Draft Three

STANDARD ONE

INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1. *The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.*

2. *The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.*

3. *Institutional planning and decision making are guided by the mission statement.*

4. *The institution evaluates and revises its mission statement on a regular basis.*

DESCRIPTIVE SUMMARY

The mission statement of Monterey Peninsula College, as adopted by the Governing Board, is printed in the opening pages of the college catalog. (1) It is a comprehensive statement that defines the college's purpose and guides the development of institutional goals.

> *Monterey Peninsula College provides a quality learning experience for students by offering a variety of programs and services which are dedicated to excellence and which meet community needs.*

The first paragraph of the mission statement identifies its broad-based educational purpose and affirms its commitment to community needs. (1) MPC is a *learning community* that is sensitive to the learning experiences desired by the people it serves. In spring 2002, the Office of Institutional Research distributed a Community Needs Assessment throughout the MPC service area to determine the educational programs and support services preferred by local residents. As the Strategic Planning Steering Committee revises the institution's long-term goals and writes its annual objectives, the results of the survey will be instrumental. (3)

> *Monterey Peninsula College offers a stimulating, high quality, low cost environment for students desiring to transfer, to prepare for emerging job opportunities, and to better their lives.*

The second paragraph describes the students served by the institution. MPC has developed learning programs that enrich an older adult population which are designed to provide "seamless" transfers to universities, and that train—or retrain—people for jobs

defined by our technological age and the community in which it exists. (2) This is further discussed in paragraph four:

> *Monterey Peninsula College is a community of learners, engaging minds in the active pursuit and sharing of knowledge by offering courses and programs*
>
> - *to encourage achievement of degrees and transfer;*
> - *to enable the acquisition of necessary basic skills;*
> - *to meet workplace needs;*
> - *to nourish the excitement of lifelong learning;*
> - *to share our resources, people and facilities with the community.*

This statement addresses parameters set forth in the Education Code (Sections 66010.1-66010.4) and in Title 5.

The Mission Statement guided the Strategic Planning Steering Committee (SPSC) in the development of long-term goals and annual objectives. In fall 1998 and spring 1999 the Mission Statement and its companion Philosophy Statement were discussed as the Institutional Goals for 1999-2004 and the Annual Objectives for 1999-2000 were formulated. They have continued to be focal points for succeeding Annual Objectives and are, consequently, central to the decision-making process of the college. (3)

The Strategic Planning Steering Committee follows a process of institutional planning that was described in the Focused Midterm Report, submitted November 1, 2000.

> *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. (4)*

The report continues to describe the role the Annual Objectives play in the Budget process:

> *[The Annual Objectives], 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. (3)*

SELF-EVALUATION

Monterey Peninsula College can point with pride to a cycle of institutional planning founded upon the college Mission and Philosophy statements. Perceptions of the role of the mission statement in providing guidance are reflected in an Accreditation Survey administered to all areas of the college community. Results from 33 percent of those who received surveys show strong positive responses to the questions regarding Institutional Mission. In comparison, only the responses regarding Institutional Integrity (Standard 2) and Academic Programs (Standard 4) are similarly or more positive. The statements and the percentages indicating that respondents "*Strongly or Somewhat Agreed*" are as follows:

Accreditation Survey Results

	STANDARD 1: INSTITUTIONAL MISSION	Strongly or Somewhat Agree
1.	I am familiar with and understand the mission of the College as reflected in its mission statement.	144 (83.7%)
2.	The mission statement provides guidance for: A. Academic and student services program development	123 (71.9%)
	B. Curriculum planning	105 (66.5%)
3.	The mission statement provides guidance for strategic planning and decision-making at the College.	111 (68.5%)
4.	Monterey Peninsula College: A. Encourages achievement of degrees and transfer	156 (91.2%)
	B. Enables the acquisition of necessary basic skills	152 (88.4%)
	C. Meets workplace needs	116 (67.4%)
	D. Nourishes the excitement of the life-long learning	151 (87.3%)
	E. Shares its resources, people and facilities with the community	144 (84.7%)
5.	The mission statement reflects the purposes, character and student population of MPC.	126 (74.1%)

The college and specifically the Strategic Planning Steering Committee (SPSC) may find the somewhat lower positive response (67.4 percent) and the higher negative response (24.4 percent) to the question dealing with the college's ability to meet workplace needs a stimulus for focusing attention on this aspect of its mission. The same may be said for guidance provided by the mission statement for curriculum and strategic planning.

Interviews conducted by a member of the Standard One Committee of present and former Senate Presidents and College Council Co-Chairs showed some mixed results. The question posed, "During your term of office, was the mission statement used as a point of reference for discussion and decision-making," elicited responses that were generally positive. The development of Long Term Institutional Goals and the Annual Objectives that proceed from the Goals reflect thoughtful consideration of the mission. Both the Senate and the College Council, as well as the Strategic Planning Steering Committee,

have discussed the college's mission statement on numerous occasions and made suggestions for the timetable of its review and for specific points of revision.

When reflecting upon how the mission statement guides decision-making, some of the respondents viewed the statement as so general that virtually any activity the college undertakes can be considered as fulfilling its mission. Others expressed concern that issues whose springboard is the college mission and whose development has followed all college processes sometimes, in the end, lie dormant. Examples cited include administrative evaluations and the new faculty evaluation process.

While many of the concerns expressed relate to the planning process rather than to the mission statement itself, the major points of concern from this group, which relate directly to the mission statement, were its lack of specificity, its lack of language to convey the uniqueness of the college and its community, and the excessive length of the Mission and Philosophy statements taken singly and as a whole.

Consideration of the results of the Accreditation Survey and of the comments made by this group of faculty and classified staff leaders comes at an important point for the college and an appropriate point in the institutional planning cycle.

This college, like all other community colleges, faces budgetary decisions that tear at its sense of purpose and at its ability to fulfill its mission to the best of its determination and potential. Cutbacks in state funding that may require cutbacks in actual programs and services must be guided by consideration of those areas that are mission central. Members of the faculty see the closeness of a program or service to the individual student as the primary criterion for maintaining support.

In juxtaposition to this context of frugality is the magnificent opportunity to use the $145 million dollars of Bond money granted to the college by the community to build and restore its infrastructure. This gift comes as an acknowledgement and expression of trust in the college's commitment to its mission. Prioritizing and scheduling the work made possible by the Bond, to say nothing of the institutional planning processes leading to such decisions, must look to the college's mission for their foundation and direction.

In terms of the institutional planning cycle the moment is also critical. The Focused Midterm Report calls in its Plans for 2000-2002 for the Director of Institutional Research and the Institutional Research Advisory Committee to provide base and yearly comparison data for measuring implementation of planning related to the Mission and Philosophy Statements. A review conducted in the spring of 2001 will be complemented and significantly expanded by the thorough review process developed by the Strategic Planning Steering Committee for spring 2003. A second Midterm Report plan stating that "*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*," is, with respect to mission and philosophy, already underway. In fall, 2002, the SPCS called for review and possible revision of the Mission and Philosophy Statements. The Director of Institutional Research has, at the request of the SPSC, brought together a committee of former Co-Chairs of the College Council plus an additional faculty member to conduct this review and propose modifications.

The college can once again take pride in recognizing that the elements of a thorough review of its mission—the accreditation standards, old and new, the Education Code and Title 5, information on current students, demographic information, the MPC Community Needs Assessment, information on current educational trends—all exist and can be brought together as the review and revision progress. These elements can also be used for annual revisiting of the college mission.

Members of the Standard One Committee have broadly represented the college community in their discussion of Monterey Peninsula College's Mission and its use. One of the members is a former Co-Chair of the College Council and two others served on the Council for a number of years. Another member currently serves on the Strategic Planning Steering Committee. Two of the members serve on the college's Budget Committee. The Standard One Committee appointed three sub-committees to study (1) results of the MPC Community Needs Assessment and elements that should be added to it for purposes of mission review; (2) results of the Accreditation Survey; and (3) interviews of former College Council Co-Chairs and Senate Presidents. The knowledge of committee members of the views of their constituencies, the studies of the sub-committee, and the deliberations of the entire Standard One Committee have led to identification of the following aspects of the Mission and Philosophy statements, which the committee recommends for consideration.

1. There are redundancies within the Mission Statement and between the Mission and the Philosophy statements.

2. The statement of mission lacks reference to current thinking about a learner-centered environment.

3. The purpose of the college with respect to contributing to the economic health of the community and its workforce needs examination.

4. The Mission and Philosophy statements can be made more succinct, more specific.

5. There is a question about the need for both a Mission and a Philosophy statement and the view, on the part of some, that the Philosophy statement might be replaced by something else.

6. The uniqueness of Monterey Peninsula College and its community needs to be better captured. Perhaps a paragraph expressing this relationship should replace the existing statement of Philosophy.

7. Structures and processes, other than publication in the college catalog, for communicating the mission internally and externally, are not clearly formalized.

PLANNING AGENDA

The college will establish a formalized process for the regular review of the college mission statement. This process shall be accomplished using the Strategic Planning Committee and other existing shared governance bodies and shall take into consideration the mission of California Community Colleges as described in the Education Code, the

unique nature of Monterey Peninsula College and its surrounding area, and the characteristics of the college as a community of learners. The resulting statement will be succinct and accessible to ensure its usefulness in assisting the college in prioritizing its programs and services. This process will be completed prior to the determination of the long-term strategic goals for 2004 and after.

STANDARD TWO

INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and its relationships with its accreditation association and other external agencies.

1. *The institution represents itself clearly, accurately, and consistently to its constituencies, the public and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.*

2. *The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.*

3. *Faculty and other college staff distinguish between personal convictions and proven conclusions and present relevant data fairly and objectively to students and others.*

4. *Institutions which strive to instill specific beliefs or world views, or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of such policies.* **(Does not apply to MPC.)**

5. *The institution provides faculty and students with clear expectations concerning the principles of academic honesty and sanctions for violation.*

6. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

7. *The institution demonstrates honesty and integrity in its athletic programs.*

8. *The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.*

9. ***The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.***

DESCRIPTIVE SUMMARY

Monterey Peninsula College publishes numerous documents informing the community it serves about the programs and services offered. The college catalog is MPC's major document providing complete and accurate information. The catalog is revised and published annually. The catalog offers precise information regarding the educational purpose of MPC, certificate and degree programs, course offerings, graduation requirements, academic standards, student activities, college safety and campus crime statistics, student rights and responsibilities, student fees and refund policies, and the names of the administration, faculty, and Governing Board. (1)

The Vice President of Academic Affairs takes the leadership to ensure an accurate, comprehensive, and timely catalog, professional in appearance and treatment of material. (1)

The information found in the catalog is also available on the MPC website *www.mpc.edu*. The Director of Information Systems and Programming provides the leadership to ensure the website is updated and accessible. (1)

Also available to the campus community and the public is the *Board Policies Manual*, which includes a statement protecting academic freedom and responsibility. This statement also appears in the *Faculty Handbook*. Copies of the *Faculty Handbook* are located in every division office. Copies of the *Board Policies Manual* are found in the Academic Affairs Office and at the Library Reference Desk. (2)

Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others. (3)

The Governing Board has established policies listing the detailed responsibilities of instructors to both the college and students. Orientations for new faculty discuss the need for instructor integrity in the classroom. The Governing Board requires that every instructor

> *Provide his/her students with written information regarding each course taught. This communication will include all information pertinent to an informed decision on the student's part regarding enrollment in the class, and all information relevant to having a satisfying experience and performing successfully in the class.*

In its catalog Monterey Peninsula College describes both standards and procedures concerning academic honesty together with appropriate sanctions for violations of these standards:

> *Academic honesty is a cornerstone of the educational community. To this end, students are expected to understand the standards of academic honesty as they pertain to students' behavior in the classroom.* (5)

In addition to its concern for integrity and academic honesty campuswide, the Governing Board also understands and has taken action on the issues of equity and diversity. In 1999, MPC established issues of diversity as one of the ten long-term goals for the institution to address. The Governing Board has adopted an Affirmative Action Plan (updated annually), a Student Equity Plan, and policy statements regarding non-discrimination, HIV/ARC/AIDS, and sexual harassment. These policies are intended to foster "*an affirmative environment in which diversity is embraced and every person is treated with respect*." *The Procedure for the Prevention of Sexual Harassment* was last revised in October 2000 to reflect changes in existing laws and was reviewed with faculty and staff. (6)

Monterey Peninsula College currently has several committees actively committed to enhancing diversity: the Affirmative Action Advisory Committee (AAAC), the African-American Association of MPC, the Vietnamese Club, and the President's Task Force on Diversity. In faculty hiring, MPC engages in nationwide recruitment efforts to obtain an ethnically diverse pool, and various members of the AAAC may serve as observers or voting participants on faculty screening committees. The AAAC receives and reviews monthly status reports and provides guidance to assist the college reach its affirmative action goals. Affirmative Action reports are made to the Governing Board on an annual basis. The International Student Program contributes to the student diversity at Monterey Peninsula College by its success in attracting students primarily from Europe and Asia. Supportive Services Instruction and Services enable another important part of the student body to participate and be successful in college activities. (6)

Monterey Peninsula College offers in-service activities designed to enhance the sensitivity of the entire staff to the cultural diversity of its student and staff population. During the fall 2000 and spring 2001 semesters, the President's Task Force on Diversity and the Academic Senate facilitated in-service training for faculty and staff. (6) Three annual objectives for 2003-2004 add specific direction to futher the achievement of Long-Term Institutional Goal X.

Furthermore, as new courses are proposed, instructors have the opportunity to indicate in their course proposals to the Curriculum Advisory Committee how their courses will help students gain an understanding of race, class, and gender issues. The very nature of the course may address theses areas, or the instructor may make a separate statement indicating how these topics will be addressed. (6)

Monterey Peninsula College has a long history of successfully serving a diverse student body, including students with disabilities. The services provided to these students range from tram transportation to and from classes to a High Tech Center designed to accommodate specific learning disabilities. The High Tech Center continues to serve as a

prototype for the development of such centers at each of the other California Community Colleges. MPC also provides a range of special class instruction and specialized services to meet student needs. The Adapted Physical Education (APE) program has undergone dramatic changes in new facilities and curriculum. The APE Program serves over 150 students with disabilities each semester and is considered one of the stronger APE programs in the state. (6)

Monterey Peninsula College strives to promote honesty and integrity in its athletic programs. All new students who plan to participate in community college athletics enroll in a semester-length orientation course, which is team taught by a physical education instructor/coach and an academic counselor. A full-time counselor is assigned to all athletes to monitor their academic progress and provide academic and personal counseling. The intercollegiate academic counselor is assigned as the liaison to the Monterey Peninsula College Athletic Department. The Athletic Director and Vice President of Student Services are responsible for verifying the eligibility of all athletes and ensuring that teams are in compliance with local and state regulations that govern intercollegiate athletics at Monterey Peninsula College. (7)

MPC's dealings with the Accrediting Commission are straightforward and respectful. This self study has been conducted openly and candidly, and it reflects the institution's desire to comply with Commission standards, policies, guidelines, and requirements. MPC is working diligently to address the issues facing this institution. (8)

Monterey Peninsula College regularly evaluates and revises institutional policies, practices, and publications. The *MPC Catalog* is revised and published annually to ensure that information regarding programs and practices is current and accurate. The Board policies were last completely revised in 1988, but additions to the *Board Policy Handbook* are made each year in order to keep the information accurate. *The Faculty Handbook* is revised each year before the beginning of the fall semester. *The Staff Diversity/Affirmative Action Plan* is a three-year plan, last completed in spring 1996, and reviewed annually and approved by the Governing Board. Monterey Peninsula College is currently revising its affirmative action and diversity plans in accordance with the Chancellor's office guidelines, in response to Proposition 209. The Curriculum Advisory Committee meets regularly each month to evaluate and revise course content. (6, 9)

SELF-EVALUATION

The *MPC Catalog* and *Schedule of Classes* have undergone dramatic improvements in design. In August 2000, the Marketing Committee facilitated a flex day activity which led to improvements in graphic elements, appearance, and organization of the *MPC Catalog* and *Schedule of Classes*.

Monterey Peninsula College faculty, staff, and administrators participated in the Accreditation Survey, which was designed to gather input from all faculty and staff on issues that are important to the college and to the Accrediting Commission. Results from the completed 175 surveys (or 33 percent completion rate) showed that 78.7 percent

agreed that the revisions made the information in MPC's catalog easier to access, to read, and to understand. (1, 9)

The *MPC Catalog* addresses all salient areas. The catalog makes a clear connection between the college's mission and its institutional goal (Goal I), "*to maintain and enhance MPC's instructional programs, [and] its comprehensive, high quality curriculum….*" Though the *MPC Schedule of Classes* reflects fiscal constraints, the catalog must continue to maintain the goal so that a comprehensive curriculum can again be offered when fiscal conditions improve. (1, 9)

The *MPC Catalog* and *Schedule of Classes* are provided in electronic form on the MPC website. Information is also provided in electronic form through links on the website; however, more technical assistance needs to be made available to keep the links updated. (1)

Faculty and other college staff distinguish between personal convictions and proven conclusions and present relevant data fairly and objectively to students and others. The Curriculum Advisory Committee (CAC) reviews all new and revised course proposals to ensure the integrity of the course content. Course proposals and course outlines are located in the Academic Affairs Office. As part of the college's program review cycle, academic divisions and departments review their curriculum every five years to ensure that the subject matter taught is relevant, reflects substantial depth and breadth of information, and is presented objectively. Furthermore, the MPC faculty maintains its high quality instruction through professional growth opportunities (e.g., campus staff development activities, conferences, continuing education, and professional organization membership), peer evaluations, and faculty mentoring. A review of past and present textbook orders demonstrates that the faculty presents students with written and multimedia materials that promote critical thinking through diversity of opinions. The Accreditation Survey results further support that MPC's faculty and staff are committed to academic freedom and strongly agree that members of the staff strive to present relevant data fairly and objectively. (3)

The *MPC Catalog* clearly states the Academic Policies and Academic Standards expected for students on pages 15-21, including the policy for Cheating and Plagiarism. The Office of Instructional Technology will take the initiative to assure that Internet plagiarism is included in the policy. *The Faculty Handbook* is distributed to all new faculty and copies can be obtained from Human Resources. The Board Policies Manual is located in the Administration offices and the library.

MPC provides all new faculty and staff in-service training in August. Faculty hired to begin in the spring semester may attend orientation before the following fall semester. During fall 2002, the New Faculty Orientation was videotaped with the intent to provide more faculty members with the orientation. Fall and Spring Flex Days are utilized to provide faculty and staff with 1) campus updates (e.g., reports by the President and Vice Presidents, Academic Senate, Strategic Planning, Accreditation, Institutional Research), 2) in-service training (e.g., diversity, technology, learning outcomes, First Aid/CPR), and 3) participation in campus planning (e.g., accreditation, bond issue, institutional research, marketing, strategic planning).

Although the college has made efforts to improve communication with faculty and staff, many adjunct faculty members feel uninformed or misinformed about MPC policies and practices.

The Department of Information Systems coordinated with the division offices to provide computer and telephone access to adjuncts in the division office areas. Divisions also strive to provide or share office space with adjuncts and to assure mentoring to new adjunct faculty.

The college recently updated its phone systems to voice-over-IP technology. Unfortunately, part of the campus operates under the older phone system, and many of the updated phones did not receive the necessary speakers to enable messages to be heard. Another growing pain of the new system is the less-than-full participation in faculty and staff training. The anticipation is that dissemination of information will improve once the new phone system is fully operational across the campus and beyond.

The college strives to be a place where information about policies and practices is fully communicated and available to all faculty and staff. MPC is an institution where people can and do express divergent opinions. This freedom was evidenced two years ago in the opposition of an MPC English instructor to a requirement in the Curriculum Advisory Committee form that all courses address issues of race, class and gender. The resulting debate of principle in local and national news media attests to the ethical vigor of the institution. The reexamination of what understanding of and concern for issues of diversity and equity really mean to the college was ultimately salutary. Nearly every issue that concerns the college, from registration procedure to facilities planning, engages the college community in discussion of how to best serve our diversity and champion equity.

MPC is responding to the changes in state mandates and budgets that directly affect students from diverse populations. First, MPC is currently revising its affirmative action and diversity plans in accordance with the Chancellor's office guidelines, in response to Proposition 209. Second, MPC has prided itself on the strength of its categorical programs in meeting the needs of the disadvantage student. The proposed state budget will directly hit the programs that serve the most disadvantaged members of our campus. The resulting cuts in funding will require the college to search for new avenues to meet the educational needs of the disadvantaged, underserved, and under represented populations. (6)

Although results from the accreditation survey indicate that a majority of respondents agree that MPC demonstrates an appropriate understanding of and concern for the issues of equity (54.9 percent), the number of those who disagree (32.4 percent) suggests that there is room for improvement. While the faculty organization, Monterey Peninsula College Teachers Association (MPCTA), successfully negotiated a faculty salary formula, the classified employee organization (Classified School Employees Association, Chapter #245 [MPCEA/CSEA]) was unsuccessful in negotiating a formula for across-the-board raises. Many members of the classified staff resent the inequity. (6)

MPC evaluates and revises institutional policies, practices, and publications on an annual basis. MPC reinstated a regular program review process in 1998 and currently follows all established timelines.

The Monterey Peninsula College Athletics Department has focused on recruiting local student athletes. In 2001-2002, there were 19 out of state students participating in athletics and in 2002-2003, only 13. These athletes are distributed amongst 12 teams and represent only ten percent of the total number of participants.

The athletics coaches and athletics counselor closely monitor student athletes to ensure their academic success. The MPC athletics program is in good standing with the Commission on Athletics and the Coast Conference.

In conclusion, Monterey Peninsula College subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public. The college makes every effort to ensure that it presents itself clearly, accurately, and consistently to its constituencies, the public and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Monterey Peninsula College is committed to ensuring that students are recipients of high quality instruction, with relevant information presented fairly and objectively. The faculty and staff strive to nurture in students the qualities of honesty and integrity through their educational experience. Monterey Peninsula College not only recognizes the importance of, but also embraces the value of, the process of evaluation to improve upon the delivery of services to the Monterey Peninsula.

PLANNING AGENDA

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

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

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

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

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

- The college will schedule flex days activities which further enhance the quality of instruction, program delivery to students,

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

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

STANDARD THREE

INSTITUTIONAL EFFECTIVENESS

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

A.   INSTITUTIONAL RESEARCH AND EVALUATION

A.1   Institutional research is integrated with and supportive of institutional planning and evaluation.

A.2   The institution provides the necessary resources for effective research and evaluation.

A.3   The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

A.4   The institution provides evidence that its program evaluations lead to improvement of programs and services.

DESCRIPTIVE SUMMARY

In fall 1998 the college established an ad-hoc Institutional Research Committee. The role of this ad-hoc committee was to propose a model for the use of effective research at MPC. At the recommendation of the previous Accreditation team report and the ad-hoc Institutional Research Committee, the college established an Office of Institutional Research (OIR). The college also recommended a permanent position of institutional researcher, which the Governing Board approved in December 1998, and the establishment of an Institutional Research Advisory Committee (IRAC), which was established in 1999. The IRAC meets on a monthly basis during the academic year and provides feedback on research matters to the Office of Institutional Research (OIR) and to the Superintendent/President*.*

A Title III Grant provided initial funding for the OIR; over time, the percentage of funding from the grant decreased while the percentage of funding from the college increased. As of September 2002 the college has fully funded the OIR. The funding from the Title III grant and the college has provided for administrative support and computer hardware and software for the OIR. In addition, the IRAC recommended and the college

subsequently established a "Faculty and Staff Grant to Conduct Institutional Research." The purpose of this grant was to promote use of research by faculty and staff. During 2001-2002 school year the research grant funded the development of an online survey to assess community business need in the area of Geographic Information Systems (GIS).

The OIR has worked closely with the IRAC to develop a comprehensive institutional research plan. Following this task, the OIR and IRAC worked together to collect data on: student enrollment and demographic trends, community population trends and projections, local K-12 enrollment trends, and regional economic trends. The OIR disseminated these data to the college's strategic planning committee, marketing committee, as well as to all department and division chairs. The OIR has also collected primary information about the college's service area in the form of a community needs assessment survey. The OIR distributed preliminary results from this assessment to various college committees that engage in planning, such as the Strategic Planning Steering Committee (SPSC) and the marketing committee, as well as to all divisions and areas that write action plans. The OIR has also provided data to assist academic divisions involved in program review. These data include student enrollments, Full-Time Equivalent Students (FTES), student characteristics for each program, retention, and labor market data for occupational programs.

