
MPC

*Monterey Peninsula College
980 Fremont
Monterey, CA 93940*

Midterm Report

(Draft - November 17, 2006)

*Submitted to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
March 15, 2007*

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Process of Report Preparation

The College Council of Monterey Peninsula College acted as the Accreditation Midterm Report Steering Committee. In fall of 2006, the Interim Vice President of Academic Affairs, as the college's ACCJC WASC liaison, was designated by the Council to direct the midterm review and report preparation process and to supervise the Self Study Midterm Report document development and production.

A subcommittee of the College Council was charged with addressing the five institutional recommendations of the visiting committee. The College Council is the ultimate participatory governance body of the college and lists educational administrators, faculty, classified employees, students, and classified managers as members.

The ten standards were assigned to the original chairs of the Institutional Self Study Standard Committees involved in the report sent to the commission in 2004. This was done to help assure continuity between the original document and the midterm report by having those closest to the original report also do the midterm assessment of progress. Where there were vacancies in the original chair positions, volunteers filled the voids. In all cases, at least one of the original standard chairs was available to serve, and seven of the ten standards had both original committee chairs serving in development of the midterm report. Ten faculty, six educational administrators, one Board member, and two classified managers were involved as chairs of the Standard Committee reports.

Review and acceptance of the midterm report was asked of the Academic Senate, the College Council, and the Board of Trustees.

Respectfully submitted,

Dr. Douglas Garrison, Superintendent/President

Date

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Mr. Carsbia Anderson	- (A)
Dr. Bill Cochran	- (A)
Mr. Joe Bissell	- (A)
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Legend:

• A – Administration	• B – Board	• C – Classified	• F - Faculty	• MSC – Classified Management, Supervisory., Confidential	• S - Student
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Responses to Five College-wide Recommendations

- 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)**

The college is going through a change of senior level administrative positions, including the Superintendent/President, Vice President of Academic Affairs, and Dean of Student Services. Over the academic year of 2005-2006, interim administrators helped facilitate a new vision for the campus' participatory processes, organizational structures, and administrative duties. Part of this new vision was increasing decision-making based on expanded access to, and use of, research data. Along these lines, the college adopted and implemented a new program review in the fall of 2005, which contains more data driven elements. In addition, the college formed a standing Enrollment Advisory Committee in 2005, which, again, uses data as it looks at matriculation, student success, persistence, retention, and scheduling issues, to name a few. Community and student surveys are done more frequently as a means to capture timely and specific information that can be used to affect current planning and decisions.

In support of this effort, the Office of Institutional Research (OIR) is now working more closely with the college's Information Technology (IT) department to generate the kinds of data needed for planning, as well as putting it in easily useable and interpretable formats for general consumption. The OIR is also working with academic divisions and offices and student service programs and services to train them on how to access data in the digital environment. The goal is to provide the opportunity to individuals to "mine" data through pivot tables and not to have to rely on someone else's work, timelines, and interpretations.

- 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, C. 1-3)**

The college has wrestled with this issue since the accreditation visit. Various ideas and models were proposed, but none adopted until the spring of 2006. The college hired an interim superintendent/president in the fall of 2005. He brought with him a participatory planning process that had worked for him at another college. His model was a streamlined college planning process, with the emphasis on open and transparent decision-making and communication. The college community viewed this model as attractive and the college community adopted it in the spring of 2006. Although it was more conceptual than refined, the college saw the potential in moving forward with it. The college is currently working on refining this model, with each of the standing participatory committees revising their bylaws. The goal is to have the revised bylaws completed in the fall of 2006. The model also included a new standing committee, the Policy and Communication Committee (PACC), which is drafting its bylaws as well. In the meantime, the college is using part of the old process and part of the new as this transition takes place over the 2006-2007 academic year.

- 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)**

The Dean of Instruction for Occupational and Economic Development, who oversees all the contracts, gave a comprehensive report to the Board in May of 2005. The Dean will present this topic, again, in the fall of 2006 or spring of 2007, to keep the Board and college informed regarding the compliance of the contract courses with Board Policy 3030.

- 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 6.4-5; Standard 8.5)**

Since the accreditation visit, Monterey Peninsula College (MPC) has experienced declining enrollments. In addition, construction costs have far exceeded original estimates used for facility upgrades in the Master Plan. The combination of declining enrollments and skyrocketing construction costs have made it difficult for MPC to develop a suitable long-term financial plan for staffing, maintenance, and technology, since California community college budgets depend mostly on FTES.

Nevertheless, a facility re-prioritization committee has been established and is re-prioritizing facility projects to fit within realistic campus needs and available funding. Because current capacity load ratios indicate the college has considerably more facilities than needed, the committee is looking for ways to reduce the amount of square feet thereby reducing the need for staffing and maintenance.

The Technology Committee has implemented a computer refreshment plan that includes cascading and replacement of computers based on a predetermined schedule. The plan requires approximately \$250,000 per year to implement. The Budget Committee has developed a funding mechanism to use year-end balance monies to fund the refreshment plan. State Instructional Equipment and other categorical funds are also used. Funds have been set aside and the computer refreshment schedule has been met for the past two years.

- 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, B.8-10; Standard 9.A.5)**

There appears to be more communication because of the increased collaborative decision making process. The Interim Superintendent/President started "Tuesday Morning Drivel" to increase the information flow directly from the "horse's mouth." The new Superintendent/President, who began his tenure at MPC August 1, 2006, has continued this mode of bi-monthly communication with "MPC Notes." In addition to this communication method, the new Superintendent/President has attended numerous departmental meetings, which he will continue to do, and has an "open door" policy. A proposed new participatory governance model, presented to the college in 2005, currently is in development. The completion date for refinement and full implementation of the new model is during the 2006-2007 academic year. This model was initiated by the Interim Superintendent/President and was carried forward by the new Superintendent/ President.

The Interim Vice President for Academic Affairs started "Kudos" in 2003. It is a newsletter citing individual faculty, classified and administrative personnel and their accomplishments. In addition, the Humanities Division has a newsletter entitled "Humanities Department Communiqué", which is available in hard copy or on-line.

With new administrative leadership in Academic Affairs and the President's Office, there appears to be a clearer idea of where information comes from and where it should be posted. There is committee and departmental information transfer available on the MPC Intranet. Board agendas and minutes are posted on-line via an All-Users posting. Local newspapers are alerted to the fact that budget information is located in the office of the Vice President of Administrative Services and the Library and Technology Building.

MPC information, along with Monterey Community events, is posted on kiosks and Student Center bulletin boards.

❖ STANDARD 1: Institutional Mission

The college will establish a formalized process for the regular review of the college Mission Statement. This process shall be accomplished using the Strategic Planning Committee and other existing shared governance bodies and shall take into consideration the mission of California Community Colleges as described in the Education Code, the unique nature of Monterey Peninsula College and its surrounding area, and the characteristics of the college as a community of learners. The resulting statement will be succinct and accessible to ensure its usefulness in assisting the college in prioritizing its programs and services. This process will be completed prior to the determination of the Long-Term Institutional Goals for 2004 and beyond.

