

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A: Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

- MPC has adopted and adheres to hiring procedures for administrator, classified staff, and full-time and part-time faculty. Hiring procedures outline the development of job announcements, recruitment and search processes, and review of applications (including minimum qualifications) [IIIA.1.1 – IIIA.1.4].
- Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority [IIIA.1.5 – IIIA.1.7].

Analysis and Evaluation

Monterey Peninsula College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. To ensure that all employees are qualified to fulfill their responsibilities, MPC has adopted and adheres to hiring procedures for administrator, classified staff, and full-time and part-time faculty. These procedures outline the development of job announcements, minimum qualification review of applications, and the recruitment and search processes.

The procedures for hiring faculty, staff, and administrators clearly outline the development of the job announcement, minimum qualification review of applications, and the recruitment and search

processes [[IIIA1.1](#), [IIIA1.2](#), [IIIA1.3](#), [IIIA1.4](#)]. Statewide minimum qualifications for educational administrators and full and part-time faculty, both academic and vocational, are prescribed by Title 5 for California Community Colleges. In addition to the education and experience required, faculty and administrators must also demonstrate proven commitment to community college goals and objectives, personal qualities allowing them to work effectively in a multicultural environment, and awareness of and commitment to the needs of non-traditional and re-entry students through a written diversity statement. All positions require a commitment to community college goals/objective of providing quality programs and services to the diverse student population [[IIIA1.5a](#), [IIIA1.5b](#), [IIIA1.6](#), [IIIA1.7](#)].

Faculty job announcements include a description of teaching and/or non-teaching duties and specific examples of duties [[IIIA1.5a](#)]. Hiring procedures for full-time faculty require search committee members to certify that the minimum qualifications for the position match the statewide minimum qualifications, and that the successful candidate demonstrates sensitivity to diverse academic, socio-economic, cultural, disability and ethnic backgrounds of community college students. Screening committees also describe desirable qualifications on the job announcement. Desirable qualifications are considered during paper screening and interviews [[IIIA1.3](#)].

Job announcements for administrators and full-time faculty are discussed and vetted by the search committee members to ensure that they represent the institution's mission and goals as well as program needs in serving our students. For example, the recent job announcement for the position of Vice President of Student Services highlighted a number of challenges and opportunities for this position, which referenced the College's goals to "help students achieve their educational goals" and "establish and maintain fiscal stability" [[IIIA1.5b](#)]. A recent job announcement for a Spanish Instructor listed a desirable qualification, "Willingness to collaborate and ability to work cooperatively with fulltime and adjunct colleagues on matters regarding course offerings, programs, and activities relevant to all world languages and Spanish in particular" which underscored the importance of the College's mission to provide "high quality instructional programs... to support the goals of students pursuing transfer... opportunities" [[IIIA5.1a](#)]. Position announcements clearly state the minimum qualifications, including education, experience and/or training requirements.

Managerial and supervisory positions also have job descriptions describing examples of essential functions of the position and the knowledge, skills and abilities necessary to perform the responsibilities. Each job description states the combination of experience and education required for the position [[IIIA1.6](#)]. Job descriptions are vetted by the administration and approved by the Governing Board.

Recruitment sources for all positions include the MPC website, California Community College Registry, the Employment Development Department, Craig's List, and a variety of online sources including local, regional, and statewide email distribution lists. Print and online advertisements sources for current part-time and full-time faculty and administrative positions include the Chronicle of Higher Education and HigherEdJobs.com. Local recruitment sources include local and regional print and Internet sources.

To ensure that MPC employ qualified administrators and faculty who address the needs of the College and the students served, search committee members review application materials and rank applicants based on criteria developed from the job announcement. The search committees meet to discuss the ranking of applicants and determine candidates to invite to interviews. In accordance with hiring procedures, members of search committees are selected to provide a diverse membership with a variety of backgrounds who possess knowledge and the ability to assess the qualifications of applicants. The hiring procedures for full-time faculty positions states that the search committee must be gender and ethnically diverse and must include the division chair, an EEO representative, at least four full-time faculty, and an administrator. The search committee members for administrative positions include faculty, staff, administrative, and student representatives.

MPC uses a variety of assessment tools to determine whether candidates are qualified to perform the functions of the job to assure the integrity and quality of our programs and services. In addition to interview questions, part-time and full-time teaching faculty are required to prepare and present a teaching demonstration. Non-teaching faculty may be asked to provide a demonstration of skills relevant to the position, such as a mock counseling session or short library instruction. Candidates for administrative positions are asked to prepare a presentation for the search committee on an identified subject related to the position. The presentations address current challenges and opportunities at MPC.

Performance in the interviews, assessments, and demonstrations are evaluated individually by each search committee member. Following the ranking, committee members discuss the candidates and recommend finalists. Finalists for full-time faculty positions are invited to a second round of interviews with the Vice President of Academic Affairs and Superintendent/President. In the case of senior level administrators, finalists may be asked to participate in campus open forums, in which the campus community may attend and ask questions. The Superintendent/President performs final interviews for full-time faculty and administrators and makes the final hiring decision in these cases.

Finalists are vetted through a reference process performed by the Office of Human Resources or appropriate administrator. The Board of Trustees approves the employment of all new hires. As

part of the on-boarding process, the Office of Human Resources receives official transcripts, proof of certificates and licenses, and verifies years of teaching and vocational experience.

Qualifications for classified positions are determined by job descriptions, which are approved by the Board of Trustees. Once the job announcement has been designed, a hiring committee is formed to review the job announcement and develop a screening tool using criteria based on the desirable skills and abilities listed in the announcement. The emphasis on applicant qualifications continues through the interview process. Interview questions and skills demonstrations used during the process are based on job-related knowledge, skills, and abilities as stated in the job announcement and appropriate to the subject matter for the position [[IIIA1.2](#)].

Conclusion: Monterey Peninsula College meets Standard III.A.1.

Evidence Cited

- IIIA1.1 [Administrator Hiring Procedures](#)
- IIIA1.2 [Classified Staff Selection Procedures](#)
- IIIA1.3 [Faculty Hiring Procedures](#)
- IIIA1.4 [Adjunct Hiring Procedures](#)
- IIIA1.5 Sample Job Announcements
 - a. [Full-Time Faculty](#)
 - b. [Administrators](#)
- IIIA1.6 [Sample Manager/Supervisor Job Descriptions](#)
- IIIA1.7 [Sample Classified Staff Positions](#)

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

- Each faculty job announcement details the minimum qualifications for the position, level of subject matter knowledge and requisite skills required for the position, and expectations for services to be performed (e.g., teaching duties, development and review of curriculum, participation in campus governance, etc.) [[IIIA2.1](#)].

Analysis and Evaluation

As outlined in Standard III.A.1, search committee members play an integral role in the development of job postings for faculty positions. Job announcements are a collaborative effort between faculty, the Office of Human Resources, and administrators.

Faculty job announcements state the level of assignment, course offerings to be taught, and/or student support services. Job announcements also list examples of duties and specify responsibilities, including continued professional development, participation on institutional and shared governance committees, development and revision of curriculum, participation in program review processes, evaluation of student work using clear criteria and student learning objectives, enhance partnerships with high schools, colleges and businesses, and participation in faculty recruitment and interviews [[IIIA2.1](#)].

Minimum qualifications for faculty are recommended by the Academic Senate of California Community Colleges in accordance with Title 5, and adopted by the Board of Governors of the California Community Colleges. These are reviewed and modified regularly to ensure that they are appropriate to standards within higher education and reflect current discipline practices. MPC clearly states the minimum qualifications for faculty positions in all job postings. As permitted by California Education Code, MPC has adopted an equivalency process for applicants who believe they possess equivalent qualifications to those identified by the California Community College Chancellor's Office [[IIIA2.2](#), p. 9; [IIIA2.3](#)]. Applicants who believe they meet equivalency requirements may provide evidence of equivalent coursework and/or professional experience, which is reviewed by the Equivalency Committee of the Academic Senate during the screening process [[IIIA2.4](#)].

In addition to degrees and/or years of experience, job postings include a list of desirable qualifications, both personal and professional. The willingness to work cooperatively with colleagues on matters regarding course offerings, programs and activities that would promote the discipline as a field of study, the knowledge of and commitment to teaching strategies and methods which enhance student success at community, and the ability to provide services to non-native speakers of English are examples of desirable qualifications. Job skills may be very specific; for example, the posting for automotive technology adjunct instructor lists "in-depth knowledge of Mazda manual transmissions and steering and suspension systems" as a desirable skill [[IIIA2.1](#)].

Minimum qualifications require that faculty members must have degrees from accredited institutions of higher education. Human Resources staff verifies this requirement through official transcripts at the time of hire. Human Resources staff also verify stated professional experiences through letters or conversations with potential employees' previous employers.

In addition to degrees, skills, and experience, the following criterion is also listed as a minimum qualification on all full-time faculty announcements:

Commitment to community college goals/objectives of providing quality programs and services for culturally, socio-economically, ethnically, and academically diverse students

and students with disabilities; personal qualities to work effectively and with sensitivity in a multicultural environment; awareness of and commitment to the needs of non-traditional and/or re-entry students with diverse abilities and interests [[IIIA2.1](#), [IIIA2.4](#)].

Applicants demonstrate this qualification through a written statement submitted during the application process and during face-to-face interviews [[IIIA2.4](#)].

Conclusion: Monterey Peninsula College meets Standard III.A.2.

Evidence Cited:

- IIIA2.1 [Sample Faculty Job Postings](#)
- IIIA2.2 [Equivalency Process](#) (Faculty Hiring Process, p. 9)
- IIIA2.3 [Equivalency Form](#)
- IIIA2.4 [Faculty Hiring Processes](#)

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

- Job announcements for administrators include sections describing job responsibilities and duties, knowledge and abilities, desirable characteristics and skills, and current opportunities and challenges related to mission-critical needs at the College [[IIIA3.1](#)]
- Job announcements for classified managers and classified staff with responsibility for educational programs include sections describing job responsibilities and duties, knowledge and abilities, and desirable characteristics and skills [[IIIA3.2](#), [IIIA3.4](#) – [IIIA3.5](#)].
- Ongoing evaluation of administrators and other employees responsible for educational programs helps to ensure these employees have the necessary qualifications to sustain institutional effectiveness and academic quality [[IIIA3.3](#), [IIIA3.7](#)].

Analysis and Evaluation

As discussed in Standard III.A.1, MPC adheres to hiring procedures that ensures administrators and other employees possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Job postings for administrators are developed collaboratively with the immediate supervisor for the position, the Office of Human Resources, and members of the search committee. The postings include sections describing job responsibilities and duties, knowledge and abilities, desirable characteristics and skills, and current opportunities and challenges related to mission-critical needs at the College. Applicants are directed to provide a statement explaining how their qualifications and experience meet the opportunities, challenges, and desired characteristics and

skills listed in the posting. These characteristics and skills address both hard skills (e.g. administer programs, manage budgets, and supervise employees) and soft skills (e.g. demonstrated commitment to the community college mission, values and goals, ability to work as an executive team member, and interpersonal and communication skills). For example, in 2012, MPC recruited and hired an Associate Dean for Instructional Technology and Development. This position is responsible for providing leadership for the College's distance education program by managing online programming, providing support to train faculty, and serving as a resource to faculty in the development of curriculum. Qualifications included knowledge of distance learning and hybrid methodology, multimedia presentation modalities, social media, networking, mobile technology, and instructional hardware and software [[IIIA3.1](#)]. The skills and knowledge represented by this position have been a contributing factor in the growth, effectiveness, and quality of MPC's Distance Education program.

Likewise, MPC recruited and hired a Director of the Public Safety Training Center to sustain the effectiveness and academic quality of the Public Safety Training programs. The job posting for this position clearly describes the responsibilities required to administer the Fire Technology program, California State Fire Academy, the Emergency Medical Technician program, and the Public Safety Training Center. A combination of knowledge of policies, laws, and regulations of state governing agencies, management and leadership skills, as well as the ability to engage successfully with community partners is required to not only maintain, but to enhance the program [[IIIA3.1](#), see p. 6].

MPC employs classified managers to provide leadership and management of the day-to-day operations of areas throughout the College, including Admissions and Records, Student Financial Services, Facilities, Custodial Services, Institutional Research, Information Technology, Fiscal Services, Theater Arts, Campus Security, and the Child Care Center. Job descriptions describe responsibilities and duties, knowledge and abilities, and education, training and experience required to perform the essential functions of the positions. Qualifications include a combination of experience and education/training pertinent to the position [e.g., [IIIA3.2](#)]. Goals are set annually and are part of the evaluation process to assess administrators' performance and ongoing ability to support institutional effectiveness and academic quality [[IIIA3.3](#)].

Classified staff are integral to sustaining institutional effectiveness and quality of programs and services. For example, MPC employs classified coordinators to manage the day-to-day operations of the Reading Center and Business Skills Center [[IIIA3.4a](#), [IIIA3.4b](#)]. The coordinators work closely with faculty to support the instructional programs associated with the centers. Duties include training tutors in teaching methodologies, developing creative methods and teaching techniques, maintaining and recommending work schedules for staff, and advising students on business needs of the community. Staff also support learning objectives in

laboratory environments across the curriculum including mathematics, writing, reading, adaptive PE, chemistry, biology, nursing, and automotive technology [[IIIA3.5a](#), [IIIA3.5b](#), [IIIA3.5c](#)].

New classified job descriptions are developed as needed to address changing program needs. Job descriptions must be negotiated with and ratified by the classified association, Monterey Peninsula College Classified Employees Association (MPCEA). The College follows a negotiated reclassification process to ensure that classified job descriptions reflect the current duties, qualifications, knowledge, skills, and abilities, and education and experience required to meet performance standards [[IIIA3.6](#), p. 21]. Employees and supervisors have the opportunity to update job descriptions through this process. The classified evaluation procedures also direct the supervisor and employee to review the job description during each evaluation cycle and indicate if the job description does not accurately reflect current job duties and qualifications. Annual evaluations also help to ensure that classified employees with responsibility for educational programs and services possess the necessary qualifications to sustain institutional effectiveness and academic quality [[IIIA3.7](#), p. 52].

The Office of Human Resources assists members of search committees and managers in determining the applications materials necessary to verify that applicants possess the qualifications necessary to perform the job functions in support of programs and services. As described in Standard III.A.1, these materials may include an application, diversity statement, essay or supplemental applications questions addressing the candidate's qualifications, cover letter, transcripts, and a list of references and/or reference letters. The Office of Human Resources is responsible for screening applications to ensure all materials are submitted for review by the search committees. The Office of Human Resources also assists in the development of interview questions and assessments to determine if the candidate possesses the competencies, including both hard and soft skills, to perform the job duties.

Administrators, managers, and classified staff attend conferences, workshops, and trainings to maintain currency in their prospective field and to ensure efficient operations and compliance with local, state, and federal laws, regulations, and procedures. MPC encourages staff to participate in professional growth and staff development, and offers a variety of training courses online, such as those related to sexual harassment and FERPA.

Conclusion: Monterey Peninsula College meets Standard III.A.3.

Evidence Cited

- IIIA3.1 [Sample Administrative Job Announcements](#)
- IIIA3.2 [Sample Classified Manager Job Descriptions](#)
- IIIA3.3 [Administrator / Manager Evaluation Process](#)
- IIIA3.4 Classified Coordinator Descriptions
 - a. [Program Coordinator, Reading Center](#)

- III.A.3.5 b. [Program Coordinator, Business Skills Center](#)
Laboratory Manager Descriptions
 - a. [Automotive Laboratory Manager](#)
 - b. [Laboratory Specialist II](#)
 - c. [Instructional Technology Specialist -- Nursing](#)
- III.A.3.6 [MPCSEA/MPCCD Contract: Article V, Reclassification](#) (p. 21)
- III.A.3.7 [MPCSEA/MPCCD Contract: Article XII, Evaluation Procedures](#) (p. 52)

III.A.4 Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

- MPC requires applicants to submit copies of transcripts with their application. This requirement is communicated to applicants through job announcements and posted on the MPC Employment Website [III.A.4.1 – III.A.4.2].
- The College requires new employees to submit sealed, official transcripts as part of onboarding, prior to the time of salary placement. Human Resources staff verify that official transcripts have been received, and that the institutions issuing the degrees are accredited per Title 5 requirements [III.A.4.3].

Analysis and Evaluation

Degrees Issued by U.S. Accrediting Agencies

In accordance with Title 5, §53400, Monterey Peninsula College ensures that required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. MPC requires applicants to submit copies of transcripts with their application. This requirement is communicated to applicants through job announcements for administrators, full-time faculty, and adjunct faculty [[III.A.4.1a](#), [III.A.4.1b](#), [III.A.4.1c](#), [III.A.4.1d](#)]. This requirement is also communicated on the MPC Employment Website in its Application FAQs [[III.A.4.2](#)].

Sealed, official transcripts are required at the time of salary placement. Human Resources staff verify that official transcripts have been received, and that the institutions issuing the degrees are accredited per Title 5 requirements. Human Resources uses the U.S. Department of Education website to verify institutional accreditation. The search results indicate the accrediting agency's name, and verify the institution's most recent date of accreditation.

Degrees Issued by non-U.S. Institutions

MPC requires that applicants with foreign degrees submit their transcripts directly to the American Associate of Collegiate Registrars and Admissions Officers (AACRAO) for evaluation. This requirement is specified in job announcements [[III.A.4.1a](#), [III.A.4.1b](#), [III.A.4.1c](#), [III.A.4.1d](#)]. Applicants receive an official document from AACRAO that recommends an

equivalent US education level. An unofficial copy of a foreign degree evaluation may be used for application purposes, and a sealed, official copy of the AACRAO evaluation is required at the time of salary placement. Human Resources staff verify that an official copy of the AACRAO evaluation has been received as part of its onboarding procedures [[IIIA4.3](#)].

Conclusion: Monterey Peninsula College meets Standard III.A.4.

Evidence Cited

IIIA4.1 Sample Job Announcements

- a. [Administrator](#)
- b. [Faculty, Full-time](#)
- c. [Faculty, Part-time](#)
- d. [Classified Staff](#)

IIIA4.2 [MPC Employment Website, Application FAQs](#)

IIIA4.3 [On-boarding Procedures](#)

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

- The Office of Human Resources coordinates the evaluation processes for administrators, managers, faculty, and classified and confidential staff. Evaluation processes for all employee groups are designed to measure the performance of assigned duties and ensure that any improvement plans are formal, timely, and documented [IIIA5.1 – IIIA5.5].

Analysis and Evaluation

Administrators, Management, Supervisors, and Confidential Staff

Administrators, managers, supervisors, and confidential employees (referred to locally as the MSC group) are evaluated on an annual basis. The evaluation process includes an initial conference between employee and supervisor, where goals are agreed upon; a mid-year conference to discuss challenges and make adjustments to goals; and a summary conference and final evaluation. The process also includes a biannual performance survey. Every other spring, members of the MSC group submit a list of at least 10 individuals from all campus constituencies who are invited to participate in a behavioral survey. Respondents evaluate MSC employees' effectiveness in support of the institutional mission, goals, and objectives; performance and decision making; problem solving skills; communication skills; participation in

committees and governance; team building; and leadership and management skills. The employee has an opportunity for self-reflection and completes a self-evaluation. The supervisor completes an evaluation, which includes opportunities to identify commendations and recommendations for improvement. Both parties meet to discuss the behavioral survey results, self-evaluation and supervisor's evaluation [[IIIA5.1](#)].

Faculty: Tenured, Tenure-Track, and Adjunct Faculty

The faculty personnel (full-time and part-time) at the College are subject to an evaluation process that is outlined in MPCTA Agreement, Article 14 – Evaluations [[IIIA5.2](#), p. 83]. Per contract, the purpose of evaluation and tenure review is to ensure that the institution maintains the highest quality in its faculty. The evaluation process includes student evaluations, peer and administrator review, classroom observations, and a self-evaluation. Faculty members are evaluated on teaching effectiveness.

