EVALUATION REPORT

MONTEREY PENINSULA COLLEGE
Monterey, CA 93940

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Monterey
Peninsula College from March 8-11, 2010

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March 8-11, 2010

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Summary of the Evaluation Visit

INSTITUTION: Monterey Peninsula College

DATES OF VISIT: March 8 – 11, 2010

TEAM CHAIR: Francisco C. Rodriguez, Ph.D., Superintendent/President
                              MiraCosta Community College District

A thirteen-member accreditation team visited Monterey Peninsula College this week to assess the degree to which Monterey Peninsula College meets Accrediting Commission for Community and Junior College institutional standards. The collective goal of the team was to assess the quality of the institution through the focused lens of meeting the standards, to recognize and affirm areas of the college where outstanding educational practice is taking place, and to provide recommendations for institutional improvement.

In general, the Self Study Report was thorough and complete with an informative addendum. All required topics were addressed and the report was well organized. An excellent overview of the history of the college was presented.

The college mission statement was included and the process for institutional review of the mission statement was clear. Student demographics and student achievement data were included. A thorough discussion of educational programs and delivery modalities was presented along with appropriate supporting documentation, i.e., Catalog and Class Schedule that together, yielded a clear picture of college academic courses and academic support services.

The team read the Monterey Peninsula College Self Study Report, the Midterm Report of 2007, and the Progress Report of 2008. The team found that the college had addressed in a satisfactory manner the recommendations made by the previous accreditation team, which visited Monterey Peninsula College in 2004.

The college has developed and implemented an impressive and comprehensive planning cycle and there was considerable evidence that student learning outcomes are included in very thorough, regularly scheduled program review processes for all areas of the institution. Monterey Peninsula College is fiscally stable in a time of considerable statewide community college funding uncertainty.

The current facilities on the Monterey campus are attractive and meet the needs of a growing credit-student enrollment. Technological support for students is impressive. Bond funds have been put to good use and appropriate citizen oversight is in place. Plans for retrofitting older buildings are underway and the Education Center at Marina plan is noteworthy.

The team observed shared governance meetings, toured campus facilities, and visited the Education Center at Marina and the Public Safety Training Center. The team also reviewed distance education program courses. The team conducted two open forum sessions, in which several members of the college and community participated.

The team used the power of observation to get a sense of the campus climate and the culture that is uniquely MPC. Morale is high and there appears to be a pervasive determination to look to the future and to continually improve programs, services and facilities.

Based on numerous interviews with MPC Board members, administrators, faculty members, staff members and students, and after extensive analysis of the Self Study and supporting documentation, the team believes that Monterey Peninsula College is a quality institution.

The team is grateful to the Board, administration, faculty, staff and students of Monterey Peninsula College for the cooperation and support extended to us in the conduct of this visit.

Major Findings and Recommendations for the 2010 Visiting Evaluation Team

As a result of the March 2010 visit, the team made eight (8) commendations, an overarching recommendation and four (4) specific recommendations:

Team Commendations

1. The college is commended for a cross-constituency College Council that provides instrumental and consistent leadership in institutional planning and resource allocation processes.

2. The college is commended for the development of community/educational partnerships, as evidenced by the positive relationship between the Nursing program at MPC and the Community Hospital of the Monterey Peninsula, and the nationally-recognized Men in Nursing program that addresses careers for non-traditional student populations.

3. Student services are to be commended for their level of efficiency, commitment and willingness to face the fiscal and staffing challenges while delivering meaningful services to students.

4. The college is commended for its campus grounds and facilities. There are many pieces of art placed throughout the campus that add to the aesthetics and character of the site. The college has done an exceptional job of planning, designing, and managing the implementation of the Measure I Bond Funds that have totally transformed the look and feel of MPC. It is clear to the visiting team that these funds have been used to shape a welcoming and conducive environment that focuses on student learning and student success.

5. The college is commended for having developed a comprehensive and rigorous planning and resource allocation process, including significant and pervasive constituency involvement. The team encourages the college to continue to refine the process to best serve the college's educational needs.

6. The college is commended for providing reliable technology services and support, and its uniquely talented and dedicated information technology specialists. Considerable strides have been made to integrate technology planning and assessment within the institutional structure.

7. The college is commended for a collegial and collaborative culture that is inclusive and values the perspectives of all constituencies, its focused work on the college's decision-making roles and processes, and crafting and implementing a newly-adopted shared governance model with clearly defined roles and responsibilities of multiple planning bodies.

8. The college is commended for possessing dedicated, enthusiastic and highly effective Governing Board members and a Superintendent/President who are actively informed and involved with institutional policies and college activities.

Team Recommendations

1. In order to meet the Commission's 2012 deadline and building upon the progress made in identifying student learning outcomes for nearly all courses, program, certificates and degrees, the team recommends that the college complete the process of assessment to guide improvement of student learning (IIA.1 and IIA.2).

2. In order to meet the Commission's 2012 deadline, the team recommends the college completes the process of identifying course level student learning outcomes and ensures student information is clear, that SLOs are described, and that students receive syllabi reflective of the identified student learning outcomes (IIA.2 and IIA.6).

3. In order to meet the Commission's 2012 deadline, the team recommends the college take appropriate steps to ensure that faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes, and that this standard is achieved by the 2012 deadline established by the ACCJC (IIIA.1c).

4. To increase effectiveness of distance education offerings, the team recommends the college follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses (IIA.2 and IIB.3a). Further, the team recommends that the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education (IIA.1, IIA.2 and IIA.6).

The team notes and encourages the college to continue to develop and implement a more effective and clearer strategy for integrating student learning outcomes with planning, research and resource allocation efforts. The process should contain an evaluation and improvement component for all educational, academic support, fiscal, technological and human resources.

Accreditation Evaluation Report for

Monterey Peninsula College
March 8 – 11, 2010

Introduction
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 percent 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.

Monterey Peninsula College (MPC) commenced its operation as a junior college in September 1947 on Monterey High School's campus. 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. In 2008-2009, the college served approximately 6,400 full-time equivalent credit students, and 2,000 full-time equivalent noncredit students.

MPC 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. 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 theatre, and college center were also part of this 1965 campus renewal.

In 1971, 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 1971 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 Proposition 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 112 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.

Evaluation of Institutional Responses to Previous Recommendations

General Observations
The college's responses to the previous accreditation team's comprehensive recommendations (2004) were addressed in its Midterm Report (2007), and further detailed in its 2008 Progress Report. The team reviewed the self study responses to the 2004 recommendations and then, after reviewing supporting evidence, determined that they had been addressed in a satisfactory manner.

The 2008 Progress Report specified the linkage between institutional planning and data; the role and responsibilities of each planning shared governance group; the regular review of and report to the Board of Trustees the institution's contracts with outside agencies which provide instruction; the planning and resource allocation processes, (including long-term fiscal considerations); and, enhanced avenues of communications between the college, Board of Trustees, and all campus constituent groups. Extensive documentary evidence was provided to support this Progress Report narrative.

The team is satisfied that Monterey Peninsula College now uses data for planning and decision-making processes. The college has developed a clear delineation of the roles and responsibilities of its individual planning entities. There is clear evidence that the college now reviews annually instructional contractual agreements and, in accordance with Board Policy 3030, makes reports to the Board of Trustees about those contractual arrangements. The college provided evidence that it has a long term financial resources plan. Individual interviews and Accreditation Survey results confirm that communication processes have indeed improved at all levels of the campus.

Findings and Evidence
In the college's last Accreditation Progress Report (2008), Monterey Peninsula College responded to five recommendations, four of which focused on the standards related to financial resources.

Recommendation #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.

The Institutional Research Advisory Group develops a research agenda to track student enrollment trends data and survey. Surveys in the self study indicated improvement. The Fiscal Stability Report provides an analysis of long-term fiscal stability of the district. This report provided a summary of restricted and unrestricted funds, state funding, FTES, expenses and community data, with comments on major fiscal issues facing the district. The institution continues to use research and data as an integral part of planning, evaluation and decision-making.

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 will continue to improve. Future goals include the following:

1. 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.
2. 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.
3. Ensuring that the results of the program review process are aligned with resource allocation and strategic planning.

Point 1: 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.

Point 2: 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. In 2009-2010 the Life Sciences Division and library are undergoing program review utilizing the new process. At the end of the academic year they will provide feedback to the Academic Affairs Advisory Group as a means of continuously improving the Academic Affairs' program review process.

Point 3: 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.

The college has responded appropriately to Recommendation #1.

Recommendation #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.

The college has responded appropriately to Recommendation #2.

Recommendation #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.

The college has complied with the recommendation with reports to the Board by the Dean of Instruction for Occupational and Economic Development in May 2005 and July 2007. The change in instructional service agreements between 2009-2010 and 2008-2009 resulted in a cost reduction of $902,000. The college provides an annual report in accordance with Board Policy 3030 and State regulations, and administrative oversight is provided by the Dean of Instruction for Occupational and Economic Development. Evaluations of classes are conducted by the vendors for which the agreements are made. The courses offered are approved by the college's Curriculum Advisory Committee and students have the same access to student support services as other college students.

More specific details are provided in the Accreditation Self Study, Standard IIA.

The college has responded appropriately to Recommendation #3.

Recommendation #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 fiscally-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 minimize the college's current 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.

Further, the college has addressed the recommendation through the college's shared governance processes. Programmatic needs are identified via program review and action plans. Advisory groups prioritize funding requests, the budget committee identifies additional resources available to fund requests, and vice-presidents reconcile advisory groups' action plans with resources and forward recommendations to the College Council. The College Council acts on the final budget and forwards it to the Superintendent/President, who makes final recommendations to the Board of Trustees. Faculty hiring requests are based on program data with the Superintendent/President making final recommendations to the Board of Trustees. The district completed a Fiscal Stability Report in March 2007 and the Board of Trustees adopted a long-term financial plan in February 2009.

The college's technology refreshment plan includes replacement of computers on a predetermined schedule at $250,000 per year. The Educational/Facilities Master Plan, dated January 24, 2004, has been implemented with support from State funding ($42 million) and passage of Measure I ($145 million). The Facilities Committee is charged with developing and revising long-range facilities plans. The recommendations take into consideration the college's Educational/Facilities Master Plan and institutional goals and objectives.

These efforts, along with the college's financial planning processes, are described in detail in Standard IIID.

The college has responded appropriately to Recommendation #4.

Recommendation #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.

The fall 2008 Accreditation Survey indicated that 80 percent of responders "strongly agreed or somewhat agreed" there are clear communications between planning, budgeting, and allocation of fiscal resources. The Superintendent/President communicates in town hall meetings regarding current budget issues and proposed plans. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets and financial information is a topic for flex day activities.

The College Council transmits agendas and minutes to all users and posts them to the College Council website. Meetings are open to the public, allowing constituents to participate. The Superintendent/President and Academic Senate President send out regular informational updates via the All-Users email. A new internet portal using SharePoint has improved collaboration and increased operational efficiency. Email communication is widely used to transmit important recommendations and decisions, initiatives and current issues to all MPC employees.

The college has responded appropriately to Recommendation #5.

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.

ELIGIBILITY REQUIREMENTS

1. AUTHORITY

Monterey Peninsula College is authorized to operate as an educational institution and to award degrees in accordance with Board policies. A letter of reaffirmation of accreditation 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.

2. MISSION

Following extensive dialogue through the college's established shared governance processes, the Governing Board approved the current Monterey Peninsula College Mission Statement. It is published on the college website and is printed in the College Catalog. The Mission Statement clearly defines the institutional commitment to achieving student learning.

