

Becoming A Multi-Site College:
*An Outline for the Future of
Monterey Peninsula College*

Governing Board Study Session
Monterey Peninsula College
January 19, 2011

Background

- y MPC has been a **single campus college** since inception
- ☒ MPC has offered an extensive program at Ft. Ord [1974-1993]
- ☒ Transition to a **multi-site college** began with demise of Ft. Ord and subsequent reuse planning
- ☒ Acquisition of former Ft. Ord land produced plans for multiple permanent sites
- ☒ Set into motion the transition from **single campus college** to **multi-site college**
- ☒ Maintain **single college district** status
- ☒ Education Center to serve as a gateway to further education and training – not a full campus

Background

- y Currently approved as a grand-parented center, which provides limited base funding
- ☑ Transition to full education center status gradually increases base funding based on FTES to \$1 million
- ☑ Important aspect of the long term fiscal stability plan
- ☑ Will provide an accessible gateway to higher education for an under-served area of the MPCCD
- ☑ Construction is only beginning of the transition – requires fundamental institutional change over time

Basic Principles

- y MPCCD to remain a single college district w/multiple sites
- ☒ Requires development of a District-wide perspective
Maintain our effective governance and operational systems as the college evolves
- ☒ Transition must be guided by ACCJC standards
- ☒ Requires clearly defined roles, responsibilities, authority, policies, and procedures
- ☒ Center job functions may differ from Monterey campus
- ☒ Focus on gradual, evolutionary steps

Implications

- y “3 Cs” imperative: cooperation, collaboration, communication
- ☒ Site administrator role, responsibilities, and reporting relationships must be clearly defined
- ☒ Center programs and service will not replicate Monterey campus
- ☒ Operational procedures and service levels must be clearly defined
- ☒ Instruction and service delivery must be enhanced by technology
- ☒ A budget cost center must track all Education Center expenditures

Process for State Approval

- y Planned to continue for 10+ years; generates at least 500 FTES; has on site administrator; offer programs leading to certificates or degrees conferred by parent institution [Ed Code 55180]
- ☑ Approval under purview of Board of Governors
 - ☑ Letter of Intent – requires Chancellor’s Office approval
 - ☑ Needs Study
 - ☑ Chancellor’s Office review and approval
 - ☑ BOG action item – two readings
 - ☑ Funding received the year after gaining approval

Letter of Intent

y Request to establish an official community college educational center

☑ Components

- ☑ 5-year Enrollment Projection & Attendance
- ☑ Enrollment History
- ☑ Location of Center
- ☑ Maps
- ☑ District's 5-year Capital Construction Plan
- ☑ Time Schedule for Development and Enrollment Levels
- ☑ Center's 5-year Capital Outlay Budget
- ☑ District Governing Board Resolution

☑ Challenges

NeedsStudy

y Provides evidence of the need for the educational center

☒ Components

- ☒ General Description
- ☒ Enrollment Projections
- ☒ Analysis of Alternatives
- ☒ Academic Planning and Program Justification
- ☒ Student Services and Outreach
- ☒ Support and Capital Outlay Budget Projections
- ☒ Geographic and Physical Accessibility
- ☒ Effects on Other Institutions
- ☒ Environmental Impact
- ☒ Economic Efficiency

☒ Challenges

Anticipated Development Phases

y Initial Phase

- ❑ PSTC at Seaside
- ❑ Temporary site – Education Center at Marina
- ❑ Approximately 342 FTES [2009-2010]
- ❑ Permanent site – Fall 2011
- ❑ Gateway program transitioning to a multi-year program of study
- ❑ Requires redistribution of existing resources
- ❑ Planning must consider pace of development in context of current fiscal conditions

Anticipated Development Phases

y Mid-Phase

- ❑ Will develop after formal approval of center status
[>500 FTES]
- ❑ Increased base funding plus apportionment growth
- ❑ Site specific program review necessary
- ❑ Expanded anchor faculty and staff – avoid “mall” mentality
- ❑ Site-specific identity develops

Anticipated Development Phases

y Established Phase

- ☑ >1000 FTES
- ☑ Established curriculum
- ☑ Expanded faculty
- ☑ Potential of resident CTE programs
- ☑ Completion of Parker Flats and the MOUT
- ☑ Planning for Phase II of the facility likely

Next Steps

- y Budget planning for operational costs [2011-2012]
- ☒ Pursue process for converting to full center status
- ☒ Prepare Letter of Intent and Needs Study
- ☒ Academic Affairs has planned initial program expansion for expanded classrooms and will develop a multi-year program plan
- ☒ Student Services has planned initial service expansion and will use the multi-year program plan to develop a services plan
- ☒ Administrative Services will implement cost centers and develop a resource plan for center operations
- ☒ President's Office will keep campus community informed
- ☒ College Council and Governing Board will review and approve the resource plan