In the spring of 2002, the Academic Affairs Advisory Group recommended to the Strategic Planning Steering Committee (SPSC) that no changes be made to the existing college Mission Statement and Philosophy. At their first meeting of the fall 2003, the SPSC discussed the need to review these. The co-chairs of the SPSC then met with the co-chairs of the College Council and it was agreed to form a committee to review the mission and philosophy statements. This committee was made up of the current College Council chairs, past College Council chairs and a faculty member from the Humanities Division. In the spring of 2003, this committee gave their recommendations to the SPSC. After much discussion, the SPSC made some suggestions on changes to the committee's recommendations. At the next meeting, a revised mission and philosophy statement came back to the SPSC from the committee and it was unanimously accepted. The draft was then sent to the College Council and the Academic Senate. The College Council recommended the Mission Statement to the Board of Trustees at their August 2003 meeting. At the fall 2003 faculty flex day, some faculty and staff expressed concern that the mission and philosophy statement had not received a full campus review.

In September, the Superintendent/President met with the SPSC co-chairs, the College Council co-chairs, the Academic Senate President, CTA president, CSEA president and the three college Vice Presidents to discuss the next step in the process to review the Mission Statement. It was suggested that the co-chairs of the SPSC review the feedback received at Flex Day and to the degree possible incorporate some of the feedback into the Mission Statement. At the October 6, 2003 SPSC meeting, the co-chairs distributed a revised Mission Statement. The committee approved this new statement and forwarded it back to the Board of Trustees. The committee acknowledged in the minutes "that although the Mission Statement is not perfect, it is an improvement and we now have a process for reviewing the Mission Statement in the future."

The Board of Trustees reviewed the Mission Statement at their October 2003 meeting and made a recommendation for one wording change. The SPSC reviewed this and suggested that the phrase "A workplace environment that values the contributions of all: staff, faculty and administrators" be changed to "A workplace environment that values the contributions of all employees. This change was taken back to the Board of Trustees at their November 2003 meeting and they adopted the new Mission Statement. This new statement appeared in the 2004-05 College Catalog.

The SPSC was dissolved in the fall 2005. The responsibility for reviewing the college's mission and philosophy statement will fall to the College Council. There will be more discussion about how this will be done, and a revised process will be in place before the next set of long-term institutional goals is developed which are due in 2010.

❖ **STANDARD 2: Institutional Integrity**

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

In the midst of the 2002-2003 drastic reductions in state funding for categorical programs, faculty and staff serving disadvantaged and underserved populations had to downsize their programs and services offered. The college made the commitment that reductions in programs and services would not require full-time faculty and staff layoffs.

As part of a cost-savings measure, Student Services underwent the planning and development of a Student Services reorganization plan (2002-2004). In Supportive Services, the adapted physical education program was integrated with the physical education division (2002), and one supportive services counselor was transferred into a vacant counseling position in Student Services (2004).

In May 2004, the Vice President of Student Services shared the reorganization proposal with the College Council that replaced three director positions with two new positions of Associate Deans of Student Services. The reorganization proposal was approved in February 2005. The Dean of Student Services position took on the responsibilities of the vacant matriculation counselor.

In fall 2004, Monterey Peninsula College developed its Student Equity Plan in response to a California Community Colleges Chancellor's Office requirement to address student equity in community colleges. Implementation of the recommendations of this plan is one of the objectives listed in the Strategic Master Plan of the college. One of the recommendations for addressing access is to utilize the Enrollment Advisory Committee as the coordinating body for outreach. The Enrollment Advisory Committee (EAC) was formed late spring 2005 by President Kirk Avery. The charge of the EAC is to "function as a strategic advisory committee on enrollment issues, with an emphasis on recommending strategies to enhance student enrollment and participation rates across the district. The EAC has focused its efforts on four main activities: data review, recruitment, retention, and idea collection and generation. The document entitled "Enrollment Advisory Committee Fall Update" summarizes the activities and development during the first trimestral period.

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

The Strategic Planning Steering Committee (SPSC) was disbanded in 2005 because of its perceived disconnection from the general college planning process. A new college model is being implemented in the fall of 2006, with committee bylaws, including functions and tasks, being refined. The College Council is assuming more of a role for planning and budgeting by using input from program reviews, technology plans, facility plans, and committee recommendations. The new Policies and Communication Committee (PACC) is assuming the role of streamlining the review of policies and communication on campus. All minutes are distributed by All Users e-mail.

In fall 2005, Interim President Dr. Carl Ehmann initiated weekly e-mail updates to the all campus constituencies. In fall 2006, Dr. Douglas Garrison, the new Superintendent/President, issued his campus update as the MPC Notes.

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

The college completed the production of the video CD orientation for new instructors in spring 2004, and it is now available for faculty in Office of Instructional Technology and Development.

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

The Faculty Handbook was converted to a Microsoft document and is currently on the MPC Intranet under the Vice President of Academic Affairs document repository.

In fall 2006, the College Council and the Policy and Communications Committee initiated the process of reviewing the comprehensive review of the entire Board Policies Manual. The current manual contains substantial material that was enacted several years ago and is in need of review and possible revision. Working through the Vice Presidents, it is anticipated that the process will probably require a year. Once complete, it will provide a common base for our understanding of college policy and the governance structure.

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

In fall 2006, the College Council and the Policy and Communications Committee initiated the process of reviewing the comprehensive review of the entire Board Policies Manual. The current manual contains substantial material that was enacted several years ago and is in need of review and possible revision. Working through the Vice Presidents, it is anticipated that the process will probably require a year.

The Faculty Handbook is available in electronic format on the Intranet, and hardcopies are available in division and area offices and the library's faculty reserve room.

- **The college will schedule flex days activities that further enhance the quality of instruction and program delivery to students.**

In the spring of 2005, the MPC administration and Academic Senate mutually agreed that the planning and implementation of the flex day activities would be the responsibility of the Academic Senate.

In spring 2005 the Academic Senate planned and implemented its first flex day activities with the goal of improving open communication in institutional planning and implementation. The flex day activities included bond update, marketing plan update, campus tours, Academic Senate update, College Council Update, and Curriculum Advisory Committee, and a flex day planning session to discuss faculty desires for future flex day activities.

Based on the spring 2005 faculty recommendations, the Academic Senate revised the flex day activities format to a conference format with facilitated breakout sessions that focused on campus goals. The fall 2005 flex days focused on student success with breakout sessions on multicultural education, dealing with difficult students, using technology in the classroom, and student learning styles. The spring 2006 flex days focused on recruitment and retention, but offered a wide variety of activities, such as

“The Last Chance for Eden”, developing student learning outcomes, teaching on-line courses, and discussion on the impact of globalization in education (academic excellence), and tours of the future MPC sites and facilities. The spring 2006 flex days had a more open direction, which had a variety of breakout sessions, but the faculty responses pointed to future flex days with a more focused approach.

The Academic Senate shall continue to plan and implement future flex day activities, but there continues to be a need for administrative support in allocating resources (i.e., budget, staffing).

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

In fall 2005, the college was faced with replacing a number of administrative positions. Under the direction of Interim President Dr. Carl Ehmann, the college tackled the review of the college’s administrative organization and its shared governance model.

During the 2005-2006 year, the college replaced vacant positions with interims while it reviewed its current structure, delineated overlapping functions, and consolidated responsibilities. As part of the reorganization, Student Services consolidated the responsibilities of several directors, establishing two positions of Associate Deans of Student Services. The college decided not to replace the vacant position of Director of Information Systems, but instead added the responsibilities to the Associate Dean of Instructional Technology and Development. The Associate Dean of Instructional Technology and Development shall supervise the review and evaluation of the infrastructure needs for information systems and instruction.

