Academic Affairs, Student Services, and Administrative Services, and supports programs and services through the planning and resource

allocation process. Further explanations regarding planning and resource allocation are provided under “The Governing Board and Financial Stability.”

**Facilities Planning Committee:** The Board also supports student learning and services through its approval of educational and facilities planning. In November 2002, the college’s bond measure, Measure I, was approved by the voters to fund \$145 million for facility improvements. The first series of bonds for \$40 million were sold in 2003, and the Board of Trustees approved the funding plan in 2004. The second and third series of bonds for the remaining \$105 million were issued in January 2008. The current projected costs to implement the necessary improvements on the Monterey Peninsula College campus are estimated to be \$203.5 million. The Board reviews and approves all planning and resource allocations. The Bond Oversight Committee provides annual reports to the Board of Trustees.

In 2004 the *MPC Education/Facilities Master Plan (a.k.a. Space Quantification and Facilities Master Plan)* [IVB.1.7] was adopted and approved by the Board. The purpose of the plan was to provide the necessary data and foundation upon which the instructional and support service facility needs of the District can be addressed and met in the next sixteen years. It provided guidelines for decision-making and action. It also facilitated the development of other plans for the District, including capital expenditures, technology, personnel and those of a budgetary and/or fiscal nature.

The campus *Physical Master Plan* [IVB.1.8] was developed in 2004-2005 to provide a framework to implement campus improvements and guide current and future development over the next 20 years. The plan provides long-range guidance for the building and renovation program by determining sites for several new buildings, emphasizing academic program clusters, providing for additional parking, and improving transportation access and pedestrian pathways on campus. The plan was adopted by the Board of Trustees on June 28, 2005.

In fall 2005, a similar master planning effort was conducted for the college’s Education Center at Marina. The *MPC Fort Ord Education Center Physical Master Plan* [IVB.1.9] was developed to address the immediate and long term needs of the college at these sites. The plan was adopted by the Board of Trustees on March 21, 2006. The Board receives monthly updates on the Education Center at Marina.

### The Board and Financial Stability

The Governing Board, in concert with the Superintendent/President and College Council, establishes policies to ensure the financial stability of the district. Board Policy 2105 makes it clear that MPC must have a balanced budget in place by July 1 prior to the upcoming academic year. The Board must also ensure a 10 percent designated General Reserve to protect the college from unexpected emergencies (BP 2106) [IVB.1.10].

The district has a history of fiscal stability. In fact, during the state's previous financial crisis, the district not only avoided layoffs and maintained reserves, but increased employee compensation, completed two major construction projects, and received approval from local voters for a \$145 million Proposition 39 Measure I construction bond. The Board has acted prudently to avoid the chaos seen at some other public institutions, and the casual observer would not have known that a state financial crisis even existed [IVB.1.11]

### The Board and Its Role in the Selection and Evaluation of the Chief Administrator

The Board is responsible for the selection and appointment of the Superintendent/ President (BP 1007) [IVB.1.2]. Prior to the selection of its current Superintendent/President, the Board had not established a formalized written process for the selection of the Superintendent/President. In 2006, the Board piloted a new process for the selection of the current Superintendent/President, which utilized faculty, staff, administrators and community members, as well as an outside consultant.

The process encompassed several steps:

1. Two open and public meetings were held after the previous President announced his retirement. These meetings were attended by faculty, staff, administrators, students and Trustees. The purpose of the meetings was to elicit characteristics that meeting participants desired in the next President.
2. A committee consisting of faculty, staff, administrators and community members was convened by the Board of Trustees, and chaired by one of the Trustees to whom the task had been delegated.
3. The list of desired characteristics generated during the public meetings was, consolidated for inclusion in the position brochure

4. The job notice brochure describing those characteristics as well as describing the college was prepared by the committee chair and approved by the committee.
5. Through an RFP process, the committee engaged an outside consultant whose job it was to facilitate the search process, recruit potential candidates, conduct reference checks and act as a resource.
6. Monterey Peninsula College advertised the position, disseminated the brochure, and collected accepted applications for the position.
7. The committee completed initial paper evaluations of the candidates presented by the consultant, culling the list down to ten semi-finalists, who were interviewed by the committee.
8. The committee selected three finalists to forward to the Board of Trustees; one withdrew from consideration.
9. The Board of Trustees interviewed the two remaining finalists. On the day of his/her on-campus interview, each finalist spoke at a public forum, which included an opportunity for attendees to ask questions of the candidate. Attendees were invited to provide feedback on the finalists
10. The consultant prepared in-depth reference checks on the finalists.
11. A site visit team consisting of a diverse group of college constituents including Board members, staff, faculty and administrators visited the finalist's campus to obtain feedback from the staff about the candidate's merit to serve as president.
12. On the basis of the candidate interviews, feedback from the public forum, reference checks and the site visit, one finalist was selected by the Trustees and offered the position.

Pursuant to Board Policy 5510, the term of the Superintendent/President is determined by the Governing Board [IVB1.12]. It is the duty of the Board to renew the contract of the Superintendent/President or to notify him/her in writing prior to the first of January in the last year of his/her incumbency that his/her services will not be required for the next succeeding contractual year. The Board is also responsible for determining the compensation of the Superintendent/President. It is fixed by the Board at the time of appointment, as are the terms of service.

The Board evaluates the Superintendent/President annually. Each year, the Board and Superintendent/President mutually agree on performance objectives to be achieved that year. The

Superintendent/ President is evaluated at the end of the year on those objectives. The Superintendent/ President's performance objectives are tied to the adopted Board approved institutional goals. The Board utilizes the Superintendent/ President's monthly reports to the Board, and conducts anonymous surveys of faculty, staff and community m

The ongoing performance review of the Superintendent/President is evident in the Board minutes for the following time periods [IVB.1.13]:

- Public Employee Performance Evaluation: Superintendent/ President. July-August 2002
- Public Employee Performance Evaluation: Superintendent/ President. July-August 2003
- Public Employee Performance Evaluation: Superintendent/ President. August-September 2004
- Public Employee Performance Evaluation: Interim Superintendent/ President. March 2006. Public Employee Performance Evaluation: Superintendent/ President. November 2006
- Public Employee Performance Evaluation: Superintendent/ President. January-March 2007.
- Public Employee Performance Evaluation: Superintendent/ President. January-March 2008

**Evaluation – Standard IVB.1: MPC meets this standard.**

Monterey Peninsula College is proud of the work of its Board of Trustees. The college recognizes that its Board establishes policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board also adheres to a clearly defined policy for selecting and evaluating the Superintendent/President for the college.

**Plan – Standard IVB.1**

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IVB.1.1	Board of Trustees Policies	<a href="http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx">http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx</a>
IVB.1.2	Board of Trustees Policy:1007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1007 Specific Duties and Responsibilities.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1007 Specific Duties and Responsibilities.pdf</a>
IVB.1.3	Board of Trustees Policy 2010	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/2010 Shared Governance.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2010 Shared Governance.pdf</a>
IVB.1.4	Board of Trustees Policy 2005	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/2005 Academic Senate.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2005 Academic Senate.pdf</a>
IVB.1.5	Board of Trustees Policy 3010	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/3010 Curriculum Development and New Course Approval.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/3010 Curriculum Development and New Course Approval.pdf</a>
IVB.1.6	Curriculum Basics Handbook	<a href="http://mympc.mpc.edu/Committees/CAC/Pages/CACHandbook.aspx">http://mympc.mpc.edu/Committees/CAC/Pages/CACHandbook.aspx</a>
IVB.1.7	MPC Education/Facilities Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/MPC Education-Facilities Master Plan2004.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/MPC Education-Facilities Master Plan2004.pdf</a>
IVB.1.8	Physical Master Plan 2005	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/MPCOctoberPMP.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/MPCOctoberPMP.pdf</a>
IVB.1.9	MPC Fort Ord Education Center Physical Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Physical Master Plan 3-14-06.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Physical Master Plan 3-14-06.pdf</a>
IVB.1.10	Board of Trustees Policies 2105 and 2106	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/2105 Budget and Finances.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2105 Budget and Finances.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/2106 Budget Standards and Policy.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2106 Budget Standards and Policy.pdf</a>
IVB.1.11	Report on Fiscal Stability March 20, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Fiscal Stability Report-March 2007.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Fiscal Stability Report-March 2007.pdf</a>
IVB.1.12	Board of Trustees Policy 5510	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/5510 Superintendent of the District and President of the College.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/5510 Superintendent of the District and President of the College.pdf</a>
IVB.1.13	Evaluation of President/ Superintendent Board of Trustees Minutes for June 13, 2007 February 26, 2008 November 13, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Special Agenda 06-13-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Special Agenda 06-13-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/Board Agenda 02-26-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Board Agenda 02-26-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/AgendaNovember132008SpecialGovBdMtg.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/AgendaNovember132008SpecialGovBdMtg.pdf</a>



## Section 1.a.: The Governing Board: Independent Yet United

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

### Description:

#### The Governing Board: Interdependent and Independent

The Monterey Peninsula College Board of Trustees is committed to the participation of faculty, staff and students in district and college governance while retaining its rights and responsibilities as the ultimate authority in all areas defined by the state laws and regulations. The Board welcomes open dialogue with administration, faculty and staff, and members of the community. The presidents of the Academic Senate and the two bargaining units representing faculty and classified staff, as well as the College Council Chair, report to the Board at each meeting, as does the student trustee [IVB.1.a.1].

The Board of Trustees recognizes its responsibility to the community it serves. As part of its commitment, the Board affirms and practices the ethical conduct stated in Board Policy 1000 [IVB1.a.2]. The Board respects the intent, as well as the letter, of the Ralph N. Brown Act, discussing in Closed Session only those topics designated for discussion in Closed Session and taking official actions in public sessions. Board members have served as positive spokespersons for the college in the community and act, constructively, in communicating and promoting the needs of the community to the college [IVB.1.a.2].

#### The Governing Board: Acting as a Whole

The Board advocates for and defends the institution and protects it from undue influence or pressure. First and foremost, the Board's decisions are based upon all available facts, and board members vote their honest conviction in every case, un-swayed by partisan bias, and abide by and uphold the final majority decision of the Board. Board Policy 1045, Actions of the Board of Trustees, states that three public members of the Board will constitute a quorum for the transaction of business [IVB.1.a.3]. An affirmative vote by three members present is required to make effective actions of the Board, except in those instances in which the law requires a

two-thirds majority, in which case four affirmative votes by Board members present are required [IVB.1.a.3].

#### The Board and Ownership of the College

The Board of Trustees is composed of five members who have no ownership in the college. In accordance with Board Policy 1300 [IVB.1.a.4], *Conflict of Interest for the Governing Board and Designated Positions*, no member of the Board of Trustees shall have any financial interest in any contract or purchase order authorized by the Board.

#### Brief History on Trustee Election Methods

The Monterey Peninsula Community College District (MPCCD) has operated with a five-member Governing Board since inception. The Trustees have been elected using the "at large" option whereby trustee candidates must reside within the district and are elected by voters throughout the district. Board elections stagger the number of trustee seats open for each election.

In 2004, the MPCCD Governing Board appointed a community advisory committee to investigate a requested change in trustee election method to trustee districts. The advisory committee presented a recommendation to change to a trustee district system in 2006. After extensive review and discussion, the Monterey County Committee on School District Organization voted in 2008 to change the trustee election method for the Monterey Peninsula Community College District from the "at large" method to the "trustee district" method, retaining a five member board. The trustee district method requires that prospective trustee candidates reside in the trustee district for the board seat being sought and only voters in that trustee district may vote in that election.

- Trustee District One consists mainly of the City of Seaside and Sand City.
- Trustee District Two consists mainly of the City of Marina.
- Trustee District Three consists mainly of the City of Monterey, City of Del Rey Oaks, and the unincorporated Monterey County area of the former Fort Ord.
- Trustee District Four consists of the City of Pacific Grove and the Del Monte Forest area.
- Trustee District Five consists of the City of Carmel-by-the-Sea, the Carmel Valley area, and the City of Monterey south of Highway 68.



The first election using the trustee district method will be in November 2009 for seats in Trustee Districts One and Two.

In response to public interest in doing away with the at-large method of electing trustees to the five-member board in favor of a five-district system, the Board amended Board Policy 1005 (2008) to a five-district system. Board Policy 1005 now states that the five members of the Governing Board are elected by the residents of the five Trustee Districts created by the Monterey County of Education on August 11, 2008 [IVB.1.a.5].

**Evaluation – Standard IVB.1.a: MPC meets the standard.**

The Governing Board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure. As an independent policy-making body that reflects the public interest, the Board embraces the principles of the Brown Act and provides ample opportunity for public comment. The Board is responsive to public requests, as evident by the following:

- The adoption of new language in Board Policy 1005, which changes the at-large elected membership to a membership by a five-district system [IVB1.a.5].
- Regular board meetings in the communities of Marina and Seaside.
- Planning and resource allocation for the Education Center in Marina
- Planning and resource allocation for the Public Safety Training Center

The Board's decisions are based upon all available facts, and Board members vote their honest conviction in every case, un-swayed by partisan bias, and abide by and uphold the final majority decision of the Board.

The Board advocates for and defends the institution and protects it from undue influence or pressure. The Board's dedication, commitment, and wisdom contributed to the overall success of the college in the property acquisition of the now Education Center at Marina, the Public Safety Training Center at Seaside, and the successful passage of Measure I by the voters of Monterey Peninsula in the 2002. As part of the commitment, the Board advocated for the institution, protecting its interests in its dealing with local, state, and national agencies.

In addition, the Board makes use of an annual calendar of events that includes campus, community, local, and state events. Board members make every effort to assure that the Board has a presence in campus activities and meetings, community meetings and events, and pertinent local and state government events. For example, MPC had representation from students, faculty and staff, and the Board at the March 16, 2009, March in March, Rescue Education, at the State Capitol in Sacramento [IVB.1.a.6].

