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**EVALUATION REPORT
MONTEREY PENINSULA COLLEGE
MONTEREY, CALIFORNIA**

**A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

**This report represents the findings of the evaluation team's visit to
Monterey Peninsula College
February 24-26, 2004**

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**Monterey Peninsula College
February 24-26, 2004**

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ACCREDITATION EVALUATION REPORT MONTEREY PENINSULA COLLEGE

**Comprehensive Evaluation Visit
February 24-26, 2004**

SUMMARY OF THE REPORT

The eleven-member accreditation team visited the campus of Monterey Peninsula College from February 24 through February 26, 2004. The team was aware that the college had received a warning as a result of the comprehensive evaluation visit in 1998, and that on two subsequent occasions, April 12, 1999 and November 9, 2000, the college was revisited by the Chair of the 1998 team and a member of the Commission.

Although familiar with the college's Interim Report and Focused Midterm Report, as well as the reports of the team Chair from the subsequent visits, the current team reviewed once again the 1998 recommendations and the college's responses in its December 2003 Institutional Self Study.

The team found the Institutional Self Study to be appropriately organized, and comprehensive and accurate in its descriptions, evaluations, and action plans with respect to the ten standards. However, the team was disappointed at the lack of specific demographic data about the institution, its programs, staff, students, and service area. At the request of the team Chair, supplementary information was provided prior to the visit, but it was not of the scope and completeness normally found in a self study report.

The team found that the college had substantially complied with the 1998 recommendations, and that it meets all of the Eligibility Requirements. Further, the team found that the college had made significant progress in the development of an institutional planning process that is beginning to be based on data developed by the recently created Office of Institutional Research. The college completed a beautiful and well used Library and Technology Center; and, during the team visit, the Board of Trustees approved a combined educational / facilities master plan for the institution. The plan is partially funded through a recently approved \$145M bond measure.

The campus family was very cordial and open with the team during the visit. It was obvious that both staff and students take great pride in the college and are anxious to place the problems of the past behind them.

The college financial situation, which was of great concern to the 1998 team, has been stabilized. However, the team found that the currently balanced budget is being sustained to a significant degree on contract non-credit instruction.

The team also learned, from the Institutional Self Study and from interviews with campus personnel, that there is a considerable degree of dissatisfaction with the flow of information regarding decision-making at all levels of the college. In some cases this appears to be because members of the campus community are confused about the roles and responsibilities of individuals and committees in the decision-making process. In other cases it appears to be the result of individuals and groups feeling that they rarely hear what has become of recommendations they have made to upper levels of the decision-making process.

As a result of its review of the Institutional Self Study and supporting documentation provided during the visit, and from the over 180 interviews with Board members and campus staff and students, the team is making five recommendations to the college to assist it in strengthening its compliance with several Commission standards.

1. The team recommends that the college support and enhance its initial efforts at using data in planning, evaluation, and decision-making processes by emphasizing the value of research and data throughout the campus, broadening research directions, and expanding data availability. (Standard 3.A.1-3, Standard 5.1, Standard 9.A.5)
2. The team recommends that the college develop a clear delineation of the role and responsibilities of the individual planning entities and the linkage between each group, clarify the strategic and operational relationships of all planning documents, and prioritize institutional long-term goals. (Standard 3: A.1-4, B.1-3, C1-3)
3. The team recommends that the college regularly review and report to the Board of Trustees concerning the institution's contracts with outside agencies to provide instruction. The report should address the compliance of those courses with Board Policy 3030, and include such areas as curriculum approval, staffing, evaluation, funding, operational oversight and student support. (Standard 4.D.6, Standard 9.B.3, B.5)
4. The team recommends that the college develop a long-term financial resources plan to ensure acceptable levels of staffing, maintenance, and technology support for the implementation of the Educational / Facilities Master Plan. (Standard 9.A.2, Standard 3.B, Standard 5.3, Standard 6.4, 6.5, Standard 8.5)
5. The team recommends that the college improve communication processes at all levels of the campus. Special attention should be paid to improving the process for communicating the results of executive and committee decision-making to all campus constituencies. (Standard 10 Preamble, Standard 10 B.8-10, Standard 9.A.5)

ACCREDITATION EVALUATION REPORT MONTEREY PENINSULA COLLEGE

INTRODUCTION

Monterey Peninsula College commenced operations in September of 1947. A comprehensive community college, located on 87 acres in the City of Monterey, the institution serves the communities of Big Sur, Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Presidio of Monterey Annex, Sand City, and Seaside.

The Monterey Peninsula Community College District has a population of about 126,000 residents, and is governed by a five-member elected Board of Trustees. The Board also includes a Student Trustee.

The total student enrollment at Monterey Peninsula College has increased since the last visit from 12,105 in fall 1998 to 16,860 in fall 2003. However, over the last few years, the enrollment has been declining from a high of 19,157 in the fall of 2001. The credit enrollment has declined from 76% in 1998 to 60% in 2003. Non-credit enrollment is now 40% of the total enrollment, and most of it is occurring off-campus and through contracts with community agencies and groups. The student ethnic distribution has remained relatively stable (4% African American, 10% Asian/Pacific Islander, 10% Latino, 59% White, 17% Other / Unreported). The percent of students coming from within the district has also remained steady at about 80%.

The college is now operating within a balanced budget, with reserves of approximately 10%. The most recent audit had no exceptions or recommendations.

As a result of the 1998 accreditation visit the college received a warning from the Commission. Between 1998 and the 2004 visit the college completed an Interim Report and a Focused Midterm Report, and was visited twice by the 1998 team Chair and a representative of the Commission.

The current eleven-member team visited the campus during the period of February 24 through February 26, 2004. Prior to the visit, the team members received training by Commission staff, reviewed the Institutional Self Study, and completed two analyses of the self study. The day before the visit the team held an extended meeting at which, among other things, they reviewed all the correspondence between the Commission and the college since the 1998 visit. During the visit, the team met with over 180 individuals, visited every area of the campus (including the proposed new site at Ford Ord), held two open meetings, visited classes and labs, and attended a meeting of the Board of Trustees.

ELIGIBILITY REQUIREMENTS

1. AUTHORITY

The institution is authorized to operate as an educational institution and to award degrees by the appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Monterey Peninsula College is authorized to operate as an educational institution and to award degrees. A letter of reaffirmation of accreditation by ACCJC is on file in the Office of the Superintendent/President. In addition, this accreditation status can be found on the title page of the college Catalog. Additional accreditations and certifications (e.g., California Board of Registered Nursing) are also listed on the title page of the Catalog.

2. MISSION

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization and is appropriate to a degree granting institution of higher education and the consistency it seeks to serve.

Monterey Peninsula College's educational mission is clearly defined, was adopted by the Board on November 24, 2003, and is appropriate. The previous mission is published in the 2003-04 catalog. The current mission is not yet published on its website or in its schedule of classes.

3. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, or personal interest in the institution.

The Governing Board operates under the authority of California State Education Code, Sections 70900-70902. The Board's bylaws and responsibilities are prescribed in the Board Policies Manual, 1000 Series, Subsection A, Organization and Procedures of the Governing Board.

4. CHIEF EXECUTIVE OFFICER

The institution has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution.

The Governing Board minutes of October 1997 reflect the date of initial official appointment of the Superintendent/President for a four-year term. His term has been extended several times, most recently as reflected in Board minutes of September 24, 2002.

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

5. ADMINISTRATIVE CAPACITY

The institution has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Monterey Peninsula College has sufficient qualified staff to provide the necessary administrative services for the college.

6. OPERATIONAL STATUS

The institution is operational with students actively pursuing its degree program.

The team verifies the college's assertion that students are involved in actively pursuing certificate and degree programs.

7. DEGREES

A substantial portion of the institution's educational offerings is programs that lead to degrees, and a significant proportion of its students enrolled in them.

The self-study and additional data provided to the team indicated the number of degrees offered has declined after an increase between 1996-97 and 2001-2002. The number of students enrolled in degree programs was not available; however, the data that was provided indicates that a substantial number of students at the college (40%) are enrolled in non-credit programs.

8. EDUCATIONAL PROGRAMS

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. At least one degree program must be two academic years in length.