In spring 2006, the college sequentially coordinated the hiring of the Superintendent/President and Vice President of Academic Affairs. In June 2006, the Governing Board hired Dr. Douglas Garrison as Monterey Peninsula College’s (MPC’s) new Superintendent/President, and at its October 2006 meeting, the Governing Board hired Dr. John Gonzalez as MPC’s new Vice President of Academic Affairs.

In the spirit of shared governance, a new college model is beginning implemented in the fall of 2006, with committee bylaws, including functions and tasks, being refined. The College Council (CC) is assuming more of a role for planning and budgeting by using input from program reviews, technology plans, facility plans, and committee recommendations. The new Policies and Communication Committee (PACC) is assuming the role of streamlining the review of policies and communication on campus. The President and Vice Presidents participate on the CC with campus constituencies, and the President serves on the PACC.

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

During the 2006-2007 school year, MPC allocated one-time funds to hire a consultant who will be responsible for building a website for the college that will take into consideration such issues as accessibility (American with Disabilities Act Compliance). The consultant shall guide the college through the process in determining the format and appropriateness of placing existing and new documents on the website.

❖ **STANDARD 3: Institutional Effectiveness**

A: INSTITUTIONAL RESEARCH AND EVALUATION

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

The Office of Institutional Research (OIR) informally interviewed a number of faculty from the Humanities division after they completed their program review during the 2003-04 year. The OIR made a number of changes to the pilot database. The OIR followed a similar process after the 2004-05 year to further improve the database. During spring and summer 2006 the OIR worked closely with the Information Technology department to overhaul the entire database. This resulted in the creation of several comprehensive databases and pivot tables that allow faculty and staff to a variety of data including headcount enrollments, FTES, FTE, grade distribution, retention and success rates. The Creative Arts division and Physical Science division faculty received electronic copies of these databases during fall 2006. The OIR is developing a plan to disseminate the data to all divisions and provide training on using the data during the latter part of the 2006-07 year.

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

The college began developing a “Planning Guide,” a document that outlines the college’s strategic planning process in 2001. One of the noted omissions from the Planning Guide was a conceptual model that describes how the various planning processes are integrated.

During the 2004-05 academic year, the college began discussions of a conceptual model of planning. The Strategic Planning Steering Committee (SPSC) discussed the need to define and/or clarify the relationship between the College Council and the SPSC. At the same time, the Academic Affairs Advisory Group (AAAG) reviewed the Planning Guide and provided input, mostly related to the role of program review in the strategic planning process. Specifically, it was suggested that program review could be the formal mechanism for infusing input into the college’s annual strategic objectives. The Planning Guide was updated to reflect this, and other suggested changes, to the strategic planning process.

During the 2005-06 year, the college leadership changed. The Interim Superintendent/President suggested a new planning and shared governance model for the college. The proposed model would disband the Strategic Planning Steering Committee and shift the planning function to the College Council, thereby strengthening the role of shared governance in strategic planning. In addition, the College Council would use program reviews and other college plans (such as the facilities master plan) to inform overall college planning. This new model is being implemented during fall 2006 under a new Superintendent/President, and the new role and function of the College Council are under refinement.

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

The Strategic Planning Steering Committee (SPSC) co-chairs posted strategic planning documents, including evaluation reports, on the college Intranet. In addition, the SPSC co-chairs presented the evaluation report for the 1999-2004 planning cycle to the Board of Trustees in fall 2004. The SPSC has since been disbanded, and college planning function is

now under the purview of the College Council. This new model is still being implemented; thus, a more recent evaluation of planning is not yet available.

B: INSTITUTIONAL PLANNING

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

The Strategic Planning Steering Committee discussed the prioritization of goals and objectives; however, the committee was not able to reach a consensus on whether the goals and objectives *ought to be* prioritized. The SPSC has since been disbanded and the College Council took on this role beginning in fall of 2006.

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

The Information Technology department (formerly Information Systems) created a site on the college Intranet where strategic planning documents could be posted. The Strategic Planning Steering Committee co-chairs posted the committee agendas and minutes, as well as other planning documents on this Intranet site until the committee was disbanded in 2005.

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

The existing 2003 Educational Master Plan has not been revised since the self study and accreditation visit in 2004. The overall planning process is being changed with the College Council now responsible for implementing a new planning model. When this new model is in place, an updated Educational Master Plan will be developed which will incorporate specific recommendations from the Program Review Process.

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

The existing Educational Master Plan was used to inform and guide the development of the Space Quantification and Facilities Master Plan, often referred to as the Maas Plan. The MAAS Plan was completed in January 2004.

C: INSTITUTIONAL OUTCOMES ASSESSMENT

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

The Strategic Planning Steering Committee did not place information concerning the college mission, philosophy, and long-term institutional goals or other information on planning activities on the college website before the committee was dissolved. However, the college hired a company to review and develop a new college website in spring 2007. When the college's new planning model is implemented through the College Council during the school year 2006-2007, information related to mission, philosophy and planning will be placed on the new website.

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

During fall 2003 the Director of Institutional Research worked with the Institutional Research Advisory Committee (IRAC) to draft a program review process for the Office of Institutional Research. The program review has not yet been conducted. During fall 2006, the Director of Institutional Research forwarded the proposed program review process to the new Superintendent/President for his review. The Director of Institutional Research and the new Superintendent/President will continue to discuss this matter during the latter part of the fall 2006 semester.

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

As discussed earlier, the Strategic Planning Steering Committee was disbanded, and the planning function was shifted to the College Council. A new model of shared governance and strategic planning is being implemented during fall 2006 in which the College Council would use program reviews and other college plans (such as the facilities master plan) to inform overall college planning. The effectiveness of the Program Review process will be evaluated by College Council after the new model has been fully implemented and refined.

❖ **STANDARD 4: Educational Programs**

A. GENERAL PROVISIONS

- **MPC has made a priority of long-range planning with the formation of the Strategic Planning Steering Committee. The committee's Annual Objectives for 2002-2003 and 2003-2004 specifically address the needs expressed in General Provisions A.1, A.2, A.4, and A.5. In straitened financial circumstances the first priority for funding will support the fullest achievement possible of this standard as well as of Long-Term Institutional Goal I: “Maintain and enhance MPC’s instructional programs, its comprehensive, high quality curriculum, and the student services [notably counseling] which support them to keep pace with the changing needs of student learning in the 21st century.”**

The Strategic Planning Steering Committee was dissolved in 2005. Up to that time, the SPSC developed the long-term goals, gathered information for annual objectives, reviewed and updated the college Mission Statement when needed, and acted as the Accreditation Steering Committee. However, a new college model is being implemented in the fall of 2006, with committee bylaws, including functions and tasks, still being refined. In the meantime, the college is still working under the long-term goals developed by the SPSC. Under the new model, the College Council is absorbing most of the duties of the former SPSC and plans to assume more of the role for developing a strategic planning and budgeting process. To develop and refine this planning and budgeting process, they will use information from program reviews, technology plans, facility plans, committee recommendations, etc.

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

In the fall of 2006, a Senate-approved task force of primarily faculty members is submitting a recommended Board Policy regarding program discontinuance through the college’s participatory governance process, and ultimately to the Board of Trustees for adoption. This new policy assures that students in a program will get the courses they need to complete their program through a transition period. As for students who are affected by program or curriculum changes/modifications while currently enrolled, the college relies on Catalog Rights. When Catalog Rights cannot apply, the college uses Course Waivers, which allow students to substitute courses with program faculty approval and finish a degree or certificate program.

