RESPONSES TO RECOMMENDATIONS

STANDARD ONE
INSTITUTIONAL MISSION

Recommendation:

1.1 The team recommends that a college mission statement be adopted as the basic set of criteria against which institutional effectiveness is measured. Long-term planning should be identified as a major priority in the Board's statement of goals. The new mission, philosophy and goals can serve as a guide for comprehensive institutional planning (Standards 1.1; 1.3; 1.4; 10A.2)

Response and Assessment of Progress:

Since the Accreditation Evaluation Report in February 1998, revised College Mission and Philosophy Statements have been adopted by the Governing Board. They now appear in Monterey Peninsula College's catalog and Web page, provide the foundation of the Education Plan, and serve as primary references and as a springboard for institutional planning. Guided by the College Council, rewording, modification and expansion of the Mission and Philosophy Statements incorporated suggestions from the Academic Senate and, notably, from students in a class of Family and Consumer Science. When adopted by the College Council, these statements were recommended to the President who brought them to the Governing Board. The language does add "specificity in programs provided and people served." Moreover, it does fulfill the team's confidence in the creation of statements to "capture and convey the sense of passion and vision clearly articulated to the team by Monterey Peninsula College administration, staff, students, and trustees." The statements also express the college community's pride in the college and dedication to maintaining its tradition of excellence while changing to meet the needs of the future.

In fall 1998 and spring 1999 the Mission and Philosophy Statements guided the Strategic Planning Steering Committee (SPSC) in its formulation of Long-Term Institutional Goals (1999-2004) and Annual Objectives for the year 1999-2000. In this planning year (1999-2000), the interrelation of Mission, Long-Term Goals, and Annual Objectives has been clearly and regularly discussed by the SPSC, whose meetings the college President regularly attends. As this committee developed the Annual Objectives for 2000-2001, both Mission and Long-Term Institutional Goals were at hand for every meeting.

The Annual Objectives for 1999-2000 provided the reference point and impetus for the creation, through the Advisory Groups, of specific Action Plans. The Budget

Committee made recommendations to the College Council for levels of funding (where needed) for these plans. The results can be seen in "The Plan for Action," a report made to the college community by the Strategic Planning Steering Committee.

The cycle of institutional planning, founded upon the college Mission and Philosophy Statements, is now complete and clearly operational in the SPSC. The Mission and Philosophy Statements and Long-Term Institutional Goals will be examined, re-affirmed, and/or updated and revised every five years. With these over-arching statements as guides, Annual Objectives will be developed by the SPSC with regular reporting and reviewing by the College Council.

The final version, once adopted by the College Council and approved by the President, will be included in the Budget Preparation Package and will guide the Advisory Groups in their development of Action Plans. Plans that require funding will be reviewed by the Budget Committee and College Council before they are incorporated in the Board-approved budget. Institutional effectiveness can then be measured in terms of successful implementation of Action Plans, Objectives, and ultimately Long-Term Institutional Goals as related to the College Mission.

Plans for 2000-2002:

The Director of Institutional Research, along with the Institutional Research Advisory Committee, will provide base and yearly comparison data for measuring implementation of planning related to the Mission and Philosophy Statements.

The cycle of comprehensive institutional planning will continue its flow leading to review of the Mission, Philosophy Statements, and Long-Term Institutional Goals in 2004.

Update for 2003:

A subcommittee of present and former Co-Chairs of the College Council, appointed by the Strategic Planning Steering Committee, has begun to review and rewrite the Mission and Philosophy Statements. The SPSC plans to submit the proposed revision to all of the shared governance bodies before taking the Mission Statement to the Governing Board.

The SPSC intends to review the proposed revision of the Mission Statement before beginning work on the new Long-Term Institutional Goals in fall 2003.

It is the Strategic Planning Steering Committee, and not the Institutional Research Advisory Committee as stated in the Plans for 2000-2002, that has assumed the role of measuring the implementation of planning related to Annual Objectives, Long-Term Institutional Goals, and ultimately the Mission and Philosophy Statements, which are their springboard. Because the Director of Institutional Research has also served for the last two years as Co-Chair of the Strategic Planning Steering Committee, her role has been primary. Another discussion by the SPSC of where,

ideally, the responsibility for evaluating progress lies seems timely. This discussion will take place before the end of 2003

There have been since 2000 a number of discussions in meetings of the SPSC on how best to measure implementation. Because the abstract and overarching nature of the Long-Term Institutional Goals makes it difficult to define what base line data is needed, the SPSC has taken an approach that focuses on the compilation of annual reports showing resources allocated to the achievement of annual objectives. The first annual report was done in 1999-2000. No report was done in 2000-2001, a year devoted in part to philosophical introspection on the part of the SPSC. In 2001-2002 the Co-Chairs received written end of year reports from the Vice Presidents on what had been accomplished in their areas. In addition, the Vice Presidents reported on progress in a mid year Flex Day presentation.

At the mid point of the five-year planning cycle, spring 2001, a sub-committee of the SPSC looked at progress made toward the achievement of the long-term goals. This report also served as a pilot for the process of evaluation.

The SPSC initiated in spring 2003 an extensive process for examining progress and perception of progress in achieving the college's Long Term Institutional Goals. The committee will study the results of a substantial survey entitled "Division/Department Questions" on the perceived effects of the goals at the department and division level. The review of responses will be used to evaluate progress made as well as to guide the formulation of new Long-Term Institutional Goals.

STANDARD TWO
INSTITUTIONAL INTEGRITY

No recommendations were made by the visiting team.

STANDARD THREE
INSTITUTIONAL EFFECTIVENESS

Recommendation:

3.1 *The team recommends that college leadership establish and maintain a strategic planning process as soon as is feasible. As essential components of the process, the team suggests that the college:*

3.1.a. *Develop an overall master plan, which is linked to the institutional mission. (Standards 1.1; 1.2; 1.3; 1.4)*

Response and Assessment of Progress:

While serving as Interim Superintendent/President, Dr. Kirk Avery, initiated a renewed college planning effort on July 21, 1997. After several planning-to-plan activities, the President appointed a ten-member Strategic Planning Steering Committee in October 1997 to implement the college's planning efforts. Since that time, the SPSC initiated the development of the following major planning documents:

1. 1998-99 Interim Goals
2. Revised Mission and Philosophy statements
3. Long-Term Institutional Goals for 1999-2004 (adopted by Board of Trustees in September 1998)
4. 1999-2000 Annual Objectives
5. 2000-2001 Annual Objectives
6. Comprehensive Master Plan

The Comprehensive Master Plan, completed in March 1999, contained several integrated plans that addressed the Long-Term Institutional Goals. Integrated plans included were the following:

1. The Education Plan
2. The Technology Plan
3. The Fiscal Plan
4. The Human Resources/Staff Development Plan
5. The Facilities Master Plan with (a) Five-Year Capital Construction Plan and (b) Scheduled Maintenance Plan

Other plans included in the Comprehensive Master Plan were the following:

1. The Affirmative Action Plan
2. The Matriculation Plan
3. The Marketing Plan

Plans for 2000-2002:

Monterey Peninsula College (MPC) has developed a Comprehensive Master Plan and has developed a cycle for reviewing and renewing the plan and its components. An updated comprehensive plan will be prepared every five years. Appendices for the individual component plans will be inserted as they are updated. Also maintained in the appendix section will be each year's Annual Objectives and the related Action Plans.