The degrees are listed in the catalogue and include many with 60 units (2 years) including University Studies and such diverse degrees as Art, Marine Science and Technology, and Real Estate. The listed degrees meet the requirements in this certification.

9. ACADEMIC CREDIT

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements should provide appropriate information regarding the award of academic credit.

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

10. EDUCATIONAL OBJECTIVES

The institution defines and publishes for each program the program's educational objectives for students.

Occupational programs provide expected learning outcomes for specific occupational programs. The Learning Outcomes Task Force is working to develop specific outcomes for general education with measures associated with each outcome for each course in the general education package. The task force has a timeline for publishing the outcomes in the 2005 catalogue.

11. GENERAL EDUCATION

The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual quality. The general education component should include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. Degree credit for general education programs should be consistent with levels of quality and rigor appropriate to higher education.

Both the catalogue and the schedule provide the general education requirements for degree programs and these include competence in writing and computation as well as an

introduction to major areas of knowledge. The quality and rigor is appropriate. The college was approached by the Defense Language Institute to provide distance education courses so students from DLI could continue their education at the college if they moved from the area. The college has attempted to meet that request by moving forward first in DE general education courses; however, that priority may change given the new curriculum guidelines that are being investigated by a subcommittee of the Curriculum Committee.

12. FACULTY

The institution has a substantial core of qualified faculty with full-time responsibility to the institution and sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must exist.

Monterey Peninsula College has a core of qualified instructors. The 2003-2004 Faculty Handbook, available to all faculty members, clearly states instructors' responsibilities on page eight.

13. STUDENT SERVICES

The institution provides for all its students appropriate student services and development programs consistent with student characteristics and its institutional mission.

Monterey Peninsula College lists its student services and development programs in the college catalog, the student handbook and on the college web site. These services and programs are consistent with the student characteristics and with the mission of the college.

14. ADMISSIONS

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its program.

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

15. INFORMATION AND LEARNING SERVICES

The institution owns or otherwise provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs.

The team verified that the college is in compliance with this requirement.

16. FINANCIAL RESOURCES

The institution documents a funding base, financial resources, and plans for financial development adequate to support its mission and all of its educational programs.

The college documents their funding base, financial resources and a projected financial plan to address its financial stability which are subject to the state budget.

17. FINANCIAL ACCOUNTABILITY

The institution regularly undergoes and makes available an external financial audit by an appropriate public agency. The institution shall submit a copy of the current budget and a copy of the current audited financial statement prepared by an outside certified public accountant that has no other relationship to the institution. The audit must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities published by the American Institute of Certified Public Accountants.

The annual audits of Monterey Peninsula College for the last few years were examined and they satisfy this requirement

18. INSTITUTIONAL PLANNING AND EVALUATION

The institution provides evidence of basic planning for the development of the institution, planning which identifies and integrates plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement.

The institution engages in systematically evaluating how well and in what ways it is accomplishing its purposes, including assessment of student learning and documentation of institutional effectiveness.

The team verified that the college has current planning documentation addressing educational programs and services, staffing and facilities needs, fiscal, informational, and learning resources, and is continuing to work on systematic integration and assessment of these plans. Although the college does evaluate its performance and effectiveness, the addition of a new Institutional Research office and the work of the Learning Outcomes Task Force are both directed toward enhancing the process of assessing student outcomes.

19. PUBLIC DISCLOSURE

The institution publishes in its catalog or other appropriate places accurate and current information that describes its purposes and objective, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relevant to attending the institution and withdrawing from it.

The Catalog and the Faculty Handbook contain the required information that fulfills this Eligibility Requirement.

20. RELATIONS WITH ACCREDITING COMMISSION

The governing board provides assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

The institution meets this requirement.

STANDARD ONE INSTITUTIONAL MISSION

Responses to the Previous Team's Recommendations:

1998 Team Recommendation 1.1: *The team recommends that a college mission statement be adopted as the basic set of criteria against which institutional effectiveness be measured. Long-term planning should be identified as a major priority in the Board's statement of goals. The new mission, philosophy and goals can serve as a guide for comprehensive institutional planning.*

The college's response to the previous recommendation describes activity through 1998-1999, with plans for 2000-2002, and an update for 2003. In response to the previous team's recommendation, the college adopted a mission statement with an accompanying philosophy statement and list of instructional programs. The update for 2003 details plans for revision of the mission statement "before beginning work on the new Long-Term Institutional Goals in fall 2003." Since the publication of the current self study, the college has, in fact, reviewed and adopted a new mission statement, approved by the board on November 24, 2003.

The response is complete in its statement of plans to revise the mission statement and to indicate how that statement leads to long-term goals that drive institutional planning in the adoption of annual objectives.

Observations:

The self study identified an institutionally perceived need to review and revise the college mission statement to make it more coherent and concise and more relevant specifically to the community the college intends to serve. To this end, in the fall of 2003, the college began a process that originated with a subcommittee charged by the Strategic Planning Steering Committee (SPSC). This subcommittee, composed of present and former chairs of the College Council and a faculty author, included both faculty members and classified staff. The subcommittee and the SPSC conducted recursive review of the preliminary drafts, resulting in a version sent to the College Council and to the academic senate, where additional revisions resulted in a draft presented to the entire campus community at the fall 2003 flex day. Broad input resulted in further refinements. The governing board reviewed drafts and made suggestions at two fall board meetings, leading to the final adoption in November 2003. This revised mission includes a statement of programs and services, with an accompanying list of institutional commitments. Thus, the discussion of the previous mission statement included within the self study no longer pertains, and concerns have been addressed. (1, Preamble)

The mission statement adopted by the board and provided to the team includes an eight-bullet list identifying some of the specific programs and services the college offers. (1.1)

The mission identifies the college's intended student population as "its diverse community," including "any interested member of the community." (1.2)

The self study indicates that the mission statement guides institutional planning in that it serves as the basis for the identification of long-term goals, which are used to identify annual objectives, which drive annual action plans and budget decisions. Interviews with faculty members and with the co-chairs of the SPSC indicate that there is consensus that the new mission statement was achieved by broad consensus and does, in combination with research data, serve as the basis for institutional planning as outlined in the college's planning processes. (1.3)

A process for regular review of the mission, and revision if called for, is understood by members of the SPSC as implicit in regular review of the long-term goals. Responsibility for initiating this review rests with the SPSC. This mission review process is not institutionalized to the extent that it is documented. (1.4)

Conclusions:

With respect to this Standard, the college made commendable accomplishments in its self-study activities, planning agenda, and follow through on that agenda.

The college has, through an organized, broad-based consensus-building effort, achieved substantial compliance with this standard. Its accreditation survey and interviews with key campus leaders identified perceived weaknesses of the previous mission statement, and its planning agenda called for a process of regular review and a new, more succinct mission statement that directly addressed "the unique nature of Monterey Peninsula College and its surrounding area, and the characteristics of the college as a community of learners." This plan coincided with the end of the previous six-year planning cycle and resulted in an intentional, broad-based, shared-governance driven revision process that yielded consensus on a mission statement that balanced the calls for a more concise statement with the need for a statement that provided a specific foundation for institutional planning efforts. Interviews with a cross section of campus stakeholders reflect pride in the new mission statement and the sense that it does describe their institution.

Interviews confirmed that there is an understanding that the mission will be reviewed every three years under the auspices of the Strategic Planning Steering Committee. The college is to be commended for this response, but is encouraged to complete the process by formally adopting the procedure and timeline for review of the mission.

The college meets this standard.

Recommendations:

No recommendation.

STANDARD TWO INSTITUTIONAL INTEGRITY

Responses to the Previous Team's Recommendations:

There were no recommendations in Standard Two in the last full accreditation report.

