

**MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD OF TRUSTEES**

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**STUDY SESSION:
BECOMING A MULTI-SITE COLLEGE**

WEDNESDAY, JANUARY 19, 2011

4:00pm, Study Session, Sam Karas Room, LTC
980 Fremont Street, Monterey, California 93940

MINUTES

1. OPENING BUSINESS

A. Call Public Session to Order – the Study Session was called to order by Chair Lynn Davis at 4:00pm.

B. Roll Call

Present:

Mr. Charles Brown, Vice Chair

Mr. Lynn Davis, J.D., Chair

Dr. Douglas Garrison, Superintendent/President

Mr. Charles Page, Trustee

Dr. Loren Steck, Trustee

Absent:

Dr. Margaret-Anne Coppernoll, Trustee

Mr. Kage Williams, Student Trustee

2. RECOGNITION

A. Acknowledgement of Visitors – Chair Davis welcomed Dr. Jim Tunney, former Governing Board Chair and Trustee to the Study Session.

B. Comments from Visitors – none.

**3. STUDY SESSION: BECOMING A MULTI-SITE COLLEGE, PRESENTED BY
DR. DOUGLAS GARRISON, SUPERINTENDENT/PRESIDENT.**

[Becoming A Multi-Site College.pptx](#)

[Becoming a Multi-Site College - Final.doc](#)

Dr. Douglas Garrison, Superintendent/President, opened the Study Session with a PowerPoint presentation on “Becoming A Multi-Site College: An Outline for the Future of Monterey Peninsula College,” to lay out a blueprint of process as MPC opens a multi-site college. Dr. Garrison, author of the document entitled “Becoming A Multi-Site College,” reported the document has been reviewed by all constituency groups with extensive discussions throughout the shared governance process. Both the document and PowerPoint are posted to the Board’s webpage under date of January 19, 2011.

Background:

- MPC has been a single campus college since inception.
- MPC has offered an extensive program at Fort Ord (1974-1993).
- Transition to a multi-site college began with the demise of Fort Ord and subsequent reuse planning.
- Acquisition of former Fort Ord land produced plans for multiple permanent sites.
- Set into motion the transition from single campus college to multi-site college.
- Education ~~Center~~Center is to serve as a gateway to further education and training, not a full campus, and is never intended to be a full campus but will remain a separate site of the college.
- Currently approved as a grand-parented ~~center~~Center, which provides limited base funding.
- Transition to full education ~~center~~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 MPCCD. Dr. Garrison credited Dr. Rosaleen Ryan, Director of Institutional Research, for conducting needs assessments of the residents of the region. Her research provided statistics on the educational attainment levels in the southern and northern parts of our district. There is a high percentage of individuals attaining high school and college educations in the southern portion of our district, and a lower percentage of the same education levels in the northern part of the district. This has an impact on our citizens' career ladders, salary levels, and quality of life issues. While the fiscal incentive is important as a part of our long term stability plan, MPC's primary motivation as a community college is to be responsible to the needs of the constituents of our district.
- Construction is only the beginning of the transition; fundamental institutional change is required over time as a gradual, evolutionary process.

Basic Principles:

- MPCCD is to remain a single college district with multiple sites.
- The change requires development of a district-wide perspective, and transition will require changing existing policies, methods, and procedures for the additional sites at the Education ~~Center~~Center and PSTC.
- We will maintain our effective governance and operational systems as the college evolves. That is not an indication that we should move away from structures in place, i.e., Deans, College Council, Academic Senate, but there is a need to recognize some of the systems will evolve due to the multi-sites.
- Transition must be guided by ACCJC standards, which has clear standards for the transition.
- Transition requires clearly defined roles, responsibilities, authority, policies, and procedures. Who does staff report to? Who does what? Responsibility and authority cannot be divided; site responsibility will be key to management of the site.
- ~~Center~~Center job functions may differ from those at the Monterey campus; job classifications have been developed on assumptions of one Monterey campus; we cannot assume the same assumptions for other sites, and different job descriptions may need to be negotiated with bargaining units.
- Finally and most importantly, we will focus on gradual, evolutionary steps. Culture changes take time. Steps of the evolution have a great deal to do with the scope of the programs being offered.