**Plan – Standard IVB.1.a**

None

## Standard IVB: The Board and Administrative Organization

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### Evidence:

Reference	Document	Link
IVB.1.a.1	Governing Board Agenda All agendas show regular reports	<a href="http://www.mpc.edu/GoverningBoard/Meeting%20Agendas/">http://www.mpc.edu/GoverningBoard/Meeting Agendas/</a>
IVB.1.a.2	Governing Board Policy 1000	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/1000%20Gov%20Bd%20Code%20of%20Ethics%20and%20Conduct.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1000 Gov Bd Code of Ethics and Conduct.pdf</a>
IVB.1.a.3	Governing Board Policy 1045	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/1045%20Actions%20of%20Gov%20Bd.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1045 Actions of Gov Bd.pdf</a>
IVB.1.a.4	Governing Board Policy 1300	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/1300%20Conflict%20of%20Interest.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1300 Conflict of Interest.pdf</a>
IVB.1.a.5	Governing Board Policy 1005 (This version does not yet reflect the Governing Board districts; this policy is currently under revision.)	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/1005%20Composition%20and%20Authority%20of%20the%20Governing%20Board.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1005 Composition and Authority of the Governing Board.pdf</a>
IVB.1.a.6	Governing Board minutes March 24, 2009; ASMCP report	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/MinutesMarch24,2009.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/MinutesMarch24,2009.pdf</a>

## **Section 1.b: The Governing Board, the Mission Statement, and the College's Resources**

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

### **Description:**

#### **The Governing Board and the Mission Statement**

The Board of Trustees establishes policies that support MPC's mission statement [IVB.1.b.1; it approves the college's mission statement and institutional goals and supports the resource allocation process designed to ensure the highest level of student learning programs and services the district can provide [IVB.1.b.2].

The college's mission statement and institutional goals [IVB.1.b.1,2] are developed through a shared governance process and approved by the Board. As part of the process of continuous quality improvement, the College Council is responsible for reviewing and potentially revising the mission statement [IVB.1.b.3] every three years, as well as developing institutional goals on the same three-year time frame [IVB.1.b.4].

#### **The Governing Board and Resource Allocation**

The Monterey Peninsula College Board-approved mission statement and institutional goals provide the framework by which the college plans, allocates resources and improves the effectiveness of instructional programs and services. The planning and resource allocation process is the primary institutional planning structure at MPC. It integrates the development of institutional mission and goals with the submittal of program reviews and action plans from individual divisions and areas. It prioritizes potential expenditures, integrates budget constraints, allocates the resources, and provides authorization for implementing plans. Finally, the planning and resource allocation process systematically evaluates effectiveness and emphasizes accountability by evaluating the attainment of goals in each component of the college (Fig 4B1.1).

As part of the final steps of the resource allocation process (steps 8-10), the Superintendent/President receives and reviews the recommendations from the College Council, then presents the recommendations to the Board. The Board makes the final decision. Once the Board has approved the recommendations, the appropriate divisions or areas implement the action plans.

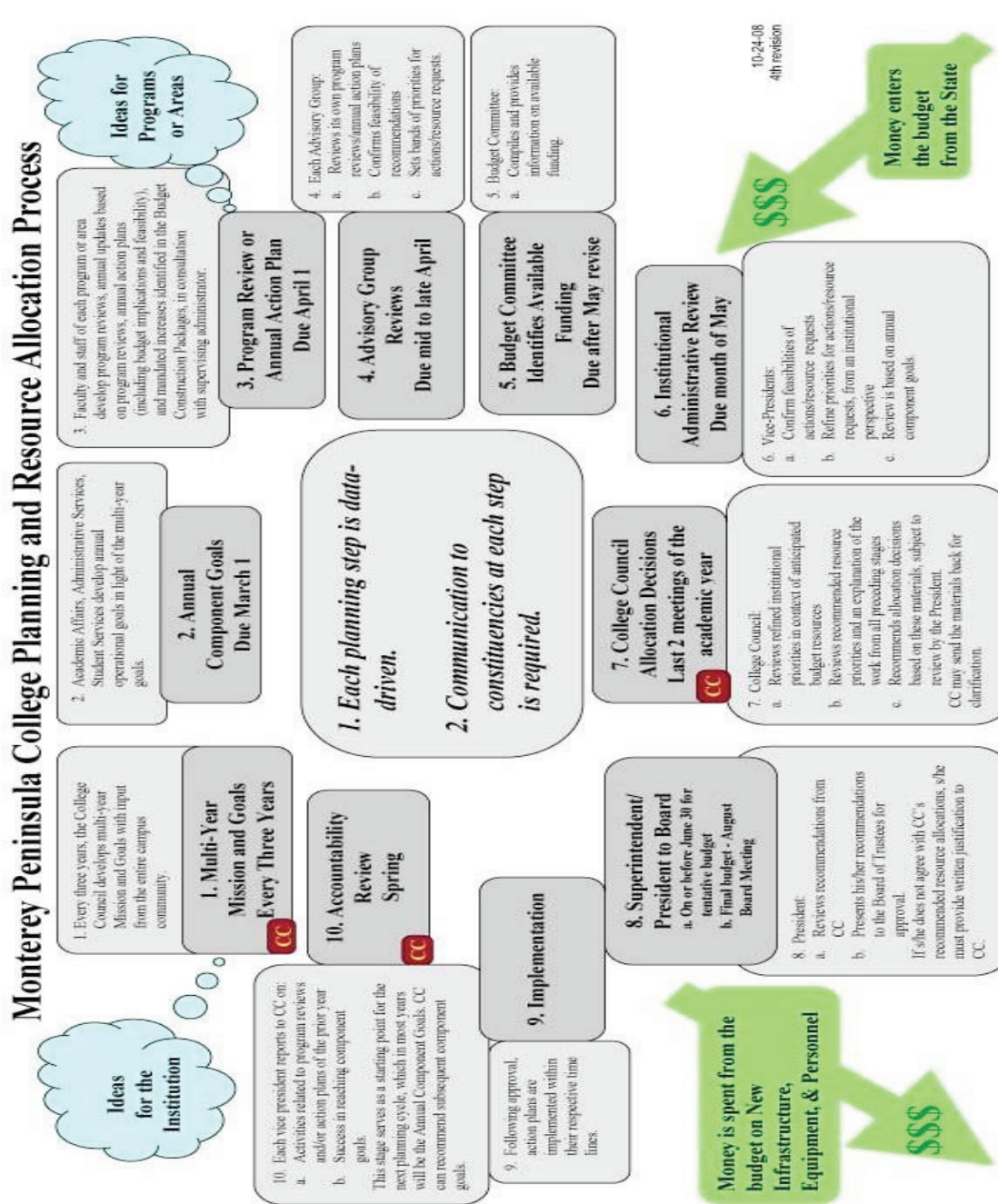


Figure 4B1.1. The Planning and Resource Allocation Process. For a larger version, see: <http://www.mpc.edu/collegecouncil/College Council Bylaws/College Council Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf>

**Evaluation – Standard IVB.1.b: MPC meets this standard.**

MPC's Governing Board policies are consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The college's mission statement was developed through a shared governance process and approved by the Governing Board. The Institutional Goals for 2007-2010, approved by the Board in February 2008, forms the foundation for all planning and resource allocation and serves as the standards by which the college evaluates its effectiveness. The Board policies and actions embrace the principles of shared governance. The Board policies and actions support the college making data driven decisions in meeting the mission of the college. The Board policies and actions support long-range educational and facilities planning, as evident by the successful passage of Bond Measure I (2002), which prompted the development of additional plans for the District, including capital expenditures, technology, personnel, and those of a budgetary and/or fiscal nature [IVB.1.b.5].

**Plan – Standard IVB.1.b**

None

**Evidence:**

Reference	Document	Link
IVB.1.b.1	MPC Mission Statement also see the MPC College Catalog	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ Mission Statement 4-29-08 Final.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Mission Statement 4-29-08 Final.pdf</a> <a href="http://www.mpc.edu/classes/">http://www.mpc.edu/classes/</a>
IVB.1.b.2	MPC Institutional Goals	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ Institutional Goals 2007-10.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Institutional Goals 2007-10.pdf</a>
IVB.1.b.3	Mission Statement at College Council, Minutes March 18, April 15, 2008, April 29, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ College Council March 18 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ College Council March 18 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ College Council April 15 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ College Council April 15 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ College Council April 29 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ College Council April 29 2008 Minutes.pdf</a>
IVB.1.b.4	Institutional Goals at College Council, Minutes November 6, 2007, November 20, 2007, December 18, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ College Council Nov 6 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ College Council Nov 6 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ College Council Nov 20 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ College Council Nov 20 2007 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ College Council Dec 18 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ College Council Dec 18 2007 Minutes.pdf</a>
IVB.1.b.5	MPC Education/Facilities Master Plan Physical Master Plan MPC Fort Ord Education Center Physical Master Plan	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ MPC Education-Facilities Master Plan2004.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ MPC Education-Facilities Master Plan2004.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ MPCOctoberPMP.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ MPCOctoberPMP.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ Physical Master Plan 3-14-06.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Physical Master Plan 3-14-06.pdf</a>

## **Section 1.c: The Governing Board and Ultimate Responsibility**

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

### **Description:**

#### **Ultimate Responsibility**

In accordance with the California Education Code (§70902) [IVB.1.c.1], the MPC Board has ultimate responsibility for educational quality, legal matters, and financial integrity of the college. Board Policy 1007 specifies the duties and responsibilities of the Board [IVB.1.c.2]. The Board accepts and exercises this responsibility, as evidenced by their purposeful actions reflected in Board meeting minutes. The Board of Trustees reviews and acts upon items in the consent calendar on a monthly basis that includes review and approval of curriculum, approval of financial expenditures for educational programs, planning and resource allocation for facilities, and review and act on legal matters.

The Board acts independently and is not subject to the actions of any other entity. The Board's actions are final.

#### **Evaluation – Standard IVB.1.c: MPC meets the standard.**

MPC's Board has ultimate responsibility for educational quality, legal matters, and financial integrity. In accordance with the California Education Code (§70902) [IVB.1.c.1], the MPC Board has ultimate responsibility for educational quality, legal matters, and financial integrity of the college. The Board reviews and acts upon items in the consent calendar on a monthly basis that include review and approval of curriculum, approval of financial expenditures for educational programs, and planning and resource allocation for facilities. The Board also reviews and acts on legal matters [IVB.1.c.2].

In terms of curriculum development and new course approval, the Curriculum Advisory Committee [IVB.1.c.3] reviewed and approved 660 courses in academic year 2008-2009, of which the Board received and approved over 105 new or substantially revised courses.

The Board reviews and adopts the annual budget, ratifies the expenditure of all funds, assures the financial solvency of the District. The Board has established criteria for budgets that (1) must be balanced, (2) shall reflect the best possible allocation of financial resources, (3) must provide for a reserve for contingencies, and (4) must contain a Board designated General Reserve (maintaining a target reserve of 10 percent of unrestricted general fund revenues) [IVB.1.c.4]. The Board ensures proper accounting of all funds under the supervision of the Board [IVB1.c.5].

#### **Plan – Standard IVB.1.c**

None

**Evidence:**

Reference	Document	Link
IVB.1.c.1	California Education Code §70902	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=70001-71000&amp;file=70900-70902">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=70001-71000&amp;file=70900-70902</a>
IVB.1.c.2	Governing Board Policy 1007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1007 Specific Duties and Responsibilities.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1007 Specific Duties and Responsibilities.pdf</a>
IVB.1.c.3	Curriculum Advisory Committee Website	<a href="http://mympc.mpc.edu/Committees/CAC">http://mympc.mpc.edu/Committees/CAC</a>
IVB.1.c.4	Governing Board Policies 2105 and 2106	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/2105 Budget and Finances.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2105 Budget and Finances.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/2106 Budget Standards and Policy.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2106 Budget Standards and Policy.pdf</a>
IVB.1.c.5	Governing Board Policy 2110	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/2110 Accounting Systems.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2110 Accounting Systems.pdf</a>



## Section 1.d: The Governing Board and Publications

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

### Description:

#### Governing Board Bylaws and Policies

The Governing Board Policies Manual, in Series 1000, is the published board bylaws and policies which specify the board's size, duties, responsibilities, structure, and operating procedures [IVB.1.d.1].

**Size:** Board Policy 1005 [IVB.1.d.2] established the size and composition of the Board of Trustees as:

The five (5) members of the Governing Board are elected by the residents of the five (5) Trustees Districts created by the Monterey County Board of Education on August 11, 2008. District elections shall commence on Election Day in November 2009 for Trustee Areas One and Two. District elections shall commence on Election Day in November 2011 for Trustee Areas Three, Four, and Five . . .

The Governing Board derives its authority for the development, management, control and operation of all properties, programs, policies and procedures of the District and College from §72203-72207 of the Education Code of the State of California [IVB.1.d.3]. The Board is subject to the provisions of the Constitution of the State of California, the laws of the State of California, particularly the Education Code, specific federal laws, the Rules and Regulation of Title 5, California Administrative Code, its own policies and procedures, and the expressed will of the electorate.

**Duties and Responsibilities:** Board Policy 1007 specifies the duties and responsibilities of the Board [IVB.1.d.4], which are in compliance with the California Education Code §72022 to §72035 [IVB.1.d.5]. As part of the specified duties, the Board is authorized to "determine the broad general policies, which will govern the operation of the College and the District and review them periodically."

In completing its specified duties and responsibilities, Board Policy 1000 affirms its commitment to ethical conduct [IVB.1.d.6].

**Structure:** The Board's structure is specified in Board Policy 1010, Board Policy 1011, and Board Policy 1050 [IVB.1.d.7,8,9]. Board Policy 1010 requires the Board to hold an annual organiza-

tional meeting to elect from its members the officers of President, Vice-President, and other officers as the Board may from time to time designate (e.g., Board Policy Review Subcommittee Chair). Board Policy 1011 designates the role of the Board Chair and specifies that it is selected annually at the December organizational meeting. Board Policy 1050 specifies the role of the Superintendent/President as the Executive Officer of the Board.