Observations:

Monterey Peninsula College takes great pride in its reputation for providing a high quality education to meet the diverse needs of the community. An important aspect for maintaining this reputation is for the institution to represent itself clearly, accurately, and consistently through its publications. The college Catalog is the primary document that presents information on the educational purposes and mission of the college; degrees, curricular offerings, and education resources; student fees and policies; and other requirements for clear and accurate information as specified by this standard. In the past few years, ongoing and systematic reviews of the catalog and the schedule of classes have taken place with the intent of providing more comprehensive information to students and prospective students in an attractive and useful manner. The college website provides access to both the catalog (for the current and previous academic years) and the schedule of classes. Other information available on the college website, however, appears to be limited and outdated. The "General Information" section on the website, for example gives Fall 2001 enrollment figures, and the estimated tuition and fees do not reflect the fee increases. (2.1)

The college has a governing board policy protecting academic freedom and responsibility. This statement on academic freedom is also found in the Faculty Handbook, which is updated annually and distributed to new faculty each fall. Copies of the Board Policy Manual and the Faculty Handbook can be found in administrative offices and in the library. (2.2) The college has indicated that the following standard (2.4) does not apply to the college as this is infringing on academic freedom: *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.* This does not mean, however, that appropriate procedures for disciplinary or grievance issues are not in place for faculty and students. The college provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation. The catalog clearly outlines the standards of academic honesty (plagiarism and cheating, as well as consequences) as they apply to student behavior in the classroom. (2.5)

Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others. The Governing Board has established policies on professional commitment and the responsibilities of instructors to both the college and students. The Curriculum Advisory Committee (CAC) reviews course proposals to ensure the integrity of course content. (2.3)

The college is concerned with issues of equity and diversity. Ongoing discussions have taken place in many areas and across different topics such as the diversity of students served and the diversity of community needs, as well as the diversity and flexibility of the curriculum to meet those changing needs. Staff diversity is another ongoing discussion, in particular how to attract and retain ethnically diverse faculty when the cost of housing in the Peninsula area is so high combined with some perceived feelings of isolation. The staff diversity issue is a concern of various college groups such as the Academic Senate, the Monterey Peninsula College Teachers Association (MPCTA), and the Equal Employment Opportunity Advisory Committee (EEOAC), as well as others in the college community. (2.6)

Equity issues have arisen also in regards to classified salaries, a perceived inequity that resulted when raises for classified staff were compared to faculty raises. The recent approval of a new classified contract including significant attention to salary issues may address and partially resolve the perceived inequity issues expressed by classified staff. (2.6)

Honesty and integrity issues in the athletic programs were explored in light of serious problems at the college that occurred several years ago with resulting negative publicity for the college. The team was reassured that this was an isolated issue, and careful attention has been placed on ensuring integrity within the athletic programs. (2.7)

The college has demonstrated honesty and integrity in its relationships with the Commission and has complied with Commission standards, policies, and guidelines. This is evident from the way that the college made progress in addressing the serious recommendations that emerged from the last full accreditation visit. (2.8)

The college attempts to evaluate and revise policies, practices, and publications regularly to ensure integrity in all representations about its mission, programs, and services. The recent effort to review and revise the college's mission statement highlights the attention placed on equity and diversity issues. The college is committed to providing stimulating, high-quality courses, programs, and student services to its diverse community and is dedicated to providing equal access to members of the community. The college is committed to a learner-centered environment that values diversity of students, staff, faculty, administration, and course offerings. (2.9)

Conclusions:

Standard 2 in the self study report was comprehensive and fully addressed the standard. Numerous interviews and a review of documentation allowed the team to validate what the college had described in its self study. The overall focus on institutional integrity is strong at the college and is an important aspect to reinforce the community's long-standing respect for the college. This respect is in large part due to the dedicated faculty and staff who provide valuable educational programs and services to meet diverse community needs and their involvement in the community. The passage of the \$145 million bond is further indication of the strong support from the community.

The college is fully aware of the importance of its documents and publications in informing students and prospective students. The emphasis of the college in preparing a comprehensive, accurate, and student-friendly catalog is evident when comparing the current catalog to ones from previous years. The team also found improvements in the schedule of classes. The accessibility of information over the college's website is limited and somewhat outdated; however, and the college is aware of this. Dissemination of information through the campus intranet is also limited, and various members of the college community expressed their frustration with navigating through the system. The electronic dissemination of information is one means by which the college can reach more people and improve communication. Technical support and more training are necessary.

Equity and diversity issues are also recognized as significant, ongoing concerns at the college. As the college addresses the issue of reaching out to the community and serving increasingly diverse populations, it needs to continue to pay attention to creating diversity of course offerings coupled with appropriate student support services. Hiring and retaining diverse faculty and staff are also important issues that the college has discussed but with which it has had few positive actions and solutions. Attention to student equity and staff equity issues also needs to be continually addressed.

Institutional integrity issues are foremost at the college. The revision of the college's mission statement, as well as the development of the new set of long-term goals for 2004-2010 with annual objectives for the upcoming year, support this emphasis and lead the way for what the college needs to address.

The college meets this standard.

Recommendations:

No recommendation

STANDARD THREE INSTITUTIONAL EFFECTIVENES

Responses to the Previous Team's Recommendations:

1998 Team Recommendation 3.1: *The team recommends that college leadership establish and maintain a strategic planning process as soon as feasible. As essential components of the process, the team suggests that the college:*

- a. Develop an overall master plan which is linked to the institutional mission.*
- b. Implement a true strategic and operational planning system for the college.*
- d. Adopt short, medium, and long-range plans for the development of the institution.*

(Other subdivisions of this planning recommendation are addressed under the appropriate standards)

The college has made considerable strides in several areas: (1) development of institutional research and evaluation; (2) establishment of planning groups and documentation; and (3) development of several planning documents (e.g., fiscal, educational, technological) incorporating research data, program review conclusions, and long-term goals and objectives. These substantive efforts were outlined in the college's focused interim and mid-term reports and validated by two subsequent visiting teams (April 1999 and November 2000).

Although much progress is evident in college planning, it is not entirely clear that the comprehensive institutional planning process is systematically integrated with individual planning components. Additionally, it is not readily apparent how the various planning committees and related advisory groups fit together in the total planning process, nor how decisions concerning planning prioritization are made and communicated to campus constituencies.

Observations

Monterey Peninsula College has a community of especially talented faculty, administrators, and staff who strive to offer effective and meaningful programs and services for students and the community. This college-wide commitment is especially evident from examining a wealth of institutional documents and from numerous interviews with students, management, classified staff, and faculty members themselves.

The college has instituted a campus-wide strategic planning process that incorporates several key components. A permanent research function was established to address two major functions. The research part focused on providing labor market trends and community data, student enrollment and demographic statistics, and information for program review and evaluation. The planning function included developing an institutional mission statement, implementing and evaluating long-term goals and annual objectives, and integrating various planning reports into one comprehensive master document. The team agrees with the college

that more emphasis on the improvement in data gathering and accessibility, dissemination, and feedback will enhance current and future campus' research, planning, and evaluation efforts. (Standards 3A.1-4, 3B.3, 3C.1-3)

Several planning and advisory groups were created to assist in formulating and implementing a comprehensive institutional research and planning process. The Strategic Planning Steering Committee (SPSC) has overall planning responsibilities and is charged with the development of long-term institutional goals. The role of the Institutional Research Advisory Committee (IRAC) is to support, advise, and recommend action policies and procedures for the Office of Institutional Research. Three additional shared governance groups, Academic Affairs Advisory Group (AAAG), Administrative Services Advisory Group (ASAG), and Student Services Advisory Group (SSAG) examine program review documents and make recommendations to the College Council. (Standard 3B.1)

Several planning documents have been developed. The Educational Master Plan delineates the future direction of the instructional program and is directly linked with the Facilities/Technology Master Plans. Other institutional planning documents include Fiscal, Human Resources/Staff Development, and Marketing Plans. All of these plans are based on the college's mission and philosophy, long-term goals, and annual objectives.