MPC's tenure review process is thorough and exhaustive to ensure high quality instruction and services. Tenure track faculty are evaluated by a committee of faculty peers every year for the first four years of employment. Evaluations occur in the fall and spring of the first year, in the fall of the second year, in the spring of the third year, and in the fall and spring of the fourth year. If any of these evaluations results in a needs improvement status, the evaluation committee will develop a specific plan to help the faculty member improve his/her skills for the next evaluation. If there is no evidence of improvement, the evaluation committee will not recommend a contract renewal. Unsatisfactory evaluations during faculty members' first year of employment result in a recommendation of non-renewal of contract. Contract renewals are recommended by the evaluation committee to the Dean of the area [[IIIA5.3a](#)].

Once tenured, faculty personnel are evaluated every three years by a committee of faculty peers. If an evaluation results in a needs improvement status, the evaluation committee meets with the faculty member to offer suggestions and guidance in resolving any problems. The committee and faculty member design and agree upon an improvement plan for the faculty member to follow in order to improve his/her effectiveness. The improvement plan is included in the committee report, and progress is assessed as part of the next evaluation. If an evaluation results in an unsatisfactory status, an amelioration committee is formed by the end of the first week of the semester following the original evaluation. An improvement plan is developed and includes specific indices for measuring progress. A satisfactory status on the next evaluation will result in a scheduled evaluation in two years and an unsatisfactory status will be reported to the Superintendent/President for review and action [[IIIA5.3b](#)].

Adjunct faculty are evaluated in their first semester of teaching and again every six semesters for evaluations resulting in a satisfactory status. The evaluation process includes student surveys, classroom visits, self-evaluation, review of class materials, evaluation of performance of other

services, and a committee report. An evaluation that results in a needs improvement status will be evaluated again the following semester of re-employment. The committee and adjunct faculty member design and agree upon an improvement plan for the faculty member to follow, and progress is assessed as part of the next evaluation. Adjunct faculty who receive an unsatisfactory evaluation are not recommended for rehire [[IIIA5.3c](#)].

Classified Staff

The classified employees at Monterey Peninsula College are subject to the evaluation process outlined in MPCEA Agreement, Article XII – Evaluation Procedure [[IIIA5.4](#), p. 52], which includes eight job-effectiveness criteria [[IIIA5.5](#)]. All probationary employees are evaluated by the end of the fifth month of the six-month probationary period, to ensure that they are an effective fit for permanent hire. All permanent employees are evaluated annually. Employees and supervisors may request a formal evaluation and corrective assistance at any time. All evaluation resulting in an unsatisfactory status requires a follow-up evaluation that may include specific recommendations for improvement and provisions for assisting the employee in meeting the recommendations.

Conclusion: Monterey Peninsula College meets Standard III.A.5.

Evidence Cited

- IIIA5.1 [Administrator/Manager Performance Evaluation Process](#)
- IIIA5.2 [MPCTA Agreement: Article 14, Evaluations](#) (p. 83)
- IIIA5.3 Faculty Evaluation Forms & Processes
 - a. [Tenure-Track Faculty](#)
 - b. [Tenured Faculty](#)
 - c. [Adjunct Faculty](#)
- IIIA5.4 [MPCEA Agreement: Article XII, Evaluation Procedure](#) (p. 52)
- IIIA5.5 [Classified Evaluation Forms & Processes](#)

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

- The self-evaluation component of the regular faculty evaluation provides an opportunity for faculty to discuss participation in Reflections and provides consideration of how results of assessment of learning outcomes shape improvements in teaching and learning. Per contract, the self-evaluation is a required component of faculty evaluation [[IIIA6.1](#) – [IIIA6.2](#)].
- In cases where individual classified or administrative positions have a more direct responsibility for student learning, outcomes assessment is addressed within regular

evaluation of the employee's overall job performance. For classified employees, this can be done within the "Quantity of Work" and "Performance Goals" components of the classified evaluation, along with other assigned duties and plans for improvement [IIIA6.5]. The managerial evaluation contains components for evaluating progress made on goals and objectives and performance of major position responsibilities [IIIA6.6].

Analysis and Evaluation

Personnel with Direct Responsibility for Student Learning

At MPC, faculty have been identified as the personnel group with "direct responsibility for student learning," in that they are responsible for setting learning outcomes, determining the methods used to assess attainment of learning outcomes, and using the results to guide improvements to teaching and learning. As described in Standards I.B.1 and I.B.2, faculty participate in assessment of student learning outcomes and use of assessment results to improve student learning through the Reflections process. The self-evaluation component of the regular faculty evaluation provides an opportunity for faculty to discuss participation in Reflections and provides consideration of how results of assessment of learning outcomes shape improvements in teaching and learning [IIIA6.1, p. 45]. The faculty self-evaluation is discussed in detail below.

Other personnel groups on campus, such as administrators and classified staff, generally have an indirect (if still critical) role in student learning. Since the majority of these personnel do not have direct responsibility for student learning, consideration of learning outcomes assessment results does not appear as a required element of the standard evaluation instruments for the classified and managerial employee groups. In cases where individual classified or administrative positions have been assigned a more direct responsibility for student learning, outcomes assessment is addressed within regular evaluation of the employee's overall job performance, as will be discussed below.

Faculty Evaluation and Results of Outcomes Assessment

Faculty evaluation processes are governed by the current collective bargaining agreement, which does not directly reference student learning outcomes. However, discussion of learning outcomes is an integral part of the institution's ability to maintain the highest standards of quality among faculty. At MPC, the phrase "student learning outcomes" is understood to refer to a measurable or evaluable description of what students are expected to "know" or "be able to do" after they have successfully completed a course or program [IIIA6.1, p. 45]. Instructor and Program Reflections serve as the mechanism for assessing the degree to which students attain outcomes at the course and program level. During the Reflections process, faculty document how results of learning outcomes assessment have informed changes to pedagogy or service delivery. During the faculty evaluation process, all faculty (including counselors and librarians) complete a self-evaluation that provides an opportunity to discuss participation in the Instructor and Program Reflections processes. Additional questions in the self-evaluation prompt faculty to

discuss the effectiveness of their assessment methods, any changes they have made during the evaluation cycle that could affect teaching and learning (e.g., new teaching techniques, tools, lecture topics), and rationale for those changes [IIIA6.2]. Per Article 14.3 of the MPCTA contract, the self-evaluation is a required component of the evaluation [IIIA6.3, p. 83].

Non-Faculty Evaluation and Results of Outcomes Assessment

As noted above, the majority of non-faculty personnel at MPC have indirect responsibility for student learning. Evaluation instruments have been designed (and in the case of classified staff, negotiated) to be useful and valid for the majority of these employee groups. For this reason, consideration of how outcomes assessments results are used does not currently appear as a required component in the standard evaluation instruments used for classified staff or administrative personnel. However, in some cases, individual classified or administrative personnel have been assigned a more direct responsibility for learning outcomes. The job descriptions for these positions contain clear descriptions of the position's responsibility for student learning, which allows for consideration of how assessment results are used to improve teaching or service delivery as part of the regular evaluation of that individual's primary responsibilities [IIIA6.4a, IIIA6.4b]. When individuals in these positions are evaluated, consideration of how effectively these duties are performed can be addressed in the "Quantity of Work" and "Performance Goals" components of the classified evaluation, along with other assigned duties and plans for improvement [IIIA6.5]. Likewise, the standard managerial evaluation contains components for evaluating progress made on goals and objectives and performance of major position responsibilities [IIIA6.6]. Direct responsibility for student learning and participation in outcomes assessment can be addressed within these components.

Conclusion: Monterey Peninsula College meets Standard III.A.6. However, there are opportunities for continued improvement in this area, specifically with regard to formalizing consideration of how outcomes assessments are used to improve student learning in the evaluations for non-faculty personnel.

Evidence Cited

- IIIA6.1 [2015-2016 Faculty Handbook](#), p. 45
- IIIA6.2 [Faculty Self-Evaluation document](#)
- IIIA6.3 [MPCTA Agreement: Article 14.3, Self-Evaluation](#), p. 83
- IIIA6.4 Sample Non-Faculty Job Descriptions
 - a. [Classified](#)
 - b. [Administrator](#)
- IIIA6.5 [Classified Evaluation Form](#)
- IIIA6.6 [Administrator / Manager Evaluation Form](#)

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

- The College uses several methods to assess institutional needs related to the sufficiency of faculty. As a starting point, the College strives to meet the Faculty Obligation Number (FON) set for it by the State Chancellor's Office, in accordance with Title 5. The College considers its FON as it determines how many full-time faculty will be hired in any given year. In order to determine which disciplines may require additional faculty to maintain or improve the quality of programs and services, the College also considers enrollment trends, program review data, and local labor market needs [IIIA7.3].
- Enrollment trends, program review data, and local labor market needs inform decisions about the number of part-time faculty needed to maintain the quality of educational programs and services. Adjunct faculty are hired as needed to support the needs of instructional programs and support services and achieve the institutional mission.

Analysis and Evaluation

The College uses several methods to assess institutional needs related to the sufficiency of faculty. As a starting point, the College strives to meet the Faculty Obligation Number (FON) set for it by the State Chancellor's Office, in accordance with Title 5. The College considers its FON as it determines how many full-time faculty will be hired in any given year. In order to determine which disciplines may require additional faculty to maintain or improve the quality of programs and services, the College also considers enrollment trends, program review data, and local labor market needs. The Superintendent/President makes the final determination of how many full-time faculty will be hired each year, balancing FON requirements with other College-wide resource allocation needs. These data also inform decisions about how many part-time faculty are needed; adjunct faculty are hired on an as-needed basis to support the needs of instructional programs and support services.

Department chairs review enrollment trends to determine course offerings and make recommendations to the division chairs about course scheduling and teaching assignments. Division chair review the recommendations and forward the class schedule to the Deans and Vice President of Academic Affairs for approval. Enrollment trends inform the Program Review and annual faculty priority hiring processes.

The comprehensive program review process enables the College to assess the quality of programs and services and assure that each instructional and service area maintains a sufficient number of faculty to sustain program quality in support of the mission. The College's full-time

faculty prioritization process also involves consideration of enrollment trends and local labor market data.

As part of the program review process, the College examines several factors that directly or indirectly contribute to an assessment of faculty staffing levels, including:

- Alignment between program mission and College mission
- Trends related to course offerings and scheduling
- Five-year enrollment trends
- Staffing data, including analysis of FTEF to FTES
- Program Improvement Plans

For example, during its 2012 program review, the Mathematics department analyzed student demographics and enrollment trends and recognized the need to increase course offerings [IIIA7.1]. To accommodate support for the course offerings, the College approved the hiring of two full-time mathematics instructors (hired fall 2013) and a full-time coordinator for the Mathematics Learning Center (hired fall 2014). Similarly, the program review completed in fall 2012 for the Chemistry department provided evidence that increasing enrollment trends required the hiring of additional full-time faculty [IIIA7.2]. The College hired two additional full-time Chemistry instructors in fall 2014.

During the College's annual faculty prioritization process, members of Academic Affairs Advisory Group (AAAG) and the Student Services Advisory Group (SSAG) review proposals for new or replacement full-time faculty. Factors considered during prioritization include program improvement plans from program review, enrollment trends, labor market data, and relationship of the position to the mission and quality of the program [IIIA7.3]. For example, during the fall 2013 prioritization, the College considered whether to hire a full-time faculty member for the Hospitality and Restaurant Management department. Hospitality and Restaurant Management is another area with potential to serve the employment and training needs of the community. After considering local labor market data and the institutional mission and goals, the College determined that a full-time faculty member was necessary to assure the quality of educational programs and fulfill a need for the local community [IIIA7.4]. As a result of the discussion, the College hired a full-time faculty member to develop and revitalize the curriculum for the Hospitality and Restaurant Management program.

In fall 2015, the Academic Affairs Advisory Group began using a rubric as part of its faculty prioritization process [IIIA7.5]. The rubric aids in discussion of the connections between faculty position requests and programmatic needs, FTES generation potential, support for the College's mission, and labor market trends [IIIA7.6].

Enrollment trends, program review data, FTES generation, and local labor market needs inform decisions about the number of part-time faculty needed to maintain the quality of educational programs and services. The College hires adjunct faculty as needed, in order to support the needs of instructional programs and support services and meet student demand for course offerings. While MPC employs a sufficient number of qualified full-time and part-time faculty, there are areas where the College could increase its offerings if additional faculty could be identified. Two community colleges, a CSU, and a UC are located within forty miles of MPC, which increases the competitiveness of the hiring pool for part-time instructors.

The table below shows full-time equivalent numbers of full-time faculty, part-time faculty, and full-time students.

Full-Time Equivalent Faculty (FTEF) and FTES					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Full-time FTEF	103.7	112.3	117.8	122.4	131.1
Part-time FTEF	99.6	94.1	105.4	102.9	98.1
Total Faculty FTEF	203.3	206.4	223.2	225.3	229.2
FT FTEF to PT FTEF – MPC	1.04:1	1.19:1	1.12:1	1.19:1	1.34:1
FT FTEF to PT FTEF – Statewide	1.29:1	1.28:1	1.13:1	1.10:1	1.14:1
FTES*	2,911.66	3,016.30	2,973.58	2,880.15	3,059.63
FTES* per FTEF – MPC	14.31:1	14.61:1	13.32:1	12.78:1	13.35:1
FTES* per FTEF – Statewide	15.54:1	15.15:1	14.84:1	14.74:1	14.24:1

*Includes FTES from instructional contracts

Source: CCCC MIS Database (Fall 2011 – Fall 2015)

MPC’s full-time to part-time faculty ratio is slightly below statewide average. As noted above, regional factors may affect the local hiring pool for part-time instructors. The College’s student to faculty ratio is also lower than the statewide average. The data suggest that the College maintains more than sufficient numbers of faculty support the institution’s mission and purposes.

Conclusion: Monterey Peninsula College meets Standard III.A.7.

Actionable Improvement Plan

The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution’s mission and purpose.

Evidence Cited

- III A7.1 [Mathematics Program Review](#)
- III A7.2 [Chemistry Program Review](#)
- III A7.3 [Faculty Position Request Forms](#)
- III A7.4 [Faculty Request: Hospitality and Restaurant Management Proposal](#)
- III A7.5 [Faculty Prioritization Process, fall 2015](#)

III.A.8 An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard:

- Each semester, Academic Affairs hosts an adjunct faculty orientation session to provide new adjunct faculty with essential information about the College, their role as faculty, campus policies and procedures, and campus safety [IIIA8.1].
- Division Chairs coordinate the work of those in their divisions, including adjunct faculty. Division Chairs participate in adjunct faculty hiring and recommend adjunct teaching assignments to their respective Dean [IIIA8.2].
- Evaluation procedures for adjunct faculty are specified in the MPCTA Agreement [IIIA8.3].
- Professional development opportunities are open to all faculty, including adjuncts [IIIA8.4, IIIA.7 – IIIA8.9]. Adjunct faculty are encouraged and invited to participate in campus activities, and actively participate in campus governance [IIIA8.10].

Analysis and Evaluation

Each semester, the Dean of Instruction, Academic Affairs, hosts an adjunct faculty orientation session to provide new adjunct faculty with essential information about the College, their role as faculty, campus policies and procedures, and campus safety [[IIIA8.1](#)]. The Office of Human Resources provides all newly hired employees with basic employment documents and informational documents to assist in orientation. During this meeting, new employees are encouraged to ask questions regarding policies and procedures of employment, including compensation, evaluations, professional growth, and campus life. At the division and program level, administrative support staff provide additional orientation services. This may include tours, issuance of keys, overview of classroom technology, mailbox, email access, administrative support, WebReg, and distribution of textbooks and syllabi.

Administrators and staff monitor the workload of adjuncts to ensure compliance with Education Code 87482.5, limiting them to 67% of an equivalent full-time load. Analysis of load limits is performed multiple times through the assignment process in division offices and the offices of Human Resources and Academic Affairs. Tenured faculty serving as Division Chairs coordinate the work of adjunct faculty in their respective disciplines. Division Chairs review adjunct applications (including requests for equivalency for minimum qualifications), conduct interviews, and recommend faculty for hiring. Division Chairs also recommend course assignments and mentor adjuncts in respect to curriculum, teaching methods, and administrative paperwork. Further, they participate in the supervision and evaluation of the adjunct's work to

ensure that adjunct faculty meet the standards of academic quality and discipline expertise [IIIA8.2, p. 155]. As discussed in Standard III.A.5, adjunct faculty are evaluated in compliance with Article 14 of the MPCTA Agreement and Education Code 87660 et seq. [IIIA8.3, p. 83].

The MPC Foundation provides small Faculty and Staff Advancement grants to support professional development opportunities outside the College [IIIA8.4]. FASA awards can be to attend conferences, workshops, or conventions, fund professional development coursework, or purchase classroom equipment; all faculty and staff, including adjunct faculty, are encouraged to apply, and many of the funds have been awarded to adjuncts [IIIA8.5]. Human Resources staff monitor adjuncts' participation in professional growth activities that can lead to increased compensation [IIIA8.6].

The College schedules professional development activities during flex days at the beginning of each semester, ranging from use of technology in the classroom to addressing the needs of a diverse student population. Flex days also offer opportunities for all faculty, both full-time and part-time, to meet, socialize, network, and share information [IIIA8.7]. The College also provides training and support for faculty teaching in an online modality. Many of these training and support resources are available online to allow maximum participation, especially from adjuncts who might not otherwise be able to attend a live training [IIIA8.8, IIIA8.9].

Part-time faculty comprise a large component the College community. The fluctuating membership of this employee group makes it challenging to ensure all are informed, engaged, and participating. However, the College attempts to integrate adjunct faculty through division activities, participatory governance structures, and College-wide events. Adjunct faculty serve on committees, including the Academic Senate [IIIA8.10], attend division meetings, facilitate flex day events, and support student clubs and events. Adjunct faculty are also encouraged to share their opinions and feedback through surveys on both campus-wide and division-specific issues surveys, including program review. In addition to Flex events at the beginning of each semester, adjuncts participate in College-wide events such as the annual Employee Celebration and Awards Ceremony. Each spring, the Administration host this event to honor outstanding performance as well as years of service by faculty and staff members, including adjuncts.

Conclusion: Monterey Peninsula College meets Standard III.A.8.

Evidence Cited

- IIIA8.1 [Sample Adjunct Orientation Agenda](#)
- IIIA8.2 [MPCTA Agreement: Article 23.4.1, Job Description of Division Chair](#), p. 155
- IIIA8.3 [MPCTA Agreement: Article 14.2.3, Temporary Faculty](#), p. 82
- IIIA8.4 [MPC Foundation Website: FASA Description](#)
- IIIA8.5 [FASA Award Recipients](#)
- IIIA8.6 [Professional Growth Form](#)
- IIIA8.7 [Flex Day Schedules: Spr13 - F15](#)

- IIIA8.8 [MPC Online Training Schedules](#)
IIIA8.9 [MPC Online Faculty Support Web pages](#)
IIIA8.10 [Academic Senate Bylaws: Senators and Constituencies](#), p. 2

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

- The College evaluates the sufficiency of its staff on an ongoing basis to ensure that educational, technological, physical, and administrative needs can be met effectively. The College evaluates sufficiency of staffing through program review, through campus-wide planning documents such as the Technology Plan, through *ad hoc* process mapping activities [IIIA9.1 – IIIA9.2, IIIA9.6], and upon the departure of existing staff [IIIA9.3]. New positions are added when necessary, and as resources allow. Reclassification, reassignment, and/or cross training help to ensure that existing staff are deployed effectively.

Analysis and Evaluation

When a classified vacancy occurs, the immediate supervisor for the position completes a Request to Fill Classified Positions form [[IIIA9.3](#)]. As part of the request process, the supervisor reviews the job description and, based on unit needs, determines whether to request that the vacancy is filled with no changes to the job description, some modifications to the job description, or by creating a new position entirely. Supervisors provide budget information and an explanation of how the position supports student learning as rationale for filling the vacancy. The Superintendent/President and Vice Presidents approve filling vacancies in existing, budgeted classified positions, and share the results of the decision with College Council as an information item to ensure transparency.

The reclassification process provides a structure for examining duties and qualifications required for each classified position, in order to support the educational, technological, physical, and administrative operations of the institution. In 2014, the reclassification processes resulted in changes to eight job descriptions, including a reorganization of the accounting specialist classification in the Department of Fiscal Services and lab technicians supporting the Automotive and Nursing programs. As described in Standards III.A.5 and III.A.3, job descriptions are also reviewed during the annual classified evaluation process, to ensure that they adequately reflect the current job requirements and program needs [[IIIA9.4](#), p. 21; [IIIA9.5](#)].