In addition to data collection and dissemination, the college uses institutional research to evaluate itself. For example, the institution evaluates the accomplishment of its mission through the 1999-2004 long-term institutional goals and annual objectives. In 1998 the Governing Board of Trustees adopted long-term goals consistent with the college's mission statement. The SPSC uses these goals to develop annual objectives. The annual objectives are then used as a basis for each department or unit to develop its action plans. The institution has made efforts to evaluate accomplishment of the action plans and annual objectives on a yearly basis. The college also assesses progress towards the long-term goals, though less frequently. The college conducted a "pilot" assessment of the long-term goals at the midterm of the planning cycle, and it is currently conducting a more comprehensive review of the goals.

The institution also evaluates itself through the formal program review process, which the College Council reinstated in 1998. One of the purposes of program review is to evaluate departments or programs to assure responsiveness to students and the community. Documents were revised to ensure participation of a broad range of faculty and staff, and to include the names of the new committees involved in the governance structure of the college. Each area of the college–Academic Affairs, Administrative Services, and Student Services–established a cycle for when its individual programs would be evaluated. In May of each year the vice president of each area presents a summary of the program evaluations conducted that year to its advisory group, the College Council, and the Governing Board.

In Academic Affairs, each program is evaluated every six years. The Academic Affairs Office notifies the division undergoing program review in August/September. During the following months, the OIR provides the faculty and staff with data. Each division uses this information and the established questions and forms to write a self-study of its program. Each division then submits this document to the Academic Affairs Advisory

Group (AAAG), which reviews these documents, makes recommendations and meets with the faculty and staff to share observations. Once this is completed, AAAG shares these reviews with the College Council, which is responsible for evaluating the reports and recommending them to the President.

In Administrative Services, which is much smaller than Academic Affairs, each department is scheduled to be reviewed every three years. Because of the varied nature of these departments, there is not a common format in these reports. However, the Administrative Services Advisory Group (ASAG) and the College Council do review the reports. In Student Services, all programs are evaluated every six years. Each program collects and presents information on program effectiveness, planning and budget preparation. As with the other areas, the Student Services Advisory Group (SSAG) reviews the information before it sends the information to College Council.

One of the products of each program review is a five-year plan that the division or area uses as a guide for future decision-making. Specific plans may include equipment or staffing needs, possible new programs to develop, deficiencies that need to be addressed, or course and program changes that need to be accomplished. In subsequent years, the division or area can refer back to these recommendations to make decisions regarding instructional equipment to purchase, support staff to hire, or augmentations to its budget for supplies or other items.

SELF EVALUATION

The institution has made tremendous strides in the area of institutional research and evaluation since its last self-study. First and foremost, the institution established a permanent institutional research function at the college. With the new research function in place, the institutional planning and evaluation functions have access to current and relevant research data. In addition, the institution has been able to more effectively evaluate its mission and its programs with the assistance of institutional research.

Even with these accomplishments, there is still much work to do in this area. First, as already noted, the institution has provided resources to establish an institutional research office. However, the office requests additional staffing. The OIR currently has 1.5 FTE– a full-time institutional researcher and a half-time support staff. The OIR engages in mandated reporting at the state and federal levels, collection of baseline data and analysis of trends, program review and institutional planning, among other research activities. In addition, the scope of the institutional research position will likely expand due to increased emphasis on accountability at the state level and increased involvement in program review and vocational education research at the college. The charge of the director will expand due to a greater integration of the instructional issues addressed by numerous shared governance committees with the data-providing capabilities of the office. In this way the institutional researcher will become more visible and more involved in the instructional discourse on campus.

As a result, there are crucial research tasks that still need to be addressed, such as the completion of a comprehensive, campus-accessible database. The faculty, staff, and administration do have access to various reports and data from the Santa Rosa system, as well as from the OIR. The data from the OIR is static, and although the data from Santa Rosa is "live", it is generally only available in printed, predetermined report formats. For example, the Santa Rosa system offers an "NSR 153" Enrollment Statistics report. This report shows total enrollment for the current or previous semesters; it also breaks down enrollment by gender, ethnicity or unit load. One limitation of this report is that it does not show enrollment by demographic categories other than gender, ethnicity or unit load. In addition, this report does not allow the user to examine enrollment by department or by location or by day/evening status. In order for departments to perform further analyses based upon Santa Rosa reports, they must have sufficient support staff to design and maintain databases and perform detailed analyses. Otherwise they must make ad-hoc requests for student data. Currently, ad-hoc requests for student data or analyses must be handled by the Information Systems department or the OIR. The OIR has been developing a series of databases containing data on enrollments, grades, course completions, and majors. To facilitate access to the databases, the OIR is creating simple user interfaces that will allow faculty and staff to query data for their departments. A "pilot" version will be ready in fall 2003. Because the Humanities Division will be conducting its program review in fall 2003, the faculty and staff in that division will receive a demonstration on how to access and use these data.

Second, there is a need to connect in a formal fashion the data gathering, analysis, and recommendations produced by campus processes such as program review to the institutional planning and development of annual objectives by the SPSC. Strengthening the linkage between the institutional research and planning committees can ensure consistent use of data in all departments and areas. Both the IRAC and the SPSC report directly to the Superintendent/President, who oversees both institutional planning and research. The Superintendent/President and the institutional researcher both serve as ex-officio members on both committees, and the institutional researcher is chair of both committees. Aside from these staffing linkages, the IRAC and the SPSC are not otherwise integrated.

Despite these challenges, the Accreditation Survey indicates that over half of the respondents (56 percent) agreed that research is integrated with planning and evaluation. Similarly, 53 percent of the respondents agreed that program review processes are integrated into institutional evaluation and planning.

An additional accomplishment is that the college has been able to more effectively evaluate the accomplishment of its mission and purposes through the assessment of long-term goals and annual objectives. However, the assessment of long-term goals and annual objectives has not been without challenges. The first annual report on the strategic planning annual objectives focused on resource allocation related to each objective, rather than on outcomes. The SPSC made attempts in subsequent years to assess what the institution actually achieved. In addition, there was a change in leadership of the SPSC following the 2000-01 academic year and as a result, the college did not conduct an evaluation of the annual objectives for 2000-01. The college has, however, resumed evaluation of annual objectives with the 2001-02 objectives.

The institution has also conducted a "pilot" evaluation of its long-term goals, which are more directly related to the mission. A subcommittee of the SPSC, rather than the full committee, conducted the "pilot" evaluation. The evaluation subcommittee had a short timeframe in which to conduct the evaluation; thus, it was not able to devote as much time as needed to the development of the evaluation process or instruments. The institution is currently conducting a more comprehensive and systematic evaluation of the long-term goals. The full SPSC was involved in the development of this comprehensive evaluation process and the evaluation instruments. The full SPSC is also participating in the collection of information for the evaluation, and it expects to complete the evaluation during spring 2003.

The Accreditation Survey respondents report that that institution needs more work on its evaluation of how well it achieves its mission. Only 41 percent agreed that the college evaluates how well it achieves its mission.

Finally, the institution has made efforts to conduct program evaluations that lead to improvement of programs and services. The college has completed the program evaluations for each division in Academic Affairs as was scheduled. The last division in the cycle will be completed in the 2003-04 academic year. Because of the number of years over which these reviews have taken place, there are some inherent differences between them. The most obvious difference occurs because those reviews that have occurred since the creation of the Office of Institutional Research have benefited from having access to additional data.

The detail of the five-year plan generated as an outcome of the program review varies with each division. In most cases the reports provide sufficient detail so that each division can generate long term program goals from these documents. This process is being constantly reviewed to strengthen the link between these plans and the Educational Master Plan and the strategic plan. The divisions do reference the program reviews in developing their action plans which are used to develop the Educational Master Plan. The divisions also use the annual objectives of the strategic plan to develop these action plans; this is evidence of improvements in programs and services in that some recommendations from program reviews are now included in action plans and the Educational Master Plan.

Program reviews in Student Services and Administrative Services have also proceeded on schedule. The format of these reviews is different from academic programs but has still resulted in an effective review of these programs. For example, a recent review of fiscal services included a department mission statement, principles and goals, and the results of a satisfaction survey. In Information Systems, a group of faculty, staff and administrators evaluated how well the department was meeting its own program goals. In each process, a set of recommendations was developed.

Results of the Accreditation Survey indicate that 54 percent of those responding agreed that program review processes are integrated into institutional evaluation or planning. An even higher percentage of respondents, 64 percent, indicated their department or unit makes effective use of program review results to improve the quality of programs and

services. These data affirm the perception that program review is being used within departments.

PLANNING AGENDA

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

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

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

B.   INSTITUTIONAL PLANNING

B.1 *The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.*

B.2 *The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.*

B.3 *The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.*

DESCRIPTIVE SUMMARY

The Strategic Planning Steering Committee (SPSC) is responsible for the overall planning process. The college has a comprehensive master plan which includes the mission and philosophy of the college, the long term goals, annual objectives and major planning documents. These documents include the Educational Master Plan, the Technology Plan, Fiscal Plan, Human Resources/Staff Development Plan, and the Facilities Master Plan.; the strategic planning process; and program review processes for academic affairs, student services, and administrative services. In addition, the SPSC has produced a number of documents that define the planning process such as the development of annual objectives and action plans, a planning timeline, and a definition of planning terms. The SPSC is working on a planning guide that incorporates these documents and explains the strategic planning process in greater detail. Finally, the SPSC has produced the results of its planning process including the 1999-2004 long-term institutional goals, annual objectives for each year, and reports of accomplishments.

The SPSC developed long-term goals for 1999 to 2004, and the Board of Trustees approved the goals in May, 1998. Then, each year, the SPSC gathers input from the college community to create annual objectives for the college. In addition, the Director of the Office of Institutional Research, who is the co-chair of the SPSC, provides data to the SPSC to inform the development of annual objectives.

Annual objectives do not address all of the long-term strategic goals in any given year. Rather, the areas that the college considers to be most important in a specific year are assigned objective(s). Annually, each division or department then uses the objectives to develop action plans for the upcoming fiscal year. The divisions and departments base the action plans on the annual objectives for that year, the results of program reviews that have been conducted on a six-year schedule, and the department's current assessment of its most critical needs. The action plans include requests, for example, for additional funding for equipment, supplies, or non-instructional support staff. The prioritization of need for new full-time instructors is handled in a separate process. In addition, these plans address non-budgetary items, which might include new programs, new teaching methodologies, and development of learning outcomes.

In the Academic Affairs area, departments within each division use a template provided by the Academic Affairs Office. The template asks for a description of the activity or plan, including a rationale for the plan. The template also asks faculty and staff to indicate which objective(s) the activity meets. Finally, faculty and staff are asked to describe what resources, if any, are needed. Action plans are developed in a different manner in the Administrative Services area. The Vice President for Administrative Services requests action plans from each of the departments in his area. The Administrative Services Advisory Group (ASAG), a shared governance committee, discusses examples of plans as a group. Each department within Administrative Services then submits its plans to the Vice President. In the Student Services area, each department uses the same template to develop its own action plans. The Student Services Advisory Group (SSAG) then discusses the action plans. The Vice Presidents and the college Budget Committee use the action plans from all areas of the college to determine how to allocate any new funding the college receives. In addition, the academic divisions refer to these plans when they create separate templates to establish priorities for purchasing instructional equipment from the state allocation of equipment funding, when it is received. Thus, the action plans summarize the priorities for the next year.

The action plans, in addition to the long-term strategic goals, also provide information for the continued updating of the Educational Master Plan and each of the other major plans. The Educational Master Plan delineates the future direction of the college's educational program for the next five years, and it drives the development of the Facilities Master Plan and Technology Plan. An Educational Master Plan committee developed a process and template for the plan. All academic departments were provided with the template and the opportunity to submit each department's educational plans. The completed templates were submitted to the educational master plan committee for review and incorporation into a new Educational Master Plan of 2003. The Facilities Master Plan is then developed based on the programmatic needs as outlined in the Educational Master Plan. In addition, the Technology Plan, Fiscal Plan, and Human Resources/Staff

Development Plan are based on the mission and philosophy, long term goals, and annual objectives.

SELF EVALUATION

The results of the Accreditation Survey indicate that only 37 percent of the respondents agree that the institution's planning process is well-defined. Furthermore, nearly 20 percent of the respondents indicated that they do not know whether or not the institutional planning process is well defined. The institution has started publishing documents related to its strategic planning process on the College's intranet; however, the intranet currently is not widely used by faculty and staff.

A broad based process for gathering input from the campus community that aids in the development of institutional plans has taken place each year and in varying formats. One year, for example, the institution held a special "listening session" to gather input on the development of the 2002-03 annual objectives. In the subsequent year, the institution devoted a Flex Day to gathering input on the strategic planning process. Nearly half (48 percent) of the respondents to the Accreditation Survey agree that the planning process is participatory. The SPSC is engaged in determining the best process for obtaining broad input for the writing of new long term institutional goals. The definition of a consistent process for this and for the writing of annual objectives is an issue for the SPSC.

The long-term goals in the Strategic Plan are not prioritized. Each year the Strategic Planning Steering Committee develops annual objectives for the long-term goals. Because of the number of goals, not all goals have objectives each year. Therefore, each year certain goals are highlighted with annual objectives. This is a way of prioritizing activities in each year. In reality, most items requested in Action Plans fit under one of the annual objectives. This is especially true in the academic affairs areas where most instructional needs are, in fact, related to the long-term goal of quality instruction.

Each division, department, and program area uses these annual objectives as a basis for developing action plans. These plans are developed by each area to identify new programs or projects to be done in each area. These are prioritized by the department and division. The results of the program review process in each area are used in developing these plans. These priorities are then carried over to the hiring of non-instructional staff, purchasing of equipment and developing new budget proposals. These priorities are then discussed and compared through the college's shared governance mechanisms. The result of these discussions is the establishment of a set of prioritized items that become the college's priorities. Therefore, the evaluation and planning do help identify priorities for improvement.

The hiring of full-time instructors is handled separately. Each division has an opportunity to make a recommendation on new instructor positions, supported by program analysis. A form developed by the Academic Affairs Office includes a request for specific data to justify the position. It requires information on such things as the number of FTES in the department and the number of full-time and part-time FTE. The

division recommendations are then reviewed by the AAAG, and a prioritized list is forwarded to the President/Vice Presidents group and the College Council. Even though separate, the decision to hire full-time faculty is based in part on program reviews, which also are used to develop action plans. In this sense there is an integration of purposes.

The results of the Accreditation Survey indicate that only 46.2 percent of those responding agree that the college uses research results to identify priorities for improvement. One can offer several interpretations of this response. It may relate to the lack of prioritization in the college's strategic plan and educational planning documents, a perceived lack of specificity in goals and objectives, or an overall sense that there are not visible improvements in issues that the respondents care deeply about (e.g., classified salaries, administrative evaluations to assess and improve effectiveness).

The SPSC develops long-term goals and annual objectives. Separate committees on campus develop the Educational Master Plan and other plans described above. The membership of these committees is broad-based but does include many of the same persons because of their job assignments. For example, the Vice President of Academic Affairs is involved with Strategic Planning, the Educational Master Plan, and the Technology Plan committees. The individual divisions or areas of the college develop action plans and conduct program evaluations in the context of the annual objectives or long-term strategic goals. Some of the goals and objectives are more applicable to some departments than others. Therefore, not all objectives are used in each plan.

PLANNING AGENDA

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

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

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

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

C.   INSTITUTIONAL OUTCOMES ASSESSMENT

C.1 *The institution specifies intended institutional outcomes and has clear documentation of their achievement.*

C.2 he institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

DESCRIPTIVE SUMMARY

The institution defines institutional outcomes in two ways. First, the institution specifies outcomes through its strategic planning process. The college has established ten (10) long-term institutional goals for 1999-2004; each year the institution specified annual objectives to help accomplish these goals. College departments and areas then develop action plans related to these annual objectives. The college documents achievement of the long-term goals and annual objectives through periodic progress reports.

Second, the institution specifies institutional outcomes through its identification of appropriate learning outcomes. Learning outcomes have been established at both the course level and department level for most occupational programs. In addition, the institution is currently developing learning outcomes for the General Education curriculum. The institution established a Learning Outcomes Taskforce composed of representatives from each of the academic divisions. The taskforce reviewed the College's general education requirements, then identified characteristics of general education courses. For each of the general education areas (e.g., communication skills, natural sciences, etc.), the taskforce developed appropriate outcomes and shared these outcomes with faculty in each academic division. Once this process has been completed, the institution will be able to identify overall institutional learning outcomes.

Monterey Peninsula College disseminates information to the public derived from the college's planning activities in a variety of ways. General information about the college, describing the demographics of the faculty, staff and students, is available on the college web site. All college job announcements and program brochures also include this information. The college also publishes a small brochure with demographic information that is available to the public.

In addition, quality assurance is communicated in various brochures, the Monterey Peninsula College Catalog, and each semester's class schedule. The Directors of the MPC Foundation Board act as "ambassadors at large" and conduits of information to the community. The Foundation distributes information on the college's planning activities to the public through a variety of events such as open houses, receptions, fund raising activities, and community forums. Also, members of the various advisory committees for occupational programs whose members are community members are involved in planning and also serve as conduits of information.

Faculty Members, Counselors, Student Financial Services, and other Student Services personnel are involved in outreach programs and workshops at local high schools. These efforts serve to inform the public with information concerning the college's mission and goals. Meetings with public service organizations, chamber of commerce activities, meetings of regional occupational program leaders, and other groups serve to disseminate data derived from planning activities of the college.

The institution has engaged in review and revision of its institutional research efforts and its planning processes. The IRAC developed a comprehensive list of research that the College needed to conduct. The institutional researcher, hired in 2000, reviewed the list of research activities and developed a draft of a research agenda that was subsequently reviewed by IRAC and adopted in fall 2000. This research agenda was reviewed one year later and revised.

The institution has also evaluated its strategic planning processes. In spring 2001, the institution conducted a "pilot" midterm analysis of its long-term institutional goals. This midterm analysis focused primarily on the progress made towards completing and accomplishing the long-term institutional goals. However, the analysis also briefly explored how useful the strategic planning process was to departments, divisions, and program areas as they developed their action plans. As discussed in section 3A3, a second, more comprehensive planning evaluation is currently underway. Finally, the instructional deans reviewed and modified the instructions for academic program review in the 1999-2000 academic year.

SELF EVALUATION

Although the College has developed long-term institutional goals and annual objectives, the objectives generally do not address outcomes. As a consequence, they do not lend themselves easily to measurement. A second challenge is that the evaluation efforts have generally been ad-hoc; that is, the SPSC has generally developed evaluation efforts at the end of a planning cycle rather than outlining the evaluation strategy at the onset. As a result, there have been missed opportunities to document achievements or to collect ongoing evidence of accomplishments. The Accreditation Survey results corroborate this. Only 44 percent of the respondents agree that MPC has clearly-defined, specific institutional outcomes. Even fewer respondents (37 percent) agree that MPC effectively documents the achievement of its institutional outcomes. This may be interpreted as a sense that documentation is ineffective or that desired outcomes, particularly on troubling issues, have not been achieved. The institution has begun to make progress in the area of documentation. Starting with the 2002-03 annual objectives, the SPSC attempted to specify appropriate outcomes for each annual objective.

In terms of learning outcomes, some of the vocational programs, such as Graphic Arts, have established methods for collecting evidence that students are meeting the specified program outcomes. The work of the Learning Outcomes Taskforce, however, has thus far focused on identifying outcomes and has spent less time on developing means for collecting evidence of students' achievement of the learning outcomes.

The passage of the bond issue is a tribute to the effective dissemination of information related to quality assurance. Many local groups received presentations related to the need for the bond and the quality and types of the programs offered by the college. The fact that the bond issue passed overwhelmingly is in itself a statement of the positive perception that the public has of the college.

The Institutional Research Advisory Committee (IRAC) developed information packets that were distributed to many groups on campus. These packets contain a wide variety of data that are useful for planning purposes. This IRAC does have members from the community who attend its meetings on a regular basis. These individuals also disseminate information from committee activities to the community.

Though information on the college mission, philosophy, long-term goals and other planning activities is currently available on the college Intranet. It is not yet posted on the website.
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Although the institutional research office has reviewed the research agenda and made modifications to the research plan, there is no formal process to evaluate the usefulness of the planning data provided by the research office. A contributing factor is that the institutional research office has not yet been included in the program review process. The integration of this office with other institutional groups and processes will inform and enable future evaluation.

The institution did conduct a "pilot" midterm analysis of its long-term institutional goals; however, this evaluation focused more on the accomplishment of the long-term goals rather than on the strategic planning process itself. Also, as described in section 3A3, the "pilot" evaluation was not as comprehensive as the current evaluation that is underway.

The Accreditation Survey results indicate that less than 40 percent of the respondents agree that the institution systematically reviews its planning, research and evaluation efforts. While this response may be due in part to the lack of integration of the Office of Institutional Research with more familiar campus groups and processes, if may also indicate a need for reviewing the use and implementation of processes such as program review.

PLANNING AGENDA

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

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

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

STANDARD FOUR

EDUCATIONAL PROGRAMS

The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

A. GENERAL PROVISIONS

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

A5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY

A primary objective of Monterey Peninsula College is to share its resources, services, and staff to meet the varied educational needs of its students through programs consistent with its institutional mission and purpose. The college's Mission Statement is carefully reviewed and updated by the Strategic Planning Steering Committee and is presented annually in the college's catalog on page four and in each installment of the schedule of classes. The essential thrust of the college's mission is to provide instructional programs that encourage achievement of degrees and units for transfer, that enable the acquisition

of necessary basic skills, that meet workplace needs, and that nourish the excitement of lifelong learning. (A.1)

To better fulfill its mission and purpose, Monterey Peninsula College regularly collects data on student enrollment and demographic trends, community population trends and projections, local K-12 enrollment trends, and regional economic trends. The source of information on student enrollment and demographic trends is the college's own student information system, as well as the Chancellor's Office.   The environmental data is gathered from a variety of sources, including the U.S. Census Bureau, the Association of Monterey Bay Area Governments (AMBAG), California Department of Education, and the California Employment Development Department. These data are disseminated to the college's strategic planning committee, marketing committee, and to all department and division chairs. The college also has collected primary information about our service area in the form of a community needs assessment. This assessment gathered information about the educational and student support needs of residents in the college's service area. The preliminary results from this assessment have also been distributed to various committees that engage in educational planning. (A.1).

