

## Accreditation Progress Report for Monterey Peninsula College, 2008

- 1. The team recommends that the college support and enhance its initial efforts at using data in planning, evaluation, and decision-making processes by emphasizing the value of research and data throughout the campus, broadening research directions, and expanding data availability. [Old Standards 3.A.1-3; Old Standards 5.1; Old Standards 9.A.5]*

Relying on such sources as the College's Office of Institutional Research, the California Employment Development Department (EDD), the Monterey Workforce Investment Board, the Monterey Child Care Planning Council, the state Legislative Analyst's Office (LAO), and the state Chancellor's Office Data Mart, Monterey Peninsula College (MPC) currently makes every effort to use data. Administrators, faculty, and staff seek to make wise choices based on quantifiable data; with limited resources and many unmet needs, every decision relevant to programs and staffing is critical. Research and data have become integral to the entire planning/evaluation/decision-making process.

### **Institutional Planning, Evaluation, and Decision-Making**

Since the college's last Accreditation Self-Study (December 2003), data have been required and analyzed in an increasing number of college-wide planning efforts. In order to maximize and focus the institution's research capabilities, the Office of Institutional Research, in collaboration with the Institutional Research Advisory Group, has developed a Research Agenda for 2007-2008 (attachment). This document serves as the blueprint for ongoing and future research; it has provided direction for data collection and utilization. A prime example of data collection and utilization is the Enrollment Report (attachment). This document is distributed to key senior level administrators as well as middle managers every day during the first two weeks of the semester and once per week for the rest of the semester to assist in the tracking of registration and enrollment progress and to compile data for state mandated reports. The Enrollment Report tracks student enrollment by student demographic information, number of units, on-campus vs. off campus classes, credit and non-credit status, etc. The added advantage of this report is that it provides a base for comparison from one academic year to the next. Another example of data utilization is the Fiscal Stability Report (attachment). This report includes current community demographics and projections for populations, housing, and jobs, as well as projections concerning state finances. This report helps the District develop a long term financial resources plan.

An emphasis on collecting and understanding data has been fruitful. Student surveys, community needs assessments, class schedule analyses, student focus groups, historical data, enrollment trends, student demographics, labor market information, and employment data have allowed the college to better understand its students and community. On the basis of this information, the Class Schedule has been reformatted, classes have been scheduled or rescheduled, programs have been modified, and facilities have been better utilized.

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To better understand students' scheduling needs and preferences, the College recently conducted two surveys. The first survey was conducted in Fall 2006 and the second in Fall 2007. The results from both surveys have been (and continue to be) considered in decision-making regarding when to offer courses to best meet students' needs. A similar effort was undertaken at the College's temporary facility in Marina. During Fall 2007, a survey was conducted to determine whether students enrolled in Marina were interested in taking late start classes. The results of this survey were presented and discussed at a meeting of the Academic Affairs Advisory Group (AAAG). Although the feedback from students was very positive, the group recommended to not offer late start classes due to the lack of qualified adjunct faculty in some disciplines and concerns about students being unprepared to cope with the intensity and fast pace of the instruction in a compressed calendar format. In spite of the immediate inability to react to student feedback, the results of the survey pointed to the need to meet student demand for late start and short-term classes. The College needs to 1) inform students of the differences between short-term and semester-long classes and 2) engage in long-range planning that includes late start and short-term classes both on the main campus and at the temporary facility in Marina.

Data collection and utilization have included quantitative as well as qualitative sources. In Summer 2007, a focus group of students was surveyed to determine the effectiveness and user friendliness of the information presented in the MPC Class Schedule. As a result of the feedback obtained through the focus group, class schedules have been redesigned to help students locate the information they need to enroll in classes.

Campus committees charged with challenging tasks have analyzed data to advocate for wise planning and decision-making. Two such committees are the Facilities Planning Committee and the Enrollment Advisory Committee.

- ◆ The Facilities Planning Committee, a committee charged with reviewing and revising the Funding Plan for the College's Educational/ Facilities Master Plan, began its work by committing to specific criteria for decision-making; "Base decisions on verified data" was one of those criteria. This committee worked diligently to understand the College's space use as determined through assignable square footage (ASF) and capacity load ratios, as well as program and building needs. As it continues its work, this committee plans to continue basing "decisions on verified data."
- ◆ The Enrollment Advisory Committee is charged to "function as a strategic advisory committee on enrollment issues." It focuses its efforts on four activities: data review, recruitment, retention, and idea collection and generation. Thus far, the Enrollment Advisory Committee has reviewed and discussed the MPC Profile (attachment): Enrollment and Demographic Trends; the MPC Community Demographics; K-12 enrollment trends; MPC's Student Equity Plan; the ZIP Code flow, data from the Chancellor's Office that explore the community college attendance patterns of students living in MPC's service area; and success, retention, and persistence rates.