Cross training of existing staff also helps to ensure that the institution maintains a sufficient number of qualified staff to meet institutional needs. For example, in an effort to provide

effective support of administrative needs of the institution, the Office of Human Resources has made concerted efforts to cross train staff in recruitment, management of evaluation, data and reporting, and employee/employer relations. An analysis of procedures resulted in streamlining the onboarding process for new employees while increasing administrative efficiencies [IIIA9.6]. Similarly, to address staffing requirements in the Office of Academic Affairs, existing workflows were redistributed among departmental staff. The redistribution resulted in the modification of several existing job descriptions and the creating of one new job description, Unit Office Manager, Public Safety Training Center (PSTC) [IIIA9.7]. This change provided essential institutional and operational support to the fire, police, and emergency medical training programs and identified personnel to serve as essential back-up support services.

Similarly, the College created a new staff classification, Online Instructional Technology Specialist, to support educational, technological, and administrative operations related to online instruction [IIIA9.8]. This classified position provides support for faculty and others using MPC Online through training, orientation, and instruction in the creation of multi-media productions, as well as the maintenance of both the Instructional Technology lab and the learning management system. Need for the position became evident as MPC’s online offerings grew [IIIA9.9].

The table below shows full-time equivalent numbers of classified professional staff, classified support staff, and full-time students.

Classified Staff Full-Time Equivalent Employees and FTES					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classified Professional FTE	18.5	19.3	18.8	23.8	18.4
Classified Support FTE	151.3	150.4	147.5	137.8	132.7
Total Staff FTE	169.8	169.7	166.9	161.6	151.1
FTES*	2,911.66	3,016.30	2,973.58	2,880.15	3,059.63
FTES* per FTE Staff – MPC	17.15:1	17.77:1	17.88:1	17.82:1	20.25:1
FTES* per FTE Staff – Statewide	22.53:1	22.44:1	22.81:1	22.86:1	22.20:1

*Includes FTES from instructional contracts

Source: CCCCO MIS Database (Fall 2011 – Fall 2015)

MPC’s student to staff ratio is lower than the statewide average. The data suggest that the College maintains more than sufficient numbers of staff to support the institution’s mission and purposes.

Conclusion: Monterey Peninsula College meets Standard III.A.9.

Actionable Improvement Plan

The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution’s mission and purpose.

Conclusion: Monterey Peninsula College meets Standard III.A.9.

Evidence Cited

- III.A.9.1 Program Review Templates: Staffing Evaluation
 - a. [Academic Affairs](#), p. 14
 - b. [Administrative Services](#), p. 8
 - c. [Student Services](#), p. 10
- III.A.9.2 [2013-2016 Technology Plan](#), p. 34
- III.A.9.3 [Classified Position Request Form](#)
- III.A.9.4 [MPCEA Agreement: Article V, Reclassification](#), p. 21
- III.A.9.5 [Classified Evaluation Form](#)
- III.A.9.6 [Business Process Analysis: Human Resources](#)
- III.A.9.7 [Job Description, PSTC Unit Office Manager](#)
- III.A.9.8 [Online Instructional Technology Specialist Job Description](#)
- III.A.9.9 [Position Request: Online Instructional Technology Specialist](#)

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

- MPC employs administrators and managers to provide oversight and supervision of the day-to-day operations of the College [III.A.10.1]
- College administrators and managers are selected based on their preparation, qualifications, and expertise [III.A.10.3, III.A.10.4, III.A.10.5]

Analysis and Evaluation

MPC’s administrative structure has remained relatively unchanged since the 2010 self-evaluation report. At that time, some administrative positions were eliminated to meet budgetary shortfalls and to address the California recession. The 2010 Evaluation Report from the ACCJC visiting team commended Student Services for the “level of efficiency, commitment and willingness to face the fiscal and staffing challenges while delivering meaningful services to students.”

In summer 2014, following a resignation in Academic Affairs and unsuccessful search for a retirement replacement in Student Services, Monterey Peninsula College recruited for an Interim Vice President of Academic Affairs and an Interim Vice President of Student Services to serve in temporary capacities from October 2014 until June 30, 2015. The Superintendent/President selected MPC’s Dean of Instructional Planning and Dean of Student Services to serve in these temporary positions. To address administrative demands left by the deans’ interim assignments, managers and faculty were assigned additional responsibilities during the transition period. In July 2015, the College completed a successful search for a Vice President of Academic Affairs.

Unfortunately, the search for a Vice President of Student Services was not successful. As of fall 2015, The College is conducting a second search for a permanent Vice President of Student Services. The College expects the successful candidate to begin employment in July 2016.

In addition to administrators, MPC also employs managers to provide oversight and supervision of the day-to-day operations of the College as described in Standard III.A.3. These areas include Admissions and Records, Financial Aid, Institutional Research, Child Development Center, Information Technology, Security, Facilities and Custodial Services [IIIA10.1]. The College developed a new position, Director of Student Success and Equity, to manage and oversee programs funded by the California Community College system for student success and support programs. The College hired its first Director of Student Success and Equity in November 2015, after a proposed restructuring of Student Services [IIIA10.2, IIIA10.5].

Appropriate Preparation and Expertise

Preparation and expertise to provide continuity and effective administrative leadership and services are outlined and identified in the job postings for all administrators. Statewide minimum qualifications for educational administrators in California Community Colleges are a Master's degree and one year of experience related to the administrative assignment. MPC administrators are required to possess additional training and experience. Desirable skills and characteristics are also acknowledged in the job postings and job descriptions [IIIA10.3, IIIA10.4]. For example, the job announcement for the Vice President of Student Services lists three desirable characteristics:

1. Demonstrated leadership and vision incorporating sound fiscal planning, knowledge of educational trends pertinent to community colleges and data-driven decision making related to enrollment management and student retention;
2. Demonstrated commitment to participatory governance and developing collaborative relationships with a diverse campus constituency emphasizing consensus building, conflict resolution, and problem solving; and
3. An ability to work as an executive team member dedicated to the collaborative goal of integrating instruction, student, and administrative services to create and maintain a supportive student learning environment.

Human Resources staff verify administrators' educational preparation using official transcripts.

Administrators and managers attend conferences, workshops and trainings to maintain currency in the field and to ensure compliance with new laws and regulations. Managers and administrators have attended on-going mentor training with the Association of California Community College Administrators. Administrators attend annual and biannual conferences and informational and training workshops with colleagues across the state.

The table below shows the full-time equivalent numbers of administrators and students for the past five fall semesters.

Full-Time Equivalent (FTE) Administrators and FTES					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Educational Administrators	10	8.0	9.0	6.0	8.7
Classified Administrators	9.0	9.3	7.9	4.0	2.0
Total FTE Administrators	169.8	169.7	166.9	161.6	151.1
FTES*	2,911.66	3,016.30	2,973.58	2,880.15	3,059.63
FTES* per FTE Admin – MPC	153.24:1	174.35:1	175.95:1	288.02:1	285.95:1
FTES* per FTE Admin – Statewide	156.49:1	144.83:1	152.47:1	149.79:1	140.56:1

*Excludes FTES from instructional contracts

Source: CCCC MIS Database (Fall 2011 – Fall 2015)

MPC’s student to administrator ratio is notably higher than the statewide average, particularly since fall 2012. In order to meet the increasing demands upon the College and to respond to dynamic California Community College systems, external agencies, and community needs and requirements, the College may need additional administrators and/or managers. Essential areas of concern include enrollment management, institutional effectiveness, access to data, marketing, facilities, and public information.

Conclusion: To meet budgetary challenges during the California recession in 2008, the College eliminated administrative positions. MPC has maintained its organizational structure since 2010, even as campus needs have changed. To provide increased leadership in the planning and implementation of effective services, additional administrative positions may be needed.

Actionable Improvement Plan

The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution’s mission and purpose.

Evidence Cited

- III.A.10.1 [Organizational Charts](#)
- III.A.10.2 [Student Services Re-organization](#)
- III.A.10.3 [Sample Job Announcement: VPSS](#)
- III.A.10.4 [Sample Job Description: Dean of Instruction](#)
- III.A.10.5 [Sample Job Description: Director, Student Success and Equity](#)

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Evidence of Meeting the Standard

- The College has established personnel policies and procedures that are available for information and review. Current Board Policies related to personnel are available online through the Board of Trustees website [IIIA11.1]. More specific procedures, including hiring procedures, collective bargaining agreements, unlawful discrimination and sexual harassment complaint procedures, and the Equal Employment Opportunity Plan, can be found on the publicly available Human Resources website [IIIA11.2].

Analysis and Evaluation

Monterey Peninsula College establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. All policies and procedure, including those related to personnel, are posted online and available to the public in electronic form. Current Board Policies related to personnel are available online through the Board of Trustees website [IIIA11.1]. More specific procedures, including hiring procedures, collective bargaining agreements, unlawful discrimination and sexual harassment complaint procedures, and the Equal Employment Opportunity Plan, can be found on the publicly available Human Resources website [IIIA11.2]. The Office of Human Resources handles complaints related to unlawful discrimination, per established procedure [IIIA11.3]. Negotiated agreements with bargaining units specify procedures for other types of work-related grievances [IIIA11.4, p. 33; IIIA11.5, p. 58]. College processes require timely response to any complaint or grievances. Following investigation of complaints and grievances, corrective action is taken if needed to ensure equity and consistency of policies and procedures.

MPC works diligently to ensure that policies and procedures are administered fairly and consistently. When personnel are needed, for example, selection committees are apprised of hiring policies and procedures, and all members of each committee are charged with ensuring that the procedures are followed. When faculty, administrators, and staff are evaluated, there are clear processes with timelines to ensure that each employee is evaluated in a consistent and appropriate manner. Other personnel processes, including reclassification requests and discrimination complaint procedures, are clearly described and made available to all employees through the Human Resources website.

In the 2014 Faculty and Staff Accreditation Survey, 76.9% of respondents stated that they strongly agree or agree that they know where they can find personnel policies and procedures that are relevant to their job. 78.2% of respondents agreed or strongly agreed that they had been treated fairly; a similar number of respondents (75.6%) agreed or strongly agreed that the institution makes every effort to treat people fairly [IIIA11.6].

Conclusion: Monterey Peninsula College meets Standard III.A.11.

Evidence Cited

- IIIA11.1 [Board Policies Website: Personnel Policies](#)
- IIIA11.2 [Human Resources Website](#)
- IIIA11.3 [MPC Discrimination Complaint Procedures](#)
- IIIA11.4 [MPCTA Agreement: Article 6, Grievance Procedure](#), p. 33
- IIIA11.5 [MPCEA Agreement: Article XIV, Grievance Procedure](#), p. 58
- IIIA11.6 [2014 Faculty and Staff Accreditation Survey](#), p. 12

IIIA.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard:

- The College adheres to Board Policy 5100: Equal Employment Opportunity and Commitment to Diversity, which states that the College will ensure that applicants and employees will not be subjected to discrimination in any program or activity on the basis of any protected group status, and that the College will strive to achieve a workforce that is welcoming to all individuals [IIIA12.1].
- In accordance with Board Policy 5100, the College has adopted an Equal Employment Opportunity (EEO) Plan to ensure equitable hiring practices [IIIA12.2].
- MPC's Equal Employment Opportunity Advisory Committee (EEOAC) includes representatives from both the campus and community, and acts as an advisory body to the College in the implementation of the EEO Plan [IIIA12.3].
- Hiring procedures for all employee groups outline elements of the hiring process that relate to equal employment opportunities, including recruitment strategies, committee membership and training, and selection and interview processes [IIIA12.4].

Analysis and Evaluation

Creating and Maintaining Programs, Practices, and Services that Support Diverse Personnel

Board Policy 5100 Equal Employment Opportunity and Commitment to Diversity in Employment states that the College will ensure that applicants and employees will not be subjected to discrimination in any program or activity on the basis of any protected group status. The policy also provides that the College strive to achieve a workforce that is welcoming to all individuals [IIIA12.1]. In accordance with this policy, the College works to create and maintain an inclusive educational and employment environment that fosters cooperation, acceptance, democracy, and free expression of ideas.

The College has adopted an Equal Employment Opportunity (EEO) Plan, which provides definitions, requirements for training members of search committees, and an analysis of the

applicant pools and employee groups [IIIA12.2]. The Plan also identifies responsible parties in hiring processes and establishes an Equal Employment Opportunity Advisory Committee (EEOAC) [IIIA12.3, p. 6]. The EEOAC membership includes representatives from both the campus and community. The EEOAC acts as an advisory body to the College in the implementation of the EEO Plan, which includes compliance with laws and regulations and a review of hiring procedures.

Hiring procedures for all employee groups outline recruitment strategies, committee membership and training, and selection and interview processes. Hiring committee members receive training in EEO laws, best practices, and bias training, and the Faculty hiring committees include a designated EEO Representative who receives additional EEO training. To help hiring committee members select potential employees who demonstrate an understanding of and sensitivity to diversity issues, Board Policy and personnel procedures require committee members to evaluate candidates' understanding of, sensitivity to, and appreciation for the academic, ethnic, socioeconomic, disability and gender diversity of students and staff attending or working on a community College campus [IIIA12.4a, p. 10; IIIA12.4b, p. 7; IIIA12.4c, p. 9; IIIA12.4d, p. 9].

In addition, both collective bargaining agreements include a non-discrimination clause, which states that neither the District nor Association will discriminate against any employee on the basis of any protected status [IIIA12.5, p. 25; IIIA12.6, p. 8]. These statements help to promote an inclusive environment that fosters cooperation, acceptance, democracy, and free expression of ideas.

To ensure that Board Policies and administrative procedures relate to the commitment of providing a welcoming employment and learning environment to all employees and students, the College investigates complaints in a timely and consistent manner. The Associate Dean of Human Resources has been designated the Title IX Officer and EEO Officer, responsible for overseeing all complaints and investigations; three additional administrators have been trained as Title IX investigators. All individuals attended intensive certification training offered by ATIXA, the Association of Title IX Administrators. All complaint processes provide the complainant an opportunity to appeal an administrative finding. The names of responsible administrators and complaint processes are accessible on the College website and in the College catalog [IIIA12.7].

Assessing Employment Equity and Diversity

The College regularly reviews applicant demographics of the applicant pools and employee groups. The Associate Dean of Human Resources presents an annual EEO report to the Board of Trustees, which includes information about the diversity of current applicant pools and active employee demographics [IIIA12.8]. Longitudinal trends in applicant and employee demographics are also considered. Human Resources staff and the EEOAC also review these

data and consider procedural critiques and suggestions for improving outreach and hiring procedures.

Conclusion: Monterey Peninsula College meets Standard III.A.12.

Evidence Cited

- III.A12.1 [Board Policy 5100: Equal Employment Opportunity and Commitment to Diversity](#)
- III.A12.2 [Equal Employment Opportunity Plan](#)
- III.A12.3 [Equal Employment Opportunity Advisory Committee](#) (see p. 6)
- III.A12.4 Hiring Procedures
 - a. [Full-Time Faculty](#), p. 10
 - b. [Adjunct Faculty](#), p. 7
 - c. [Classified Staff](#), p. 9
 - d. [Administrators/Managers](#), p. 9
- III.A12.5 [MPCTA Agreement: Article 2, Non-Discrimination](#), p. 25
- III.A12.6 [MPCSEA Agreement: Article 1.2, Non-Discrimination](#), p. 8
- III.A12.7 [Human Resources Website: Title IX](#)
- III.A12.8 [EEO Report to the Board of Trustees, 2014-2015](#)

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

- The College has an established Institutional Code of ethics, codified in Board Policy 5001 [III.A13.1].
- Additional written policies related to ethical standards for employees include those related to professional commitment, employee rights and responsibilities, and personal conduct. Consequences for violation are included in the policy language as appropriate [III.A13.2].

Analysis and Evaluation

Board Policy 5001: Institutional Code of Ethics [[III.A13.1](#)] serves as MPC's written code of professional ethics for all employees. The Policy asserts that ethical principles of honesty, integrity, accountability, respect, and trust are required from all members of the College community in order to achieve the mission.

Additional Board Policies related to professional ethics include:

- Board Policy 5310: Faculty Professional Commitment [[III.A13.2a](#)], which describes the professional commitment and obligation of faculty members including having personal qualities and maintaining the highest ethical standards which contributes towards success as a faculty member;
- Board Policy 5530: Management, Supervisory and Confidential Rights and Responsibilities [[III.A13.2b](#)], which describes the ethical responsibilities of members of the management team, including the commitment to principles of honesty and equity,

establishes an expectation that these employees shall commit themselves to excellence in education and the consistent exercise of integrity;

- Board Policy 5320: Teaching Faculty Duties and Responsibilities [[IIIA13.2c](#)], which lists expectations for all full and part-time faculty, including the requirement to comply with all institutional policies and procedures;
- Board Policy 5325: Faculty Personal Conduct/Suspension and Dismissal [[IIIA13.2d](#)], which establishes standards of conduct for faculty and outlines the grounds for suspension or dismissal including immoral or unprofessional conduct, dishonesty, and conviction of any crime involving moral turpitude; and
- Board Policy 5430: Classified Suspension, Demotion and Dismissal [[IIIA13.2e](#)], which lists actions which will subject a classified employee to disciplinary action, including falsification of information, conviction for any criminal offense or misdemeanor involving moral turpitude, dishonesty, and immoral conduct.

Additionally, Board Policy 5105: Sexual Harassment [[IIIA13.2f](#)] and the College's Procedures for Complaints of Unlawful Discrimination [[IIIA13.3](#)] establish expectations for the equal treatment of all members of the College community, free from discrimination on the basis of any protected status and outline administrative steps that will be taken in the event of a discrimination or sexual harassment claim.

Board Policies and Human Resources procedures are available on the College website [[IIIA13.4](#), [IIIA13.5](#)]. Additionally, the College provides new employees with links to Board Policies 5001 and 5105 and the Procedure on Unlawful Discrimination as part of their orientation packet. New employees acknowledge through signature that they have been provided with this information. New classified employees also receive a link in their orientation packet to their Collective Bargaining agreement, which contains additional expectations of behavioral standards [[IIIA13.6](#), p. 54]. The Article defines ethical violations and outlines causes for discipline, up to and including termination.

Conclusion: Monterey Peninsula College meets Standard III.A.13.

Evidence Cited

- IIIA13.1 [Board Policy 5001: Institutional Code of Ethics](#)
- IIIA13.2 Board Policies Related to Ethical Standards
 - a. [Board Policy 5310: Professional Commitment](#)
 - b. [Board Policy 5530: Management, Supervisory, and Confidential Rights and Responsibilities](#)
 - c. [Board Policy 5320: Teaching Faculty Duties and Responsibilities](#)
 - d. [Board Policy 5325: Faculty Personal Conduct/Suspension and Dismissal](#)
 - e. [Board Policy 5430: Classified Suspension, Demotion and Dismissal](#)
 - f. [Board Policy 5105: Sexual Harassment](#)
- IIIA13.3 [Procedures for Complaints of Unlawful Discrimination](#)
- IIIA13.4 [Board of Trustees website: Current Policies](#)
- IIIA13.5 [Human Resources Website: Discrimination Procedure](#)

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

- The College provides its employees with opportunities for professional development in keeping with its mission and learning needs. Opportunities include scheduled Flex Day activities at the beginning of each semester, structured courses for online faculty, and MPC Foundation grants to support individualized professional development needs. The College evaluates the effectiveness of these opportunities through participant feedback and participation [IIIA14.1 – IIIA14.6].

Analysis and Evaluation

Structured Flex Activities

The College schedules staff development days during Flex week each semester, one staff development day prior to each fall semester and two days prior to each spring semester. Flex activities include keynote addresses from external and internal speakers designed to stimulate thought around topics related to pedagogy, technology, student learning, and diversity. In addition, flex days include break-out workshops covering topics related to effective instruction, technology, stress and time management, accreditation, assessment, student retention, program review, Title IX, articulation, and employee health and welfare [[IIIA14.1](#)].

The Academic Senate's Flex Day Committee plans and organizes flex activities, in collaboration with the Office of Academic Affairs. The Flex Committee solicits ideas for flex day workshops from faculty, staff, and administrators across campus to ensure that offerings are relevant and consistent with institutional needs. The College systematically evaluates effectiveness of flex trainings through participant feedback. At the end of flex days, the Academic Senate invites all campus personnel to participate in a survey about the effectiveness of flex day offerings. The Flex Day Committee uses survey results to plan subsequent flex day activities.