Information from these various data sources reveals a diverse student population in terms of age, level of educational attainment, and educational goals. MPC students are older, on average, than typical California community college students, and a large percentage of students hold baccalaureate degrees. In addition, MPC students seek a variety of educational goals including transfer, occupational, and lifelong learning goals.   The diversity of the student population mirrors the community that MPC serves. (A.1)

The area that MPC serves relies on the tourism and agricultural industries, which are both subject to seasonal fluctuations in employment.   The population in the area has decreased, rather than increased, in the last ten years. K-12 enrollment has declined, and the median age has risen.   Older, more affluent and well-educated individuals characterize the south portion of MPC's service area. In contrast, younger, less affluent individuals with lower high school completion rates characterize the north portion. In the north portion, there are also more residents with limited English proficiency. MPC uses this information as part of its educational planning process. This information is critical for maintaining the college's strong general education, vocational, distance, and lifelong learning programs. (A.1)

Regarding degree and certificate programs, discussion among instructors within divisions and between division chairs is a key element of planning to make sure that courses leading to certificates and degrees are offered in an appropriate and timely manner. A determined effort is made so that courses are offered at least once every four semesters. If the program is a one-year certificate program, courses are offered once a year. Every important transfer and vocational course is offered every semester. Even in the face of the present California budget crisis, while MPC has had to cut the number of courses offered overall, its schedule development process, with careful planning, has still been able to meet the student expectations mentioned in this section. (A.2)

No programs have been eliminated or program requirements significantly changed since MPC's last accreditation report, but if that development had occurred, the first approach

would be to continue the program until the students already enrolled were finished, or those students would be provided with equivalent courses. MPC's last choice would be to utilize waivers. MPC's goal is to do everything possible to aid students in their progress toward their goals in life. (A.3)

The institution has provided sufficient human and financial resources to support its educational programs and to facilitate the achievement of the goals and objectives of its programs regardless of the service location or instructional delivery method. Even in the lean financial years, MPC has been able to replace full-time faculty retirement positions. The college places a high value on replacing these positions, but the ability to do so, especially in times of limited state funding, depends on institutional priorities. Until funding was eliminated, the college used state-provided block grants for instructional equipment. With the passage of the bond, the college will be able to provide instructional equipment for many years to come. (A.4)

Perhaps MPC's greatest coup since the last accreditation report has been its new Library and Technology Center. Some of MPC's core services will be housed in one place and operated with the latest equipment. In addition to library services and the Office of Instructional Technology, several instructional programs will be located on the first floor of the building including the English and Study Skills Center, the English as a Second Language (ESL) Lab, the Academic Support Center, and the Lindamood Reading Program. All of the programs and services in the new building will be accommodated with state-of-the art equipment. The college is justifiably proud of the plan to house these programs together in a way that enables clear connections and collaboration among them. Such connections in such a magnificent setting will surely inspire the future directions of these programs. Further, it should be noted that MPC was successful this November in passing a $145 million dollar bond. The facilities of the institution, as a result, will be renovated and reequipped for the continuance of successful education well into the 21st century. (A.4)

The institution uses its counseling department to meet student needs for information and advice regarding transfer and vocational programs. Each counselor is specifically assigned to and has become an expert in an academic or vocational area of study, and the institution, as a result, adequately meets students' needs. Further, there is informal faculty advisement of students. MPC's classes are noted for their low student-to-faculty ratios, and members of the faculty take pride in their accessibility to students for further help, advice, and support. The institution, however, does not have a formal faculty-advising program nor does it have a formal faculty training program for counseling and advisement. (A.5)

SELF EVALUATION

The institution needs a mechanism whereby funds are set aside for new programs even in the lean years. The institution presently has institutional action plans containing both budget-dependent and non-budget-dependent activities. New budget-dependent activities can be funded only when there is new money. Since our world is one of constant change,

a mechanism is needed for long-range planning so that some changes requiring new funds can be made even when there is no new money. (A.2, A.3)

Secondly, a more formal mechanism is needed to share information between the Curriculum Advisory Committee (CAC) and Divisions when there are program changes. Some community colleges have a member of every division on CAC so as to have instant communication regarding program elimination, change, or modification. (A.3)

Thirdly, there is concern that in the years ahead, with no new monies likely, the institution will find it difficult to provide sufficient human and financial resources to support its programs. Planning needs to take into account the maintenance of programs even when there is no new money, and needs to keep up with change when new funds are not forthcoming.   It has been suggested that the institution prioritize its goals, and then use the method of zero-based budgeting. (A.4)   In accordance with the provisions of this standard, priority will be placed on budgetary needs closest to the classroom experience of students.

Finally, the institution might develop a plan whereby there is more formal faculty involvement in the advising of students. (A.5)

PLANNING AGENDA

- MPC has made a priority of long-range planning with the formation of the Strategic Planning Steering Committee. The committee's Annual Objectives for 2002-2003 and 2003-2004 specifically address the needs expressed in General Provisions A.1, A.2, A.4, and A.5. The first priority for funding in the fiscally straightened years to come will support the fullest achievement possible of this standard as well as of Long-Term Institutional Goal I: "Maintain and enhance MPC's instructional programs, its comprehensive, high quality curriculum."

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

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

B.   DEGREE AND CERTIFICATE PROGRAMS

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

B.2 ***The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.***

B.3 ***The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.***

B.4 ***All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.***

B.5 ***Students completing degree programs demonstrate competence in the use of language and computation.***

B.6 ***The institution documents the technical and professional competence of students completing its vocational and occupational programs.***

DESCRIPTIVE SUMMARY

The degree and programs of Monterey Peninsula College are offered in the areas of transfer education, occupational education, general education, skills development education, partnership programs with business, media courses, and older adult classes. Their design, length, breadth, and sequencing have been thoroughly examined through the course development and Curriculum Advisory Committee review processes. Final exams, projects, papers, portfolios or other culminating activities are among the means the college uses to assure that students are able to synthesize learning. In addition, instructional support services are provided through the English and Study Skills Center, Mathematics Laboratory, Lindamood (Reading) Program, Academic Support Center, High Technology Supportive Services Center, and College Readiness Program. Also, Library Services supports the research and informational needs of students and community members. (B.1)

In occupational areas, thirty-six Certificate of Achievement programs are offered, thirty-four of which lead to the Associate Degree. New programs are examined in the curriculum process, just as all existing programs have been reviewed, for content, objectives, career preparation, and achievement of knowledge. In addition, MPC offers three degree-only programs in occupational areas: Physical Education Aid, Restaurant Management, and Nursing. In academic/nonoccupational areas, MPC offers sixteen certificates, all of which lead to the Associate Degree, and seven degree-only programs: Dance, Family and Consumer Science, General Studies, University Studies/CSU, University Studies/IGETC, University Studies/Special Emphasis, and Women's Studies. All programs are described clearly in the college catalog. For many of the programs, learning outcomes have been specified and included in the catalog. Students must follow a prescribed course of study to receive a certificate and/or degree and complete the

program requirements as described in the catalog. Degree completion entails meeting the core program requirements, general education, reading and writing proficiencies, mathematics proficiency, total units, and residence requirements. (B.2)

Learning outcomes have been specified for numerous occupational programs, and efforts are underway to articulate learning outcomes for General Education. A Learning Outcomes Task Force consisting of faculty representatives from all academic divisions and student services has been taking the lead in creating a systematic process for assessing learning outcomes in all program areas. As defined by the Task Force, assessment is an ongoing process designed to improve the quality of instruction and student learning.. It is a system of gathering, analyzing and interpreting evidence of student learning to determine how well student performance matches stated learning outcomes, using the resulting information to document, explain, understand and improve performance. Such a process may lead to instructor driven changes in pedagogy, curricula, and/or topic or course sequencing, based on evidence collected. MPC's Learning Outcomes Task Force has defined assessment and created a process that has been piloted in several occupational areas including Graphic Arts, Hospitality, and Marine Science and Technology; the Nursing program has documented student results. Currently, the Task Force is working with General Education faculty to articulate learning outcomes for the General Education program and to study ways to transfer to this program area the same/similar strategies used in the pilot projects. (B.3, B.6)

Further, the Curriculum Advisory Committee's new course outline form is compatible with the Santa Rosa administrative system. This document serves as the basis for consistent course descriptions in the catalog and schedule of classes. Each instructor, at the beginning of each course, provides students with a course information sheet containing course objectives, requirements, grading information, and topics to be addressed. MPC's Articulation Officer communicates regularly with other colleges and universities to ascertain the appropriateness of the curriculum for transfer and certificate programs. (B.3)

The relevance of courses to job requirements is maintained by vocational advisory committees that meet regularly. Additional oversight is provided through qualification for Vocational Education and Applied Technology Act (VATEA) funds. All vocational programs are evaluated through rotation in a five-year plan, after which the State of California and the Community College Chancellor's Office collect core information on grades, retention, and job placement, checking labor market information for demand. Standards must be met, since the State of California is accountable to the U.S. Department of Education. (B.3, B.6)

MPC's catalog addresses the college's commitment to the idea of academic freedom, the realization of human potential, the opportunity for students develop knowledge and understanding of the self, other human beings, and the environment. It is MPC's goal to provide the highest quality of instruction, opportunities for adults to continue their education on a life-long basis, and a program of general education including a curriculum that values diversity, a global perspective, and the language/communication skills which make these possible. The general education requirements are divided into communication skills, natural science with laboratory, humanities, social science, lifelong learning and

self-development, and intercultural studies. Degree programs are set up to provide a focus in which units from major areas and a sequence meet criteria for a certificate or degree. General education courses provide a significant introduction and variety in methods of inquiry, such as critical thinking and the scientific method. (B.4)

The Associate Degree is awarded upon satisfaction of several competencies. Students must demonstrate both reading and writing competencies through successful course completion or by test scores deemed appropriate by MPC's assessment personnel. The writing competency may be met also by achievement of minimum test scores on the Advanced Placement test, General Examination in English (CLEP), or the CLEP College Composition (Subject Exam). Mathematics competency can be attained through successful course completion, credit by exam, or achievement of a specified minimum score on the SAT-Mathematics, the ACT-Mathematics, the Advanced Placement Math, or the CLEP-Mathematics. (B.5)

Learning outcomes are being articulated for each program, including projects and portfolios in the vocational programs. Advisory committees oversee and evaluate these programs on a regular basis. For example, the Police Academy and Fashion/Design advisory committees meet monthly for this purpose. In addition to the MPC Career Center, Title III funds have been used to hire a Job Developer to make contacts in industry and help students with job placement. (B.6)

SELF EVALUATION

The college's degree and certificate programs, including 46 Certificate of Achievement programs and degree-only programs in occupational areas, meet the mission statement by "offering a variety of programs and services dedicated to excellence and which meet community needs." Their length, breadth, depth, sequencing, and uses of learning resources are clearly identified, many with learning outcomes stated in the catalog. The objectives, including career preparation and competencies, are also evident. Beyond this, one of the goals of the Learning Outcomes Task Force is to identify learning outcomes in the catalog for all programs, including learning outcomes for the General Education program. Requirements of General Education as well as requirements for each major are clearly stated and can be accessed easily by students. English and computation skills required for graduation have been rigorously debated and evaluated and are deemed appropriate at this time. The Curriculum Advisory Committee's new course outline form is compatible with the Santa Rosa administrative system, and the relevance of courses to job requirements is maintained through occupational advisory committees. The Task Force on Learning Outcomes continues to articulate strategies for effective learning outcomes, and is planning to integrate a coherent strategy for collecting evidence of learning. MPC's unique relation to its community, not only in terms of vocational training, but in cultural resources, necessitates the continuance of programs such as Gentrain, Foreign Languages, Creative Writing and the Arts. Community members actively enroll in these programs; in times of impending fiscal cuts, the integrity of the college must be maintained.

PLANNING AGENDA

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

C.   GENERAL EDUCATION

C.1   The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

C.2   The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

C.3   The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

C.4   Students completing the institution's general program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

DESCRIPTIVE SUMMARY

The term "General Education" is defined in the *Monterey Peninsula College Catalog* as a course of study "*designed to enable students to achieve an understanding of the methods by which knowledge is acquired, to comprehend the nature and function of human communication, to gain an understanding of human beings and their environment, and to acquire a broad knowledge of the development of major civilization and cultures.*" In addition, through General Education, "*students are led to gain an appreciation of the arts and humanities and to examine the interrelationships among social, political, cultural, and economic institutions that both link and separate oral societies.*" And finally, the General Education course of study leads students "*to develop habits of critical and quantitative analysis and synthesis, to apply the scientific method of inquiry when*

gaining an understanding of the physical and biological sciences, and to express judgment through oral and written communication." (C.1, C.2, C.3, C.4)

The specific pattern of acceptable courses to satisfy the general education requirements for the associate degree is presented in the college catalog. In addition, there is a listing of the specific patterns to satisfy the lower division general education requirements for the bachelor's degree for the California State University and the University of California. These contemporary patterns have been reviewed routinely by both faculty and administrative staff to be in compliance with community college/CSU/UC guidelines. Faculty, the Curriculum Advisory Committee, the Articulation Officer, and the Academic Affairs Office assure that the patterns are amended each year as new courses are added and/or deleted from the curriculum. (C.1, C.2, C.3)

The General Education Committee meets once a year to review and assign courses to the associate degree general education pattern and to review courses to be submitted to the CSU/UC systems for inclusion in the CSU and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns. The committee also reviews MPC's graduation requirements. The committee presently consists of the articulation officer, a counselor, and two faculty members. (C.2)

All courses that satisfy the associate degree general education requirement meet the requirements described in Title 5, section 55810. Furthermore, all courses are taught at the associate degree level and meet the scope and purpose of the twenty-one units required to satisfy this pattern. (C.2, C.3)

Students may choose one of three patterns of study to achieve their breadth of experience in General Education. Each pattern includes studies in humanities, natural science, and social science, and provides development in intellectual skills, facility with information technology, capacity for creativity and social sensibilities, and sensitivity to cultural diversity. (C.3)

Students who wish to complete an associate degree must complete twenty-one units in six areas of study: Communication Skills, Natural Science with Lab, Humanities, Social Science, Life Long Learning and Self-Development, and Intercultural Studies. (C.3)

For those students preparing to transfer to a California State University campus, the General Education pattern includes thirty-nine units selected from five areas of study: Communication and Critical Thinking; Physical Universe and Its Life Forms; Arts, Literature, Philosophy, and Foreign Language; Social, Political and Economic Institutions; and Lifelong Understanding and Self-Development. (C.3)

Students who are undecided as to whether they will transfer to the CSU or the UC systems may follow a General Education pattern of study described in the seven areas of Intersegmental General Education Transfer Curriculum (IGETC): English Communications, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Languages Other Than English, and (for CSU only) U.S. History, Constitution, and American Ideals. (C.3)

Each of these General Education patterns of study is designed to provide students with the scope, content, and methodology of the major areas of knowledge. Courses in the humanities and fine arts explore the cultural activities and creative expressions of human beings. These courses help students develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them expressively and creatively. These courses also assist the student in developing aesthetic understandings and value judgments. (C.2, C.3)

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. These courses help students to develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. Integrated lab work and contact with the physical world through field trips provide direct experience that exemplifies and particularizes the concepts, theories and ideas of science. (C.2, C.3)

Courses in the social sciences focus on people as members of society. These courses stimulate critical thinking about the ways in which people behave, promote an appreciation of how societies and social subgroups operate, and develop an awareness of the method of inquiry used by the social and behavioral sciences. (C.2, C.3)

Courses in intercultural studies explore the varieties of human experience and help students understand the sources for cultural bias and stereotyping. These courses address the issues relevant to understanding differences and similarities in race, culture, gender and ethnicity. By examining cultures different from their own, students gain a greater appreciation of cultural diversity. (C.2, C.3)

By satisfying the course requirements in the General Education pattern, students receiving an associate degree will have completed course work in English composition, exposition, argumentation, research methods, rhetoric and analytical thinking. Students will also have completed courses in oral communication, scientific and quantitative reasoning, analysis, and logic. All students will have satisfied their math proficiency at the elementary algebra level as demonstrated by standardized test results or course work. (C.1, C.4)

SELF-EVALUATION

The recently established Learning Outcomes Task Force is developing definitions and criteria to identify the tasks and behaviors students must demonstrate to show mastery of the knowledge, concepts, values, and skills within the General Education curriculum. As each academic division reviews its specific curriculum, the members of its faculty will further refine these criteria. (C.3, C.4)

Revisions, updates, and additions of new courses in the General Education pattern are currently presented to the Curriculum Advisory Committee and then passed on to the General Education Committee. This procedure might be made timelier and less cumbersome by a consolidation of effort. (C.2)

Although the college has considered developing a reciprocal general education pattern for community colleges–similar to the CSU and UC pattern of requirements–the issue has proven to be complex. However, most of the concerns for students who transfer their General Education course work between community colleges have been ameliorated by the California Articulation Numbering (CAN) system which provides comparability of courses between schools. (C.1)

PLANNING AGENDA

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

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

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

D. CURRICULUM AND INSTRUCTION

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

D.6 ***The institution provides evidence that all courses and programs – both credit and non-credit-whether conducted on or off campus by traditional or non-traditional delivery systems, are designed, approved, administered and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.***

D.7 ***Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on "Principles of Good Practice in Distance Education."***

D.8 ***Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.***

DESCRIPTIVE SUMMARY

Curriculum development has focused both on course and program development. The college has introduced several new programs approved by the Chancellor's Office since the last accreditation visit. These include Marine Science and Technology, Human Services, and Retail Management. Other programs have undergone modification and updating through course revisions and addition of some new courses. Faculty members in a number of program areas have also developed Certificates of Completion for programs of fewer than 18 units offered by the individual departments. While not needing Chancellor's Office approval, Certificates of Completion have received Curriculum Committee approval. The college catalog describes all of these programs, which are typically termed Fast Track programs.

The process of new course development is informed by a set of instructions attached to the curriculum package provided to all instructors who wish to develop new curriculum and described in detail during all new faculty orientations. Essentially, it is the individual faculty member who initiates new course development in response to such factors as expressed community need and/or input from advisory committee members. The faculty member prepares the course outline and presents it to the department and division. After consultation with the division chair, the faculty member discusses the new outline with the appropriate dean, who reviews and submits it to the Vice President for Academic Affairs for review. The outline is then submitted to the Curriculum Advisory Committee (CAC). This body considers the outline for educational and internal consistency and recommends whether or not the course should be accepted. Upon CAC approval, the staff assistant to the CAC includes the course in the next Board report. After Board approval, the staff assistant submits the final outline to the Academic Affairs Office for inclusion in the electronic database and hard copy file. (D.6)

Procedures for preparation of new instructional programs follow the directives provided in the Program and Course Approval Handbook distributed by the Chancellor's Office in September 2001. Department faculty members develop new programs by preparing the

program curriculum for review by division faculty and the division chair as well as by academic administration. Upon completion of these required steps, including course outline preparation, the CAC receives the program for review. Given CAC approval, the program is submitted to the Governing Board and to the Chancellor's Office. Board approved occupational programs are submitted to the Regional Occupational deans for review and then to the Chancellor's Office. (D.1)

Monterey Peninsula College faculty also submit course revisions on a regular basis in an attempt to update program curriculum. Instructor evaluations, Program Review, advisory committee recommendations, and gleanings from professional conferences and literature represent routine sources of input for curriculum revision. (D.1, D.6)

MPC conducts Program Review on a six-year cycle. The Academic Affairs Office (AAO) has established a program review calendar with procedures in outline form. During the 1998-2004 cycle, the AAO asked program faculty to place old outlines on more recently updated forms, as well as to review articulation, prerequisites, and basic skill advisories as required by Title 5. Upon completion of a program's review, the Vice President prepares an information report for the Academic Affairs Advisory Group (AAAG), the College Council, and Governing Board. This report summarizes the overall process and provides information about the programs reviewed during the academic year. The Action Plan for Academic Affairs for the subsequent year includes conclusions reached in the Program Reviews. Action Plans include both non budget-dependent activities/plans and those that are budget dependent; in this way, the Program Review process is integrated into overall institutional evaluation and planning. (D.1, D.6)

The regular program review cycle includes all occupational programs. In addition, Title 5 requires that occupational programs complete a review and survey of industry and community needs every two years. This review uses a specially developed form termed: Career Education Program–Two-Year Review. The occupational dean asks the program faculty to meet with advisory committees on at least an annual basis, as required. Many MPC programs rely heavily on advisory committee input ensuring the relevance of course to job requirements. (D.1, D.6)

Monterey Peninsula College provides high quality instruction through its exceptionally well-qualified faculty. MPC has demonstrated its commitment to high standards of teaching by having 124.48 full-time instructors, librarians and counselors. The Faculty Obligation Number for fall 2002 was 122.9. Additionally, MPC has established standards for (1) minimum qualifications for faculty, (2) evaluation of equivalencies for minimum qualifications and eminence, (3) faculty selection procedures, (4) tenure review and peer evaluation, (5) faculty service areas and competency standards, and (6) administrator reassignment rights. The standards in each of these areas are intended to enhance instruction. The Monterey Peninsula College Teachers Association (MPCTA), in consultation with the Academic Senate and administration, has recently revised the evaluation process for faculty. The revision has been delivered to the Superintendent/ President. Acceptance of the process now relies upon its forwarding by the President for any needed negotiation and eventual Board approval. Specifics of academic evaluation follow in Standard 7. (D.2)

The Vice President for Academic Affairs, with the assistance of two academic deans, is responsible for the coordination and administration of nearly all instructional programs offered by the college. In Student Services, some courses are offered through Supportive Services and the College Readiness program, described in Standard 5. The division chairs, who in some cases work with program directors, provide immediate coordination and administration of instruction. Divisions and deans together administer off-campus courses. Each dean is responsible for the courses and programs offered through the divisions under his supervision, both day and evening and year round to include early spring and summer sessions. The college extends special efforts to ensure quality, rigor, and effectiveness of instruction regardless of service location. (D.2)

In addition to the vast range of on-campus offerings, MPC also offers some courses and programs off campus and through distance education. Off-campus courses include those offered through contract education at selected sites, such as Asilomar, fitness centers, local theaters, and public safety agencies. In addition, MPC offers a number of courses at the local high schools and middle schools. Students enrolling in Cooperative Work Experience typically complete the course with an off-campus employer, and those enrolling in Travel Study courses, combining academic study with first-hand experience of conditions and behaviors in other cultures or environments, travel to other locations to complete these courses. Finally, the college offers an Older Adult noncredit program at local senior centers. (D.2, D.5, D.6)

MPC offers distance education through the Living Room Series and MPC On-line. The college ensures that these courses conform to the "Principles of Good Practice in Distance Education" developed by the statewide Academic Senate. MPC has prepared a guide for development of distance education courses: Principles of Good Practice and Minimum Standards for Distance Learning Courses at Monterey Peninsula College. The Curriculum Advisory Committee has developed the "Distance Education Form" attached to the curriculum package. Completion of this form must reflect conformity to the standards.