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The use of data in planning, evaluation, and decision-making is now a requirement for all programs on campus. Divisions, departments, and services are responsible for completing program review self studies, which rely heavily on data relevant to program offerings, size, and growth; student demographics, satisfaction, needs, and grades; and scheduling and enrollment patterns. These documents provide the foundation of institutional planning. As each program completes its Program Review and subsequent Program Review Annual Update and Action Plan, copies are provided to College Council (the College's primary shared governance committee), as well as the Board of Trustees. Decisions relevant to college priorities are then established and/or modified on the basis of these planning documents.

When justifying new and replacement faculty positions, departments must now complete the Faculty Position Request Form (attachment) which was redesigned to ensure that all positions are reviewed with the health of the program (and position), as well as the needs of the institution in mind. A program's health is largely understood through FTES (Full-Time Equivalent Students) and FTE (Full-Time Equivalent) faculty data, which are shared with all decision-making bodies. In addition, a newly developed document that tracks faculty changes by division since the year 2000 as the base year is shared with advisory groups as well as College Council.

Data are not only used to evaluate the performance of specific programs; they are also used as a means of evaluating the effectiveness of personnel. Research and data are relied on as employees are evaluated. Data are collected through student evaluations; faculty members are assessed on a 5-point scale on instructional elements such as "approachability of instructor," "classes well prepared and organized," "helpfulness of feedback on assignments," and so on. Data are also used in administrative and Board of Trustees' evaluations; surveys have been completed to ascertain employees' perceptions of performance in these vital positions.

Because of the College's focus on data and research, divisions and departments have begun to appreciate the value of quantitative and qualitative information. Divisions have begun to monitor enrollments of various classes as a means of planning future course offerings. Departments have begun to create surveys to understand student needs and perceptions. For example, data have been collected and used by the World Languages, Social Science, Nursing, and English as a Second Language Departments:

- ◆ World Languages. This semester the World Languages Department created a survey for all students enrolled in a language to determine how these students perceive and use the language lab.
- ◆ Social Sciences. The Social Science division conducted research to determine why sociology and psychology classes have unusually high dropout rates. The division discovered that distance education classes in general, as is common in education, have a higher dropout rate than traditional classes. The Social Science division is now seeking to determine how to better meet the educational needs of students in distance learning classes.

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- ◆ Nursing. The Nursing program continues to track data relevant to the number of applicants; demographic information about applicants who were enrolled and those who were not; performance of MPC students, including success in completing the Nursing program and pass rates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The Nursing program has also begun to conduct readiness testing for all students who have been enrolled in the program through the use of the ATI (Assessment Technologies Institute) Test of Essential Academic Skills (TEAS), which is recommended by the Chancellor's Office of the California Community Colleges. The data collected through this instrument are used to compare academic skills (math, reading, science) with success in the Nursing program. Approximately six months after they graduate, graduates are surveyed to determine their perceptions of the educational program. The Nursing program also surveys employers to understand their perceptions of MPC's Nursing graduates. Furthermore, the Nursing program collected data on the number of participating male students and found a disproportion in the number of male versus female students. The program also discovered a high drop-out rate among the male students. These data were presented in a grant application to the Chancellor's Office, and as a result, funding was provided to address this trend.
- ◆ English as a Second Language. The English as a Second Language (ESL) department recently requested data from the Institutional Research Office on students who identify themselves as "non-native speakers of English." This department is interested in better understanding the students the College serves and how non-native speakers of English fare in courses, compared to native speakers.

### State Planning Documents

Planning documents prepared for the state have also required references to and the use of data. Recent reports submitted to the state include the following:

- ◆ Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) (attachment). These proposals rely on data relevant to assignable square footage, program size, weekly student contact hours, and capacity load ratios. These proposals are vital to this institution, as their acceptance means matching funds for critical facility projects.
- ◆ Five Year Construction Plan (attachment). This plan relies on data similar to the IPPs and FPPs.

Accountability Report for Community Colleges (ARCC). This report involves the collection of a variety of data on how MPC is performing in several major categories. It allows the College to recognize trends or anomalies that may appear in the data and to respond through further planning as needed. The report can be accessed at: <http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>.