Implications:

- “3 C’s” are imperative: cooperation, collaboration, and communication. Who does what? Why? And what are the implications of each process? A 4th “C” (competition) may also develop as an issue.
- Site administrator role, responsibilities, and reporting relationships must be clearly defined. Singular reporting is an important factor for all staff at our other sites.
- ~~CenterCenter~~ programs and service will not replicate the Monterey campus.
- Operational procedures and service levels must be clearly defined. Discussions are now ongoing and work is proceeding with the Division Chairs to build the class schedules, to design an initial level of services scaled to the scope of our programs.
- Instruction and service delivery must be enhanced by technology. We need to take advantage of every benefit technology can afford us. Technology will impact service delivery where electronic access will allow efficiency and access to services, such as counseling and financial aid.
- A budget cost ~~centerCenter~~ must track all ~~CenterCenter~~ expenditures. It is very important to know what the ~~CenterCenter~~ is costing and generating because resources are always limited. The college community will want to know what the cost of resources is and how to answer questions on Marina’s operations.

Process for State Approval:

- The Education ~~CenterCenter~~ must be planned to continue for 10+ years, generate at least 500 FTES, have an on-site administrator, and offer programs leading to certificates or degrees conferred by MPC as the parent institution (Ed Code 5518).
- Approval is under the purview of the Board of Governors and consists of these steps:
 - Letter of Intent prepared by the District
 - Needs Study prepared by the District
 - Chancellor’s Office review and approval of the Needs Study
 - Board of Governor’s action item to approve ~~centerCenter~~ status will require— two readings
 - State funding for the ~~centerCenter~~ will then be received the year after gaining approval
- —Rosaleen Ryan and Vicki Nakamura provided requirements on attaining State approval:
 - Rosaleen reported the first task is submitting a Letter of Intent; approval from the Chancellor’s Office is required. This is a formal request to establish an official community college educational ~~centerCenter~~. Components of the Letter of Intent are to include:
 - 5-year Enrollment Projection and Attendance
 - Enrollment History
 - Vicki detailed ~~the physical aspects—other information~~ required ~~for site approval~~ in the Letter of Intent:
 - Location of ~~CenterCenter~~ which is comprised of all of the college’s sites at the former Fort Ord
 - Maps
 - District’s 5-year Capital Construction Plan which, ~~including~~ includes the Phase I construction at the Marina Education ~~CenterCenter~~, and the training facilities at Parker Flats and MOUT
 - Time Schedule for Development and Enrollment Levels at initial phase, midpoint phase and final ~~close~~build-out phase. The timeline will begin with the 2006-07

~~year We already know the start-up date with installation of portables at the Seaside and Marina sites. installation, The Seaside Public Safety Training CenterCenter renovation completed in 2009, construction of the Education CenterCenter academic facilities to be completed in 2011, constructions, and DBAC and the Parker Flats/MOUT training facilities, and additional fixtures phases needed for~~ future growth will also be included in the timeline.

- ~~CenterCenter's~~ 5-year Capital Outlay Budget
- District Governing Board Resolution to Approve CenterCenter. —MPC's centerCenter is a grandparented program; there was no original Board action taken in the 1970's to establish the Fort Ord CenterCenter. -However, in 1993 and 2003, the Governing Board approved the District's application to obtain the property, and in September 2010, the Board authorized Dr. Garrison to proceed with plans for conversion from grandparented status to a state approved education centerCenter.

~~The District's Governing Board resolution authorized the establishment of the Center, grand-parented from the mid-70's. In 1993 and 2003 the Governing Board took action to obtain property, and as recently as this year, the Board took action to authorize Dr. Garrison to proceed with plans for conversion of grand-parented status.~~

Additional requirements on attaining State approval:

- ~~○ Needs Study~~
- ~~○ Chancellor's Office review and approval~~
- ~~○ Board of Governor's action item — two readings~~
- ~~○ Funding received the year after gaining approval~~
- ~~○~~
- Challenges – Rosaleen discussed encountering one issue whereby all courses at MPC have a general location code indicating the site and a one specific ~~codecourse number~~ identifying the classroom. Prior to fall 2008 we did not have a clean location codingrecording system. We have now developed a clear location coding system to identify where courses are offered on campus and the vicinity of each site. A second challenge is Other identifying factors were the starting point for doing enrollment projections. Working with the Chancellor's Office, it was determined that fall 2006 was the starting point for the initial phase. Finally, do we use courses identified only on Fort Ord facilities or include other courses at other sites within the Fort Ord "sphere of influence"?