Through its Living Room Series courses, which typically employ videotapes and accompanying printed material, the college offers another format for various distance education courses. Some on-campus meetings are usually required. A growing number of on-line courses, most of which require at least an initial meeting on campus, also provide opportunities for distance education. Courses offered through the Living Room Series and MPC On-line are often available on campus as well. The same student objectives/learning outcomes apply to all formats. (D.2, D.5, D.7)

Clear criteria for evaluating student performance or achievement are stated in college publications and are generally understood by faculty and students. The general criteria for evaluating student achievement are stated in the MPC catalog. Course information sheets that faculty distribute to students at the beginning of each course describe criteria specific to the course, and all course outlines explain in detail the method of evaluating student learning in the course. (D.3)

Credit awarded is consistent with student learning or achievement, and it is based on the Carnegie Unit as well as generally accepted norms or equivalencies in effect at four-year

institutions. The same standards for all courses, degree credit, non-degree credit, and noncredit, are applied in all settings, both on and off campus. While learning outcomes (phrased as objectives) are a key element in all course outlines, MPC is now in the process of articulating learning outcomes for all programs, an important first step in assessing learning outcomes. The Learning Outcomes Task Force has created a process for assessing learning outcomes, and faculty members in several occupational programs have piloted the process. At the present time, the Task Force is working with General Education faculty in the development of learning outcomes for the program of General Education. The same or similar process for assessment piloted in occupational programs may apply, perhaps in modified form, to the process for assessment of learning outcomes in the General Education program. (D.3, D.6)

The degree or certificate awarded upon successful completion of an educational program is appropriate to the demonstrated achievement of the graduate. Students must follow a prescribed course of study to receive a certificate and degree from Monterey Peninsula College. In order to receive a certificate, students must complete the program requirements as described in the catalog. To receive a degree, students must meet the certificate/program requirements as well as requirements for General Education, reading and writing proficiencies, mathematics proficiency, total units and residence. Degrees are offered in a few areas for which certificates are not available: Physical Education Aid, Restaurant Management and Nursing. (D.3)

MPC makes clear and well-publicized distinctions between courses that offer degree credit, non-degree credit and noncredit. MPC's course numbering system makes this distinction evident and comprehensible. Credit is not given for prior experiential learning, although students may challenge designated courses by examination. Academic divisions and departments have established procedures for challenge. Also, credit is awarded through the College Level Examination Program (CLEP) and through the Advanced Placement Test of the College Entrance Examination Board. (D.3)

The curriculum planning process involves coordination with baccalaureate institutions, particularly with respect to General Education courses and requirements and with respect to course-to-course articulation in specific areas of study. The Articulation Officer communicates regularly with other colleges and universities in order to ascertain the appropriateness of the curriculum for transfer. Consequently, courses designed for transfer are prepared in light of the curriculum offered in the four-year institutions. (D.4)

Monterey Peninsula College participates in the California Articulation Numbering (CAN) system. Course-to-course equivalencies have been established with a number of four-year institutions. Some universities limit course-to-course articulation if Monterey Peninsula College is not a "feeder" school, such as Sonoma State, and others limit submissions to a proscribed number, such as four submissions at Chico State. The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) program, available on-line, identifies the MPC courses that correspond to courses at specific CSU and UC campuses. (D.4)

Monterey Peninsula College also submits courses regularly for approval in the California State University System's General Education pattern and for inclusion in the

Intersegmental General Education Transfer Curriculum (IGETC). In addition, MPC has approved transfer admission agreements with several four-year institutions. The most recent agreement established was the Partnership to Degree program prepared in conjunction with the California State University at Monterey Bay (CSUMB) through the Higher Education Learning Partners (HELP) consortium. (D.4)

Systemwide follow-up studies of transfer students are provided to MPC by the University of California and the California State University systems. Individual campuses of the California State University system periodically send student reports, available to counselors and students at the Transfer Center. Through the Partnership to Degree program, MPC receives annual progress reports on all MPC transfer students to CSUMB. (D.4)

SELF-EVALUATION

The curriculum development process is thorough and relies on input from the departments, divisions and administration. The Chair of the Curriculum Advisory Committee often advises faculty regarding new courses and course revisions. She keeps a copy of the Program and Course Approval Handbook in her office for reference if needed. The curriculum package, developed in conjunction with the CAC, moreover, contains a complete set of instructions for curriculum development. The Curriculum Advisory Committee has provided workable procedures for considering curricular issues in an orderly manner. The CAC is central to this process and represents an important link between the faculty and administration. (D.1)

Program Review has been established on a six-year cycle and all programs have been reviewed according to the calendar established and submitted to the Governing Board. Some program areas have experienced delays in transferring courses to the new outline forms, but a tracking mechanism exists to assure completion of this work. The deans and the Academic Affairs Office have created a master list that indicates which courses have been entered, as revised, in the database, and which courses have yet to receive approval from the appropriate dean. The next calendar for Program Review will be established on a five-year cycle so that all curriculum will be reviewed and updated every five years. (D.1)

While articulation agreements are in place with many universities, articulation requires that course outlines be no more than five years old, which is a reason to urge program faculty to transfer old curriculum to the new forms while reviewing the various data elements. While most of the revisions made in this process would typically need CAC approval, some outline revisions do not need such approval. The AAO sends these revisions electronically to the articulation officer as soon as the data are entered in the data base. (D.4)

There is no master list or database established that includes all of the articulation agreements and the dates they were established, so gathering information about the articulation agreements can be laborious. With the recent hiring of a new dean, the role of

the Articulation Officer may be modified or expanded to promote greater ease and efficiency. (D.4)

With the recent hiring of a transfer coordinator, the Transfer Center at MPC is focusing on its ability to provide transfer assistance to students and counselors. (D.4)

While MPC has numerous occupational programs, some programs have not conducted advisory committee meetings in several years. Informal communication between program faculty and advisory committee members has occurred, but formal meetings in some cases have not been scheduled. The two-year review for occupational programs has been scheduled using the Career Education – Two-Year Review form. Within this year and next, all occupational programs will have completed this special review and will continue to do so every two years. (D.1, D.6)

PLANNING AGENDA

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

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

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

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

STANDARD FIVE

STUDENT SUPPORT AND DEVELOPMENT

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

1. *The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.*

2. *The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.*

3. *The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.*

4. *The institution involves students, as appropriate, in planning and evaluating student support and development services.*

5. *Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.*

6. *The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.*

7. *The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.*

8. *The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.*

9. *Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.*

10. The institution systematically evaluated the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

DESCRIPTIVE SUMMARY

Monterey Peninsula College is an "open door" institution following state guidelines for admissions. Policies and procedures are clearly stated in the MPC Catalog, issued and updated yearly, and the Schedule of Classes issued for each semester/session. The mission of the college is supported by a broad range of academic courses and vocational programs with supporting student services programs. There are four programs that are exceptions to the "open door" policy as stated in both documents: Dental Assisting, School of Nursing, College Readiness, and the Police Academy. Their application and screening procedures must be completed independently from regular admission. (1)

Monterey Peninsula College actively recruits in the district with various methods of advertising by the Public Information Office and with high school presentations by the Counseling Service. Outreach by Extended Opportunity Programs and Services (EOPS), Supportive Services and Instruction, and the Women's Programs Re-entry & Multicultural Resource Center improve access for low income, educationally disadvantaged, ethnic minority, re-entry, and disabled students.

The *Monterey Peninsula College Catalog* is the primary source for current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures. The Schedule of Classes restates some of the information but also contains deadlines, course offerings, times, locations, instructors, etc. for a specific semester or session. Additionally the schedule provides registration information and instructions, and matriculation/assessment information. Part of the material is printed in two additional languages, Spanish and Vietnamese. (2)

Monterey Peninsula College Counseling Services offers orientation sessions for all matriculating students during which they receive the above information. Students may receive orientation during a scheduled session, on-line, or by using a computer program available in the English and Study Skills Center. Students are given the *Student Handbook,* which provides an overview of programs, services, and student responsibilities. Students are strongly encouraged to obtain a copy of the *MPC Catalog* and current *Schedule of Classes*, both available from Admissions and Records. Counseling Services will provide orientation to accommodate students with special needs and in some vocational classes. Students in the level 2 and 3 ESL classes receive the *English as a Second Language Orientation Handbook* during classroom orientation. (2)

The college provides three additional methods of disseminating information to the general student population. The Individual Education Plan that students complete with their academic counselors lists many of the available support services that may be of assistance to students in reaching their educational goals. During the first week of classes

for fall and spring semesters, an information tent is erected in the central part of campus. "Lobo Day" is scheduled during the spring semester. Representatives of various academic and student services programs, student clubs/organizations, and Associated Students gather in one location to provide information and answer questions for all students. (2)

Monterey Peninsula College Student Services programs use two primary methods to identify the needs of their student populations. They are: (1) student completed surveys and, (2) staff and/or committee meetings and discussions. Matriculation, through questionnaires for new and continuing students completed during the registration process, and EOPS, through an annual Needs Assessment form, ask students to identify the services and the resources they need and require for successful completion of their goals. These surveys are a more widely used avenue for ascertaining students' needs. Most programs review these needs assessments and incorporate students' suggestions into their future service offerings. Programs such as College Readiness, Supportive Services and Instruction, Student Financial Services, and EOPS also use the input that students provide to individual staff members as a valid method to identify students' needs. Any concern that a student brings to a staff member is a prime concern; during program and departmental meetings these needs are discussed and the group relies on the relationships among students and staff to further explore what services can be offered to meet students' needs. Supportive Services and Instruction has effectively utilized information provided by the Office of Institutional Research. Using analysis of current demographic trends, this department is able to identify and modify the services that are provided to their target populations. (3)

Student Services programs at Monterey Peninsula College offer a wide variety of services and programs to meet students' requested needs. These include, but are not limited to tutorial and supplemental instruction support available at the Academic Support Center; the after school tutorial program for Upward Bound students; workshops offered by programs such as EOPS, CARE, CalWORKs, Gender-Equity and Multicultural Resource Center, Future Transfers, and Upward Bound; a commitment to students by increasing the capacity of the Children's Center; the accommodation services provided to students through our Supportive Services and Instruction program; treatment of injuries or illnesses and health services including tuberculosis tests, vision or hearing loss screening, psychological services, and efforts to provide students with better access to information, all provided through Health Services; the modification of courses to include the internet as an instructional component; the alteration of course titles from Special Education to Learning Skills; advocacy and counseling services; trips to visit four-year college campuses, conferences and guest/mentor speakers; movement toward offering online services in an effort to meet the needs of our distance education students, and the assistance with book expenses offered by several programs on campus. (3)

There are 18 college committees that submit a request to the Associated Students of Monterey Peninsula College (ASMPC) for inclusion of a student representative. Student services committees include Health and Safety, Matriculation, Student Grievance, Financial Aid Policy, and Student Services Advisory Group (SSAG). The ASMPC selects a student with interest in a specific committee and one who has time to devote to committee responsibilities. The ASMPC meets on a monthly basis when committee

reports are shared with Student Senators. Other students then provide input through this arena. In addition, the Student Trustee, who has an advisory role with the Board of Trustees for the college, is instrumental in providing input into decisions related to the planning and evaluation of student support and development services.

Student involvement is fundamental to the campus program review process. Student Services participates in a program review process that encourages student input and feedback. The process includes a written evaluation summary of the program. The evaluation summarizes information drawn from student surveys regarding the effectiveness of services and programs within that department. Recommendations are then incorporated into the program goals and objectives and utilized by the department for program improvement.

The college's categorical programs maximize evaluative information from students in planning. EOPS/CARE utilizes student input in several ways: a student representative is a member of the EOPS/CARE Advisory Committee; students frequently participate in screening committees for the hiring of TRIO faculty; "student councils" are integral to both the Upward Bound and Math Science Upward Bound programs; and student satisfaction surveys are disseminated each spring semester to all EOPS and CARE students. The division of Supportive Services & Instruction also incorporates a student representative in the membership of its Advisory Group. Students in this program provide feedback through a student satisfaction survey and, like students in EOPS and CARE, participate actively in the Chancellor's Office Operational Program Review (OPR) that occurs during the Accreditation Self-Study year. (4)

MPC participates in the California State Matriculation Plan which brings the college and a student planning to transfer or obtain a degree or certificate into agreement for the purpose of realizing the student's educational objective. The college encourages all new students to participate in the Student Testing and Educational Planning (STEP) program; some students, however, may be exempt from various steps in the program by meeting certain criteria. The guidelines for assessment are included in the college catalog, the schedule of classes and the MPC web site.

Assessment recommendations are designed to assist staff and students in determining appropriate placement into math, English, and English as a Second Language (ESL) courses and also to determine readiness for specialized programs of study such as the Nursing Program. The test administered by the Nursing Program is not a condition of admission but is utilized for program advisement. Assessment recommendations from other colleges are accepted.

The Assessment Center administers the assessment tests in a uniform manner and in time and controlled conditions. The test schedules are published in the *Schedule of Classes.* Students may take these tests approximately once a month throughout each semester.

The test instrument for English as Native Speakers is the College Tests for English Placement (CTEP). This instrument is on the list of approved tests issued by the Chancellor's Office. The test is designed to assess students' skills in reading, knowledge of standard written English, and reading comprehension. Placement into associate degree

and transferable level English courses is determined by a student's score in the reading, writing and essay sections of the English placement test. Students are sent through the mail a Profile of Assessment Results that explains their placement. The staff of the Assessment Center administers the CTEP to the four local high schools (Pacific Grove, Carmel, Seaside and Monterey) during the spring. The center also presents the orientation portion of the STEP to students at this time.

The TRIO program administers the Ability to Benefit Test (ABT) to students who do not hold high school diplomas or a GED. This test is used to verify that students have skills appropriate for college level courses.

Mathematics assessment is handled on an individual basis and utilizes an Informed Decision Assessment - Math Class Selection process. The completion of a high school or college prerequisite course, validated by an official or unofficial transcript, and a completed Prerequisite Verification Form determine a student's ability to register in a math course. The Self Assessment and Class Selection test is a booklet that contains sample problems that are examples of mathematics problems encountered in math courses at MPC. Students are instructed to work three math problems for each math level, after which the students indicate their own placement on the Informed Decision Assessment - Math Class Selection form. A copy of this form is given to the student, and a copy is placed in the student's folder in the Counseling Department.

Students with disabilities who need testing accommodations for English and Math assessments can contact Supportive Services to make arrangements for accommodations. When the disability has been confirmed, Supportive Services faculty members complete the Test Accommodation Verification Form that indicates the type of testing accommodations, for example, extended time or testing in a quiet environment that a student may require. (5)

MPC has a limited number of programs at sites away from campus. Students who enroll at these sites are afforded services at the program site, or sent to campus for those services not offered. The services most often requested are for financial aid. Registration services take place at the site of the program.

The development of a web registration service, which will allow students to register on-line, as well as use the telephone registration system (ATR) is near completion. Also under development are on-line support services such as orientation and advisement.

EOPS and Supportive Services and Instruction provide accommodations for registration services prior to the general college registration period. (6)

Monterey Peninsula College has recognized diversity and multicultural awareness as an important area for development at the college. Over the past several years Flex Day activities for faculty and staff have included a variety of presentations and activities focusing on the topic of diversity and related issues. In particular, Student Services has made an effort to focus on issues of diversity in its own Staff Development Day events presenting such speakers as Carlos Cortez, a Professor Emeritus of History from UC Riverside. He is a nationally renowned speaker on the topic of multiculturalism who has lectured widely throughout the United States on topics of race, ethnicity and related issues. (7)

EOPS, Supportive Services and Instruction, and the Women's Re-entry Program and Multicultural Resource Center have helped to create a campus climate that recognizes and supports students from diverse ethnic, economic, and educational background. Most of these programs are categorically funded to serve targeted populations of students who are economically or educationally disadvantaged or underrepresented in higher education. These programs have recognized the need to provide instruction in addition to advisement and other services. Student services programs with instructional components include Supportive Services and Instruction, EOPS, College Readiness, CARE, the Women's Re-entry Program and Multicultural Resource Center, and the Academic Support Center. CalWorks and Matriculation also provide funds and support for a variety of diverse students. (7)

Monterey Peninsula College has active student clubs and individual departments that regularly sponsor multicultural events that celebrate diversity. These events include Black History month, Cinco de Mayo celebration, annual Women's Conference, Vietnamese Club events, campus guest artist presentation of poetry and other literary works, Asian Awareness Week, International Food Day, EOPS Peace Breakfast, Women's Intercultural Alliance/Woman Studies Club, Supportive Services Scholarship and Graduate Recognition Ceremony, EOPS/CARE Recognition Luncheon, Kente, Rites of Passage Ceremony, and the Latino Graduate Recognition Ceremony. (7)

The college provides many opportunities for students to involve themselves in activities that foster intellectual, ethical, and personal development. The college currently has 25 student clubs involved in service to the community and in providing support and cultural awareness activities. These clubs are self governed and plan events and activities based on community interest and the civic commitment of student members. The Descendents of Africa (DOA) provide meals to needy community members during the Thanksgiving and Christmas holiday season. They also co-sponsor a play with a MPC faculty and staff organization, the EOPS and TRIO programs, and the local chapter of the NAACP. The Honor Society provides services to the community in several projects including beach cleanups, convention planning, an annual faculty appreciation luncheon, Christmas in April, and campus tours. The Debate Team fosters student development as they prepare for competition through research activities and preparation on various topics. Students have become more aware of critical issues affecting society. The Vietnamese Student Club has traditionally sponsored the Vietnamese Cultural Celebration in honor of the Chinese/Vietnamese New Year. The planning process requires considerable coordination with community organizations and local higher education institutions. The desire to educate the college and local community about the Vietnamese culture has afforded these students the opportunity to educate themselves and reinforce their own cultural traditions and values. The Marine Advanced Technology Education (MATE) Club has developed technology that is both competitive and intellectually stimulating. Several other clubs contribute to student development and civic responsibility. They include Nursing, Christian Crusade for Christ, Anime (Japanese animation), and the International Honor Society.(8)

Monterey Peninsula College has collaborative relationships with community organizations, educational institutions, and businesses. These relationships have

increased opportunities for student involvement in and service to the community. The Business Education Alliance of Monterey (BEAM) is a collaboration between the peninsula's businesses and educational institutions to provide students with a work experience that supports the educational goal of the student. BEAM provides students with a mentoring opportunity with successful business leaders in the community. The program is deeply rooted in the local Chamber of Commerce, K-12, CSUMB, and MPC. COOP Work Experience allows students to work with employers and faculty to develop achievable goals for their current work experience. The faculty member monitors progress toward the goals at scheduled sessions. The faculty member and the employer hold meetings throughout the semester to assess progress. MPC participates in the Monterey County America Reads Consortium. Reading volunteers work with young readers at school sites during and after school hours. The Panetta Institute Lecture Series has provided MPC students with an opportunity to meet and learn first hand from key government officials, leaders in media and current world issues. Students are offered a pre-lecture session, which allows for a less formal discussion and question and answer period with the lecturers.

Monterey Peninsula College campus programs offer students opportunities for co-curricular involvement. EOPS/Care collaborated with CSUMB to create a book, Education as Emancipation: Women on Welfare Speak Out that has received accolades statewide and nationally. The book is a compilation of personal accounts of students on welfare that are climbing out of the welfare cycle. The participants have made presentations to the Board of Governors, the State Academic Senate, the Chief Student Services Officers Association, the EOPS Association, and at several other conferences and meetings. The development of two web sites, the "Welfare Quilt" and "Witnessing Welfare: Resilient Voices from the Front" allows other students, from all over the nation, to tell their stories. The Department of Women's Programs presents the annual Monterey County Women's Multicultural Conference each March in celebration of Women's History Month. The conference offers students opportunities to learn and engage with guest speakers and professionals about women's issues. The conference is extremely popular and well attended. Students are involved in the development of the conference and eagerly participate in workshops and discussions. Speech 2, Small Group Communication, has a course requirement for community service. Students have contributed on and off campus to several needy programs and organizations; students have facilitated a toy drive with area schools to provide Christmas gifts for the Salvation Army, written and read a children's book to area preschoolers and kindergarteners, completed a personal necessities drive for the MPC Women's Center, coordinated a parks and a beach clean-up, organized an AIDS awareness event for the community, coordinated a campus dance, organized a safety day at the MPC Children's Center, organized an "Olympic event" day at the Children's Center, raised funds for the campus Children's Center, completed a campus blood drive, renovated a restroom in the Children's Center, completed a food drive, and assisted a homeless shelter to provide food. (9)

Monterey Peninsula College has secured a fireproof vault that maintains all student records prior to fall 1995. These records include both hard copies and microfiche files. All current student records and those developed after the fall of 1995 are stored in a computer database. In addition, all transcripts are backed up on computer tapes and

stored in a secure area outside the Admissions and Records office. Specific employees are assigned a code in order to access the computer database. Should they leave the institution, their access is then denied. It is the intent of the college that all files remain confidential and securely maintained. (9)

Student Services has revised its institutional program review process, and over the last four years, all Student Services areas have undergone a review. This process involves a self-study submitted by each program or department. These studies involve reviewing the program effectiveness and planning processes. The self study is then evaluated by a Program Review committee that makes recommendations to the program. Each program then responds to the recommendations. Finally, the completed review is sent to the Vice President for review and presentations to the Student Services Advisory Group, to the College Council, and to the Governing Board. Many programs–EOPS, Student Financial Services, Academic Support Center, Matriculation, Student Health Services, Math Science Upward Bound, Upward Bound, Supportive Services and Instruction, and CARE–also conduct their own annual student satisfaction surveys to determine the adequacy and effectiveness of their programs and as a basis for improving their services and service delivery. All Student Services programs gather at an annual retreat where general goals are developed in an effort to ensure that student's needs are met and served. (10)

SELF EVALUATION

Monterey Peninsula College is one of the few California community colleges with three Federal TRIO programs on its campus. Along with the college's enrollment policy, Student Services make numerous efforts to support low income and/or first generation college students in reaching their educational goals. The College Readiness program is available for re-entry students and provides support with basic skills in communications, English, and math skills and with counseling services. The Future Transfers program provides many avenues of exposure to four-year colleges and the transfer process. Among those are trips to four-year college campuses, workshops, and newsletters. The other two TRIO programs available are Upward Bound, a program for our local area high school students, and Math Science Upward Bound, a regional summer academy that serves high school students in Federal Region IX–California, Nevada, Arizona, and the Pacific Islands.

As part of our commitment to the local community, Monterey Peninsula College allows local area K-12 students to attend classes on our campus. This has given rise to concerns regarding course age appropriateness and health and safety issues. The Dean of Enrollment Services is currently developing a policy to address the issues of age appropriateness. The Health and Safety Committee continues to evaluate policies involving health and safety issues.

Currently, the catalog does not indicate if classes are offered every semester/session. This is of particular concern now given that course offerings are limited due to budget issues. In some cases, students are not able to meet graduation or transfer requirements

due to limited or restricted course offerings. The SSAG will recommend to the Vice President of Academic Affairs that some system be established to indicate any restriction on scheduling of classes during any given semester/session. Doing so will allow students to plan scheduling of classes more efficiently.

Student services programs have all undergone program review. A new program review format was tested during the last year. The results will be reviewed for process and implementation. The presence of an Institutional Researcher and an Office of Institutional Research on campus may allow all student services programs to better and more systematically evaluate the effectiveness of their services. Currently, EOPS is able to track information such as persistence, transfer and graduation rates. Student services programs would benefit from development of individual programs to request specific information for planning and evaluation purposes.

Student Services was formerly managed with two dean positions and a Vice President of Instruction and Student Services (VP) or an administrative dean. The position of VP of Instruction and Student Services was divided into two separate vice presidents, and the college eliminated one of the dean positions. The current VP continues to hold all of the responsibilities of the former dean position as well as VP duties. A reorganization plan has been developed and presented to the Office of the President/Superintendent. Due to the California state budget crisis and its anticipated effects on community colleges, immediate implementation of this plan is uncertain.

Presently there are one dean and five managers who report to the VP of Student Services. Meetings among these members to discuss pertinent information occur regularly. However, there are programs that do not have a manager, and as such, are not represented at these meetings. This condition creates delays and limits the effective ability to communicate important campus and programmatic information to all student services areas. It is oftentimes difficult to ensure that all programs and parties receive needed information.

The Student Services Advisory Group has developed plans for the conversion of the old library to a centralized Student Services facility. The college views this as a high priority. The college has submitted the Initial Project Proposal to the Chancellor's Office hoping to qualify for state funding. This project, however, will most likely be funded by local bond money since state funding for building projects is uncertain in the immediate future. Centralization of services will be effective for cross program collaborations, which will better serve students and will be used as a strategy for budget management.

For the 2002-2003 fiscal year the college eliminated all district general funds for Supportive Services and Instruction. This was approximately 35 percent of the program budget. The program was forced to eliminate all three adjunct faculty, an adjunct counselor, an adjunct learning disabilities specialist, two instructional specialists, aides for the Independent Living Skills program, a permanent part-time tram driver, and the division office manager. The permanent director position was not filled; instead there is a temporary, part-time director. These reductions required the elimination of five learning skills courses, of all early spring classes, of all summer classes except Adaptive Physical Education, increased class sizes, and a significant decrease in counseling and tram

services. The programs supporting the developmentally delayed were virtually eliminated. The full-time faculty has assumed responsibility for learning disability assessment while continuing with their regular teaching schedule. This has resulted in a decrease in the assessment testing. Through creative and cooperative budget management in Student Services, other student services programs transferred funds to the program allowing them to cover expenses and pay for one adjunct counselor. These funds, however, will not be available in subsequent years. There is also concern that the elimination of classes will adversely affect enrollment, retention, and success in other college programs.

The Governor's proposed mid-year budget cuts for EOPS and CARE required the programs to make severe cutbacks in services. In an effort to budget for the proposed 10.8 percent mid-year reduction, the EOPS spring 2003 average book voucher awards were reduced from $275 to $175. EOPS also eliminated the emergency grant support which provided resources to students to assist with transportation, unanticipated medical needs, supplies, and child care grants. Over 100 potentially eligible students were turned away during the spring semester, and all early spring and summer services were eliminated. CARE child care grants were reduced from $125 per month per student in the fall to $50 to $75 per month in the spring. CARE also eliminated the meal plan which provided students with up to $100 per month to purchase meals while on campus.

The budget planning process for 2003-2004 is now in the beginning stages. The Governor's proposal requests a 38.3 percent reduction in funding for categorical programs, i.e., EOPS, Supportive Services and Instruction, and Matriculation. There is tremendous concern that if this reduction is approved, the students least able to succeed in college will be the ones most greatly affected by the budget cuts. Additionally, the federally funded TRIO programs are supplemented with EOPS funds. This money will not be available, greatly affecting the operating abilities of these programs.