**Operating Procedures:** The Board's operational procedures are specified in Board Policy 1015 through Board Policy 1430 [IVB.1.d.1]. In compliance with the Ralph Brown Act, the Board of Trustees holds monthly meetings, normally on the third Tuesday of the month (BP 1015) [IVB.1.d.10], open to the public with notices and agendas widely posted in advance. Board agendas and meeting minutes are available on the college web site. Board Policy 1020 includes language that provides the public ample time for providing public comments on agenda items [IVB.1.d.11]. Board Policy 1025 provides the public the opportunity to address the Board on items appearing on the agenda, as well as items not on the agenda provided no action is taken by the Board [IVB.1.d.12]. Board Policy 1035 establishes the board minutes as the permanent official record of school legislation in the District and will be open to public inspection during normal business hours [IVB.1.d.13]. Board Policy 1065 Community Relationships --recognizes the right of the public to information concerning its actions, policies, and the details of its educational and business operations [IVB.1.d.14]. Furthermore, it establishes the practice of the Board to utilize the advice and assistance of all interested groups and individuals in the solution of its educational and financial problems, although the Board alone will be the final policy agent.

### Evaluation – Standard IVB.1.d: MPC meets this standard.

Monterey Peninsula College publishes the Board's bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures through its Governing Board Policy Manual. Board Policies Section 1000 includes Board policies which address the composition, membership, terms of service, duties and responsibilities, structure, and operating procedures [IVB.1.d.1]. The Board is in compliance with its Board policies.

### Plan – Standard IVB.1.d

None



**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IVB.1.d.1	The Governing Board Policies Manual	<a href="http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx">http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx</a>
IVB.1.d.2	Governing Board Policy 1005	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1005 Composition and Authority of the Governing Board.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1005 Composition and Authority of the Governing Board.pdf</a>
IVB.1.d.3	California Education Code §72203-72207	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=72001-73000&amp;file=72203.5-72207">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=72001-73000&amp;file=72203.5-72207</a>
IVB.1.d.4	Governing Board Policy 1007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1007 Specific Duties and Responsibilities.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1007 Specific Duties and Responsibilities.pdf</a>
IVB.1.d.5	California Education Code §72022 to §72035	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=72001-73000&amp;file=72022-72035">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=72001-73000&amp;file=72022-72035</a>
IVB.1.d.6	Governing Board Policy 1000	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1000 Gov Bd Code of Ethics and Conduct.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1000 Gov Bd Code of Ethics and Conduct.pdf</a>
IVB.1.d.7	Governing Board Policy 1010	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1010 Annual Organization Meeting and Officers.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1010 Annual Organization Meeting and Officers.pdf</a>
IVB.1.d.8	Governing Board Policy 1011	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1011 Board Chair.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1011 Board Chair.pdf</a>
IVB.1.d.9	Governing Board Policy 1050	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1050 Exec Officer of Gov Bd.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1050 Exec Officer of Gov Bd.pdf</a>
IVB.1.d.10	Governing Board Policy 1015	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1015 Meeting Times of the Gov Bd.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1015 Meeting Times of the Gov Bd.pdf</a>
IVB.1.d.11	Governing Board Policy 1020	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1020 Agenda and Public Notice.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1020 Agenda and Public Notice.pdf</a>
IVB.1.d.12	Governing Board Policy 1025	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1025 Public Appearance Before the Bd.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1025 Public Appearance Before the Bd.pdf</a>
IVB.1.d.13	Governing Board Policy 1035	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1035 Minutes of Gov Bd Meetings.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1035 Minutes of Gov Bd Meetings.pdf</a>
IVB.1.d.14	Governing Board Policy 1065	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1065 Community Relationships.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1065 Community Relationships.pdf</a>

## **Section 1.e: The Governing Board's Consistency and Policy Review**

The Governing Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.

### **Description:**

#### **Board Consistency**

The Monterey Peninsula College Board of Trustees establishes policies and procedures that are consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The policies and procedures, as documented in the MPC *Governing Board Policy Manual* [IVB.1.e.1], are adhered to consistently.

The Monterey Peninsula College Board policies are available campuswide in paper format. Paper copies are available in administrative offices, division offices, and the library. The college is in process of converting the *Governing Board Policy Manual* into an electronic format, which will greatly improve the consistency of its documents throughout the campus [IVB.1.e.1].

The college is in the midst of a comprehensive review of the *Governing Board Policy Manual*, which has served to focus attention at the policy level. The comprehensive review of board policies is progressing through two methods: a shared governance process and internal Board review process.

#### **Board Policy and Review**

Under the direction of the Superintendent/President, and in accordance with Board Policy 1405 [IVB.1.e.2], MPC established a Board Policy and Procedure Review Process (September 2006) [IVB.1.e.3], which identified a shared governance process for reviewing Board policies (Figure 4B1.2). As part of the shared governance review of board policies, the Superintendent/President assigned the three vice presidents board policies to review for currency. The Policy and Communication Committee (PACC) distributes proposed board policy to various shared governance groups for review, and then, based on the results, decides whether to send the proposed policy back to the originating group for further revision or on to the College Council for review [IVB.1.e.4].

### Flow of Recommendations/Ideas for Development of Board Policy

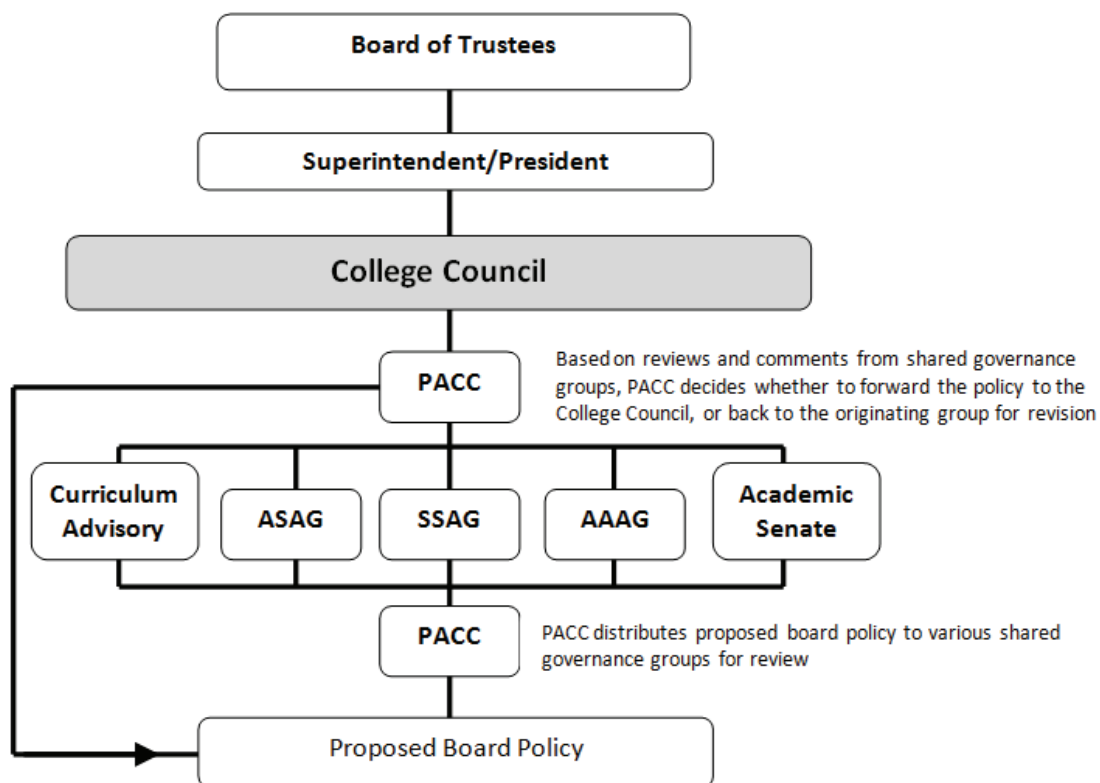
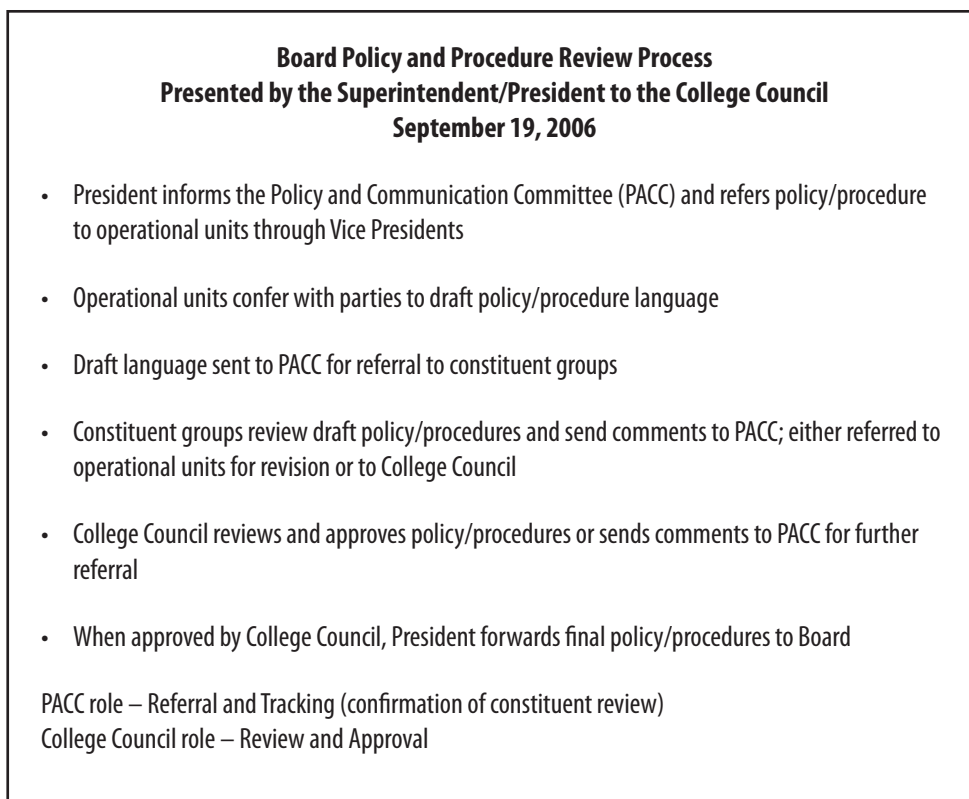


Figure 4B1.2: Flow of recommendations and/or ideas for the revision and/or development of Board Policy.

The Superintendent/President has ensured that the appropriate constituent groups are charged with review of board policies. For example, the Board and Superintendent/ President recognize the Academic Senate as the primary faculty representative for making decisions on academic and professional matters. The Superintendent/President relied primarily on the Academic Senate in the development of Board Policy 3005 Program Discontinuance [IVB1.d.5], and Board Policy 3120 Academic Freedom [IVB1.d.6]. The Board adopted and approved the board policies.



**Figure 4B1.3 Board Policy and Procedure Review Process (September 19, 2006)**

As of this writing, the following board policies were reviewed and amended through the shared governance process:

- BP 1435 – Naming of Buildings (2008)
- BP 3005 – Program Discontinuance (2007)
- BP 3120 – Academic Freedom (2008)
- BP 3830 – Claims Against the District (2008)
- BP 5105A – Procedures for Complaints of Unlawful Discrimination, Including Sexual Harassment (2008)

Each year, the Board of Trustees establishes the Board Policy Review Subcommittee. Members of the subcommittee review board policies prior to the meeting in which the Board is to review, amend, or adopt a policy. As part of the ongoing review of board policy, the Governing Board established a process at its October 28, 2008 meeting to review two policies per month.

As of this writing, the following board policies were reviewed and amended through the internal board policy review process:

- BP 1000: Governing Board Code of Ethics and Conduct
- BP 1005: Composition and Authority of the Governing Board
- BP 1009: Board Policy Self-Evaluation
- BP 1025: Public Appearance Before the Board and Conduct of Meetings
- BP 1040: Closed Sessions of the Governing Board

Board of Trustees' meeting minutes [IVB.1.e.7] provide evidence that the Board is actively pursuing updating MPC's *Governing Board Policy Manual* [IVB.1.e.1].

**Evaluation – Standard IVB 1.e: MPC meets the standard.**

Monterey Peninsula College’s Board of Trustees acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary. The Governing Board Policy Manual has many policies that were adopted in 1988 that show no history of review or revision. Prior to 2006, there is little evidence that suggests the Board had a systematic means of evaluating its policies and practices; paper copies of the Governing Board Policy Manual on campus had either not been kept current or were missing documentation of policies and appendices. Under the guidance and direction of the current Superintendent/President, the college and the Board has adopted a comprehensive plan for reviewing and revising Board policies [IVB.1.e.3].

Based on the 2008 Accreditation Faculty and Staff Survey, 81% of those respondents that had formed an opinion agreed with the statement, “board policies and practices have been reviewed and revised as necessary over the past 6 years,” although 53% did not know or left the question blank. Since 2006, the Board has aggressively worked to update the Board manual, which has many policies dating back to 1988.

**Plan – Standard IVB.1.e:**

The Superintendent/President will inform the college community of board policy revisions.

**Evidence:**

Reference	Document	Link
IVB.1.e.1	MPC Governing Board Policy Manual	<a href="http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx">http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx</a>
IVB.1.e.2	Governing Board Policy 1405	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1405 Additions to and Modifications of Bd Policies.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1405 Additions to and Modifications of Bd Policies.pdf</a>
IVB.1.e.3	Board Policy Review Process	<a href="http://www.mpcfaculty.net/senate/BoardPolicyProcess.htm">http://www.mpcfaculty.net/senate/BoardPolicyProcess.htm</a>
IVB.1.e.4	PACC Website	<a href="http://mympc.mpc.edu/Committees/PACC">http://mympc.mpc.edu/Committees/PACC</a>
IVB.1.e.5	Governing Board Policy 3005	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/3005 Academic Program Discontinuance.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/3005 Academic Program Discontinuance.pdf</a>
IVB.1.e.6	Governing Board Policy 3120	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/3120 Academic Freedom 5-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/3120 Academic Freedom 5-08.pdf</a>
IVB.1.e.7	Board minutes, October 28, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/MinutesOctober28,2008.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/MinutesOctober28,2008.pdf</a>

## Section 1.f: Governing Board Development

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

### Description:

#### Board Orientation and Development

Board Policy 1008 - Board of Trustees Orientation and Development states that the Superintendent/ President or designee shall provide candidates for election, new member-elects, and citizens on the Board with orientation and training. the Superintendent/ President presented a Board Candidate Orientation program on June 6 and July 11, 2007 [IVB.1.f.1]. Sixteen potential candidates and the incoming Student Trustee attended the three-hour long powerpoint presentation. In 2009, three additional sessions have been held: April 22 in Seaside; May 14 on the Monterey campus; and June 26 in Marina.