3. GOVERNING BOARD

The Governing Board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. None of the Board members has employment, family, ownership, or other personal financial interest in the institution. The Board adheres to a conflict of interest policy that assures that those interests are disclosed and do not interfere with the impartiality of the governing members, or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Governing Board operates under the authority of California State Education Code, §70900-70902. Policies and procedures are in place which assure that the Governing Board maintains responsibility for carrying out the institution's mission and that the Governing Board ensures that financial resources are indeed used to provide a sound educational program. The Governing Board has sufficient membership to fulfill all responsibilities and a broad ethics policy assures that conflicts of interest are addressed.

4. CHIEF EXECUTIVE OFFICER

Dr. Douglas Garrison was appointed by the Governing Board as Superintendent/President in August, 2006. His full-time responsibility is to Monterey Peninsula College with the authority to administer board policies.

5. ADMINISTRATIVE CAPACITY

The college organizational chart includes administrators with appropriate preparation to carry out their assigned duties. Budget constraints have caused reorganization, but essential duties are being carried out despite administrative vacancies.

6. OPERATIONAL STATUS

The team verified that students are involved in actively pursuing certificates and degrees.

7. DEGREES

Monterey Peninsula College has engaged in a concerted effort to shift instruction from non-credit to credit programs. A review of data supports that there has been an increase in credit student enrollment and a decrease in non-credit enrollment. Therefore, there are more students pursuing credit certificates and degrees than there were in 2004.

8. EDUCATIONAL PROGRAMS

Degree and certificate programs are substantial and are listed in the College Catalog. Many programs require two years of instruction and there is evidence that Monterey Peninsula is developing educational program outcomes. General Education outcomes have been identified and are in the assessment process.

9. ACADEMIC CREDIT

The team verifies that the awarding of academic credit is in line with other degree-granting institutions and conforms to external regulations.

10. STUDENT LEARNING AND ACHIEVEMENT

Monterey Peninsula College has made significant progress on embedding student learning outcomes and outcomes assessment in courses and programs. Student learning outcomes are now included in the program review process and the college is continuing to work on establishing outcomes and outcomes assessment for all programs, certificates and degrees. The team expects that the college will meet the continuous sustainable quality improvement rubric in accordance with the timeline.

11. GENERAL EDUCATION

Both the Catalog and Class Schedule provide the general education requirements for degree programs and competence in writing and computation, as well as an introduction to major areas of knowledge are included. Quality and rigor are appropriate.

12. ACADEMIC FREEDOM

Interviews with faculty and students support the atmosphere and presence of academic freedom as required by this eligibility requirement for accreditation.

13. FACULTY

Monterey Peninsula College has a core of qualified instructors, verified by checking of academic credentials. Assessment of learning is included in the statement of faculty responsibilities.

14. STUDENT SERVICES

A full array of student services is listed in the Catalog and the Class Schedule. It is consistent with the college's mission statement and is appropriate to the characteristics of the student body.

15. ADMISSIONS

The admissions policies and procedures are clearly defined and applied consistently for all academic programs at Monterey Peninsula College.

16. INFORMATION AND LEARNING RESOURCES

The team verifies that students are provided sufficient access to learning resources to support the mission and all instructional programs regardless of format and location.

17. FINANCIAL RESOURCES

The college demonstrates and documents an adequate funding base and financial resources to support its mission and all instructional and student services programs.

18. FINANCIAL ACCOUNTABILITY

Annual audits for the past few years were examined by the team and the institution satisfies this requirement.

19. INSTITUTIONAL PLANNING AND EVALUATION

The college demonstrates that it has in place a comprehensive planning cycle which includes student learning outcomes and assessment of those outcomes embedded in program review, and that the planning process includes collegial input and assessment of progress toward goal attainment.

20. PUBLIC INFORMATION

The team has verified that the College Catalog contains all of the required general information, requirements, and major policies affecting students. Much of that information is also included in the Class Schedule. The college website includes information about where other college policies may be located.

21. RELATIONS WITH THE ACCREDITING COMMISSION

Monterey Peninsula College has provided the appropriate assurances of adherence to eligibility requirements and willingness to comply with and disclose accurately Commission directives, decisions, and policies.

STANDARD I
Institutional Mission and Effectiveness

Standard IA. Mission

General Observations
Since the last comprehensive visit, Monterey Peninsula College has revised and publicized its mission statement and integrated the mission statement's key principles into the college's plans and processes. The college demonstrates awareness of its student population and educational needs, as indicated in its mission statement, and has tailored programs and support services to accommodate those needs. Student learning is among the key principles expressed in the mission statement.

Findings and Evidence
The emphasis on student learning is apparent and the college has begun to identify student learning outcomes for courses, career and technical programs and general education requirements. While it is attempting to fulfill its mission of student learning, the college has further work to do in assessing learning outcomes and using assessment results for improving instruction in all college divisions and departments.

The college recently revamped its program review template to incorporate student learning outcome assessment and other improvements; however, because the college has yet to complete a full cycle of program reviews using the new template, college-wide results of student learning outcome assessment will not be evident until the cycle is completed. To better understand its student population, the college conducts various studies, including the Noel-Levitz student satisfaction inventory, scheduling survey, and resident needs assessment. The development of online courses, shorter courses and the college's development of the Education Center at Marina reflect efforts to meet student and community learning needs (I.A.1).

The mission statement was prepared with broad campus participation and was reviewed and approved by the Board of Trustees in July 2008. It is published on the college web site and in the 2009-2011 Catalog, and is visible in other locations, including the Board of Trustees' meeting room (I.A.2).

The mission statement is referenced on the college's planning and resource allocation process flow chart which states, "Every three years, the College Council develops multi-year Mission and Goals with input from the entire campus community." Since the mission statement was last revised in 2008, the college will again review it along with strategic goals by 2011 (I.A.3).

The college's mission statement appears as the preamble to the statement of Institutional Mission and Goals, 2007-2010. The statement is also referenced in the planning and resource allocation flow chart. The institutional goals and objectives identify specific institutional needs consistent with the broad educational purposes expressed in the mission statement (I.A.4).

Conclusions
The college meets Standard IA.

The college has developed a concise mission statement, the key elements of which are reflected in its educational plans and processes, and an awareness of student educational needs and a deep commitment to student learning. The statement is widely published and is intended to be reviewed every three years.

Standard IB. Institutional Effectiveness

General Comments
Over the past three years the college has endeavored to respond to the letter and spirit of this standard by revisiting its mission statement, crafting an integrated planning and resource allocation process and pursuing program review work in all three major areas of the institution. The college community sets institutional and area goals, establishes priorities and monitors their progress, pauses to reflect on the efficacy of the processes put in place, and has made adjustments to improve those processes.

Findings and Evidence
Campus interviews and an inspection of documents confirm that the shared governance process for integrating planning and conducting resource allocation is operating as described in the self study. The keystone of the process is the College Council, a group which receives agenda items from each of the three area's administrative divisions, which, in turn, are supported by consultation with area advisory groups. Consensus reached in the College Council translates into a recommendation to the Superintendent/President for action on the campus or for an item presented to the Board of Trustees for final approval. The work of the College Council serves the institution well by promoting the integration of functional, area and institutional planning efforts, prioritization of initiatives, resource allocation decisions, and monitoring progress, all of which connects well to the college mission statement.

Broad institutional goals, determined collegially every three years, have been established by the College Council and are supported by the annual goal setting of the three area's administrative divisions in the institution as well as by the Academic Senate. Goals and action plans from program review are the means to incorporate individual units into the larger college planning and resource allocation efforts.

The overarching goals created by the institution are broadly written to address student learning and organizational stability. At the institutional level, the annual reports from the College Council, which campus interviews confirmed are widely distributed, provide a concise summary of major activity on the campus. Moreover, the College Council web page is open to anyone for inspection of detailed minutes and key supporting documents. The college is commended for these practices.

Task force group reports, such as the Basic Skills Committee Self-Assessment, illustrate the self-reflective dialogue about institutional processes and student achievement while the Basic Skills Five-Year Internal Plan 2008-2013 illustrates the integration of planning with resource

allocation. The Student Success Task Force created a very thoughtful report and set of recommendations for a learning community strategy designed to assist at-risk students which was implemented in fall 2009. The work of this group is an excellent example of using local data to explore theoretical concepts and create an intervention to improve the performance of both the college and its students.

Evidence that student learning outcomes are considered in program reviews is confirmed through inspection of several completed program review documents. A sample of documents was reviewed to confirm that self-reflection forms about the learning outcome accomplishments of students are being completed by individual faculty in their courses and some dialogue is occurring within small groups of faculty. While assessment in the career technical education program is ongoing, assessment work on general education learning outcomes will start in fall 2010. Key processes such as program review and the planning and resource allocation mechanisms are systematically evaluated and refined (IB).

There are several ways in which the institution maintains a collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. The leadership of the Academic Senate uses flex day events to promote self-reflective dialogue about the improvement of student learning and the assessment of student learning outcomes.

Evidence of crafting goals and conducting activities to improve student success and institutional processes is found in the report from the Enrollment Advisory Committee. Campus interviews confirm that an inspection of subsequent enrollment, retention and persistence of students from the "target" ethnic groups and zip code areas was completed and discussed as an evaluation of their activities. Furthermore, the insights from the evaluation are used to develop a subsequent set of goals. Discussions about the improvement of student learning are captured in the Basic Skills Initiative Report and the Student Success Task Force Report. Minutes of the three division advisory groups confirm that these shared governance groups are arenas in which a comprehensive set of organizational issues is being discussed.

The Policy and Communications Committee (PACC) has an exceptional web page in which all of its work on college policy and regulation revision is posted. The work of PACC has made a major contribution to the college's efforts to reflect on its processes and revise them. The College Council's work over the last three years illustrates its commitment to crafting fresh college processes for planning and resource allocation by revisiting and revising those processes to make them more effective (IB.1).

The College Council had recommended a set of seven institutional goals to the Board for the college to address between 2007 and 2010. Campus interviews confirmed that college officials perceive these collective goals as the college strategic plan and that they were collegially developed and broadly shared. Each area of the college is expected to articulate annual goals, objectives and activities that support the institutional goals. A review of the evidence, provided in the form of the annual area component goals, objectives and activities statements, and campus interviews validated that this practice is being followed.

A recent major initiative on the campus has been the work of the Basic Skills Committee. The Five-Year Internal Plan 2008-2013 is an impressive example of using data to define a problem. Observations at the College Council meeting and subsequent campus interviews reveal an intention to require that new initiatives seeking basic skills funding must have articulated goals and must include an evaluation of the initiative as part of the expenditure proposal. As noted in the self study, and confirmed by inspection of the employee survey data, there has been a marked increase in the numbers of employees who are aware of the institutional goals and the work that each area is doing to help accomplish them (IB.2).

Several good examples of assessing progress on achieving goals by accomplishing activities and changes to policy and procedure are found in documentary evidence. Since the last accreditation visit the college has increased its use of fact finding to define potential problem areas and has shared data throughout the college. As confirmed by an inspection of the employee survey data there has been a marked positive change of attitude with respect to perceptions that the college evaluates the achievement of its goals and uses research in its planning and evaluation.

The College Council minutes document a public reporting of progress on goals. The end of year reports to the Board of Trustees from the Academic Senate and a similar report from College Council illustrate the efforts to monitor progress after setting goals. The institution may want to consider ways to further strengthen its efforts to improve institutional effectiveness by more aggressively pursuing formal evaluations of initiatives it undertakes (IB.3).