Because of the high cost of living in the district, many of our students must work to support their studies. Thus, these students take longer to complete their academic programs and are consequently less active in school clubs, activities, and organizations. The average age of MPC students is older than the state average, yet the majority of student government representatives is younger than the average student age. There is concern that student government decisions and activities may not reflect and support the interests of students of all ages.

While Monterey Peninsula College students do not have to meet a service learning requirement, there are many co-curricular activities that occur programmatically within student services, in instructional classrooms, and in clubs involved with the Student Activities program. However, the college should continue to research the development and implementation of some form of a service learning requirement. Time limits of working students must be taken into account.

The offering of on-line courses is a rapidly expanding arena for the college. Student Services will actively work to develop a formal plan and offer training sessions to make staff aware of the needs of students in this population so that appropriate areas can then provide necessary services in the most effective fashion.

PLANNING AGENDA

- Student Services will seek approval of the completed K-12 policy addressing the issues of age appropriateness from the Advisory groups and College Council and finally forward to the Board for approval and implementation.

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

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

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

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

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

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

STANDARD SIX

INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currency to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

1. *Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.*

2. *Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.*

3. *Information and learning resources are readily accessible to students, faculty, and administrators.*

4. *The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.*

5. *The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.*

6. *When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.*

7. *The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.*

DESCRIPTIVE SUMMARY

Scope of Information and Learning Resources
Information and learning resources described herein include: Library, Media Services, Office of Instructional Technology, Instructional Technology Labs, and the Print Shop

- *Library Services*

2002-03 is the last academic year that Library Services will be provided from the current 18,700 gross square foot (gsf) facility. In 1998 the California Community Colleges Board of Governors approved funding ($21.5 million) for the construction of a new Library and Technology Center. The new building (74,000 gsf) is scheduled for completion in March 2003. In June the Library, English Skills and Study Center (ESSC), English as a Second Language (ESL) Lab, Lindamood Reading, Writing, and Speech Program, Academic Support Center (a tutorial center) and the Office of Instructional Technology are scheduled to move into the new building.

New library space will make it possible to remedy problems that cannot be resolved in the current building. In the new building library users will be provided with a variety of study, classroom and meeting space; collections of traditional, electronic and mediated materials along with the equipment to use them; over two hundred student workstations with wireless connectivity, fifteen small and large group study rooms with full multimedia accessibility, special collections and college archive storage, a small student print shop and a study lounge with refreshments. The building, furniture, collections, software, and equipment are all planned to meet accessibility standards.

- *Media Services*

Media Services, together with the Print Shop, is located in the Lecture Forum building, where media equipment for the three large lecture halls is operated and where media services campuswide are initiated. Here equipment orders are taken, deliveries are made, and portable equipment is stored and repaired.

In 2002 the college upgraded Lecture Forum 101 with a new podium, sound baffles, projection system, computer, document camera, DVD, wireless microphones, and other peripherals. Two other classrooms in the Lecture Forum, LF 102 and LF 103, were upgraded in 1996. Specialized equipment includes data projectors, matte projection screens, high intensity slide projectors, wireless microphones, document camera, Internet access, and replacement lenses and lamps.

Telecommunications linkages consist of two down-linked satellites, one movable and one dedicated to the California Community College Satellite Network (CCCSAT). The campus is linked to a T-1 Frame Relay to California State University Network (CSUNet).

- *Office of Instructional Technology*

The Office of Instructional Technology and Development, established in January 2001, is responsible for implementing staff and faculty technology training including the use of alternative media, distance learning initiatives, materials development, and to an extent for multimedia classroom implementation and support. To date, the college has upgraded 30 classrooms for multimedia instructional delivery. The office has computers, software and peripheral equipment for materials development and training purposes. In addition, there are digital video and still cameras, laptop computers, and a portable projector for class or conference use. The office is currently located in Lecture Forum 107 and 105 and will be moving into the new library in June 2003.

- *Instructional Technology Labs*

Labs located in academic departments throughout the campus provide computers and peripheral equipment for students. The computer labs and numbers of stations are as follows: Life Science Division (73 stations), Art Department Graphics Lab (22 stations), Business Skills (58 stations), CSIS and CS/Cisco (50 stations), Library labs (57 stations), Physical Science Division (53 stations), Supportive Services (37 stations in two labs), Nursing (21 stations), English & Study Skills Center (50 stations), English as a Second Language Center (30 stations), Foreign Language Lab (30 stations), CAD Lab (23 stations), and Music (4 stations). These labs often serve as both classroom and drop-in open labs for students and staff. All labs are networked for Internet access and some have software sharing capability with appropriate licenses.

- *Print Shop*

The Print Shop– consisting of two rooms for staff offices, copy machines, a fax machine, supplies, and a work area–prints instructional materials, administrative paperwork, and admission and registration materials. A copy machine is available on a walk-in basis for faculty and staff.

Acquisition of Materials

- *Library Services*

The selection and acquisition of library information materials is based on the instructional program, with each library faculty member having responsibility for specific subject areas. In making selections, librarians work with knowledge of the curriculum, knowledge of the collection, use of the collection, enrollment in the classes, and guidance provided by consultation with subject area faculty. Priority is given to acquiring information that can be made accessible to the greatest number of students and faculty, often in electronic format. The library purchases visual materials with closed-captioning or listed for conversion to that format. It bases its selections on quality review media, reviews in subject area publications, and suggestions from faculty and staff.

Faculty suggestions for information materials are always encouraged. Library staff members actively encourage new faculty, full and part time, to participate in the library materials selection process. The Curriculum Advisory Committee has a librarian as a standing committee member and new course proposals enable faculty to assess library resources. The library regularly acquires materials recommended in this process.

- *Media Services*

Media Services and the Office of Instructional Technology and Development acquire, install, and maintain equipment necessary to use multimedia in the classroom/lecture forum. Equipment selection is based on staff knowledge and through consultation with vendors and faculty.

- *Office of Instructional Technology*

The Office of Instructional Technology purchases equipment, including software and supplies, for use by faculty and staff for course and other materials development and in some cases for purposes of evaluation of technology.

- *Instructional Technology Labs*

The faculty and staff who manage these labs select and operate the equipment for academic computing in conformance with the campus technology standards published by Information Systems.

Accessibility of Resources

- *Library Services*

All registered students and residents of the Monterey Peninsula may use the college library without fee and may borrow materials with a valid library card. There are overdue fines only on time sensitive and limited class reserve materials. When fines are not paid and materials are not returned by the end of a semester, holds are placed on grades and transcripts.

The library is open from 8:00 a.m. to 9:30 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Friday. In response to faculty and student requests, the college provided funding in 2001 for the library to be open weekends during the fall and spring semesters from 1:00 p.m. to 5 p.m. on Saturday and Sunday. During summer sessions and Early Spring sessions, the library is usually open from 8 a.m. to 5 p.m. with no evening or weekend service. The library provides reference and instruction services during the regular fall and spring semester. During early spring and summer limited or no reference and instruction services are available.

Library faculty endeavor to make information resources available to all users at all times via the internet. With the hiring of an Electronic Systems and Services librarian, the library website has become a major resource for twenty-four hour access to on-line information.

In addition, the library makes continual improvements for making resources available for users with physical, auditory or visual limitations. An adjustable workstation is located in the Library Information Commons, and software for screen enlargement and hearing enhancement is on all workstations. Videos have closed-captioning or are currently being converted to closed-captioned.

- *Media Services*

The hours of operation are: 7:00 a.m. to 10:00 p.m. Monday through Thursday and 7:00 a.m. to 6:00 p.m. Fridays. Portable equipment is available for students to view closed-captioned videos.

- *Office of Instructional Technology*

For the Office of Instructional Technology and Development, the hours of operation are: Monday through Friday 8:00 a.m. to 6:00 p.m. with additional hours by appointment. Equipment is available for faculty and staff to prepare instructional materials that are ADA compliant. The office also offers a Braille printer, closed-captioning equipment for videotapes (not yet set up), and training to use the equipment. Additional funds are available to outsource closed captioning of videotapes. The office is currently ordering software to close caption computer-based or streaming video. Faculty can schedule multimedia classrooms for courses requiring a rich media environment.

- *Instructional Technology Labs*

Campus computer labs are generally open to students whenever classes are not using them and staff assistance is available. Whenever the library is open, computers are available for student, staff, and community use, and staff is nearly always available for assistance or instruction. The High-Tech Center provides assistance for students with special needs in the use of technology. Major computer labs all have at least one workstation with an adjustable table, scanner, and screen magnification software with text-to-speech software available.

- *Print Shop*

The hours of operation are: 8:00 a.m. to 8:00 p.m., Monday through Thursday, and 8:00 a.m. to 4:30 p.m. Fridays. The color copier is on the network, thus allowing staff to electronically send a document to be printed or duplicated.

Staff

- *Library Services*

The library faculty consists of a total of five persons (4.5 FTE): a Director (1 FTE), two Reference librarians (1.5 FTE), a Technical Services librarian (1 FTE), and an Electronic Systems and Services librarian (1 FTE). In addition to their specific department responsibilities, all librarians provide reference and instruction. The director is

responsible for management of the library and the twelve year planning process for the new Library and Technology Center (1990-2002). The addition of the new Electronic Systems and Services librarian (fall 1999) was made possible by combining adjunct hours into a full-time equivalent position.

Classified library staff consists of six positions (5.5 FTE) in the following departments: Public Access Services: Library Specialists, Circulation (1.5 FTE) and a Library Specialist, Periodicals and Interlibrary Loans (1 FTE); Electronic Systems and Services: Instructional Technology Specialist (1 FTE); Technical Services: Library Technical Assistant (1 FTE) and a Library Specialist, Acquisitions and Cataloging (1 FTE). The Division Office Manager (1 FTE) reports to the Director. In 2002, the Library Specialist, Acquisitions and Cataloging (1 FTE), Library Technical Assistant (1 FTE) and a nineteen (19) hour permanent part-time Library Specialist, Circulation positions were frozen. The paraprofessional Library Technical Assistant position is being filled by a temporary staff person.

Staff development and training activities are important for all staff. Library faculty members attend conferences; make presentations at conferences and at workshops on and off campus and often take leadership roles in professional organizations. The classified staff participates in many of these activities as well. The library provides staff training opportunities primarily in conjunction with improvements to and the expansion of additional modules in the library integrated on-line system. In the last few years, Telecommunications and Technology Infrastructure Project (TTIP) staff development funds made possible more staff development activities.

Instruction is a primary focus of MPC librarians. In addition to providing one on one instruction in the Information Commons, librarians work in collaboration with subject area faculty to introduce students to the concepts of the research process and information competency in one or more class sessions held for the class in the library. Currently over one hundred classes a year receive information research and competency instruction. Additionally, the library offers a self-paced, one-unit introduction to library research course. Since the last self study, this introduction to library research course has become an advisory to English 1A, 1B and 2 classes. Currently web access and online courses are in the development stage.

In addition to the above, library faculty develop a wide range of subject specific bibliographies for quick consultation via the library web page or as hand-outs in the Information Commons. The library has presented quick fifteen-minute introductions to over a dozen electronic reference and periodical databases at a variety of times throughout the semester so that students and faculty alike could become acquainted with newly acquired library resources.

- *Media Services*

The staff consists of 4.5 FTE positions: A/V Technician (1 FTE), Media Technician (1 FTE), Print shop Operator (1 FTE), a part-time Media Technician (.5 FTE), and a vacant position designated as a Graphics Technician (1 FTE).

- *Office of Instructional Technology*

The Office of Instructional Technology and Development consists of an associate dean, a general service instructional technologist, an instructional technologist for alternative media, and a part-time clerical assistant (.5 FTE). All are dedicated to supporting and implementing instructional technology.

- *Instructional Technology Labs*

Eleven computer lab technicians support their assigned equipment as well as the students and faculty using the equipment. In addition, Information Systems personnel support and implement the technology infrastructure for the campus. Two PC technicians from Information Systems can provide backup support for the computer labs as part of their secondary duties if required.

Financial Support

- *Library Services*

District funding of library information materials budgets (books, media and periodicals) has remained constant for the last fifteen years. In recent years however, materials budgets have occasionally been augmented by money from the State Instructional Equipment and Library Materials block grant. Telecommunications and Technology Infrastructure Project (TTIP) funds have also been helpful as the source of new student workstations, servers and CD-ROM towers and all other new library equipment.

An increasing percentage of the materials budget is being spent on various multimedia materials to provide for a variety of learners and modes of learning.

- *Media Services*

State Instructional Equipment grants and Title III funds on a year-by-year basis have in past years funded equipment upgrades and the equipping of multimedia classrooms. The general fund supports all other funding for Media Services.

- *Office of Instructional Technology*

The college obtained seed money for the Office of Instructional Technology and Development from a Title III grant. For each of the five years of the grant, funding is reduced and replaced by general funds. The Disabled Students Programs and Services (DSPS) categorical funding supports the Alternative Media Specialist. This office manages some additional categorical funds, TTIP/HR and AB-1725 for the training and support of college faculty and staff. State Instructional Equipment funds have supported the purchase of some equipment. All other support comes from the general fund.

Because of the state budget crisis, the AB-1725 and the TTIP/HR categorical funds were cut to zero for 2002-2003 with no expectation of restored funding in the near future. In addition, the state mandated mid-year cuts for both categorical and general funding.

- *Instructional Technology Labs*

The instructional technology labs cite the need for new computer equipment for faculty and students, replacement or repair of equipment, software, staff, and training. State Instructional Equipment grants have provided new equipment for academic uses, and shared governance committees determine their disbursement.

The nursing lab technology budget is sometimes augmented by trust money. A two-year trust fund is in effect now. At times, the Community Hospital of the Monterey Peninsula has provided projected specific funding devoted to aiding the teaching of Community Hospital specific content. In 1998 Title III funds supported the complete upgrading of the Graphic Arts lab. The Hi-Tech Center, one of the supportive services labs, has received funding from Hope Services and the CalWorks program. Several labs have received occasional grants from the Monterey Peninsula College Foundation. Other costs are met with increasingly stretched district supply budgets.

- *Print Shop*

The Print Shop is financed entirely from the general fund.

Other Sources of Support

- *Library Services*

The 1995 to date agreement with CSU Monterey Bay to host MPC records and software for the integrated online system continues to be a financial benefit to the college. While still reasonable, the cost of hosting and providing administrative maintenance has nevertheless continued to rise yearly. Now, two other community college libraries have joined the consortium with CSUMB and MPC for hosting and administrative services. Arrangements and agreements continue to evolve at this time. For a yearly membership fee, the Monterey Bay Cooperative Library System (MOBAC) effectively facilitates the borrowing of materials not locally available through interlibrary loan.

The Monterey Peninsula College Foundation (begun in 1994) has been a special source of support for the new library. The Foundation has thus far raised over half a million dollars of direct support for the new Library and Technology Center.

- *Media Services*

The Department of Media Services provides support for non-college affiliated programs such as conferences and workshops that generate some revenue.

- *Office of Instructional Technology*

There are no additional sources of support identified for the Office of Instructional Technology.

- *Instructional Technology Labs*

There are no additional sources of support identified for Instructional Technology Labs.

Resources and Service Evaluation

- *Library Services*

The library conducted surveys of library users and general student users for this self study. In all, respondents gave high marks to staff for knowledge and helpfulness. Lower marks were received for recency of information materials and hours of opening. A telephone survey used to test the awareness of college services prior to the bond election in fall of 2002 showed that the library received the highest approval rating on the survey.

- *Media Services*

Results of the Accreditation Survey of fall 2002 showed that 54.3 percent of the respondents strongly or somewhat agreed that the Audio/Visual Department staff members are knowledgeable and helpful. 26.6 percent disagreed with that statement and 19.1 percent did not know.

- *Office of Instructional Technology*

Results of the Accreditation Survey of fall 2002 showed that 70.8 percent of the respondents strongly or somewhat agreed that the Office of Instructional Technology personnel are knowledgeable and helpful. 8.2 percent disagreed with that statement and 21 percent did not know.

- *Instructional Technology Labs*

The instructional technology labs have received equipment and upgrading of equipment through Instructional Block Grants and Title III. The instructional technology specialists are evaluated through the classified employee evaluation process. Word of mouth evaluations on the part of students and faculty paint a picture of great appreciation and gratitude for both the resources and the people who help students make the most effective use of them.

SELF-EVALUATION

Scope of Learning Resources
Information and learning resources described herein include: Library, Media Services, Office of Instructional Technology, Instructional Technology Labs, and the Print Shop

- *Library Services*

Since the last accreditation visit, there have been some adjustments to the amount of space available for library use. The State agency, Monterey Bay Area Cooperative

(M.O.B.A.C.), which supplied daily interlibrary loans moved out of the building and part of the circulating book collection was moved into the space. This provided needed shelving for book materials. However, in 2002 the Administration of Justice Department Office moved into the library building staff room. With no new space made available, the building is not adequate to provide space for collections, study, staff, furniture, equipment and computers and storage.

Book collections continue to grow slowly because of lack of funds, but periodical and reference data bases have grown considerably thanks to State funding. Since the last visit, more study space has been converted to student workstations, an electronic classroom, and space to display collections of DVD and CD-ROM products. As a consequence, less space is currently available for student study than at the time of the last self study.

Currently the new 74,000 GSF Library and Technology Center is in the last months of construction. When the library program moves into the new building in June 2003, there will be dramatic improvement in space for collections, for student study and workstations, study, and for staff work space. ADA building requirements, furniture, equipment and software will all be supportive of library users with physical limitations.

- *Media Services*

The growth of multimedia classrooms, computer labs, and computer applications in the teaching process has created a need for even more equipment in all classrooms and the technical service to support the classrooms. With the implementation of the recently passed bond, all classrooms will eventually be multimedia equipped. Support needs will become greater as technology resources increase and older equipment needs repair. Continued training of Media Services personnel is essential in order to adequately support multimedia classrooms and to keep equipment operational for the playback of A/V-based learning resources.

The second of MPC's Annual Objectives supporting Goal I for 2002-2003 is to "*enhance existing educational program support for equipment, staffing, and supplies.*" Another annual objective is to "*acquire and maintain state of the art technology and equipment to provide maximal support to our students, faculty, and staff.*" Media Services provides some of the staffing, equipment, and electronic supplies toward fulfillment of these goals.

From the Accreditation Survey of fall 2002, only 46 percent of respondents agreed that media-based learning resources are adequate to meet college needs. To increase access to media-based learning resources, the college will need to address funding and staff training needs.

- *Office of Instructional Technology*

The new Library and Technology Center provides space for the Office of Instructional Technology and Development. A faculty/staff training lab and equipment resources will serve to support the institutional goal of training faculty and staff in the use of technology, alternative media development, and alternative teaching methods.

The Office of Instructional Technology fulfills, in part, the previously mentioned annual objectives to "*enhance existing educational program support for equipment, staffing, and supplies*" and to "*acquire and maintain state of the art technology and equipment to provide maximal support to our students, faculty, and staff.*" The office has provided staff to enhance educational programs and has been instrumental in facilitating the upgrading of classrooms using Instructional Equipment and Library Materials block grant and Title III funds. In addition, within Goal IV, are future directions that relate to faculty training in instructional technology, developing a comprehensive program in online learning options, and developing electronic teaching materials. During the past year, fifteen (15) classrooms have been upgraded for multimedia presentations, resulting in a total of thirty (30) campus-wide. Courses assigned to multimedia classrooms or computer labs have increased from 198 in 2001 to 363 in 2002, as listed in the Santa Rosa system, and most of the instructors involved have been trained in the use of the equipment and in enhancing course content through the use of technology. Online courses now number nine with five courses in development.

The on-line course program has been moving along slowly as instructors become interested in developing courses. As yet, there are no funds earmarked for monetary inducements to develop new courses. Course pack materials are often available from publishers to enhance courses.

Approximately 126 full-time and adjunct faculty, as well as many of the support staff, have taken one or more MPC workshops in using technology for instruction. Off-campus training is available to campus lab technicians for specific training needs identified by their departments, by Information Systems, or by the Office of Instructional Technology. As funds have been cut, the training has necessarily been cut as well. MPC has a small technical support staff, making it difficult to gain advanced technical expertise without off-campus, professional training.

- *Instructional Technology Labs*

Student access to technology resources and electronic materials will greatly increase in the new Library and Technology Center. Over four hundred student workstations will be available in the new building. The number of computers and physical space for the library, English and Study Skills Center, and English as a Second Language Center will more than double. There will also be space for the production of alternative media for ADA compliance.

Since the previous self study more than half of the computer labs have significantly expanded, and the Foreign Language lab changed from a lab based on analog tape to one based on computerized digital media. With the move of the English as a Second Language lab into the new Library and Technology Center, the Foreign Language lab will expand into the former English as a Second Language Center's space.

Virtually all computers in student labs now have high speed internet connections, are networked, and are running current software. Existing computer labs, however, have run out of physical space to expand without adversely affecting non-computer seating and

storage space. The completion of the new Library and Technology Center will certainly alleviate this problem. The campus is migrating toward using wireless Internet connectivity in all of the labs.

- *Print Shop*

The Print Shop is generally adequate to meet the needs of faculty and staff to print and duplicate learning materials and most divisions have acquired their own copier.

Acquisition of Materials

- *Library Services*

The District general fund support for library materials permits fewer than eight hundred new resources to be bought each year. The library has received some portion of the Instructional Equipment and Library Materials block grant money for new information resources and equipment. Since 1999 the library has used part of the TTIP funding to purchase new student workstations, networking equipment, and license and hosting fees for the integrated on-line library system and to purchase much needed electronic databases of periodicals, electronic books, and reference databases. Currently (2003 and 2004) funding for library materials from these categorical sources is uncertain. If categorical support is lost, the library will turn to the general fund or other funding sources to support new information resources.

- *Media Services*

In response to faculty and staff requests, Media Services provides information on satellite-delivered programming and audio/video taping services. The department does still provide limited film/video rental service, although most departments purchase their own videotapes or borrow library copies.

- *Office of Instructional Technology*

Library Technology Center building funds will add additional audio/visual and computer equipment in the staff/faculty development lab for the purpose of developing instructional materials and training faculty and staff. Guidance will be available from staff for compliance to ADA mandates in the development of those materials. The library funds will not, however, cover the cost of new software.

As new technologies replace the old, the instructional technology staff must evaluate the options, plan for the introduction of the selected options, and be ready to provide training. The office will carefully select solid emerging technology options that meet instructional needs and are within the financial means of the institution.

- *Instructional Technology Labs*

Student access to computer-based instructional materials will be greatly enhanced with the opening of the new library. Computer labs in the library will be state of the art. Bond

funds will enable the eventual upgrading of computer labs in other instructional areas. What will be needed is a source of ongoing funding for repairs and eventual replacement as the technology resources age.

Accessibility of Resources

- *Library Services*

Recently in response to faculty and student demand, the college provided funds to open the library for four hours on Saturday and Sunday. These additional hours have proved to be popular with students.

The library strives to make library information resources and class reserve materials available at any time and from any place by registered students and by the community, provided that software licensing agreements so allow. The library webpage is a growing resource for periodical information, digitized class reserve materials and supplemental materials.

Physically impaired and visually limited students and other library users can access resources at adjustable workstations with software that enhances visual and auditory accessibility. All library videos are bought with closed-captioning or are being converted to closed-caption during spring 2003.

The Accreditation Survey of fall 2002 showed that although 61 percent of respondents agreed that sufficient training is available for learning resources to be used effectively, more work in this area is needed. Of special note is learning resources for students enrolled in on-line or Living Room courses. Results of this same accreditation survey show that less than half of the respondents agreed that access to learning resources for distance learning students is adequate.

- *Media Services*

Posted hours of operation parallel the hours of instruction; no coverage, however, is provided on weekends.

Of the 30 multimedia classrooms on campus, only three rooms are set up to show closed-captioned videos. Media Services provides temporary equipment to instructors who need it. Media services have so far met the instructional needs of the disabled community. Preliminary planning discussion for bond funds suggests that these portable solutions will give way to permanent installations as each new multimedia classroom is updated. There will be priority consideration for upgrading classrooms not currently set up for showing closed-captioned tapes. Media Services may need to order at least one additional decoder as a backup.

- *Office of Instructional Technology*

The hours of operation may need to be extended beyond 6 p.m. to accommodate faculty teaching during the evening hours.

