

**BECOMING A MULTI-SITE
COLLEGE:
*AN OUTLINE FOR THE FUTURE OF
MONTEREY PENINSULA COLLEGE***

Governing Board Study Session
Monterey Peninsula College
May 2012

BACKGROUND

- MPC has been a **single campus college** since inception
- MPC has offered an extensive program at Ft. Ord [71-93]
- Transition to a **multi-site college** began with demise of Ft. Ord and subsequent reuse planning
- Acquisition of former Ft. Ord land produced plans for multiple permanent sites
- Set into motion the transition from **single campus college** to **multi-site college**
- Maintain single college district status
- Education Center to serve as a gateway to further education and training – not a full campus

BACKGROUND

- Currently approved as a grand-parented center – provides limited base funding
- Transition to full education center status will make MPC eligible for increased base funding to \$1M @ 1,000 FTES
- Important aspect of the long term fiscal stability plan
- Will provide an accessible gateway to higher education for an under-served area of the MPCCD
- Construction was only beginning of the transition – requires fundamental institutional change over time

BASIC PRINCIPLES

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

IMPLICATIONS

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

PROCESS FOR STATE APPROVAL

- Planned to continue for 10+ years; generates at least 500 FTES; has necessary administration; offers programs leading to certificates or degrees conferred by parent institution [Ed Code 55180]
- Approval under purview of Board of Governors
 - Letter of Intent – not required by Chancellor's Office
 - Needs Study
 - Chancellor's Office review and approval
 - BOG action item for approval – two readings
 - Funding increased the year after producing 1,000 FTES

NEEDS STUDY

- Provides evidence of the need for the educational center
- Components
 - Introduction/Background of Center
 - Physical Description (Location, Maps, Facilities)
 - Description of Service Area ((Population, Income, Employment, Demographics, Educational Attainment, K-12 Trends, Participation Rates)
 - Enrollment Projections
 - Analysis of Alternatives
 - Academic Planning and Program Justification
 - Student Services and Outreach

NEEDS STUDY

- Components (continued)
 - Support and Capital Outlay Budget Projections (5 Year Budget Projections)
 - Geographic and Physical Accessibility
 - Effects on Other Institutions
 - Environmental Impact
 - Economic Efficiency
- Challenges

NEXT STEPS

- Submit Application Letter & Needs Study
- Academic Affairs & Student Services will plan gradual program expansion based on a multi-year program plan
- Administrative Services will monitor the site cost centers and develop a multi-year resource plan for center operations
- President's Office will provide advocacy for multi-site development and keep campus community informed