The institution provides a variety of evidence that the planning process is broad-based. One illustration of the way in which the college has implemented a broad-based planning process is confirmed by the thorough development and inclusive discussion of institutional goals throughout fall 2007. Another confirmation of the breadth of participation is found in the revised faculty hiring prioritization process. The evolutionary changes in how the College Council operates, as found in the Council minutes from 2006-2007 to 2009-2010, and the adoption and revision of a planning and resource allocation process, further document the inclusiveness of planning and resource allocation processes, which are aimed at improving institutional effectiveness (IB.4).

The institution communicates matters of quality assurance to appropriate constituencies. The institutional research web page offers a rich variety of studies providing evidence that the college has actively learned about its students and service area as well as the student experience at the institution. Campus interviews and an inspection of the executive summaries for program reviews confirm that the process of developing and sharing the summaries of program reviews creates an opportunity for dialogue within campus units regarding the findings of program review and is a major means of accomplishing quality assurance.

The 2009 changes to the instructional program review template to include reflection documents have the potential to provide future evidence about student learning and learning outcomes, as does the emerging work in Student Services to articulate and assess student learning outcome accomplishments. Campus interviews confirm that the college does not report student learning outcome assessment to a wide audience on campus or to the public.

The college posts an extensive list of accreditation documents to the intranet web site for the campus community to view, as a means to communicate matters of quality assurance to the campus. As a means to address institutional performance, presentations – such as the annual discussion of the Accountability Report for Community Colleges (ARCC) – are made each March to the Board of Trustees. However, campus constituencies do not extensively discuss this institutional level data, nor is it used to formulate future goals.

Samples of correspondence from the Academic Senate President to all users and the President's annual address to the community validate that they contain communications to the campus and community respectively regarding quality assurance matters. Presentations at flex day events also validate that they addressed issues of quality assurance. Evidence from a telephone survey of residents in the service area supports the assertion that the public perceives the college as a quality institution (IB.5).

The planning and resource allocation process is annually reviewed and revised, as validated in the minutes of the College Council. The Academic Affairs program review timeline was changed to match the cycles used in the other two areas of the college. The administrative services program review template was implemented then revised to make it more workable. These changes to the planning and resource allocation process and the program review processes are activities that indicate the college is exercising good practice in reviewing and modifying parts of the cycle to plan, implement and review (IB.6).

The institution assesses its evaluation mechanisms. The program review and action planning processes are key monitoring mechanisms used at the college. The changes to program review represent an excellent example of meeting the language and intent of the standard. Campus interviews validate that program reviews are being completed on time and that they are becoming more meaningful and useful documents. The college has been successful in making the review process more effective and workable (IB.7).

Conclusions
The college meets Standard IB.

Efforts to fashion an open process for planning, resource allocation and evaluation are commendable. The program review changes in Academic Affairs, which put more attention on reflections about student learning and learning outcomes assessment, have not been through a full cycle. However, the team has confidence in the college's ability to put systems in place to complete future cycles with these changes.

The changes to the evaluation form used for Student Services department program reviews and the work of those units on student learning outcomes are encouraging steps toward evaluating effectiveness of services and intended learning outcomes. The change to the Administrative Services program review process to add a summary statement is intended to explore the results, impacts and implications for future actions in a larger institutional context. The change is a useful step toward improving institutional effectiveness.

STANDARD II
Student Learning Programs and Services

Standard IIA. Instructional Programs

General Comments

In general, this portion of the self study is well written, complete and describes the college's successful practices and progress toward meeting Standard II. Although organized differently than the organization of the ACCJC standards guidelines, the document gives a clear picture of the college as it relates to meeting Standard II.

Student demographics and student achievement data were included in a reasonable format for the reader. Data are analyzed on a consistent basis via the MPC Profile regarding the community and its students. The College Catalog and Class Schedule provide thorough documentation of MPC's educational programs, course offerings and delivery modalities.

MPC is committed to its mission and open admission policy, and seeks to recruit and serve a diverse student population. In spite of budget cuts, there is an active matriculation process in place, and a strong student services component established that encourages student access, progress, learning and success. The Office of Institutional Research provides student data to the college for its consistent review to improve services to students.

MPC provides learning support services that support instructional programs. The library is active and conscientious in keeping both electronic and print collections current. Two courses offered by the library faculty meet the Information Competency requirement of the college. There are multiple learning support services available to students, which include tutoring, ESL Center, English and Study Skills Center, Reading Center, High Tech Center for Students with Disabilities, Learning Center at the Education Center at Marina, Math Learning Center, Nursing Learning Resource Center and TRIO Learning Center. There are also three computer laboratories on campus: Business Skills Center, Graphic Arts Lab, and World Languages Lab.

Because of budget reductions related to the state deficit, workload reductions, and severe budget cuts in categorical programs, the college is facing many challenges. Budget constraints have resulted in reduced offerings for some instructional programs. There has been a decrease in staffing along with unfilled vacancies leading to severe reorganization of the college, which has an impact on student learning programs and services. Administrative support for instructional programs has been reduced and a hiring freeze implemented. The Academic Affairs area is reorganized and now consists of the Vice President of Academic Affairs who oversees the library, strategic planning, and two instructional deans. Classified support is also reduced leading to a decline in services and a redistribution of duties.

Nonetheless, the college remains focused on providing core services to students and scheduling core classes leading to transfer, basic skills and workforce readiness. For example, the Student Services area is proactive and committed to providing the Education Center at Marina with a full array of student services. The Education Center Project Team has collaboratively designed a

phase-by-phase plan in anticipation of the new Education Center at Marina scheduled to open in fall 2011.

Results of a Noel-Levitz Student Satisfaction Inventory administered in spring 2009 indicate that students feel the quality of instruction is high and that instructors are knowledgeable, caring and available. Students gave an overall satisfaction rating of 5.58 (out of 7) related to the institution's commitment to serving the needs of a diverse student body.

The college has developed a timeline to improve institutional effectiveness related to student learning outcomes and assessment, specific to meeting the proficiency level by 2012. General Education Outcomes for each General Education area were proposed, presented and approved by the Academic Senate at their December 3, 2009 meeting. These General Education Outcomes will be reflected in the online Catalog in 2010-2011 and in the printed Catalog in 2011-2012. In a survey conducted in fall 2008, 75 percent of faculty and staff strongly agreed or somewhat agreed that in their area, the college is fully engaged in the development and assessment of student learning outcomes and assessment.

The Academic Affairs program review process has a new calendar that will complete the current program review five year cycle in 2013-2014. The process will then be on a six year review cycle to mirror Student Services and Administrative Services program review cycles. A robust program review process is in place and the college consistently evaluates it to ensure that institutional effectiveness of program review maintains sustainable continuous quality improvement.

Standard IIA of the college self study reflects a plan that ties student learning outcomes and assessment to program review. Annual update and action plans with resource requests emanate from the program reviews and flow through the respective advisory group. These plans and requests are further refined via institutional administrative review before presentation to the College Council. Subsequent recommendations are sent to the Board of Trustees for final action through the Superintendent/President. Following this process, each Vice President reviews the implementation of planning and oversees an accountability review. Throughout the process, decisions are tied to institutional goals.

Findings and Evidence
The college offers a variety of degrees and certificates listed in the College Catalog. Major programs lead to 43 associate degrees, 40 Certificates of Achievement (18 or more units) and 23 Certificates of Training (less than 18 units).

The comprehensive curriculum provides a wide variety of transfer, basic skills, career/technical education, and General Education classes. The college also offers a variety of noncredit instruction to serve community needs. The MPC Profile assists the college in reaching a clear understanding of the educational needs of students (IIA.1a).

The college currently awards degrees and certificates based on student mastery of a program's stated objectives. Student learning outcomes for college associate degrees and transfer programs

are not currently in place and the college is in the process of creating these. Career and technical education SLOs are in place (IIA.2i).

MPC requires all students to complete its General Education requirements in order to earn a degree. The General Education pattern includes course work in the following areas: Communication Skills; Natural Science; Humanities; Social Science; Life-long Learning and Self-Development; and Intercultural Studies. Students are also required to meet competency requirements in reading, writing, mathematics, and information competency.

All degree programs at the college require that a student major in a specific discipline. Vocational and occupational degrees and certificates meet employment competencies based on their passage rate on licensure/certification examinations and job placement data (IIA.3a, IIA.3b, IIA.3c, IIA.4 and IIA.5).

The college's research and analysis shows evidence of meeting the needs of a diverse community. In order to support the instructional requirements of its community, the college uses periodic community needs assessment tools to determine the types of courses that should be offered. To assist the college in meeting the students' educational needs, students are regularly given scheduling surveys. Through the Enrollment Advisory Committee, the college establishes goals to increase student diversity, and to offer courses that support the military and their dependents, and address the specific educational needs of "at risk" students. A further goal is to increase local workforce training (IIA.1a).

The college's ability to strengthen community/educational partnerships is evident in the positive relationship between the Nursing Program at MPC and the Community Hospital of Monterey Peninsula. The hospital provides the funding for all of the nursing faculty positions and provides clinical hospital space. This outstanding collaboration has resulted in a nursing program that is a model nationwide. In addition, the nursing program has done an exemplary job of recruiting and training male nurses in what is a non-traditional career.

The college has a process in place for curriculum review overseen by the Curriculum Advisory Committee. The college began in the fall of 2009 to implement new CurricUNET software for creating, reviewing, and revising curriculum. Training for faculty in the new curriculum software is in progress. The college relies on faculty expertise in the development and assessment of curriculum. A faculty member chairs the Curriculum Advisory Committee and the committee is faculty weighted. The faculty provides instructional oversight by scheduling courses and monitoring enrollments. The faculty also creates course syllabi, course objectives, student learning outcomes, and assessment methods and participates in a program and curricular review process every five years.

All courses, certificates and programs must meet the approval of the Curriculum Advisory Committee and must display standards of rigor and high quality. The curriculum committee reviews curriculum to be certain that it meets the external standards of Title 5, and bases its quality assessment on the guidance provided by the *Program and Course Approval Handbook* of the Chancellor's Office of the California Community Colleges. All credit program proposals must supply information on appropriateness to the college mission, student needs, curriculum

standards, resources, and compliance with any licensing/certification or accreditation requirements (IIA.1a, IIA.2b, IIA.2c, IIA.2e and IIA.5).

Classes are scheduled to serve the diverse needs of students by offering traditional on-campus classes, short term classes, day classes, evening classes, weekend classes and online classes. The college offers approximately 40 to 45 online sections from a variety of disciplines every semester. All General Education requirements, except the natural science lab requirement, may be taken through the online mode of delivery. These courses are easily identified in the College Catalog and Class Schedule.

Student information related to distance education is on the college web site with appropriate referrals for more assistance if needed. Courses offered online have the same content, objectives and SLOs as the on-ground courses. A separate distance education form is approved by the Curriculum Advisory Committee. Media Services/Instructional Technology provides staff development and training for effectiveness in the various modes of instruction. (IIA.1b and IIA.2d).

Prior to the recent administrative reorganization, the distance education program was under the Vice President of Academic Affairs and supervised by the Dean of Economic Development and Off-Campus Programs. Currently the distance education (DE) program is supervised by the Dean of Technology and Media Services who reports to the Vice President of Administrative Services – a nonacademic area. This reporting structure is not typical for distance education at California community college campuses. However, because of an active and enthusiastic group of online faculty, the college has excellent instructional oversight of its distance education program. Ensuring the effective delivery of classes as well as technology infrastructure support generally is housed in the information technology area, while the pedagogy and curricular integration resides with the faculty. In its current configuration, the team suggests that the college ensure that these two separate and complementary components be administered by the appropriate college entities.