The Superintendent/President provides new member-elect training to understand District operations and the Board's function, policies and procedures as soon after the election as possible. Incoming members are given a copy of the Brown Act and informed that they must conform to its requirements as if they had already assumed office. Incoming members also receive the *MPC Board Policy Manual* [IVB.1.f.2] and other materials related to the California Community College system and Board member responsibilities.

The Board of Trustees recognizes that its members need training that will help them understand their responsibilities, stay abreast of new developments in education and develop boardmanship skills. The Board annually develops a calendar of conferences and meetings that are consistent with the needs of its members and of the college, budgets funds for attendance, and plans attendance early in the fiscal year. All Board members are encouraged to attend conferences and/or state meetings, subject to available funds, for the purposes of acquiring skills as new Board members, learning about new developments in education and to interact with Board members from other districts. In particular, Board members attend Community College League of California (CCLC) Conferences and Training Sessions annually [IVB.1.f.3].

The Board of Trustees recognizes that retreat meetings are valuable to plan and schedule the Board's annual evaluation, develop

Board goals for the year, and enhance the working relationship of the Board as a governing body [IVB.1.f.4].

The Board also recognizes that study sessions with staff, faculty and members from the public are a useful way to examine new developments and/or critical issues [IVB.1.f.5].

#### Staggered Terms of Office

Board Policy 1005 stipulates that the board membership is staggered with elected four-year terms [IVB.1.f.6]. As of this writing, the board membership terms are staggered as follows:

- R. Lynn Davis J.D., Chair, elected 2007, term expires November 2011
- Dr. Loren Steck, Vice Chair, elected 2007, term expires November 2011
- Charles H. Page, J.D., elected 2007, term expires November 2011
- Mr. Carl Pohlhammer, elected 2007 for a two-year term, expires November 2009
- Dr. Jim Tunney, elected 2005, term expires November 2009

Board Policy 1030 [IVB.1.f.7] states that the Board shall, in accordance with the requirements of Education Code §72023.5 [IVB.1.f.8], include one non-voting Monterey Peninsula College student who is a resident of the district.

#### Evaluation – Standard IVB.1.f: MPC meets this standard.

The Monterey Peninsula College Board has a program for Board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. Board Policy 1005 establishes the mechanism for providing continuity of board membership terms and staggered four-year terms [IVB.1.f.6]. In compliance with Board Policy 1008, the Superintendent/President has provided new member-elects training to understand district operations and the Board's function, policies and procedures as soon after the election as possible [IVB.1.f.9]. Board members attend Community College League of California (CCLC) workshops, trainings, and annual conferences [IVB.1.f.3]. Board members also attend Academic Senate of California Community Colleges (ASCCC) conferences and trainings [IVB.1.f.10].

#### Plan – Standard IVB.1.f

None

**Evidence:**

Reference	Document	Link
IVB.1.f.1	Board Candidate Orientation Presentation, June 6, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/GBCandidateOrientationJune2007.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/GBCandidateOrientationJune2007.pdf</a>
IVB.1.f.2	MPC Board Policy Manual	<a href="http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx">http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx</a>
IVB.1.f.3	Community College League of California Annual Trustees Conference	<a href="http://www.ccleague.org/i4a/pages/index.cfm?pageid=3425">http://www.ccleague.org/i4a/pages/index.cfm?pageid=3425</a>
IVB.1.f.4	Minutes of Governing Board self evaluation, November 13, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/MinutesSpecialMtgNovember132008.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/MinutesSpecialMtgNovember132008.pdf</a>
IVB.1.f.5	Examples of minutes from Governing Board study sessions August 31, 2007 November 30, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Special Agenda 08-31-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Special Agenda 08-31-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/Special Agenda 11-30-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Special Agenda 11-30-07.pdf</a>
IVB.1.f.6	Governing Board Policy 1005	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1005 Composition and Authority of the Governing Board.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1005 Composition and Authority of the Governing Board.pdf</a>
IVB.1.f.7	Governing Board Policy 1030	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1030 Student Member of Gov Bd.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1030 Student Member of Gov Bd.pdf</a>
IVB.1.f.8	California Education Code §72022 to §72035	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=72001-73000&amp;file=72022-72035">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=72001-73000&amp;file=72022-72035</a>
IVB.1.f.9	Governing Board Policy 1008	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1008 Gov Bd Orientation and Development.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1008 Gov Bd Orientation and Development.pdf</a>
IVB.1.f.10	Academic Senate of California Community Colleges (ASCCC) conferences and plenary sessions	<a href="http://www.asccc.org/Events/SessInfo.htm">http://www.asccc.org/Events/SessInfo.htm</a>

### Section 1.g: The Governing Board and Self-Evaluation

The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

**Description:**

**Self-Evaluation**

The MPC Board’s self-evaluation process is clearly defined and published in Board Policy 1009 [IVB.1.g.1]. The Board implements the process on an annual basis and reports its results in a public meeting. As part of the process, the Board seeks staff, faculty, student and community input through a representative sampling of each group. The sampling includes representatives from various constituencies (for example, the President of the Academic Senate) to remove sampling bias from their selection. The ensuing evaluation is based on the resulting composite picture of the Board strengths and weaknesses.

In May 2007, the Office of Institutional Research developed the MPC Board of Trustees Evaluation Survey (BOTES) which was designed to identify the Board strengths and weaknesses in board organization and policy, community relations, faculty and staff relations, Board and Superintendent/ President relations, advocacy for the college, supporting the institutional mission, and financial resources.

In 2008, the Board wished to improve the effectiveness of the process and equally address the issue that the previous year a large number of respondents had little knowledge in the Board’s

role. The Board included an additional step in the self-evaluation process. The Board Chair requested each member of the Board to answer three questions: (1) what is your job? (2) How well are you doing your job? (3) How could you do your job better?

On November 13, 2008, an open study session was held to discuss the results from the Board of Trustees Evaluation Survey and used for both an internal conversation and for audience input [IVB.1.g.2].

**Evaluation – Standard IVB.1.g: MPC meets this standard.**

The MPC Board’s self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies or bylaws. The Board of Trustees’ self-evaluation process is clearly defined and published in Board Policy 1009 [IVB.1.g.1]. The Board implements the process on an annual basis and reports its results in a public meeting. The Board seeks staff, faculty, student and community input through a representative sampling of each group. In May 2007, the results from the 103 completed surveys rated the Board’s overall performance as good to very good. As a part of continuous quality improvement, the Board proactively seeks to improve its effectiveness and implements additional steps to improve its processes.

**Plan – Standard IVB.1.g**

None

**Evidence:**

Reference	Document	Link
IVB.1.g.1	Governing Board Policy: 1009	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1009 Bd Self Evaluation.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1009 Bd Self Evaluation.pdf</a>
IVB.1.g.2	Governing Board agenda and minutes of meeting November 13, 2008: Self Evaluation	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/MinutesSpecial-MtgNovember132008.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/MinutesSpecial-MtgNovember132008.pdf</a>



### Section 1h: The Governing Board and Ethics

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

#### Description:

##### The Governing Board and Ethics

The MPC Board is committed to institutional integrity and operates under a written code of ethics. Board Policy 1000, Governing Board Code of Ethics and Conduct [IVB.1.h.1], recognizes its responsibility to the community it serves, and to the students and staff of the college for whom it must provide wise governance. The Board established a subcommittee to review the Board Code of Ethics and Conduct (BP 1000 [IVB.1.h.1]) and was reviewed at the January 27, 2009 meeting [IVB.1.h.2].

Since 1947, the Board has no record of having to deal with unethical behavior of a Board member.

#### Evaluation – Standard IVB.1.h: MPC meets this standard.

The Board of Trustees has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code. The Board has a clearly defined code of ethics that is stated in Board Policy 1000 [IVB.1.h.1]. The policy is currently being reviewed. Monterey Peninsula College does not have a board policy or statement that deals with behavior that violates the code, but the college has no record of any violations.

#### Plan – Standard IVB.1.h

None

#### Evidence:

Reference	Document	Link
IVB.1.h.1	Governing Board Policy: 1000	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1000 Gov Bd Code of Ethics and Conduct.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1000 Gov Bd Code of Ethics and Conduct.pdf</a>
IVB.1.h.2	Board Minutes for January 27, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/MinutesJanuary27,2009.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/MinutesJanuary27,2009.pdf</a>

## Section 1.i: The Governing Board and Accreditation

The governing board is informed about and involved in the accreditation process.

### Description:

#### The Governing Board and Accreditation

The Board of Trustees is actively engaged in the accreditation process. The Accreditation Liaison Officer provides the Board monthly updates on the accreditation process [IVB.1.i.1]. . Furthermore, two Board members are active members of the Accreditation Steering Committee [IVB.1.i.2]. Board members participate in Community College League of California (CCLC) conferences and training sessions, which address issues of accreditation. Board members attend campus meetings and actively participate in the college accreditation process. The Board receives the Accrediting Commission for Community and Junior Colleges correspondence and documents, and regularly reviews the documentation at the Academic Senate's Accreditation webpage [IVB.1.i.3].

Board members have access to the Academic Senate's Accreditation webpage [IVB.1.i.3].The webpage includes links to the ACCJC and their documents, the Accreditation Steering Committee and its Self Study Planning Calendar, previous institutional reports and self studies, as well as self studies from accredited community colleges in 2008.

For the current accreditation self study process, two Board members were selected as liaisons with the committee charged with Standard IV: Mr. Lynn Davis and Dr. Loren Steck [IVB.1.i.2]. Board member Dr. Jim Tunney also participated with Standard IV. The board members were kept informed by e-mail of each accreditation meeting and were given electronic copies of the meeting notes.

#### Evaluation – Standard IV.1.i: MPC meets the standard.

MPC's Board is actively involved with the accreditation process and participates on the Accreditation Steering Committee, participates in trainings, and receives monthly updates from the Accreditation Liaison Officer [IVB.1.i.1].

#### Plan – Standard IVB.1.i

None

### Evidence:

Reference	Document	Link
IVB.1.i.1	Examples of Accreditation reports at Governing Board meetings, April 28, 2009 May 26, 2009 June 23, 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/MinutesApril 28,2009.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/MinutesApril 28,2009.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/MinutesMay262009.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/MinutesMay262009.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/6.23.09 Board Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/6.23.09 Board Minutes.pdf</a>
IVB.1.i.2	Accreditation Steering Committee	<a href="http://www.mpcfaculty.net/accreditation/SteeringCommittee.htm">http://www.mpcfaculty.net/accreditation/SteeringCommittee.htm</a>
IVB.1.i.3	Academic Senate Accreditation Webpage	<a href="http://www.mpcfaculty.net/accreditation/home.htm">http://www.mpcfaculty.net/accreditation/home.htm</a>

## Section 1.j: The Governing Board and the Superintendent/President

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The Governing Board delegates full responsibility and authority to him/her to implement and administer board policies without Board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

### Description:

#### Selection and Evaluation of the Superintendent/President

In accordance with Board Policy 1007, the Board is responsible for the selection and appointment of the Superintendent/ President [IVB.1.j.1]. Prior to the selection of its current Superintendent/President, the Board had not established a formalized written process for the selection of the Superintendent/President. In 2006, the Board piloted a new process for the selection of the current Superintendent/President, which was composed of faculty, staff, administrators and community members, as well as outside consultants.

The process encompassed several steps:

1. Two open and public meetings were held after the previous President announced his retirement. These meetings were attended by faculty, staff, administrators, students and Trustees. The purpose of the meetings was to elicit characteristics that meeting participants desired in the next President.
2. A committee consisting of faculty, staff, administrators and community members was convened by the Board of Trustees, and chaired by one of the Trustees to whom the task had been delegated.
3. The list of desired characteristics generated during the public meetings was, consolidated for inclusion in the position brochure
4. The job notice brochure describing those characteristics as well as describing the college was prepared by the committee chair and approved by the committee. [IVB.1.j.1]
5. Through an RFP process, the committee engaged an outside consultant whose job it was to facilitate the search process, recruit potential candidates, conduct reference checks and act as a resource.
6. Monterey Peninsula College advertised the position, disseminated the brochure, and collected accepted applications for the position.
7. The committee completed initial paper evaluations of the candidates presented by the consultant, culling the list down to ten semi-finalists, who were interviewed by the committee.
8. The committee selected three finalists to forward to the Board of Trustees; one withdrew from consideration.
9. The Board of Trustees interviewed the two remaining finalists. On the day of his/her on-campus interview, each finalist spoke at a public forum, which included an opportunity for attendees to ask questions of the candidate. Attendees were invited to provide feedback on the finalists
10. The consultant prepared in-depth reference checks on the finalists.
11. A site visit team consisting of a diverse group of college constituents including Board members, staff, faculty and administrators visited the finalist's campus to obtain feedback from the staff about the candidate's merit to serve as president.
12. On the basis of the candidate interviews, feedback from the public forum, reference checks and the site visit, one finalist was selected by the Trustees and offered the position.

Pursuant to Board Policy 5510, the term of the Superintendent/ President is determined by the Governing Board [IVB.1.j.2]. It is the duty of the Board to renew the contract of the Superintendent/President or to notify him/her in writing prior to the first of January in the last year of his/her incumbency that his/her services will not be required for the next succeeding contractual year. The Board is also responsible for determining the compensation of the Superintendent/President; it is fixed by the Board at the time of appointment, as are the terms of service [IVB.1.j.2].

The Board evaluates the Superintendent/President annually. The Board and Superintendent/President mutually agree on performance objectives to be achieved that year. The Superintendent/ President is evaluated at the end of the year on those objectives. The Superintendent/ President's performance objectives are tied to the adopted Board approved institutional goals. The Board

utilizes the Superintendent/ President's monthly reports to the Board, and conducts anonymous surveys of faculty, staff and community members in support of its annual evaluation.