MPC Online / Instructional Technology Training

The MPC Online Support Team provides a variety of professional development to support the use of technology in the classroom and demonstrate effective strategies for online teaching and learning [[IIIA14.2](#)]. Structured opportunities for professional development related to online teaching and learning include:

- **MPC Online Teaching Certification Program:** The ICDE launched an MPC Online Teaching Certification program in spring 2014. The certification program consists of two

levels: (1) MPC Online Teaching Certificate and (2) MPC Online Course Design Certificate. Courses in each series are based on the California Community College @ONE online training curriculum and have been adapted to incorporate MPC's Effective Strategies for Online Teaching & Learning as well as specific aspects of MPC's online teaching and learning environment [[IIIA14.3](#)].

- **Faculty Coffee & Conversation Sessions:** Since spring 2014, MPC's Institutional Committee on Distance Education and MPC Online support team have hosted "MPC Online Coffee & Conversation Sessions" for one-hour every other week during the semester. The sessions are designed to provide faculty with an opportunity to meet and network with other online faculty, learn new ideas, and share strategies. Session topics range from demonstrations of specific tools by MPC Online trainers to presentations by online faculty. Fall 2015 sessions focused on the theme online student success [[IIIA14.4](#), [IIIA14.5](#)].

At the end of each MPC Online workshop or training session a survey is distributed to participants to gather their feedback. The MPC Online Support Team uses the results to improve subsequent workshops and professional development offerings.

MPC Foundation's Faculty & Staff Advancement Awards

Each year the MPC Foundation funds Faculty & Staff Advancement Awards (FASA) for MPC faculty and staff to support professional development or the purchase of instructional materials and classroom equipment. Professional development funded through FASA awards has included the purchase of training systems for PSTC faculty, support for faculty (full-time and part-time) and staff to attend conferences within their discipline or work assignment, and support for managers to attend leadership development programs through EDUCAUSE and ACCCA [[IIIA14.6](#)]. After receiving an advancement award and using the funds awarded, recipients are required to write a one-page summary and evaluation of the experience. These review letters help the Foundation evaluate the effectiveness of the awards.

Keenan SafeColleges Online Training

The Human Resources department provides all personnel with online training related to workplace issues and legal compliance, including topics such as ergonomics, sexual harassment, FERPA, injury prevention, diversity and discrimination awareness, and mandated child abuse reporting [[IIIA14.7](#)]. Beginning in fall 2015, the College will assign all employees the mandated child abuse reporting and sexual harassment training. Employees and their supervisors will have the ability to request optional trainings as needed. Tools within the training courses allow participants to provide feedback, which Human Resources staff can use to evaluate the effectiveness of the training.

Conclusion: Monterey Peninsula College meets Standard III.A.14.

Evidence Cited

- III A14.1 [Sample Flex Day Schedules](#)
- III A14.2 [MPC Online Faculty Training & Support Website](#)
- III A14.3 [MPC Online: COTL Information](#)
- III A14.4 [Coffee & Conversation Announcement, Spring 2014](#) (See p. 2)
- III A14.5 [Coffee & Conversation Announcement, Fall 2015](#)
- III A14.6 [FASA Awards](#)
- III A14.7 [SafeColleges Training Website](#)

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

- In accordance with Ed Code §87031 and Board Policy 5020: Personnel File, the College maintains personnel records in a confidential and secure manner and provides each employee with access to his or her own personnel file upon request [III A15.1].

Analysis and Evaluation

Ed Code §87031 and Board Policy 5020 give every employee the right to access their own personnel file upon advanced request. All employees may schedule an appointment to review their file with the Human Resources Administrative Assistant. File review is performed in the presence of a representative of Human Resources, and files may not be removed from the office [III A15.1].

Personnel files are stored in the Human Resources Office [III A15.2]. The filing cabinets that contain these records are equipped with locks and are secured at the end of each business day. During normal business hours, access to personnel files is limited to Human Resources staff. Access by other employees is restricted and limited to those with a job-related College need.

Documents related to dealing with the processing of a grievance are filed separately from the personnel files of the participants. Medical files are also stored separately from the personnel file.

Conclusion: Monterey Peninsula College meets Standard III.A.15.

Evidence Cited:

- III A15.1 [Board Policy 5020: Personnel File](#)
- III A15.2 [Human Resources Website](#)

Standard III.B: Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, and a healthful learning and working environment.

Evidence of Meeting the Standard

- The Facilities Department oversees grounds, maintenance, and custodial services to help ensure safe and sufficient physical resources at all of MPC's physical locations. Facilities staff serve as the main point of contact for any reported building safety concerns, and conducts regular safety meetings within the department regarding appropriate response to building safety [IIIB1.1 – IIIB1.2].
- Campus Security provides holds primary responsibility for ensuring a safe and secure environment for all students and employees of the College, regardless of campus location. MPC's security officers are charged with minimizing injury, fear, anxiety, or hazards to life or health, and for protecting College and personal property from vandalism, fire, theft, or other hazards [IIIB1.3, IIIB1.4, IIIB1.5].

Analysis and Evaluation

Monterey Peninsula College offers courses, programs, and learning support services at the following locations:

- MPC's main campus, which is located at 980 Fremont Street, Monterey, CA.
- Monterey Peninsula College Education Center, which consists of two sites:
 - The MPC Public Safety Training Center at Seaside located at 2642 Colonel Durham St., Seaside, CA.
 - The MPC Education Center at Marina is located at 289 12th Street, Marina, CA.

The District also rents/leases other facilities throughout the county for off-site classes.

The Office of Administrative Services is responsible for ensuring that MPC continues to provide safe and sufficient physical resources all locations in accordance with federal, state, and local regulations. The Vice President of Administrative Services oversees departments, resources, and committees that support the maintenance of facilities, and ensure health and safety at the main campus, Marina Education Center, and the Public Safety Training Center in Seaside.

The Facilities Department oversees grounds, maintenance, and custodial services to help ensure safe and sufficient physical resources at all of MPC's physical locations [IIIB1.2]. The Facilities Department also serves as the main point of contact for any reported building safety concerns, and conducts regular safety meetings within the department regarding appropriate response to

building safety issues. The department conducts or contracts regular inspections of College facilities and equipment as required by government agencies, including college-wide risk assessments through the Statewide Association of Community Colleges [[IIIB1.1a](#), [IIIB1.1b](#)].

The Facilities Department has developed and implemented a preventative maintenance plan to assure access, safety, security, and a healthy learning and working environment at the college. The plan ensures regular maintenance of air filters and inspection of bathroom fixtures, doors, and other resources in buildings across all campuses. It also includes a schedule for regular inspection and repair of athletic facilities prior to the beginning of each season and ongoing inspection for year-round sports.

Faculty and staff at all MPC locations utilize a system called “Maintenance Direct” to submit facilities-related work orders, including maintenance requests, repairs, office moves, and set-up for campus events. Facilities staff prioritize and respond to incoming requests to ensure that needs are met. Staff address any safety-related requests first.

Maintenance staff from the main campus monitor and respond to needs at the Education Center at Marina and Public Safety Training Center. Grounds staff are scheduled to service the two campuses every Wednesday from 7-11:30 a.m., and report any observed maintenance issues back to the Facilities Department. Where possible, Facilities staff also use technology solutions to monitor systems remotely. For example, the EMS Energy Management System from Siemens allows staff to monitor HVAC and lighting systems on all three campuses. Similarly, Facilities staff uses the Hunter Irrigation Maintenance Management System to monitor and control irrigation on all three campuses.

The Facilities Committee is charged with developing long-range facilities plans to assure that MPC provides safe and sufficient physical resources at all locations where courses, programs, and learning support services are offered. Chaired by the Vice President of Administrative Services, the committee:

- Reviews requests for facility changes (remodeling, new construction);
- Prioritizes and recommends minor Capital improvement projects;
- Reviews and recommends Scheduled Maintenance Projects;
- Makes recommendations on minor capital improvement projects and scheduled maintenance projects (in consultation with each of the Advisory Groups).

The Facilities Committee also provides support for the development of the College’s long-range Facilities Master Plan. Committee involvement helps to ensure that facilities planning is driven by the Educational Master Plan and Institutional Goals.

The following responses from the 2014 Faculty and Staff Accreditation Survey suggest that that MPC provides sufficient physical resources at all locations where it offers courses, programs, and learning support services [IIIB1.6]:

- 92.1% of respondents indicated that they have adequate space to do their job.
- 75.4% believe the College has adequate physical accommodations for people with disabilities (15.6% indicated “don’t know”).
- 58.5% believe that facilities planning is adequately linked to other institutional planning and evaluation efforts (28.6% indicated “don’t know”).

In addition, results from the 2014 Noel-Levitz Student Satisfaction Inventory (SSI) indicate that students feel that “on the whole, the campus is well maintained” (overall satisfaction rating of 6.21 out of 7; level of satisfaction is 5.84 out of 7) [IIIB1.7].

The College also recognizes areas for improvement with regard to facilities maintenance, particularly with regard to departmental staffing. Two vacancies in the grounds crew have affected the department, and as buildings are renovated and new landscaping is installed, the demands on existing staff have increased. In addition, the College does not currently have a dedicated maintenance person for the two campus centers. Maintenance staff respond to work orders on an as-needed basis; however, responses to off campus requests for non-emergency repairs could be more immediate with a staff person dedicated to the two centers.

Assuring a Safe Learning and Working Environment

The Campus Security Department holds primary responsibility for ensuring a safe and secure environment for all students and employees of the College, regardless of campus location [IIIB1.3]. MPC’s security officers are charged with minimizing injury, fear, anxiety, or hazards to life or health, and for protecting College and personal property from vandalism, fire, theft, or other hazards. The Security Department works cooperatively with the Monterey Police Department at the Monterey campus, the Marina Police Department at the MPC Education Center at Marina, and the Seaside Police Department at the Public Safety Training Center in providing assistance for incidents that require resources not available to the College.

MPC’s Security Department maintains comprehensive Emergency Action Guides for each campus location [IIIB1.8a, IIIB1.8b, IIIB1.8c]. Hard copies are posted in locations around each campus; electronic copies are available on the Campus Safety website [IIIB1.9]. The Emergency Action Guide provides instructions for responding to a wide variety of incidents including bomb threats, earthquakes, explosions, fire, hazardous materials, gas leak, violence, and active shooter threats. In addition, building response teams stock emergency kits in each building that contain food, water, and other supplies.

Security incidents on campus are relatively rare [IIIB1.4]. In the event that a theft or other security incident does occur, Campus Security issues a Security Alert to the campus via email.

Security Alerts contain information about the incident and how to report information to security. Security Alerts also provide reminders to the campus about how to prevent crime including locking vehicles, keeping valuable items out of plain view, awareness of surroundings, and reporting suspicious activity to Campus Security.

MPC's Emergency Operations Center (EOC) provides centralized leadership to coordinates emergency information and resources across campus in the event of an emergency. The Emergency Operations Center is led by the Director of MPC's Public Safety Training Center and staffed by campus administrators, managers, and other personnel as needed [IIIB1.10]. The EOC also works closely with city and county safety services to ensure close alignment of services and coordination of response. The City of Monterey's Emergency Services Coordinator has met with the EOC leadership and has reviewed MPC's EOC to help define the role of city safety services in the event of a campus emergency. EOC Desktop drills are regularly held to test the campus emergency communications/preparedness plan, specifically those communications between the EOC (Emergency Operations Center) and BRT (Building Response Team). Desktop drills take place regularly.

On March 7, 2014, an employee at MPC received a report from the Monterey Police that an armed robber had been reported in the area, and was potentially nearing the campus. The Superintendent/President immediately activated the campus Emergency Operations Center. A campus-wide emergency alert was broadcast through the Informacast phone system and individual building PA systems instructing faculty, staff, and students to remain locked down until further notice. The campus also used the social media tools communicate with faculty, staff, students, and the greater community.

Following the incident, the College held meetings to debrief and identify areas where preparedness and emergency operations could be improved. As a result, additional desktop drills were scheduled to provide members of the campus with increased awareness of existing procedures and opportunities to practice in responding to a variety of scenarios. The campus Informacast system was upgraded and additional units were deployed to ensure adequate coverage for the campus. The Information Systems department continues to work with campus security to explore additional solutions including electronic building lock systems and outdoor PA systems to help broadcast messages across campus.

The Health and Safety Committee helps assure access, safety, security, and a healthy learning environment by reviewing safety and health procedures and making recommendations to the Vice President for Administrative Services. The committee is responsible for reviewing safety and health procedures (including the emergency preparedness plan), monitoring and facilitating feedback on unsafe conditions, and recommending improvements.

The following responses from the 2014 Faculty & Staff Accreditation Survey further demonstrate that MPC provides a safe and secure environment, but also identify an area of concern [IIIB1.6]:

- 94.7% believe that campus buildings provide a safe and healthy environment for work and learning.
- 97.4% feel safe on campus during the day, but only 61.1% responded that they feel safe at night.

Results from the Noel-Levitz Student Satisfaction Inventory (SSI) indicate both strengths and challenges (items with *high importance* ratings and relatively *low satisfaction* ratings) [[IIIB1.7](#)]:

Strengths (high importance, relatively high satisfaction):

- The campus is safe and secure for all students.
- It is an enjoyable experience to be a student on this campus.

Challenges (high importance, relatively low satisfaction):

- The amount of student parking space on campus is adequate.
- Parking lots are well lighted and secure.

The amount of student parking space on campus and the lighting and security available in parking lots were also listed as challenges in the 2009 implementation of the Noel-Levitz Student Satisfaction Inventory at MPC. While still challenges, student satisfaction related to parking space and lighting have increased since 2009. The Campus Security Department continues to make improvements in order to ensure a safe and secure environment for all students and employees at all three College locations [[IIIB1.5](#)].

Conclusion: Monterey Peninsula College meets Standard III.B.1.

Evidence Cited:

- IIIB1.1 SWACC Inspection Reports
 - a. [2013-2014](#)
 - b. [2015-2016](#)
- IIIB1.2 [Facilities Dept. Website](#)
- IIIB1.3 [Campus Security Website](#)
- IIIB1.4 [Annual Security Report, 2015](#)
- IIIB1.5 [Campus Security Program Review](#)
- IIIB1.6 [2014 Faculty and Staff Accreditation Survey](#), p. 14
- IIIB1.7 [Noel-Levitz SSI Results: 2014 vs 2009](#)
- IIIB1.8 Emergency Action Guides
 - a. [Main Campus](#)
 - b. [Marina Education Center](#)
 - c. [Public Safety Training Center](#)
- IIIB1.9 [Campus Safety Website](#)
- IIIB1.10 [EOC Org Chart](#)

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

- When planning for the acquisition, maintenance, upgrade, or replacement of physical resources, the College works through the components of its integrated planning processes (including program review and the Facilities Master Plan). This helps the College to ensure that plans support effective utilization of resources and continuing quality of instructional programs and support services [IIIB2.1 – IIIB2.3, IIIB2.6; see discussion of Program Review in Standard III.B.3].
- The College evaluates the safety and condition of its facilities annually. Results of these evaluations are used to plan ongoing maintenance, upgrades, and/or replacements [IIIB2.4 – IIIB2.5].
- The College supports a significant Distance Education program and accordingly supports that program through the Technology Plan and scheduled upgrade and replacement of equipment [IIIB2.3].

Analysis and Evaluation

The College uses components of the integrated planning process to plan for the acquisition, maintenance, upgrade, or replacement of physical resources, including facilities and equipment. Facilities and equipment are evaluated at the program level during program review, and as each unit establishes its annual program review update/action plan. Facilities and equipment needs, including new resources, maintenance requests, upgrades, and/or replacements, are identified through this process and discussed in through integrated planning and resource allocation processes. Equipment replacement is achieved through annual budgeting of equipment and the scheduled maintenance of existing equipment.

The Facilities Committee, a subcommittee of the College Council, provides input on the College’s facilities needs and participates in planning and prioritization. The Facilities Committee also provides input on the Facilities Master Plan, with a particular focus on the scope of projects and allocation of bond funds. The committee recommends adjustments to the Facilities Master Plan reflecting recent bids, plan development, and facilities work on campus [IIIB2.6, IIIB2.7].

The College has also hired a program management firm (Kitchell) to assist with the overall management of the Facility Master Plan and its Implementation Plan. The firm’s bond program management services include completion of the physical master plan, completion of implementation plan including interim housing, project schedules, budget, labor compliance, and

advice on best practices. A representative from the firm provides updates on the implementation plan to the Governing Board in open meetings.

The successful completion of Measure I funded projects incorporated long range planning and assessment of immediate needs for repair and upgrades to the District facilities. A project planning team was assigned to each campus construction project to assure effective use of resources and the continued quality necessary to support its programs and services and achieve its mission. Project teams included (a) a member of campus administration, (b) faculty and classified staff, (c) the construction project manager, and (d) the architect.

The recent completion of the Life Science building remodel serves as an example of how the building project team worked together to ensure that the college effectively uses its physical resources to support programs and services and achieve its mission. Because the existing building was being remodeled, the size of the space was fixed. Therefore, the project involved reconfiguring the existing space to meet the instructional needs of the division. A member of the Life Sciences faculty (who also served on the Facilities Committee represented the Life Science division on the building project team and served as a liaison between the division and the project management and architect. The liaison met regularly with the architect throughout the planning phases to provide insight on the needs of each instructional program in the division and the reconfiguration of the space. Division faculty and staff worked together to sketch plans for space. The faculty liaison for the project refined these plans with the help of project architects in order to maximize efficiency of instructional space while ensuring compliance with ADA and other regulations.

This collaboration led to several changes that support effective use of space and continuing instructional quality. For example:

- Faculty offices were moved from the interior of the building to a central space adjacent to the student study area, which provides students and faculty with greater access to each other.
- Where possible, hallways and incidental storage were reduced to regain space for instructional use.
- The size of the Life Sciences lecture hall was increased from 35 seats to 60.
- Capacity of instructional labs was increased to accommodate 24 students (up from 18 in some rooms).
- The cadaver lab was expanded to provide adequate space for hands-on instruction, and the ventilation system in this lab was redesigned with double airflow.
- Additional suites were added to the building, including a wheelchair accessible station in the dental assisting laboratory.
- Existing furniture and cabinets were reused where possible. Remaining fixtures were repurposed into the general classroom or other areas to extend the useful life. Additional custom cabinetry was constructed to meet the unique functional needs and specialized

equipment and resources of each area. The team worked to establish classroom configurations, including presentation and instructional technologies in every classroom.

In addition, faculty worked in partnership with the Monterey Bay Aquarium and Monterey Bay Aquarium Research Institute to design water tables and a circulation system for seawater in the biology lab. The resulting system allows faculty to keep sea creatures alive in the lab for special hands-on learning opportunities for students.

Each year, the College develops and submits a five-year scheduled maintenance plan to the Chancellor's Office. The College uses these documents to guide planning and help ensure that maintenance, upgrades, and/or replacement of physical resources provide support for the continuing quality of its programs and services. For example, scheduled maintenance in 2012-2013 included repair and repainting of the exterior of the Physical Science and Theater buildings, upgrading exterior doors with panic bars, and beginning a project to re-key campus doors to a master key/lock system.

Consistent with its Institutional Goals, the College is currently finalizing a new Facilities Master Plan for 2016-2030 that will include updated program and safety needs for the College [[IIIB2.8](#), see Goal 4, Objective 4]. Based on institutional need, projects may include those related to the Music Building, the Child Development Center, baseball field, and improvements to the Marina and Seaside centers. Projects will include a focus on resource and energy conservation, in an effort to promote sustainability.

When necessary, the College uses its MPC's Capital Outlay Budget to cover unexpected emergency maintenance or replacement of equipment. For example, in fall 2015, the College performed emergency repair of the rooftop HVAC ductwork system, which had oxidized and was causing significant internal leakage in the Library book stacks [[IIIB2.9](#), p. 10]. The emergency repair prevented further damage to the library collection and physical space.