Update for 2003:

The college's strategic planning process is now well established and on going. Using appropriate shared governance committees, the college has renewed the Comprehensive Master Plan through a review and update of its component plans.

These groups updated the individual plans to incorporate new information into each plan. The Strategic Planning Steering Committee has distributed the annual objectives to all faculty and staff annually. The Academic Affairs Office maintains copies of all action plans that the academic divisions developed from the annual objectives. Each division or area also keeps copies of its own action plans for future reference and planning. The various planning efforts are now an integral part of the college's ongoing operation.

Recommendation:

3.1.   ***Implement a true strategic and operational planning system for the college. (Standards 9A.1; 9C.4)***

Response and Assessment of Progress:

Monterey Peninsula College has developed a strategic planning process to be conducted on an annual basis. This process begins with input from all constituent groups of the college. In addition, with the college's commitment to institutional research, data will be collected routinely to inform the planning process. Documenting activities conducted in the process and demonstrating results of these efforts are the components maintained in the Comprehensive Master Plan. This planning cycle begins with the Long-Term Institutional Goals, which drive the development of the Annual Objectives. The Annual Objectives drive the budgeting/planning process, which begins at the department/area and division levels, and development of annual Action Plans that are funded to the extent possible.

Plans for 2000-2002:

The strategic and operational planning cycle at Monterey Peninsula College incorporates a calendar for updating components of the Comprehensive Master Plan to be implemented as follows:

Every 5 Years
1. Education Plan–every five years in conjunction with review and development of five-year, long-term goals
2. Matriculation Plan

Every 3 Years
1. Affirmative Action Plan

Annually
1. Technology Plan
2. Facilities Plan
3. Staff Development Plan

4. Facilities Master Plan with Five-Year Capital Construction Plan and Scheduled Maintenance Plan
5. Fiscal Plan (to be reviewed in conjunction with budget planning)
6. Annual Objectives (driving budget/planning process and Action Plans)

Each Semester
1. Marketing Plan

Update for 2003:

The college updated the Educational Master Plan and Facilities Master Plan during the 2002-03 academic year. The Technology Committee meets regularly and has been updating the Technology Plan annually. The Budget Committee reviews the Fiscal Plan annually as a part of the budget development process. The college no longer considers the Affirmative Action Plan a component of the Master Comprehensive Plan at this time. However, college committees have updated the Matriculation Plan and the Marketing Plan. The Strategic Planning Steering Committee meets regularly, publishes annual objectives, and is evaluating the long-term goals of the college. Together these efforts indicate that an operational planning system is in place at the college.

Recommendation:

3.1.c. Achieve meaningful program review and evaluation for instructional and student services programs within the context of the strategic/institutional planning system. (Standards 4D1; 4D2; 4D6; 5.10)

Response and Assessment of Progress:

At the same time that efforts to define and establish the Office of Institutional Research were moving forward, the College Council reinstated the formal program review process that had once guided program evaluation. Review documents were revised to broaden staff participation and accommodate the new governance structure (the College Council and its Advisory Groups), but the kind of information solicited remained essentially the same. Each area in the college structure–Academic Affairs, Student Services and Administrative Services–established a cycle of review for its programs and outlined the activities to be undertaken. In May 1999 a summary of the overall process and the program reviews completed during the academic year was presented to the College Council and the Board by the Vice Presidents.

In Academic Affairs, all programs are to be reviewed once every six years, with review activities beginning in the fall and spanning the academic year. In 1998-99 all programs in Life Science and Nursing underwent review. In September, faculty and staff in each program area completed the first steps in the process–soliciting program-wide participation in providing the information requested in the review documents and sharing the completed documents with their departments or divisions, and submitting the documents to the Academic Affairs Advisory Group (AAAG).

AAAG reviewed the documents' content, formed committees to draft recommendations during spring 1999, and met with the submitting faculty and staff to communicate those observations and recommendations. The AAAG then forwarded its summaries of all program reviews for discussion with the College Council. In 1999-2000, all departments in Physical Education are undergoing review following the same process.

Administrative Services, a much smaller area than Academic Affairs, scheduled each of its units for program review every three years. A new addition to the units to be evaluated in this area is the Public Information Office. For the current academic year, Plant Services and Evening Campus Operations are scheduled for comprehensive program reviews. A significant element of the review process is an annual user satisfaction survey of all units in Administrative Services conducted among all MPC faculty and staff. The results of this survey are reviewed by the Vice President of Administrative Services, the directors of the units being reviewed and the Administrative Services Advisory Group (ASAG), after which they are forwarded to the College Council for review. The process concludes with presenting a summary of all program reviews for discussion with the College Council and Board of Trustees.

All programs in Student Services are to be reviewed once every six years. Scheduled for review this year are the office of the Vice President of Students Services, Parking/Security, Student Financial Services, Sign Language and the Information Center. Although the kind of information collected by these units will be similar to that requested in earlier reviews, some changes are underway. Student Services is rethinking - and restructuring - its approach to program review to reflect its unique functions. Two different approaches are being utilized. The first is the updating of information on program scope and operation; each program is to provide specific information in the areas of program overview, program effectiveness, planning and annual budget preparation. (The annual budget preparation includes prioritized lists of increases that reflect the recommendations of the Advisory Groups and the College Council.) Also, each program will provide information about follow-up, outcomes, and evaluation of objectives. The second approach is new to Student Services. It involves the use of a comprehensive student satisfaction survey. This survey, currently being developed by an outside contractor, is based upon the elements of good practice as evidenced in documents from the Chancellor's Office. A summary of all completed program reviews is to be presented to the College Council and the Board of Trustees.

Plans for 2000-2002:

Plans are in place to continue with the established cycle of program review so that each program is formally reviewed within the context of the strategic/institutional planning system.

Update for 2003:

The college has completed the program review cycle for all divisions or areas of the college except Humanities and Library which are scheduled to be reviewed in 2003-2004. Plans are in place to continue this cycle into the future years. The Academic Affairs Office is planning to reexamine the divisions or areas reviewed each year in the near future. The college is doing this because of some realignment of certain departments into different divisions. Finally, the Academic Affairs Advisory group is considering a five-year program review cycle to replace the current six-year cycle.