Individual program review findings are in place for many instructional disciplines, while evaluative documents for other programs and services, such as Student Services, are still in progress. The existing program review process is designed to evaluate departments or programs. Each program collects and presents information on program effectiveness, planning, and budget preparation. All program review reports are submitted to the College Council and are used as guides for future decision-making on staffing needs, program changes or updates, and recommendations for equipment purchases. (Standard 3B.3-4)

The college has established long-term institutional goals in such areas as instructional programs and services, technology, facilities and infrastructure, and fiscal stability. Community and campus constituent groups are currently applying these institutional goals to form annual objectives leading to action plans with verifiable results. (Standard 3B.1-3)

Various instructional disciplines are currently working on the identification of student learning outcomes. The team agrees with the college's appraisal that these learning outcomes will eventually be integrated within broader measurable institutional outcomes. (Standard 3C.1-3)

Conclusions

Since the last accreditation visit, the college has accomplished much. The establishment of an Office of Institutional Research has begun the process of providing to the college some much-needed research data. Several planning and advisory groups have discussed and implemented long-term institutional goals and objectives and have assisted in producing planning documentation in key areas (e.g., educational programs). Steady progress on

program review continues, and serious work on establishing student learning outcomes has begun.

As the college moves ahead with its planning activities and builds on the progress that it has already made, it needs to review findings from their accreditation self-study process. The team validates the college's finding that there is still confusion on campus regarding the primary function of each planning group and the relationship of their respective documents to the institutional strategic master plan.

Administration, faculty, classified staff, and students must be active participants. Such collaboration is paramount for the successful implementation of any institutional planning effort. At the same time, the institution would benefit from a closer review of the primary function of each planning group and the relationships between these groups, while a clearer more definitive understanding of each planning document would be valuable as institutional goals are achieved. With increased budgetary uncertainties, institutional efforts need to focus equally on all planning activities (i.e., concentration on bond expenditure) as outlined in the long-term goals and objectives. (Standard 3B)

The college meets this standard; however, the team makes two recommendations for improving existing processes.

Recommendations

Recommendation # 1: The team recommends that the college support and enhance its initial efforts at using data in planning, evaluation, and decision-making processes by emphasizing the value of research and data throughout the campus, broadening research directions, and expanding data availability. (Standard 3A. 1-3, Standard 5.1, Standard 9.A.5)

Recommendation # 2: The team recommends that the college develop a clear delineation of the role and responsibilities of individual planning entities and the linkage between each group, clarify the strategic and operational relationships of all planning documents, and prioritize institutional long-term goals. (Standard 3A.1-4, 3B.1-3, 3C.1-3)

STANDARD FOUR EDUCATIONAL PROGRAMS

Responses to the Previous Team's Recommendations:

1998 Team Recommendation 3.1 ... , the team suggests that the college:

f. initiate redevelopment of the comprehensive educational master plan, including a subset of a technology plan (currently under development)

After the May 1999 follow-up visit by the team, the team noted that both an educational master plan and a technology plan were developed and integrated with other plans. This was confirmed in a report from December of 2000. The current team noted that the Educational Master Plan has recently been revised and dated 2003 and that college administrators believe that the Educational Master Plan was used by the consultants to create the Facilities Plan adopted by the Board at their February 24, 2004 meeting.

1998 Team Recommendation 4.1: *The team recommends that a thorough review of the Sacramento and San Francisco sheriffs' and police training programs be completed to ensure compliance with appropriate regulations, policies and practices.*

In follow-up visits and reports, including the 2000 report, the team noted that this recommendation had been implemented. At this time, the two contracts are no longer in existence, and the district now has training only within the district. In addition, the college has increased in-district contracts in fitness and drama among other areas as a way to replace the lost revenue from the out-of-district police and sheriff programs. A set of guidelines has been developed for contract programs, and these programs are monitored by the Dean of Occupational Education.

Observations:

The college has revised its mission statement since the accreditation report was drafted, but the programs offered meet the needs of students and reflect both the current and the previous missions. Of particular note in meeting the mission are the technology in the new Library Technology Center and the improved research function which will help the college measure more accurately the ways student needs are met. (A.1, B.1)

The college does not have a program discontinuance Board policy. Therefore, it is difficult to know what procedures might be used to eliminate programs and to guarantee the ability of the students in discontinued programs to complete them. (A.2, A.3)

The self-study asserts that the college provides sufficient human, financial, and physical resources as well as academic advising programs to meet student needs. In general this appears to be an accurate statement although the team recognizes that as new buildings come

on-line with bond funding, additional staff may be necessary. Of significance is the attempt made to advise ESL students in non-credit classes. The college has developed an impressive packet of materials for these students who also receive information from counselors and their teachers through matriculation funding. (A.4, A.5)

The Academic Senate is working on a revised shared governance policy, which the Board of Trustees is expected to receive during 2004. As part of that policy, the Curriculum Advisory Committee will have a more clearly delineated reporting mechanism although presently that committee seems to "float" outside of the governance structure. Because of the ways the curriculum committee seems to be unaligned with the other governance structures, the visiting team experienced confusion about that committee's role in assuring that the college has programs and courses that meet student needs. However, the work of both the Learning Outcomes Task Force and the General Education Committee is closely connected to an evaluation of the ways student needs are met. For example, the general education outcomes review has resulted in a perceived need to revise one GE area and a resulting impression that the degrees and programs incorporating that area will also need to be revised. On the other hand, the team is unclear whether or not non-credit courses are receiving the same level of scrutiny as credit courses. (D.6, D.7)

The college is attempting to make strides towards learning outcomes, and the Learning Outcomes Task Force committee is assisting faculty especially in identifying general education outcomes. The campus began with learning outcomes in occupational areas where most areas have now developed learning outcomes. While there is some resistance to adding learning outcomes and to documenting their achievement, in general the college is moving forward in this area. The college degrees and certificates appeared to be of the appropriate length and rigor and to include both general education and focused areas. The self-study did not contain data on student performance, but many of the occupational programs did have achievement information. The frequency with which occupational program advisory committees meet was not consistent. (B.1, B.3, B.4, B.5, B.6)

The college awards credit according to accepted norms, and articulation agreements are in place. Some faculty claim they are not informed about articulation of courses, and there appear to be some problems with certain courses being accepted by the closest CSU campus. (D.1, D.2, D.3, D.4)

The college appears to use consistent procedures for managing all courses, regardless of the method of delivery.

The college has a few on-line courses and many more video-based, distance learning courses. The team was unclear if courses in other modes such as the Living Room series (courses which are offered through videotapes and accompanying printed materials) are revised and administered in the same manner as are the regular credit programs and courses. For example, some Living Room courses have been updated, but others are still using outdated materials. The on-line courses require an additional approval process and must be drawn from within the existing course inventory. On-line courses are supported with adequate technical help for faculty. Issues such as intellectual property rights and class size have been

amicably settled, but not negotiated, so the final decisions in many of these areas have not been finally resolved. (D.5)

The college offers study abroad courses on a short-term basis, and these have a history of successful implementation. (D.8)

Conclusions

The college has a new mission statement to which existing courses are related, and they are in the process of evaluating existing degree requirements in the context of learning outcomes work they have begun. Because the number of non-credit courses has increased dramatically over the last few years, the college may want to pay particular attention to those courses and revise them as necessary to meet the student and community needs mentioned in the mission.

The college is satisfied with its current curriculum process. As the new governance design proposed by the faculty senate is reviewed and possibly adopted, the faculty and administration will need to be aware of learning outcomes and evaluate courses and degrees in light of the learning outcomes. In addition, the college may want to consider developing a program discontinuance Board policy.

The college supports gradual implementation of on-line instruction and has an excellent center for training faculty and providing on-going support to faculty as they teach.

The college is highly dependent on contracts to generate enrollment and growth, especially contracts involving non-credit instruction at various sites. While this is a temporary measure to meet financial need, the college is aware that contracts need careful monitoring, and administrators have plans to become less dependent on contracts as the center is created at Ft. Ord because the general belief is that enrollment will increase with a center close to increasing population.

The college meets this standard; however, the team makes one recommendation to ensure that contracted instructional courses are being properly monitored.

Recommendations

Recommendation # 3: The team recommends that the college regularly review and report to the Board concerning the institution's contracts with outside agencies to provide instruction. The report should address the compliance of those contracts with Board Policy 3030 and include such areas as curriculum approval, staffing, evaluation, funding, operational oversight, and student support.

STANDARD FIVE STUDENT SUPPORT AND DEVELOPMENT

Responses to Previous Team Recommendations:

1998 Team Recommendation 3.1: ... *the team suggests that the college:*

c. achieve meaningful program review and evaluation for instructional and student services programs within the context of the strategic/institutional planning system.