The ongoing performance review of the Superintendent/President is evident in the Board Minutes for the following time periods [IVB.1.j.3]:

- Public Employee Performance Evaluation: Superintendent/ President. July-August 2002
- Public Employee Performance Evaluation: Superintendent/ President. July-August 2003
- Public Employee Performance Evaluation: Superintendent/ President. August-September 2004
- Public Employee Performance Evaluation: Interim Superintendent/ President. March 2006.
- Public Employee Performance Evaluation: Superintendent/ President. November 2006
- Public Employee Performance Evaluation: Superintendent/ President. January-March 2007.
- Public Employee Performance Evaluation: Superintendent/ President. January-March 2008.

### **The Delegation of Administrative Authority**

In accordance with Board Policy 1050, the Board delegates administrative authority to the Superintendent/President, as the Executive Officer of the district [IVB.1.j.4]. As the Executive Officer of the district, the Superintendent/President is empowered to sign such papers and documents as the Board may authorize or is otherwise authorized by law. The Superintendent/President has the executive responsibility for administering the policies adopted by the Board and for executing all decisions of the Board requiring administrative action. He also acts as the professional advisor to the Board implementing and administering policies without undue interference or micromanagement.

Board Policy 5525 - Administrative Organization, delegates the authority of the Superintendent/ President to utilize the staff of the college to best serve the needs of the students and the goals of the district. As such, the Superintendent/ President has authority to organize the administrative structure and assign the staff in the manner in which she/he believes will best achieve this goal. The Superintendent/President delegates appropriate responsibilities to the vice presidents of Academic Affairs, Student Services and Administrative Services [IVB.1.j.5].

As part of his authority, the Superintendent/President maintains a current Organization Chart which delineates the line of responsibility within the college (BP 2000). The chart is reviewed and approved annually by the Governing Board upon recommendation of the Superintendent/President [IVB.1.j.6].

### **Evaluation – Standard IVB.1.j: MPC meets the standard.**

The MPC Board has the responsibility for selecting and evaluating the Superintendent/ President. The Board delegates full responsibility and authority to him/her to implement and administer board policies without Board interference and holds him/her accountable for the operation of the district/system or college, respectively. The Board is responsible for selecting and evaluating the Superintendent/President and complies with Board Policy 5510 [IVB.1.j.2]. The Board has established a written systematic process for the selection of the Superintendent/President, which includes utilizing the input from various constituencies from the campus and community. The Board and Superintendent/President have duties and responsibilities that are clearly delineated in Board Policy (BP 1007, BP 1050) [IVB.1.j.1,4].

### **Plan – Standard IVB.1.j**

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IVB.1.j.1	Governing Board Policy: 1007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1007 Specific Duties and Responsibilities.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1007 Specific Duties and Responsibilities.pdf</a>
IVB.1.j.2	Governing Board Policy: 5510	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/5510 Superintendent of the District and President of the College.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/5510 Superintendent of the District and President of the College.pdf</a>
IVB.1.j.3	Evaluation of President/Superintendent Board of Trustees Minutes for June 13, 2007 February 26, 2008 November 13, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Special Agenda 06-13-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Special Agenda 06-13-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/Board Agenda 02-26-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Board Agenda 02-26-08.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/AgendaNovember132008SpecialGovBdMtg.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/AgendaNovember132008SpecialGovBdMtg.pdf</a>
IVB.1.j.4	Governing Board Policy: 1050	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1050 Exec Officer of Gov Bd.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1050 Exec Officer of Gov Bd.pdf</a>
IVB.1.j.5	Governing Board Policy: 5525	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/5525 Administrative Organization.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/5525 Administrative Organization.pdf</a>
IVB.1.j.6	Governing Board Policy: 2000	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/2000 Organization Chart.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2000 Organization Chart.pdf</a>

## Section 2: The President and Leadership: Generally Speaking

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

### Description:

In accordance with Board Policy 1050, the Superintendent/President of the district is designated as the Executive Officer of the Board of Trustees. The Superintendent/President is empowered as follows:

- The Superintendent/President shall sign such papers and documents as the Board may authorize or is otherwise authorized by law.
- The Superintendent/President shall have the executive responsibility for administering the policies adopted by the Board and for executing all decisions of the Board requiring administrative action.
- The Superintendent/President shall act as the professional advisor to the Board.
- The Superintendent/President may delegate any powers and duties entrusted to the office by the Board and shall be specifically responsible to the Board for the execution of such delegated powers and duties.
- The Superintendent/President is delegated the authority to act on behalf of the Board in an emergency for the protection of life, health, and safety of individuals and the protection of property.
- The Superintendent/President is delegated the authority to accept written resignations of employees of the district.
- In situations for which the Board of Trustees has provided no policy for administrative action, the Superintendent/President shall have the power to act; but his/her decision shall be subject to the review of the Board.
- The Superintendent/President shall make available any information or give any report requested by the Board or any member of the Board.
- The Superintendent/President shall perform all duties specifically required or assigned to the President or the Superintendent of the district in the California Education Code and Title 5 of the California Code of Regulations [IVB.2.1].

The Superintendent/President takes primary responsibility for ensuring that the district serves its students with the highest quality possible. For example, the institution's three-year institutional goals came out of a revision of the shared governance process, espoused by the current Superintendent/President, when he came in the fall of 2006. He convened a subcommittee of the College Council, and that group modified the planning and resource allocation process, set deadlines, and included accountability for the deans and vice presidents for their roles in the process.

The Superintendent/President serves as an ex-officio member on the College Council, a shared governance group with representation from the classified and faculty unions, Academic Senate, the three vice presidents of the college components (Academic Affairs, Administrative Services, and Student Services), and a representative from the division deans. This group discusses collegewide issues dealing with budget, planning, facilities, staffing and processes for decision-making. College Council minutes are distributed electronically to all employees and are posted on the MPC website [IVB.2.2].

The Superintendent/President was instrumental in establishing processes that reflect high regard for shared governance and improve communication at all levels of the campus. As an ex-officio member of the College Council, the Superintendent/President was instrumental in the review and revision of the shared governance process. In the revision, the college established the Policy and Communication Committee (PACC) in order to track the policy review process for College Council and the district. The PACC [IVB.2.3] ensures that policies are forwarded to shared governance groups for review, and all actions are tracked and recorded before sending them to the College Council. The Superintendent/President provides monthly updates to the campus community through the electronically distributed MPC Notes [IVB.2.4].

### Evaluation – Standard IVB.2: MPC meets this standard.

The Superintendent/President has primary responsibility for the quality of the institution he leads. He provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The MPC Board Policies Manual has board policies that designate the primary responsibilities of the Superintendent/President [IVB.2.5]. The current Superintendent/President has provided leadership in promoting improvements in the planning and resource allocation processes and clarifying the scope and function of the College Council and its advisory groups.

**Survey Results:** As part of the evaluation process, the Office of Institutional Research (OIR) conducted the Accreditation Faculty and Staff Survey [IVB2.6]. Responding to the statement, “The College president provides effective leadership in defining goals, developing plans and establishing priorities for the institution,” 98 percent of the respondents agreed, whereas 25 percent of the respondents didn’t know or left the question blank.

**Plan – Standard IVB.2**

None

**Evidence:**

Reference	Document	Link
IVB.2.1	Governing Board Policy: 1050	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/1050 Exec Officer of Gov Bd.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/1050 Exec Officer of Gov Bd.pdf</a>
IVB.2.2	College Council Minutes	<a href="http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx">http://www.mpc.edu/collegecouncil/Pages/CollegeCouncilDocuments.aspx</a>
IVB.2.3	Policy and Communication Committee Minutes	<a href="http://mympc.mpc.edu/Committees/PACC">http://mympc.mpc.edu/Committees/PACC</a>
IVB.2.4	MPC Notes	<a href="http://www.mpcfaculty.net/accreditation/president.htm">http://www.mpcfaculty.net/accreditation/president.htm</a>
IVB.2.5	MPC Board Policies Manual	<a href="http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx">http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx</a>
IVB.2.6	2008 Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Accreditation Faculty and Staff survey - Pivot tables.xls">http://www.mpc.edu/information/accreditation/Standard 4B/Accreditation Faculty and Staff survey - Pivot tables.xls</a>

## **Section 2.a: The President and the Administrative Structure**

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

### **Description:**

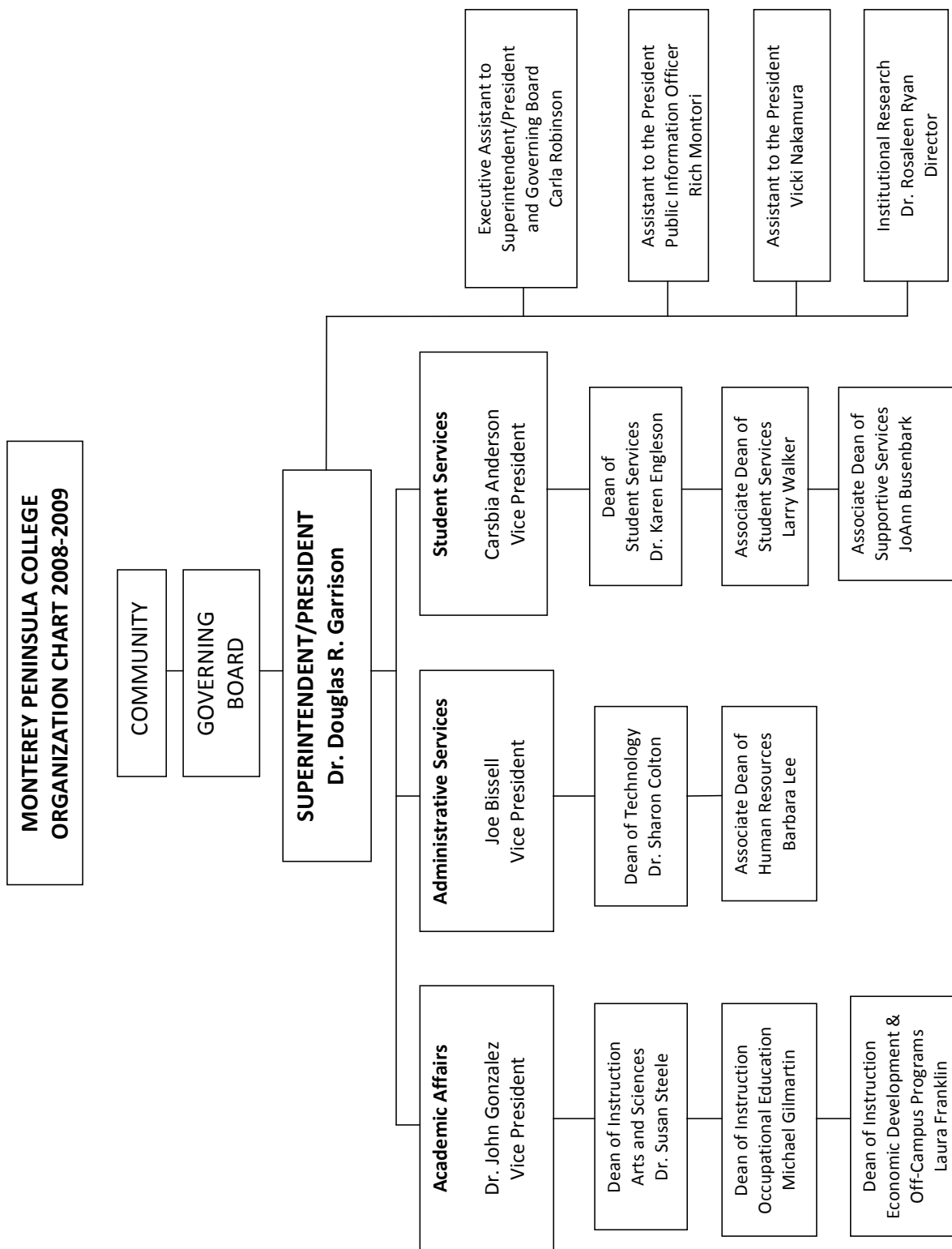
In accordance with Board Policy 5525, the Superintendent/President plans, oversees, and evaluates the administrative structure organized and staffed to reflect the institution's purposes, size, and complexity [IVB.2. a.1]. In accordance with Board Policy 2000, the Superintendent/President maintains a current organizational chart, which delineates the line of responsibility within the college (Figure 4B2.1) [IVB.2.a.2].

The Superintendent/President plans, oversees, and evaluates the administrative structure organized with the senior leadership team, the President/Vice-Presidents (P/VP) Cabinet. P/VP is comprised of the Superintendent/President, the three vice presidents (Academic Affairs, Student Services and Administrative Services), and the associate dean of human resources. The Superintendent/President delegates to each of the vice presidents the responsibility for the functions within his or her area. The vice presidents complete annual component goals, which include qualitative and quantifiable measurable objectives that meet the mission and institutional goals of the college. The component goals are shared and reviewed by their respective advisory groups prior to being presented at the College Council [IVB.2.a.3,4,5].