Recommendation:

3.1.d   Adopt short, medium, and long-range plans for the development of the institution. (Standard 3B.3)

Response and Assessment of Progress:

Monterey Peninsula College has adopted both Long-Term Institutional Goals for 1999-2004 and Annual Objectives for 1999-2000 and for 2000-2001. In light of these Goals and Annual Objectives, MPC developed annual Action Plans consisting of activities designed to help the institution reach its annual objectives. The Action Plans identified the fiscal resources needed and the group or individual(s) responsible for implementing the activities described, as well as expected outcomes. As MPC focuses on a clear set of annual objectives related to its long-term goals, all groups utilize the same criteria when prioritizing requests for additional funds and developing Action Plans. Prioritization of activities included in the Action Plans is required also for non-budget dependent activities. The Annual Objectives serve as guideposts for prioritization of both budget dependent and non-budget dependent activities.

Plans for 2000-2002:

The Planning and Budgeting process will continue to focus all segments of the college on clearly articulated Annual Objectives. Outcomes will be measured as evaluation of progress toward these Objectives and related Action Plan activities is conducted, both during and subsequent to each academic year.

Update for 2003:

The college develops clearly articulated annual objectives each year. Each Vice President has written and disseminated reports on the implementation of the various recommendations found in action plans each year. The Office of Institutional Research and the Strategic Planning Steering Committee continue to work to develop effective tools to evaluate the progress made toward accomplishing the annual objectives.

Recommendation:

3.1.e *Utilize strategic planning procedures as the basis for the expenditure of funds and develop a college-wide financial plan to eliminate deficit spending. (Standards 6.7; 8.5; 9A.1; 9C.4)*

Response and Assessment of Progress:

Monterey Peninsula College has used its adopted Annual Objectives to drive budget development and the allocation process. It was planned that during late spring each year, prior to the budgeting/planning process conducted in the fall for the subsequent year, the Strategic Planning Steering Committee would recommend proposed Annual Objectives to the President. This deadline, however, was extended until fall 1999 for adopting 2000-2001 objectives. The objectives recommended were based on input received from all constituent groups. Once approved, these Objectives were distributed to the divisions and other areas to use during the budget planning process in the fall. The objectives served as criteria when prioritizing requests for additional funds being considered during development of the budget and its related Action Plans. In spring 2000 the Budget Committee addressed the three proposed Action Plans from Academic Affairs, Student Services, and Administrative Services, and in light of the Annual Objectives for 2000-2001, recommended feasible funding levels to the College Council. The Council made a final recommendation to the Superintendent/President.

The implementation of budget guidelines and financial planning effectively eliminates deficit spending. Monterey Peninsula College attendance accounting procedures were reviewed/audited by the Chancellor's Office for the California Community Colleges resulting in no significant adjustments to the College's on-going base revenues. This action removes uncertainties noted in the report from the visiting team about audit penalties and any corresponding reductions in MPC's permanent base funding amount.

As of June 30, 1999, Monterey Peninsula College's ending fund balance was $3.2 million, slightly more than 10 percent of the total unrestricted and restricted general fund expenditures. The ending fund balance is sufficient to absorb revenue shortfalls and unexpected increases in expenditures. In addition to having adequate reserves to offset unexpected changes in revenues and expenditures, the annual operating budget includes additional contingency reserves that can be used to address short-term changes in revenues and expenditures. By establishing contingencies within the annual operating budget, the college has provided program managers with firm funding commitments that can be used to support department operations.

Proposed budget guidelines, currently undergoing shared governance review, are expected to be approved by the Board of Trustees during 2000. The adopted fiscal policies will be used to establish both long-term and short-term financial planning direction in the development of the college's operating budgets. The guidelines will aid Monterey Peninsula College in establishing a financially stable reserve level while building reserves to address long-term financial obligations.

Plans for 2000-2002:

Monterey Peninsula College will develop, in advance of each fall's budgeting/planning process, Annual Objectives for the subsequent year. During the budgeting/planning process, the three areas of the college, Academic Affairs, Student Services, and Administrative Services, will prioritize requests and develop Action Plans consisting of both budget-dependent and non-budget-dependent activities that will enable MPC to reach the following year's Annual Objectives.

Monterey Peninsula College will adhere to the fiscal policies that are Board approved during 2000. Further, these adopted policies will drive long-term and short-term planning in the development of MPC's annual operating budgets and in the establishment of adequate reserves.

Update for 2003:

Academic Affairs, Student Services, and Administrative Services have each year developed and presented Action Plans to the Budget Committee. They included both budget dependent and non-budget dependent items. Each of the recommendations in each plan connects with one of the annual objectives for that year. In the two most recent years, because of a lack of additional new state funding, nearly all of the items have been non-budget dependent. During this period, the college has adhered to the Board-adopted fiscal policy. This has enabled the college successfully to adopt balanced budgets each year, which included a 10 percent reserve in the 2002-03 budget.

Recommendations:

3.1.f   *Initiate redevelopment of the comprehensive educational master plan, including a subset of a technology plan (currently under development). (Standards 4A.1; 4D.2; 4D.6)*

Response and Assessment of Progress:

As soon as the Long-Term Institutional Goals were developed, MPC embarked on the revision of the Education Plan, completed in January 1999. The Technology Plan was also updated in January 1999 and was completely revised again in spring 2000. Both the Education Plan and the Technology Plan, developed with input from constituent groups, accurately reflect the directions in which MPC is advancing, including its direction in technology. Themes emerging in both plans include greater infusion of technology in the classroom and labs, including multi-media presentations in classrooms and labs, increased Internet access, and creation of Internet delivered courses for the distant learner. Related to increased utilization of technology are the needs for training, technical support, addition of equipment, and routine equipment replacement.

Plans for 2000-2002:

The Education Plan, which will be revised every five years, will continue to accurately articulate the directions in which MPC is proceeding in terms of its educational programs and services. The technology plan, now updated annually, will be combined with the Education Plan.

The next revision of the Education Plan will be completed in light of the Long-Term Institutional Goals adopted for 2005-2010. Material collected annually during the budget/planning process for revision of the Education Plan also will be used to revise the Facilities Plan and the Five-Year Capital Construction Plan and Scheduled Maintenance Plan.

Update for 2003:

The college has developed during the 2002-2003 academic year an updated Educational Master Plan, which is currently undergoing review by the shared governance bodies. The college will use this plan to guide the update of the Facilities Master Plan, which is critical to the expenditure of funds from the bond issue. The Technology Committee has updated the Technology Plan annually. The Strategic Planning Steering Committee is currently working on the next cycle of long-term goals for 2005-2010. The committee will publish these goals next year on schedule.

Recommendation:

3.1.g. Develop a plan to address the adequacy of information and learning resources. The team recommends that this plan define the components of Information and Learning Resource Services, document the financial resources necessary to support the courses, programs and degrees offered by the college, and address the adequacy of support staff. (Standards 6.1; 6.4; 6.7)

Response and Assessment of Progress:

The college library has taken significant steps to address information and learning resources. While space in the current library building is limited, improvements in this area have been made. In 1998-99, the Academic Affairs Advisory Group, and ultimately the Budget Committee and College Council, approved $58,950 in Instructional Equipment funds to purchase materials and equipment for the Library. These funds supplemented the Library's general fund budget to purchase materials and equipment for the Library. In addition, during the past and current year, significant annual allocations have been provided by the State to fund Library automation software and equipment and training in technology. At Monterey Peninsula College these Telecommunication and Technology Infrastructure Program (TTIP) funds have been used to equip a Center for Instructional Development, and during 1998-99 and 1999-2000, to provide for staffing and training in the center.