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

MPC’s Curriculum Advisory Committee (CAC) expanded its representation, with Academic Senate approval, in 2005. The available positions on the committee now include all academic divisions, students, administration, and student services. The intent is to facilitate college communication regarding program and curriculum issues. To assist that effort, the CAC made available a written Curriculum Guide in the fall of 2005 to demystify the curriculum development, revision, and approval processes. The CAC publishes, on an annual basis, deadlines for curriculum submittals and approvals so the entire campus community is aware of them. The CAC also maintains a webpage, which includes all the curriculum and program forms for faculty to access, as well as committee membership, agendas, meeting notes, a log of CAC actions, curriculum submission deadlines, a copy of the curriculum handbook “Curriculum Basics,” links to reference materials, and a “Feedback” button so faculty can post ideas and concerns on-line. Additionally, the Chair of the CAC makes reports to the

Academic Affairs Advisory Group (AAAG) and the Student Service Advisory Group as needed to share information or answer questions. Additionally, the CAC does workshops during flex days on curriculum development and revision processes, and submission and approval timelines.

B. DEGREE AND CERTIFICATE PROGRAMS

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

MPC’s Learning Outcomes Task Force was established in the 2002-2003 academic year. Since that time, the committee attended workshops to understand the process in more detail. Subsequent to gaining that knowledge, the task force developed a plan for developing and implementing program outcomes and assessment of those outcomes. This plan is called “Developing and Assessment of Student Learning Outcomes Plan/Processes.” Progress to date has been slower than hoped by the task force. However, work is progressing on many campus programs’ SLOs and assessments. All of the vocational programs have learning outcomes printed in the catalog. They are also further along in developing outcomes assessments. The task force has developed and posted on-line forms on the Intranet for programs to use while they develop their outcomes and assessments of those outcomes. A main charge to programs is to align their courses’ outcomes with the program outcomes.

The Curriculum Advisory Committee revised the course outline forms to include learning outcomes. The CAC monitors all courses that come before it, whether it is for revision or approval as new course, to assure that learning outcomes are being addressed. In support of that effort, campus programs’ SLOs and assessments are included in formal academic affairs program reviews beginning the fall semester of 2006.

The Learning Outcomes Task Force has provided two Flex workshops to date. The task force also provides personal meetings with divisions and individual faculty to assist in developing program and course outcomes and assessments. During both the Flex workshops and the individual meetings, the task force representatives continue to outline the benefits of this system. The task force anticipates completing most of this task by the next accreditation self study.

C: GENERAL EDUCATION

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

The college established a Learning Outcomes Task Force in the 2002-2003 academic year, which is still in place and working. General Education SLOs are in place and printed in the college catalog. However, the college needs to begin course alignment of our general education courses with our general education learning outcomes. The goal of the Learning Outcomes Task Force is to have this alignment mostly done prior to the next accreditation self study.

The Curriculum Advisory Committee revised the course outline forms to include learning outcomes. The CAC monitors all courses that come before it, whether it is for revision or approval as a new course, to assure that learning outcomes are being addressed. In support of that effort, campus programs' SLOs and assessments are included in formal academic affairs program reviews beginning the fall semester of 2006.

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

MPC's Curriculum Advisory Committee (CAC) reviewed the procedures for course approvals and inclusion in GE patterns in 2005. The CAC refers all courses requesting GE status to be reviewed by the General Education Committee. This committee's membership consists of counselors, faculty, and the Dean of Student Services. In addition, the CAC streamlined the course approval process by 1) instituting a Technical Review Committee, 2) establishing deadlines for course submission to Deans (for catalog publication and for CSU/IGETC consideration), and 3) clarifying the curriculum approval process. Current resources include the Academic Affairs website, revised forms in an on-line Document Library, and the curriculum handbook "Curriculum Basics." The result of these efforts is the increased overall efficiency of the course approval process.

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

MPC's new academic program review process assures that courses and programs are reviewed and updated as needed every five (5) years. The new program review process calls for inclusion of a curriculum review process. A log for tracking the review of courses is one of the on-line program review documents in the Academic Affairs Document Library. This log of reviewed courses is also required to be part of the formal written document when it submitted to the college for acceptance.

The college's General Education Committee also reviews the college's general education offerings for completeness and currency. The timeline for reviews, as well as the cycle of reviews by divisions over the five-year timetable, is posted within the Academic Affairs Document Library as part of the Program Review packet of materials. The Academic Affairs administrators also share the cycle with the Academic Affairs Advisory Group (AAAG), as well as other participatory governance committees.

D: CURRICULUM AND INSTRUCTION

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

MPC included curriculum reviews as part of the new program review process implemented in the fall of 2005. From that date on, all divisions will be accountable and responsible for reviewing and updating their curriculum. A curriculum review log is included as part of the final report each academic division presents to the college.

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

Past practice has been that the ASSIST website has used as the database of reference for all articulation between the community colleges, UCs and CSUs. This has proved to be successful. Historically, there have been attempts to establish a college database of articulation agreements, which have proved to be inherently unreliable because of the lag between changes at the 4-year level and the information officially reaching the community college.

Four times during each year, Community College Articulation Officers are responsible for updating curriculum information from their respective colleges. MPC's Articulation Officer records both electronic and hard copies of communication with all public and private colleges and universities with which we have, or propose to have, articulation agreements.

The Articulation Officer's related responsibilities include, but are not limited to the following:

- Managing the articulation process and following up with departments and faculty as needed.
 - Serving as campus liaison to the segmental system-wide offices.
 - Serving as the MPC ASSIST technical contact person.
 - Managing and updating campus articulation data using the statewide articulation database, ASSIST.
 - Providing technical assistance for college course articulation including the requesting, preparing, and submitting of course outlines for articulation purposes to four-year colleges.
 - Communicating in writing and e-mail with other community colleges, individual four-year colleges, and the statewide university systems in matters dealing with articulation.
 - Attending regional and state articulation meetings including meetings with or regarding ASSIST, CIAC, NCIAC (including Region IV meetings), LDTP and, formerly, with the CAN system.
 - Providing technical support for the CAN (California Articulation Number) Project before its demise and with any subsequent common articulation numbering system(s) in which community colleges may be required to participate.
 - Preparing and submitting the UC transfer agreement list, IGETC, CSU-GE list.
 - Inputting general education and CAN information in the Santa Rosa system and notifying the Academic Affairs Office of status of submitted courses to be added to course outlines.
 - Preparing MPC GE list, IGETC and CSU-GE lists for the college catalog and schedule publication.
 - Serving on college committees as an articulation resource person, such as the General Education Requirements and Curriculum Advisory Committees to provide input and to receive information about proposed changes in campus policy and curriculum; and, to provide support to the Curriculum Advisory Committee Chair.
- **The Career/Transfer Resource Center will continue to add transfer agreements and improve its assistance to students, to include all aspects of transfer.**

Students who plan to transfer to UC, or CSU, can follow the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Requirements respectively; both provide a pattern designed to satisfy lower division general education requirements. MPC has additional Transfer Admission Agreements (TAA's) with campuses that demonstrate a high rate of transfer from MPC: UCSC, UCSB, UCD, UCR, CSUMB, SJSU, SFSU, and Santa Clara University. We have also developed informal transfer agreements with Chapman and Golden Gate Universities.

To increase the rate of transfer students to other schools as well, university representatives are scheduled to meet with MPC students and participate in Transfer Center program activities. Students are provided transfer information via academic departments, and our K-12 outreach component includes transfer readiness information. Identified transfer students are provided updates via a transfer list-serve. Counselors meet regularly with University representatives to remain current on transfer and articulation issues between the community college and university systems.