In addition, the Academic Senate has formed a Distance Education Task Force to meet the growing number of online classes. The Distance Education Task Force is comprised of faculty, but has as resources the Dean of Technology and Media Services and the Instructional Technologist at the college. Distance education has multiple related components and three of the most important are: 1) effective and reliable methods of delivery; 2) curricular integration with traditional on ground classes; and 3) effective pedagogy that is tailored to the online environment. Each component necessitates different oversight responsibilities. Task Force members explore program opportunities and are charged with revising the Distance Learning Handbook, developing methods to facilitate student access to support services, and providing teaching strategies and training on DE technology.

The team suggests a more formal structure is needed to support the development of the distance education courses (ACCJC Policy on Distance Education and on Correspondence Education, pg. 8). The continuing development of a distance education committee with a clear mission and strategic goals aligned to the institutional outcomes of the college will help to standardize an effective framework for faculty and staff participation. The college should meet the ACCJC

accreditation requirements that are based upon the ACCJC Policy on Distance Education and Correspondence Education.

The team also noted that the growth and development of distance education at MPC could be strengthened by incorporating distance education functions and support into the planning and funding processes of the college. The team found that the college's distance education website contained appropriate and necessary information regarding student support services and activities. However, the website organization for distance education made this information difficult for students to locate. Appropriate referrals to student support services and assistance might be easily overlooked.

Courses offered online have the same content, objectives, and SLOs as their on-ground counterparts. In addition to faculty-led flex activities, the Media Services and Instructional Technology Division provides staff development and training to improve the effectiveness of the various instructional technologies used by instructors. However, the accreditation team is concerned that online students might not have the same access to student support services and programs as students enrolled in on-ground classes. Distance Education students may be at a disadvantage in terms of having to become more self-reliant in order to take advantage of the array of student services available to them (IIA.1b and IIA.2d.).

The college recently adopted a software program to facilitate the curriculum process. Within that system course level objectives and student learning outcomes are documented independently. Through interviews with faculty in multiple venues, the team found evidence that it is unclear to the faculty at large what the difference is, if any, between course level objectives and course level student learning outcomes. At this point, it is still voluntary whether course level SLOs are included in the students' course syllabi. Also, the assessment method that faculty choose to use and the results of that assessment are not shared with the institution; rather, they are kept at the faculty member or department level. The program review and action plans may reflect the aggregate results of assessment; however, discrete results need to be shared at the course and program level for quality improvement purposes (IIA.1c, IIA.2a, IIA.2b, and IIA.6).

For several years the college has had extensive dialogue concerning the value of SLOs and General Education Outcomes and how to implement them. The college strives to link SLOs and GEOs to program planning by making them a permanent part of the program review process. Approximately 80 percent of academic courses have identified student learning outcomes. There is evidence that student learning outcomes have been identified for General Education in most courses and programs with initial assessment activities well underway.

Career and technical education programs have completed SLOs within their courses and at the program level. The SLO assessment component began its implementation in fall 2009. Because a full cycle of assessment has not been completed, data on the effectiveness of SLOs related to student learning are not yet available. To ensure improvement in student learning, the college is replacing its SLO Assessment Form with two new forms (Instructor Reflections and Program Reflections) as a means to create dialogue that impacts planning at every level. Use of these new forms began with the 2009-2010 academic year (IIA.1c, IIA.2a, IIA.2b and IIA.2c).

Evidence and interviews with faculty and instructional administrators confirms that the college is still in the early development stage for SLOs and needs to move more aggressively forward with the end goal of being in the Proficiency stage by 2012. The current SLO coordinator is also the Academic Senate President, and while an SLO coordinator is in place, the team suggests that the college consider creating an SLO task force to assist the coordinator in implementation of the SLO process.

Program Review is linked to planning and resource allocation. The process for Program Review now includes student learning outcomes and student achievement. The program review process calls for the use of assessment results to make improvements (IIA.2e and IIA.2f).

Credit is awarded according to student achievement of course objectives as evaluated by the instructor. Credits awarded are consistent with Carnegie unit definitions and Title 5 regulations. These are referenced in the college's Curriculum Basics Handbook and reviewed for accuracy during the curriculum approval process. Students are informed of the credits to be awarded through the College Catalog, Class Schedules, the course outline of record, and course syllabi (IIA.2h and IIA.2i).

Students receive clear information regarding courses, programs and transfer polices through the College Catalog, Class Schedules and course syllabi. The college has a Board-approved Program Discontinuance Policy and students are assisted with the completion of their program goals with reasonable alternatives when programs are changed or eliminated. The Career and Transfer Resource Center also provides students with information on transfer-of-credit policies (IIA.6a, IIA.6b and IIA.6c).

Monterey Peninsula College values academic freedom for its faculty. In the spring of 2008, the Governing Board approved a revised policy on academic freedom that had been developed through discussion between the Academic Senate, the students, and other shared governance groups. The new policy language respects the rights of teachers as experts in their disciplines and states, "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." A code of conduct for students is stated in the College Catalog. Expectations concerning student academic honesty and consequences of dishonesty have been established and are also clearly stated in the College Catalog. The college has board policies defining a code of professional ethics for its faculty and administration. In December 2009, the Board approved an institutional code of ethics (IIA.7a, IIA7b, and IIA.7c).

The college has a faculty evaluation process in place to ensure the quality of instruction. The process uses peer evaluation, student evaluation and self evaluation. The self study reflects a planning agenda to focus on designing an effective evaluation process for all online courses. Technical programs that are accredited by outside agencies also use advisory committees to maintain program standards.

The college manifests a culture of using research data, surveys, and reports to improve quality of services. Research was one strategy used to create dialogue and intervention to improve

effectiveness in programs and services. Although some surveys or studies seemed dated at the time the self study was written, it is clear that research is valued and used in decision making.

Conclusions
The college meets Standard IIA.

Recommendation #1:
- In order to meet the Commission's 2012 deadline and building upon the progress made in identifying student learning outcomes for nearly all courses, programs, certificates and degrees, the team recommends the college complete the process of assessment to guide improvement of student learning (IIA.1 and IIA.2).

Recommendation #2:
- In order to meet the Commission's 2012 deadline, the team recommends the college complete the process of identifying course level student learning outcomes and ensure that student information is clear, that SLOs are described, and that students receive syllabi reflective of the identified student learning outcomes (IIA.2 and IIA.6).

Recommendation #4:
- To increase effectiveness of distance education offerings, the team recommends the college follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses. (IIA.2 and IIB.3a). Further, the team recommends that the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education (IIA.1, IIA.2 and IIA.6).

Standard IIB. Student Support Services

General Observations
Monterey Peninsula College values student access, progress, learning, and success. Student Services departments evaluate the effectiveness of the various programs related to those values in many ways. These include, but are not limited to, student learning outcomes, faculty and staff input, a class scheduling matrix, outreach efforts and research data on student persistence, performance, transfer, degrees and certificates granted. A systematic program review process for Student Services is in place and was revised in 2008 to include student learning outcomes. These program reviews align with the college's planning and resource allocation process. The program review process is one that is used to focus on program improvement and effectiveness, and efficient use of resources (IIB.1 and IIB.4).

Findings and Evidence
Dialogue related to the effectiveness of Student Services programs most frequently occurs during meetings of the Enrollment Advisory Committee, the Student Services management team, the Basic Skills Committee, the Education Center Project Team, the Student Success Task Force, regular counselor team meetings, and during appropriate flex activities. This vibrant dialogue leads to many recent positive changes within Student Services. Examples include adoption of a math assessment instrument in fall 2009 and the improved collaboration between and

coordination with student support services that serve underrepresented and underprepared students (TRIO, EOPS, CalWORKS, Counseling and the Basic Skills Initiative) and the traditional transfer and Career and Technical Education (CTE) instructional programs (IIB.1, IIB.3 and IIB.4).

Another example is the recent restructuring of the delivery of student services to the Education Center at Marina. Specifically, the Student Services leadership has worked extensively and collaboratively to implement an innovative "on-demand" referral system which has resulted in a more efficient method of delivering request-specific student services to the center (IIB.3a and IIB.3d).

Full time and adjunct counselors are evaluated in concert with faculty evaluation procedures. The counseling department participates in the official program review process. Annual updates and action plans are also maintained (IIB.3c).

An active Associated Student Government (ASMPC) is recognized as the student government of the college and is highly visible across the campus. The ASMPC supports student activities, represents the interests of the student body, and encourages personal, civic, intellectual and aesthetic development. With the arrival of a new Student Activities Coordinator, the level of student participation in MPCs shared governance committees is impressive and has given the ASMPC a more active student voice at the college level, decision-making shared governance processes.

The results of a 2009 Noel-Levitz Student Satisfaction Survey demonstrate that the campus provides a supportive learning environment. Students indicate that they "are made to feel welcome and felt a sense of belonging." Other data from various assessment instruments and on-site interviews used to measure student satisfaction with student services programs also support this finding (IIB.3b).

The most current Student Equity Report in 2005 assessed two critical areas related to college access and student retention. The report resulted in a greater focus by the college on increasing outreach and recruitment efforts in local cities and schools with the highest concentration of African American and Latino students. From April 2008 to April 2009 there was a 10.3 percent increase in African American students and a 17.7 percent increase in Latino students on the Monterey campus. Focus was also placed on effective scheduling of course offerings at the Education Center to enhance student access and success.

Student Services such as matriculation, assessment, orientation, advisement, financial aid and counseling are provided to students regardless of location or delivery method. Despite the current reduction in funding for categorical programs, these programs continue to be active in recruitment efforts both on and off-campus, as well as for distance education, noncredit and lifelong learning students (IIB.3a and III.3d).

The printed College Catalog provides accurate and current information concerning institutional policies and procedures. Course, certificate and degree offerings are clearly identified and those courses articulated with the California State University, University of California system and

private institutions in the surrounding area are noted. The Catalog and schedules are available online at **http://www.mpc.edu.** Every degree includes in the Catalog description a list of learning outcomes (IIB.2a-d and IIB.3a). The college might want to consider including its revised Mission Statement in all college-produced materials (e.g., Schedule of Classes).

Students' academic needs are identified primarily through the matriculation process which is designed to help students realize their educational objectives. MPC refers to this process as the STEP program. It consists of six parts: admission, financial aid, assessment, orientation, counseling/advisement and registration (IIB.1). In order to streamline disbursements to financial aid recipients, the college may wish to consider converting its manual check writing system to an e-disbursement (i.e. direct deposit/debit cards) system. Additionally, the college should consider digitalizing its financial aid records to minimize errors and enable distance education students to access financial aid services more conveniently (IIB.3a).

Unbiased and appropriately-normed placement tests in math, English, ESL, and reading are on the state-approved list and their cut scores have been validated (IIB.3c).

Student records are secured in accordance with the Board of Trustees' policies and the provisions of state regulations for the storage, confidentiality and release of records (IIB.3f).

Conclusions
The college meets Standard IIB.

There is evidence that MPC has an effective system of communicating its large array of student services to its student and community constituencies. MPC has a continuous assessment process for its student services both for credit and noncredit offerings. The college is to be commended for its dedication to student success. Recent organizational shifts have broadened the scope of responsibility for fewer managers, yielding less direct oversight and greatly increased workloads. However, the college remains firmly committed to students as much as possible in these difficult times.

Standard IIC. Library and Learning Support Services

General Observations
Monterey Peninsula College has a planning process in place where needs are identified that relate to the college mission statement and goals. Planning is data driven and annual action plans based upon an established program review cycle give support to college wide planning and resource allocation. The college has consistently improved the program review process recently including as a component student learning outcomes and assessment.