Technological training activities provided to date have been coordinated by the Staff Development Committee, served by a half-time clerical assistant devoted in part to scheduling training sessions. In the near future, it is planned to provide on-going training opportunities in the center including training for preparation of curriculum for on-line delivery.

In September 1998, the California Community College Board of Governors approved the Monterey Peninsula College Final Project Proposal for a Library and Technology Building and recommended funding that commenced in 1999-2000. Library planning in spring 1999 centered on providing services in the existing facility while the new building is being planned and constructed. By September 1999, the architects began day-long periodic meetings with those in charge of programs that will be housed in the Library and Technology Center: Library Director, English-as-a-Second Language Chair, Coordinator of Academic Support Services, Director of the Lindamood Program, and Director of the English Center. The Vice President of Academic Affairs participated in these meetings and organized visits to other college libraries having similar programs.

In terms of staffing for the current Library, two new positions were Board approved in 1998-1999: librarian and a computer technician position. While the Librarian position was approved for filling as of fall 1999, an inadequate pool mandated re-advertising the position to fill by fall 2000. The computer technician position will be filled during 1999-2000.

Planning for academic computing and technology needs takes place within each campus department and division as part of the annual budget preparation process. All requests for new academic and some student services equipment are prioritized and allocated by the Academic Affairs Advisory Group before going to the Budget Committee and the College Council for funding. Planning for technology implementation is conducted also by the Technology Committee, a standing sub-committee of the College Council. The latest revision of the campus Technology Plan (2000) sets out goals and plans for academic, administrative, and student services and for information services' computer acquisitions and policies. The plan, together with its companion document, the Education Plan, will be submitted to the Chancellor's Office.

Of continuing concern are the definition, oversight, funding, development and maintenance of the student Local Area Network. Instructional Equipment funds have made it possible to establish, expand and upgrade both existing and newly created academic labs including the Graphic Arts Lab in the Creative Arts division, the Nursing Computer Lab, the ESL and Foreign Language Labs in Humanities, the Business/Technology and CSIS Labs, the Life Science Lab, the Social Sciences Lab, the Supportive Services Labs and the Library's student computer area. In 1998-99 Governing Board approval was granted to hire two instructional computing assistants, who report to the Director of Information Systems. Addition of these two technicians represents a giant step toward improved management and coordination of the academic computer labs on campus. The college also has addressed other

campus planning issues such as additional staffing of academic labs, grade and level of computer technicians, computer depreciation and the need for replacement policy proposals, and expansion of the number of smart classrooms on campus.

Plans for 2000-2002:

The Technology Plan, completely revised in January 2000, delineates plans for technology at Monterey Peninsula College including plans for information and learning resources. Separate chapters on instructional computing, the Library–Information and Instructional Resources, and Staff Training in Using Available Technologies describe plans for improved lab-to-lab campus-wide networking, increased use of the Internet in courses across the curriculum, and preparation and on-line delivery of curriculum/courses in both synchronous and asynchronous modes, utilization of video conferencing and the T1 line for offering courses via video conferencing, implementation of a student competence requirement in information technology for all certificate and degree recipients, establishment of a staffed instructional resource center or Center for Instructional Development, modifications to the current library building addressing the need for improved student study space and staff space, a revised Library web page, completion of technology installations in the library classroom , and utilization of on-going TTIP funds to expand current electrical capacity and support delivery of information to multi-media classrooms.

In addition, planning for the new Library and Technology Center is well underway. From late January 2000 to early March 2000, the college community will be given an opportunity to review the set of drawings. During the following ten weeks, specific detail regarding rooms, furniture, and other areas will be addressed by the MPC planning team and the architects. The construction phase is scheduled for the subsequent twenty-five months.

Update for 2003:

The new Library and Technology Center opens in summer 2003. The new facility will also house the English and Study Skills Center, the English as a Second Language Lab, the Lindamood Program, and the Academic Support Center. Also, the new building will accommodate the Office of Instructional Technology and Development. This project was the result of a strong planning effort, which included input from the Technology Plan, Facilities Plan, and Strategic Plan. One of the long -range goals of the college is to improve the use of technology on the campus. The Library and Technology Center is evidence of the significant progress the college has made in this area.

Recommendation:

3.1.h. Create a facilities master plan that assesses the College's long-term maintenance needs and the resources necessary to address them, and develop a strategy to meet them in a timely manner. (Standards 8.4; 8.5)

Response and Assessment of Progress:

A Facilities Master Plan was included in the Comprehensive Master Plan completed in March 1999. This plan contains two components that are updated annually: The Five-Year Capital Construction Plan and the Scheduled Maintenance Plan. The Facilities Master plan was being updated as well as the Five-Year Capital Construction Plan and the Scheduled Maintenance Plan for submittal to Sacramento in February 2000.

Plans for 2000-2002:

Monterey Peninsula College will continue to update the Facilities Master Plan annually along with the Five-Year Capital Construction Plan and Scheduled Maintenance Plan, the latter of which are submitted to Sacramento in February of each year.

Update for 2003:

The college plans to update the Facilities Master Plan in 2003. A consultant hired specifically for this purpose will use the updated Educational Master Plan to facilitate this update. This facilities plan is critical to the planning for the expenditure of funds resulting from the successful passage of the bond issue. In order to assist in the development of the sequencing and priorities of various building projects, the college will use the specific recommendations in the Facilities Master Plan.

Recommendation:

3.2   The team recommends that the college develop and implement a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and to use results for institutional improvement. The college should strive to identify institutional outcomes, which can be validated by objective evidence. (Standards 3A.1; 3A.2; 3A.3; 3A.4; 3B.1; 3B.2; 3B.3; 3C.1; 3C.2; 3C.3)

Response and Assessment of Progress:

In fall 1998 the President established an Ad Hoc Institutional Research Advisory Committee composed of the President, the Dean of Counseling and Admissions and Records, the Director of Information Systems, the Matriculation Advisory Committee Co-chair, the Student Services Faculty representative, the Strategic

Planning Steering Committee representative, the Teaching Faculty representative and two Academic Senate representatives.

The committee's objective was to develop a proposal for the delivery and use of effective research services to MPC. While some research was being conducted, particularly in the area of matriculation–and served its purpose well–it was not part of an integrated and comprehensive institutional research plan. What the committee was looking for were the elements of a coordinated, broad-based institutional research model that would enable all segments of the college to make better "informed" decisions based on research data. This model would provide the college with the ability to address on-going obligations in institutional reporting, to generate the data and research mandated by State-funded programs (such as Matriculation and Partnership for Excellence) and to base decisions about strategic planning, program review and institutional marketing on objective data and continuing research.