The college has made great strides to ensure that this recommendation has been addressed. There is a program review process for both instructional and student services programs that includes broad-based participation among college constituencies.

1998 Team Recommendation 5.1: *The team recommends that the college finish addressing the recommendations in the 1996 matriculation site visit by preparing a research plan, conducting evaluation activities and validating cross-discipline prerequisites using research data.*

The college has recently implemented a new version of the student services program review process, and some issues remain as to whether this new model is fully understood by all participants. It is clear, however, that data from the institutional research office needs to be more thoroughly integrated into the program review process to ensure that the student service needs of students are assessed and addressed.

Observations

The student services staff at the college is proud of its ability to serve student needs, even in tough budgetary times. The psychological services program addresses student needs that, in turn, alleviate student discipline issues. The TRIO/College Readiness Programs as well as EOPS and Financial Aid offices provide integrated services and outreach to traditionally underserved populations. The college also addresses a great college and community need through its children's center, which provides both childcare and training for the community. Students particularly mention feeling well served by the tutorial and academic support services. (5.3)

Admissions policies are clearly and consistently published in the college schedule, catalog, and web site. Furthermore, students generally feel that they are active participants in the college community and that the services meet their needs. (5.1, 5.2, 5.4)

The college describes itself as a welcoming institution for students. It was observed, however, that minimal services for non-English speaking students are available. While the campus has a list of language ambassadors as well as a bilingual counselor who can assist non-English speaking students, the process of using these ambassadors is not smooth, and many non-English speaking students are underserved. (5.1)

Given the available resources, the college is using technology appropriately to address the needs of all its students as well as online students. Although the online student population is relatively small, the college is moving forward to increase electronic services for all students. For example, registration, library and bookstore services will soon be available electronically for the entire student population, which will increase the access of services for all students. (5.6)

Students generally feel well informed about the availability of student services. There is a well-publicized vehicle for student complaints which the students understand and use effectively. Students did mention, however, that there was no process in place for student evaluation of services. (5.2)

The college has conducted evaluation activities including a survey assessing evening student needs and a graduation survey. Although a revised program review process has been implemented in the student services area, the process will be enhanced when the Institutional Research office is able to provide more institutional data specifically related to student services. (3.1c, 5.1)

Conclusions

The college should be commended for the effective management of student services, especially during these hard budget times. Clearly, the needs of students come first in the minds of all student services staff, faculty, and administrators. Although more services may be needed for non-English speaking students, generally the college should be commended for the ways in which it addresses the needs of low-income students in the community.

The college should be commended for the work it is doing on making sure that the student services programs work collaboratively with each other and with instruction. Student services staff is working to identify and evaluate student-learning outcomes in its programs; a process that includes counselors, the matriculation officer, and other key student services personnel. The college should also be commended for the attention to training that it provides its student service personnel. For example, the Financial Aid Office rotates its staff every three years to provide cross training among the staff. (5.3)

The student services programs are, however, in a highly vulnerable position at the college. While the Vice President of Student Services has a reorganization plan to make the student services offices run more smoothly, the plan has been put on hold due to budgetary constraints. While budget concerns are understandable, the number of direct reports to the Vice President and the interim positions put the health of the student services area at risk. Additionally, many of the vital student services positions (EOPS, DSPS, Matriculation, College Readiness) are funded by categorical funds that make these functions highly vulnerable during a budget crisis. (5.3)

The equity of the resource allocation is a large concern for all student services programs.

While the college is taking major strides to meet its research needs, the Office of Institutional Research needs to prepare a comprehensive agenda with student services in mind. Thus, the student services program review process already in place will be enhanced by the inclusion of solid research and data.

The college meets this standard; however, given the concerns about the availability of institutional student services data and the fairness of the resource distribution process, the team makes reference to the recommendations under Standards 3 and 9.

Recommendations

See Recommendations # 1 and # 4.

STANDARD SIX INFORMATION AND LEARNING RESOURCES

Response to the Previous Team's Recommendation:

1998 Team Recommendation 3.1 ... the team suggests that the college:

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

The college identified several areas of concern in regards to information and learning resources and the result was the opening of the new Library Technology Center in Fall 2003. This facility addressed many of the concerns regarding adequacy of space and access to resources. Issues regarding the financial resources to support information and learning resources are ongoing and the college still needs to address the issue of the adequacy of support staff.

II. Observations:

The opening of the new Library Technology Center in Fall 2003 has greatly improved access to information and learning resources. The new facility includes three floors which provide access to the library collection of approximately 55,000 cataloged items; over 200 student computer workstations that provide access to a core suite of productivity software as well as access to the Internet, library catalog, and subscription databases; 15 group study rooms; study areas; the English and Study Skills Center; English as a Second Language Lab; Academic Support Center; and the Office of Instructional Technology. (6.1)

The college has made extensive use of specialized state funds to provide technology infrastructure across campus. Thirty classrooms have been equipped as "smart classrooms" which are equipped with computer, Internet access, and projection equipment. The Education / Facilities Master Plan calls for the conversion of all classrooms on campus to such "smart classrooms" within the next year. The library provides access to print and electronic materials and the appropriate technology to access materials both off and on-campus. The various offices on campus (Information Systems and Planning, Office of Instructional Technology, and Media Services) appear to be working well in a collaborative effort to maintain the technology and equipment on campus. (6.2)

The library is currently open 62 hours per week, including four hours on Sunday, during the fall and spring sessions. The library remains open during more limited hours during the early spring and summer sessions. Various electronic resources are available through the library

web site on a 24/7 basis. All of the technology in the new Library Technology Center is equipped with software to accommodate disabled students. (6.3)

The Office of Instructional Technology has taken on a large role in the training of staff in the effective application of information technology to student learning. It currently offers staff development in the use of productivity software, multimedia equipment, adaptive technologies, website development, online course development, learning environments, and assessment and evaluation. The Office of Instructional Technology also provides one-on-one instruction with individual instructors, assisting with development of staff and class websites and making sure those faculties using smart classrooms are familiar with the technology and able to make use of it.

The library is staffed by 4.5 FTE professional librarians and a support staff of 7 FTE. The fulltime librarians are on a standard ten-month faculty contract (the Director has additional time), however, and this leaves the library with no fulltime staff during the early spring session and with limited (20 hours per week) staffing during the summer session. During those sessions very limited or no reference service or library orientation classes are provided. (6.4)

The line item amount in the college budget for library materials has remained static for more than fifteen years. Currently, the college relies on categorical funding in order to provide information resources such as online databases and to augment the materials budget. Considerable technology and equipment have been added to the college over the past few years making use of these funding sources. There is not an ongoing plan, however, for funding ongoing maintenance, repair, and replacement of this technology and equipment. Much of the library collection is dated and in need of updating or augmenting, but funding has not currently been made available for this. (6.5)

The library currently contracts with California State University, Monterey Bay (CSUMB), to provide server hosting for the Monterey Peninsula College library catalog, which allows the library to save on server costs and network administrative costs. The library also belongs to the Monterey Bay Area Cooperative Library System (MOBAC), which offers inter-library loan services and secondary-level reference services. (6.6)

Having previously identified adequacy and effectiveness concerns in terms of information and learning resources, the college moved forward with the plans for and completion of the new Library Technology Center, which opened in Fall 2003. Use of all services in the new facility has greatly increased (active users, computer usage, circulation statistics, use of reserve materials, reference services, and library orientation classes). (6.7)

Conclusions:

The opening of the new Library Technology Center has had a tremendous impact on the college. There is a great sense of pride in the new building evident across campus, and the campus as a whole appears to take ownership of the facility and its services. The library and

technology staffs are highly regarded across campus and there is a great respect for the services that they provide.

Adequate staffing and funding for information and learning resources continue to be a difficulty. There is concern about how information and resources will be provided if categorical funding sources disappear, which is a considerable worry in the current state budget climate.

Another area of concern is the lack of an integrated plan for the continued and ongoing maintenance, repair, and replacement of the extensive technology and equipment that has been added to the campus in recent years. There appears to be a concern on many levels that this is an issue that needs to be addressed. One of the college's 2004-05 planning objectives recognizes that such a plan is needed.