Findings and Evidence
MPC demonstrates a culture of measuring student achievement in order to evaluate and improve library and learning support services. Information Competency was made a graduation requirement in fall 2006. The library has SLOs for the two information competency courses it offers that meet this requirement, LIBR 50 and LIBR 80. Competencies are assessed through assignments, technological projects and a final exam. In addition, librarians offered 88 class

orientations in 2008-2009, and logged over 40,000 reference transactions with individual students. Ninety-three percent of faculty believes library personnel are knowledgeable and helpful (IIC.1b).

For the other learning support services, i.e. the Academic Support Center (Tutoring), the English and Study Skills Center (ESSC), the ESL Center, the Reading Center, the Learning Center at the Education Center at Marina, the High Tech Center, the Math Learning Center, the Nursing Learning Resource Center, the TRIO Learning Center, the Business Skills Center, the Graphic Arts Lab, and the World Languages Lab, evaluation of SLOs is conducted along with the instructional area to which they belong. The college has had its current program review process in place since 2006 and all of the learning support services, including the library, are now on a six-year program review cycle. Student and faculty satisfaction surveys are administered frequently in learning support service areas (IIC.1 and IIC.2).

Research data from surveys and evaluations led to the identification of a need for better coordination and cooperation between the library and other learning support services. For example, there was a difference in the hours of operation of the library and the learning support services housed in the same building. A faculty and staff accreditation survey conducted in fall 2008 and cited in the self study identified the "absence of a broadly shared understanding of what resources are available and where." This lack of consistency and coordination among learning support services is documented in the following statement in the self study (pg. 243), "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."

Staff is to be commended for using evaluation tools to identify program weaknesses and suggest potential improvements. This issue is now reflected as one of the planning agendas of the self study, "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" (II.C.2).

Access to the library and other learning support services can be obtained via the college's extensive website. The library collection is sufficient to support educational offerings. There are approximately 75,000 volumes, including 21,631 electronic books, 252 periodical print subscriptions, 2,262 audiovisual items and 5,866 reserve items. Challenges still exist to augment the library budget to maintain currency in the collection. However, to enhance the Library and Technology Center capital project, the MPC Foundation raised over one million dollars, of which $172,995 remained at the time of the comprehensive evaluation visit to improve the library materials budget. Through the library website, 24/7 access is provided to 34 full text databases and electronic reference sources. Based on their educational background, faculty librarians are subject area selectors of books and other resources and serve as liaisons between the library and the instructional faculty in their designated subject areas. A fall 2008 survey of 700+ students indicated 75 to 87 percent satisfaction level with the usefulness and availability of library resources (IIC.1, IIC.1a and IIC.1c).

The college provides effective maintenance and security for the library and learning support services. Security for the Library and Technology Center includes state-of-the-art equipment and technology (IIC.1d).

The library is a member of the Monterey Bay Area Cooperative Library System/Peninsula Library System and the Council of Chief Librarians. Cooperative resource sharing and purchasing agreements are in place with these organizations. Database and electronic book purchases through the Council of Chief Librarians are regularly evaluated by the Council for usefulness, ease of access and cost-effectiveness (IIC.1e).

Conclusions
The college meets Standard IIC.

STANDARD III
Resources

Standard IIIA. Human Resources

General Observations

The self study demonstrates that Standard IIIA is complete and well documented. The college employs qualified administrators, faculty and staff to carry out its mission and goals. Hiring and recruitment processes are set in board policies. Contractual language prescribes committee representation and assures equal opportunity representation. Positions are Board approved and announced in higher education publications, local media and organizational entities. Qualifications are clearly defined for administrative, management, academic and classified positions. At the time of the self study, the college employs 12 administrative positions, 120 full-time faculty members, 250 adjunct faculty and 191 classified employees.

Monterey Peninsula College employs qualified and capable staff, faculty and administrators through sound equitable recruitment and hiring processes. Board policies and contractual agreements outline processes for evaluation, professional improvement and grievances. Evaluations are conducted on an annual basis with criteria clearly noted for standards of performance. Tenure processes are clearly defined and mentoring opportunities are provided to assure retention. Campus diversity is celebrated and efforts to reflect the community demographics within the faculty and adjunct faculty are actively pursued by Human Resources. Classified resources are being aligned to support services and programs during the fiscal downturn.

Findings and Evidence

A review of the personnel entries in the Catalog indicates that faculty and administrators have met or exceeded the minimum qualifications for their appointments (IIIA.2).

The constrained budget has had an adverse impact on staffing levels. The institution maintains evaluation processes for management, faculty and classified staff, which are negotiated in contracts and stipulated by board policies. Management evaluation processes were designed and implemented in 2007 and a new classified evaluation process was negotiated and implemented in 2008. The institution places a priority on the annual evaluation process with high completion rates for management, academic full-time and tenure track, and classified evaluations.

The Superintendent/President is evaluated annually by the Board on district criteria (IVB.1j). Administrators are evaluated via survey for completion of goals and objectives, and exercising appropriate leadership skills. Faculty members are evaluated according to the negotiated contract, annually the first four years through tenure, and every three years thereafter. Although it is not part of the formal faculty evaluation form, student learning outcomes are essential to the faculty evaluation process. Classified staff is evaluated annually against various criteria. If the criteria are not met with an overall satisfactory evaluation, subsequent evaluations are conducted. Employees who do not meet performance standards are released during the probationary period (IIA.1b).

Administrative employees and division chairpersons are evaluated annually. The immediate supervisor conducts the evaluation for the administrator/manager. The vice president completes the evaluation report and conducts the final conference. Surveys of peers and individuals outside the immediate area are used to elicit additional perspectives for these employees. Administrative and management personnel are expected to write and pursue annual goals and objectives, including some for professional development. Their performance evaluation is focused on attainment of these goals (IIIA.1b).

There are sufficient staff members to support current program offerings. Staffing levels are determined through program review, action planning and available resources. Personnel policies are documented to ensure fairness in employment processes in board policy and contractual agreements. The Accreditation Faculty and Staff Survey in 2008 indicated that 90 percent of staff members are aware of MPC board policies and that they have access to their personnel files.

Professional development and staff development opportunities are available and funding is provided. The self study identifies flex activities including safety training, sexual harassment prevention training and technology workshops. Classified staff members have opportunities for professional development including receiving educational incentives, auditing classes, and participating in Classified Staff Development Day. Professional development activities are evaluated by attendees for quality and improvement.

Employment equity and diversity data from 2001 to 2008 reflect slight improvement in Executive/Administrative/Managerial positions and a higher percentage improvement in full-time faculty positions.

Based on the entries located in the personnel section of the College Catalog, and confirmed by campus interviews, the administrative staff and faculty employed by the college meet or exceed the minimum standards for their assignments and the degrees listed are from accredited institutions. Board Policy 5005 outlines faculty participation in the screening committees used to recommend prospective new faculty to the Superintendent/President. Board Policy Appendix 5005C provides for both faculty and administrative positions the process to develop position announcements and sets forth criteria for making the selection. The selection procedures for classified staff and managers are extensively documented in a handbook prepared by the college Human Resources Office (IIIA.1 and IIIA.3).

Personnel evaluation schedules, forms and processes vary by category of employee. All classified employees are evaluated annually in October by their immediate supervisors. In all cases a probationary employee or non-tenured faculty member is given close scrutiny. The focus of the evaluation processes is on ensuring quality job performance. Provisions are made for improvement plans should any employee's performance be judged in need of improvement (IIIA.1b).

Tenured faculty evaluations are conducted by a committee of two tenured peers. Tenure-track faculty evaluations are conducted by a committee of two tenured peers, the division chairperson or immediate supervisor, and a district management representative. The same process is used for temporary (adjunct) faculty; however, a two-person team of tenured faculty constitutes the

evaluation committee. Questions about pedagogy and assessment of student learning methods are inserted into the faculty self-evaluation guide and all faculty are required to complete a self-evaluation essay as part of the evaluation process (IIIA.1c).

A completely unsatisfactory evaluation rating for faculty triggers a special committee and plan for substantial improvement. Such a rating is grounds for dismissal of probationary classified employees and temporary faculty. All employees are given a summary written report of the evaluation and afforded an opportunity to comment on the evaluation. Those comments may become part of the personnel file (IIIA.1b).

Ethical standards exist in board policy to uphold quality in programs and services to students and the college's commitment to integrity. A code of ethics that is relevant to all employee groups is included in board policy. In December 2009, after extensive college-wide review, the Board adopted an institutional code of ethics. In February 2010, the Board created a Governing Board code of ethics and conduct. Standards of conduct are clearly communicated in the College Catalog as are grievance and complaint procedures (IIIA.1d and IVB.1h).

Reductions in administrative and support staff have prompted a major administrative reorganization. Some staff members have assumed additional duties and responsibilities. While the college has been able to fill some vacant positions recently, current fiscal circumstances dictate a decision to defer filling many of the vacancies created in 2008-2009. Additional faculty retirements expected in 2009-2010 will enable the college to fill a limited number of positions.

Both board policies and college procedures are in place to promote equal opportunity and non-discrimination in recruitment and selection of personnel. Provisions have been inserted into the collective bargaining agreements to preclude discriminatory practices. The college has both a board policy and provisions within the collective bargaining agreement to regulate access to personnel records and ensure that the records are secure. The Board policy further stipulates what limited information may be released without or with the employee's permission or through a court order (IIIA.3).

MPC encourages diversity, fairness and professional enrichment. The self study survey reflects that 88 percent of the respondents feel the college has made progress in awareness and sensitivity to diversity issues. The Equal Opportunity Employment Plan includes language indicating that the district is committed to taking active and vigorous steps to ensure equal employment opportunities and to foster a diverse environment (IIIA.4)

The Superintendent/President has established an Equal Employment Opportunity Committee, which includes diverse members of the community. The committee plans diversity education programs and services. Board Policy 5030 requires sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. MPC has instituted a formal mentoring program describing roles of mentors, mentees, and other support staff designated as "friends" to support learning of the campus culture and functions (IIIA.4).

MPC employee demographics, dated October 2008, reflect a workforce which is 76 percent white, 9 percent Hispanic, 5 percent Black, 9 percent Asian and 1 percent Native American. The workforce is 56 percent female and 44 percent male. The 2005 Student Equity Plan encourages and supports the college's effort to attract and retain minority candidates for faculty positions.

Employment applicant pools were 54 percent female and 46 percent male and also 60 percent white, 12 percent Hispanic, 11 percent unknown, 5 percent Black and 1 percent Native American. Recruitment efforts to attract qualified and diverse applicants are reflected in the data. The self study indicates incremental progress has been made in percentage of ethnic minority hires from 2001 to 2008. (IIIA.4b)

MPC offers opportunities for professional growth and development in classified and faculty contracts. Numerous opportunities to grow professionally are offered via training in technology, flex workshops, and sabbaticals for academic employees by contractual agreement (IIIA.5).

The classified educational incentive program agreement allows compensation for satisfactorily completed coursework. In July 2004, the Board extended the educational incentive program to classified managers, supervisors and confidential employees. MPC is a member of the Central California College Training Consortium and provides training for management related to performance, employment and evaluation and legal issues. Sabbaticals are reviewed systematically by the Professional Recognition Board (IIIA.5).

Professional development must be utilized to improve teaching, maintain currency of academic and technical knowledge and skill, meet changing institutional needs or develop innovative instructional and administrative techniques. Applications for professional development opportunities are approved by line management and by the Superintendent/President if out of state or country travel is required. (IIIA.5)

Personnel planning is conducted through program review and action plan assessment. Areas evaluate the need for personnel replacement and new staff and forward plans to the College Council for subsequent recommendation to the Superintendent/President and Board of Trustees. Human resource planning is integrated with institutional planning in a shared governance process (IIIA.6).