Over a period of five months, the Ad Hoc Institutional Research Committee met seven times, inviting representatives from Cabrillo and Hartnell Colleges, as well as Fred Carvell, recently retired Director of Institutional Research and Planning at Southwestern Community College, to discuss the scope, activities, and responsibilities of research offices and/or researchers in various community college settings. After much deliberation, the Committee unanimously recommended the following five-point program:

1. Establishment of a centralized Office for Institutional Research that reports to the President.
2. Establishment of the permanent position of Director of Institutional Research
3. Establishment of an Institutional Research Advisory Committee (IRAC) appointed by and reporting to the President
4. Provision of part-time clerical assistance for the Office of Institutional Research
5. Provision of on-going training and communication to develop campus involvement in, use of, and appreciation for effective research information

On December 15, 1998, the Governing Board approved establishment of the classified management position of Director of Institutional Research, under the general direction of the President, with duties related to the development and management of a District Research Office including directing the operations of the Research Office, developing and directing institutional research studies, directing or conducting institutional research for educational and administrative planning, assisting staff members and committees in conducting district planning efforts, and overseeing the development and maintenance of an expanding database for research, planning and development.

On July 1, 1999 MPC hired a Director of Institutional Research. In January 2000, after the departure of the recently hired Director of Research, MPC immediately initiated the formal search for a permanent replacement. The college hired

temporary consultants to complete the mandated research activities needed by the Matriculation program.

Plans for 2000-2002:

The Institutional Research Advisory Committee will recommend to the President an annual research agenda that supports and evaluates MPC's institutional effectiveness. The purpose of the research agenda will be to identify research needs and to stimulate increased research activities on campus. This research plan will identify several research tasks in five major areas and designate the appropriate department and/or staff member responsible for completing the research tasks. The anticipated outcome of the plan will be to: (1) conduct mandated research, (2) establish baseline data, (3) support strategic planning and accreditation, (4) evaluate the Long-Term Institutional Goals, and (5) conduct special projects or ad hoc research, as needed. It is also planned that the new director will collaborate with the other institutional researchers working at other community colleges in the region and State, as well as with administrators, faculty, and staff in the MPC community.

Update for 2003:

The college established the Institutional Research Advisory Committee (IRAC) in fall 1999 to review and document the college's research and data needs. The IRAC then prioritized the research needs and developed a comprehensive draft of a research agenda. The new Director of Institutional Research, who started in July 2000, collaborated with IRAC to refine the Monterey Peninsula College Institutional Research Agenda. The revised research agenda lists the research projects that the Office of Institutional Research (OIR) will complete, and it also ties the specific research projects into the college's various research needs. Research needs include: (1) conducting mandated research, (2) establishing baseline data, (3) supporting strategic planning and accreditation, (4) evaluating the long-term institutional goals, and (5) conducting ad hoc research, as needed.

The OIR now coordinates and oversees the completion and submission of all mandated reports, such as the federal IPEDS reports. In addition, the OIR participates in state-mandated research such as the validation of assessment instruments. The OIR assisted in the validation of three of the College's assessment instruments: (i) ESL Writing Sample, (ii) English Writing Sample, and (iii) College Test for English Placement. These three assessment instruments have now been granted full approval by the California Community Colleges Chancellor's Office. The institutional researcher also served on a College taskforce that was formed to complete the state-mandated Partnership for Excellence (PFE) Self-Assessment.

The OIR has collected and analyzed a variety of baseline data including: student enrollment and demographic trends, population projections and demographics, local K-12 enrollment trends, regional economic profile, and occupational trends. The OIR has also conducted a few focused research reports, such as a transfer student report and a Census 2000 report. In addition, the OIR collaborated with the IRAC

and other campus committees and groups to develop a survey to assess residents' educational and student service needs.

The institutional researcher worked closely with IRAC to develop "planning packets" to aid the college in understanding trends that will impact the college. The institutional researcher has continued to work closely with the college's Strategic Planning Steering Committee (SPSC) to develop annual objectives. The institutional researcher, who is also the SPSC co-chair, helped to develop *measurable* annual strategic objectives for the 2002-03 school year by developing a set of guidelines for writing effective objectives. The SPSC is currently involved in a comprehensive assessment of its long-term institutional goals and its strategic planning process. The institutional researcher and SPSC co-chair drafted a strategy for assessing the College's long-term goals, including a number of questions designed to elicit feedback from divisions and departments on the impact of strategic planning.

The OIR has assisted in program review during the last two years. During the 2001-02 school year the institutional researcher collaborated with faculty in the Social Sciences division and with the Institutional Research Advisory Committee (IRAC) to identify and retrieve data that would be useful for the Social Sciences program review. This was the first year that the institutional research office was involved in the program review process. In fall 2002 the institutional researcher collaborated with faculty in the Business and Technology division as well as with the dean of occupational education and economic development to revise the data elements included in the program review process. The institutional research office also refined the data dissemination process to provide data in a more accessible and efficient manner.

STANDARD FOUR
EDUCATIONAL PROGRAMS

Recommendation:

4.1   The team recommends that a thorough review of the Sacramento and San Francisco sheriff's and police training programs be completed to ensure compliance with appropriate regulations, policies and practices. (Standards 4D.2; 4D.3; 4D.6)

Response and Assessment of Progress:

In the fall 1998, the Vice President of Academic Affairs assumed responsibility for the appropriate implementation of instructional contracts. At that time, a document entitled Academic Guidelines was developed, summarizing Title 5 sections that speak to the requirements of contract initiation and implementation. The Sacramento and San Francisco contracts were reviewed in light of this document.

With regard to the San Francisco contract, visits were made to the San Francisco Police Academy to discuss curriculum, observe classroom instruction and evaluate its effectiveness, and attend graduation ceremonies. Officials from the academy also visited MPC to discuss curricular issues. Documentation demonstrating that all San Francisco Police Academy instructors meet minimum qualifications is on file. MPC's Equivalency Committee established equivalency for a number of these officers, approved by the Board at the October 20, 1998 meeting.

A large binder including all courses in the curriculum, a calendar of offerings for 1998-99 and a photo of all instructors were prepared and housed in the Office of Academic Affairs. In spring 1999, responsibility for contract instruction was assigned to the new Dean of Instruction for Occupational and Economic Development. The dean worked with the staff at the San Francisco Policy Academy to ensure that each course met the appropriate standards for a community college degree credit course including standards for instructor minimum qualifications, appropriate number of hours in relation to course units, and other pertinent criteria.

The files relating to all contract instruction were reviewed and necessary paperwork was secured for each file. Records pertinent to all courses including instructors' qualifications, student enrollments, hours and invoicing were brought up to date. These records continue to be updated each term.