Routine maintenance occurs as necessary to maintain standard expectations of quality and safety. For example, the Facilities Department maintains the vehicles in the motor pool. All vehicles are serviced at the beginning of the semester, with regular maintenance and repair performed as needed throughout the semester. The Facilities Department keeps a logbook of all regular maintenance performed on vehicles in the College's motor pool to ensure that each vehicle remains roadworthy.

Conclusion: Monterey Peninsula College meets Standard III.B.2.

Evidence Cited

- IIIB2.1 [Integrated Planning Model](#)
- IIIB2.2 [Facilities Master Plan](#)
- IIIB2.3 [Technology Plan](#)
- IIIB2.4 SWACC Report

- a. [2013-2014](#)
- b. [2015-2016](#)
- IIIB2.5 [Facilities Inventory Report](#)
- IIIB2.6 [Facilities Master Plan Update, Fall 2012](#)
- IIIB2.7 [Facilities Committee Charge](#)
- IIIB2.8 [Institutional Action Plan](#), see Goal 4 Objective 4
- IIIB2.9 [Board Meeting Minutes: 12/10/14](#) (see Item 15K, p. 10)

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

- To ensure that physical resources effectively support institutional programs and services, facilities, equipment, and supplies are assessed as part of Program Review process and through participatory governance committees [IIIB3.1 -- IIIB3.4].
- The College plans and evaluates its facilities and equipment through regular assessment tools including Facility Condition Assessment reports, Five-Year Maintenance Plans, and space utilization reports [IIIB3.5 – IIIB3.7].

Analysis and Evaluation

The College evaluates the effectiveness of its physical resources in supporting of institutional programs and services through several mechanisms. Program Review provides a framework for evaluation of facilities, equipment, and supplies at the program/unit level, allowing institutional programs and services to identify any physical needs [IIIB3.1a, section 4e; IIIB3.1b, section 4e; IIIB3.1c, section 3e; IIIB3.3a, p. 12; IIIB3.3b, p. 11; IIIB3.3c, p. 19]. The College considers any physical resource needs identified through program review and/or annual action plans during resource allocation and integrated planning processes [IIIB3.2].

Physical resources planning also occurs in College governance discussions. The Facilities Committee coordinates discussions of larger-scale facilities requests (e.g., remodeling, new construction), prioritizes and recommends minor Capital improvement and scheduled maintenance projects, as appropriate [IIIB3.4].

Data from Facilities Condition Assessment reports and five-year maintenance plans inform College-wide physical resources planning. In addition, the College examines scheduling data in conjunction with reports from the Facility Utilization, Space Inventory Options Net (FUSION) tool to monitor space utilization and support effective facilities planning [IIIB3.5, IIIB3.6]. These data are used to evaluate and monitor the use of classroom space and determine areas where space could be used more effectively [IIIB3.7].

Conclusion: Monterey Peninsula College meets Standard III.B.3.

Evidence Cited:

- IIIB3.1 Program Review Templates
 - a. [Academic Affairs](#), Section 4e
 - b. [Administrative Services](#), Section 4e
 - c. [Student Services](#), Section 3e
- IIIB3.2 [Planning and Resource Allocation Process](#)
- IIIB3.3 Program Review Examples
 - a. [Nursing](#), p. 34
 - b. [Campus Security](#), p. 11
 - c. [Athletics](#), p. 19
- IIIB3.4 [Facilities Committee Charge](#)
- IIIB3.5 [Facilities Condition Assessment Report](#)
- IIIB3.6 [Sample Five-Year Maintenance Plan](#)
- IIIB3.7 [Space Utilization Report](#)

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

- The 2005-2025 Facilities Master Plan contains long-range planning information to support discussion of emergent institutional and program needs through the integrated planning process [IIIB4.1, IIIB4.2, IIIB4.3].

Analysis and Evaluation

The College develops long-range capital plans using multiple measures of assessment and input from all programs. The Facilities Master Plan contains long-range planning to meet the needs of all programs through the integrated planning process [IIIB4.1, IIIB4.2]. New facilities are planned to replace aging buildings and to provide new space for expanding programs [IIIB4.3a, IIIB4.3b]. The College considers the needs of programs long-term but also develops new space with an eye to flexibility in how that space can be used or modified in the future.

The College considers Total Cost of Ownership carefully when proposing renovation or new construction of facilities. Considerations of total cost of ownership include the College's goal to achieve the greatest level of sustainability, consistent with MPC's proposed sustainability policy [IIIB4.4]. The College negotiates project budgets based on realistic cost of ownership, and these budgets include Total Cost of Ownership considerations. Detailed project updates are presented to the Governing Board [e.g., IIIB4.5].

In its 2014-2020 Institutional Goals, the College established several objectives related to revising the current facilities plan [IIIB4.6, see Goal 4.4]. The 2016-2030 Facilities Master Plan is under development with the 2016 Education Master Plan to ensure that long-range facilities planning is consistent with and supports strategic plans and objectives that will be outlined in that document [IIIB4.7]. Five-year Construction Plans also help ensure that the College's long-term plans

support institutional improvement goals. For example, the 2016-2020 Construction Plan reflects campus-specific plan for capital outlay over the next five years, based on the results of updates to the Facilities Master Plan and the budget approved by the Governing Board [[IIIB4.8](#)].

Conclusion: Monterey Peninsula College meets Standard III.B.4.

Evidence Cited:

- IIIB4.1 [Facilities Master Plan](#)
- IIIB4.2 [Integrated Planning Model](#)
- IIIB4.3 Facilities Master Plan Progress Update
 - a. [2012](#)
 - b. [2013](#)
- IIIB4.4 [Draft Board Policy 3260: Sustainability](#)
- IIIB4.5 [Sample Project Update: Board Minutes, 8/13](#), p. 7
- IIIB4.6 [Institutional Action Plan](#), see Goal 4, Objective 4
- IIIB4.7 [Facilities Committee Planning Agenda](#)
- IIIB4.8 [Five-Year Construction Plan \(2016-2020\)](#)

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Standard III.C: Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard:

- The College has structured leadership, oversight, maintenance, and planning for campus technology to ensure that services, support, facilities, hardware, and software adequately support student learning programs and services [IIIC1.1, IIIC1.4 – IIIC1.5].
- Faculty, staff, and students participate in leadership and planning for to ensure that technology resources support College operations, programs, and services [IIIC1.2, IIIC1.3]
- Information Services staff have established a standard to ensure technology hardware purchases support operational functions and student learning programs and services [IIIC1.14].
- The College evaluates the adequacy and appropriateness of its technology resources through program review and annual action plans, as well as through its three-year Technology Plan [IIIC1.13, IIIC1.16].

Analysis and Evaluation

Monterey Peninsula College is committed to providing students, faculty, and staff with stable, effective technology as a means of supporting student learning programs and services.

Leadership and oversight for campus technology is shared by (1) a Director of Information Systems with responsibility for campus technology infrastructure and systems and, (2) an Associate Dean of Instructional Technology with responsibility for the campus Instructional Technology Center and online instruction [IIIC1.1]. Faculty, staff, and students participate in leadership and planning for both areas through service on the Technology Committee and Instructional Committee on Distance Education [IIIC1.2, IIIC1.3]. This structure helps the College ensure that technology resources support College operations, programs, and services.

Technology Services & Professional Support

Information Services operations at MPC encompasses two departments: (1) Media Services and Reprographics, and (2) Information Technology (IT); the Information Technology department also houses the Systems & Programming unit and the Network & Communications unit [IIIC1.4]. Personnel in Information Services and Instructional Technology collaborate to ensure adequate and appropriate services and professional support for faculty, staff, and students. Each department/unit's primary functions are described below.

Media Services & Reprographics

MPC's A/V Media Technician provides support for the setup, maintenance, and operations of smart classrooms; ensures the availability and proper setup of A/V technology for meetings and special events across campus; and provides training for faculty and staff as necessary. A Reprographics Technician coordinates operations of MPC's print shop and provides related services to support the reproduction of printed materials [[IIIC1.5a](#), [IIIC15.b](#)].

Information Technology

Technical and Desktop Support

The Information Technology department provides technical support to faculty, staff, and students through multiple sources across campus. Information Technology Support Technicians from the IT department provide desktop support to faculty and staff across the district [[IIIC1.5c](#)]. Many instructional divisions also have Instructional Technology Specialists who provide direct support to faculty, staff, and students for the setup, maintenance, and operation of computer labs, smart classrooms, and other instructional technology specific to their assigned division [[IIIC1.5d](#)]. Since MPC's last accreditation site visit, an Instructional Technology Specialist has been assigned to assist with technology needs at the Education Center at Marina. In addition, based on growth in the use of MPC's learning management system for face-to-face and online courses, a full-time Online Instructional Technology Specialist has been hired to provide support to online faculty and students [[IIIC1.5e](#)].

Systems & Programming

Lead by the Systems & Programming Manager, MPC's Programmer/Analysts provide support to ensure operation, maintenance, upgrades, proper use of MPC's Student Information System (SIS) and integration with external systems including the Open CCC Apply, Moodle (the campus learning management system), the Financial Aid Management System, and other campus services [[IIIC1.5f](#), [IIIC1.5g](#)].

Network & Communication Infrastructure

MPC's Network Engineers setup, maintain, operate, and ensure access to College networks and systems; monitor for potential network and system problems and implement corrective measures; and provide training and support for network system users [[IIIC1.5h](#)].

Instructional Technology

MPC's Instructional Technology Center staff provide assistance to faculty and students on the use of technologies related to online instruction. In addition to technical support, the Online Instructional Technology Specialist and Faculty Coordinator for Distance Education provide one-on-one consulting, curriculum design assistance, and training to faculty.

Since MPC's last accreditation cycle, web-based help desk solutions have been implemented to streamline requests for professional support in all areas above and enable greater degrees of tracking and analysis of campus technology support needs. The MPC Online Support Team

implemented a system called Freshdesk to provide support resources for faculty and students, as well as manage all requests for technical support related to online instruction at the College [IIIC1.6]. The IT Direct module of the SchoolDude system has been implemented by the Information Systems department to track and monitor requests for faculty and staff [IIIC1.7].

Technology Facilities

MPC provides faculty, staff, and students with access to technology resources on and off campus through a variety of technology facilities including computer labs, smart classrooms, and offices.

The Information Services department office is located in the campus administration building on the main campus in Monterey. Located within the department office is MPC's data center, which houses most of MPC's primary information system servers and is configured with clustered services, redundant database systems, fire suppression gas, and paired air-cooling systems to ensure that systems and information is safe and secure.

In November 2002 MPC's bond measure, Measure I, was approved by the voters to fund \$145 million for facility improvements. Among the improvements made since MPC's last accreditation visit were upgrades to network infrastructure including updating the fiber optic campus network backbone and replacement or reconfiguration of core network infrastructure in buildings across campus. In addition, new computer labs were established in the Business & Technology Division and Access Resource Center. The bond measure also funded the establishment of new campus centers in Marina and Seaside and installation of technology and network infrastructure to support teaching and learning at both sites [IIIC1.8]. The construction and technology improvements made as a result of the bond measure provided major upgrades to MPC's classroom environment and the academic programs that populate the remodeled buildings and campus centers.

The network on the main MPC campus in Monterey has a 10 Gigabit fiber optic backbone and 1Gbps connection to the Internet. The Education Center at Marina and Public Safety Training Center in Seaside each have 100 Mbps Internet connections. Wi-Fi access is available throughout most parts of the main campus in Monterey, at the Education Center at Marina, and the Public Safety Training Centers. Wi-Fi has been reconfigured and enhanced in high use areas on the main campus in Monterey, including the lecture forums, library, and student center. Additional areas for improvements on the main campus and at both centers have been identified, and improvements will be implemented as funds for the project are identified. A student survey on campus technology shows that improving wireless access is the biggest priority for students [IIIC1.9, p.48]. The College recognizes that more robust wireless solutions need to be implemented as the use of mobile devices and portable computers continues to increase across all campus locations.

Hardware & Software

The Information Technology department supports the acquisition, installation, and use of technology hardware and software across campus. MPC has established campus standard computer systems and platforms that guide the purchase and implementation of new systems across campus [IIIC1.10]. Where necessary, the Information Technology department works with Division Instructional Technology Specialists to plan and implement non-standard hardware and software that supports specific instructional programs on campus.

The main campus in Monterey has 92 classrooms and labs, 71 of which are outfitted with presentation technology systems including computers, projection systems, document cameras, DVD/Blu-ray players, as well as other technology appropriate for specific disciplines using the classroom or lab. In addition, there are nine computer labs on campus, including open lab space on all three floors of the Library Technology Center. Each classroom at the Education Center in Marina is outfitted with similar presentation technology and there is one fixed computer lab and one mobile laptop lab for use by faculty and students. Seven of the eight classrooms at the Public Safety Training Center are outfitted with presentation technology systems.

Results from the 2014 Noel-Levitz Student Satisfaction Inventory (SSI) indicate that students feel that “computer labs are adequate and accessible” (overall satisfaction rating of 5.54 out of 7), which indicates that students feel fairly satisfied with computer labs at Monterey Peninsula College. This rating is lower than it was in 2009 (5.75 out of 7), and lower than the national average (5.73 out of 7) [IIIC1.11]. The College expanded hours of the library (which houses the largest open computer lab) in summer 2015 and fall 2015. Although the change was minimal (15 additional minutes in the morning), student survey data indicated that this would allow them to access the computers prior to early morning classes [IIIC1.12]. This small change has improved availability and accessibility of labs.

Among the software systems managed by the Information Systems department is the campus Student Information System (SIS). MPC is one of only two members remaining in a consortium led by Santa Rosa Junior College who developed and maintains SIS. Through its participatory governance process, MPC faculty, staff, and administration have begun discussing the limitations of the SIS system and the need to migrate to a more robust Enterprise Resource Planning (ERP) system that will better meet MPC’s current and future needs (see QFE Action Project #3).

Evaluating Technology Resources

The College evaluates the adequacy and appropriateness of its technology resources as it prepares its three-year Technology Plan, as well as through program review and annual action plans. The Technology Plan includes specific actions planned to remediate gaps uncovered during the assessment of resources to ensure that technology resources are adequate and appropriate. Program review and annual action plan processes allow divisions and departments across campus continually assess the appropriateness of technology to meet their needs through program review and annual action plans [IIIC1.13a, IIIC1.13.b]. This process allows divisions and departments to request new, updated, or replacement technology resources in support of

program review improvement plans as needs arise. Requests included on Annual Action Plans are considered during MPC's annual planning and resource allocation process.

The College also uses external consulting services as appropriate to assist with assessing campus technology infrastructure and implementing technology systems or projects that requires specialized knowledge beyond that of existing staff. For example, the College has hired external consultants for specific initiatives including conducting a campus-wide Wi-Fi analysis, managing the campus Website redesign project, redesign and implementation of virtual desktop infrastructure, and implementation of Google Apps for Education.

The following responses from the Accreditation Faculty and Staff Survey 2014 further demonstrate that MPC provides adequate technology services, professional support, facilities, hardware, and software [[IIIC1.14](#)]:

- 77.7% of faculty and staff somewhat agree or strongly agree that the technology at MPC enhances teaching and achievement of student learning.
- 87.1% of faculty and staff somewhat agree or strongly agree that information technology personnel are knowledgeable and helpful.

Conclusion: Monterey Peninsula College meets Standard III.C.1.

Evidence Cited

IIIC1.1	Technology Restructuring Proposal
IIIC1.2	Technology Committee Bylaws
IIIC1.3	ICDE Bylaws
IIIC1.4	Information Services Organization Chart
IIIC1.5	Technology Support Position Descriptions <ol style="list-style-type: none">A/V Media TechnicianReprographics TechnicianInformation Technology Support TechnicianInstructional Technology SpecialistOnline Instructional Technology SpecialistSystems & Programming ManagerProgrammer/AnalystNetwork Engineer Job Description
IIIC1.6	MPC Online Helpdesk Report
IIIC1.7	IT Helpdesk Status Monitoring
IIIC1.8	MPC Ford Ord Center Physical Master Plan
IIIC1.9	2013-2016 Technology Plan , p.48
IIIC1.10	Campus IT Standard
IIIC1.11	Noel-Levitz SSI Results: 2014 vs 2009
IIIC1.12	Library Hours Survey
IIIC1.13	Program Review Annual Action Plan Update Reports <ol style="list-style-type: none">2013-20142014-2015
IIIC1.14	2014 Faculty and Staff Accreditation Survey

III.C.2 The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

- Evidence of the College’s continuous planning for technology updates and replacement can be seen in institutional planning documents such as the Education Master Plan, Technology Plan, MPC Online Strategic Goals, Physical Plant & Instructional Support Plan [IIC2.1, IIC2.3, IIC2.6, IIC2.8].
- College planning structures, including program review and the annual resource allocation process, ensure that technology planning and improvements support the mission, operations, programs, and services of the institution [IIC2.3, IIC2.7].

Analysis and Evaluation

As part of MPC’s Annual Planning and Resource Allocation Process, divisions and departments complete a comprehensive program review every six years to document program accomplishments, goals, and emerging needs—including technology resources—that support student learning, programs, operations, and services. Annual program review updates and action plans allow departments to request technology updates or replacements that emerge between program reviews. The College uses annual action plans for resource allocation planning and ongoing monitoring of its technological infrastructure in order to ensure that technology resources are adequate to support the mission, operations, programs, and services of the College.

The Education Master Plan guides technology planning through the inclusion of an institutional goal to “Establish and maintain effective infrastructure to promote student learning and achievement” as well as strategic initiatives for technology sustainability and the growth and development of distance education [[IIC2.1](#), see esp. Appendices G & F].

The Strategic Initiative for Technology Sustainability provides a framework for continuous planning, updating, and replacement of technology to support MPC’s mission, operations, programs, and services. Additionally, in 2012, MPC adopted an institutional goal that stated the following:

MPC will maintain and strengthen instructional and institutional technology:

- Develop a long-term funding plan to meet technology needs.
- Conduct a broad-based review of functionality and efficiency of all district technology, consult with users, and implement appropriate modifications to meet the needs of the end user.
- Conduct a broad-based review of the organization, management, and support of MPC’s website, and implement appropriate changes to meet the needs of end users.

- Conduct a broad-based review of the leadership, management, and structure of campus-wide technology support to maximize efficiency, resources, and ease of use.

The strategic initiative prompted a review of leadership and management of campus technology. After the review, the College divided the position of Dean of Technology into two distinct positions: a Director of Information Services to oversee Information Services operations, and an Associate Dean of Instructional Technology to oversee the campus Instructional Technology Center and online instruction [IIIC3.2]. With both positions in place, the campus moved forward in addressing widespread technology needs and planning for future developments as outlined in the 2013-2016 Technology Plan [IIIC2.3]. Under the leadership of the Director of Information Systems, and in collaboration with the Technology Committee, the plan was informed by input from faculty, staff, and students; extensive review by shared governance groups across campus; analysis from outside consultants; and direct feedback from technical staff across campus. The plan identifies strategic technology initiatives to update, maintain, and replace existing technology and technology infrastructure under the following goals:

- **Goal 1: Academic Accessibility and Access:** Provide students with access to classes, services, and support with a focus on their overall academic success.
- **Goal 2: Communication and Collaboration:** Provide students, faculty, and staff to proven technology that enhances communication and collaboration.
- **Goal 3: Technology Infrastructure:** The College technology infrastructure needs to be enhanced and supported to provide the tools and resources for institutional needs.
- **Goal 4: Institutional Information Management:** Faculty and staff will have access to College information systems that facilitate storage, retrieval, analysis, and reporting of institutional information.

The Technology Committee reviews the Technology Master Plan initiatives regularly. This review, along with the institutional action plan, helps to guide decision making for campus-wide technology resource allocation including infrastructure, information systems, policies, and practice [IIIC2.4]. In fall 2015, the Technology Committee continued review of planned initiatives and kicked off discussions about establishing the 2016-2019 Technology Plan [IIIC2.5].