The college meets this standard; however, due to concerns about long-term funding for technology, the team makes reference to the recommendation under Standard 9.

Recommendation:

See recommendation #4.

STANDARD SEVEN FACULTY AND STAFF

Responses to the Previous Team's Recommendations:

1998 Team recommendation 7.1 *The team recommends that the college take steps to establish responsibility for staff development and that it initiate programs aimed at relevant issues that have an impact upon the learning and workplace environments*

During 1999-2000 the college assigned the responsibility for administrative support for staff development to the Vice President of Academic Affairs. Additionally, the college created a Staff Development Committee and assigned a clerical assistant to the chair of the Staff Development Committee. The college also hired an Associate Dean of Instructional Technology and Development who now has administrative responsibility for the Staff Development Committee. The Staff Development Committee is co-chaired by a faculty member and a staff member.

Faculty, staff, and administration have many opportunities for professional development. The institution, through the Staff Development Committee offers numerous workshops in the use of instructional technology, provides juries for travel requests, conducts need assessments regarding programs and staff training, and encourages staff creativity in professional growth plans. The institution indicates that the Staff Development Committee is of diverse membership that is open to input from all members of the faculty and staff and managers and that it meets regularly to disperse staff development funds. There is residual concern in the institution over the reduction in the availability of sabbatical leave opportunities that could enhance staff development.

Observations:

Discussions with numerous faculty and staff members, a review of the catalog, and a review of the accomplishments and recognitions of the faculty and staff support the observation that the institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services. (A.1)

The selection criteria for faculty positions are the responsibility of the academic divisions of the institution. The Human Resources Office acts as a clearinghouse for the work of the Divisions. The job descriptions and responsibilities for classified staff have recently been reviewed for accuracy and revised if necessary. Acceptance of the revised job descriptions for classified staff is the subject of collective bargaining in the institution. (A.2)

The institution adheres to a minimum qualifications standard of relevant degrees and experience in selecting faculty. The use of teaching demonstrations in the faculty selection process supports the observation that the institution values effective teaching. The institution

publicly acknowledges the community contributions of the faculty and staff through publications at the institution. (A.3)

The institution lists all full time faculty and staff in the college catalog. The list includes degrees and the institution where the degree was earned. A review of the documents indicates compliance with this standard. (A.4)

The institution has been working on revised evaluation procedures for both faculty and administrators. On February 24, 2004, it was announced to the Board that the administration and the faculty had reached a tentative agreement on a faculty evaluation process. Discussions continue on administrative evaluation processes. There is institutional concern as to who is involved in the processes used to evaluate administrators. (B.1)

While the evaluation process lacks consistency in its application, the faculty processes that are in place seek to assess effectiveness and encourage improvement for the faculty. The current administrative evaluation procedure document is kept in the Superintendent/President's office. The Human Resources Office has no access to administrative evaluation procedures. Staff evaluations are delayed due to revisions in job descriptions. Until a February 24, 2004 agreement there was faculty concern as to the faculty evaluation process. (B.2)

The faculty evaluation process includes a peer review component that assesses faculty performance in teaching effectiveness. Student opinions are also included in faculty evaluations. The process for part-time faculty is not uniformly applied at the institution. (B.3)

The institution, through the Staff Development Committee, offers numerous workshops in the use of instructional technology, provides juries for travel request, conducts needs assessments regarding programs and staff training, and encourages staff creativity in professional growth plans. The Staff Development Committee is open to input from all members of the faculty, staff and management and meets regularly to disperse staff development funds. There is a concern in the institution over the reduction in the availability of sabbatical leave opportunities. (C.1)

Staff development programs are planned and evaluated by the Staff Development Committee. This is a diverse committee made up of all constituent groups at the institution. Opportunities for staff development seem to be distributed throughout the institution. The committee juries applications for limited development funds. The committee distributes approximately \$400 per year to each successful applicant to defray the cost of faculty travel. (C.2)

The institution has appropriate policies regarding fairness within the Board Policy statements in the institution. The Office of Human Resources collects and reports data referencing adherence to the policies. The Office of Human Resources is currently updating policy statements to reflect changes in the stated policies or changes in the practice of the policies. (D.1)

The institution is keenly aware of its responsibilities with respect to employment equity. Data reflecting the institution's achievement of its employment equity objectives are easily available. These data are made available to hiring committees as the committees meet to discuss criteria for filling vacancies in the employment ranks (D.2)

While the personnel policies are systematically developed, the procedures for personnel selection, especially classified staff, are not as well defined. The Human Resources Office conducts periodic training with respect to the procedures; however the body of knowledge with respect to selecting personnel is not consistent throughout the institution. (D.3)

There is evidence that most of the personnel records are secure and confidential. The Human Resources Office is the repository for official records. Evaluation records are not well organized. Administrative evaluation procedures are kept in the Office of the Superintendent/ President. (D.4)

Conclusions:

Monterey Peninsula College is well served through the quality of its faculty, staff and administration. The theme of "family" is heard often throughout the institution. As in many families, there are occasional disagreements at the college. Those occasional disagreements had been exacerbated by recent budget difficulties. Among the highest profile of the disagreements at the college is the difficulty within the institution of resolving the faculty, staff, and administration evaluation issue. There is evidence that the institutional evaluation system is disjointed. It is important to note, however, that there is progress being made on the faculty evaluation issue. The administration and the faculty have just reached tentative agreement on a new faculty evaluation process. Perceived inaccuracies in job descriptions still impair the classified staff evaluation process, and there is some concern about the administrative evaluation procedures. The process for part-time faculty evaluation is not uniformly applied throughout the institution.

The college has made significant progress in the organization and implementation of its staff development program. The Staff Development Committee, with support from the administration, offers numerous workshops in the use of instructional technology, juries travel applications, and provides appropriate seminars and lectures.

The college meets this standard.

Recommendations:

No recommendation.

STANDARD EIGHT PHYSICAL RESOURCES

Responses to the Previous Team's Recommendations:

1998 Team Recommendation 3.1 ... *the team suggests that the college:*

h. create a facilities master plan that assesses the college's long-term maintenance needs and the resources necessary to address them, and develop a strategy to meet them in a timely manner.

A Comprehensive Master Plan was completed in March 1999 and contained several integrated plans that addressed long-term institutional goals. The integrated plans included the Facilities Master Plan, a Five Year Capital Construction Plan, and a Scheduled Maintenance Plan (#5).

The 1999 educational portion of the integrated master plan was revised by a subcommittee of the Academic Affairs and Student Services Advisory Committees and submitted to the board in the spring of 2003. The Educational Master Plan was designed to drive the Facilities Master Plan revision. The 2002 passage of the \$145 million bond resulted in the development of a revised, combined Education / Facilities Master Plan. The institution contracted with consultant to assist in developing revisions to the Facilities Master Plan that addresses the long-term facilities needs of the institution. The board of trustees adopted the newly revised Education / Facilities Master Plan in February 2004.

Observations:

The institution is located on 87 acres overlooking Monterey Bay. There are over 33 buildings on the campus of Monterey Peninsula College, comprising 359,000 square feet of appropriate instructional space. The institution recently occupied a new Library-Technology Center that contains over 70,000 square feet of additional appropriate physical resources. (8.1)

The institution has a well organized, albeit limited, operation that provides management, maintenance, and operation of physical facilities. Budget considerations have reduced the staffing and the quality of response to issues regarding physical plant maintenance of the institution. The passage of the \$145 million bond issue and the direction of a portion of the proceeds from the bond to immediate concerns provide some relief to critical maintenance concerns of the institution. (8.2)

The institution takes seriously its obligation to provide facilities that are accessible to the communities served by the institution. Issues related to the maintenance of the institution are addressed in a reasonable fashion given the resources available to the institution. There appear to be conflicting views regarding some safety issues on campus. The institutional

Health and Safety Committee expressed concerns about several campus safety issues that were not shared by the administration of the institution. (8.3)

The institution has appropriate systems to assure reasonable controls on the selection, maintenance, inventory and replacement of equipment. The electronic inventory controls and on-time supply ordering system are appropriate for the institution. (8.4)

The principal component of physical resource planning in the institution is the responsibility of campus facilities planning and maintenance. While there is a significant schedule of plant maintenance projects, there seems to be little attention given to physical resource planning in other areas such as technology replacement planning or planning off-site space utilization. (8.5)

Conclusions:

Monterey Peninsula College has the appropriate physical resources to ensure that students have access to the educational experiences intended by the mission of the institution. The institution is appropriately organized to provide management, maintenance, and operation of institutional physical facilities. The Health and Safety Committee and the administration have differing views regarding the nature of some safety issues on campus. While not serious in nature, the college would do well to resolve the issues. The institution has appropriate systems to assure reasonable controls of institutional physical assets.