Monterey Peninsula College no longer contracts with the Sacramento County Sheriff's Department. In summer 1999, MPC was notified that San Francisco City College would be taking over the basic and regional police academies, and it did so during fall 1999. MPC has continued to conduct advanced officer training under contract with the San Francisco Police Academy. At the end of the 1999-2000 academic year, San Francisco City College will take over the advanced officer training contracts.

Plans for 2000-2002:

The Dean of Instruction for Occupational and Economic Development will continue to monitor all instructional contracts to ensure compliance with appropriate regulations, policies and practices.

Update for 2003:

Monterey Peninsula College no longer contracts with the San Francisco Police Academy. During the summer of 1999, San Francisco City College contacted MPC and informed officials that they intended to take over the basic and regional academies as of fall 1999. Consequently, MPC discontinued its contracts with San Francisco for the academies. MPC continued to conduct advanced officer training under contracts with the San Francisco Police Academy through the 1999-2000 academic year. At the end of that year, San Francisco City College assumed responsibility for advanced officer training as well.

Further, Monterey Peninsula College no longer contracts with the Sacramento County Sheriff's Department and has not done so for some time.

STANDARD FIVE
STUDENT SUPPORT AND DEVELOPMENT

Recommendations:

5.1   The team recommends that the college finish addressing the recommendations in the 1996 matriculation site visit by preparing a research plan, conducting evaluation activities and validating cross-discipline prerequisites using research data. (Standard 5.10)

Response and Assessment of Progress:

Monterey Peninsula College has addressed the recommendations in the 1998 matriculation site visit concerning preparing a research plan, conducting evaluation activities, and validating cross-discipline prerequisites.

MPC has begun addressing the recommendation of the Accrediting Team for matriculation research, as well as the need for institutional research. The College hired an institutional researcher and formed the Institutional Research Advisory Committee (IRAC). The IRAC is composed of faculty, administrators, classified staff, and a community member. A representative from the Matriculation Advisory Committee met with the IRAC and presented the Matriculation Research Components, as outlined in Title 5. Among the responsibilities of the IRAC and the Director of Institutional Research are the development of a research agenda and an annual review of the research to be conducted each year. During fall 1999 the IRAC outlined an Institutional Research Plan for MPC that included required research components for matriculation.   Further research regarding use of assessment instruments for placement into English and English as a Second Language courses was conducted during fall 1999.

In addition, in order to assess and evaluate student services for on-campus evening students and to gather additional data about our graduating students, the Matriculation Advisory Committee authorized two evaluative activities in the 1998-99 academic year. A survey was conducted in 42 of the 209 evening classes. Six hundred and ten (610) students responded to the survey. The results were made available to the State Matriculation Site Team, members of the administration, and Matriculation Advisory Committee in spring 1999. A summary of the survey was made available to the faculty and staff in fall 1999. In addition, a graduation survey was conducted. The results of the graduation survey were made available to the faculty and staff in fall 1999.

Finally, the Chair of the Curriculum Advisory Committee (CAC) checked the MPC Catalog for all courses that have out of discipline prerequisites or co-requisites. There were thirteen (13) such courses listed. In fall 1999, after checking the course outline of record for each of these courses, the chair noted that only four outlines had no documentation to support the out of discipline pre/corequisite. The chair of the CAC has asked current instructors of these four courses to provide the required justification.

Plans for 2000-2002:

State mandated research will be conducted at Monterey Peninsula College. Whenever possible, matriculation will support institutional research when it supports the required activities of the Matriculation Plan.

Student demographics required by matriculation will be part of an annual publication that describes Monterey Peninsula College students, programs, and services.

Computer coding for completion of Matriculation components for orientation, assessment, and individual education plans in the college's mainframe system and the introduction of a new counselor scheduling system will provide the Director of Institutional Research with the data needed for conducting research regarding these components.

Update for 2003:

Monterey Peninsula College has continued to address the recommendations of the focused midterm report and the 1998 matriculation site visit concerning (1) preparation of a research plan and (2) conducting evaluation activities.

The Matriculation coordinator, working collaboratively with the Dean of Enrollment Services and the chairs of both the Matriculation Advisory Committee and the Institutional Research Advisory Committee, developed a research agenda. The agenda includes state-mandated items of content validity, criterion or consequential validity, disproportionate impact, and ADA accommodations. The matriculation unit has maintained compliance with the required research.

The justification for the remaining four courses that had no documentation to support out-of-discipline prerequisites or co-requisites has been resolved. The requirements were either changed to advisories or justification was provided by parallel courses at four-year schools.

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STANDARD SIX

INFORMATION AND LEARNING

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Please refer to Recommendation 3.1g.

STANDARD SEVEN
FACULTY AND STAFF

Recommendation:

7.1   The team recommends that the college take steps to establish responsibility for Staff Development, and that it initiate programs aimed at relevant issues that have an impact upon the learning and workplace environments. (Standards 7C.1; 7C.2)

Response and Assessment of Progress:

Monterey Peninsula College has established responsibility for Staff Development, and the Staff Development Committee has been working on various levels to ensure that its programs are aimed at relevant issues that have an impact upon the learning and workplace environments.

During 1999-2000, Staff Development became more visible and effective through important program changes and changes in attitude and commitment on the part of the administration. President Kirk Avery has assigned the responsibility of providing administrative support to the Vice President of Academic Affairs, Dr. Carole Bogue-Feinour. This action gave more visibility and stability to the work the committee undertakes. In addition, the college budgeted for and hired a clerical assistant-to-the-chair, which has guaranteed that the planning done in committee comes to fruition. A workstation was provided in the administration building for the assistant-to-the-chair, thereby creating a permanent, accessible, and centralized location for Staff Development operations.

The Staff Development Committee has worked to assess and meet the professional development needs of faculty and staff. Some areas of activity include the following:
1. Planning Flex Days and conducting follow up evaluations
2. Jurying travel requests
3. Conducting needs assessments regarding programs and training desired by staff
4. Developing Special Projects, which encourages staff to be creative in their professional growth plans (one example was sending a non-native German teacher to Germany to meet with colleagues and to collect authentic materials)
5. Coordinating jointly-sponsored events

6. Training for faculty in on-line course development in conjunction with a Packard Foundation Grant
7. Offering stipends to faculty to develop skills in the use of Power Point, web page design and CD burning utilizing TTIP funds
8. Developing and distributing the on-going catalog of events scheduled throughout the semester
9. Developing a Staff Development web page where the campus community can access planned events as well as procedures for applying to the committee
10. Planning, managing and coordinating a joint TTIP project to create a faculty teaching and learning center in the library where faculty and staff can develop computer skills and instructional materials for course delivery

Plans for 2000-2002:

While the Staff Development Committee plans to continue its activities and to function as it is currently operating in order to meet the future needs of the faculty and staff at Monterey Peninsula College, the Academic Affairs Administration, the Vice President and two instructional deans, in consultation with the current Staff Development Committee, will assess the appropriate level of administrative coordination and support needed, in light of the increasing need for training and development in instructional technology including on-line course preparation and delivery. Following these discussions, the Vice President and deans will frame appropriate recommendations for the college and suggest possible funding sources should additional coordination and support be required.