The Strategic Initiative for the Growth and Development of MPC Online provides an additional framework for continuous planning, updating, and replacement of instructional technology to support MPC's mission, operations, programs, and services. Since 2012, the Institutional Committee on Distance Education (ICDE) has established annual strategic goals to guide the growth and development of online courses and programs as well as guide the support and use of the campus learning management system for delivering instruction at MPC [IIIC2.6]. The 2015-2016 MPC Online Working Goals include the following six priorities:

- **Goal 1: Student Support & Success:** Provide resources to support the enrollment, retention, and success of students using MPC Online.
- **Goal 2: Faculty Support & Resources:** Provide support for faculty and staff to design and teach high quality online courses.
- **Goal 3: Faculty Training:** Provide resources for faculty and staff in developing knowledge and skills necessary to design and teach high quality online courses.
- **Goal 4: Technology/Systems:** Provide technical resources (Learning Management System and related Instructional Technologies), network infrastructure, and access to reliably support and deliver online learning at MPC.
- **Goal 5: DE Program Development & Growth:** Expand MPC's current online program and course offerings to meet the needs of students seeking to complete general education, obtain certificates and/or associate degrees, and build knowledge and skills.
- **Goal 6: Compliance:** Ensure that program requirements, documents, and resources meet local, state, and federal guidelines and regulations that apply to distance education in California Community Colleges.

These goals drive planning, including planning for refreshment of technology and systems, for MPC Online.

Technology Updates and Refreshment

Division and department action plans and annual action plan updates serve to help prioritize requests for technology updates and refreshment necessary to ensure technological infrastructure, quality, and capacity are adequate to support the College mission, operations, programs, and services. When funds are available, the action plans are the basis for *Instructional Equipment and Needs Fund Requests* made through the Academic Affairs Advisory Group (AAAG) and Student Services Advisory Group (SSAG). Requests for instructional equipment require explanation of how the equipment supports student learning and references specific SLOs, program reflection, and program review as appropriate [[IIIC2.7](#)]. The Information Services department evaluates requests made through AAAG and SSAG and, where possible, combines requests to ensure compatibility with existing campus technology infrastructure and standards.

During the 2014-2015 academic year, the annual action plans were used to prioritize technology needs to inform MPC's 5-year Physical Plant and Instructional Support plan [[IIIC2.8](#)]. The funds allowed the district to invest in the following infrastructure upgrades to support campus instructional programs and services during the first year of the plan:

- 1) Refresh of computer labs on the main campus in Monterey and the Education Center in Marina.
- 2) Purchase mobile devices for use in the Computer Science program.
- 3) Purchase equipment to support video recording of course lectures for online and in-class use.
- 4) Replace computers in the Library.

- 5) Purchase new software and devices for instructional programs.
- 6) Purchase new projector systems and smart classroom equipment for campus classrooms

Additional planned technology updates and refreshment will occur over the remaining four years of the plan.

For several years, the College has lacked dedicated funds for technology upgrades and replacement. However, it has been able to make use of end-of-year savings and one-time funds from a variety of sources to update and replace technology to maintain technological infrastructure, quality, and capacity to support its mission, operations, programs, and services. Funding sources include Perkins Grants, Physical Plant and Instructional Support funds, and MPC Foundation and block grant funds. During spring 2013, the Technology Committee made a recommendation to College Council for the use of \$300,000 in one-time funds to invest in infrastructure upgrades, including:

- **MPC Website Upgrade:** The College website (www.mpc.edu) serves as the primary source of information about MPC's programs and services for students, employees, and the community. Ongoing discussions with the Academic Senate and other governance groups, along with surveys of staff, faculty, and students confirmed the need for an updated campus website. Using one-time funds, MPC contracted with a third party-vendor to redesign the website and hired a one-time project consultant to oversee the project [[IIIC2.9](#)]. The new website launched August 2014 with a much more student centered organization structure, updated content, and modern technology platform to meet the needs of students. The campus is currently discussing options for establishing a webmaster position to provide continued support for the campus website and its users.
- **Campus Networking Infrastructure Improvements:** Providing reliable Wi-Fi in locations across all campuses has been a challenge for the College. New networking technology was included in building renovations that resulted from the 2002 facility improvement bond passed by voters. However, incremental addition of updated networking infrastructure and addition of Wi-Fi appliances has led to inconsistent coverage and many network appliances across the College are approaching their end of life. The College engaged third party evaluations of its network infrastructure, and used the evaluations to prioritize improvements to Wi-Fi access in high use areas (e.g., campus Lecture Forums, Library and Technology Center) to provide support for student learning [[IIIC2.10](#)]. Additional efforts to improve campus Wi-Fi access—including the development of a comprehensive wireless access plan—are in process as of fall 2015.

The College recognizes the need for stable funding sources in order to more effectively support planning for, updating, and replacing technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. Beginning with the 2015-2016 budget, the College has designated \$200,000 in funds for technology replacement. In addition, the budget includes \$175,000 for activities related to

planning for replacement of the College's current student information system with a full-featured Enterprise Resource Planning (ERP) system. MPC currently uses the Santa Rosa Student Information System in place of an ERP. Santa Rosa Junior College has given MPC notice that it has begun the process of evaluating replacement systems with the intent to move away from the Santa Rosa SIS. In response, MPC has begun planning for necessary technology and infrastructure improvements to support the implementation of a new ERP, including a Business Process Analysis of campus procedures to determine needs (see QFE Project #3). As of fall 2015, the College is investigating funding sources to support the transition.

The following responses from the Accreditation Faculty and Staff Survey 2014 [[IIIC2.10](#)] demonstrate that MPC plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services but also raises two areas of concern:

- 74.1% of faculty and staff somewhat agree or strongly agree that they have adequate technology to meet their work needs.
- Only 44.2% of faculty and staff somewhat agree or strongly agree that the institution bases its technology decisions on the needs of programs and services, research, and operational systems.
- Only 44.2% of faculty and staff somewhat agree or strongly agree that MPC technology planning is integrated with institutional planning.

During the institutional self-evaluation, the College determined that the Program Review Annual Update/Action Plan process would be more effective if categories of need (e.g., instructional; facilities; technology; staffing) could be sorted more easily. Currently, the process involves a manual review of the form submitted by each department. To facilitate improvement in this area, the College will move the Program Review Annual Update/Action Plan into TracDat (see QFE Action Project #2). The ability to quickly sort requests by category of need will greatly improve the effectiveness of College technology planning.

Conclusion: Monterey Peninsula College meets Standard III.C.2.

Evidence Cited

IIIC2.1	Education Master Plan
IIIC2.2	Technology Restructuring Proposal
IIIC2.3	2013-2016 Technology Plan
IIIC2.4	Technology Committee Minutes: 5/1/15, 5/8/15, 5/22/15
IIIC2.5	Technology Committee Agenda: 9/18/15
IIIC2.6	MPC Online Working Goals (2012-2013 – 2015-2016)
IIIC2.7	Sample Program Review Annual Action Plans, 2014-2015
IIIC2.8	Physical Plant & Instructional Support Plan, 2014-2015
IIIC2.9	Website Redesign Project Timeline
IIIC2.10	Network Infrastructure Evaluations

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

- The College provides technology resources at all locations where courses, programs, and services are offered, including online [IIIC3.1].
- MPC's Technology Plan describes the state of campus technology implementations, including aspects of access, safety, and security, and outlines the strategic operational direction, goals, and objectives for technology applications over the period of 2013-2016 [IIIC3.2]

Analysis and Evaluation

The College provides reliable, safe, and secure access to technology resources at all locations where courses are taught, including the main campus in Monterey, the Education Center in Marina, the Public Safety Training Center in Seaside, and MPC Online [IIIC3.1]. Information Services staff maintain hardware and software at all locations, as described in Standard III.C.1.

MPC's centralized technology systems provide benefits of data center reliability, network monitoring, centralized virus scanning, and backup procedures to all locations. Data backups are performed on a routine basis. MPC's data center, which serves all locations, has been equipped with fire suppression gas, paired air-cooling systems, and clustered servers for redundancy of database systems. The system sends alert messages to IT personnel for anomalous situations like high temperature or power failure. The uninterruptible power supply unit and generator system provide limited but extended services during a power outage. The data center is locked and entry controlled. With construction from the 2002 bond measure, buildings have been rewired with CAT 6, switches and UPS devices have been updated, and the fiber optic campus backbone has been upgraded.

A network audit was performed during the fall 2013 semester by an outside vendor looking for vulnerabilities [IIIC3.2, p. 59]. The recommendations were prioritized and the Information Services department has resolved critical issues and incorporated remaining issues into the 2013-2016 Technology Plan initiatives, which are in progress as of fall 2015. Examples of improvements made include a requirement to use complex passwords and use of secure SSH in place of Telnet access. The network audit and remediation show that the network infrastructure is sound and secure. Where network equipment was aging, it has been replaced (e.g., LTC switches, fiber backbone). Appropriate backups and skilled IT personnel allow quick and effective recovery from any problems that arise.

Monitoring software lets Information Services staff proactively identify network concerns. Information Services staff can identify devices that are beginning to fail and replace them before they fail completely. Similarly, this software allows faster diagnosis of network outages and reduction of downtime [IIIC3.3]. Although the network is reliable, there have been occasional outages. An overheating event in the network data center in 2014 led to a review of all related systems. Information Services staff created a remediation plan [IIIC3.4] and implementation of the plan is in process as of fall 2015.

Campus personnel, including the Audio/Visual technician, Instructional Support Technicians, and Instructional Technology Specialists, maintain technology in classrooms. A support structure is in place so that faculty and staff can request assistance with resolving issues that arise in the classroom through a centralized help desk system.

Historically, WebReg, Email/Intranet, and MPC Online have each had their own username & password, which has been cumbersome for students and personnel. To address this issue, MPC is implementing a common authentication system with anticipated launch in spring 2016 in order to provide a single username & password for access each service. The authentication system will provide easier access and improved security. In addition, MPC is in the process of transitioning to hosted email from Google for Education (also scheduled for launch in spring 2016). This transition will serve to further increase reliability as the College benefits from secure and reliable access to Google's cloud-based products and resources.

Conclusion: Monterey Peninsula College meets this Standard III.C.3.

Evidence Cited

- IIIC3.1 [IT Inventory Report](#)
- IIIC3.2 [2013-2016 Technology Plan](#)
- IIIC3.3 [Sample System Uptime Report](#)
- IIIC3.4 [Draft Remediation Plan](#)

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

- MPC's Information Services department, MPC Online Support Team, and Instructional Technology Specialists across campus collaborate to provide instruction and support for all personnel related to the effective use of technology systems related to programs, services, and operations [IIIC4.1 – IIIC4.10, IIIC4.12 – IIIC4.13].

Analysis and Evaluation

The College provides general technology instruction and support for faculty, staff, and administrators through 1) quick access to individual support for immediate needs; 2)

appointments or drop-in options for support and instruction; and 3) group training sessions. Specifically:

- Instruction and support for general campus systems including the Student Information System (SIS), CurricUNET, email, and network access is provided through one-on-one assistance with designated support personnel. Additional support resources for each system—including user guides and FAQs—are available online [e.g., [IIIC4.1](#), [IIIC4.2](#), [IIIC4.3](#)].
- Flex day events include technology workshops on topics relevant to college personnel. Recent workshop topics include Presentation Software, Using the HR Online Hiring System, Technology Tips & Tricks, More Tips & Tricks for Using Your Computer, Using the MPC IT/AV Helpdesk, and Ergonomics [[IIIC4.4](#)].
- MPC Online Support staff provide training and support for faculty teaching online courses through formal online training, informal “Coffee & Conversation” workshops, one-on-one instruction, and online tutorials [[IIIC4.5](#), [IIIC4.6](#), [IIIC4.7](#)].
- Individual and group instruction and support have been available regularly to assist in learning to update the website [[IIIC4.8](#)].
- For specific questions, faculty, staff and administrators can use the online IT & AV Help Desk system [[IIIC4.9](#)] and the MPC Online Support request form [[IIIC4.10](#)] to request assistance.

Results from the 2014 Faculty and Staff Accreditation Survey show that a strong majority feel that a) MPC Online support, training, and professional development are sufficient to support their work; b) MPC provides quality training in the use of technology; and c) IT personnel are knowledgeable and helpful [[IIIC4.11](#)].

Instruction and Support for Students

The College provides general technology instruction and support to students in the following ways:

- Drop-in one-on-one support is available at the Library Reference Desk for general technology questions related to use of computers in the open lab.
- Discipline-specific Instructional Technology Specialists are available to support students in the Business & Technology division, English Study Skills Center, Reading Center, Humanities division, Social Science division, the Library, Life Science division, and the School of Nursing.
- E-mail assistance with specific sites including WebReg, Financial Aid, and Counseling is available from student support departments across campus. Contact information for each department is listed on department websites.
- An online help desk is available for students using MPC Online for online or web-enhanced courses. The online help desk contains tutorials, email, and live-chat support options [[IIIC4.12](#)].

- The Access Resource Center provides technology training specifically designed for students with disabilities [[IIIC4.13](#)].

The MPC Online Support Team routinely evaluates and improves MPC Online using student feedback. Each of the online tutorials has an option for students to indicate whether the tutorial was helpful. Those that are deemed less helpful are redesigned. In addition, online help desk reports indicate the number and type of support request received, which helps the MPC Online Support Team determine areas of additional need [[IIIC4.14](#)].

MPC recognizes that regular, ongoing training and support increases the success with which faculty, staff, administrators, and students use technology systems related to College programs, services, and institutional operations, particularly as new technologies emerge. The College plans a Google Apps for Education implementation in spring 2016, which will include strong training and support components.

Conclusion: Monterey Peninsula College meets Standard III.C.4.

Evidence Cited

- IIIC4.1 [One-on-One Support Request Form](#)
- IIIC4.2 [CurricUNET User Guides](#)
- IIIC4.3 [MyMPC Techopedia](#)
- IIIC4.4 [Flex Day Schedules](#)
- IIIC4.5 [MPC Online Professional Development, Fall 2015](#)
- IIIC4.6 [COTL and Coffee Chat Calendar, Spring 2015](#)
- IIIC4.7 [MPC Online Faculty Support Web pages](#)
- IIIC4.8 [Initial Website Training Schedule](#)
- IIIC4.9 [IT HelpDesk Guide](#)
- IIIC4.10 [MPC Online Support Request Form](#)
- IIIC4.11 [2014 Faculty and Staff Accreditation Survey](#), Standard II: items 8-9, Standard III, items 2 & 6
- IIIC4.12 [MPC Online Student Support Web pages](#)
- IIIC4.13 [ARC Website](#)
- IIIC4.14 [MPC Online Support Requests Report](#)

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

Evidence of Meeting the Standard

- The College has established Board Policies guiding the appropriate use of technology [[IIIC5.1](#) – [IIIC5.5](#)].
- The College publishes guidelines for the acceptable use of technology in teaching and learning processes in the Technology Plan, Faculty Handbook, and support resources for online teaching and learning [[IIIC5.6](#) – [IIIC5.10](#)].

Analysis and Evaluation

College Board Policies guiding appropriate use of technology include:

- Board Policy 2150: Inventory of College Property [[IIIC5.1](#)]
- Board Policy 2155: College Resources [[IIIC5.2](#)]
- Board Policy 2163: Electronic Mail Policy [[IIIC5.3](#)]
- Board Policy 2164: Electronic Mail Code of Practice [[IIIC5.4](#)]
- Board Policy 2225: Use of Copyright Materials [[IIIC5.5](#)]

As discussed in Standard IV.C.7, the College is in the process transitioning its Board Policies to CCC League’s recommended board policy and administrative procedure language where applicable. In fall 2015, the office of the Vice President of Administrative Services began a review of board policies related to business services, including Information Technology. All policies related to technology and will be reviewed (and updated, if necessary) as part of this transition.

Guidelines for the acceptable use of technology in teaching and learning processes can also be found in the College’s Technology Plan, Faculty Handbook, and support resources for online teaching and learning. The 2013-2016 Technology Plan introduced a new Computer and Network Acceptable Use Agreement (AUA) and a Service Level Agreement, which defines service levels provided to the College, identifies customer expectations, and outlines services provided by MPC Information Technology (IT) staff [[IIIC5.6](#), [IIIC5.7](#), [IIIC5.8](#), p. 47].

The MPC Faculty Handbook includes guidelines and expectations for faculty use of technology [[IIIC5.9](#)]. The Faculty Handbook is updated annually to ensure that these guidelines are current. Technology use is addressed in sections on:

- Library and Technology Center
- Media Services – Audio-Visual
- Network and Email Support
- Online Teaching Guidelines
 - Accessibility - ADA Compliance (Section 508)
 - Copyright & Fair Use
 - Regular & Effective Contact in Online Courses
- Use of Computer Equipment
- Use of Personal Equipment on Campus
- Website Support

To guide the use of Technology in online teaching and learning, a subcommittee of the Academic Senate and Institutional Committee on Distance Education worked to create the document “Effective Strategies for Online Teaching & Learning” [[IIIC5.10](#)]. The document guides instructors in translating characteristics of high quality teaching and learning into the online environment (including both fully online and web-enhanced face-to-face courses). These

effective strategies also serve as a guide for student and faculty support, distance education planning, and professional development.

Conclusion: Monterey Peninsula College meets the Standard III.C.5

Evidence Cited

- IIIC5.1 [Board Policy 2150: Inventory of College Property](#)
- IIIC5.2 [Board Policy 2155: College Resources](#)
- IIIC5.3 [Board Policy 2163: Electronic Mail Policy](#)
- IIIC5.4 [Board Policy 2164: Electronic Mail Code of Practice](#)
- IIIC5.5 [Board Policy 2225: Use of Copyright Materials](#)
- IIIC5.6 [2013-2016 Technology Plan](#)
- IIIC5.7 [Computer and Network Acceptable Use Agreement \(AUA\)](#)
- IIIC5.8 [Information Systems Service Level Agreement](#) (see p. 47)
- IIIC5.9 [2015-2016 Faculty Handbook](#)
- IIIC5.10 [Effective Strategies for Online Teaching and Learning](#)

Standard III.D: Financial Resources

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard:

- Monterey Peninsula College has allocated sufficient resources to support student learning programs and services [IIID3.1, IIID1.3, IIID1.4].
- Collaborative planning processes, including processes for annual planning and resource allocation, and budget development, ensure timely development, maintenance, allocation, and reallocation of resources in support of programs and services [IIID1.5, IIID1.6, IIID1.11].
- The College plans and manages its financial affairs with sustainability of resources and improved institutional effectiveness in mind [IIID1.2, IIID1.14]

Analysis and Evaluation

Monterey Peninsula College has allocated sufficient resources to support student learning programs and services [[IIID3.1a](#), [IIID3.1b](#), [IIID3.1c](#)]. To improve institutional effectiveness, the College distributes resources through the planning and resource allocation process, and manages its affairs with integrity and in a manner that ensures fiscal stability. However, improvements to long-range planning processes are needed to address a structural deficit and ensure sustainability of resources needed to support programs and services.

MPC has identified a structural deficit in the Unrestricted General Fund beginning fiscal year 2011-2012. Since that budget year, the use of financial reserves has allowed the College to operate during times of fiscal uncertainty at the State level. The College discussed the need to reduce the structural deficit and balance the budget for the 2015-2016 fiscal year using a combination of strategies. However, the use of one-time funds will be necessary until significant enrollment and cost containment plans are implemented. The partial restoration of Full time Equivalent Students (FTES) during stability funding from the state has allowed the College to address the restoration of some budgets that have been cut during the past several years. In addition, the College is working to improve institutional effectiveness by strengthening linkages between planning and budgeting and resource allocation. The College has closely monitored its expenditures, reducing expenses where possible. For the 2015-2016 fiscal year, the College used one-time funds to adopt a balanced budget. In prior years, the College made significant transfers to the general fund from other funds (e.g., Self-Insurance fund balance) to balance its budget. The College recognizes that this is not sustainable. The College has discussed taking steps to

move away from this practice through multi-year modeling and projections that reflect assumptions about revenue and expenses [[IIID1.2](#)].

Primary financial activities for day-to-day operating revenues and expenses occur in the College's general fund, which is separated into unrestricted and restricted funds. The largest source of unrestricted revenue (92 percent or \$33,328,898 in 2014-2015) is based on actual College student enrollments [[IIID1.3](#)].

Another source of significant income to the College stems from a local Proposition 39 facility bond, Measure I, which passed in 2002. The \$145 million provided through this bond has allowed the College to improve its facilities and infrastructure, thus enhancing its student learning programs and student services State capital outlay funding (over \$26.8 million) has further supplemented bond funds. Expenditure of these funds is recorded in the Building Fund and Capital Projects funds [[IIID1.4](#)].