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

All occupational programs are regularly notified each year that they must periodically meet with their advisory committees annually and submit membership rosters, agendas, notes, and supporting records to the office of the Dean of Instruction, Occupational and Economic Development which maintains a file of these documents. Additionally, each career/technical program performs a program review every two-years. The Office of Institutional Research assists by providing information on employer needs, student success and completion rates, and other data for program review.

❖ **STANDARD 5: Student Support and Development**

- **Student Services will forward the completed K-12 policy addressing the issue of course age appropriateness to the shared governance bodies whose recommendations lead to Board adoption.**

Based on Senate Bill 338, and in consultation with Creative Arts and the English and Study Skills Center (ESSC), the deans in Student Services and Academic Affairs designated certain classes as inappropriate for children. Additionally, a letter was sent to area principals informing them of the changes along with a summary of provisions of SB 338 prepared by the Chancellor's Office. The modifications did not require Board action.

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

This issue was in response to problems encountered during summer sports camps offered through the Physical Education Department. The camps were terminated after the summer of 2003 due to the 5% limit on concurrent enrollment. Parents of K-12 students enrolled in other classes are required to complete the Minor Student Emergency Information form at the time of enrollment.

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

This was a concern about scheduling of basic skill classes. The Dean of Student Services is working with the Office of Institutional Research to develop a survey of student needs. Once data is collected and analyzed, recommendations can be made to the Office of Academic Affairs. The hope is to have a solid plan in place by fall 2008. Implementation of the plan will be contingent on phases of building construction and classroom utilization problems.

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

This was done, but is again under review. Student Services is in the process of developing Student Learning Outcomes (SLOs). The department has held two retreats related to SLOs during the past year. At these retreats, the Director of Institutional Research has provided information on available data from which the SLOs could be measured, and discussions have occurred regarding the possibility of additional data collection. There were five department SLOs identified for Student Services that each program area will address. In order to define the SLOs for particular program areas, measurement must be included. Student Services faculty and staff will be working collaboratively with the Office of Institutional Research to utilize and/or develop the necessary data needed.

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

A number of Student Services programs are currently working on tracking data. Student Services and Office of Institutional Research (OIR) have collaborated on the following projects:

With the Enrollment Advisory Committee (EAC),

- produce Student Equity report to assist with identifying outreach and access goals.
- present retention data to illustrate course persistence patterns.

- create pre- and post-tests for assessing outcomes in College Readiness classes.
- collect and analyze data to illustrate and help address issues on campus such as student parking, course scheduling, readability of printed college materials.

Each of the three Federal TRIO Programs has worked with the OIR to research, collect and document student demographic information for grant proposals as well as an annual performance report submitted to the U.S. Department of Education. Data has included tracking and reported local high school postsecondary enrollment rates, drop out rates, and college preparatory course completion. Additional data tracked and collected includes local area income levels, poverty rates and educational attainment of adults.

The EOPS program has worked with the OIR to develop student surveys to document pertinent student demographic information and trends. As a result, a “leavers” survey was developed by the OIR in response to our need to understand why students do not return to MPC. In addition, another survey is being developed to assess students’ experiences with the MPC registration process.

EOPS/CARE, CalWORKs, and TRIO Programs are working with the OIR, in coordination with the EAC to develop reports that track MPC enrollment and demographic trends, K-12 enrollment trends, ZIP code flow, and retention/success rates and persistence to next term to name a few.

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

Student Services has taken the following steps to support on-line students. First, identify with counselors, faculty, and students what issues students have with on-line courses. Second, include retention for on-line classes as part of Flex-days Retention workshop. Third, develop unofficial advisories for students who are contemplating taking on-line courses. Finally, research on-line study skills workshops and classes for possible inclusion in the course schedule.

Supportive Services and Instruction is developing a plan for providing accommodations for students taking on-line courses. The program will be setting up meetings with the Office of Instructional Technology and Development to ensure access for all students with disabilities. Financial Aid is trying to resolve issues so that financial aid checks may be mailed to students.

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

Vice President Carsbia Anderson has talked informally with Jonathan Edmonds, Student Activities Coordinator. Mr. Anderson will schedule a formal presentation with Student Government leaders during the 2006-2007 school year.

❖ **STANDARD 6: Information and Learning Resources**

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

Library staff and collections moved into the new building during the second week of June 2003. Summer 2003 provided time to test out systems and familiarize staff with daily operations. The Library and Technology Center held its official opening on September 3, 2003.

Since the occupation of the building, the Library Director has primarily been involved with building adjustments derived from architect, contractor and owner observations. In addition, adjustments to security systems, including keys, doors, cameras, and motion sensors and fire, lights, toilets, alarms, etc. have kept the Instructional Technology Specialist and Library Director occupied for over two years with continual attention, adjustments and repair.

Custodial services are not sufficient as the use of the building is major and cleaning does not keep up with use. Toilets are a constant problem for library and maintenance staffs as the ultra-low flow vacuum-system toilets are confusing for people to use and therefore are in need of constant repair.

- **Work progressively to fund additional library materials and staffing.**

The District budget remains the same for information materials. Block grant funds have been given each year to provide some additional funding for new materials. One time funds (2006/07) will provide for some new materials, and the grant (fall 2006) of VTEA funds will provide up-to-date materials for vocational programs including auto technology, nursing, business, administration of justice and the parks and recreation and fire programs.

One librarian working on a reduced contract retired and was replaced with an instruction/reference librarian at full time level in fall 2005. The restored position will be a major support for the library information competency classes required for graduation that went into effect in 2006-2007.

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

This agenda item is being worked on at this time. The college website is to be completely revamped over the 2006-2007 year. Software and vendors are currently being sought. Library web pages will be revised when the new vendor is chosen by the district.

Library faculty and staff are planning for languages other than English to be on the web page when it is installed. They will provide for library card applications, general information on Library services, hours, and contacts.

The MPC telephone main number, with a “tree” to access various services and departments, will be bi-lingual (English and Spanish) later this semester. The vendor contract was signed, transcripts written and edited, and recordings are in progress by Information Technology staff.

The new Library and Technology Center building and furnishings meet the highest current standards of ADA requirements.

- **Enhance community access and support via the website.**

In the summer of 2005, a proxy server was installed so that Library information resources can be accessed by library cardholders from anywhere on or off campus, if licensure agreements allow. In addition, library cards can be applied for via the Library website.

With the upcoming change in college website software, the Library Instructional Technology Specialist will be modifying the Library website to include other languages and community information.

Library on-line classes (six classes, including one 4-course certificate program) are available to the community.

The college is in the process of selecting a vendor to construct a new mpc.edu website that will have as a primary focus better community and student access and enhanced support services for the community, students, faculty and staff. The RFP/RFQ will be advertised this semester with completion expected in spring 2007. The new website will directly connect to our student records system (Santa Rosa System) via portals so that students and faculty will have direct access to course-related information. Information Technology along with the Public Information Office is heading this effort.

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

The L.A.C. that has been dormant due to the building process will be revived in the Academic Senate during the 2006-2007 academic year.

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

Funding was allocated each of the past few years for both establishing new multimedia classrooms with internet access and for replacing and/or upgrading equipment. At the time of the self-study in 2004, there were 30 classrooms with multimedia equipment and internet access. Since then MPC upgraded/constructed an additional 24 rooms including those in the new Library and Technology Center, with another three rooms proposed for upgrading in January 2007 with some funding available.