Conclusions
The college meets the Standard III.A

Recommendation #3
- In order to meet the Commission's 2012 deadline, the team recommends the college take appropriate steps to ensure that faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes, and that this standard is achieved by the 2012 deadline established by the ACCJC (IIIA.1.c).

Standard IIIB. Physical Resources

General Observations
Monterey Peninsula College provides physical resources and has developed processes and procedures that support student learning programs and services. Planning for both facilities and equipment is based on program needs and data. Data are collected via surveys and inspections and are used to provide sufficient and safe resources at all college sites. A local bond (Measure I) has provided the college with $145 million for campus facilities. MPC has been planning, implementing, and managing those funds well to significantly improve campus aesthetics and the feel of the college, including off-campus sites.

The college has a planning - implementation – evaluation cycle for physical resources that takes into consideration the needs of the student programs and services. Data are used in virtually all planning, implementation, and evaluation activities. The college regularly evaluates its physical resources by various means, including surveys, inspections, and program review.

Overall, the facilities and equipment sufficiently support the student programs and services at all campus locations. MPC provides a safe environment for students to learn and staff to work.

Findings and Evidence
The college maintains the physical resources at the Monterey campus, an education center in Marina, and a public safety training center in Seaside. There is a collaborative effort of several committees, departments and staff to ensure that the physical resources are sufficient and safe. Ultimately, the Vice President of Administrative Services is responsible for providing safe and sufficient physical resources.

Major facility needs for programs and services are identified during the program review process and are brought to the Facilities Committee for consideration. The committee develops a Facility Projects Priority List, which are forwarded to College Council for review. The college has completed several facilities planning and assessment documents that address specific facilities needs (IIIB.1b).

Equipment needs are assessed annually by faculty and staff through the planning and resource allocation process during Program Review. For technology equipment, there is a Technology Refreshment Plan with a $250,000 annual budget for equipment (IIIC.1c).

The college assures safety and welfare of its physical resources through a security department that is primarily responsible for ensuring a safe and secure environment for all students and employees. The facilities department is also essential in ensuring safe physical resources. The security department makes daily visits to the Education Center at Marina and the Public Safety Training Center in Seaside. The Health and Safety Committee is charged with review of safety and health procedures and to make recommendations to the Vice President of Administrative Services, who then brings these recommendations to the Administrative Services Advisory Group (IIIB.1b).

Results from the 2008 Accreditation Faculty and Staff Survey showed that 86 percent of respondents felt college buildings provide a safe and healthy environment to work and learn. Seventy-five percent agreed that they have adequate space to do their jobs. In 2009, student feedback was collected using the Noel-Levitz Student Satisfaction Inventory, which indicated that students were not as satisfied as employees. There was a 5.05 out of 7 level of satisfaction for a statement about safety and security for all students. Students also indicated concern for parking lot security.

Interviews, however, with students, faculty, and staff verify that they feel safe at MPC. Incident reports (Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act) indicate a very low number of on-campus crimes. At least two security guards are available on campus while instruction is being offered each day and the security department provides escort service upon request. The college has also increased on-campus lighting after student concerns were raised.

The college conducts or contracts for regular inspections of various facilities and equipment as required by governmental agencies. For example, the college conducts annual State-Wide Association of Community College (SWACC) property and liability safety surveys which inspect all buildings and premises for unsafe conditions. When contracting for off-campus facilities, the department initiating the lease performs an initial inspection for safety and accessibility prior to entering into a contract. The college depends on owners of leased facilities to maintain the sites in the manner required by local and state codes (IIIB.1b).

When planning its physical resources, both facilities and equipment, the college considers the needs of the programs and services using the planning and resource allocation process. As part of that process, programs and services annually conduct a Program Review or submit an Annual Action Plan. During that step, programs and services identify any needs related to physical resources. Those needs continue through the planning and resource allocation process and are evaluated against all other needs and requests (IIIB.2).

The Facilities Committee is primarily responsible for facility planning. It works to maintain up-to-date facility plans, and meet regularly to review and implement the district's facility plans.

The college uses several documents to guide facility planning. These include a Five-year Capital Outlay Report, a Five-year Scheduled Maintenance Plan and Space Inventory. The college also prepares and maintains local planning documents. The Physical Master Plan provides a long-range, theme-based plan. There is a facilities portion of the Education Master Plan that serves as the key facilities planning document. The Facilities Committee develops and maintains a Facility Projects Priority that gets considered in the college's planning and resource allocation process (IIIB.2b).

The Measure I facility bond provides a major source of funding for the college. The college has conducted assessments and planning specific to the allocation of these funds. Facilities Condition Assessment Reports are completed in order to fully understand facilities needs. In 2004, the college approved a Facility Master Plan Implementation. As part of that plan, building project teams are formed to provide input in the initial planning phase of each new building or

building renovation project. In 2006, the college approved an Education Center Physical Master Plan to describe the physical plans for the education center sites at Seaside and Marina (IIIB.2a).

Maintenance of physical resources is conducted on a regular basis. The Facilities Department is responsible for ongoing cleaning and maintenance of all district buildings, grounds, and related utilities systems and equipment at all campus locations. The just completed program review for this department shared its concern for being able to continue providing a high level of maintenance of buildings with insufficient staff due to current budget constraints (IIIB.2).

In 2005, the college conducted an extensive accessibility study. The college is committed to allocating funds and has procedures in place for ongoing efforts to make the campus more accessible. Interviews with staff have verified that changes over the past three years have resulted in a more accessible campus with improved paths and walkways. Also, public transportation now connects to the center of campus. In the past, it was a challenge for people with disabilities to get from the bottom of the hill to the campus buildings on top (IIIB.1b).

Since the last accreditation evaluation, the college has conducted two comprehensive evaluations of its facilities. The Facilities Committee is responsible for continually evaluating facility plans and recommending modifications to anticipate and accommodate changes. Additionally, as part of the Five-Year Construction Plan, state capacity load ratios are calculated each year. The Facilities Committee meets regularly to evaluate plans and look at current and projected program needs, room usage, projections of the total cost of ownership, and other relevant data when making decisions about facilities. District facility plans identify budgets for the cost of major renovations and new construction (IIIB.2b).

The district's long range facility plans support the college's institutional goals. The planning process for construction, remodeling, and repairing buildings and infrastructure is integrated with institutional planning. The Education/Facilities Master Plan is a combined educational and facility plan and is the foundation for facility planning. It quantifies the needs of the programs and services and lays out the plans for the facilities to accommodate these needs (IIIB.2b).

Conclusions
The college meets Standard IIIB.

Standard IIIC. Technology Resources

General Observations
Monterey Peninsula College has demonstrated a widespread awareness of technology challenges and the need to meet them in a timely manner. The institution has included technology access and its use in support of teaching, learning, communications, research, and operations within the planning and resource allocation processes. Evidence review and comments from administration, faculty, and staff indicate that the college's self study and addendum represent the present status of technology on campus (IIIC).

Since the last accreditation visit, Monterey Peninsula College has worked systematically on institutional planning and resource allocations incorporating technology resources as a major

factor. In addition to inclusion in the main Educational Master Plan, critical individual planning documents, such as the Technology Plan or the Technology Refreshment Plan, outline services that support teaching and student learning with the ultimate goal of improving institutional effectiveness. Technology needs and support services are formulated through numerous committee or group deliberations; training opportunities are widespread and focused on emerging software requirements and distance learning considerations; and, infrastructure maintenance and upgrades are identified and addressed through a multi-year planning system (IIIC.1a-1d and IIIC.2).

The college is fortunate to have a cadre of talented information specialists who provide technological support to meet the current demands and needs of students and staff, both on-campus and at the outreach centers (IIIC.1c and IIIC.1d). This collaborative effort also encompasses student/staff orientation sessions, training workshops, distance learning considerations, and problem troubleshooting (IIIC.1b).

With funding from the 2002 bond measure, major upgrades in technology infrastructure have been accomplished, although sufficient operational funding continues to be a concern. As with most California community colleges, existing budgetary constraints have presented challenges to maintaining state-of-art equipment and software upgrades for student and staff usage (IIIC).

The team noted that although the self study indicated that student learning outcomes are essential elements of program reviews, institutional planning, and resource allocations, it is difficult to ascertain specific linkages of learning outcomes and assessments with technological needs and resources (IIIC).

There is also an absence of a formalized continuous evaluation structure to assess the effectiveness of technology services as part of an overall institutional planning and evaluation cycle. Without formal and precise institutional assessments concerning the efficacy of technology, the college will continue to rely on information from program review reports and committee discussions (IIIC.2).

Findings and Evidence
Based on the evidence provided, including the Technology Plan, the Technology Refreshment Plan, and the 2009 Technology Assessment and Three Year Plan, Monterey Peninsula College has committed to provide a full range of technology resources in support of its instructional programs, student services, and administrative operations. This college-wide commitment is especially apparent from numerous interviews with management, staff, and faculty members themselves. Clearly, this effective operational technology continues to be a major and distinctive characteristic at Monterey Peninsula College (IIIC.1 and IIIC.1a).

Both the Faculty and Staff Accreditation Survey and the Noel-Levitz Student Satisfaction Survey validate this dedication. Eighty-eight percent of the surveyed faculty and staff agreed that technology at the college enhanced teaching and achievement of student learning, while students gave an overall rating of 5.75 out of 7.0 confirming adequate computer support and services (IIIC and IIIC.1).

Technology priorities and guidelines are the responsibility of two closely related campus entities: (1) the Technology Committee with membership from all constituent groups; and, (2) staff and technicians from Information Technology, Media Services, and various Computer Labs. The Technology Committee assesses technological resources and updates various technology planning documents. Eventually, this Committee makes recommendations to the College Council on technology services, priorities for acquisition and replacement of technology, technical training, hardware/software specifications and standards, and distance learning technology requirements. Computer specialists oversee resources and services for administration, faculty, staff, and students including network and communication systems, research and website services, student records system, maintenance/support of classroom and distance learning technology, and audio-visual services (IIIC.1 and IIIC.1a).

These same computer technicians also assist with staff development instruction and workshops, with specialized technology training in new versions of desktop applications (e.g., Microsoft Office components) and with website development and maintenance. Distance learning tools and communication strategies are identified, and targeted training is provided to faculty and staff in online, hybrid, and face-to-face settings, while all employees are encouraged to participate in statewide technical initiatives provided by the California Community College Chancellor's Office (IIC.1b).

The college also recognizes the critical importance of supporting and maintaining the technology infrastructure for all collegiate activities, both on-site and at the outreach centers. As a result of the successful 2002 bond measure and matching state funds, a new state-of-the-art Data Center was built to improve and upgrade technology hardware and infrastructure, while providing for reliable network and security systems. These enhanced technology capabilities greatly facilitate the development of specialized technology planning efforts as well as provide the foundation for maintaining instructional programs and administrative/student services (IIIC.1c and IIIC.1d).

Campus-wide technology needs are identified within individual unit action plans and program reviews, institutional goals and objectives, and resource allocation plans. In fact, the Faculty and Staff Accreditation Survey showed that 78 percent of the respondents agreed that technology planning is part of the campus planning and decision-making processes. The college recognizes, and the team concurs, that considerable strides have been made to integrate technology planning and assessment (IIIC.2).

Though college efforts in technology are impressive, there are issues that warrant further attention. First, although there are periodic evaluations occurring within each operating unit or committee (e.g., the Technology Committee) with the results utilized to ascertain the effectiveness of planning and resource allocation processes, specialized comprehensive technology assessments are not clearly evident. That is not to say that evaluations of technology services have not been conducted; there is evidence that broader technology assessments are occurring in some areas. However, for the most part, these seem to be isolated with limited linkages to overall institutional improvements. Consistent and informed dialogue and input from the entire campus community would help MPC achieve the goal of continuous long-term institutional effectiveness.