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### **Impact**

When data are required in planning and evaluation, they naturally impact decision-making. Administrators, faculty, and staff recognize that data—when correctly derived, understood, and analyzed—help all members of the college community to recognize the strength and viability of programs, services, and personnel; and create plans that are sound and relevant for the College and the students it serves. The data collected and/or used by this institution have served a number of functions. They have been instrumental in meeting more of the educational needs of the community, developing programs, attracting new students, modifying schedules, upgrading facilities, and hiring personnel. The data are also used for accountability reporting such as the Perkins Grant, ARCC, and other such state reports, as well as for grant applications for resource development.

### **Future Plans**

Research and data will continue to be integral to the entire planning/evaluation/decision-making process. Even now, the College is involved in data collection. Currently, the College is collecting data in preparation for the assessment associated with the Basic Skills Initiative. This research will help the institution develop a plan to further assist students in transitioning from the basic skills area to college level courses to transfer. Research is being conducted to identify “best practices” in support of student success, retention and persistence. Data will play a major role in identifying the most effective interventions that are already in place at the College and ascertaining the areas that may need additional support in order to enhance their performance.

The College is also in the process of conducting a broad-based community needs assessment. This assessment will include secondary data from sources such as the Association of Monterey Bay Area Governments (AMBAG), California EDD, and the California Department of Education. It will also include primary data, from needs assessments of both residents and employers. The employer needs assessment has been completed. It involved a survey of training needs sent to nearly 1,400 employers in the College’s service area. The results will be used to enhance our workforce education program. The resident survey is under development and will be sent out in early 2008.

### **Conclusion**

The College will continue to research and use data for planning, accountability reporting, and completing grant applications. The data used for program review, class scheduling, faculty hiring justification, action planning, new program development, grants, project proposals, and so on will continue to improve. Future goals include the following:

- ◆ Discovering easier ways to collect data and minimizing the need to manipulate information by hand. MPC seeks to develop more methods to automate the data collection process and ensure that the data are accurate. Correctly derived,

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- understood, and analyzed, data will continue to assist MPC in meeting the educational needs of its community and students.
- ◆ Evaluating the effectiveness of the program review process and reviewing the value of the data and information garnered in support of improving student achievement and student learning outcomes.
  - ◆ Ensuring that the results of the program review process are aligned with resource allocation and strategic planning.

### **Evidence/Reference Materials**

Link: Accountability Report for Community Colleges:

<http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

Enrollment Report

Enrollment Advisory Committee (November 2005 Update)

Facilities Planning Summary (December 2006)

Faculty Position Request Form

Final Project Proposal

Fiscal Stability Report 2007

Five Year Construction Plan

Program Review Self Study

Research Agenda

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

During the last three years, the College has been in the process of developing a clear delineation of the roles and responsibilities of the individual planning entities, as well as the linkages between each group. It has also clarified the strategic and operational relationships of all planning documents and made progress in creating and accomplishing institutional long-term goals.

### **Roles and Responsibilities of Individual Planning Entities**

In Fall 2006, the College adopted a new shared governance model. This new model was the result of changes in leadership. During 2005, an interim Superintendent/President proposed changes to the College's decision-making process, paving the way to create a more open and transparent decision-making framework. When a permanent Superintendent/President was hired, he continued to encourage the College to use the newly created shared governance model. This shared governance model includes the following planning entities:

- ◆ Advisory Groups. There are three advisory groups on campus: Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), and Administrative Services Advisory Group (ASAG). These groups review planning and funding request documents, including program review self studies and summaries; program review annual updates; action plans; and faculty staffing request forms. After the review process, these groups make recommendations to P/VP (President/Vice Presidents) and College Council.
- ◆ President/Vice Presidents (P/VP): P/VP reviews program review summaries and recommendations, confirming feasibility of actions and resource requests. P/VP is also responsible for refining priorities for actions and resource requests from an institutional perspective and completing Accountability Reviews specifying outcomes to College Council.
- ◆ College Council: College Council is the primary shared governance committee at MPC and thus represents all campus constituencies. College Council is made up of eighteen members:
  - 7 faculty members (including the Academic Senate President and a member from MPCTA—Monterey Peninsula College Teachers Association)
  - 4 classified members (including a member from MPCEA—Monterey Peninsula College Employees Association)
  - 5 administrative/management members
  - 2 ex-officio members (the Superintendent/President and the note taker)

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As the primary shared governance body on campus, College Council is responsible for reviewing the college mission and developing long-term institutional goals with input from the entire campus community, making allocation recommendations to the Superintendent/President based on information from the Budget Committee and advisory groups, reviewing and recommending for approval new and replacement faculty positions with justifications from respective divisions, and preparing and distributing an annual report to the Board of Trustees.