A campuswide policy for ongoing support of campus awareness of accessibility issues will include staff and faculty development. The Office of Instructional Technology will conduct workshops during the 2003 year as outlined in the workshop schedule with the purpose of assuring ADA and Section 508 compliance; workshops not specifically slated for ADA/Sect.508 training will include an accessibility component as appropriate.

Workshops for compliance related course technology as listed for 2003 in the workshop schedule will include instructor training in various software, such as Adobe Acrobat, QuickTime Pro, Scientific Notebook, Web CT online courseware, and media production on an as needed basis. Ongoing ADA and Section 508 workshops will continue to keep faculty apprised of current legislation, and best practices.

- *Instructional Technology Labs*

For easier access, student computer labs now have hours posted.

Two servers supporting academic computing are used as a web server for teaching, file server and for logon purposes. Information Systems (IS) maintains these servers. IS also houses and partially maintains a library purchased print server. Nine servers (some of which are desktop computers running server software) are used to manage the lab computers and make files available to students.   The campus has established a web server for the official college website as well as for faculty, staff and department web pages and websites. Two labs and the library have full scale websites with course information and information resources available to students on and off campus. Several labs have websites in development.

- *Print Shop*

Additional evening and weekend hours of operation may be needed in the near future in order to better serve faculty and staff.

The color printer is connected to the network, and therefore is accessible to create printed materials from digital sources. If an instructor has a need for large print, for example, accommodation is possible.

Staff

- *Library Services*

Since the time of the last self study, part-time librarian hours were combined to hire one full-time electronic resources and instruction librarian. This brings the library faculty to 4.5 FTE. The addition of a specialist in electronic resources and instruction has made it possible to expand electronic resources, develop a web page and instruction opportunities.

The classified staff has been improved with the addition of one full-time Instructional Technology Technician. This staff member has the responsibility to keep operational over 70 student and staff computers, the on-line catalog, multiple servers and to support a robust library instructional program.

Regular classified staff has been reduced from 6 FTE (includes two part-time 19-hour employees) to 4.5. This results in a reduced number of staff trained to provide acquisitions, ordering, cataloging, preparation, student supervision, office supervision, and other services. When lunch breaks, sick leave, and/or personal appointments occur, there may be an inadequate number of staff to answer the telephones or help at the circulation desk. In a year when the number of students using the library has increased already by over two thousand a month and when the planning for and moving of the library must be done, the strain on the staff is extraordinary...

Lastly for all the functional planning and decision making since the design process for the new Library and Technology Center began in August 1999, the assistance provided to the library for the time required to bring a $21.5 million project to fruition has been less than requested.

- *Media Services*

Staffing at present is minimally adequate to support the limited number of multimedia classrooms. Additional staffing may be required to support additional multimedia classrooms and labs.

- *Office of Instructional Technology*

Staffing in the Office of Instructional Technology and Development at present is minimally adequate to support staff development activities, distance learning support, and the implementation and support of multimedia classrooms. With the expected growth in distance learning and the construction of additional multimedia classrooms, additional staffing may be needed.

There has been some discussion of combining the management of the Office of Instructional Technology and Media Services, although no decision has been made on this.

- *Instructional Technology Labs*

Staffing in student computer labs is not always adequate to support needs of students or faculty. Of concern is the proposed drastic cut in funding for Student Services areas that may result in staff cuts.

Since the last study, the position of Instructional Technology Specialist has been established as a technical support position for student use labs. The equivalent of 3.5 FTE new Instructional Technology Specialists have been added and 5 positions have been upgraded to that of Instructional Technology Specialist or its salary equivalent to increase qualified lab support.

Financial Support

- *Library Services*

Support for informational materials has shifted from the district general fund to categorical State funding. Funds for new materials come from the Instructional

Equipment and Library Materials block grant. TTIP funds have provided new equipment, licenses, and funding for CSUMB hosting services. Apart from salary increases, there has been no increase in general funding for the library.

- *Media Services*

Additional funding may be required for an inventory of multimedia equipment, spares, parts, and supplies such as lamps.

- *Office of Instructional Technology*

Since state funding has been cut to zero for general faculty/staff development as well as technical training, there is a great need to have that funding restored. Although considerable general training is offered by the Office of Instructional Technology and Development, faculty and staff also need access to specialized training and access to new sources of instructional materials that can best be gained through conference attendance or specialized off-campus training.

- *Instructional Technology Labs*

Funding needs to be identified to meet the long-term computer replacement needs once funds from the new library and the bond are exhausted.

Other Sources of Support

- *Library Services*

Interlibrary loan
Server at CSUMB – signed agreement, invoiced for payment
Relationship with MOBAC
Promise from the Monterey Peninsula College Foundation

- *Media Services*

No additional funding identified.

- *Office of Instructional Technology*

Funding for the new Library and Technology Center also provided equipment for the Office of Instructional Technology, which is needed to offer faculty/staff training in the use of instructional technology and ADA compliance.

Title III grant offers limited funding for faculty training and acquisition of related software. Once these funds are exhausted and the equipment ages, additional funding will be needed for ongoing equipment repair and replacement.

- *Instructional Technology Labs*

No additional support is identified.

Resources and Service Evaluation

- *Library Services*

Accreditation Survey
Library In-house survey
Library campus survey
Evaluation by MPC research staff

Survey results indicate enormous satisfaction, praise for staff, a need for additional hours, and more recent materials.

- *Media Services*

The Accreditation Survey of fall 2002, identified the need for Media Services to provide faster, more comprehensive service to faculty and staff. During the last year, the Office of Instructional Technology has been working cooperatively with Media Services to coordinate services to the multimedia classrooms in order to provide better service. Training was provided to Media Services in order for their staff to better serve classrooms with newer technologies.

- *Office of Instructional Technology*

Resources available within the Office of Instructional Technology, though limited today, will be adequate for a few years after the move to the new library as funding has been provided by the state for new hardware. Software, however, is not included, but there are limited funds available from the Title III grant.

According to the Accreditation Survey of fall 2002, 70.8 percent of the respondents strongly or somewhat agreed that the Office of Instructional Technology personnel are knowledgeable and helpful. 8.2 percent disagreed with that statement and 21 percent did not know. Given that information, the Office personnel must continue to upgrade their skills and must continue to work with instructors and departments to meet their needs in enhancing instruction.

PLANNING AGENDA

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

- Work progressively to fund additional library materials and staffing.

- Meet Title 508 accessibility requirements in the broadest sense (beyond ADA building requirements) to include, for example, information resources in various languages and website in various languages.

- Enhance community access and support via the website.

- Establish standing Library Advisory Committee and regularly assess users for adequacy of resources and services.

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

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

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

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

- Post hours, staff, and software for academic labs on the website and at lab doors.

- Provide consistent staffing and coverage for academic labs.

- Identify possible financial resources to provide incentives to faculty for online course development.

- Evaluate users of library, media services, academic labs, print shop and the Office of Instructional Technology systematically in order to plan for and improve resources and services.

STANDARD SEVEN

FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. QUALIFICATIONS AND SELECTION

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTIVE SUMMARY

Monterey Peninsula College has over 300 full-time employees, including 23 managers and administrators, 124.48 full-time faculty including counselors and librarians, and 195 regular classified staff. In addition, MPC employs approximately 255 part-time faculty and 208 part-time hourly workers. These employees serve about 17,000 students. (A.1)

Selection procedures for faculty, adjunct faculty and administrators are defined by District Board adopted guidelines. Classified hiring procedures are developed administratively. Additional hiring procedures are contained in the District's Staff Diversity/Affirmative Action Plan. These documents define selection and recruitment plans, committee guidelines and equal employment opportunity processes. Committee chairpersons and/or appropriate supervisors prepare job announcements, which are

reviewed and compiled by the Office of Human Resources. Announcements for classified positions contain board-approved job descriptions, which describe needed qualifications, examples of duties, and a job summary. Faculty announcements describe the position, list the qualifications required and preferred, and outline the hiring procedure. (A.2)

Faculty applicants are evaluated on educational preparation based on the state minimum qualifications, and on criteria developed specifically for the job announcements. All interviewees for teaching positions are required to perform a teaching demonstration as part of the interview. (A.3)

The *MPC Catalog* lists degrees held by faculty and administrators. Currently 11 faculty hold double masters degrees and 21 possess doctoral degrees. Five of ten administrators hold doctorates. (A.4)

SELF EVALUATION

Individual MPC faculty members have won awards or been otherwise recognized for teaching excellence. A number of faculty members have published textbooks and scholarly articles. Many faculty members revise existing courses or propose and develop new courses in order to advance the comprehensive mission of the college. While funding has decreased, individual departments still write action plans that attest to the vigor of programs and the determination and commitment of faculty. Indeed, exceptional quality of instruction and caring support of students are the hallmarks of Monterey Peninsula College.

In the accreditation survey completed in October-November 2002, employees had the opportunity to assess whether MPC has sufficient qualified faculty and staff to support its mission statement. Results indicated that 56.1 percent agreed or strongly agreed, 39.3 percent strongly or somewhat disagreed and 4.6 percent indicated they didn't know or it didn't apply. What cannot be determined is whether the respondents were addressing the sufficiency of numbers, the qualifications of the employees, or both. All faculty members meet statewide minimum qualifications or locally established equivalencies. The Office of Human Resources examined 38 program review documents in an attempt to determine unmet staffing needs. Seventeen of the documents recommended some sort of staffing increase, ranging from increasing work assignments of classified employees, to adding adjunct faculty, to adding full-time faculty or classified staff. In the current budget crisis, MPC is cutting back on numbers of adjunct faculty by canceling courses. Classified positions that become vacant are scrutinized to determine whether they are essential. Currently, 22 classified positions are frozen and therefore will not be filled in the immediate future. One occupied classified position was eliminated because of lack of funding, necessitating a lay off. The leadership of the classified bargaining unit has expressed concern over the decrease in positions while workload remains the same or increases.

The accreditation survey also addressed the statement that selection criteria are clear, public and relevant. 55.5 percent agreed or strongly agreed, 36.4 percent strongly or somewhat disagreed and 8.1 percent responded N/A or didn't know. Again, it is difficult to assess which part of the statement respondents addressed. Hiring procedures for faculty and administrators, as well as the Faculty and Staff Diversity Plan, are due to be re-written this year to conform to new Title 5 language. Completion of these will occur through shared governance processes and involve appropriate constituencies.

Survey results support the statement that principal criteria for selecting faculty are subject matter knowledge and teaching effectiveness. 63.4 percent agreed or strongly agreed, while only 15.1 percent somewhat or strongly disagreed. Selection committees and the Human Resources Office work assiduously to assure that position descriptions and announcements, paper screening criteria, interview questions, and overall candidate rating forms are fully and thoroughly centered on knowledge of subject matter and teaching effectiveness.

PLANNING AGENDA

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

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

B.   EVALUATION

B.1   The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

B.2   Evaluation processes seek to assess effectiveness and encourage improvement.

B.3   Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

DESCRIPTIVE SUMMARY

The MPCCD/MPCTA and MPCCD/MPCEA contracts describe evaluation procedures for each category of staff.

Classified staff are to be evaluated at the end of the first five months of employment. Thereafter, each employee is to be evaluated in writing at least annually. A formal conference is to be held with the supervisor to discuss the evaluation. (B.1)

Academic staff—instructional staff, librarians, and student supportive service personnel—who are regular and tenured employees are to be evaluated every three years, and those who are temporary employees are to be evaluated within the first semester of employment and at least once every six regular semesters thereafter. Probationary faculty members are to be evaluated at least once each academic year. Instructional chairpersons of academic divisions are to be evaluated every year by members of their division as well as by designated administrative staff. (B.1)

The purpose of all evaluations is to assess effectiveness and encourage improvement wherever needed. Teaching effectiveness for faculty is assessed by a written evaluation by peers and/or administrators based upon classroom visitation, the district student evaluation form, and other means of self-evaluation agreed upon by the evaluation committee and the teacher to be evaluated. The committee for teacher evaluations includes two or more tenured peers as well as the division chairperson. If possible, one member is from the area of the teacher's primary competency. Teaching excellence is the principal criterion for the retention of teaching faculty, although professional growth activities (research, professional coursework, publication or presentation of professional material) and institutional responsibilities and service are also considered. (B.2, B.3)

SELF-EVALUATION

The current faculty evaluation process is cumbersome and needs to be updated. Interviews with division chairs, faculty, and representatives from MPCTA indicate dissatisfaction with our current evaluation process, and reveal concern that a new process, developed over a period of years, is not yet in place.

Representatives from MPCTA and MPCCD met throughout the 2000-2002 academic years to develop contract language for a new evaluation process which streamlines the process, clarifies procedures, and provides more detailed guidelines for areas not specifically addressed in the prior process. Language for the new process was finalized in April 2002, and MPCTA requested one clarifying addition from the district. The district has not yet responded. When it does, representatives from MPCTA and MPCCD will develop a tentative agreement which can be ratified by both parties. Division chairs are so frustrated by the lack of administrative response that they have refused to evaluate any tenured faculty until the new process is in place.

Probationary instructors are being evaluated in a timely manner using the old process defined in the contract.

Temporary instructors are regularly evaluated in some divisions, though not in others. Temporary instructors teaching courses at local high schools and other off-campus locations often are not evaluated. A questionnaire sent to adjunct instructors at MPC at

the start of the spring 2003 semester resulted in 17 responses, too few to be statistically valid. Nevertheless, the answers came from nine departments, and the majority of those responding said they had been evaluated at least once in five years. The majority also said that the evaluation process was fair, appropriate, and helpful for teachers' improvement.

Classified staff members are being evaluated during the 2002-2003 academic year for the first time in several years. Of 187 classified evaluations scheduled for this year, 71 have been completed as of February 5, 2003, and 116 are pending. Division chairs and supervisors report that the process needs to be improved and that job descriptions need to be updated.

Results of the campus wide Accreditation Survey indicate that less than half of those responding feel that evaluation of faculty and staff is "timely and systematic." 12 percent of respondents say evaluation of management and administration is "timely and systematic." When asked whether they agree that the evaluation process for each category of staff "accurately assesses effectiveness," 52 percent agree for evaluation of faculty, 46 percent for staff, and 17 percent agree for management and administration.

The Academic Senate has for over five years been advocating the adoption of a more faculty-inclusive, systematic evaluation process for administrators. In spring 2000, the Academic Senate performed its own faculty evaluation of administrators based on the National Education Association Administrative Survey. A formal process for administrator evaluations is currently (spring 2003) under discussion by the college administration, but no written samples of the process have yet been released to the college community.

The Long-Term Institutional Goal VI, an outgrowth of an all-campus survey, calls upon the college to "*Ensure a functional, responsive and cost-effective administration.*" The first annual objective for 2003-2004 directs the college to "*implement broadly participatory evaluative procedures for all district employees.*"

PLANNING AGENDA

- The President will forward to the appropriate administrator the new faculty evaluation process so that the MPCCD and MPCTA may meet to resolve issues and take the necessary steps to implement a new faculty evaluation process.

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

- Classified staff job descriptions will be updated, and classified staff will be evaluated at regular intervals as stated in the MPCEA/MPCCD contract.

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

C. STAFF DEVELOPMENT

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

DESCRIPTIVE SUMMARY

Despite declining budgets in recent years, staff, faculty, and administrators have many opportunities for professional development. Each semester, the college offers numerous workshops in the use of instructional technology. Staff development funds have been available to defray the cost of attending professionally relevant conferences, seminars, and workshops. In addition, sabbatical leaves have been available for faculty, and flex day activities sometimes have a staff development component. (C.1)

The Staff Development Committee meets regularly to disperse staff development funds. The committee includes members from faculty, staff, and administration. The committee is open to input from all faculty, staff, and administrators. (C.2)

SELF EVALUATION

The college continues to provide many on-campus workshops and training opportunities to expand faculty and staff use of instructional technology. Many faculty and staff continue to attend professional conferences, even though reimbursement for the cost of attending such events has declined with declining staff development funds. (One major source of general staff development funds went to zero in 2002-2003.) The sabbatical leave seems to be diminishing as a faculty development resource–fewer applications for sabbatical leaves have been approved for each of the last four years. Of those responding to the Accreditation Survey, 50.9 percent agreed that MPC's faculty and staff development programs promote improved professional expertise, and 42.0 percent disagreed.

The Staff Development Committee is diverse in its membership, and represents a range of faculty and staff opinion. But of those responding to the Accreditation Survey, less than half (46.2 percent) agreed that faculty and staff participate in the planning and evaluation of faculty and staff development programs, while 32.5 percent disagreed and 21.3 percent were unsure. This indicates that as staff development funds decline or disappear, the committee will need to publicize its efforts and encourage broader participation in developing cost-efficient programs.

PLANNING AGENDA

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

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

D. GENERAL PERSONNEL PROVISIONS

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

D.4 The institution makes provisions for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

DESCRIPTIVE SUMMARY

The Monterey Peninsula College District has written policies related to the employment procedures intended to treat all applicants fairly. In addition, the district has a Staff Diversity Policy and Plan that is designed to ensure equity and fairness for groups including ethnic minorities, women, and people with disabilities. The Office of Human Resources prepares an annual report assessing and reporting on the college's achievement of its employment equity objectives. (D.1, D.2)

Personnel policies are developed as required by law. Personnel policies are contained in the governing board policies and the agreements between Monterey Peninsula Community College District and the bargaining units. They are available in the library, the division offices, the Office of the President, and the Office of Human Resources. New faculty members are provided with policy information in an orientation that is conducted at the beginning of each academic year. (D.3)

Board policy provides for the security, confidentiality, and permanence of personnel records. Faculty and staff have access to their records, which are regularly updated to ensure their completeness and accuracy. (D.4)

SELF EVALUATION

Survey results indicate a positive perception (58.6 percent approval) regarding MPC's adherence to written policies ensuring fairness in hiring procedures, while 25.4 percent expressed disapproval and 16 percent were uncertain. The perception of personnel policies and procedures being clear and equitably administered reflects an almost even split: 40.2 percent agreed while 43.2 percent disagreed.

PLANNING AGENDA

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

- The college will maintain efforts to increase diversity through equal employment opportunity as described in the Strategic Plan and the Educational Master Plan.

STANDARD EIGHT

PHYSICAL RESOURCES

The institution has sufficient and appropriate physical resources to support its purposes and goals.

1. *The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.*

2. *The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.*

3. *Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.*

4. *Selection, maintenance, inventory, and replacement of equipment are conducted systematically to support the educational programs and services of the institution.*

5. *Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.*

DESCRIPTIVE SUMMARY

Monterey Peninsula College is located on 85 acres overlooking Monterey Bay in the southeastern portion of Monterey near the intersection of Highways 1 and 68, the two access roads to the Peninsula. The 33 buildings encompassing 359,708 square feet of assignable floor space cover 8 ½ of the acres, with approximately 17 ½ acres containing parking, 53 acres landscaped with walkways, and 7 acres of undeveloped wooded areas with a ravine bisecting the campus. Off-campus sites include offices and classrooms of the Fire Academy and Park Ranger programs at Asilomar State Park, pool and facilities at a variety of sports centers that are used for classes, the Public Safety Training Facility and educational satellite at Fort Ord, and several local theaters, which are used for drama classes. The Older Adult Program uses many community venues. (1)

In accordance with the California Community Colleges Chancellor's Office criteria, as reflected in the MPC Space Inventory of October 15, 2002, the following is a summary of the College's space categories that correspond to specified space allocations for a community college with MPC's enrollment and WSCH:

Space Category	ASF Authorized	10/15/02 Inventory	ASF Excess/(Shortage)
Lecture	19,496	25,004	+5,508
Laboratory	126,443	71,826	-54,617
Office	35,723	34,329	-1,394
Library	42,323	22,453	-19,870
AV Radio TV	13,004	15,459	+2,455
TOTALS	236,989	169,071	-67,918 (1)

Consistent with the age of the campus, the majority of the buildings, or the components thereof, have exceeded their expected lifespan. Twenty-six percent of the buildings are over 40 years old, 73 percent are over 32 years old, and only 1 percent has been constructed in the last three years. Despite only selective renovation utilizing limited funding, the buildings continue to support the teaching curriculum. Classrooms are shared to accommodate assessment and testing needs.   As a whole, however, major renovation (which the $145,000,000 bond will now provide) is needed campuswide. (1)

Since the last accreditation, the college has completed an impressive number of projects that dramatically improve the learning environment of the campus:

New Buildings

1. Library Technology Center (to be completed March 2003)
2. Facilities Department Complex (to be completed June 2003)
3. Elevator addition and renovation of the second floor in the International Center (completed in 2000)
4. Art Gallery (completed in 1997)

New Relocatable Buildings

1. Two occupied by College Readiness
2. One by the Lindamood Program
3. One by Child Development

Site Improvements

1. 100-Space Parking Lot C Expansion
2. Clearing and installation of pathways in ravine
3. Phase 1 of ADA sidewalk upgrades
4. Security bollards campus wide
5. Selective pavement repair
6. New well and storage tank for the athletics fields
7. Selective landscape improvements campuswide
8. Exterior paint on the College Center and the Theater
9. Renovation of the "Old Armory Building," now the "Dance Studio and Adaptive Physical Education Facility"

10. Renovation of the "Old Adaptive PE Building," now the "Massage Therapy Classroom & Lab"
11. Renovation of the "Old Dance Studio" portion of the Gym, now the new "Fitness Center"
12. Renovation of the Family and Consumer Science Building

Scheduled Maintenance Projects Completed

Roofing Projects

1. Lecture Forum
2. International Center
3. Gymnasium
4. College Center
5. Old Library
6. Administrative Services
7. Student Services
8. Social Sciences
9. Dance Studio / Adaptive Physical Education
10. Theater (service to extend warranty only)
11. Humanities Bungalow (small partial roof replacement)

Mechanical Projects

1. Boiler replacement in the Gymnasium, Physical Sciences, Life Sciences, Humanities, and Art Dimensional buildings.
2. Furnace and HVAC replacement in the Art Dimensional, International Center, Art Studio, Child Development Center, and Administrative Services buildings.

Energy Conservation Projects

1. Partial door replacement in the Theater (glass doors replaced with Duo-pane doors)
2. Window/door replacement in Administrative Services
3. Partial light fixture replacement at the Theater in the "House," including dimmer switch and controls replacement
4. Light-reflective roofing (White Dura Last) at built-up roof replacements
5. High efficiency furnace and HVAC at mechanical replacement locations
6. Campus wide Energy Management System
7. Partial window replacement in the College Center
8. Partial window replacement in the Theater

Safety-related Projects

1. Sidewalk renovation and replacement
2. Curb and beam installation
3. Re-paving of Lot E; paving of the sloped portion of Lot D
4. Installation of locked bollards to prevent vehicular traffic on campus sidewalks
5. Additional sidewalk lighting at the Student Services Building

6. Restroom renovation in priority locations, including handicapped-accessible facilities where needed
7. Evening tram service for students with disabilities (with Supportive Services' full cooperation)
8. Renovated ravine walkways with new guard rails and stairs
9. Re-routed and re-built sidewalks due to the construction of the new Library Technology Center (2)

In 1997 the stadium was condemned and the bleachers were torn down. The baseball field has been improved with new, higher fencing and elimination of the ice plant hill in the outfield. Behind the backstop 110 used stadium seats were added. (2)

Work is currently taking place to upgrade the electrical and plumbing systems in the College Center. (2)

Taken singly, these improvements create a safer, more aesthetic, more conducive to effective work environment. Taken together, they demonstrate vastly improved management, maintenance, and operation of facilities to effectively support the programs and services of the college.