Vicki noted a An additional challenge ~~in-is~~ the time schedule for development. ~~—, according to Vieki, Defining was~~ when the midpoint ~~of-and~~ final building ~~ing-~~out will be accomplished is difficult to project.? It has been our goal to generate 500 FTES at the Education ~~CenterCenter~~ in 2010-2011 when the new facility opens. Based on Dr. Garrison's document, ~~theat~~ opening of permanent facilities and generation of 500 FTES could be designated as the will be midpoint of development. for 500 FTES. If this is the plan, then hHow long will it take to build our enrollment to 1,000 FTES? The pace of development needs to be resolved for the Letter of Intent to be provided to the Chancellor's Office, which is anticipated in the next two months.

—Once approval is received, we will proceed with preparation of the Needs Study.

Needs Study – MPC needs to provide compelling evidence justifying the Education Center:

- Components
 - General Description
 - Enrollment Projections
 - Analysis of Alternatives involves exploring alternatives such as expanding our current campus or increasing summer, evening, and weekend offerings; whether to increase courses through distance education; we need to provide a comprehensive cost-benefit analysis of each alternative
 - Academic planning and program justification: need to provide a list of include all course offerings we intend to offer at the site; the course offerings are; not intended to replicate what is happening at Monterey Peninsula College
 - Student Services and Outreach; describe all services
 - Support and Capital Outlay Budget Projections: need to provide a five 5-year projection of want to know how much space we will be required at the Center each year for the five year projections, and the cost of providing constructing that space. Also, a five 5-year estimate of support costs is required, to will include administration, academic programs, facility support, and student services as well as personnel.
 - Geographic and Physical Accessibility: need to provide a transportation plan, including what public transportation is available, light rail access, and provide assurance that addressing any ADA issues compliance has been addressed; plans for housing.
 - Effects on Other Institutions: Chancellor's Office wants to know that if consultations have taken place with other institutions in the area and within the surrounding community have been consulted during the process to ensure address enrollment issues, as to not create any excess enrollment capacity will issues not be created at other colleges and to minimize unnecessary duplication of services/courses/programs locally
 - Environmental Impact: a copy of our environmental documents must be included such as Environmental Studies, the Mitigated negative Declarations for the Marina Education Center and Seaside Public Safety Training Center, and any future environmental planning studies for the Parker Flats and MOUT training facilities.
 - Economic Efficiency: the State is encourages economic efficiency, which our Center application will demonstrates since we have acquired the sites without state assistance and local bond funding has paid for the initial construction phases.

Additional Challenges – Rosaleen advised the Board that the formal writing process is not yet completed but the first challenge is to develop the enrollment projections, taking into account high school graduation rates. The second challenge is in the analysis of the alternatives, cost benefits, and the formal exploration of all different alternatives. Vicki discussed the challenge of capital outlay and construction projections, and the requirement to demonstrating to the Chancellor's Office the need for additional classroom facilities when the Monterey campus has additional excess classroom space options, such as in the Lecture Forums lecture space capacity. We will need to show the facilities at the Center are required to serve the Marina and Seaside communities. -The evidence will use-rely on 2010 census data which is not yet released; it is unknown of the exact data on if significant population shifts have occurred. Also, Over 4,000 housing units are planned for the Fort Ord area, in Marina with 2,000 units in the

immediate area of the Education ~~Center~~Center. ~~D-but~~ due to the recession, those housing units have ~~been postponed~~not yet been built. -Vicki concluded the residential development delays will make it more difficult to demonstrate the enrollment demand for the ~~Center~~Center.