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

This is required by federal and state law and will be complied with as renovations take place over the next ten or so years. To date, the MPC Facilities Department is upgrading doors and entranceways as part of general deferred maintenance. They will continue to do so over the next few years. The facilities master plan calls for upgrades as classroom buildings are renovated or built.

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

The Technology Committee in 2005 developed a proposal that was accepted by the administration for replacing equipment in student computer labs with available funds on a bi-annual or tri-annual room/lab cycle, with those computers being replaced sent to IT for refurbishment as needed after which they are cascaded for use in staff offices. In addition,

funds have been made available for this purpose: \$350,000 in 2005, \$250,000 in 2006, \$100,000 proposed for this semester with the possibility of additional funding next fall. With this generous funding we have been able to present up-to-date equipment for student use in classrooms and labs.

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

Software for labs is purchased through the Instructional Block Grant and other sources. A survey of labs was completed fall 2006 to identify funding problems. None indicated a lack of funding, since this is a year of generally adequate funding overall.

- **Post hours of operation, staff schedules, and available software for academic labs on the website and at lab doors. Indicate hours of operation in the Schedule of Classes.**

The same survey referenced above was used to answer if hours of operation are posted on lab doors (generally yes), if available software for academic labs was posted on doors and the website (generally no), and if hours of operation is listed in the Schedule of Classes (yes for drop-in labs, generally no for classroom labs). When the new website is on-line (summer 2007) lab hours will be available to all students as generated by our student records system.

- **Provide consistent staffing and coverage for academic labs.**

This is, as always, a funding issue. Staffing for labs has been quite consistent but in many cases more hours of operation is desired.

- **Identify possible financial resources to provide incentives to faculty for on-line course development.**

The MPC Foundation responded to the need for faculty development and support by offering for the past three years the George J. Faul Academic Excellence Grants that include funds for on-line course development. The awards started with a total amount of \$10,000 per year and this year the total amount available is \$50,000 with awards up to \$2,500 each.

- **Survey users of library, media services, academic labs, print shop and the Office of Instructional Technology systematically to evaluate the quality and appropriateness of the types of services provided. The results of these surveys will aid in determining what services and resources to change, add to, or improve.**

The larger labs conduct regular surveys (Library, Business Skills) and the small labs listen to students' suggestions. The Office of Instructional Technology and Development does not survey patrons since we work primarily one-on-one with them, but we do send out all campus e-mails most semesters advertising workshops and at that time we ask for requests/suggestions.

❖ **STANDARD 7: Faculty and Staff**

A: QUALIFICATIONS AND SELECTION

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

Hiring procedures are scheduled to be revised along with the complete review of Board Policy during 2006/07. The Equal Employment Opportunity Advisory Committee has reviewed administrative and faculty hiring procedures and produced recommendations to be considered for inclusion in the appropriate processes.

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

Classified vacancies are reviewed and recommended for approval through the department, division and then by the President/Vice President (P/VP) group. New positions are presented to College Council for its recommendation and presentation to the Board of Trustees; established positions to be refilled are announced as information items to the College Council.

Academic vacancies approximately follow the procedure for classified described above, with an added review and prioritization by the Academic Affairs Advisory Group (AAAG) prior to presentation to P/VP.

B. EVALUATION

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

The new evaluation process was approved by the Board of Trustees and MPCTA on March 23, 2004, and was implemented in fall 2004. Through side letters of agreement a catch-up provision was implemented in fall 2003 to capture evaluations of full-time tenured faculty missed in 2002. Faculty are currently evaluated in a regular, timely and systematic fashion. There was a provision in the tentative agreement, which stipulated a review of the process after one year, and those discussions were held regularly in 2005/06 and are on-going. The review should be completed and suggested revisions adopted by the end of fall 2006.

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

New adjunct faculty were evaluated according to the old procedures in fall 2003 and spring 2004. Beginning in fall 2004, the updated evaluation process was implemented. MPCTA and the District devised a system that randomly selects on-going adjunct faculty for initial evaluation over a three year period and to establish a regular schedule for future evaluations. By the end of 2006/07, all adjuncts will be on the regular schedule.

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

The job description update process has been on-going for three years. All job descriptions were updated by the District and have been tentatively agreed to by MPCEA. A consultant was contracted in spring 2006 to perform a classification study and salary comparison. The District and MPCEA are currently negotiating agreement of the placement recommendations and a process for implementation. It is anticipated that this process will be completed during fall 2006.

Evaluations for classified employees have been conducted on a regular basis since fall 2002. Per the contract with MPCEA, every classified employee is to be evaluated annually each October. In an effort to get back on schedule and with the agreement of MPCEA, the October, 2002 deadline was extended through December 2002.

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

Evaluations for classified managers presently use the same process and approximate timeline as other classified employees.

An administrative evaluation procedure was designed and implemented in fall 2004. It includes annual evaluations with a comprehensive evaluation every third year. The comprehensive process includes a confidential feedback survey from selected respondents. The feedback was last solicited for all administrators in September 2004.

C. STAFF DEVELOPMENT

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

The committee has recently selected staff development activities that require no funding. These include technical workshops hosted by the Office of Instructional Technology and Development, Flex Day workshops given by faculty and staff, and miscellaneous workshops conducted by the Library and Technology Center and other departments.

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

The Academic Senate took over the responsibility of planning MPC Flex days with assistance from the Office of Instructional Technology and Development prior to the September 2005 Flex days. All faculty and staff are asked to submit proposals for workshops, and a committee consisting of faculty, administration, classified staff and the MPC Foundation participate in the planning. Workshops are reviewed and approved by the Academic Senate.

D. GENERAL PERSONNEL PROVISIONS

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

Hiring processes are followed for each recruitment, and training (on process and equal employment opportunity guidelines) is conducted for each committee by the Human Resources department.

- **The college will make efforts to communicate policies and procedures better in order to enhance the perception of fairness.**

In order to enhance communication and reinforce the principals of equity, MPC is striving toward transparency in administration and processes. The revision of Board Policies and accompanying administrative procedures in the coming year through shared governance will contribute to this effort.

- **The college will maintain efforts to increase diversity through the Equal Employment Opportunity Plan.**

One of MPC's strategic goals is to promote diversity throughout the college, its curricula, campus environment, and students served, and expand and improve efforts that promote staff diversity through equal employment opportunity. The Equal Employment Opportunity Advisory Committee is reviewing hiring procedures to encourage and enhance diversity. The last two years the committee has sponsored workshops and speakers at Flex days to heighten awareness and promote understanding. In the fall 2005, the keynote address was "A Conversation about Affirmative Action." In spring 2006, "Last Chance for Eden" was offered. This presentation dealt with gender, cultural and racial differences. In the fall 2006, workshops on "Preventing Harassment, Discrimination, and Retaliation in the Academic Setting" and "Disability Etiquette" were presented.