Update for 2003:

The Office of Instructional Technology and Development has identified "suggested technology competencies" for faculty, staff, and administrators, and provides regular workshops aimed at helping them achieve these competencies. The office compiles data in order to assess the effectiveness of these efforts.

Sharon Colton, Associate Dean of Instructional Technology and Development, co-chairs the Staff Development Committee. Dr. Colton and her clerical assistant, Michael Fortin, assist the committee by providing information and advice, and by helping the committee implement its decisions.

STANDARD EIGHT
PHYSICAL RESOURCES

Please refer to Recommendation 3.1h.

FINANCIAL RESOURCES

Recommendation:

9.1   *The team recommends that Monterey Peninsula College immediately address the uncertainties of its financial stability by identifying real sources of FTES to replace the lost contract enrollments, resolve the audit issue and potential penalty, and make contingency budget plans to reduce expenditures should its revenue decline, all of which are not addressed in the current budget and financial plan. (Standard 9C.4)*

Response and Assessment of Progress:

After spring 1998, the Sacramento County Sheriff's Office contract ended, resulting in the loss of over 300 FTES. In the spring of 1999, San Francisco City College notified Monterey Peninsula College that they were taking over the basic and regional police academies conducted there. This action resulted in a loss of about 190 FTES. Even though the college has continued to conduct Advanced Officer training with San Francisco during the 1999-2000 academic year, these offerings will terminate at the end of the 1999-2000 academic year resulting in an additional loss of over 50 FTES. San Francisco City College will be assuming responsibility for all Administration of Justice offerings in its District.

Foreseeing this eventuality, the Office of Academic Affairs and the Dean of Instruction for Occupational and Economic Development expanded existing within-district contracts and identified contracts with new agencies. This plan has been successful. Not only have the lost FTES from the San Francisco contract been replaced, but the total FTES generated by instructional contracts have increased.

Existing contracts with the Monterey Sports Center, Community Hospital of the Monterey Peninsula, Monterey County Emergency Medical System, Monterey History and Art Association, Monterey Maritime Association, and local law enforcement agencies have expanded to include additional enrollments. New contracts have been established with in-district firms and agencies.

Without the Sacramento and San Francisco contracts, MPC will generate over 2000 FTES from instructional contracts in the 1999-2000 academic year, mitigating lost out-of-district FTES. Another result of these changes is that instructional contracts are now conducted locally. As a consequence, the college is able to more completely meet the local need for training and is in a better position to ensure the quality of contracted instruction.

In addition, various areas in Academic Affairs committed to taking steps to increase on-campus FTES in their respective areas. The first Annual Objective for the

college in 1999-2000 focused on increased quality and FTES growth. To this end, academic divisions included specific program plans in the 1999-2000 Academic Affairs Action Plan, in most cases with requests for additional funds, to increase quality and FTES. Upon analysis at the end of fall 1999, it was demonstrated that annual Action Plan targets in most on-campus instructional areas had been reached. In other areas, steps are being taken to further increase spring 2000 enrollment in the areas of planned growth.

Contributing to on-campus enrollment and FTES growth have been several initiatives: (1) new courses and a new Marine Science and Technology program in Life Sciences; (2) renovation of facilities that has either been completed or is in progress; (3) technological infrastructure improvements increasing the opportunity to expand and improve current instructional lab offerings; and (4) purchase and installation of a significant amount of new equipment, increasing the quality of MPC offerings and opportunity to attract additional enrollment.

As a result of the new and expanded contracts described above and the steps taken to improve quality and reach FTES growth goals on campus, Monterey Peninsula College has met its growth targets promulgated by the Chancellor's Office each year.

Finally, as indicated earlier, the Chancellor's Office audited MPC's attendance accounting procedures indicating no significant adjustments to the college's on-going base revenues. This action eliminated uncertainties noted in the visiting teams' report on audit penalties and base funding reductions.

Further, as indicated earlier, as of June 30, 1999, Monterey Peninsula College's ending fund balance was $3.2 million, slightly more than 10 percent of the total unrestricted and restricted general fund expenditures. The ending fund balance is sufficient to absorb unanticipated revenue shortfalls and unexpected increases in expenditures. In addition to having adequate reserves to offset unexpected changes in revenues and expenditures, the annual operating budget includes additional contingency reserves that can be used to address short-term changes in revenues and expenditures. By establishing contingencies within the annual operating budget, the College has provided program managers with firm funding commitments that can be used to support department operations.

Plans for 2000-2002:

1. The Dean of Instruction for Occupational and Economic Development will continue to identify educational needs in the college district that can be met through the implementation of instructional contracts.

2. The Dean of Instruction for Occupational and Economic Development will continue to assess existing contracts to assure that they are meeting the current educational needs in the community.

3. Academic Affairs administration, in collaboration with the Academic Affairs Advisory Group, will continue to identify means to increase enrollment in current offerings, increase the number of on-campus sections during afternoons, weekends and during the early spring and summer sessions, implement new courses and programs and delivery modes including on-line instruction, and enhance quality of instruction and learning.

4. Administrative Services, in collaboration with Academic Affairs, will complete renovation projects increasing classrooms/lab space in order to accommodate enrollment growth in current offerings and increased FTES generation through additional sections of current offerings and new courses and programs.

5. Administrative Services will provide security and access to facilities for increased offerings including additional weekend, early spring, and summer session offerings.

6. Student Services will provide an appropriate level of services needed for increased enrollment for current and additional offerings.

7. The Marketing Committee, currently under the direction of the Public Information Officer, will prepare and implement a plan for effective marketing and advertising of instructional offerings and services.

Update for 2003:

Monterey Peninsula College has continued to meet and slighty exceed the State FTES growth goals. This has been accomplished both through on-campus offerings and in-district contracts. The FTES is closely monitored by an FTES committee. Recent changes in the State budget will require vigilance in this area to ensure that MPC meets but does not exceed growth targets. Contract instruction allows for some flexibility in this area, which is certainly required in these uncertain times.

The college continues to maintain a 10 percent reserve that further allows for flexibility in building the 2003-2004 budget.

Recent passage of a $145 million bond will allow the college to revitalize its facilities. The first bond funds will become available in June 2003.

STANDARD TEN
BOARD AND GOVERNANCE

Recommendation:

10.1   The team recommends that the college use existing resources available through trustee organizations to provide college board members with the most current

thinking and patterns in orientation and on-going development of board members. This information should be used to formulate board policies on orientation, development and evaluation of board members. (Standard 10A.5; 10A.6)

Please also refer to Recommendation 1.1

Response and Assessment of Progress:

Since the Accreditation Evaluation Report in February 1998, two members of the Governing Board have participated in state level conferences. In October 1999, the Governing Board held an open session retreat organized to discuss and prepare a plan of action for the orientation, development, and evaluation of Board members. As part of the evaluation process for current and future Board members, the Governing Board resolved and adopted Governing Board Policy 1000, Code of Ethics and Conduct, which clearly states the expectations of the Governing Board.