The campus Health and Safety (HS) Committee is comprised of classified, faculty, management, CSEA, CTA and ASMPC representatives. Permanent members are the Security Director, Evening Campus Supervisor and College Nurse; other members are volunteers or members appointed by their constituencies, including the Facilities Department and the Campus Safety Officer (Vice President for Administrative Services). The committee is under the responsibility of the Vice President for Administrative Services, to whom it makes recommendations; the committee has no operating budget but various members may institute health and safety-related recommendations as part of their work area assignments. Committee agendas are posted according to Brown Act provisions and approved minutes are available on the HS Intranet site. (3)

The charge of this committee includes: the review of all reports of hazardous situations or incidents occurring on campus related to safety and health; discussion of remedies with recommendations forwarded to the Vice President for Administrative Services for corrective action; the review of compliance with a wide range of security, safety, health and environmental issues as they relate to the campus; the provision of plans and protocols for management of incidents requiring public notice; and the study and plan for new health and safety issues as they arise. (3)

A board-approved restricted smoking policy first begun in 1997 has moved into its final phase (fall 2002): smoking restricted to parking lots only. New signs and improvements to smoking areas in some parking lots have begun to move smokers away from the central campus. (3)

The college has contracted with H & K Associates to provide regular safety/security personnel coverage in a supervisory capacity for the campus. The campus Safety/Security Department consists of the Director of Security (an employee of H & K), two 40-hour per week security personnel and one 18-hour-per-week Evening Campus Supervisor, all of whom are employees of the district and report to the Director. The

Director of Security reports to the Vice President for Administrative Services. Paid student help (two currently assigned for a maximum of 20 hours per week for each) is also enlisted throughout the year during days that classes are in session to assist with traffic control and enforce parking regulations. Police Academy cadets, when available, are also utilized for similar duties. The Safety/Security Department serves the campus by providing a security presence to act as its eyes and ears during official hours of operation to deter theft and provide consistent reporting of safety issues to proper authorities. Additional duties consist of directing traffic, monitoring parking, issuing parking citations, and assisting with enforcement of the campus' smoking restrictions. (3)

Security personnel and Supportive Services Department tram drivers respond to medical emergencies across the campus to assist the Student Health Services staff, keep onlookers away, and direct emergency vehicles when needed. They are assigned specific emergency response duties as listed in the posted Emergency Action Guide. In addition, the Director of Security is a member of the Behavior Advisory Group that monitors reports of disruptive students. (3)

The hours of security coverage are targeted to encompass the college's class schedule. Generally, coverage is Monday through Thursday, 7:30 a.m. to 10 p.m., and Friday through Sunday from 7:30 a.m. to 5 p.m. Additional hours of coverage are warranted during athletic events and other school-related special events. The staff is provided with cell phones for communication. The existing Safety/Security Department number (646-4099) will either be staffed or calls will be forwarded automatically from extension 4099 to the cell phone of the person on duty. During off-hours a recording is provided to direct callers on how to proceed. The campus is within the jurisdiction of the Monterey Police Department, which is responsible for enforcement of laws. (3)

On campus there are over 1000 pc's, 30 servers, 80 switches/routers and more than 700 users, plus the phone system that must be maintained and supported by the Information Systems Department (IS), which installed a new HP minicomputer in 2002. There has been a significant upgrade to the Santa Rosa student records system. The college has added voice mail by replacing the PBX with a new IP telephone system based on Cisco Systems technology. The warehouse staff tags upon receipt all equipment (not including that of the Associated Students of Monterey Peninsula College [ASMPC] equipment) with a $500 or more acquisition cost, and adds such equipment to the equipment inventory, with the inventory record reflecting division assigned sub-custody and location. Warehouse staff use barcode scanners to conduct inventory of all such equipment each January. This data is downloaded to the master inventory database, and missing items are located and accounted for. The Facilities Department disposes of inventoried equipment when it becomes obsolete, worn out, or in need of excessive repair in accordance with current regulations and strikes such equipment from inventory records. New equipment for student instruction and faculty/staff technology requirements include new servers and campus desktop computers, now replaced with a Pentium III greater than 400 MHz. Cisco Fast Ethernet switches have replaced campus network electronics, moving the campus network to the current standard in Local Area Networks (LAN). The LAN servers have been upgraded to Windows 2000, and the NT 4 domain has been migrated to the new Active Directory (AD) domain structure of Windows 2000. (4)

A maintenance support contract/agreement covers all computer systems and technological equipment. Computers have a minimum of three years of limited warranty from the manufacturer for the replacement of components or complete systems. Hardware support agreements, renewed annually, cover the networking infrastructure and the campus student records systems and hardware. The IS budget supports all annual maintenance agreements. Information Systems reviews all technology purchases in order to implement a campus standard requiring the purchase of hardware warranties with all technology equipment. The warranties have proved to be a valuable investment, in particular with the networking infrastructure and the computer labs where the equipment is used most frequently. Any failure would either be costly or detrimental to the everyday work performed by MPC employees and students. (4)

Teaching delivery methods have changed, and much of the classroom equipment has outlived its function and useful life expectancy. Local bond and state funding will allow the college to update or replace classroom and laboratory equipment. (4)

MPC recently passed a $145,000,000 Proposition 39 School Bond that will be used to renovate the buildings and grounds on campus and possibly seed the funding for a satellite campus and a Public Safety Training Facility at Fort Ord. It is a four-tier bond, of which the college will receive $40,000,000 in August 2003, $35,000,000 in August 2006, $35,000,000 in August 2009, and the final sum of $35,000,000 in August 2012, with the construction/renovation work being brought to completion in 2015. (5)

SELF EVALUATION

Recognizing the maintenance needs of the physical facility, the college proposed a local $145 million bond. The community passed the bond, which will now greatly support the improvement of the physical facility.

Due to the size of the campus, the number of buildings, the long list of duties for which the Facilities Department is responsible and the loss of certain positions, more staffing is needed. Due to this need and funding problems, the cleanliness of the buildings, the maintenance/upkeep of the buildings and equipment, and the maintenance of the grounds have deteriorated. The passage of the bond issue gives the college the opportunity to renovate facilities so that they will more effectively contribute to a positive learning environment. Even before receipt of bond funding the Facilities Department has made Herculean efforts to maintain facilities so that students can make the fullest possible educational use of existing facilities. Certainly this has been a challenge.

The 1997 accreditation reported the following staffing with current conditions in parenthesis: a six-person grounds crew (today there are five), a six-person maintenance crew (no change), a two-and-one-half person utility crew (today there is no utility crew), a two-person warehouse crew (today there are two, but one person is retiring and may not be replaced because of the budget), a 13-person custodial crew, which was complemented with a budget for temporary staff of three people (today, there are 15 with no budget for temporary staff), and a division office manager and administrator. In this regard, the

college has been very fortunate in its ability to replace the position of Director of Plant Services with a new upgraded position of Director of Facilities Planning and Management with a concomitant upgrade in salary.

Most of the utilities, both underground and at building sites, are dated and antiquated. The utilities are for the most part 30 to 40 years old, with some being as old as 56 years. Electric transformers, panels, switches, wiring, and conduit need to be replaced/upgraded. In addition, the sanitary sewer, natural gas, domestic water, and storm drain systems need replacement and/or upgrading.

The condemnation of the stadium calls for rebuilding the bleachers and press box. An all-weather track, addition of restrooms and a snack bar, and the replacement of grass on the football field with "Fieldturf" should complete the stadium project by 2015.

The 1998 scheduled project of replacing the 3M asbestos-contained Tartan floor in the gymnasium needs to be carried out. The gymnasium building needs replacement of outside doors, lockers and showers in the student and faculty locker rooms, and new flooring in classroom 104. There is no heat in the swimming pool locker rooms.

Information Systems' (IS) new HP minicomputer will facilitate the deployment of the campus web registration system that will go online in 2003. Also, the upgrade to the Santa Rosa student records system provides greater functionality and support for the new web registration system. The technology enhancements greatly improve network performance in conjunction with the Cisco Fast Ethernet LAN. Email has been improved with the addition of the Active Directory (AD) by adding a new Windows Exchange 2000 server that is based on AD technology. The new email server and Outlook web interface have improved off-campus access to email. The college has realized a significant cost savings in the replacement of the PBX due to the deteriorating phone system infrastructure by the convergence of data and voice onto the LAN.

Matching the IS staff to a Gartner Group study, along with comparisons of similar IS infrastructures, illustrates the need for added personnel. The increasing overtime required to accomplish necessary tasks (such as anti-virus updates, operating system patches and numerous other IS infrastructure requirements) adds to the problem.

Due to the health and safety issues that are constants in the changing college environment, the greater numbers of students, greater problems in the communities in general, and economic realities, the college must struggle to match the demand for services on campus. Thanks to the current MPC staff and the leadership of the Health and Safety Committee, the college has made up for some major delays from earlier years in sidewalk and utility repairs, grounds improvement, and other needed safety work. However, the understaffed departments responsible for many of the health and safety issues, and the severe budget limitations have limited the college's ability to affect all of its desired improvements.

Attention to classroom and office air quality and ventilation when renovating or remodeling would improve some longstanding problem areas on the aging campus. The problems associated with chemicals present in new construction material, paint, carpets,

laminated surfaces, glues, plastics, and other hazardous substances have impacted numerous students and staff during the recent building and multimedia classroom installation. Highly sensitized individuals and/or those with environmentally induced asthma have reported major problems when exposed to the chemicals and airborne particulate matter indoors and outdoors from these projects. Consideration for selection of low volatile organic compound materials and adequate time to allow off-gassing of indoor chemicals prior to using the facility [E.P.A. indoor air quality standards] should be an essential part of planning and risk management. To decrease the maintenance demands and ugly, sometimes smelly, problem of stained carpeting, the return to hard finishes for flooring should be considered.

The natural environment of this extensive campus requires the protection of native oaks, horse chestnuts and other trees, the reduction of poison oak which flourishes in the ravines, and the management of assorted wildlife that share the premises (raccoons, Canada geese, feral cats, and rodents). With the severely overcrowded parking areas, many students park vehicles in unmarked, unsafe areas that threaten the well-being of trees and unpaved earth. There is current strict enforcement of parking with allowances for some unmarked areas, but oaks and ground cover are at risk of soil compaction if cars park under them.

The smoking restriction policy needs ongoing publicity, support from administrators and employees, and enforcement for students under the "Disruptive Student" policy or for employees by Human Resources. A Smoking Area Management Subcommittee of the Health and Safety Committee has been formed to improve the use and the appeal of the parking area sites.

The 1996 Board-approved revision of the Emergency Response Plan is still the operative plan. The expected 1993-mandated revised plan that would incorporate Standardized Emergency Management System (SEMS) organization, terminology and communications procedures has yet to be completed. However, there is a functional document called the Emergency Action Guide, a flipchart that is available in all classrooms and offices, which was created and revised in 2000 by the Health and Safety Committee in lieu of the fully revised Response Plan. Campus and desktop drills have been held periodically to rehearse the Emergency Response Plan; a successful actual total campus evacuation was required for a Hazardous Materials event in 2001.

The current revisions of the Illness and Injury Prevention Program (IIPP, 2002), the Blood-borne Pathogen Control Plan (BBPP, 2000), and a Chemical Hygiene and Hazardous Waste Disposal Plan are all available at the Office of the Vice President for Administrative Services and relevant campus sites. The HS Committee organized evening campus safety walks each fall and spring semester for several years, and a Fire Safety Hazards Consultant made yearly surveys to identify safety hazards. The HS Committee has recommended a joint subcommittee with the Facilities Committee to conduct the yearly campus safety surveys under the printed guidelines in the IIPP. Training for new employees and in-service training for staff are under the direction of the Associate Dean of Human Resources with assistance from the Joint Powers Association (JPA). The master Manufacturers' Safety Data Sheet (MSDS) list is located in the

Facilities Department, with individual relevant MSDS kept at the department in which the product is used.

Members of the Health and Safety Committee accomplished an extensive health and safety survey of every restroom on campus in 2001, with recommendations for prioritizing required repairs sent to the Facilities Department Director. This document is a monument to elimination sanitation and hygiene. According to the 2001 California Building Code, the campus had the following deficiencies:

> Toilets required: 337
> Toilets existing: 226
> Deficit: 111
>
> Lavatories required: 287
> Lavatories existing: 147
> Deficit: 140
>
> Drinking fountains required: 120
> Drinking fountains existing: 37
> Deficit: 83

At the present time, MPC is without regularly scheduled and staffed security coverage whenever classes are not in session. The reorganized campus Safety/Security Department provides improved safety and security coverage during all hours when the school is open. However this limited coverage does leave MPC vulnerable to trespass, physical attack and vandalism when no security personnel are on duty. In addition, MPC relies upon the Monterey Police Department (MPD) for the enforcement of laws on the campus. Unfortunately, the Monterey Police Department does not provide security services to the campus. It is only capable of responding to routine and emergency calls for service.

The ongoing requests for additional security personnel to accomplish all the tasks needed and for more coverage during evening and weekend hours have been the source of much discussion at Health and Safety Committee meetings, at College Council and at division meetings. With the new security structure implemented in summer 2002, there is also an acknowledgement of the short staffing and the urgent need for personnel and budget sufficient to meet demands.

MPC is in an enviable position to effect positive change in security this year. Following the passage of local Measure I and statewide educational bond issue Proposition 47, the college is ideally suited to strengthen its Safety/Security Department with an upgrade of equipment without adding additional personnel.

With the recent acquisition of high speed computers and the Cisco Telephone System, the college can acquire additional safety and security equipment such as closed circuit television (CCTV) and intrusion alarm systems to monitor the campus in the absence of security personnel and alert local law enforcement agencies for an appropriate response.

Necessary rehabilitation of existing buildings to meet current building and fire safety standards and new facility additions (e.g., the Library Technology Center and the Facilities Department Complex) can incorporate additional technology to monitor and secure expensive equipment against unauthorized intrusion and theft. Upgrades to campus lighting and facilities can include emergency telephone services (and remove outdated "ring down" lines that were inadvertently disconnected during the recent conversion) to reach campus safety and security personnel or default to local 911 authorities.

These upgrades would be improvements that would positively impact the campus community and address many of the concerns voiced in the recent survey. (See Survey Results #4 A, B, and C.)

Finally, MPC needs to address the issue of reporting crime incidents on campus as required under the federal Jeanne Clery Act. As policy and procedures are currently interpreted, MPC makes only preliminary reports of incidents for internal use and then notifies the Monterey Police Department (MPD) for follow-up and investigation of criminal incidents. As a result, MPC statistics, published for public review and consideration of campus safety under the Clery Act, reflect very little criminal activity in all reportable categories for the last three years. Since no local crime statistics are available on the Office of Post Secondary Education web site (www.ope.ed.gov/security), a technically correct but factually inaccurate picture may be presented to the public. A linkage should be established with the Monterey Police Department to reflect the MPC operating agreement for documenting incidents and/or arrests on the campus to avoid noncompliance or underreporting of incidents under the Clery Act.

PLANNING AGENDA

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

1. Construct new Facilities Department Complex: This is currently under construction with a June 26, 2003 completion date.
2. Construct new Library Technology Center: This is currently under construction with a March 30, 2003 completion date.
3. Construct new Child Development Center: The proposed construction date is 2004/05.
4. Renovate "Old" Library building: 2004/05.
5. Renovate "Old" Student Services building: 2005/06.
6. Construct new Math Sciences Wing on the Physical Science building: 2006/07.
7. Renovate Administration and Auto Tech buildings: 2007/08.
8. Renovate Art Ceramics and Art Studio buildings: 2008/09.

With the recent passage of the MPC $145 million Proposition 39 Local Bond, and with potential State-funded augmentation with maintenance projects, the college is optimistically planning over the next 12-year period (2003 through2015) to:

- replace all roofs
- upgrade/replace all utilities
- upgrade/replace all mechanical systems
- repair/replace all sidewalks/roads/parking lots
- complete ADA friendly work
- complete irrigation and landscaping of the campus grounds
- install security/intrusion systems
- install fire alarm and sprinkler systems in buildings
- renovate all buildings

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

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

A local architect has been working closely with district staff to develop the plan to provide access for all Student Services departments in the remodeled old Library Building. Consolidation of all student services to the old Library Building will provide much needed assessment and testing facilities and centralized access to Student Services departments.

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

The IPP for State funding for the Math Science Wing of the Physical Science building has been submitted to the California Community College Chancellor's Office is currently scheduled for construction in 2006/07.

STANDARD NINE

FINANCIAL RESOURCES

A. FINANCIAL PLANNING

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

DESCRIPTIVE SUMMARY

The Strategic Planning Steering Committee (SPSC) through shared governance, establishes Long-Term Institutional Goals. The current goals are for a five-year period, and the next set of goals will likely be for a six-year period, which will be in line with the accreditation cycle. The Board of Trustees approves the long-term goals in the year prior to their implementation. For example, the Board of Trustees approved the long-term institutional goals for 1999 through 2004 in 1998. Each year the SPSC gathers input from the college community to create annual objectives which support the institutional goals. Annually, divisions and departments develop action plans based on the annual objectives for that given year. Plans requiring additional funding are approved by the president and vice presidents depending on resources available. (A.1, A.2)

In November 2002 local voters approved a $145 million Prop 39 bond for facilities and equipment upgrades at Monterey Peninsula College (MPC). The first installment of the bond funding ($40 million) is expected in June 2003. An updated Educational Master Plan and updated Facility Master Plan are planned for completion in September 2003. The Facilities Master Plan is developed based on the programmatic needs as outlined in the Educational Master Plan. Funds from the Prop 39 bond will provide financial support

for the fulfillment of the Facility Master Plan. Broad based shared governance is to be included in this process to ensure capital plans support educational objectives. (A.3)

The shared governance model at MPC includes a Budget Committee that makes its recommendations to the College Council. The Budget Committee has approved a Budget Planning Process and Timeline document that clearly defines the process used. The Fiscal Services Department calculates revenue and determines required additional expenses for each new year. Department budgets in large part are a carry over of the previous year's budget, based on actual historical expenditures. Department budget managers/division chairs review the budgets noting anticipated adjustments. The intent of the budget development process is to allocate funds based on demonstrated actual expense, thereby promoting efficient utilization of funds. Fiscal Services distributes budget construction packages in November, and divisions and departments return them to the vice presidents (via the appropriate dean) in mid-December. Departments may make adjustments within their flexible budgets during each fiscal year. Departments complete Action Plans that identify specific resources that relate to annual objectives and Long-Term Institutional Goals. The process relies on division chairs, department chairs and area managers to obtain input from faculty and staff in their areas. (A.4, A.5)

SELF-EVALUATION

The fall 2002 Accreditation Survey indicated faculty and staff dissatisfaction with the financial planning. Although processes have changed and significant new funds have been added to MPC's budget since the 1998 accreditation, general dissatisfaction continues. A significant part of this dissatisfaction may be the result of low funding levels in general and future budget cuts projected by the state. Of particularly intense concern on the part of the classified employees is the perception of inequity in their salary levels. This concern may also explain responses that show dissatisfaction with financial planning. Although MPC and the California community college system have seen good financial times since the last self-evaluation, funding levels continue to be minimal considering the needs. This difference between needs and available funds will be exacerbated with the State cuts projected for 2002-03 and 2003-04.

Revenues in the District's General Fund have increased from $26 million in 1996-97 to almost $39 million in 2001-02, and the ending Fund Balance from $439,980 to $3,331,731 during the same period. Despite these increases, MPC is funded at only 53percent of the statewide standard established by Program Based Funding.

Salaries for all employees are below the statewide mean of other community colleges, while the cost to live on the Peninsula is higher than in most areas.

PLANNING AGENDA

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

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

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

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

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

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

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

B. FINANCIAL MANAGEMENT

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

B.3 The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

B.6 Financial management is regularly evaluated, and the results are used to improve the financial management system.

DESCRIPTIVE SUMMARY

MPC's financial records are maintained on the Monterey County Office of Education's (MCOE) financial management systems. College staff in the Fiscal Services Department input completed data into the county's system and receive reports on request. The county implemented a new system in 2001-02. Detail reports are provided to account directors monthly, with the exception of the first quarter of each fiscal year. Summary reports are provided to the Governing Board monthly indicating each fund's cash balance, original budgets, adjusted budgets, monthly activity, year-to-date activity, encumbrances, and resulting balances by major object codes for each fund. The independent auditor provides an annual financial audit report to the Board. (B.1, B.2)

Staff in the college's Fiscal Services Department includes a Controller with nine staff members. In addition, a Purchasing Agent and a Budget Analyst assist to ensure controls in the area. The department reports to the Vice President for Administrative Services. (B.3)

MPC is privileged to have the Monterey Peninsula College Foundation supporting programs and services for the past six years. This support, in accordance with the college's educational mission, is generated through various fundraising activities. Other college programs raise funds and support through volunteer efforts. (B.4)

The District has a large number of instructional contracts. The Dean of Instruction, Occupational and Economic Development is responsible for the administration of these contracts in accordance with the institution's policies and for monitoring those contracts. Upon inception of these contracts, the college establishes criteria and parameters by which they are to be executed. For example, the Dean meets with contracting entities at the contract site along with responsible instructors, and extends an orientation in accordance with the terms of the Instructional Contract. In addition, enrollment and positive attendance documents submitted from the contracting sources are evaluated and retained as supportive documents. (B.5)

The program review process is used to evaluate all offices including the Fiscal Services Department. The last evaluation of this department was completed in 2002. (B.6)

SELF EVALUATION

Mechanisms are in place for appropriate financial controls. Annual independent financial audits are completed and have provided minimal comments and recommendations for improved controls. The financial audit for 2001-02 was completed in November 2002; it included only minor adjustments to the annual California Community College Annual

Financial and Budget Report (CCFS 311). The report contained no findings or recommendations.

The Vice President for Administrative Services provides timely reports to the Governing Board monthly, quarterly and annually. However, the Accreditation Survey response to the question "financial information is dependable and timely" indicated 52.1 percent of the respondents "strongly or somewhat disagree." First-year startup problems with the new county financial management system caused delays in both the delivery of timely reports to departments and in the execution of budget transfers. Many divisions, departments, and areas keep independent budget records so that they can account for transfers. On college reports transfers show up as a reduction to the beginning adopted budget of accounts instead of as in year reductions, and this is a source of confusion.

The MPC Foundation has existed since 1997. The hiring of a new executive director of the Monterey Peninsula College Foundation in January 2002 brought a renewed vitality to the organization. The Foundation was very instrumental in providing much of the needed funding for the bond campaign. The Foundation has inaugurated the $1.6 million "Renaissance Campaign" to revitalize the college campus.

PLANNING AGENDA

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

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

C.   FINANCIAL STABILITY

C.1   Future obligations are clearly identified and plans exist for payment.

C.2   The institution has policies for appropriate risk management.

C.3   Cash flow arrangements or reserves are sufficient to maintain stability.

C4.   The institution has a plan for responding to financial emergencies or unforeseen occurrences.

DESCRIPTIVE SUMMARY

MPC carries a relatively small debt totaling $1.6 million. However, the college does have a significant long-term liability for retiree health benefits. An actuarial study

completed in August 2000 indicated the unfunded liability to be $14,311,000. The Health & Welfare Cost Containment Committee, through several meetings of 2002, determined that a reserve should be established in the Self-Insurance Fund for this liability. For the fiscal year 2002-03, a reserve of $173,000 was established for this retiree expense. (C.1)

The college is a member of the Bay Area Community College Districts Joint Powers Agency (BACCD-JPA) for property and liability coverage and Northern California Community College Pool for workers compensation coverage. MPC also purchases student accident insurance and a Fine Arts exhibit insurance policy. (C.2)

The college has maintained a reserve level of 10 percent of Unrestricted General Fund revenues since 1998. In 2002-03, the reserve level was $3.3 million, based on the college's operating budget of $33 million. The reserve has provided adequate cash flow for the college. In addition, Tax Revenue Anticipation Note (TRAN) have been taken out each year, and while not actually utilized in most years, they have provided additional revenue in the way of interest income. (C.3, C.4)

SELF-EVALUATION

The college is concerned about the growing cost of medical benefits for its active employees and the future liability for its growing number of retirees. The college's Health and Welfare Cost Containment Committee has been reviewing its medical benefits plan and health services utilization for potential cost containment measures. Changes in the faculty and staff contracts were renegotiated in 1999 to help contain these costs.

Community colleges have used Joint Powers Agencies (JPA) very successfully since the early 80's. Reserves, and cash available to pay claims were minimal when these organizations were originally started; however, current reserves are considered very adequate at this time. As of June 30, 2002, the BACCD-JPA fund balance was $2,183,524. These organizations with their pooled resources have served MPC very well.

Maintaining a reserve of 10 percent has provided adequate cash to eliminate the need to draw on the TRAN (Tax Revenue Anticipation Note) for the purpose of satisfying expenses. The TRAN does however, provide the ability to draw on additional cash should the need arise.