- ◆ Budget Committee: The Budget Committee is responsible for identifying available funding; reviewing refined institutional priorities in context of anticipated budget resources; developing recommended resource priorities; and, when necessary, sending back materials for clarification.
- ◆ Priorities and Communication Committee (PACC): PACC is responsible for streamlining the review of policies and communication on campus. As a result, policies that need review and/or revision are sent to PACC. If action is needed, PACC recommends such action to College Council.

### Planning and Resource Allocation Process

In order to align the institutional goals, component goals and action plans with the budget process, a Planning and Resource Allocation Process was developed. This serves as the primary planning process for resource allocation recommendations based on institutional goals and program review data. The Planning and Resource Allocation Process includes five elements: the college mission and long-term goals, program review, resource allocation, accountability review, and faculty requests.

- ◆ College Mission and Long-Term Goals. Every three years, College Council reviews the college mission and develops long-term institutional goals with input from the entire campus community. This input is channeled through the Academic Senate and the three advisory groups, as well as the District at large. Institutional Goals for 2007-2010 (attachment) are expected to be approved by the Board of Trustees in January 2008. The mission statement is being revised in Spring 2008 and will be reviewed by the Board in Spring 2008. In light of the long-term goals, annual component goals are developed by the three vice presidents from input provided by each of the three advisory groups: AAAG, ASAG, and SSAG.
- ◆ Program Review and Action Plans. Program reviews and annual action plans are developed to improve programs and services. Every program is required to complete a program self-study review every six years. Action plans and program review updates are completed annually by every division. Faculty and staff, in consultation with the supervising administrator of each program or area, develop program reviews and annual action plans, which include budget implications and feasibility studies.

Although the adopted Program Review process is viable and serves the continuous improvement model when timelines are maintained, it has yet to be

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embraced fully by all areas of the College. In Academic Affairs, for example, two divisions submitted their self-study one year behind schedule. These two cases are anomalies and do not represent the attitude of all programs. However, it is a concern for the institution. College Council, as the primary collegial body representing all college constituencies, will play a critical role in determining what measures need to be taken to ensure that all programs, divisions and services adhere to the program review schedule. The College leadership is making a concerted effort to change the outlook toward program review from a regulatory compliance process to one that “continually refine[s] and improve[s] program practices resulting in appropriate improvements in student achievement and learning.” The College anticipates that review of program review processes, increased understanding of measurements of program vitality, and evident institutional support for the challenges programs face will make the program review process less onerous.

- ◆ Resource Allocation. A review is conducted of the recommended resource priorities, which includes an explanation of the work from all preceding stages. College Council then makes allocation recommendations based on the information provided in the previous steps subject to review by the Superintendent/President. When necessary, the materials may be sent back for clarification.

Following this consultation and review process, the Superintendent/President reviews the recommendations from College Council and presents his recommendations to the Board of Trustees for approval. If the Superintendent/President does not agree with College Council’s recommended resource allocations, he/she must provide written justification to College Council. Following Board approval, action plans are implemented within their respective time lines.

- ◆ Accountability Review. An Accountability Review is required from each vice president specifying outcomes to College Council. Each vice president reports on activities related to component goals, program reviews and/or action plans of the prior year. Each vice president reports on how successful they were in reaching their component goals. This stage serves as a starting point for the next planning cycle. At this point in the process, College Council can recommend subsequent component goals if necessary.
- ◆ Faculty Requests. In addition to the above steps in the planning process, College Council now reviews and recommends for approval new and replacement faculty positions with justifications from respective divisions. This process ~~now~~ requires a Faculty Position Request Form that was redesigned to ensure that all positions are reviewed based on a description of the position/assignment, rationale for the position based on program review documents, annual action plan documents, annual reports, program size based on FTE, FTES, external factors such as Labor Market Information and program plans for the future. With these data, the Academic Affairs Advisory Group and the Student Services Advisory Group prioritize and vote on the recommended faculty positions. The prioritized list is then brought to College Council for approval and recommendation to the

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Superintendent/President, who in turn makes a recommendation to the Board of Trustees.

College Council is committed to follow the above steps, keeping in mind that each planning step is data-driven, realistic and feasible, and communication to constituencies at each step is required. By following these steps, College Council is able to maintain a communication system that is transparent, timely and objective based on the data provided by each group.

### **Conclusion**

Monterey Peninsula College has made and continues to make strides to improve the effectiveness of the institution. With the redefined role of College Council, the institution now has an integrated planning process that is clearly defined and communicated to the campus community through ALL USERS email and the MPC web site. As stated in the response to Recommendation #1 above, the one answer in the planning and resource allocation process that remains to be addressed is what to do in the case where a division or department fails to complete its program review in a timely manner. College Council and the leadership of the College will need to address this issue to ensure the integrity and effectiveness of the process and avoid equity issues.