The college meets this standard; however, given the concerns about the long-term maintenance of both existing and new facilities, the team makes reference to the recommendation under Standard 9.

Recommendations:

See Recommendation #4.

STANDARD NINE FINANCIAL RESOURCES

Responses to the Previous Team's Recommendations:

1998 Team Recommendation 9.1: *The team recommends that Monterey Peninsula College immediately address the uncertainties of its financial stability by identifying real sources of FTES to replace the lost contract enrollments, resolve the audit issue and potential penalty, and make contingency budget plans to reduce expenditures should its revenue decline, all of which are not addressed in the current budget and financial plan.*

In the self study the response to the recommendation was addressed in the Interim Report and Mid-term Report and updated in the 2003. The planned response was to increase contracts within district boundaries that could be more easily monitored and replace the San Francisco and Sacramento contracts that were geographically fairly distant.

In meetings with the Vice President of Academic Affairs and the Dean of Vocational Education, they indicated growth in credit and non-credit contracts with various agencies. Further, reports provided by the Director of Institutional Research showed that the growth in non-credit instruction since 1999 had replaced the FTES generated by the police contract. Contracts with local police and fire departments for credit also helped to replace the FTES lost. During a campus tour, fire department employees from Watsonville taking courses at the college were asked about their course work at the college and they expressed satisfaction with their courses. In the schedule of classes there are lists of classes for the police and fire academy programs.

There is some concern that the college has replaced the reliance on the programs with San Francisco, Sacramento and Department of Justice with reliance on non-credit instructional contracts with a variety of organizations such as fitness clubs and drama companies. Administration, faculty and other staff expressed an awareness of this issue and an interest in reducing the reliance on these types of non-credit classes.

Observations:

Concerns were expressed about the timeliness and dependability of financial planning information by staff, particularly the classified, as reported in the self study. In meetings with members of the Budget Committee and members of the Standard 9 Committee, this concern was reiterated and an additional concern was expressed about how the financial plans were linked to other institutional plans. The support staff and some faculty expressed this viewpoint. In interviews with the vice presidents, the link between financial planning and other institutional planning was clear. Some members of the Budget Committee and the vice presidents cited the lack of funds and budget reductions as a basis for some members of the college community not perceiving a link between financial planning and other institutional planning (9.A.1).

In meetings with members of the Standard 8, Standard 9, and Health and Safety Committee members and with faculty at an open forum, concerns were expressed about the completeness and accuracy of the financial plans for the Facility Plan. The college conducted a facility assessment prior to the bond issue and used it as the basis for requesting the \$145 million approved by the voters. The Education / Facilities Master Plan approved by the Board on February 24, 2004 estimates a need for \$211 million and proposes the projects to be completed in phases with efforts to be made to raise the additional funds required.

Board members, administration and members of the college community acknowledged the approval of the Education / Facilities Master Plan was a starting point for implementation and they recognized the need to manage the funds carefully in order to achieve the plan's objectives. The Education / Facilities Master Plan addresses immediate operational needs for the renovation of restrooms and funding of computers and other technology needs. However, the ongoing costs of operating new and improved facilities in terms of staffing, maintenance costs and technology replacement require considerable financial resources. A major issue at the college has been the staffing and support for the new library with the limited financial resources available. The Library Technology Center is a source of great pride to the college but has also has been a source of conflict because of the problems of staffing and support. This same issue may be exacerbated with the implementation of the Facilities Master Plan and the construction of new buildings on campus (9.A.2).

The president and vice presidents believe the facilities portion of the Education / Facilities Master Plan is based on the education portion of the plan, including the plan to build a Public Safety Officer Training Facility at Fort Ord. The faculty and staff, including the CSEA, supported the approval by the Board of the Master Plan. Some support staff in the interviews expressed concern over the use of funds at Fort Ord while the needs of the campus have not been fully addressed (9.A.3).

A narrative on the Budget Committee and the Process as well as a copy of the Budget Construction template was provided. In individual interviews with Vice President of Academic Affairs and Vice President of Administrative Services, the process was reviewed and it reflected the narrative. In meetings with members of the Budget Committee, they affirmed the narrative did reflect how the budget committee and process worked. The Budget Committee addresses the college-wide financial situation in terms of revenue and expenses. The detailed budget development is conducted in the Advisory Groups for Academic Affairs, Administrative Services and Student Services. Recommendations are submitted through the Budget Committee to the College Council. From the College Council recommendations are submitted to the president and then to the board.

In interviews with the Standard 8 Committee members about facilities planning, a discussion about the financial planning arose. The support staff expressed a lack of confidence in the financial planning process. This issue also came up with a few members of the Budget Committee and with support staff. The issue revolved around the information being processed up through the organizational hierarchy but the decisions not being made clear to the college community or decisions being made in a different direction than anticipated

What decisions were made and the basis for the decisions were not communicated to the college community according to these individuals. This lack of information created a lack of confidence in the process. Examples of this issue include funding for additional staff for the library, pursuit of a Fort Ord facility, and district funding provided for the support of the MPC Foundation. The administration pointed to the lack of funds and mid-year reductions and the uncertainties in the state budget as the cause for apparent changes in some decisions. The administration indicated that there was an expectation that members of the Budget Committee would carry back information on their decisions to their constituencies (9.A.4).

The Budget Committee includes representation from all major constituencies on campus and has open meetings. The various constituencies are also on the College Council whose members are appointed by the constituent groups. The Strategic Planning Steering Committee is appointed by the president. The ability for faculty and staff to participate in the Advisory Groups for each Vice President is funneled through the supervisors of the cost centers. The administration stated the members of the committee should take back the information and recommendations to their constituent groups. Faculty and staff indicated the information was unclear and decisions were made different from the recommendations (9.A.5).

Some frustration was expressed by staff regarding the Monterey County fiscal system used by Monterey Peninsula College. The Fiscal Services Director indicated the college has been able to use the system effectively as her staff has become more familiar with the system. (9.B.1).

At the Board Meeting on February 24, 2004 during the Accreditation Site Visit, the Annual Financial Audit for fiscal year 2002-2003 was accepted by the Board. There were no exceptions and the college received an unqualified report (9.B.2).

The financial aid loan default rate is below the standard set by the Federal government. The Foundation conducts an audit annually and provides the audit to the college (9.B.3)

The large amount of funds generated by the non-credit instructional contracts means that the contractual relationships with the various agencies are very important to the financial management of the college. Samples of the contracts were reviewed and appropriate provisions for record keeping and minimum qualifications of the instructors were included (9.B.3, 9.B.5)

The foundation seeks to raise funds consistent with the mission but is restricted by the nature of the donations as to how the donations can be used to assist the college. (9.B.4)

The foundation seeks to support the priorities of the college whenever possible as indicated in the contract with the college. Contracts with various organizations including fitness studios do have appropriate provisions for record keeping and assuring staff has minimum qualifications but oversight to ensure the contractual agreements are fulfilled must be maintained (9.B.5).

Reports on the state of the budget are regularly distributed and used to manage the college's resources (9.B.6)

The college has obtained consultant reports on the unfunded liabilities because of retirement benefits. The college has initiated efforts to address this issue with the college community through a Health and Welfare Cost Containment Committee. Members of the committee from the various constituent groups are aware of the issue and are developing ways to reduce the unfunded liability. Reserves are being established. Further, changes in the faculty and staff contracts were renegotiated in 1999, and a new contract with the CSEA was approved on February 24, 2004, which reduced some of retirement benefit costs. (9.C.1).