In November 2002, the Legislative Analyst's office and the Department of Finance stated projected deficits ranging from $21 billion to $35 billion. In spring of 2003, the state had imposed mid-year cuts on community colleges. The Governor's proposed budget for 2003-04 calls for additional cuts to community colleges. At the time of this writing, the two-year calculated loss in revenue for MPC is almost $4 million. Projections for the state indicate that the next two to three years will continue to see hard economic times. The college projects additional expenses of $1.4 million in the 2003-04 year. These

include increases in the cost of employee benefits. The budget cuts made in spring 2003 will carry over into the 2003-04 fiscal year.

PLANNING AGENDA

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

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

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

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

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

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

STANDARD TEN

GOVERNANCE AND ADMINISTRATION

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.

A. GOVERNING BOARD STANDARDS

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

A.6 The governing board has a program for new member orientation and governing board development.

A.7 The board is informed about and involved in the accreditation process.

The Governing Board of the Monterey Peninsula College District consists of five voting members and one non-voting student member. The voting members are elected at large for four-year terms. The elections are staggered, so that three members are elected in one

biennium and two in the next. Although there are no requirements for Board members to inhabit and represent each of the cities in the college district, they have usually come from different communities within the district and typify the diversity of the district itself. In order to reflect the public interest, the Board regularly considers communications and requests from citizens and organizations on matters of policy and administration. (A.1)

The non-voting student member is elected for a one-year term by an election open to all currently enrolled students. The student member may attend all regular meetings of the Board and may participate fully in the questioning of witnesses and discussion of issues. Whenever a vacancy occurs or whenever a resignation has been filed with the Monterey County Superintendent of Schools containing a deferred effective date, the Governing Board, in order to maintain continuity of membership, within sixty days either orders an election or makes a provisional appointment to fill the vacancy in accordance with the provisions of the California Education and Election Codes. (A.1)

The Governing Board of Monterey Peninsula College reviews each proposed annual budget and formally adopts it. The Board also approves the expenditure of all funds by MPC. The Board ensures that proper accounting procedures are followed and provides for an annual audit of all funds under its supervision.

The Governing Board approves all changes to the educational programs of Monterey Peninsula College and evaluates these programs with the aid of the President and other appropriate personnel to ensure that they are consistent with the mission of MPC and its policies. (A.2)

The Governing Board determines the broad general policies which govern the operation of Monterey Peninsula College and reviews them regularly. In this role it functions as the legislative and policy-making body of MPC, leaving the executive function to the President. (A.3)

The Governing Board adopts a set of Long-Term Institutional Goals. These goals provide overall strategic direction for the college. Each year the Strategic Planning Steering Committee (SPSC) develops a set of annual objectives to achieve progress in the attainment of these goals. The Board receives regular reports from the SPSC committee and from the vice presidents on actions they are taking to fulfill the objectives. The Governing Board also receives regular reports from the Academic Senate, Monterey Peninsula College Teachers Association, California School Employees Association, Chapter #245 (MPCEA/CSEA), and the Associated Students of Monterey Peninsula College. The meeting and information exchange process is one of the significant ways in which the Governing Board conveys its endorsement of shared governance.

The Monterey Peninsula College Board has adopted the following baseline expectations:

- The establishment of a balanced budget that maintains a three percent reserve.

- The development of an income-expenditure plan that identifies discretionary funds, guides how funds are allocated, and enhances the use of college income.

- The use of strategic planning to improve college facilities. This includes appropriate application of bond monies (the result of the passage of Measure "I" in November 2002) to repair and renovate campus facilities, and to fully utilize Ft. Ord properties, which will establish a satellite campus and relocate the police academy from East Garrison to Parker Flats.

- The meeting of all legal requirements.

- The active effort to maintain a collaborative collective bargaining process. (A3)

- The enhancement of community access and input through evening meetings in local communities three to four times a year.

The Long-Term Institutional Goals for the years spanning 1999 through 2004, which are inspired by both the intrinsic fiscal realities and the changing needs of the population served, address educational programs and services, educational and community partnerships, marketing the shared governance process, and administration, campus buildings and technology, salary schedules, and the diversity of staff and students alike. These goals are included in the documentation for this standard. Annual objectives drive the action planning process. When funds are available, the Budget Committee recommends to the College Council those plans that both require funding and advance the achievement of an objective. The College Council makes its recommendations to the President. The Strategic Planning Steering Committee is responsible for evaluating the implementation of objectives and goals. (See Standard Three.)

To ensure the proper delegation of responsibility for implementation of the Long-Term Institutional Goals as well as Board policies, the Board selects and appoints the President. The Board also acts on recommendations regarding the appointment, dismissal, and/or reassignment of all faculty and staff members. The Board participates in the development of educational policies with local, regional, state, and national agencies. The Board evaluates the President on an annual basis (A.4)

Policy 1000 (adopted in 1988) includes a code of ethics and conduct which reminds members that they have no legal authority to represent the Board outside of Board meetings, and that members must avoid using their positions for personal benefit. Policy states that members of the Governing Board will work together in a spirit of cooperation, treat other Board members with courtesy, vote their honest convictions, and abide by the final majority decision of the Board. Board policy also lists the specific duties and responsibilities of the Governing Board. (A.5)

The Board has established retreats for its members, meeting three to four times a year for new member orientation, and the continuous development of effective Board process among its members.

The Board is involved in and informed about the accreditation process. Several Board members serve on standards committees that are doing conducting the accreditation self

study. In addition, the community of contributors to the Standard Ten Committee interviewed each member of the Governing Board to obtain individual perceptions of the role of the Board in addressing current and future issues facing Monterey Peninsula College. (A.7)

SELF-EVALUATION

The Governing Board of Monterey Peninsula College has generally fulfilled its charge as outlined in Standard 10A. The Board takes its responsibility seriously and continues to address the challenges facing MPC forthrightly. In the context of current circumstances, the Board is challenged to:

- Assure proper use of the former Ft. Ord property being conveyed to MPC, to include meeting the needs of the Police Academy training facility currently in operation there, and the establishment of an outreach campus in the future.

- Address cutbacks in funding allocations from the state of California.

- Repair and rebuild the aging infrastructure of the campus through utilization and application of 2002-03 Bond revenue allotted with the passage of Measure I.

- Acquire and maintain new instructional equipment, particularly computing hardware and software.

- Ensure that the administrative structure is clearly defined, and its process is operating as it should.

- Ensure that the shared governance process effectively links the College Council, the Academic Senate, the Monterey Peninsula College Teacher's Association, the California School Employees Association, Chapter #245 (MPCEA/CSEA) and the Associated Students of Monterey Peninsula College to the important issues affecting the college and decisions made to address them.

- Maintain the fiscal integrity of the institution through effective decision making.

A review of responses to questions 1, 2, & 5 of the campuswide Accreditation Survey related to Standard 10 suggests that most respondents believe that the Board policy, practice, and processes are effective, with the majority "Strongly or Somewhat in Agreement" with the statements associated with these questions.

However, responses to questions 3 and 4 suggest that a significant number of respondents are not aware of the Board's review and revision process for its policies and practices, nor its efforts to communicate information in an effective and timely manner through regular Board meetings and publication of the minutes for meetings. The Board has expressed concern that this also indicates that what is currently being done is not

sufficient to convey its purpose, and is looking to other avenues to more effectively convey its purpose. Furthermore, the need to more effectively engage faculty participation and input is reflected in response to question 9 where 55 percent "Strongly or Somewhat Disagreed" with the statement that the "*Board actively seeks input from the faculty and administration on its progress and effectiveness*."

Also, the Board has conducted an internal self-evaluation that asked Board members to identify the areas where improvement is most needed. Self-evaluation has identified two types of needs for improvement: procedural and substantive.

- As a procedural matter, the location of the Board meeting room in the Student Center and the poor acoustics of the meeting room itself make it especially difficult to hear and/or follow all aspects of the proceedings. It is not surprising that the physical setting for Board meetings is occasionally criticized by college staff and community members alike. While the time and location of board meetings is announced, the Board does recognize the limitations of the physical setting of its meetings, and how these limitations can interfere with full audience participation. Steps have been taken to improve the communication process at meetings (e.g. the use of microphones by Board members and speakers addressing the Board). Nevertheless, the Board looks forward to the atmosphere of its meeting location in the new Library and Technology Building as further opportunity to ameliorate its connection with the college community and the larger community.

  The Board seeks to create a relaxed atmosphere that encourages audience participation at its meetings, knowing that the formality of meetings is sometimes intimidating to some in the audience.

  Although there is a perception by some staff that there will be little discussion of issues, and that everything has already been decided before the Board meets, the Board invites and encourages campus and community participation and discussion at its meetings.

  Other procedural concerns emanating from the self evaluation include conducting meetings with punctuality and decorum and establishing and defining the role of the subcommittees of the Governing Board.

- The internal self evaluation identified substantive issues that the Board needs to address in the following areas:

  - Improvement of its communication process to ensure a two-way process with its campus constituents and of the larger community.

  - Board member involvement with instructional programs and campus events.

  - The role of Board members as individuals in the college and the larger community.

- The role of the student trustee.

- Criteria for salary parity for faculty and staff to the salary levels of comparable community colleges in similar cost-of-living areas in California.

Interviews of Board members are conducted annually by members of the Board self-study committee. The self-studies over the past three years have rendered the following themes:

- A continuous commitment to the mission of Monterey Peninsula College as a provider of transfer education, employment preparation, basic skills, and lifelong learning.

- Board members continue to feel that the strongest asset of MPC is its excellent faculty, whose members have remained steadfast in providing educational excellence for students, regardless of the fiscal or other problems affecting the college.

- Emphasis continues to be given to strategic planning, as is reflected in the ongoing review and development of the college's Master Plan. The expectation is that the collective work of the Strategic Planning Steering Committee, the college administration, the College Council, the Academic Senate, along with student, staff, and community participation, will lead the college toward realization of its Annual Objectives and Long-Term Goals.

- The Board members have a cordial working relationships and a willingness to disagree while remaining respectful of the viewpoints of others. There is a sense of a willing team approach with a high level of congeniality.

The following are illustrative of comments made during the Board's self evaluation:

"*The Board is seen as dedicated and concerned about quality education at MPC*."

"*The Board's willingness to undertake a Bond (November 2002) is a notable commitment to rebuilding an aging facility*."

"*The Board seems responsive to community concerns*."

"*The Board's policy of encouraging public participation at meetings is appreciated*."

The MPC Board of Trustees is seriously interested in ways to improve its effectiveness. To this end, the Board plans and conducts three to four retreats each year in which the Board reviews and analyzes its accomplishments, strengths, and areas in need of improvements.

In order to ensure its progress the Board, in the 2002-2003 school year, asked for an evaluation from administrators, faculty, classified employees and community members. The questionnaire related community relations, board operations, board - superintendent/

president relations, faculty/student/classified relationships, governmental relationships, and financial resources. A copy of the Board of Trustees Evaluation form is included in the documentation for Standard 10.

At this writing, the results of the survey are being analyzed with the goal of addressing issues that need to be improved.

PLANNING AGENDA

- The Board will continue to support and improve the shared governance model by overseeing the Superintendent/President, and ensuring that he consistently utilizes the appropriate decision making process in fulfilling the college's mission.

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

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

- The Board will continue to summarize its self-evaluation findings, and expand the evaluation process to include feedback from the various college constituencies and the community.

- The Board will continue the implementation of a Board development program, and an orientation program for new members.

- The Board will continue to schedule some of its meetings at different times and in different locations in various city settings in order to more readily provide community access. The Board believes that by holding meetings in the community it will enhance community input and will effectively familiarize members of the community with the Board's decision-making process.

B. INSTITUTIONAL ADMINISTRATION AND GOVERNANCE STANDARDS

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

B.5 Administration has a substantive and clearly defined role in institutional governance.

B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance.

B.8 The institution has a written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

B.10 The institution clearly states and publicizes the role of students institutional governance.

DESCRIPTIVE SUMMARY

With the departure of Dr. Ed Gould in April 1997, Dr. Kirk Avery was elevated from his position as Executive Vice President, to Interim President. Within a context of budget constraints and the retirement of several long-term administrative staff, Dr. Avery has established an administrative structure intended to meet the needs of a college that has continued to increase its enrollment each year he has been superintendent. In October 1997 the Board of Trustees reaffirmed its confidence in Dr. Avery appointing him as President/Superintendent.

Dr. Avery has appointed three Vice Presidents: Vice President of Academic Affairs, Vice President of Administrative Services, and Vice President of Student Services. The President/Superintendent has two assistants: one serving as his and the Board of Trustees' Executive Assistant and one as Director for Title III and other specific administrative projects.

There are three deans, two in Academic Affairs for Liberal Arts and Occupational Education/Economic Development, and one in Student Services as Dean of Enrollment Services. There are two associate deans, one serving in Instructional Technology and Development and one in Human Resources. A Director of Institutional Research and a Public Information/Marketing Officer serves directly under the President. The administrative organizational chart can be found at the beginning of this Self Study.

The Vice President of Academic Affairs is responsible for the management of curriculum and instruction as well as for being the principal figure in directing academic support activities. Her duties include supervising the two academic deans and one associate dean and working with division chairs and faculty, individually and collectively, to provide students with current and cogent educational programs appropriate to the communities served. Her duties also include overseeing library and instructional media services, serving as the management partner with the Academic Senate and its president on academic matters, and supporting the President in implementing college plans for meeting new and emerging teaching technologies and interdisciplinary curriculum needs.

The Vice President for Administrative Services exercises general oversight of the direction of fiscal services, information systems, human resources/affirmative action, plant services, and security. He also supervises the evening campus supervision and support staff, as well as risk management and insurance administration. He leads the district's collective bargaining team in contract negotiations and college bargaining.

The Vice President of Student Services is responsible for the management of Student Services, including financial aid, athletics, and EOPS. He identifies student needs and works with Student Services faculty to develop and implement programs that assure access to college programs by all students who might profit from them and to assist these students in succeeding. He provides leadership and support for the Dean of Enrollment Services and for various program leaders, and he evaluates the effectiveness of these programs. He oversees these programs to ensure compliance with state and district policies and to ensure that the efforts of the programs are supporting the mission of MPC. He represents the Students Services program to the campus and community.

Members of the faculty participate in college governance through the Academic Senate, College Council, numerous Senate and campus committees, the Academic Affairs Advisory Group, the Administrative Services Advisory Group, the Student Services Advisory Group, and the Monterey Peninsula College Teacher's Association (MPCTA). Committee recommendations are generally conveyed to the Governing Board through the Superintendent/President. Cooperation and collaboration among the members of these groups and committees are excellent. MPC has had no difficulties in delineating Union and Senate responsibilities.

The MPC Academic Senate is composed of members representing faculty from all instructional and instructional support areas on campus. Its constitution outlines Senate responsibilities and procedures, and Title 5; Section 53200 delineates the "academic and professional matters" for which the Academic Senate is responsible. The MPC Governing Board relies on the advice of the Senate in these areas. Towards this end, the two bodies continue to establish an effective, collegial working relationship.

The Academic Senate has exercised a stronger voice in direct communication with the President and Board. The Senate President communicates with the Board in its regular meetings, but if a matter requires a policy change or if the Board appears to have overlooked the Senate's prerogatives, the Senate may communicate by resolution, which is brought forth in the following manner:

- An issue is discussed in the Senate, and that discussion is taken by the Senators to their constituencies for additional input.

- The Senators report the responses of their constituencies to the Senate. If deemed appropriate, a resolution is drafted describing the issue and the action(s) necessary to resolve it, and the resolution is taken back to the constituencies for further discussion and refinement.

- The Senators bring the reactions and suggestions of their constituencies back to the Senate, and the Senate votes on the resolution.

This process has proved an effective way to make the Senate's vote heard and to document its concerns. In recent years resolutions have been passed regarding such diverse topics as administrative evaluation, commitment to diversity, five-year plan for meeting 75 percent full-time/25 percent part-time, K-12 enrollment policy, environmental sensitivity in the classroom, and library availability for all. (B.7)

Reassigned time is available to campus faculty leaders as follows: 12 teaching load units (TLUs) of reassigned time per year for the Senate President; 6 Teaching Load Units to be distributed among other Senate officers (Chair of Committee on Committees, Secretary); and 9 TLUs for the President and Chief Negotiator of the Monterey Peninsula College Teachers Association in normal years, increasing to 12 TLUs when the entire contract is under negotiation.

Reassigned time for faculty is negotiated by the Monterey Peninsula College Teachers Association. No additional reassigned time has been negotiated for faculty under the new College Council model since the model has been designed to distribute the work widely, so as to avoid overloading individual faculty.

The Academic Senate Committee on Committees (COC) has responsibility for recommending faculty to serve on all standing and ad hoc campus committees, including faculty evaluation committees. All such appointments are reviewed and voted on by the Academic Senate. The COC also has responsibility for compiling and updating a handbook of all campus committees and their membership. This handbook is available on-line and in printed form. A copy is included in the documentation for this standard.

Faculty responsibility for committee assignments is delineated in the *MPC Faculty Handbook*, and faculty participation on committees is considered in the evaluation process. A procedure for appointing faculty to committees is written in the Senate

constitution and in the by-laws of the Monterey Peninsula College Teacher's Association. (B.8)

MPC provides a budget for the Academic Senate which is designated for supplies, copying, and travel to state conferences, such as sending a delegate to Area "B" meetings of the Statewide Academic Senate. MPC also provides an office for the Senate in the Administration Building. The office is equipped with a computer and telephone. (B.8)

The members of the MPC staff have a clear opportunity to participate in the institutional governance process. Support staff at MPC fall into two categories: Classified and Management, Supervisory, and Confidential (MSC). Members of both the Classified and MSC groups serve on campus committees and are included in the various advisory bodies under the College Council. Members of the classified staff are represented by their union, the California School Employees Association, Chapter #245 (MPCEA/CSEA), which is responsible for collective bargaining and other labor items related to the classified staff. There is no Classified Senate; therefore, the MPCEA President is responsible for appointing classified staff to the numerous campus committees. The MSC group is comprised of about twenty people, is loosely organized, and has no formal collective bargaining relationship with the Administration.

Thanks to Title III and other funds there has been significant training in uses of technology through the Office of Instructional Technology and the Department of Information Systems, which holds weekly meeting and training sessions with all instructional technology specialists.

The role of students in governance is stated in several documents:

- The *MPC Catalog* states that members of the Associated Students of MPC (ASMPC) are invited to become members of standing committees of the college.

- The constitution of the Academic Senate provides for two student members.

- The College Council model mandates student membership on all its advisory bodies as well as on the Council itself.

SELF-EVALUATION

MPC President Dr. Kirk Avery has provided through the passage of the local bond issue improvements in the area of facilities and maintenance for many years to come. He has balanced the budget, achieved for the last three years a reserve of 10 percent, and has worked with the Strategic Planning Steering Committee and the Office of Institutional Research, both of which report directly to him, to begin to provide the college with a long-needed research database and to formulate Long-Term Institutional Goals and Annual Objectives. Further, President Avery has worked tirelessly with the Fort Ord Reuse Authority (F.O.R.A.) to secure a Public Benefit Conveyance (PBC). He deftly traded the East Garrison PBC for Parker Flats, a land swap of 80 acres for 360 acres to

ensure the continuation of the MPC Police Training Facility. This increase in acreage will also allow for a satellite campus as it becomes necessary.

With the July 2002 decision by the Board of Trustees to place a bond issue on the November 2002 ballot, President Avery exercised his leadership in selecting a bond consultant as well as enlisting the support of the faculty, classified staff, the Monterey Peninsula College Foundation students, and community members to pass the bond. Joe Bissell, vice president, administrative services was responsible for developing a list of facilities and equipment priorities, and together with Rich Montori, public information officer, successfully communicated these to the community.

Question 6 of the Accreditation Survey dealing with Standard 10 reveals a notable perception by many respondents that the President/Superintendent needs to provide more effective leadership in institutional matters. Here again, while this may not provide an accurate account of all that the president has achieved during the tenure of his office, it suggests a need for a more visible, forthright leadership in constituting the goals, plans, and priorities of the institution.

The survey results pertaining to question 7 do indicate that while some respondents question the efficacy of the President as a financial manager, the responses do not point to the particular issues resulting in this conclusion.

The perception that the President implements Board policies, and educational statutes and regulations seems evenly divided among response categories (See question #8 of Standard Ten on Accreditation Survey.). It may be notable that 36 percent of respondents said that they did not know whether the President did this or not.

- **Organizational Structure of the College**

It may be that at least part of the disapproval indicated for the President/Superintendent on the Survey is related to perceptions about the organizational structure of the college. Question 10 of Standard Ten in the Accreditation Survey asks the respondent whether he or she believes "the organizational structure of the College is adequate to support its mission." Thirty-five percent of those responding either "*Strongly or Somewhat Agreed*" with this statement; 42 percent "*Strongly or Somewhat Disagree*" with it; and, 23 percent "*Don't Know*" or find the question "*Not Applicable*." The higher percentage of "*disagree*" responses may be interpreted as indicative of problems believed to exist within the organizational structure itself, or may be linked to the question following it, question 11, indicating that deans may not be perceived to be performing their duties adequately.

Question 11 asks whether or not "The leadership and role responsibilities of the various deans are clear to me." While 39 percent "*Strongly or Somewhat Agreed*" 50 percent "*Strongly or Disagreed*," suggesting that the organizational structure and related functions of the administrative deans are not defined or understood as well as they might be.

- **Planning**

Planning at the departmental and divisional levels is accomplished through Action Plans, which may include both budget-dependent and non-budget-dependent plans. These plans are formed in light of the overall strategic direction provided by the Long-Term Institutional Goals and of the more focused direction provided by the Annual Objectives.

With the State Academic Senate beginning to focus more strongly on academic matters, the MPC Senate plans to focus its discussion on academic issues as directed in Title 5, Section 53200. Upcoming issues include graduation requirements, reading and writing proficiencies, general education reciprocity agreements with other colleges in the region, faculty position review, and program review.

Questions 12, 13 and 14 of the Accreditation Survey relate to the faculty's role in governance, the degree to which it has a substantive and clearly defined role (12), and the degree to which the Academic Senate (13) and the College Council (14) have these roles. Survey results reveal that many respondents (47 percent) do not believe the faculty has a clearly defined role in institutional governance, while 39 percent do.

The faculty's contribution, however, through the Academic Senate and College Council is perceived as more substantive and clearly defined (44 percent and 43 percent respectively). Nevertheless, 24 percent of respondents indicated they "*Don't Know or Not Applicable*" to both of these questions.

These perceptions indicate that there is work to be done in achieving meaningful faculty participation in governance and/or in the communication of this participation to the campus community.

When respondents were asked about **"*College Staff Input At All Levels*"** to institutional governance (15) 58 percent of the Accreditation Survey respondents either "*Strongly or Somewhat Disagreed*" with this question. Twenty-five percent "*Strongly or Somewhat Agreed*" with the statement that there is a "substantive and clearly defined role for input in institutional governance."

Broad student involvement in governance is encouraged by MPC, but the number of students available to serve on campus committees is much smaller than the number needed. In addition, some students serve on various other committees, including the CAC (one student served for two years), the College Center Committee, and the MPC Grievance Committee. In addition, a Student Trustee has regularly served on the Governing Board.

Review of responses to question 16 of the Accreditation Survey stating that "*Student input policy, planning and committee participation is clearly stated in governance process and policy*," indicates that 32 percent of respondents "*Strongly or Somewhat*" agrees, and 25 percent "*Strongly or Somewhat*" disagrees. Forty-three percent of respondents indicated that they "*Don't Know*," or that the question was "*Not Applicable*."

Given the difficulties students sometimes encounter because of schedule conflicts, short notice of meetings, and unanticipated demands on their time–and believing that a student's first priority is to be a student–it is particularly notable that the Associated Students of Monterey Peninsula College (ASMPC) are the voice of student affairs, and provide a strong contribution for the student perspective for the Governing Board.

PLANNING AGENDA

- **Student and Staff Diversity**

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

- **Facilities Master Planning Process**

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

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

A Citizen Oversight Committee will be selected before the Facilities Master Plan is activated. Its purpose will be to ensure that the bond monies are spent only for approved capital outlay projects as stated in the Bond measure.⌘

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