All college constituencies are included in the development of the long-term institutional goals and objectives. These goals have specified objectives that are attainable, measurable and realistic. In this way, the institution has a means to evaluate the progress toward accomplishing the college mission.

In response to Recommendation #2, Monterey Peninsula College now has “a clear delineation of the roles and responsibilities of the individual planning entities and the linkage between each group.” Specifically, College Council serves as the primary planning entity of the institution where all constituencies are represented, thus providing open and transparent relationships among all entities. Institutional goals, component goals, program reviews, and annual action plans are reviewed and modified, as needed, to determine their effectiveness in the institutional planning process. College Council is responsible for initiating and organizing a review of the shared governance model as part of the accreditation process. Information from all planning activities is communicated to all constituencies, including the Board of Trustees. The Annual Report presented by College Council to the Board of Trustees provides a means to evaluate the planning process and to identify areas for improvement.

### **Evidence/Reference Materials**

Action Plans, 2007-2008  
College Council Bylaws  
College Council Report to Board of Trustees  
Institutional Goals for 2007-2010

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- 3. The team recommends that the college regularly review and report to the Board of Trustees concerning the institution's contracts with outside agencies to provide instruction. The report should address the compliance of those courses with Board Policy 3030, and include such areas as curriculum approval, staffing, evaluation, funding, operational oversight, and student support. [Old Standards 4.D.6; Old Standards 9.B.3, B.5]*

The College provided reports to the Board of Trustees on the institution's contracts or instructional agreements with outside agencies in May 2005 and July 2007. The May 2005 report was presented by the Dean of Instruction for Occupational and Economic Development. In July 2007, the report was given by the Vice President for Academic Affairs. These reports included information on what an instructional agreement is and with whom the College has instructional agreements. The report also provided the Board with information on education code requirements, the number of FTES that are produced in both non-credit and credit courses offered via instructional agreements, the amount of expenditures involved in these agreements, and the proportion of the College's apportionment income that is derived from instructional agreements.

Board Policy 3030 states that all contract instruction is done in accordance with state regulations. The College uses an instructional agreement guide that has been published by the Chancellor's Office to ensure that all of MPC's instructional agreements meet state regulations. The instructional agreement document itself is patterned after the guide and has been reviewed by College legal counsel. The Board Policy also states that all courses offered through contract instruction shall "meet all the legal requirements, to include Collective Bargaining agreements, and shall be approved Monterey Peninsula College courses." The instructors of instructional agreement classes are not employees of the College. They remain employees of the vendors and hence are not under the College's collective bargaining agreement. However, in their role as college instructors, the College has the right and does control their activities. Specifically, this means that they must teach the classes according to the course outline of record. Each instructor signs a contract of academic services which clearly delineates their status and responsibilities. This form is submitted with a resume which is used to validate each of the instructor's minimum qualifications.

All of the courses used in instructional agreement courses meet the same standards of approval as any other college course. Each course is approved by the Curriculum Advisory Committee and the Board of Trustees. All applicable Title 5 code requirements are met including the approval of an official course outline of record.

All administrative oversight of the instructional agreement program is provided by the Dean of Instruction for Occupational and Economic Development and his staff. There is a full-time administrative secretary whose sole function is to support this program. Instructor records are updated annually, files are regularly reviewed for accuracy and completeness, and the College auditors check on these each fall. Instructional Agreements themselves are reviewed annually with the contractors who meet regularly with the Dean. Class evaluations are handled by each vendor. Different vendors use

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different forms and methods to accomplish this. Since the instructors are employees of the vendors, they are also evaluated by the vendors.

Students in all instructional agreement classes have the same access to student support services as any other college students. Students in instructional agreement classes often fill out applications at the site of their classes. These applications are then either picked up by college staff or mailed to the campus. If the instructional agreement class is held in an out-of-district location, the local community college where the class is being offered is asked in advance for permission for MPC to hold a class in their service area. This is done either via letter or e-mail in advance of the offering.

### **Conclusion**

The College administration plans to continue to provide annual reports on instructional agreements to the Board of Trustees to ensure that Trustees are apprised of any changes in this instructional area.