The College determines resource distribution through its annual planning and resource allocation process [[IIID1.5](#); see also Standard I.B.9]. At the beginning of the spring semester, all units complete Program Review updates/Action plans to specify the budget-dependent actions necessary to support student learning and achievement and forward progress toward unit goals. The vice presidents of each area review the action plans and their advisory groups and share preliminary priorities for resource allocation with College Council. The Vice Presidents continue to refine priorities for their areas throughout the spring, as budget development continues. At the same time, the Budget Committee works with the Vice President of Administrative Services to affirm the College's revenue assumptions based on the Governor's Budget Proposal and begin budget development.

After the Governor's May Revise, the College Vice President (Chief Business Officer) provides an informational report to the Budget Committee affirming revenue assumptions, changes projected in the May Revise, and any other adjustments made to the tentative budget for expenditures. Using this information, the College Council considers the advisory groups' prioritized action plans, and, based on resources available and effectiveness toward meeting institutional goals and objectives, recommends items for possible inclusion in the College's budget to the Superintendent/President. The Superintendent/President considers the recommendations of the College Council and recommends the final budget to the Board of Trustees for approval [[IIID1.6](#)].

Throughout the process, the Superintendent/President and Vice President of Administrative Services provide monthly budget updates to the Board [[IIID1.7a](#), p. 7; [IIID1.7b](#), p. 8; [IIID1.7c](#), p. 6]. In spring 2015, the Superintendent/President began a series of budget forums for all staff to further campus-wide understanding of the College's budget and the general budgeting process [[IIID1.8a](#)]; these forums continued in 2015-2016 with a review of the financial outlook and budget development processes for 2016-2017 budget [[IIID1.8b](#)].

Integrity

Monterey Peninsula College manages its financial affairs with integrity. As described above, the College determines how resources will be distributed following the annual planning and resource allocation process, which includes broad campus-wide representation through the campus advisory groups and the College Council [IIID1.9]. As part of the budget development process, departmental budget managers with instructions, timelines, and a three-year history of expenses to their account(s), as well as a statement of overall College financial projections to help manage department expectations [IIID1.10, IIID1.11]. Departmental budget managers develop individual budgets, which are then reviewed by the department's dean or supervisor and discussed at the appropriate advisory group and College Council.

The process calls for a tentative budget to be developed prior to June 30 each year and be reviewed by the Budget Committee, and College Council, and approved by the Board of Trustees. An adopted budget is developed prior to September 1 each year, as recommended by the President and the Vice President of Administrative Services. The Budget Committee and College Council review the budget, Budget Committee and may make recommendations to the President prior to the President taking to the Board of Trustees for approval [IIID1.6]. During the course of the year, Fiscal Services provides detailed reports of budgets and monthly expenditures to each department to ensure accuracy and support ongoing budget management.

The College's charge to manage its finances with integrity is also evident in its use of a Citizen's Bond Oversight Committee. The Citizen's Bond Oversight Committee contributes to the monitoring of bond-related expenditures at Monterey Peninsula College. The Board of Trustees established the committee in February 2003 following voter approval of the College's \$145 million bond measure in November 2002. The committee consists of ten members who represent the local business community, a senior citizen's organization, students, a College support organization, taxpayer's organization, and the community at large. Meetings are held quarterly and are open to the public [IIID1.12].

Stability

Monterey Peninsula College is fiscally conservative to ensure financial stability. The College completed a Fiscal Stability Report in March 2007, and, using the information from this report, the Governing Board adopted a Long Term Financial Plan for the College in February 2009 [IIID1.13]. The plan identifies enrollments as the primary source of income for the College, and outlines seven (7) areas for the College to target in order to increase future revenue and promote reliable enrollments:

1. Increase enrollments (growth).
2. Review non-credit FTES for potential conversion to credit or enhanced noncredit FTES.

3. Review positive attendance courses for possible conversion to census and review attendance accounting methods to ensure compliance and accuracy.
4. Review possible gains by restructuring current academic calendar.
5. Reduce dependence on instructional service agreements (ISAs) and ensure that those maintained are well administered.
6. Ensure administrative support for economic and workforce development.
7. Pursue other outside funding sources.

The Long Term Financial Plan also calls for the continuation of budgeting practices credited with past stability, including:

- Not budgeting for growth income before it is realized
- Not budgeting for non-verifiable employee turnover savings, including budgets for all approved permanent positions.
- Budgeting for all known expenses and liabilities
- Maintaining adequate reserves including an annual contingency budget for unexpected expenses

The College still needs to make significant progress in all areas noted in the Long Term Financial Plan. The College has begun a concentrated effort to address the need for enrollment management that incorporates best practice scheduling. In fall 2015, the College retained an external consultant (Collaborative Brain Trust) to assist the College with several areas identified for improvement, including enrollment management, scheduling, and financial stability [[IHD1.14](#)].

Conclusion: Since 2011-2012, the College has experienced a budgeted structural deficit and an actual structural deficit (net loss) in the Unrestricted General Fund. For purposes of clarity in its internal communications, the College has defined the structural deficit as the institution's negative gap in projected revenue to projected expenses. The College has taken many steps to reduce the structural deficit, including reducing expenditures and focusing on FTES growth through enhanced enrollment and retention. In addition, the College has developed a plan to eliminate the structural deficit in 2015-2016 and 2016-2017. However, at the time of this writing, the institution has not eliminated the structural deficit as defined. The recent rise in STRS and PERS employer contributions and other personnel related expenses have not been offset by increased revenue due to flat enrollment and the failure to restore previously lost FTES.

Actionable Improvement Plans:

1. The College will revise its long range financial plan and policies to prioritize actions that ensure fiscal stability and reduce dependence on instructional service agreements for apportionment revenue.

2. The College will implement new tools for multi-year budget planning and monitoring as recommended in a review conducted by the College Brain Trust (CBT) in order to improve its budget development and resource allocation processes to reflect enrollment projections, state apportionment, and increasing mandated costs.

Evidence Cited:

- IIID1.1 Annual Adopted Budgets
 - a. [2013-2014](#)
 - b. [2014-2015](#)
 - c. [2015-2016](#)
- IIID1.2 [Multi-year Budget Modeling](#)
- IIID1.3 [2014-2015 Audit Report](#)
- IIID1.4 [2014-2015 GO Bond Audit Report](#)
- IIID1.5 [Resource Allocation Model](#)
- IIID1.6 [Budget Development Calendars, 14-15 and 15-16](#)
- IIID1.7 Sample Monthly Financial Reports
 - a. [Board Minutes, 8/15](#) (Item 14A, p. 7)
 - b. [Board Minutes, 9/15](#) (Item 14A, p. 8)
 - c. [Board Minutes, 10/15](#) (Item 14A, p. 6)
- IIID1.8 Open Forums
 - a. [Budget 101](#)
 - b. [Spring 2016 Budget Forum](#)
- IIID1.9 [Budget Committee Charge](#)
- IIID1.10 [Board Policy 6200: Budget Preparation](#)
- IIID1.11 [Budget Development Process](#)
- IIID1.12 [Citizen's Bond Oversight Committee Website](#)
- IIID1.13 [Long-term Financial Plan](#)
- IIID1.14 [Collective Brain Trust Project Recommendations, 2/16](#)

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard:

- The College follows a Planning and Resource Allocation model that aligns short and long-term financial planning with institutional planning, Institutional Goals, and the mission. Program Review Annual Update/Action Plans inform budget development and financial planning [IIID2.1 -- IIID2.3].
- The College has Board Policies that ensure sound financial practices and stability, including policies related to budget preparation, budget management, fiscal management, and annual audits. Administrative procedures accompanying these policies are scheduled for review and revision in 2016-2017 as part of regular review practice [IIID2.4, IIID2.5]

- Consistent with its Board Policy on general fund reserve, the College has maintained a 10% Unrestricted General Fund Year-End Balance for the past three years [IIID2.5].

Analysis and Evaluation:

Monterey Peninsula College relies upon its mission and goals as the foundation for financial planning. As part of the planning and resource allocation process, College Council evaluates progress towards the institutional goals, reviews accomplishments from the previous year, and revises institutional objectives as needed [IIID2.1, IIID2.2]. The mission and Institutional Goals are also reflected in the annual action plan items submitted by each division/unit [IIID2.3]. Division/unit action plans are prioritized and reviewed by advisory groups and administrators before the College Council makes resource allocation recommendations to the Superintendent/President and the Board of Trustees. The College follows established policies and procedures to ensure that its practices are sound [IIID2.4a, IIID2.4b, IIID2.4c, IIID2.4d, IIID2.4e, IIID2.5].

Financial planning supports long-term integrated planning at the College. As noted in Standard I.B.9, integrated planning activities at Monterey Peninsula College generally fall into either a long-term planning cycle or an annual cycle of planning and resource allocation [IIID2.6, IIID2.1]. Long-term plans such as the Facilities Master Plan, Technology Plan, and Long-term Financial Plan consider current and anticipated challenges that could affect the College financially. Institutional Goals and objectives drive long-range financial planning; for example, Objective 4.2, “implement an information management system,” has led the College to prioritize its plans for the procurement funds to support installation of an Enterprise Resource Planning system [IIID2.7; see also QFE Action Project 3].

Short-term planning and resource allocation follows an annual cycle that includes development of the budget for the upcoming fiscal year, as well as consideration and implementation of shorter-term goals and objectives identified in departmental action plans [IIID2.1, IIID2.3]. The College anticipates that its implementation of TracDat (see QFE Action Project 2) will greatly improve the effectiveness of both short and long-term financial planning.

The College distributes financial information in a timely fashion, to ensure that personnel and other stakeholders are informed. The Vice President, Administrative Services provides a monthly financial report to the Governing Board [IIID2.8a, p. 7; IIID2.8b, p. 8; IIID2.8c, p. 6], and annual budgets and audit reports are posted on the Administrative Services website [IIID2.9]. A budget development calendar is distributed annually to ensure relevant individuals and constituencies know how and when to engage in the process [IIID2.10].

Conclusion: Monterey Peninsula College meets Standard III.D.2.

Evidence Cited

IIID2.1 [Resource Allocation Model](#)

- IIID2.2 [Budget Development Process](#)
- IIID2.3 [Program Review Annual Update/Action Plans, 2014-2015](#)
- IIID2.4 Sample Business and Fiscal Affairs Policies
 - a. [Board Policy 6200: Budget Preparation](#)
 - b. [Board Policy 6210: General Fund Reserve](#)
 - c. [Board Policy 6250: Budget Management](#)
 - d. [Board Policy 6300: Fiscal Management](#)
 - e. [Board Policy 6400 Financial Audits](#)
- IIID2.5 [Administrative Procedures \(6000 Series\) Review Matrix](#)
- IIID2.6 [Integrated Planning Model](#)
- IIID2.7 [Institutional Action Plan](#), Goal 4, Objective 4.2
- IIID2.8 Sample Monthly Financial Reports
 - a. [Board Minutes, 8/15](#) (Item 14A, p. 7)
 - b. [Board Minutes, 9/15](#) (Item 14A, p. 8)
 - c. [Board Minutes, 10/15](#) (Item 14A, p. 6)
- IIID2.9 [Administrative Services Website](#)
- IIID2.10 [Budget Development Calendars, 14-15 and 15-16](#)

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard:

- Monterey Peninsula College clearly defines and follows its guidelines and processes for financial planning and budget development. The financial planning and development processes are provided in two documents: the planning and resource allocation process and the budget development process [IIID3.1, IIID3.2].
- The College encourages all staff to participate in resource planning and allocation. The Budget Committee meets to address specific topics to facilitate appropriate resource allocation. The Budget Committee membership is comprised of representatives from all constituency groups at the College [IIID3.4].

Analysis and Evaluation

Monterey Peninsula College clearly defines and follows its guidelines and processes for financial planning and budget development. The financial planning and development processes are provided in two documents: the planning and resource allocation process and the budget development process [IIID3.1, IIID3.2]. Both of these processes include timelines that guide each process to timely completion at a deliberate pace.

The College encourages all staff to participate in resource planning and allocation. The Budget Committee meets to address specific topics to facilitate appropriate resource allocation. The

Budget Committee membership is comprised of representatives from all constituency groups at the College [[IIID3.4](#)].

As a subcommittee of College Council, the Budget Committee:

1. Evaluates previous year's budget (revenue projections, actuals, etc.)
2. Contextualizes institutional budget information.
3. Reviews and/or analyzes budget information, including, but not limited to the following:
4. Distills institutional information to inform budget managers.
5. Presents/distributes budget packets
6. Offers budget workshops to help inform campus community about budget construction and process.
7. Reviews the budget at Governor's May revise, affirming revenue assumptions. Following the budget assumptions and processes, summarizes the budget information and presents to College Council.

College Council developed and refined the current planning and resource allocation process [[IIID3.1](#)]. The first step is the creation of institutional goals with input from the entire campus community. The second step is annual component goals created by each advisory group. Faculty and staff of each program or area develop program reviews and annual action plans, which include budget implications and feasibility. These are reviewed and prioritized by the advisory group for each respective program or unit. The College Council then reviews and prioritizes the combined list of all action plans for the campus [[IIID3.5](#)].

The budget development process for the College details the information to be gathered, the people responsible, and the other detailed steps involved in completing the budget, as described in the budget development calendar [[IIID3.2](#)]. Administrative Services and the Budget Committee provide the general framework for the budget by preparing revenue estimates based on approved assumptions and compiling all fixed and committed costs. The College provides a budget construction package to budget managers annually as part of the creation of the budget to ensure accuracy of individual accounts. Programs and other College areas develop action plans requesting new funds based on program reviews, component goals, and mandated increases. After advisory groups for Academic Affairs, Administrative Services, and Student Services prioritize action plan requests for departments in their area, and College Council discusses all requests in the context of College priorities, institutional goals, and available resources. The Superintendent/President recommends the final budget to the Governing Board, which takes final action on the budget in an open session.

The budget development process ensures that all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. At the beginning of the College's planning and resource allocation process, all campus constituencies are encouraged to

participate in the dialogue regarding the College's mission and goals. Furthermore, College constituencies are well represented on budget-related participatory governance committees, including the College Council and the Budget Committee [[IIID3.6](#), [IIID3.7](#)].

Conclusion: Monterey Peninsula College meets Standard III.D.3.

Evidence Cited:

- IIID3.1 [Resource Allocation Model](#)
- IIID3.2 [Budget Development Process](#)
- IIID3.3 [Budget Development Calendars, 14-15 and 15-16](#)
- IIID3.4 [Budget Committee Charge](#)
- IIID3.5 [College Council Bylaws](#)
- IIID3.6 [College Council website](#)
- IIID3.7 [Budget Committee Website](#)

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence:

- Institutional planning processes, including the annual resource allocation process, reflect consideration of financial resource availability and expenditure requirements [[IIID4.1](#)].
- The Budget Committee, led by the Vice President of Administrative Services, reviews budget information and affirms revenue assumptions based on the Governor's May revise. These assumptions include information about current and projected FTES, as well as state finances, in order to provide a realistic assessment of financial resource availability in support of institutional planning [[IIID4.2](#), [IIID4.3](#)].

Analysis and Evaluation

Following the College's annual planning and resource allocation process [[IIID4.1](#)], the Budget Committee reviews budget information and affirms revenue assumptions based on May revise. These assumptions include information about current and projected FTES, as well as state finances. Budget assumptions and budget projections are then discussed at College Council, where they are used to make allocation recommendations to the Superintendent/President. The College Council and Budget Committee, which review and make final recommendations on action plans, include broad-based membership to help ensure that the budget development process uses realistic projections and assessments of costs, as well as ensuring that items focused on student learning have been prioritized appropriately.

Proposals for additional funding are made by programs and areas through annual program review action plans. The individuals developing the action plans have supply expenditure requirements with their proposals to ensure realistic costs. Unit administrators evaluate action plans using

budgeted financial information to ensure realistic expectations, proper cost/benefit analysis, and appropriate prioritization of needs within the unit overall. The financial information used in these evaluations considers revenue resources as well as immediate and long-range cost expectations and commitments.

Throughout the budget development process, the Office of Administrative Services provides prepares budget documents using the approved assumptions, all contractual commitments, any new or changed positions, other mandated increases, and any changes recommended by the College Council. This information helps the College ensure realistic assessment of resource availability during planning [[IIID4.1](#), [IIID4.4](#)].

Adopted budgets are posted on the Administrative Services website [[IIID4.5](#)]. During the fiscal year, the Fiscal Services Office provides detailed reports of budgets and monthly expenditures to departments to support proper management of funds and ensure transparency.

The College's facilities plans include provisions for maximizing state capital outlay funding by using local Proposition 39 Measure I bond funds to maximize the scores used to determine the allocation of state funds [[IIID4.6](#)].

Conclusion: Monterey Peninsula College meets Standard III.D.4.

Evidence Cited:

- IIID4.1 [Resource Allocation Model](#)
- IIID4.2 [Budget Committee Charge](#)
- IIID4.3 [Budget Development Process](#)
- IIID4.4 [College Council Minutes, 8/25/15](#)
- IIID4.5 [Administrative Services Website](#)
- IIID4.7 [Citizens Bond Oversight Committee Annual Report, 2014-2015](#)

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard:

- The current organizational chart and internal control procedures are annually reviewed by the College and an external audit firm for appropriate separation of duties [[IIID5.1](#), [IIID5.2](#)].
- The planning and resource allocation process has gone through several refinements in open meetings of the College Council with input from the Budget Committee to both

improve and better clarify the various steps. The current version of the budget process was recommended by College Council in fall 2014 to align with the Monterey Peninsula College planning and resource allocation process [IIID5.4].

- The Budget Committee reviews the budget development process annually and makes changes to improve and/or clarify the process when necessary [IIID5.5].

Analysis and Evaluation

The current organizational chart and internal control procedures are annually reviewed by the College and an external audit firm for appropriate separation of duties [[IIID5.1a](#), [IIID5.1b](#), [IIID5.c](#)]. Software used to access financial data maintains appropriate access and control for those authorized for specific financial functions [[IIID5.2a](#); [IIID5.2b](#), p. 4].

The Fiscal Services office uses financial software provided through the Monterey County Office of Education. Financial reports available through this system, Escape, provide detailed information and online access capabilities for the appropriate budget managers. Both Fiscal Services and Human Resources use the Escape system, which allows for better integration of data. However, the Escape system does not fully integrate with the College's current student information system (Santa Rosa SIS). The College is currently planning to migrate away from SIS, as its developer will cease support within the next three to four years. The College has begun preparations for a migration to a full-featured Enterprise Resource Planning (ERP) system, which will allow continued systems improvement through the linking of real-time data that includes enrollments [[IIID5.3](#); see QFE Project #3].

The College Council created the Monterey Peninsula College planning and resource allocation process in fall 2007, and the process was used beginning in the 2007-2008 year. The planning and resource allocation process has gone through several refinements in open meetings of the College Council with input from the Budget Committee to both improve and better clarify the various steps. The current version of the budget process was recommended by College Council in fall 2014 to align with the Monterey Peninsula College planning and resource allocation process [[IIID5.4](#)].

Monterey Peninsula College regularly evaluates its processes, including its financial management processes, and the results of evaluations are used to improve financial management systems. The Budget Committee reviews the budget development process annually and makes changes to improve and/or clarify the process [[IIID5.5](#)].

Conclusion: Monterey Peninsula College meets Standard III.D.5.

Evidence Cited:

- IIID5.1 Annual Audits
a. [2012-2013](#)

- b. [2013-2014](#)
 - c. [2014-2015](#)
- IIID5.2 Division of Functions
- a. [Human Resources Functions](#)
 - b. [Administrative Services Org Chart](#) (see p. 4)
- IIID5.3 [Sample Business Process Analysis Report](#)
- IIID5.4 [Budget Development Process](#)
- IIID5.5 [Budget Development Calendars, 14-15 and 15-16](#)

III.D.6 Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard:

- The College’s budget development process includes input from appropriate campus constituencies, including the College Council and Budget Committee. The Budget Development Process results in the preparation of a tentative budget by June 30, and a final budget prior to September 1. The Board of Trustees approves the final budget [IIID6.1].
- The College submits an annual financial report (CCFS-311) to the Chancellor’s Office detailing how financial resources are allocated to support student learning programs and services [IIID6.2].
- The College undergoes an annual external audit, which helps to ensure accuracy of and appropriate allocation of resources. The auditor reports the results of the audit to the Governing Board in an open meeting [IIID6.4].