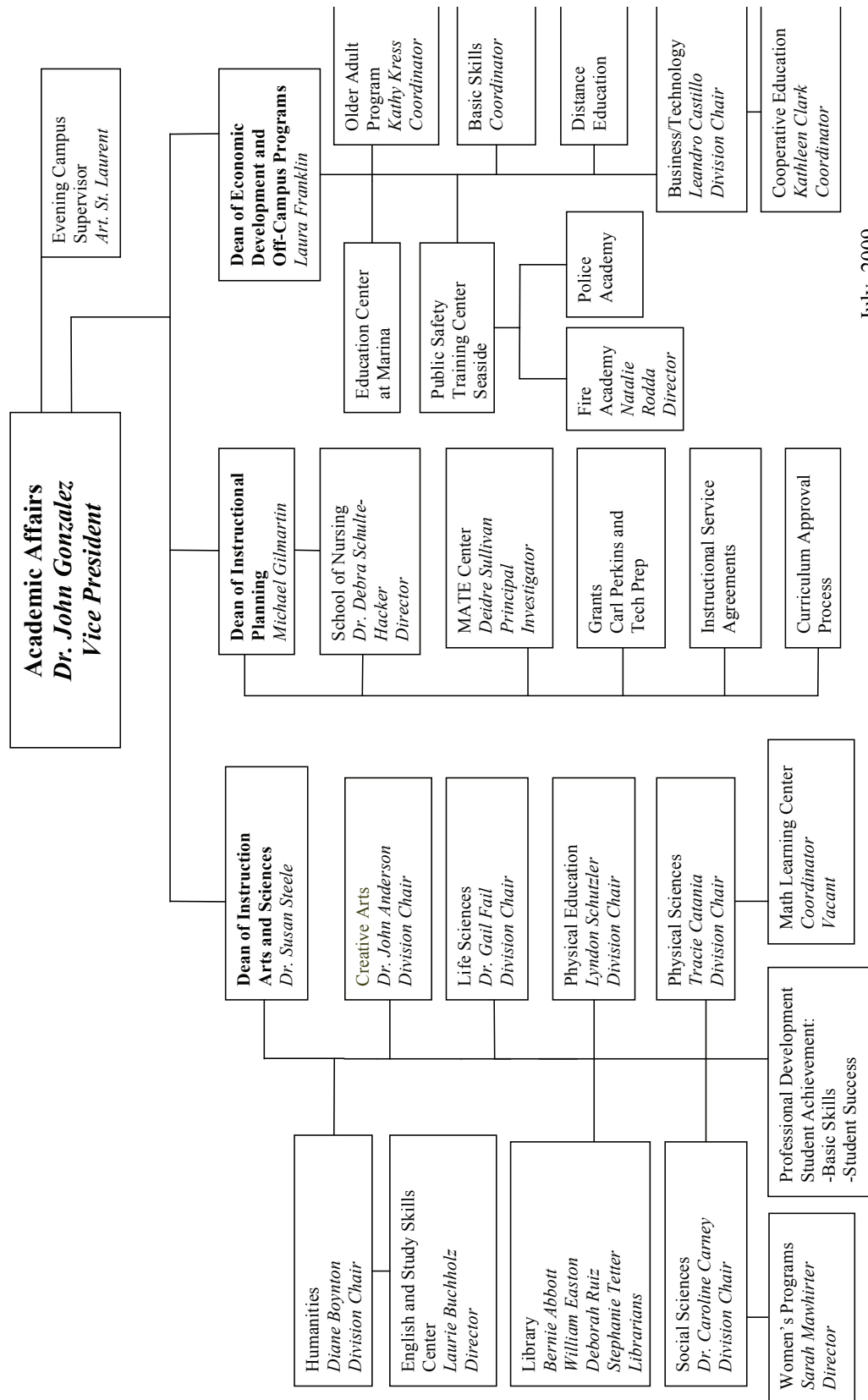
Within the Superintendent/President's area are the functions of institutional research, public information, and the MPC Foundation.

The Office of Institutional Research (OIR) reports directly to the Superintendent/ President. This reporting line helps to ensure that the OIR maintains a broad, institutional focus. The Superintendent/President and the institutional researcher have weekly meetings to address any issues, concerns, or challenges. The Superintendent/President provides direction to the OIR on data collection and analyses of institutional performance in areas such as enrollment trends, program review, student access, student achievement, surveys and needs assessments, and external conditions in the district's service area [IVB.2.a.6].



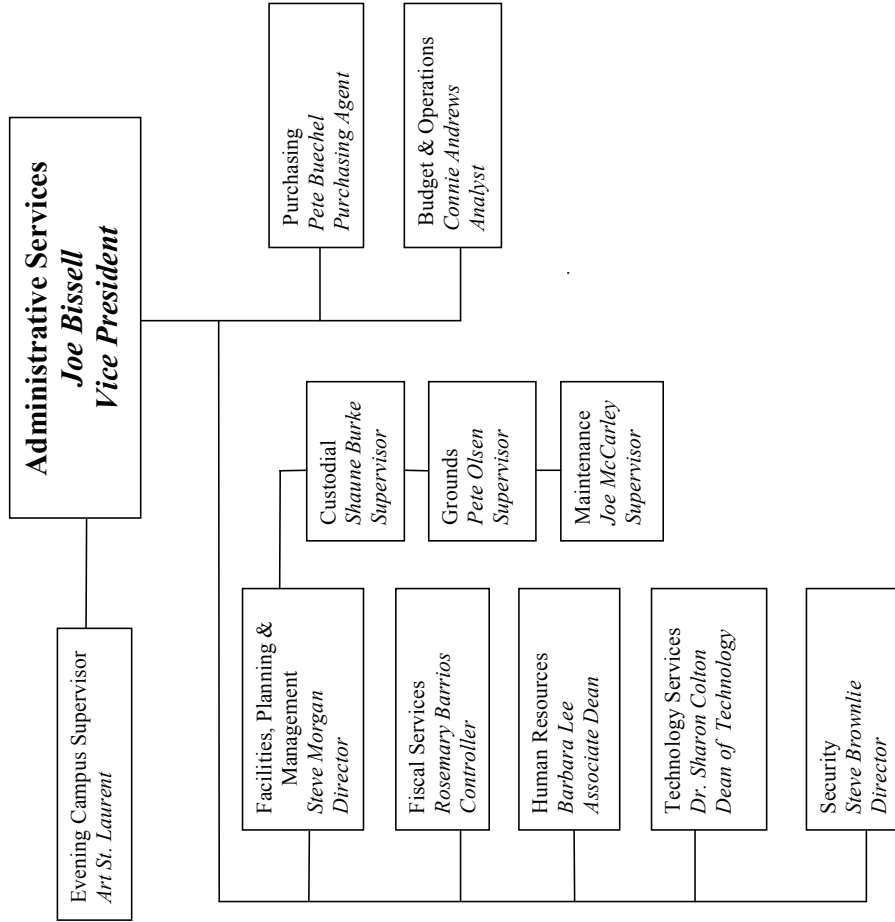


**MONTEREY PENINSULA COLLEGE  
ACADEMIC AFFAIRS 2008-2009**

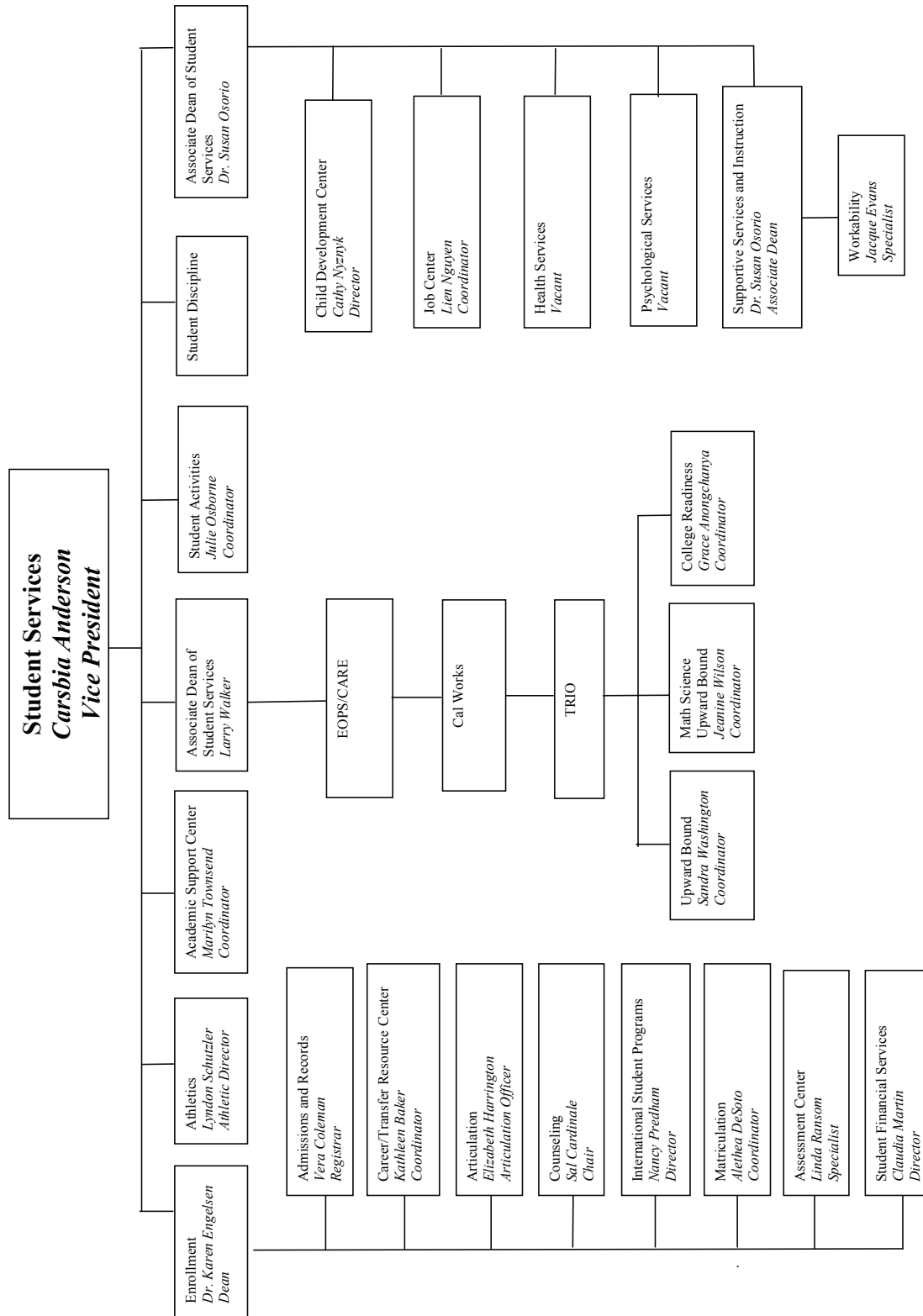


July, 2009

**MONTEREY PENINSULA COLLEGE  
ADMINISTRATIVE SERVICES 2008-2009**

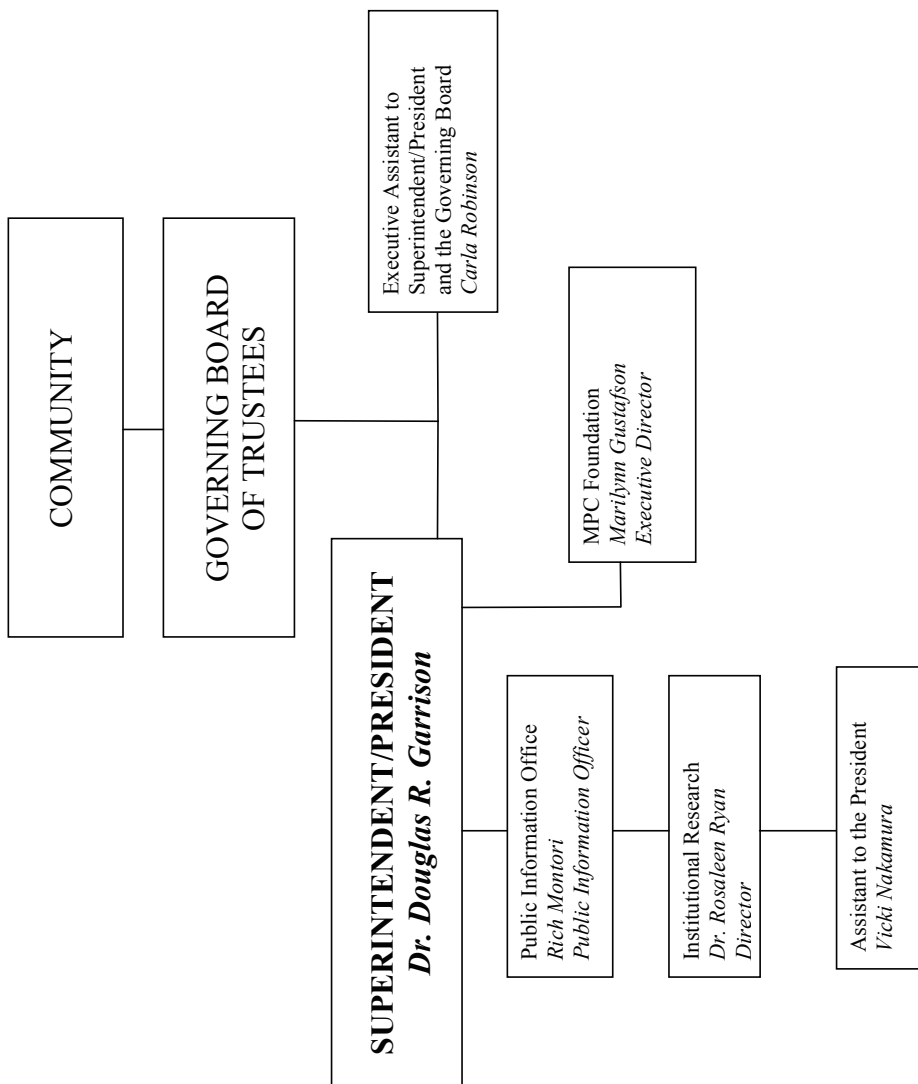


MONTEREY PENINSULA COLLEGE  
STUDENT SERVICES 2008-2009



July, 2009

**MONTEREY PENINSULA COLLEGE  
SUPERINTENDENT/PRESIDENT'S OFFICE 2008-2009**



July, 2009

The Superintendent/President delegates responsibility for the institution's marketing, promotion and advertising to the director of public information. The Public Information Office (PIO) provides information and serves as liaison to local print, radio, and television media outlets. The office also coordinates the marketing and advertising campaigns for the college, the production of the college Schedule of Classes and college Catalog, and designs and coordinates the production of promotional materials. The PIO maintains a campuswide calendar of events and coordinates classroom assignments. The PIO also coordinates campuswide special events and serves as liaison to the MPC Foundation [IVB.2.a.7].

The Superintendent/President serves as an ex-officio member of the MPC Foundation Board of Directors. The foundation endeavors to support the academic excellence of Monterey Peninsula College faculty and students through raising funds for student scholarships, instructional and library materials, faculty awards, facilities improvements and academic programs [IVB.2.a.8].