### **Evidence/Reference Materials**

Board Policy 3030

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**4. The team recommends that the college develop a long-term financial resources plan to ensure acceptable levels of staffing, maintenance, and technology support for the implementation of the Educational/Facilities Master Plan. [Old Standards 9.A.2; Old Standards 3.B; Old Standards 5.3; Old Standards 6.4, 6.5; Old Standards 8.5]**

The College has addressed the team's concerns in the following ways: The identification of needs and the prioritization of resources are accomplished through the College's shared governance processes. Under the current process described in the response to Recommendation #2 above, programmatic needs are identified by departments through program reviews and action plans. Advisory groups (AAAG, ASAG & SSAG) prioritize departmental funding requests within their areas. The Budget Committee identifies additional resources available to facilitate the prioritization of funding requests. Subsequently, the vice presidents reconcile the advisory committees' prioritized action plans with resources available and forward their recommendations to College Council. The Final Budget is acted on by College Council and the Board of Trustees.

In addition, the College has implemented a revised process to determine the number of faculty positions available for future hiring. Through this process, the Academic Affairs Advisory Group and Student Services Advisory Group review and prioritize all faculty requests based on programmatic data (i.e., FTE, FTES, Labor Market Information), historical faculty changes (i.e., retirements and hirings) in each division, as well as information generated in program reviews. This process takes into consideration not only the specific needs of each program, but also the general needs of the institution to ensure the most needed positions are filled on a priority basis. College Council reviews the prioritized recommendations as well as information associated with each faculty request, deliberates the merits of each position, and makes a recommendation to the Superintendent/President. The Superintendent/President in turn reviews all pertinent data and information and makes a recommendation to the Board of Trustees.

The attached lists of on-going and one-time expense budgets indicate the new/increased expenses added to the District's 2007-2008 budget using the current resource allocation process. In addition, the District has a funding plan for technology refreshment that has been in place for the past three years. The plan includes cascading and replacement of computers based on a predetermined schedule and requires approximately \$250,000 per year to implement.

The Educational/Facilities Master Plan adds a net two (2) additional buildings to the main campus: the Library Technology Center completed in 2003, and the Student Services building scheduled to be completed in 2010. Permanent satellite campus facilities are also being constructed in Marina and Seaside and temporary facilities were opened for both in the 2007. Since 2004, two (2) new library staff, two (2) new satellite center staff, and five (5) new support staff positions have been added. *(I'm currently obtaining data from HR to quantify these specifically)*

Also, as stated in the February 2007 Midterm Report, current state capacity/load ratios indicate that the College has considerably more facilities than needed. The Facilities

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Committee is revising the Facility Master Plan to develop a realistic blueprint for campus facilities that address the needs of the institution. Significant adjustments have already been made to reduce space which will decrease the need for support staff and maintenance. Future adjustments are anticipated based on state funding, construction costs, and District enrollments. Future increased expenses will need to be balanced with instructional personnel and driven by enrollment growth.

A Fiscal Stability Report (attachment), completed in Spring 2007, is aimed at analyzing the financial history and future viability for increasing revenues district-wide. The report concludes that the District has a history of fiscal stability, maintains a 10% reserve, and is not in any immediate danger of a fiscal crisis. The primary source of income (98%) for the District is from enrollments. Although the Department of Education projects high school enrollments to decline in the District's service area, the District has many untapped populations, and significant population growth is projected in the community with the expansions planned on the former Fort Ord in Marina and Seaside. The District also has many opportunities for increasing enrollments through new and improved programs, programmatic marketing, and efficient scheduling.

The data obtained from the Fiscal Stability Report are being used to develop a Long Term Financial Plan. An outline (attachment) for the plan has been completed. The primary emphasis of the Plan is to increase revenue by increasing enrollments through 1) improving retention, 2) eliminating artificial barriers on enrollment, 3) improving class scheduling, 4) expanding programs and classes, and 5) implementing a programmatic and focused marketing approach. The various topics in the plan are being written by the areas primarily responsible for their implementation. The Plan is scheduled to be completed in Spring 2008.

The District 2007-2010 negotiated faculty employee contract includes a salary formula (attachment) that ties increases in employee compensation, salaries and fringe benefits to increases in apportionment. The formula includes a provision to deduct an amount of money each year that would otherwise go toward general pay increases, for "improvement and growth." The intent is to set aside on-going monies to pay for increased staffing, on-going programmatic needs such as equipment, supplies, etc. For the 2007-2008 fiscal year, \$150,000 was set aside for "improvement and growth." These monies were used to increase numerous supply and travel budgets, and add laboratory and clerical support in several academic areas as identified and prioritized in the action planning process.

### Conclusion

The District's current shared governance processes provide for the identification and prioritization of needs. Providing funds to pay for any additional levels of staffing, maintenance, and technology support will require increased revenues, and will need to be balanced with increased levels of instructional staff. The Long Term Financial Plan will lay out the District's plans to increase revenues, primarily through increased enrollments,

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to provide the additional resources needed to support the District's Educational/Facilities Master Plan.