In addition, there is little evidence that student learning outcomes have been seamlessly integrated within the institution's technology planning and resource allocation plans. It is certainly apparent that the college has begun to identify and assess student learning outcomes within instructional programs and student services; however, a broader comprehensive inclusion of these outcomes within technology, and subsequently within institutional processes, has yet to be realized.

Conclusions
The college meets the standards for IIIC.

However, more progress needs to be made in incorporating student learning outcomes within technological plans (IB and IIIC.2). With the current accreditation standards focused on student learning outcomes throughout the institutional culture, Monterey Peninsula College should work to integrate these outcomes and assessments in all technology decision-making processes.

Standard IIID. Financial Resources

General Observations
The 2009-2010 General Fund budget is $39,590,784. Monterey Peninsula College effectively integrates resource planning and demonstrates through documentation that it is financially sound and supports student learning programs and services. The college has effectively created a planning and resource allocation process involving the shared governance College Council and Budget Committee. The council and committee are comprised of all constituent groups with participation noted in the accreditation surveys as high. The institution demonstrates financial integrity through its audit trail, facility planning and effective resource allocation processes.

The college relies on its mission and goals to guide financial planning through the MPC Planning and Resource Allocation Process. The institution's mission and goals are reviewed for financial planning through the program review process and advisory groups. The combined efforts of the Budget Committee and College Council demonstrate a realistic financial approach to planning in the budget development process. The tentative budget is prepared by June 30 of each year.

The Measure I Facility Bond Measure aligns with the Educational/Facilities Master Plan and identifies facility improvements for the next 20 years. The planning and resource allocation processes demonstrate that funding requests are prioritized in concert with long-term strategic planning.

Overall, the accreditation standard for financial resources is well addressed. The college has sufficient budget and reserves, and a resource allocation method to set priorities. The institution has sufficient cash flow and reserves to maintain stability. The condition of state finances and community college funding are unknown factors; however, mechanisms are in place to provide institutional effectiveness and support to student learning programs and services.

Findings and Evidence
Financial management processes are reviewed annually from the shared governance process to the budget development process. The Budget Committee reviews the budget development

process for clarity and/or makes changes. There has been a revision to the planning and resource allocation process since its inception in 2007. The Budget Committee and the resource allocation process have been refined to align themselves (IIID.1d).

Effective resource planning is integrated with institutional planning and undergoes accountability review processes. The college has made major adjustments to its budget as a consequence of a reduction in categorical funds. Additionally, adjustments were necessary in planning for the one-time federal stimulus funds at the end of the academic year. Each division reports to the College Council the program reviews for that year and action plans for the following year. Program reviews provide data and FTES history which are used for planning purposes (IIID.1d).

To assure financial stability, the college developed a Fiscal Stability Report that was shared with the Board of Trustees, which led to adoption of the Long Term Financial Plan targeting seven areas to increase future revenue and promote enrollment. The current 10 percent restricted budget reserve is prescribed by Board Policy 2106. The district planning and resource allocation processes are implemented in a transparent environment with extensive involvement, affirmed by 88 percent of campus respondents in the most recent accreditation survey (IIID.1b).

The college mission and goals are reviewed every three years with broad participation. The Budget Committee has primary responsibility for determining resources available to the district. Short range financial decisions are made in a manner consistent with the district's Long Term Financial Plan (IIID.1).

Two long-term obligation bonds include a $2.8 million energy conservation projects lease/purchase and a $200,000 student center lease revenue bond. The $145 million Measure I bond is being repaid with property owner assessments (IIID.1c).

Employee compensation includes multi-year contracts derived from a formula that ties increases for salary and benefits to increases in apportionment income. The institution clearly defines and follows its guidelines and processes for financial planning and budget development through the planning and resource allocation and budget development processes.

Financial integrity is assured through appropriate control mechanisms and provides accurate financial information for sound decision making. The financial records are audited annually and are maintained with Monterey County's Financial Management System. Though the system does not provide real time information, there are appropriate control mechanisms in place as recommended by the 2007-2008 annual audits (IIID.2a).

The Board of Trustees approves contracts and budget transfers. District budget development processes leading to the tentative and final budgets include constituent involvement and meet the required timelines. Audit requirements are met and all required reporting to the Chancellor's Office is timely (IIID).

The Board approved final budget and general financial information are provided and disseminated throughout the college through Advisory Groups and the College Council. Risk

management is provided through the Bay Area California Community College Joint Powers Association and the Statewide Association of Community Colleges (IIID.2c).

The institution demonstrates effective oversight of finances through the Fiscal Services office, department managers and trustees. The office maintains effective oversight over the college budget and all fiduciary funds. Monthly and quarterly financial reports along with bond reports and annual audit reports are presented to the Board of Trustees. Audits are conducted annually and reflect unqualified opinions and recommendations are addressed in a timely fashion (IIID.2).

Fiscal oversight is provided for the college's foundation, the Gentrain Society, and investments and assets. The MPC Foundation is organized as an independent 501C3 and audited annually as is the Gentrain Society auxiliary organization. In January 2010, the Board of Trustees held a public hearing for recognition of an auxiliary organization. The new master plan agreement between Monterey Peninsula College Foundation and Monterey Peninsula College Community College District recognizes the foundation's change to an auxiliary organization. The MPC Foundation conducts annual independent audits. Effective oversight is practiced by the college (IIID.2d and IIID.2e).

Standard contract forms are used in instructional service agreements that are consistent with state regulations. All contracts are reviewed by legal counsel assuring the district is appropriately protected. The institution systematically assesses its use of finances in an open, transparent manner and adheres to financial plans. Contractual obligations are reviewed by counsel to assure legal compliance and require Board approval. Board approved contracts may be amended or have termination clauses to protect the college. Instructional Service Agreements adhere to external requirements and are consistent with the mission and goals of the college (IIID.2f)

Short range financial plans take into consideration the Long Term Financial Plan and fiscal stability by assessing increasing revenues through enrollment growth, and supporting future facilities and sites. The college's negotiated faculty contract has a formula linked to apportionment to sustain short and long range planning (IIID.1c).

The Student Loan Default rate has been as high as 20.8 percent and as low as 6.8 percent. The current default rate is 17.8 percent.

Financial information is shared with budget managers and all program areas to assure expenditures are monitored through monthly updates. The college's financial condition is shared and provided to the College Council and Budget Committee, at flex day activities and presented at periodic Town Hall meetings. In addition, the Board of Trustees receives quarterly budget transfer reports, Chancellor's Office 311Q and County Treasurer investment reports (IIID.1d).

The institution monitors its cash flow effectively. The cash flow chart compares normal year versus community college deferral; however, expenses are controlled to maintain sufficient funding, while awaiting pending apportionment disbursement. The college reserves are at ten percent in the unrestricted fund as mandated by board policy. Post-retirement benefits actuarial report indicates the college has cash flow adequacy (IIID.2c).

Risk management for property and liability is provided through several Joint Power Authority groups. The college's long term debt is secured through property assessment as a result of the Measure I passage. The district has the option to utilize Tax Revenue Anticipation Notes (TRANS) should the need arise; however, cash flow and reserves are adequate (IIID.2c).

Conclusion
The college meets Standard IIID.

Standard IV: Leadership and Governance

General Observations
As noted in Monterey Peninsula College's self study and validated through on-site observations, constituency interviews, and evidentiary documents, the institution recognizes the importance of effective leadership in the achievement of its student learning mission. New shared governance processes and reconstituted leadership structures provide a solid foundation for MPC's identification of values, goal-setting discussions, and organizational improvement processes.

Recent institutional changes and conditions that demonstrate Monterey Peninsula College's nimble approach to and focus on effective leadership include:

- The development and implementation of a new shared governance model
- Formalized roles and responsibilities of key advisory groups for Academic Affairs, Student Services, and Administrative Services
- Development of multi-year institutional goals with annual component goals
- Newly-approved institutional goals (2007-2010), a revised program review schedule, changes in the college code of ethics, and annual planning assumptions presented by the Superintendent/President
- Organizational structure changes in Academic Affairs and Student Services; and
- Deferrals of management, faculty, and classified staffing positions in response to the evolving state and college fiscal situation.

The college is committed to ethical stewardship and responsive leadership in both the everyday functions and unexpected challenges of organizational management.

Monterey Peninsula College manifests a collegial and dialogue-rich community college environment with the faculty, staff, administrators, and Board members committed to the development of student learning and the advancement of student success. Leadership responsibilities for all constituencies are clearly identified in the college's governance policies and decision-making processes and reflect their supportive roles to MPC's Superintendent/President and the Governing Board.

Institutional goals, grounded in student performance data, community input, and accountability standards, are systematically developed every three years by college constituencies and recommended to the Superintendent/President for presentation to and endorsement by the Board. Of particular note is the college's responsiveness to changing fiscal conditions and the Superintendent/President's issuance of revised planning assumptions to guide the assessment and revision of MPC's goals for 2010-2011 (IVA. and IVA.1)

The college's commitment to ethical and effective leadership is reflected in both documentary evidence and in practice since the last comprehensive accreditation visit, including the development of a formalized selection process for its Superintendent/President, the adoption of an institutional Code of Ethics, and the revision of Board policy on Ethics and Conduct with identifiable penalties for behavior violations. (IVA).

At multiple levels, venues for collaboration and discussion exist and are utilized to ensure both college-wide communication and access to participative processes related to organizational planning and improved effectiveness. The restructured College Council, the three Advisory Groups (Academic Affairs, Student Services, and Administrative Services), the Academic Senate, the Curriculum Advisory Committee, the Budget Committee, the Technology Committee, and the Facilities Committee all exist within a governance framework that produces iterative dialogue and a climate of inclusion and empowerment. These leadership and decision-making structures are evaluated for effectiveness through accountability and effectiveness discussions noted in their founding bylaws and in specific group agendas and minutes. Student involvement is formally acknowledged and encouraged in the Monterey Peninsula College governance structure, and participation has appreciably increased despite the schedule challenges and life obligations of the student population (IVA.1 and IVA.3).

Written policies regarding participation in decision-making processes are well-established, and are periodically reviewed and updated through appropriate governance bodies, including the Policy and Communications Committee (PACC). Readily available via the college website, these participatory guidelines also clearly define the substantive roles of faculty and administrators in institutional policies and practices related to their areas of responsibility. Reliance on faculty input and voice for recommendations with respect to student learning is evident in board policy, composition of governance bodies, and both diagrammed and enacted college processes such as the Curriculum Advisory Committee (CAC) and the Academic Affairs Advisory Group (AAAG) (IVA.2, IVA.2a. and IVA.2b)

MPC has made great strides in improving communication processes for informing all college constituencies of participatory governance opportunities and resultant decisions and determinations. Since this was the focus of a prior recommendation, the college's proactive approach and use of multi-dimensional strategies to reach diverse college groups and external communities is to be commended. In addition, the college has identified the continued communication of information regarding changes in board policy as a planning agenda item in its self study report (IVA.3).

MPC's relationships with external agencies, including numerous program accrediting bodies, the Accrediting Commission for Community and Junior Colleges, and other educational and community organizations reflect transparent and timely communication, conveyance of required documentation, such as Substantive Change Reports, and integrity with respect to the college's mission and stance on current matters impacting the delivery of educational services (IVA.4).

The Monterey Peninsula College Board of Trustees is an independent and publicly elected policy-making group of community representatives with responsibility for developing and overseeing all aspects of the institution. The five-member Board is elected by the "trustee district" method which requires that candidates reside in the district of the seat being sought; only voters in that district may vote in that election, and terms are staggered to provide continuity of membership. The Board recognizes its ultimate responsibility for ensuring the integrity and quality of all educational programs and student services as well as maintaining continuous improvement of these activities. As such, the Board energetically strives to foster an environment in which positive evaluative debate and discussion can occur in a culture of trust

and respect, resulting in final decisions being supported by the entire Board and consistent with published policies and by-laws (IVB.1a-1d).