The Superintendent/President meets monthly with all managers as a group to ensure that all college administrators are informed of—and involved in—new, developing, and ongoing college issues.

**Evaluation – Standard IVB.2.a: MPC meets this standard.**

The Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He delegates authority to administrators and others consistent with their responsibilities, as appropriate. The Superintendent/President maintains a current organizational chart with clearly delineated responsibilities. He delegates authority to the three vice presidents to supervise their deans, faculty and staff in their respective areas. As part of improving the effectiveness of the institution, the Superintendent/President has directed the vice presidents to develop and implement annual component goals for their respective areas that must support the institutional goals. The development of the component goals and objectives must be developed through a collegial process. The Superintendent/President directly oversees the institutional research and public information of the college,

**Plan – Standard IVB.2.a**

None

**Evidence:**

Reference	Document	Link
IVB.2.a.1	Governing Board Policy 5525	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/5525%20Administrative%20Organization.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/5525 Administrative Organization.pdf</a>
IVB.2.a.2	Governing Board Policy 2000	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/2000%20Organization%20Chart.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ 2000 Organization Chart.pdf</a>
IVB.2.a.3	Examples of Component Goals from Academic Affairs 2008-2009 and 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/Component%20Goals%202008-09%20-%20Academic%20Affairs%20Draft%202.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Component Goals 2008-09 - Academic Affairs Draft 2.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%204B/Component%20Goals%202009-10%20-%20Academic%20Affairs%20Final%2003-30-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Component Goals 2009-10 - Academic Affairs Final 03-30-09.pdf</a>
IVB.2.a.4	Examples of Component Goals from Administrative Services 2008-2009 and 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/Component_Goals_2008-09_Administrative_Services.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Component_Goals_2008-09_Administrative_Services.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%204B/ComponentGoals2009-10AdministrativeServices.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ ComponentGoals2009-10AdministrativeServices.pdf</a>
IVB.2.a.5	Component Goals from Student Services, discussed at April 29, 2008 College Council	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/College%20Council%20April%2029%202008%20Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ College Council April 29 2008 Minutes.pdf</a>
IVB.2.a.6	Office of Institutional Research Website	<a href="http://www.mpc.edu/institutionalresearch/">http://www.mpc.edu/institutionalresearch/</a>
IVB.2.a.7	Public Information Office Website	<a href="http://www.mpc.edu/publicinformation/">http://www.mpc.edu/publicinformation/</a>
IVB.2.a.8	MPC Foundation Website	<a href="http://www.mpc.edu/foundation/">http://www.mpc.edu/foundation/</a>

## Section 2.b: The President, Institutional Improvement, and Student Learning

The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

### Description:

In response to the 2004 Accreditation recommendations, in fall 2006, the Superintendent/President initiated a review and revision of the shared governance model. The institution's three-year goals came out of a revision of the shared governance process. As part of the revision process, the Superintendent/President convened a subcommittee of the College Council, and that group modified the planning and resource allocation process, set deadlines, and built in accountability for the deans and vice presidents for their roles in the process [IVB.2.b.1]. The Superintendent/President established a process by which faculty, staff, and students were given ample opportunity to participate in the decision-making process. The plan was widely discussed in various shared governance committees [IVB.2.b.2], and was adopted by the College Council in the spring of 2007 [IVB.2.b.3]. The planning and resource allocation process has undergone minor revisions since that time, most recently in March of 2008, and again in fall 2008, as the college engages in continuous quality improvement [IVB.2.b.4].

As part of the planning and resource allocation process [IVB.2.b.1], the Superintendent/President directed the three vice presidents to complete annual component goals and objectives for their respective areas [IVB.2.b.5, 6, 7]. The component goals are aligned with the institutional goals and objectives. The three vice presidents worked collegially with their respective advisory groups in developing the component goals and objectives. The advisory group recommendations are forwarded to the College Council. After College Council review, the College Council's recommendations are forwarded to the Superintendent/President, and finally his recommendation is brought to the Board for adoption.

The Superintendent/President has established a collegial process to guide the institutional improvement of the teaching and learning environment by enabling shared information gathering and decision-making that involves all stakeholders.

Other examples of how the Superintendent/President has skillfully guided the college in improving the teaching and learning environment are as follows:

- In the fall of 2006, the Superintendent/President established the Enrollment Advisory Committee (EAC) [IVB.2.b.8], which quickly established an action agenda for 2006-2007. The goals included reaching out to underrepresented populations; provide training to meet local workforce and employer needs; increase student retention in gateway courses; increase student persistence; and increase student in-reach efforts.
- In December of 2007, the Superintendent/President assembled a Student Success Task Force (SSTF) [IVB.2.b.9], a cross-campus Presidential Task Force of faculty and staff, to develop a pilot program addressing issues of college retention. The Superintendent/President charged the task force with developing
  - create a student cohort that participates in an institutional pilot program
  - develop a curriculum that provides instruction related to the student success model
  - provide support services and experiences that enhance the collegiate experience and provide opportunities for development of the students

The issue of identifying which at-risk students would be targeted for participation in this pilot program was predicated on data collected by the OIR. The OIR presented the task force with a variety of demographic data indicating student dropout and retention rates according to city of residence, level of education, entry status (e.g., first-time, returning, continuing), educational goal, gender and ethnicity. In addition, success and failure rates were monitored across the curriculum to identify whether attrition was concentrated within a particular part of the academic curriculum, or uniformly throughout [IVB2.b.10].

- The institutional researcher, with the assistance of the Institutional Research Advisory Group (IRAG), develops a Monterey Peninsula College Institutional Research Agenda each academic year. These agendas identify the type of research to be undertaken, the scope and function of IRAG, and an anti-



pated timetable for federal and state mandated research, accreditation, enrollment trends, program review, surveys, and need assessments [IVB.2.b.11].

- The Superintendent/President has been supportive of the implementation of student learning outcomes, including the granting of faculty reassigned time for the Student Learning Outcomes Coordinator. Also, recognizing the importance of the curriculum review and approval process, the Superintendent/President was supportive of granting reassigned time for the Curriculum Advisory Committee Chair. Both of these were unprecedented actions at MPC.

**Evaluation – Standard IVB.2.b: MPC meets this standard.**

The Superintendent/President has provided leadership in moving the college into making data driven decisions to ensure quality, integrity, and effectiveness in meeting MPC’s mission and institutional goals. The Superintendent/President promoted the review and revision of the College Council and streamlined the planning and resource allocation process. The planning and resource allocation process integrates the educational planning with resource planning to enhance the teaching and learning environment.

**Plan – Standard IVB.2.b**

None

Standard IVB: The Board and Administrative Organization

**Evidence:**

Reference	Document	Link
IVB.2.b.1	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IVB.2.b.2	Planning and Resource Allocation Process discussed at Academic Senate, minutes March 1, 2007 March 15, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/minutes_3-1-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/minutes_3-1-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/minutes_3-15-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/minutes_3-15-07.pdf</a>
IVB.2.b.3	Planning and Resource Allocation Process adopted at College Council Minutes March 6, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/March 6 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/March 6 2007 Minutes.pdf</a>
	Planning and Resource Allocation Process revised at College Council, Minutes March 4, 2008 September 16, 2008 October 7, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/College Council March 4 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/College Council March 4 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/College Council Sept 16 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/College Council Sept 16 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/College Council Oct 7 2008 Agenda.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/College Council Oct 7 2008 Agenda.pdf</a>
IVB.2.b.5	Examples of Component Goals from Academic Affairs 2008-2009 and 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/Component Goals 2009-10 - Academic Affairs Final 03-30-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Component Goals 2009-10 - Academic Affairs Final 03-30-09.pdf</a>
IVB.2.b.6	Examples of Component Goals from Administrative Services 2008-2009 and 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Component_Goals_2008-09_Administrative_Services.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Component_Goals_2008-09_Administrative_Services.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ComponentGoals2009-10AdministrativeServices.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ComponentGoals2009-10AdministrativeServices.pdf</a>
IVB.2.b.7	Component Goals from Student Services, discussed at April 29, 2008 College Council	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/College Council April 29 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/College Council April 29 2008 Minutes.pdf</a>
IVB.2.b.8	Enrollment Advisory Committee Fall 2008 update Enrollment Advisory Committee 2007-2009 goals	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/EAC Fall 2008 Update Report0000.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/EAC Fall 2008 Update Report0000.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/June 17 2008 -EAC Enrollment Goals 2007-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/June 17 2008 -EAC Enrollment Goals 2007-09.pdf</a>
IVB.2.b.9	Student Success Taskforce recommendations	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Lobo-TLC1.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Lobo-TLC1.pdf</a>
IVB.2.b.10	Institutional Research data used by the Student Success Taskforce	<a href="http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/Shared Documents/Forms/AllItems.aspx?RootFolder=%2fPresidentsOffice%2fInstitutionalResearch%2fShared Documents%2fc %2d Student Success&amp;Folder">http://mympc.mpc.edu/PresidentsOffice/InstitutionalResearch/Shared Documents/Forms/AllItems.aspx?RootFolder=%2fPresidentsOffice%2fInstitutionalResearch%2fShared Documents%2fc %2d Student Success&amp;Folder</a>

Reference	Document	Link
IVB.2.b.11	Institutional Research Advisory Group's research agendas 2001 to 2010 available on the Office of Institutional Research website Examples of research agendas from 2008-09 2009-10	<a href="http://www.mpc.edu/institutionalresearch/">http://www.mpc.edu/institutionalresearch/</a> <a href="http://www.mpc.edu/information/accreditation/Standard%204B/OIR%20Agenda%20-%202008-09%20new.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/OIR Agenda - 2008-09 new.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%204B/OIR%20Agenda%20-%202009-10%20-%20rev%2011-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/OIR Agenda - 2009-10 - rev 11-09.pdf</a>

## Section 2.c: The President and Compliance

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

### Description:

The Superintendent/President provides oversight, holds his staff accountable, and provides accountability to the Board to ensure compliance with and implementation of statutes, regulations, and board policies.

The Superintendent/President provides oversight to ensure that institutional practices are consistent with institutional mission and policies and guarantee that a high standard of institutional integrity is both the intent and the practice at the college. The Superintendent/President presented a Board policy and procedure review process to the College Council in September 2006 [IVB.2.c.1]. The process informs the Policy and Communication Committee of the intent of action; charges the vice presidents to work within their advisory groups to draft policy and procedure language; forward draft language to constituent groups to review, revise, and forward comments to PACC and College Council for final approval; and forward approved documents to the Board [IVB.2.c.2].

Prompted by a change in leadership, the planning and resource allocation process [IVB.2.c.3] was developed during the 2006-2007 academic year by a subcommittee of the College Council that included the chair of the College Council, the president of the faculty union, the president of the Academic Senate, and the (then new) President of the college. The plan was widely discussed in various shared governance committees, and was adopted by the College Council in the spring of 2007 [IVB.2.c.4]. The planning and resource allocation process has undergone minor revisions since that time, most recently in March of 2008, and again in fall 2008, as the college engages in continuous quality improvement [IVB.2.c.5].

As part of the planning and resource allocation process, the Superintendent/President directed the three vice presidents to complete annual component goals and objectives for their respective areas. The component goals [IVB.2.c.6,7,8] are aligned with the institutional goals and objectives. The three vice presidents work collegially with their respective advisory groups in developing the component goals and objectives. The advisory group recommendations are forwarded to the College Council. After College Council review, the College Council recommendations are forwarded to the Superintendent/President and finally his recommendation is brought to the Board for adoption (Figure 4B.1.1).

### Evaluation – Standard IVB.2.c: MPC meets this standard.

The Superintendent/President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. The Superintendent/President developed a comprehensive plan with an aggressive agenda to review and adopt current board policies. As part of the plan, the Superintendent/President has directed policies through a shared governance review, which recognizes the faculty role in academic and professional matters.

**Survey Results:** As part of the 2008 survey, faculty and staff members were asked if, “the College president ensures the implementation of statutes, regulations and Board policies.” Of those respondents that had formed an opinion, 98 percent agreed with this statement, whereas 37 percent didn’t know or left the question blank [IVB.2.c.9].

### Plan – Standard IVB.2.c

None

**Evidence:**

<b>Reference</b>	<b>Document</b>	<b>Link</b>
IVB.2.c.1	Board Policy Review Process	<a href="http://www.mpcfaculty.net/senate/BoardPolicyProcess.htm">http://www.mpcfaculty.net/senate/BoardPolicyProcess.htm</a>
IVB.2.c.2	MPC Policy and Communication Committee Website	<a href="http://mympc.mpc.edu/Committees/PACC/">http://mympc.mpc.edu/Committees/PACC/</a>
IVB.2.c.3	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IVB.2.c.4	Planning and Resource Allocation Process adopted at College Council Minutes March 6, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/March 6 2007 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/March 6 2007 Minutes.pdf</a>
IVB.2.c.5	Planning and Resource Allocation Process revised at College Council, Minutes March 4, 2008 September 16, 2008 October 7, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/College Council March 4 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/College Council March 4 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/College Council Sept 16 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/College Council Sept 16 2008 Minutes.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/College Council Oct 7 2008 Agenda.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/College Council Oct 7 2008 Agenda.pdf</a>
IVB.2.c.6	Examples of Component Goals from Academic Affairs 2008-2009 and 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Component Goals 2008-09 - Academic Affairs Draft 2.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/Component Goals 2009-10 - Academic Affairs Final 03-30-09.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Component Goals 2009-10 - Academic Affairs Final 03-30-09.pdf</a>
IVB.2.c.7	Examples of Component Goals from Administrative Services 2008-2009 and 2009-2010	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Component_Goals_2008-09_Administrative_Services.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Component_Goals_2008-09_Administrative_Services.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ComponentGoals2009-10AdministrativeServices.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ComponentGoals2009-10AdministrativeServices.pdf</a>
IVB.2.c.8	Component Goals from Student Services, discussed at April 29, 2008 College Council	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/College Council April 29 2008 Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/College Council April 29 2008 Minutes.pdf</a>
IVB.2.c.9	2008 Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/Accreditation Faculty and Staff survey - Pivot tables.xls">http://www.mpc.edu/information/accreditation/Standard 4B/Accreditation Faculty and Staff survey - Pivot tables.xls</a>

## Section 2.d: The President and the Budget

The president effectively controls budget and expenditures.