### **Evidence/Reference Materials**

Action Plan Requests for 2007-2008 (Approved One-time Expenses for Final Budget)

Action Plans (A1 Ongoing) 2007-2008

Fiscal Stability Report

Outline for Long Term Financial Plan

Salary Formula (from Faculty Contract)

DRAFT

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5. *The team recommends that the college improve communication processes at all levels of the campus. Special attention should be paid to improving the process for communicating the results of executive and committee decision-making to all campus constituencies. [Old Standards 10 Preamble; Old Standards 10 B.8-10; Old Standards 9.A.5]*

Over the last few years, leadership change at MPC has instigated modifications to the planning and communication processes. In Fall 2005, after the previous Superintendent/President retired, an interim Superintendent/President began a one-year term. Subsequently, the current Superintendent/President began his tenure the following year. Over this two-and-a-half year period, the organizational structure of the MPC shared governance process has evolved into a more straightforward, transparent and clearly understood process. As a result, the communication between the various shared governance groups flows more clearly and effectively. In addition, morale has improved as faculty and staff alike believe that their views are heard and their opinions are considered as issues are grappled with and initiatives are undertaken.

### Academic Senate

The Academic Senate is responsible for academic and professional matters, including appointing faculty members to shared governance committees, and organizing Flex (professional development) day events. It is comprised of faculty members representing each of the College's divisions. The Senate takes advantage of several techniques to communicate effectively with faculty at large. This communication aims to both share the Senate's deliberations and decisions to the campus community, and elicit input on important issues.

- ◆ The format of the Academic Senate is representational; faculty representatives report Senate activities to their individual divisions.
- ◆ The Academic Senate is in charge of the content and scheduling of the Flex days (faculty development days scheduled prior to the start of each semester) and ensures that the appropriate individuals behind pertinent initiatives are given the opportunity to address the College faculty and staff. During the Spring 2008 semester, for example, the faculty organizing MPC's Basic Skills efforts developed an informational hour-long breakout session for all interested parties.
- ◆ The Academic Senate President addresses the entire College at the Flex day event each semester.
- ◆ The Academic Senate President communicates directly to the campus community via ALL USERS e-mail messages. These messages usually provide updates on larger institutional issues. Comments are often solicited through these messages (attachment). For example, the Academic Senate chose to use this approach to craft a policy on Academic Freedom. The message explains the progress so far and asks for comments and input on the proposed policy.
- ◆ The Academic Senate maintains a website that includes minutes, agendas, and information about ongoing issues and initiatives such as Student Learning Outcomes (SLOs), Board policy review, and Flex day preparation. The Academic

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Senate website can be found at <http://www.mpcfakulty.net/senate/home.htm>. Appendix X is a screen grab of the portion of the Academic Senate's web page devoted to the proposed Academic Freedom policy. It provides links to comments and/or feedback from several faculty members. This feedback was considered at the following Academic Senate meeting. The development of the policy culminated with a "Town Hall Meeting" where the authors of the proposed policy presented it to the faculty at large. At this meeting the faculty arrived at consensus to endorse the wording of the policy as presented. At its next meeting, the Academic Senate approved the policy and sent it along in the collegial process for final approval.

- ◆ The Academic Senate President reports to the Board of Trustees at their monthly meetings. These reports are summarized in the Boards minutes, which are distributed campus-wide.
- ◆ The Academic Senate President prepares an annual report which is distributed to the campus community via ALL USERS e-mail and is posted on the Academic Senate website.

### College Council

College Council is the pre-eminent, broad-based, District-wide committee that is ultimately responsible for making resource allocation recommendations, creating institutional goals, providing leadership in institutional planning, and endorsing recommendations for the Superintendent/President to present to the Board of Trustees. Representation is widely distributed among all campus constituencies and includes classified, management, faculty, MPCTA, MPCEA, and the three vice presidents. The College Council communicates with the campus community in the following ways.

- ◆ Representatives report decisions to, and bring input from their respective constituencies. For example, the Academic Senate President provides communication with the Academic Senate, the faculty union President provides communication with the union, the three vice presidents report to their advisory groups (Academic Affairs Advisory Group, Administrative Services Advisory Group, and Student Services Advisory Group).
- ◆ All agendas and minutes are distributed to the entire campus via ALL USERS e-mail. They are also archived on MPC's website.
- ◆ Input from campus constituencies is often requested via ALL USERS e-mail. An example of this type of effective communication between the College Council and the College community is shown in Appendices Y and Z, which refer to the Institutional Goals for 2007-2010. Many individuals responded and their comments were included in the next revision of the document (attached).
- ◆ The co-chairs prepare an annual report which is distributed to the campus community via ALL USERS e-mail.
- ◆ The co-chairs make monthly reports to the Board of Trustees.