Dr. Garrison continued with the presentation on the anticipated development phases:

○ Initial Phase



- PSTC at Seaside
- Temporary site – Education ~~Center~~Center at Marina
- Approximately 342 FTES in 2009-2010
- Permanent site opens in 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
- Budget strategies are being reviewed to address apportionment levels, and under examination is the modeling of scenarios of when different levels of apportionment will be received and at what levels of service. It is very possible that we will slow the pace of development.

○ Mid-Phase

- Will develop after formal approval of ~~Center~~Center status (>500 FTES)
- Increased base funding plus apportionment growth
- Site specific program review necessary
- Expanded anchor faculty and staff; we want to avoid “mall” mentality. Faculty concerns about not having frequent interactions with colleagues and the loss of collegiality opportunities are being discussed. However, if faculty are only part-time at Marina and part-time at Monterey, development of the site will be hampered because full time faculty are not working at the ~~Center~~Center
- Site-specific identify develops when people are proud of what they have developed, and ownership occurs as evolution continues, adding to the identification of the ~~Center~~Center and the pride of the local community for its growth.

○ Established Phase

- >1,000 FTES
- Established curriculum
- Expanded faculty
- Potential of resident CTE programs which does not require interaction of programs on Monterey campus
- Completion of Parker Flats and the MOUT
- Planning for Phase II of the Marina Facility very likely

Next Steps

- Budget planning for operational costs (2011-2012)
- Pursue process for converting to full ~~center~~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 ~~center~~Centers and develop a resource plan for ~~center~~Center operations
- President's Office will keep campus community informed
- College Council and Governing Board will review and approve the resource plan

Dr. Garrison concluded his presentation by observing the dialogue will continue and Governing Board will receive a good base knowledge as we progress over the coming years, as these phases will be fully explored with the campus and the Board over the next several years.

Chair Davis asked for clarification on the use of adjunct faculty for the first one-two years. Dr. Garrison is proud of the full-time faculty who are teaching part of their class load at the Education ~~Center~~Center. Loren Steck observed that the need for the ~~Center~~Center is defined by needs of population currently not being served by the Monterey campus or Hartnell Community College. The reason to go for full ~~center~~Center status is specifically because of funding once acquiring full ~~center~~Center status. How safe are the initial monies in the State budget with the current recession? Is it possible expansion monies could be lost? Dr. Garrison indicated that funding can change but only with a substantial rewritten education code. He did not foresee any official action that would put in question the development of the ~~Center~~Center.

Chair Davis asked for questions. Loren Steck asked about the socializing opportunities at the Education ~~Center~~Center. Laura Franklin explained two classrooms are being used as multipurpose rooms with faculty computers and tables/chairs specifically for group interactions. Outdoor spaces are also available for socializing. There will be opportunities for faculty to meet with students in unscheduled classroom spaces. Access to food and meeting places is critical. How do we support programmatic needs vs. social issues?

Jim Tunney expressed concern on the approval process with the increased population projections for Marina of up to 50,000 residents and our ability to service a rapid growth of students. How would we look for additional funding? Dr. Garrison responded that it is inevitable that we will have lag time between population growth and increased funding. The message we project to Marina is vital so that communication is clear and messages are positive.

Robin Venuti asked for phase II growth plans. Dr. Garrison described the growth plans are in four phases with an additional quad in every growth phase. Construction costs are projected to be \$12-15M for each phase. The Master Plan approved by the Board is a scalable construction process as supported by resources and enrollment growth.

Chair Davis thanked Dr. Garrison and the Managers for the thorough exploration of issues of becoming a multi-site college.

4. **ADVANCE PLANNING**

Regular Meeting Tuesday, January 25, 2011

- Closed Session, 1:30pm, Stutzman Seminar Room, Library and Technology ~~Center~~Center
- Open Session, 3:00pm, Sam Karas Room, Library and Technology ~~Center~~Center

Regular Meeting Tuesday, February 22, 2011

- Closed Session, 1:30pm, Stutzman Seminar Room, Library and Technology ~~Center~~Center
- Open Session, 3:00pm, Sam Karas Room, Library and Technology ~~Center~~Center

5. **ADJOURNMENT** – the Study Session was adjourned at 5:32pm by Chair Lynn Davis.

Respectfully Submitted,

Douglas R. Garrison, Ed.D.
Superintendent/President

Posted February 23, 2010