In November and December 1999, the Governing Board members addressed their need for on-going orientation and development and considered adoption of a Board Policy addressing orientation for new Board members. Discussion of these items was postponed until the new incoming Board members were sworn into office so they could participate in the development of an orientation plan. It is intended that all subsequent Governing Board members will participate in orientation in order to keep their knowledge of educational issues current.

In January 2000, the Governing Board reported on a proposal from a professional management company to facilitate a session in which the Board would take steps to address the visiting team's recommendation regarding orientation, development and evaluation of Board members.

On Friday, March 3, 2000 the Governing Board held a morning retreat to further consider plans to address the recommendation.

The following represents the consensus of agreement at the retreat by the Governing Board regarding orientation, development and evaluation of Board members:

A. Governing Board Protocols and Procedures

    1. Governing Board Meeting Agenda

        a. Items for the agenda will go through the Board President and/or the Superintendent before being placed on the meeting agenda or discussed.

        b. Concern was expressed that issues are being proposed for discussion during Open and Closed Sessions without proper public notice.

    c.   Governing Board meeting minutes will be brought to the meeting for corrections by Board majority vote. The minutes will be placed under New Business and will no longer be part of the Consent Agenda.

2.   Information Requests

    a.   A Governing Board member should inform the Superintendent/ President before calling MPC personnel to seek information.

    b.   Information or facts requested should pertain to or be needed for Governing Board business.

    c.   For reports requiring a significant amount of staff time or research to prepare:

        i.   Information should be obtained through the Superintendent/ President.

        ii.   Governing Board approval or clear consensus is required before a report is requested.

        iii.   If an individual Governing Board member makes a request during the Governing Board meeting, the Chair of the Governing Board will seek direction from the entire Governing Board.

        iv.   The title of President of the Governing Board will be changed to "Chair" of the Governing Board. And, the Vice President will be changed to "Vice Chair."

    d.   This policy does not prohibit a Governing Board member from requesting an item to be placed on a Board meeting agenda.

3.   Communication with Staff

    a.   When discussing specific issues and concerns with MPC staff, Governing Board members will encourage staff to utilize the college's established process.

    b.   Governing Board members will inform the Superintendent/President when they receive calls from staff regarding specific matters.

B.   Governing Board Effectiveness/Evaluation

1.   Dr. Infelise, Mr. Philpot, and Dr. Avery will compile and assess various evaluation templates and bring forward a recommendation to the Governing Board on a self-evaluation process.

2. Community Outreach and Participation

    a. The district will conduct a general meeting periodically at alternate community sites to give community members an opportunity to attend a meeting closer to their homes. The entire concept will be evaluated in December for the purpose of improving off-campus meetings.

    b. The Board will identify organizations that it wishes to support through membership and attendance at meetings/functions of the organization.

    c. The expenses of the Governing Board designee to attend community functions will be reimbursed.

    d. The Governing Board designee will report on the function or event at the next regularly scheduled Governing Board meeting.

    e. A Governing Board designee will be appointed to be the liaison between the MPC Governing Board and the MPC Foundation, to be involved in policy making, to be a link, and to champion MPC.

    f. All administrators are encouraged to be involved in community organizations.

    g. Governing Board members will inform the Superintendent/President when they receive phone calls or inquiries from the community about specific matters.

3. Participation in State and National Level Activities

    a. The Governing Board will encourage more Governing Board members to participate in State conferences.

    b. To support increased Board participation, the Governing Board travel budget will be augmented.

    c. Attendance at meetings and conferences is the entire Governing Board's responsibility. All members of the Governing Board will share in such travel and funding.

    d. A Governing Board member's request to travel to a convention/conference/workshop will be placed on the Governing Board meeting agenda for discussion/consideration. It will be an action item.

    e. New Governing Board members are encouraged to attend the CCLC workshop in Trusteeship.

4. Meeting with Superintendent/President

a. The Superintendent/President, whenever possible, will meet with Governing Board members at least once per month before the regularly scheduled Governing Board meetings.

b. These meetings can be conducted by telephone, or e-mail, or over a meal, or in the office.

c. The Superintendent/President will make the initial contact to schedule these meetings.

d. Governing Board members may initiate a request to meet with the Superintendent/President at any time.

C. Governing Board Responsibility to Shared Governance

1. Governing Board members are encouraged to visit the campus when possible including attending campus events and meetings such as College Council, Academic Senate, etc. Additionally, the Governing Board will remain aware that their comments and opinions may be construed as being representative of the entire Governing Board, and they should exercise special care in what they say.

In concluding the meeting, the Governing Board requested that the Superintendent/President provide a list of recommended community organizations that might be considered for district participation and support. Also, he was requested to provide a list of conferences and conventions that the Governing Board could consider attending.

Plans for 2000-2002:

The Board will implement all recommendations reached at the March 3, 2000 meeting and other meetings scheduled to address orientation, development, and evaluation of Board members.

Update for 2003:

Since January 1998 the Governing Board has held periodic "retreats"—open sessions usually conducted on Saturday mornings for three to four hours in length. An outside facilitator conducted one session designed to help board members to collaborate effectively and to address issues in a cooperative spirit and manner.

Also since 1998 the Board has scheduled three to four evening Board meetings in various cities within MPC's service area in order to welcome community input and attendance at Board meetings.

The Board has been diligent in focusing on procedures addressed during its retreats and conclusions reached from Board meetings at community sites as follows:

- The Brown Act is fully observed.
- Agenda items are properly noticed.
- The public is given appropriate time at each meeting to address the Board on an issue.
- Proper procedures and rules are followed at each meeting.
- Board members receiving complaints or concerns on issues contact the Superintendent/ President and inform him of this feedback.
- Sufficient staff time is allowed for appropriate response on issues raised during Board meetings with consensus approval.
- Any Board member may make a request for any item to be placed on future Board agendas.

The Board's self evaluation is an on-going process. Frequent attention is paid to the Board's effectiveness in carrying out its duties. To that end, the Board encourages its members to attend and participate in community college statewide meetings. Reimbursement is available for such meetings when requested. Board members have attended statewide meetings including the Community College League of California (CCLC) conference in November, 2002, held in San Jose.

The Board chair meets with the Superintendent/President during the week preceding each Board meeting. All Board members have easy access to the Superintendent/President and do schedule phone conversations and in-person meetings.

Finally, in order to inform themselves and remain current regarding various initiatives and issues, Governing Board members frequently attend meetings on campus including Flex Day activities, Accreditation Steering Committee meetings, Diversity Committee meetings, campuswide convocations regarding the bond measure and more recently budget reductions, and MPC Foundation events. The Superintendent/President and staff make it a practice to invite Board members to participate in these events.

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