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### The Advisory Groups

Advisory groups are chaired by each of the three vice presidents and they include the Academic Affairs Advisory Group, the Student Services Advisory Group, and the Administrative Services Advisory Group. These groups, composed mostly of faculty, management, and classified personnel within each of the three areas, make recommendations on issues or requests, which the respective vice president brings to College Council. These groups are responsible for making recommendations about resource allocation within each of the areas. Members of each of these advisory groups then bring news to and elicit input from their respective divisions or areas. College Council minutes show how information from the advisory groups is effectively used to plan and make resource allocation decisions.

### The Superintendent/President

The Superintendent/President sits as an ex-officio member on College Council, attends most Academic Senate meetings, serves on PACC, meets regularly with the Academic Senate President, and sends out regular informational updates, including “MPC Notes” via the ALL USERS e-mail. An example of an ALL USERS e-mail from the President is shown in [Appendix AA](#). One of the topics in this particular “MPC Notes” is “Enhanced Campus Communication”:

**“Enhanced Campus Communication:** Last year, ASMPC identified the need for enhanced campus communication as a major goal and developed a proposal to address it. They presented a plan developed in consultation with Student Services to the Policy and Communication Committee (PACC) to install locked bulletin boards on several buildings around campus. The goal is to provide students and staff locations to view posted materials across campus. Hooks to hang banners are also being installed near the new bulletin boards. ASMPC and Student Services will have joint responsibility for maintaining the space. PACC views this as an effective collaborative project between student government and college operations to promote student engagement and enhance communication.”

### The Board of Trustees

The Board of Trustees consists of five (5) elected members of the community and a student trustee. The Board communicates mainly through agendas and minutes of monthly meetings. A bulk of the agenda for each of these meetings is devoted to reports from the various constituencies, including the Superintendent/President, the three vice presidents, the faculty and classified union presidents, the College Council co-chairs, and the Academic Senate President. The reports from these constituencies are then included in the minutes, which are distributed via ALL USERS e-mail.

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### **New Sharepoint 2007 Internet Portal**

MPC is currently undertaking a major implementation of a new Internet portal. This new portal, utilizing SharePoint 2007 software, is expected to be a greatly improved communication medium. Included with this software will be the following:

- ◆ Meeting areas for group work;
- ◆ Electronic workflow processes to facilitate collegewide activity such as curricular revisions;
- ◆ Intranet locations for posting of committee minutes;
- ◆ Wikis to facilitate group work;
- ◆ Blogs for ongoing reporting of committee actions;
- ◆ Student e-mail addresses and web pages;

This software is specifically designed for educational institutions to boost collaboration and increase operational efficiency. MPC is one of the first colleges in the country to implement this “second wave” of web portal design. Software vendor SolutionsIQ and Microsoft are touting MPC as a cutting edge institution in an effort to increase productivity, communication, and the ability to collaborate by using these new technologies. As of this writing, content migration from the old site is nearly complete. All students have an e-mail account even though they are not aware of it yet. Final rollout and implementation of the new portal is anticipated in Spring 2008.

### **Conclusion**

Communication on campus has improved as a result of reorganizing and re-focusing top-level shared governance committees. The bylaws of these committees state that representation should be wide ranging so that pertinent information can be dispersed through these individuals to the relevant constituencies. For example, the Academic Senate has representatives from each of the academic divisions. College Council has representation from the Academic Senate, the faculty and classified unions, and the three vice presidents, who form an information conduit with their advisory groups. E-mail is widely used to communicate important decisions, initiatives, and issues to all MPC employees. ALL USERS e-mail messages are generated by the Academic Senate President, the College Council co-chairs, and the Superintendent/President. Flex day presentations by all four presidents (the College, Academic Senate, and unions—MPCTA and MPCEA) occur at the beginning of each semester. Important initiatives such as Basic Skill Initiative efforts, bond spending, and SLO development, are also regularly presented to a wide audience at Flex day events. Web sites are increasingly used to archive information. For example, the Academic Senate maintains an extensive web site and College Council minutes and agendas are archived on MPC’s web site. Communication and collaboration are expected to improve again once the new cutting-edge web portal is implemented in early 2008.

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### **Evidence/Reference Materials**

ALL USERS Email Message from the Academic Senate President  
ALL USERS Email Message from College Council Chair  
Academic Senate Website Screen Grab  
MPC Notes from Superintendent/President  
Institutional Goals, 2007-2010

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