❖ **STANDARD 8: Physical Resources**

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

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

Construction or renovations on the following buildings listed in the 2004-08 Five-Year Construction Plan (dated April 24, 2002), as delivered to the State Chancellor's Office, have proceeded as follows:

- 1. Facilities Department Complex:** The new Facilities Department Complex was completed and occupied in August 2003.
- 2. Library and Technology Center:** The new Library and Technology Center was completed and occupied in June 2003.
- 3. Child Development Center:** Construction on the new Child Development Center commenced in August 2006; the anticipated completion date is August 2007.
- 4. "Old" Library Building:** The "Old" Library Building renovation (into the new Administration Building instead of a new Student Services Building) is in the "construction drawing" phase of design with an anticipated June, 2007 construction start date and an anticipated December, 2008 completion date.
- 5. "Old" Student Services Building:** In order to consolidate, centralize, and provide much-needed assessment and testing facilities, a new Student Services Building (approximately 21,000gsf) will be built starting in 2008 with a completion date in 2009. When departments under the Vice President for Student Services move into the new building the college will determine the best utilization of the "Old" Student Services Building (current), portions of the Student Center, and the space in the Humanities Building that has been occupied by Extended Opportunities Programs and Services (EOPS), consistent with the Educational Master Plan.
- 6. Math Sciences Wing on the Physical Science Building:** the previously proposed new Math Sciences Wing project has been changed to a plan for the Math/Sciences departments sharing the future renovated Business Computer Science Building; the anticipated construction completion date is 2010.
- 7. Administration and Auto Tech buildings:** The current Administration Building will either be demolished or converted to "swing space" when the "Old" Library (new Administration Building) is renovated in 2008. The Auto Tech Building is slated for a partial renovation; the anticipated completion date is 2012.

8. Art Ceramics and Art Studio buildings: These two Art Department buildings are slated for a partial renovation; the anticipated completion date is 2012.

With the passage of the MPC \$145 million bond, and with potential state-funded augmentation with maintenance projects, the college is optimistically planning over the next 12-year period (2003 through 2015) to:

- **replace all roofs**
 - **upgrade/replace all utilities**
 - **upgrade/replace all mechanical systems**
 - **repair/replace all sidewalks/roads/parking lots**
 - **complete ADA friendly work**
 - **complete irrigation and landscaping of the campus grounds**
 - **install security/intrusion systems**
 - **install fire alarm and sprinkler systems in buildings**
 - **renovate all buildings**
-
- **Roof replacement:** within the last five years the following buildings have been re-roofed - Dance Studio, Gym, Physical Fitness, Student Center, Administration, Old Library, Humanities, Social Science, Business Computer Science, Physical Science, Life Science, Art Dimensional, Facilities, and International Center. There are approximately seven campus buildings remaining to get new roofs.
 - **Utilities upgrade/replacement:** the Utilities Infrastructure (gas, electricity, data/fiber, domestic water, reclaimed water, sewer, and storm drain) Project of \$15 million is currently out to bid; the anticipated construction completion date is December 2008. This project includes the replacement of Fishnet, Via Lavendera, and Costanoan roads, a new Lecture Forum Bridge, and a new Campus Promenade.
 - **Mechanical systems upgrade/replacement:** most boilers have been replaced in the buildings on campus in the past five years.
 - **Sidewalks/roads/parking lots repair/replacement:** over \$300,000 has been spent on repairing/replacing sidewalks in the past five years. A new Campus Promenade will be built in 2007/2008. The three major roads on campus (Fishnet, Via Lavendera, and Costanoan) will be rebuilt in 2007/2008. It is currently anticipated that the six major campus parking lots (A-lot, B-lot, C-lot, D-lot, E-lot, and F-lot) will be rebuilt by 2012.
 - **ADA friendly work:** the Campus ADA Master Plan was created to enhance the MPC Physical Master Plan in 2006. There are many new ADA projects under way. ADA friendly work will take place as each and every new project is constructed, which may include, but is not limited to, buildings, parking lots, sidewalks, and restrooms.
 - **Irrigation and landscaping:** all new irrigation lines (purple pipe reclaimed water lines) and irrigation controls will be installed and the landscaping will be improved during the 2007/2008 Campus Utilities Infrastructure Project construction.
 - **Security/intrusion systems:** security/intrusion systems have been/will be installed on the new buildings (Library and Technology Center, Facilities, Fitness, Child Development Center, New/Renovated Administration, and Student Services). Other buildings will be retrofitted for security/intrusion alarms as they are renovated.

- Fire alarm and sprinkler systems: the new buildings (Library and Technology Center, Fitness, Child Development Center, new Administration and Student Services buildings) already have or will have installed new fire alarms and sprinklers. The renovated buildings will have new fire alarm systems, but not sprinkler systems (the City of Monterey only requires fire sprinklers in new buildings).
- Renovate all buildings: The college has changed plans from performing building “Renovations” to performing “Carpet and Paint Remodeling.” It is anticipated that all campus buildings will get “Carpet and Paint Remodeling” over the next 10 years.

Planning for the bond issue work is well under way. The Educational Master Plan was revised by a subcommittee of the Academic Affairs Advisory Group under the direction of the Vice President of Academic Affairs and presented to the Board in spring 2003. The Educational Master Plan will drive the Facilities Master Plan revision. The process, to include shared governance input, for developing the Facilities Master Plan has been established and a completed plan is expected during the 2003-2004 academic year.

The Educational Master Plan, which was approved by the Board in spring 2003, drove the Facilities Master Plan revision. The revised “Monterey Peninsula College Physical Master Plan” was approved by the Board of Trustees in June 2005.

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

The buildings have not been removed as of the fall of 2006 due to delays in the planned construction timeline. Alternate facilities are being constructed or designated in existing buildings to improve the college’s capacity/load ratios.

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

The planned move of Student Services to the old library building has been discarded in favor of a new Student Services building that will be built with bond funds. The planning for the new building has moved along by the hiring of an architectural firm in 2005.

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

Student Services are no longer going to reside in the old library, but rather in a new building specifically for those services. Programs currently housed in the Student Center (formerly College Center) may move into the new building, move to another location on campus, or stay where they are depending on the size of the building and its construction budget.

As part of the college-wide bond planning effort, a Facilities Master Plan Redo Committee was formed in the spirit of participatory governance to look at the college’s initial plans and make adjustments due to construction costs, State project approvals, capacity/load ratios, and the

domino effects of moving programs and services. A revised bond plan is being presented to the college community, and ultimately to the Board of Trustees, during the 2006-2007 academic year.

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

The IPP submitted to the CCCCCO did not score high enough for funding. Thus, the college revised its plans by dropping the new space and submitted an FPP in June 2006. The FPP emphasized the remodeling of existing classroom space in the physical science building, as well as other spaces on campus, in order to accomplish the original intent of a new wing, but at a savings of funds, square footage, and maintainable space.

❖ **STANDARD 9: Financial Resources**

A. FINANCIAL PLANNING

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

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

These items are currently posted on the Intranet.

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

The Strategic Planning Steering Committee has been eliminated and the function added to the College Council. The Budget Committee is included on the College Council agenda and a report is provided when special information is available. Regular reports are provided when time allows.

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

Meeting with a number of divisions have been scheduled with the goal of meeting with all remaining divisions in the 2006-07 academic year.

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

This has been done and VP's continue to be allocated time for updates at flex days.

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

A number of activities are done to recognize classified employees including:

- Scheduled bi-weekly meetings of the MPCEA with the Associate Director of HR to address classified employee issues.
- Written kudos for classified employees are sought and shared with the Board at their monthly public meetings.
- An annual appreciation "root beer float" paid for and served by the administrative staff.
- An election and recognition of classified employee of the year sponsored by the Foundation.

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

The Educational/Facilities Master Plan dated February, 2004 and, a Physical Master Plan dated October, 2005 were completed and accepted the College Council and the Board.