As an integral component of this commitment, the Governing Board assures that all deliberations are based on involved and knowledgeable study of relevant issues by all members. Introductory orientation sessions, training workshops and seminars, conferences and statewide meetings are provided to all potential Board candidates, incoming student trustees, and sitting Board members. Equally important are the annual retreats held by the Board and those conferences sponsored by the Community College League of California, as well as specialized accreditation training and opportunities to actively participate in the development of the 2010 Institutional Self Study (IVB.1f and IVB.1i).

From these opportunities, relevant data are gathered, analyzed and applied as needed to vital board issues, such as a code of ethics, self-evaluation and accreditation. As a significant example, although the Board already has an existing annual evaluative process (Board Policy 1009) with involvement of various constituent groups, critical additional elements were added in recent years. With input from all shared governance groups, as well as the community-at-large, a specialized survey instrument was designed and implemented. This MPC Board of Trustees Evaluation Survey identified strengths and weaknesses in board organization and policy, Board and college community relations, and Board support for the institutional mission, goals, and objectives. As a follow-up, in 2008, the Board included self-evaluation discussions and question/answer dialogues at open general public sessions; and the Board has updated the existing Governing Board Code of Ethics and Conduct (Board Policy 1000) to include the consequences of any code violation (IVB.1g and IVB.1h).

Another revision to board policy occurred in 2006 when the Governing Board piloted a more comprehensive process for the selection and appointment of the new Superintendent/President. This expanded process (Board Policy 1007) included open public meetings/forums with input from all campus constituent groups and the community, site visits, and individual interviews conducted by the entire Board. The Superintendent/President is empowered by the Board with full executive/administrative/statutory responsibility and authority to oversee all aspects of the institution (Board Policy 1050). As such, the Board of Trustees holds the Superintendent/ President accountable for all instructional programs and student services, and he is annually evaluated based on mutually agreed-on performance objectives linked to approved institutional goals (IVB.1j and IVB.2).

As chief executive officer, the Superintendent/President has the responsibility for the quality of the institution by providing effective leadership in all areas of college activities including developing and implementing its mission and vision; overseeing strategic planning and resource allocations; maintaining fiscal viability, and selecting, overseeing, and evaluating organizational personnel. A critical component of this inclusive supervision is responsibility for institutional effectiveness characterized by oversight of goals and objectives, by administering all planning processes for continued growth and improvement, and by assuring that the integrity of institutional processes and practices is maintained. The Superintendent/ President is also responsible for maintaining active and supportive relationships with community organizations and members of the general public (IVB.2a-2e).

Standard IVA. Leadership and Governance

Findings and Evidence
Through observations of governance body meetings and interviews with specific institutional leaders, it is clear the decision-making roles and processes at Monterey Peninsula College are defined, diagrammed and enacted in a proactive manner to ensure constituency understanding, opportunities for participation, and support for the advancement of student learning. The leadership and designated responsibilities of the Governing Board members and the Superintendent/President are identified in planning and decision-making structures and procedural documents. Beyond the clear, written identification of stewardship roles, the relationships between and among the Superintendent/President and MPC's Board members are solid, supportive, and mutually-focused on creating an informed and empowering learning environment for students and staff alike (IVA.1 – IVA.4.).

The Superintendent/President has effectively generated a receptive, inclusive atmosphere that enables the organization and its key leaders to create common values, establish institutional goals, and envision innovative ways to move the college forward. Through his leadership, a fully-participative governance model and an integrated planning and resource allocation process has become part of the institutional fabric and culture of Monterey Peninsula College. This model, with its clearly-identified constituencies and their understandable roles, provides a sound foundation for college goal-setting, organizational governance and systematic improvements in support of student learning (IVA, IVA.1 and IVB.2.).

Institutional goals are established and evaluated through this participatory governance process, with faculty and staff very capably articulating their comprehension of these goals and their specific scope of responsibility with respect to the achievement of them. The College Council is a cross-constituency planning and resource allocation body and provides instrumental leadership in establishing and assessing organizational goals in support of academic excellence and continuous improvement. This group is to be commended for its purposeful and thorough approach to its strategic work (IVA and IVA.1).

Faculty, administrator, staff, and student involvement in college planning and governance processes is encouraged through both written policies and active constituency leader recruitment. Mechanisms for submitting new ideas and for providing input into college decisions are established and published in multiple venues including public meeting announcements, college materials, and specific constituency websites. MPC's Committee on Committees also plays a significant role in assuring broad recruitment and participation in institutional governance and advisory bodies (IVA.1 and IVA.2).

Documents and on-site conversations support Monterey Peninsula College's reliance on faculty participation and structures for primacy in academic and professional matters and for recommendations concerning student learning programs and services. Three distinct, faculty bodies provide key leadership and governance recommendations in policy, curricular, and resource allocation arenas. They include the Academic Senate, the Curriculum Advisory Committee, and the Academic Affairs Advisory Group. Through this tripartite structure, MPC faculty impart leadership, supply input, and present recommendations with respect to Distance

Education, Student Learning Outcomes, Basic Skills, Equivalency, and Curriculum matters (IVA.2.a-b.).

Staff members also provide a critical voice in planning and governance groups with designated membership on key committees including College Council and other advisory bodies. Leadership representatives for MPC's classified staff expressed a strong commitment to the institutional goal of educating students, and staff members are to be commended for their participation in the development of the college's self study and their proactive role in creating a welcoming, helpful culture for MPC's diverse student population (IVA.2a and IVA.3).

Student membership is identified within numerous shared governance structures. There is evidence of recent increases in student participation in MPC planning and decision-making processes with 15-20 assigned student representatives, although attendance varies due to class and work schedule obligations. Interviews with student leadership representatives and student services administrators validate positive sentiments regarding inclusiveness and participative opportunities in college planning and governance processes. The Superintendent/President and Governing Board members acknowledge and affirm the active and informed voice of the elected Student Trustee in Board meetings and discussions. Associated Students materials, meeting agendas, and interviews with student representatives validate the inclusion of the student voice in governance processes, college activities, and facilities planning. (IVA.1, IVA.2a and IVA.3).

Executive and college-wide constituency communication, a substantive component of institutional evaluation and effectiveness, has significantly improved at Monterey Peninsula College as noted in the Accreditation Faculty and Staff survey and as articulated during on-site interviews with constituency representatives. Evidentiary materials and personal commentary highlight work that has been done to improve communication processes at all levels of the campus in response to the prior accreditation team recommendation. However, given the extensive changes in the leadership, organization structures, and shared governance model of the college, this is an area for the college's leadership and governance committee chairs to continue to work on and be attentive to the internal and external communities' need for timely and clear information on participatory processes and decisions impacting them (IVA.3).

The college values integrity in carrying out its mission and demonstrates transparency and honesty in its relationships with constituencies and external agencies. MPC's shared governance review of a campus-wide code of ethics and its recent adoption is a public and visible manifestation of the college's intent to lead, govern, and serve with respect, trust, and accountability. This newly-fashioned and approved ethical code provides a touchstone for the continuous evaluation and improvement of leadership roles and governance processes at MPC (IVA.4).

Monterey Peninsula College's governance and decision-making structures are well-defined but still evolving in their scope of responsibilities and effectiveness. Evaluative mechanisms for institutional goal progression/achievement are articulated in meeting agendas, minutes, and goal revisions. However, the assessment process for efficacy of the governance structures and/or needed process improvements appears to be handled informally. As additional cycles of annual planning and governance processes occur, the college is encouraged to codify, in writing, a

systematic, criteria-based evaluation of its decision-making structures and processes to improve institutional effectiveness (IVA. 5).

Conclusions

The college meets Standard IVA.

Continued attention to timely internal and external communication processes, broader student recruitment and participation in governance bodies, and ongoing evaluation of decision-making structures is recommended.

Standard IVB. Board and Administrative Organization

General Observations

Monterey Peninsula College is a dynamic college district experiencing significant changes in educational programming, instructional delivery systems and locations, and governance structures and processes. Since its last comprehensive evaluation visit, the institution has planned and implemented significant changes in its shared governance bodies, their roles and responsibilities, and their organizational interaction and participation in decision-making. Monterey Peninsula College, in these transformative efforts, demonstrates a high degree of reliance on and commitment to college-wide dialogue, inclusiveness of affected groups and individuals, and honest and frequent communication.

While components of the leadership and governance processes at Monterey Peninsula College are still evolving and being refined, including the newly-adopted shared governance model, realigned organizational structures, and broadened administrative responsibilities, the institution meets the accreditation requirements of Standard IV, Leadership and Governance. Monterey Peninsula College has made significant strides in articulating and diagramming its governance entities and integrating their planning, self-evaluative, and decision-making activities. Additional cycles of planning, implementation, feedback, and process improvements will refine the college's leadership and governance competencies to enhance sustainability and effective timely communications throughout the organization.

Monterey Peninsula College needs to channel its commendable accomplishments with current planning and resource allocation processes and existing evaluative procedures into a more expansive and integrated effort. The Governing Board should assure that outcomes and assessments are considered within decision-making throughout all college processes, activities, and operations. Established outcomes and assessments at the course and program levels must be incorporated and implemented at the institution level, including college mission, goals and objectives, planning activities, and resource allocation processes. These efforts must be verified by quantitative data, qualitative research, or program review information developed by different organizational units.

Findings and Evidence

Based on document evidence and supporting interviews with administration, faculty, and students, Monterey Peninsula College is very fortunate to have a dedicated and enthusiastic Governing Board which is actively informed and involved in institutional policies and activities.

This leadership has established and strengthened a collaborative and collegial environment for communicating, planning, and decision-making. The Faculty and Staff Accreditation Survey has endorsed this commitment to collegiality with 93 percent of the respondents agreeing that the Board provided effective services in support of the mission of the college (IVB.1a-1c).

Published records and bylaws, such as the Board of Trustees Policies and Board of Trustees Agendas and Minutes, have provided ample evidence that the Governing Board functions well as a cohesive group pledged to ensure the quality, integrity and improvement of all educational programs, student services and accreditation activities. Elements of this vital responsibility include active participation at orientation and training workshops, adherence to an established code of ethics and full involvement in annual self-evaluation processes (IVB.1d-1i).

The college states, and the team agrees, that the Board of Trustees is ultimately responsible not only for the selection of the Superintendent/President, but also for evaluation in his delegated role of implementing and administering all board policies with effective leadership in all segments of college operations. These board responsibilities focus on strategic planning and resource allocations, presenting professional development opportunities, maintaining positive community relationships and assessing institutional effectiveness (IVB.1j and IVB.2a-2e).

Evaluations have occurred within each operating unit and within the Board of Trustees, and have been utilized to ascertain the effectiveness of planning and resource allocation plans and processes.

Conclusions
The college meets Standard IVB.

It is clearly evident that the college has devoted considerable time to decision-making roles and processes involving all constituent groups, including the Board of Trustees. Elements of participatory governance are highlighted with particular emphases on collaborative actions and faculty involvement on various committees. Organizational decision-making processes are illustrated focusing on the flow of planning recommendations through the administrative structure and, the established obligations, commitments, and the functions of an independent Governing Board are outlined with concentration on policy review and oversight accountability. A formalized continuous evaluation and constructive annual feedback process with outcomes as its core should be developed. As a result, the impact of outcomes on institutional directions and on continuous improvement would become fully integrated within the college.