Analysis and Evaluation

The College creates a tentative and adopted budget as indicated in the budget development process. MPC’s Governing Board has consistently approved a tentative budget prior to June 30 and adopted budget prior to September 1 each fiscal year to ensure support for student learning programs and services. During the development process, Fiscal Services provides individual department managers with copies of their budgets, budget documents are provided to members of the Budget Committee and the College Council, to administrators, and as part of the Board agenda when the items are acted on [[IIID6.1](#)].

To ensure accuracy of financial documents, the Vice President of Administrative Services reviews monthly projections and provides a monthly financial report to the Governing Board [[IIID6.3a-c](#), linked below].

The College undergoes an annual external audit, which helps to ensure accuracy of and appropriate allocation of resources. The auditor reports the results of the audit to the Governing Board in an open meeting. External audits are performed annually with the auditor providing a

report at an open Board meeting. The most recent audit was for the fiscal year ending June 30, 2015. The College received an “unqualified opinion” and had only one finding [[IIID6.4c](#)]. The College addressed the finding in a timely manner (see Standard III.D.7).

Conclusion: Monterey Peninsula College meets Standard III.D.6.

Evidence Cited:

- IIID6.1 [Budget Development Process](#)
- IIID6.2 Annual 311 Reports
 - a. [2012-2013](#)
 - b. [2013-2014](#)
 - c. [2014-2015](#)
- IIID6.3 Monthly Financial Reports
 - a. [Board Minutes, 8/15](#) (Item 14A, p. 7)
 - b. [Board Minutes, 9/15](#) (Item 14A, p. 8)
 - c. [Board Minutes, 10/15](#) (Item 14A, p. 6)
- IIID6.4 Annual Audits
 - a. [2012-2013](#)
 - b. [2013-2014](#)
 - c. [2014-2015](#)

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard:

- Per established Board Policy and Education Code, the College undergoes an annual external audit of all funds, books, and accounts [[IIID7.1](#), [IIID7.2](#)].
- The Office of Administrative Services posts External Audits reports on its department website (as annual Financial Reports) to ensure appropriate and timely communication [[IIID7.3](#)].
- Audit results and any findings (and responses to findings) are discussed publicly, in open sessions of Board meetings [[IIID7.4](#)].

Analysis and Evaluation

When the College receives an audit finding, it takes steps to respond in a timely manner. As of this writing, the most recent audit for the College took place for the fiscal year ending June 30, 2015. The College received an “unqualified opinion” and had only one finding [[IIID7.2c](#)]. The College has adequately addressed the finding related to the timely return of federal funds, and has procured new software to better manage financial aid awards moving forward [[IIID7.2c](#), see MD&A].

Conclusion: Monterey Peninsula College meets Standard III.D.7.

Evidence Cited:

- IIID7.1 [Board Policy 6400: Financial Audits](#)
- IIID7.2 Annual Audits
- a. [2012-2013](#)
 - b. [2013-2014](#)
 - c. [2014-2015](#)
- IIID7.3 [Administrative Services website](#)
- IIID7.4 Board Meeting Minutes:
- a. [2/26/2014](#), Item 14C, p. 8
 - b. [1/30/2015](#), Item 14B, p. 5
 - c. [1/22/2016](#), Item 14A, p. 4

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Evidence of Meeting the Standard:

- External auditors evaluate the validity and effectiveness of the College's financial and internal control systems annually [IIID8.1].

Analysis and Evaluation

External auditors review financial and internal control systems during the annual audit [[IIID8.1a](#), [IIID8.1b](#), [IIID8.1c](#)]. The auditors evaluate systems for validity and effectiveness, and report on any material weakness in internal control, if found.

Similarly, the College reviews its processes through program review and annual audits as well as inspection of process as needed. The College maintains internal controls through review of emerging needs and regulations.

Conclusion: Monterey Peninsula College meets Standard III.D.8.

Evidence Cited:

- IIID8.1 Annual Audits
- a. [2012-2013](#)
 - b. [2013-2014](#)
 - c. [2014-2015](#)

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard:

- Board Policy 6210: General Fund Reserve requires the College to maintain a general fund budgeted reserve of 10% of unrestricted fund adopted budgeted expenditures to provide for economic uncertainties [IIID9.1].
- Financial Statements filed with the State Chancellor's Office demonstrate that the College maintains sufficient reserves to maintain stability [III9.2].

Analysis and Evaluation

The College's current level of reserves allows for sufficient cash flow under normal circumstances. The College maintains a 10% unrestricted general fund reserve in accordance with established Board Policy [[IIID9.1](#)]. In addition, the College has prepared to use Tax Revenue Anticipation Notes (TRAN) through the California Community College League should emergency needs arise that cannot be addressed from the fund balance or contingency funds.

From fiscal year 2011-2012 through 2014-2015, the College borrowed cash for the unrestricted general fund from other College funds as a short-term solution to cover budget deficits and balance its budget. As of spring 2016, the College is reviewing expenditures, modifying instructional service agreements in response to the State's changing priorities, and reviewing the possibility of restructuring the College's self-funded medical plan in order to curtail the practice of borrowing from other funds to balance its budget.

Risk Management for property and liability coverage is provided through College membership in the Bay Area California Community College Colleges Joint Powers Association (BACCCJPA) and Statewide Association of Community Colleges. Colleges in the BACCCJPA have \$10,000 deductible per occurrence and \$250 million property and \$25 million liability coverage. Workers compensation coverage is provided through College membership in the Northern California Community College Pool (NCCCP). The NCCCP purchase full coverage through Protected Insurance Program for Schools and Community Colleges Joint Power Authority.

Conclusion: Monterey Peninsula College meets Standard III.B.9.

Evidence Cited:

- IIID9.1 [Board Policy 6210: General Fund Reserve](#)
IIID9.2 Annual 311 Reports
- [2012-2013](#)
 - [2013-2014](#)
 - [2014-2015](#)

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard:

- The Office of Fiscal Services provides effective financial oversight for all areas of the College, including financial aid, grants, the MPC Foundation, and Gentrain Society. The Office of Administrative Services provides monthly financial reports to the Board for effective oversight [IIID10.1]
- The College maintains the financial records for financial aid, grants, and externally funded programs in its financial management system. The majority of these records are accounted for in the College's restricted and fiduciary funds, which are audited as part of the College's annual external audit [IIID10.2].
- College investments are managed through the office of the County Treasurer, who provides quarterly reports to the College at public Board meetings [IIID10.3].

Analysis and Evaluation

The Office of Fiscal Services provides financial oversight for the College, including the MPC Foundation and the Gentrain Society. The Office of Fiscal Services also provides oversight for College investments and assets. Working with departmental budget managers as appropriate, Fiscal Services staff maintain oversight for all College accounts, including financial aid, grants, and trusts. The Vice President of Administrative Services and Comptroller apprise the Governing Board of the accounts of the College through monthly financial reports and special reports for bond expenditures at regular Board meetings [[IIID10.1a](#), p. 7; [IIID10.1b](#), p. 8; [IIID10.1c](#), p. 6].

Management of Financial Aid, Grants, and Externally Funded Programs

The College maintains the financial records for financial aid, grants, and externally funded programs in its financial management system. The majority of these records are accounted for in the College's restricted and fiduciary funds, which are audited as part of the College's annual external audit [[IIID10.2a](#), [IIID10.2b](#), [IIID10.2c](#)].

The College manages contractual relationships appropriately through the office of the Vice President of Administrative Services and review by counsel as needed.

Management of Auxiliary Organizations and Foundations

The College has one auxiliary organization, the Gentrain Society, which supports the College's Gentrain program. The MPC Foundation is organized as an independent 501c3 and is the primary fundraising organization for the College. Both the Gentrain Society and MPC Foundation maintain their own financial records. The Vice President of Administrative Services reviews financial statements of both organizations.

Management of Investments and Assets

The College maintains an inventory of all equipment with a cost of \$1,000 or more. A physical inventory is completed annually for one-third of its equipment.

All investments for the College are managed through the County Treasurer who provides quarterly reports to the College. These reports are shared with the Governing Board [[IIID10.3a](#), [IIID10.3b](#), [IIID10.3c](#)].

Conclusion: Monterey Peninsula College meets Standard III.D.10.

Evidence Cited:

- IIID10.1 Monthly Financial Reports to the Board
 - a. [Board Minutes, 8/15](#) (Item 14A, p. 7)
 - b. [Board Minutes, 9/15](#) (Item 14A, p. 8)
 - c. [Board Minutes, 10/15](#) (Item 14A, p. 6)
- IIID10.2 Annual Audits
 - a. [2012-2013](#)
 - b. [2013-2014](#)
 - c. [2014-2015](#)
- IIID10.3 County Treasurer Quarterly Reports to the Board
 - a. [May 2015](#)
 - b. [August 2015](#)
 - c. [November 2015](#)

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard:

- Long-term OPEB liabilities are projected using actuarial studies. To assure that OPEB liabilities can be met while maintaining short-term solvency, the College has placed funds into an irrevocable trust as required by GASB 43 and 45 standards to address a significant portion of these liabilities. The College meets its current current-year liabilities within its annual budget. [IIID11.3]
- The College currently has one long-term obligation that is required to be paid back, a student center lease revenue bond. The College budgets sufficient funds for the repayment of this lease in its annual budget [IIID11.4].

Analysis and Evaluation

Monterey Peninsula College’s short-range financial decisions are made in light of its long-range financial priorities. During the annual resource allocation and budget development processes,

the Budget Committee, the advisory committees, the College Council recommend resource allocation decisions to the Superintendent/President. The Superintendent/President makes final resource allocation decisions and recommends the final budget to the Board of Trustees for review and approval [[IIID11.1](#), [IIID11.2](#)].

During this process, the College considers long-range financial priorities, such as post-employment benefits (OPEB) provided to certain retirees. Long-term OPEB liabilities are projected using actuarial studies. The current actuarial study indicates the College's actuarial accrued liability to be approximately \$11 million [[IIID11.3](#)]. To assure that OPEB liabilities can be met while maintaining short-term solvency, the College has placed funds into an irrevocable trust as required by GASB 43 and 45 standards to address a significant portion of these liabilities. The College meets its current current-year liabilities within its annual budget [[IIID11.4](#)].

The College currently has one long-term obligation that requires re-payment, the Student Center lease revenue bond. The outstanding balance for this locally incurred debt is \$62,700, and will be paid off in full in 2018-2019. The College has budgeted sufficient funds for the repayment of this lease [[IIID11.4](#)]. The College also has a \$145 million Prop 39 Measure I bond, which is being repaid through local property tax assessments.

As described in III.D.1, the College's Long Term Financial Plan outlines actions to be taken to ensure and improve the College's future fiscal stability. Plans include increasing revenues through enrollment growth by expanding the College's Education Center at Marina and by reducing costs to the level of protected revenues [[IIID11.5](#)].

Conclusion: Monterey Peninsula College meets Standard III.D.11.

Evidence Cited:

- IIID11.1 [Resource Allocation Model](#)
- IIID11.2 [Budget Development Process](#)
- IIID11.3 [Actuarial Study, Aug. 2014](#)
- IIID11.4 [Annual Budget, 2015-2016](#)
- IIID11.5 [Long-Term Financial Plan](#)

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

- The College determines its Other Post-Employment Benefits (OPEB) liabilities using appropriate accounting standards and regular actuarial analysis [IIID12.1].
- The College allocates appropriate resources for the payment of liabilities and future obligations, including OPEB [IIID12.2].

Analysis and Evaluation

Planning for payment of liabilities and future employee-related obligations is addressed within the College's annual budgeting process. In fall 2015, the College began participating in the Community College League of California (CCLC) Retiree Health Benefit Program Joint Powers Authority [IIID12.2, Item 14C, p. 4]. Investing funds for OPEB liabilities and future obligations in an irrevocable trust as required by GASB 43 and 45 standards helps the College to ensure that appropriate resources are available for the payment of these obligations.

Conclusion: Monterey Peninsula College meets Standard III.D.12.

Evidence Cited:

IIID12.1 [Actuarial Study, Aug. 2014](#)

IIID12.2 [Board Meeting Minutes, 11/18/15](#), See Item 14C, p. 4

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard:

- The College follows an annual planning and resource allocation process that includes the development of an annual budget [IIID13.1, IIID13.2].
- Budget development processes ensure that resources for repayment of locally incurred debt instruments are appropriately allocated [IIID13.3, IIID13.4]

Analysis and Evaluation

The College follows an annual planning and resource allocation process that includes the development of an annual budget [IIID13.1, IIID13.2]. During the budget development process, the College allocates funds for the repayment of locally incurred debt instruments and assesses how these debts might affect the fiscal health of the institution.

The College currently has one long-term obligation that requires re-payment, the Student Center lease revenue bond. The outstanding balance for this locally incurred debt is \$62,700, and will be paid off in full in 2018-2019. The College has budgeted sufficient funds for the repayment of this lease [IIID13.3, p. 7-8; 79-81].

The College also has a \$145 million Prop 39 Measure I bond, which is being repaid through local property tax assessments [[IIID13.4](#), p. 108-113].

Conclusion: Monterey Peninsula College meets Standard III.D.13.

Evidence Cited:

- IIID13.1 [Resource Allocation Model](#)
- IIID13.2 [Budget Development Calendars, 14-15 and 15-16](#)
- IIID13.3 [Annual Budget, 2015-2016: Student Center Lease Bond](#) (see p. 7-8 and 79-81)
- IIID13.4 [Annual Budget, 2015-2016: Measure I Bond Funds](#) (see p. 109-113)

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard:

- The College contracts with an external accounting firm to perform an annual audit on all funds, including its general obligation bond funds. These audits, along with input from the Citizen’s Bond Oversight Committee, ensure that funds are used with integrity in a manner consistent with their intended purpose [[IIID14.1](#), [IIID14.2](#), [IIID14.3](#)].
- The College Superintendent/President serves as a voting member of the MPC Foundation’s Executive Board. Input from the Superintendent/President helps to ensure that the Foundation’s efforts directly support institutional priorities [[IIID14.4](#)].

Analysis and Evaluation

The College uses its financial resources, including those from its general obligation bond funds, foundation, and grants, to further its mission and goals. The College’s mission and goals form the foundation of the planning and resource allocation process, as described in Standards I.A.3 and I.B.9. Individual divisions and units develop budgets and action plans with the College’s mission and Institutional Goals in mind. Requests for equipment, staffing, and supplies are also prioritized in the context of the mission and Institutional Goals through budget development and program review and action plans.

The College contracts with an external accounting firm to perform an annual audit on all funds, including its general obligation bond funds [[IIID14.1a](#), [IIID14.1b](#), [IIID14.1b](#), [IIID14.2a](#), [IIID14.2b](#), [IIID14.2c](#)]. These audits ensure that funds are used in a manner consistent with their intended purpose. Input from the Citizen’s Bond Oversight Committee provides additional assurance that bond funds are used for their intended purpose [[IIID14.3](#)].

The College Superintendent/President serves as a voting member of the MPC Foundation's Executive Board. Input from the Superintendent/President helps to ensure that the Foundation's efforts directly support institutional priorities [IIID14.4]. The Executive Director of the MPC Foundation provides monthly reports to the Governing Board.

The College applies for grant funding as appropriate to support its mission and goals. The College reviews a completed pre-application grant approval form prior to completion of a grant request for proposal (RFP) [IIID14.5]. The form includes a description of how the grant will support the short-term and long-term institutional goals, affect College commitments, and affect the College financially (space, staffing, matching funds, institutionalization implications to current programs). Completed forms are reviewed by the area administrator, the Office of Institutional Research, the vice presidents, and the Superintendent/President. The Superintendent/President has the final authority, indicating approval or disapproval to proceed. Methods for measuring the impact of grants are codified within Administrative Services policies and procedures. The Governing Board approves all grants requiring matching funds, per policy [IIID14.6].

Conclusion: Monterey Peninsula College meets Standard III.D.14.

Evidence Cited:

- IIID14.1 Annual Financial Reports
 - a. [2012-2013](#)
 - b. [2013-2014](#)
 - c. [2014-2015](#)
- IIID14.2 General Obligation Bond Audits
 - a. [2012-2013](#)
 - b. [2013-2014](#)
 - c. [2014-2015](#)
- IIID14.3 [Citizen's Bond Oversight Committee](#)
- IIID14.4 [MPC Foundation Annual Report, 2015](#)
- IIID14.5 [Grant Approval Form](#)
- IIID14.6 [Board Policy 2200: Grant Applications](#)

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:

- The College undergoes an annual audit to determine compliance with major Federal programs, including Title IV. In the most recent audit (for FY ending June 30, 2015), MPC received one finding related to OMB Circular A-133. The College's response to

the finding indicated how the issue would be addressed during the 15-16 fiscal year [IIID15.1, IIID15.2].

Analysis and Evaluation

The College undergoes an annual audit to determine compliance with major Federal programs, including Title IV. In the most recent audit (for FY ending June 30, 2015), MPC received one finding related to OMB Circular A-133. The College's response to the finding indicated how the issue would be addressed during the 15-16 fiscal year [[IIID15.1](#)]. The College has taken steps to address the situation [[IIID15.2](#), p. 2]

The Office of Student Financial Services monitors student loan default rate. The most current official three-year Cohort Default Rate (FY2012) for the College is 21.4% [[IIID15.3](#)]. The College works with USA Funds Borrower Connect to help identify and work with borrowers at highest risks of default.

Conclusion: Monterey Peninsula College meets Standard III.D.15.

Evidence Cited:

- IIID15.1 [Annual Financial Audit, 2014-2015](#)
- IIID15.2 [College Council Minutes, 1/26/16](#), p. 2
- IIID15.3 [Three-Year Cohort Default Rates, FY2012](#)

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

- The College contracts with external entities in a manner consistent with its policies, mission, and goals. When entering into contractual agreements with external entities, the College uses standard contract forms and Instructional Service Agreements (ISAs) to help ensure consistency with the institutional mission and goals [IIID16.1, IIID16.2, IIID16.3, IIID16.6].

Analysis and Evaluation

When entering into contractual agreements with external entities, the College uses standard contract forms and Instructional Service Agreements (ISAs) to help ensure consistency with the institutional mission and goals [[IIID16.1](#), [IIID16.2](#), [IIID16.3](#)]. The College's legal counsel reviews contractual forms and ISAs to help ensure all legal provisions are included and the College is appropriately indemnified from any damages as a result from outside parties. Instructional Service Agreements are specifically written to ensure the College adheres to

regulations contained in Title 5 of the California Code of Regulations. The College may terminate contracts and ISAs if the external entities are found to be out of compliance; the College has terminated contracts in the past for this reason.

Standard contract forms and agreements also help the College ensure contracts with external entities are consistent with the College's interests and policies and maintain the integrity of the institution. The College works to ensure its contractual agreements with outside agencies are consistent with the mission and goals of the institution. For example, the College's Long Term Financial Plan includes reducing dependence on Instructional Service Agreements, as the FTES generated through Instructional Service Agreements are primarily non-credit [\[IIID16.4\]](#).

To maintain the integrity of the institution and quality of its operations, the College uses the adopted budget as the primary vehicle to fund contractual agreements and capital expenditures. Per policy, the Superintendent/President and Vice President of Administrative Services are the only two persons given general authority by the Board as legal signatory for contractual agreements [\[IIID16.5, IIID16.6\]](#).

Conclusion: The College's current reliance on contracted educational agreements to meet minimum FTES goals for apportionment does not align with its Long-Term Financial Plan. Additional planning is needed to address this current reliance and improve consistency between external agreements and the institutional mission, goals, and policies.

Actionable Improvement Plan

The College will revise its long range financial plan and policies to prioritize actions that ensure fiscal stability and reduce dependence on instructional service agreements for apportionment revenue.

Evidence Cited:

- IIID16.1 [Board Policy 4330: Instructional Service Agreements \(ISA\)](#)
- IIID16.2 [Sample Contract Form](#)
- IIID16.3 [Sample ISA Form](#)
- IIID16.4 [Long-Term Financial Plan](#)
- IIID16.5 [Board Policy 1050: Executive Officer of the Governing Board](#)
- IIID16.6 [Board Policy 2132: Bids and Contracts](#)

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