The institution is part of a consortium of colleges to institute policies for risk management. In meetings with the Health and Safety Committee, the members expressed concern about the security on campus. Security management is outsourced and is only provided during college operational hours. Because of the size and openness of the campus, the members did not believe security was adequate. Further, the committee members believed that safety and security incidents had occurred which had not been reported. In incidents where the Monterey Police have been called, the incidents have been recorded by the Monterey Police and not the college. This approach may mean the crime incidents statistics do not represent the extent and nature of the incidents. The administration believed the security was adequate and indicated a safety audit had been conducted. The difference in opinion between the staff and the administration needs to be addressed (9.C.2).

The college has a 10% reserve which the college community supports. Contingency funds are also embedded in the budget. Further, the college has access to TRANS funds to address cash flow needs. (9.C.3 and 9.C.4).

Conclusions

The college has addressed the previous recommendation regarding uncertainties of its financial stability with regard to out-of-district police science contracts. The college has, however, replaced the lost FTES with a large number of in-district non-credit instructional contracts. This reliance on such a large number of instructional contracts is a potential risk. The college plans to reduce the reliance on the non-credit contracts with the establishment of a campus center and public safety academy at Fort Ord. This plan is progressing but has many major challenges to overcome before being realized. In addition to the all the issues regarding the conveyance of the property, the college is relying on the assumption that the center will generate large amounts of FTES. Contingency plans for other methods of generating FTES in keeping with the college mission should be explored in view of challenges of developing the Fort Ord site.

The college financial reporting is struggling with the Monterey County system but is improving. Audit reports are timely and do not identify any problems. Financial oversight is exercised. The large amount of non-credit is potential financial risk and relies on a large number of agencies for the integrity of the instructional program. Although the contracts

address the reporting and administrative issues, it is important that there be college policies on these contracts to address inherent risks and integrity issues.

While the budget planning process was followed, the lack of communication about the decisions has not fostered a climate of collegiality and trust within the college community. Even though there are limited discretionary funds and mid-year reductions, the sense of the college community is that there is not real inclusion in the budget process and that the budget process is linked only in theory to other institutional planning efforts.

Members of the Budget Committee and other decision-making committees have a role in communicating information about the committee's deliberations to their constituent groups, but the administration should explore ways to inform the college community on a timely and consistent basis of the outcomes of the decision-making process.

As part of the implementation of the Comprehensive Master Plan, financial resources are required in order to provide acceptable levels of staffing, maintenance and technology support to reflect realistic assessments of resource availability and expenditure requirements for future financial stability.

The financial management system provides the appropriate mechanisms and reporting necessary for the college. However, faculty and staff lack confidence in the decision making process.

The reliance on non-credit instructional contracts is a serious concern in terms of the disproportionate share of the revenues generated by these non-credit courses in view of the mission. Recent events in the state regarding high school physical education classes indicate these types of classes pose some risk for funding in view of the state budget crises and recent legislation. Further, the instruction is provided by employees of the agencies who have been ascertained to have the minimum qualifications, but basically the college is outsourcing a major part of its instructional offerings and relying on the contracts to maintain the integrity of its institution. It is critical that these contracts be governed by appropriate policies and have provisions to maintain the integrity of the institution.

The college has identified its long-term financial obligations and has begun the process of developing plans to address them. However, the unfunded liability is still very large and the college will need to continue to address this issue in order to maintain fiscal stability.

The college has policies for risk management but there is some concern in the college community that safety and security issues are being properly addressed by the college.

With the 10% reserves, contingency funds and the availability of TRANS funds, the college is able to manage its cash flow, and has funds to address emergencies.

The college meets this standard; however, the team makes the following recommendation because of the widespread concern expressed about how the college will staff and maintain both existing and new facilities.

Recommendations:

Recommendation #4: The team recommends that the college develop a long-term financial resources plan to ensure acceptable levels of staffing, maintenance and technology support for the implementation of the Educational/Facilities Master Plan. (Standard 9.A.2, Standard 3.B, Standard 5.3, Standard 6.4, 6.5, Standard 8.5)

STANDARD TEN GOVERNANCE AND ADMINISTRATION

Responses to the Previous Team's Recommendations:

1998 Team Recommendation 10.1: *The team recommends that the college use existing resources available through trustee organizations to provide college board members with the most current thinking and patterns in orientation and on-going development of board members. This information should be used to formulate board policies on orientation, development and evaluation of board members.*

The November 2003, Trustee election resulted in three new members being elected to the board. With this opportunity, the Monterey Peninsula College governing Board availed themselves of orientation resources provided by the California Community College Trustees' Association. Additionally, board retreats for new board members reviewed current board practices and policies. Special board meetings were scheduled between regular meetings for the purpose of focusing on specific topics, such as collective bargaining, college financing and long range planning.

Observations:

The five member governing board is an independent policy-making body that is elected by the voters of the district. Terms of office are four years, and elections are staggered on a two-year cycle. (10.A.1)

The board exercises oversight of the college's educational plan and oversees the financial condition and integrity of the college. The board understands it is a policy making body, and the college president is the chief executive officer. (10.A.2, A-3)

The board selects and appoints the Superintendent/President and annually evaluates that person's performance. Recommendations concerning the appointment, dismissal and/or assignment of faculty and staff are acted on by the board. (10.A.4)

The board policies concerning duties, responsibilities, ethical conduct requirements, operating procedures and assessing board performance are contained in Board Policies 1000. The board annually evaluates its own performance as cited and published in board policies. (10.A.6)

With three new board members, the college has developed and expanded orientation and information sharing activities. New board members have attended workshops in Sacramento. Special board meetings in addition to regularly scheduled meetings have been held and additional meetings are being scheduled. These orientation sessions focus on specific topics for in-depth review and discussion. (10.A.6)

Board members are informed about the accrediting process. The present board chair served as co-chair of the Standard 10 Self-Study Committee. (10.A.7)

The president of the college in his role of the institution's chief executive officer provides the direction necessary to define the college's goals and establish priorities. During the last three fiscal years, budget control procedures have been successful in increasing budget reserves to the minimum requirement of 10%. (10.B.1, B.2)

Monterey Peninsula College's organizational plan indicates the institution's purpose and focus. The college's teaching and learning atmosphere appears to foster an appropriate learning environment. (10.B.3)

The administrative functions at the college appear to be well defined and published. The administration has a defined position in the college's management structure. (10.4, 10.5)

The college's faculty has a major role in the governance of the institution. There are procedures in place and functioning that allow participation in the decision making process. The faculty has developed a draft of a proposed revision to the shared governance procedures entitled "College Council" model. Discussions concerning this proposal are beginning to occur on campus.

Faculty activities related to governance are outlined in the Faculty Handbook. The faculty senate possesses procedures to include faculty on committees. The college has provided institutional support policies which delineate the participation of faculty, staff and students in appropriate policy, planning and special purpose bodies. However, the college's accreditation survey indicated that faculty (47 %) did not believe it had a clearly defined role in institutional governance. For staff, the dissatisfaction rate was 58%. See Recommendation #2 under Standard 3.

The Preamble to Standard Ten requires governance structures and systems to facilitate effective communication among the institution's constituencies. Both as a result of reading the self study and through numerous interviews with staff, the team learned of a fairly widespread dissatisfaction with the flow of information within the institution. (10.B6, B7, B8)

The college Catalog encourages students to be members of the standing committees on campus. (10.B10)

Conclusions:

The Board of Trustees has improved its orientation process for new board members.

The Board needs to give specific attention to improving the dissemination of its decisions and the actions it has taken to the campus community.

The college needs to improve the process for communicating the decisions taken by administrators and college committees to the campus community.

The college meets this standard; however, the team makes the following recommendation to encourage an improvement in the process by which the results of decisions are communicated to the campus community.

Recommendations:

Recommendation #5: The Team recommends that the college improve communication processes at all levels of the campus. Special attention should be paid to improving the process for communicating the results of executive and committee decision-making to all campus constituencies. (Standard 10 Preamble, Standard 10 B.8-10, Standard 9 A.5)