B. FINANCIAL MANAGEMENT

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

Individual training sessions are provided by Fiscal upon request. A general open training session is scheduled for the fall 2006.

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

Department budgets have been regularly provided to budget managers by the 10th of each month.

C. FINANCIAL STABILITY

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

Question and answer information sheets concerning proposed cost containment proposals were provided to all covered staff. Costs saving measures were subsequently implemented August 1, 2004.

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

The Associate Dean of HR meets regularly with representatives from the bargaining units to address issues.

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

District-wide meetings were held from 2004-on regarding proposed cost containment proposals. Time is also allocated annually to the VP's at Flex days to share information and answer questions.

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

- **Current expenses need to be balanced with current revenue.**

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

Balanced budgets for 2002-03 through 2006-07 were constructed using the principles described immediately above.

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

The District continues to maintain a 10% Unrestricted General Fund Reserve.

❖ **STANDARD 10: Governance and Administration**

A. GOVERNING BOARD STANDARDS

- **The Board continues to support and improve the shared governance model by working with the Superintendent/President to ensure that he utilizes the appropriate decision-making process in fulfilling the college's mission.**

With the retirement of President Dr. Kirk Avery in September 2005, the Board hired Dr. Carl Ehmann as Interim Superintendent/President with the specific purpose of implementing a transparent administrative process emphasizing effective communication and shared decision-making throughout the campus. Dr. Ehmann's open approach to board policy and procedures not only enhanced shared governance, but also provided a more open forum for discussion of the difficult decisions of how best to utilize bond monies in the face of inflating project costs.

Dr. Ehmann instituted a reorganization plan intended to enhance communication among the various decision-making groups on campus. He worked with College Council, the Academic Senate, and other campus groups to identify, modify, and, ultimately, establish an organizational plan that would gain the fullest involvement of the campus in the decisions that would affect them. A revised shared governance model is currently being refined and will be fully implemented during the 2006-2007 school year.

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

The Board continues to give attention to long-range strategic planning, with particular attention given to appropriate utilization of the bond monies for facilities infrastructure and repair. It accomplishes this by having regular reports and updates on bond projects plans and progress as standing agenda items at each of its Board meetings.

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

The Board is in the process of reviewing and updating board policy and its implementation. It is the view of the Board that continued improvement of policy and its implementation is a continuous process.

- **The Board continues to summarize its self-evaluation findings and to expand the evaluation process that includes feedback from the various college constituencies and the community.**

To better fulfill its process, the Board continues a regular self-evaluation that integrates the important input provided by the constituencies of the college and community. For example, the Board is currently examining the addition of Board members to provide greater representation for the communities it serves.

- **The Board continues implementing the Board development program, and the Board is developing an orientation program for new members.**

MPC Board members continue to attend local and state community college meetings, workshops and conventions. The Board actively practices its philosophy of lifelong learning. The Board has not had a “new” (freshman) Board member in two years. The two Board Members elected in 2005 had eight and sixteen years experience on community college boards. The three elected in 2003 were first-time MPC Board members, but each with many years experience on other education boards.

Currently, the Board is not developing an orientation program for new members. However, each new board member participated in local and state meetings to acquaint themselves with current board practices and policies.

- **The Board continues to schedule some of its meetings at different times and in different locations in various city settings in order to more readily provide community access. The Board holds meetings in the community in order to increase community input and effectively familiarize members of the community with the Board’s decision-making process.**

Several outreach meetings are scheduled throughout the year, providing an opportunity for community members to engage with the Board at an evening meeting. Such meetings have been held in the communities of Seaside, Marina and Carmel.

The Board and Administration has actively sought better communication with its campus and community constituents. As example, Dr. Ehmann opened communications with our local school district community by establishing regular meetings with their superintendents. In addition, he established regular meetings with community minority leadership for the sole purpose of encouraging their input and improving relationships between the college and their communities.

B. INSTITUTIONAL ADMINISTRATION & GOVERNANCE STANDARDS

Student and Staff Diversity

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

Student and staff diversity remain a foremost orientation of the college, and Monterey Peninsula College continues to demonstrate its commitment to equal opportunity in education and employment. For example, student recruitment campaigns have provided advertisements in both English and Spanish, with diverse members of our student population speaking to what MPC has provided them in the fulfillment of their educational goals. MPC’s Human Resources actively seeks minority and gender diversity in prospective candidates for positions at the college.

Facilities Master Planning Process

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

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

MPC’s facilities master planning process actively incorporates the participation of all representative areas of the college and community, and utilizes a planning consultant and architectural firm to guide the implementation of its capital improvements. Some of the proposed projects have needed revision and scaling back due to inflating costs.

During the year Dr. Ehmann served as Interim Superintendent/President, he established campus town hall meetings engaging both certificated and classified employees in discussion of ideas and suggestions for necessary project adjustments. He also placed the input of the college’s three vice-presidents on the board agenda so that they provided regular reports at the board’s monthly meetings.

- **A Citizens’ Oversight Committee will be named in spring 2003. Its purpose will be to ensure that the bond monies are spent only for approved capital outlay projects as stated in the Bond measure.**

At the February 2004 meeting, the Governing Board established the committee, consisting of a minimum of seven members representing the local business community, senior citizen’s organization, taxpayers’ organization, students, college support organization, and the community. Ten members were subsequently appointed to the committee.

- **Through the Self Study and other avenues of communication, the college community will identify points of concern related to Governance and Administration, will evaluate the functioning of participatory decision-making, and will effect needed improvements in college processes.**

Dr. Ehmann instituted a reorganization plan intended to enhance communication among the various decision-making groups on campus. He worked with College Council, the Academic Senate, and other campus groups to identify, modify, and, ultimately, establish an organizational plan that would gain the fullest involvement of the campus in the decisions that would affect them.

To identify the qualities that would be pursued in the selection of a new president, the board actively sought input from both the community at large and the campus. Meetings were held to identify the most effective selection process, and the result has been the hiring of Dr. Doug Garrison as our current Superintendent/President in August of 2006.

Dr. Garrison’s open engagement with the campus, along with his willingness to listen and respond to all ideas, suggests that we have successfully selected a leader committed to an effective communication process at MPC. At this writing, communication at MPC continues to improve at all levels.

Update on Substantive Change

The college is in the planning process to build a new MPC Education Center facility in the city of Marina to better serve the surrounding communities. The college is also planning to open a public safety training center in the community of Seaside. This state-of-the-art training facility will be used by local, regional, and national agencies to train their personnel. In fact, many of the federal agencies are already inquiring about their potential use of the facility.

The California Community College Board of Governors reaffirmed the MPC Education Center's status in 2006. This project replaces the center that MPC ran for a number of years on the U.S. Army base at Fort Ord. After the closure of Fort Ord, the college applied for, and was granted, land to use for educational purposes through the federal reuse plan. Thus, the college is moving its center to two new locations.

The planning of the new MPC Education Center building has been inclusive of all constituencies at MPC, and will use bond funds approved by the local voters in 2002. The initial target date for opening the new building is the fall of 2008. The public safety training program is moving to temporary facilities on the old Fort Ord in January, 2007. The program will remain in the temporary facility until their permanent site is renovated. The building being renovated is a former army building that is being converted into classrooms, offices, meeting and storage areas specifically for law enforcement and fire training programs. That renovation is anticipated to be completed in 2008 as well, and like the new Education Center building, it will use bond funds approved by the voters.

Currently, MPC anticipates no other substantive changes.