### Description:

District budgets and any subsequent budget transfers are approved through Governing Board action at public Board meetings. Bills and warrants are also approved through Governing Board action at public Board meetings [IVB.2.d.1]. Agendas provided to Board members include specifics of transactions and are approved by the Superintendent/President prior to inclusion in the board agendas. Board policy calls for a general fund target reserve of 10 percent of the unrestricted general fund revenues [IVB.2.d.2].

In addition to weekly President/Vice Presidents (P/VP) meetings, which include the Associate Dean of Human Resources, the Superintendent/ President meets individually on a weekly basis with each of the vice presidents including the Chief Business Officer (the Vice President of Administrative Services). The Superintendent/ President brings to MPC a strong background and understanding of budget and expenditures. The Superintendent/President exercises fiscal constraint and oversight on a collegewide basis, as evidenced by decisions such as P/VP review of open positions to evaluate whether the greatest need for replacement lies within the department where a vacancy occurs or in another department. The Superintendent/President has delegated to the Vice President of Academic Affairs the responsibility of working with the various shared governance groups, including the College Council, to develop and implement the faculty prioritization process for replacement and net new positions.

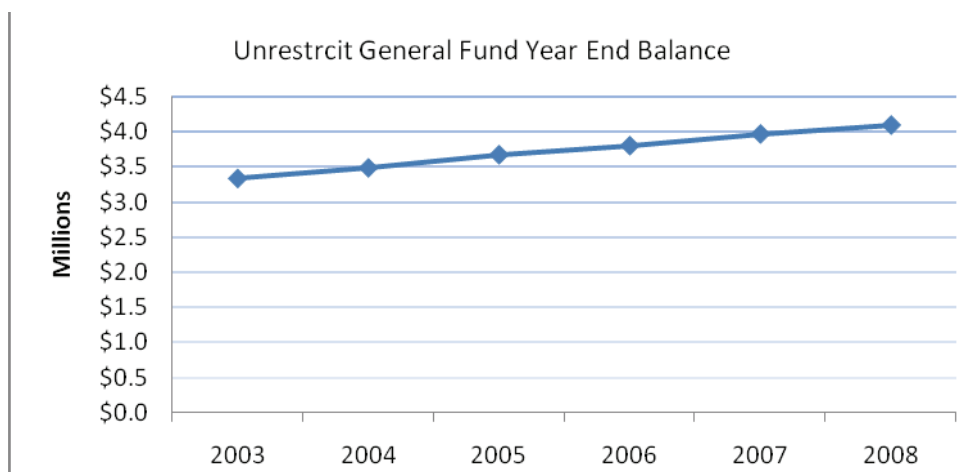
The Superintendent/President seeks out additional funding when necessary to complete projects and maintain a safe operating reserve, such as applying for state or federal grants to supplement funds for new and planned projects when rising construction costs become an issue. The Superintendent/President is also an active participant in capital campaigns and ongoing fund solicitation efforts through the MPC Foundation.

The Superintendent/President is an ex-officio member of the College Council, which consists of faculty, staff, and administrators. The diverse composition of the College Council fosters broad institutional input on budgetary issues. The College Council reviews and advises on budgetary matters, including program review reports and recommendations, new programs and service proposals, and all resource allocation matters prior to making recommendation to the Board. The Superintendent/President, in regular collaboration with the Vice President of Administrative Services and in direct consultation with the College Council, prepares the budget congruent with available fiscal resources [IVB.2.d.3].

In fact, the budget planning assumptions generated by the Superintendent/President are shared at College Council meetings throughout the year. These planning documents are widely distributed at flex meetings, town hall meetings, open forums, and through the shared governance groups, including the College Council. They are also disseminated among administrators, managers, faculty, staff, students, and the Academic Senate. This process has been an invaluable resource in working toward transparency in the budgeting process. This is one crucial element in maintaining positive and collaborative relationships among the Board, the administration, staff and faculty.

**Evaluation – Standard IVB.2.d: MPC meets this standard.**

The district has a history of fiscal stability and shown by balanced budgets and on-going maintenance of a 10 percent unrestricted general fund reserve [IVB.2.d.4].



During the state’s financial crisis in 2002-2003, the district not only maintained reserves and avoided layoffs, but increased employee compensation, completed two major construction projects, and received approval from local voters for a \$145 million Prop 39 Measure I construction bond. The President and Board have acted prudently to isolate the district from the chaos seen at some other public institutions. The casual observer would not have known that state financial crisis even existed.

The Superintendent/President, in concert with the Board of Trustees, effectively controls budget and expenditures. The district continues to maintain a balanced budget with a Board approved target reserve of 10 percent unrestricted general fund. The Superintendent/President provides leadership and guidance in the planning and resource allocation of the MPC bond. The Superintendent/President, with the Vice President of

Administrative Services, develops and set budget assumption parameters during harsh economic times [IVB.2.d.4].

In the 2008 faculty and staff survey, 97 percent of those respondents that had formed an opinion agreed with the statement, “the college president efficiently manages financial resources,” whereas 40 percent didn’t know or left the question blank [IVB.2.d.5]

**Plan – Standard IVB.2.d**

None

## Standard IVB: The Board and Administrative Organization

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### Evidence:

Reference	Document	Link
IVB.2.d.1	Governing Board Minutes The Sept 22, 2009 minutes provide examples of various budget-related agenda items, including a public hearing of the 2009-2010 budget.	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/9.22.09%20Minutes.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/9.22.09 Minutes.pdf</a>
IVB.2.d.2	Governing Board Policy 2106	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/2106%20Budget%20Standards%20and%20Policy.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2106 Budget Standards and Policy.pdf</a>
IVB.2.d.3	MPC Planning and Resource Allocation Process	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/CollegeCouncil%20Planning%20-%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/CollegeCouncil Planning - Resource Allocation Process 4th rev.CC 11-4-08.pdf</a>
IVB.2.d.4	Long Term Financial Plan (2008)	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/Long%20Term%20Financial%20Plan.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/Long Term Financial Plan.pdf</a>
IVB.2.d.5	Accreditation Faculty and Staff Survey	<a href="http://www.mpc.edu/information/accreditation/Standard%204B/AccreditationSurvey-AbsolutelyFinal.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/AccreditationSurvey-AbsolutelyFinal.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard%204B/Accreditation%20Faculty%20and%20Staff%20survey%20-%20Pivot%20tables.xls">http://www.mpc.edu/information/accreditation/Standard 4B/Accreditation Faculty and Staff survey - Pivot tables.xls</a>



## Section 2.e: The President and Communication

The president works and communicates effectively with the communities served by the institution.

### Description:

In response to the 2004 Accreditation recommendations, the Superintendent/President, Academic Senate, and College Council have made greater efforts to communicate the results of decision-making to all constituencies. The Academic Senate and College Council maintain web pages that are accessible through the MPC website or intranet [IVB.2.e.1, 2]. Each group places all agendas, minutes, and related documents on their respective sites. In addition, the Academic Senate and College Council send All-Users emails to summarize the actions taken. The Policy and Communication Committee also maintains a webpage which tracks and documents the actions taken to completion, actions in process, and actions to be considered for future action [IVB.2.e.3].

The Superintendent/President communicates to the campus community through the electronic monthly All-Users email distributed MPC Notes [IVB.2.e.4], the President's Address at flex days, and attendance at College Council and Academic Senate meetings.

The Superintendent/President has made great progress in connecting the college to the entire Monterey Peninsula. Each month the President presents both a written and oral report to the Board of Trustees on his activities [IVB.2.e.5].

The Superintendent/President has initiated regular meetings with local K-12 superintendents/principals of the college's "feeder" schools. This has successfully opened communications between institutions and has led to increased enrollment at MPC [IVB.2.e.6].

The Superintendent/President initiated the "President's Address to the Community" in 2007. This event held in May of each year is attended by over 350 community leaders, faculty, staff, and is jointly sponsored by the MPC Foundation. This program has significantly raised the community awareness of the programs offered by the college and the outstanding faculty and student achievements [IVB.2.e.7].

The Superintendent/President established the Community Outreach Advisory Committee [IVB.2.e.8]. This group is made up of representatives from the African-American, Asian, Latino and Filipino communities. The group serves as a vehicle for two-way communication between the college and the community. The Superintendent/President, along with the vice presidents of Academic Affairs and Student Services, meet with this group at least once per semester to share information and discuss topics of interest such as student programs and services, student outreach and recruitment, success and retention.

In addition, the Superintendent/President has been active in presenting programs to MPC's own Gentrain Society, local city councils, Rotary and other service clubs [IVB.2.e.9].

### Evaluation – Standard IVB.2.e: MPC meets this standard.

The Superintendent/President works and communicates effectively with the communities served by the institution. The Superintendent/President works hard as the ambassador of the college in the community, serves as ex-officio member on the College Council, and frequently attends Academic Senate meetings. The Superintendent/President's MPC Notes are well received by faculty and staff [IVB.2.e.4]. The Superintendent/President attends student activities and is visible on campus.

### Plan – Standard IVB.2.e

None

Standard IVB: The Board and Administrative Organization

**Evidence:**

Reference	Document	Link
IVB.2.e.1	Academic Senate webpage	<a href="http://www.mpcfaculty.net/senate/home.htm">http://www.mpcfaculty.net/senate/home.htm</a>
IVB.2.e.2	College Council webpage	<a href="http://www.mpc.edu/collegecouncil/">http://www.mpc.edu/collegecouncil/</a>
IVB.2.e.3	Policy and Communication Committee webpage	<a href="http://mympc.mpc.edu/Committees/PACC/">http://mympc.mpc.edu/Committees/PACC/</a>
IVB.2.e.4	Superintendent/ President MPC Notes	<a href="http://www.mpcfaculty.net/accreditation/President.htm">http://www.mpcfaculty.net/accreditation/President.htm</a>
IVB.2.e.5	Governing Board minutes from May 26, 2009 provide a typical example of the President/ Superintendent report. Others are available on the Board website.	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ MinutesMay262009.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ MinutesMay262009.pdf</a> <a href="http://www.mpc.edu/GoverningBoard/Pages/ GoverningBoardMinutes.aspx">http://www.mpc.edu/GoverningBoard/Pages/ GoverningBoardMinutes.aspx</a>
IVB.2.e.6	Superintendent/President meetings with Superintendents and Principals May 18, 2007 October 30, 2007 May 20, 2008	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ Superintendents and Principals Meeting 5-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Superintendents and Principals Meeting 5-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ Superintendents and Principals Meeting 10-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Superintendents and Principals Meeting 10-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ Superintendents and Principals 5-20-08.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Superintendents and Principals 5-20-08.pdf</a>
IVB.2.e.7	Superintendent/President's Address to the Community Powerpoint Presentations May 2008 May 2009	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ PresidentsAddress2008.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ PresidentsAddress2008.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/2009PresidentsAddress.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/2009PresidentsAddress.pdf</a>
IVB.2.e.8	Superintendent/President's Community Outreach Group	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ CommunityOutreachGroup10172007.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ CommunityOutreachGroup10172007.pdf</a>
IVB.2.e.9	Superintendent/President's meetings with civic, business, and community groups. Seaside City Council February 1, 2007 Rotary Club January 17, 2007, Pacific Grove Rotary, September 18, 2007 Monterey Bay Area City Managers Group, 2007	<a href="http://www.mpc.edu/information/accreditation/Standard 4B/ Seaside City council 2-1-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Seaside City council 2-1-07.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ Rotary Jan 16 2007- Facilities Projects Update.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ Rotary Jan 16 2007- Facilities Projects Update.pdf</a> <a href="http://www.mpc.edu/information/accreditation/Standard 4B/ PG Rotary 9-07.pdf">http://www.mpc.edu/information/accreditation/Standard 4B/ PG Rotary 9-07.pdf</a> <a href="Http://www.mpc.edu/information/accreditation/Standard 4B/ CityManagersGruop-07.pdf">Http://www.mpc.edu/information/accreditation/Standard 4B/ CityManagersGruop-07.pdf</a>

# Monterey Peninsula College Institutional Self Study Report

## Self Study Planning Agendas





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## Monterey Peninsula College Institutional Self Study Report 2009: Planning Agendas

### ***Plan – Standard IIA.2.e, 2.f:***

The CurricUNET specialist, under the supervision of the Dean of Instructional Planning, will train faculty to use the CurricUNET system.

### ***Plan – Standard IIA.2.i:***

In collaboration with the Academic Senate, division chairs, and faculty, the SLO Committee will provide leadership to complete General Education SLOs.

### ***Plan – Standard IIA.6, 6.a, 6.b, 6.c:***

The Counseling Department, in collaboration with academic departments and instructional faculty, will establish a formal, consistent method of evaluating the course content, course objectives and/or student learning outcomes of incoming transfer coursework to assure that these courses have course objectives and/or learning outcomes comparable to MPC courses.

### ***Plan – Standard IIC.1:***

The coordinators and directors of academic support programs will implement a plan to inform faculty and staff of services available, their location and hours of operation.

### ***Plan – Standard IIC.1.a:***

The college will conduct an examination of on campus computer usage and develop a plan that will enable the institution to replace equipment and upgrade software on a schedule congruent with resources.

### ***Plan – Standard IIC.1.b:***

As part of the continuous quality improvement effort, the Vice President of Academic Affairs will collaborate with the Academic Senate, the faculty union and the instructional divisions to design an evaluation process for all online courses.

### ***Plan – Standard IIC.1.d:***

The college will examine access points to the Library and Technology Center, as various learning support services keep inconsistent hours and thus make securing the building a challenge. Following this examination, the college will implement a plan to address issues associated with securing the Library and Technology Center.

### ***Plan – Standard IIID.2.g:***

Fiscal Services will implement a system to process purchase requisitions on-line and computerize the district's capital asset accounting.

### ***Plan – Standard IVB.1.e:***

The Superintendent/President will inform the college community of board policy revisions.

