INSTITUTIONAL REVIEW

MONTEREY PENINSULA COLLEGE

COLLABORATIVE BRAIN TRUST

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INTRODUCTION

In September, 2015, Dr. Walt Tribley contacted the Collaborative Brain Trust (CBT) about the possibility of having CBT conduct a "system review" for Monterey Peninsula College (MPC). Since CBT expressed a willingness and interest in working with MPC, Dr. Tribley requested that CBT submit a proposal for the content and cost of performing a system review. CBT felt that there needed to be more dialog with the college before a proposal could be developed so a representative from CBT visited MPC on September 22 and met with the College Council and Dr. Tribley. Based on these meetings, CBT submitted a proposal on October 2, 2015. The proposal outlined three primary areas of focus for the work by CBT. Those areas were: policies, processes and procedures; strategic enrollment management plan; and a finance plan. After reviewing the proposal, the MPC College Council recommended that the college proceed with CBT and at the November 18, 2015 Board of Trustees meeting, based on a recommendation from Dr. Tribley, the board approved the proposal.

Once the proposal was approved, CBT contacted the proposed team members to have them begin their work. The original team was organized into a primary and secondary team. The primary team was composed of the team leader, Rocky Young (retired Chancellor, Los Angeles Community College District), Eva Conrad (retired President, Moorpark College), Michael Hill (retired Vice Chancellor and Chief Business Officer, San Jose – Evergreen Community College District) and Pam Deegan (retired Vice President of Instruction, MiraCosta College). Within the primary team, Eva Conrad was assigned as the lead consultant for the policies, processes and procedures section, Pam Deegan was assigned as the lead consultant for the strategic enrollment management plan, and Michael Hill was assigned as the lead consultant for the finance plan. The secondary team was composed of Shirley Kelly (retired President, San Mateo College) and John Spevak (retired Vice President of Instruction, Merced College). Shirley Kelly was going to support Eva Conrad and work on revision of board policies and administrative regulations. John Spevak was going to support Pam Deegan.

The initial effort by the team was to prepare a list of data that would need to be provided by MPC so that the CBT team could conduct its preliminary analysis. That list was transmitted to the college on November 30, 2015 (see Data Requirements in the Appendix). At that time it was also arranged for the primary consulting team to come on December 15 to meet with Dr. Tribley, the College Council and a list of individuals at the college who could help the team with the preliminary analysis. It was also agreed upon at that time that the consultants would use the requested data and the additional information collected during the December visit to complete their preliminary analysis and not start any on-campus work until the start of the spring semester at the beginning of February.

Based on the initial analysis, the team refined the work proposal and discussed the changes with the College Council and Dr. Tribley at meetings on February 9. The refined version of the proposal is listed in the Appendix as Work Plan. The consultants had learned that the college had hired another consultant to work on the revision of the board policies and administrative regulations so Shirley Kelly was removed from the team. It was also determined that the strategic enrollment management plan would require more institutional training than originally anticipated and less specific analysis, so John Spevak was also excused. The team also realized that not all

of the effort could be finalized by the end of the spring semester, so whatever savings could be derived from these changes would be used for additional follow up in the fall.

Once there was concurrence on the revised plan, each of the three leads began in earnest to work on their respective areas with the appropriate people at MPC. Those efforts are described within each of those sections of the report.

THE SITUATION

Monterey Peninsula College has faced a number of external challenges that have impacted the college's enrollment and, as a result, the financial circumstances of the district. Some of these challenges are inherent in the population served by the district and are shared with comparable colleges throughout the state of California. Over the last 15 years and through projections over the next five years, there is no significant change in population within the district. The Marina area appears to be the only part of the district with any significant projected growth in population by 2020. Corresponding with these relatively flat populations changes, high school enrollments have also been relatively stable. The good news is that there is no reason to anticipate additional enrollment declines, but at the same time, it does not appear that any increases in enrollment at MPC will automatically occur because of a significant general population growth or a significant growth in high school enrollments within the district. This demographic is important when it is examined in concert with the recent enrollment history of the college (see Annual FTES in the Appendix). From 1996 to 2002, the college increased its total FTES from 6507 to 8541. From 2002 to 2009, the FTES was fairly stable in this mid-8,000 FTES range. However, the achievement of this level of FTES utilized FTES generating strategies that have subsequently been called into question. It is also important to note that within the growth to 8,500 FTES, there was a growth of approximately 400 credit FTES while the non-credit growth increased by nearly 1,500 FTES. From 2009 to last year, the college has declined by over 2,000 FTES to 6,509 FTES. In round numbers, that decline represents a reduction of about 500 credit FTES and 1,500 non-credit FTES. The cause of the decline appears to be multi-faceted. State regulations have changed for funding and claiming non-credit FTES, tighter restrictions on fundable course repetitions, limitations on instructional contracts and state workload reductions during the recession have all contributed to the FTES decline.

More specifically, at one point the college generated over 30% of its FTES through instructional contracts external to the college (some within the district and some in other parts of California). Other than the current JPA, most of those contracts have ceased. The college also bolstered its FTES by utilizing course repetitions to generate life-long learning enrollments. With the change in state regulations for allowable course repetitions, most of that FTES has also disappeared. Finally, when the state discontinued funding for non-credit FTES in areas like physical fitness, another loss in FTES at MPV occurred. Ironically, the total FTES in 2014-15 is almost identical to the total FTES in 1996-97.

There is also the major demographic change within the district that occurred with the closure of Fort Ord in 1994 and the subsequent creation of CSU Monterey Bay on the Fort Ord site. This

represented a double hit on MPC enrollments. The base closure created an estimated 30% decline in population within the district (creating the need for many of the aforementioned FTES strategies as an offset to the loss) and the opening of CSU Monterey Bay created a form of competition that could siphon off additional students from MPC.

The decline in FTES from 8,536 in 2008-09 to 6,509 FTES in 2014-15, represents a 24% decline in FTES. Such a large decline in FTES inevitably creates a financial hardship for the district. In the current year and the preceding four years, the district has budgeted to spend more than it has received in unrestricted general fund revenues. So far, in all but one year, the college ended the year with a deficit budget. That is not a sustainable position for a district and is one of the primary challenges facing the CBT consultants. The solution lies in trying to increase FTES revenues and decrease district expenses. In the case of decreasing expenses, the situation at MPC is exacerbated by the lack of a successful operational enrollment management system. Accordingly, the college is operating at an FTES/FTEF level between 13.0 and 14.2. This represents a level of efficiency that is 19% to 25% below preferred state standards and contributes to the expenses being out of line with the FTES revenues. Furthermore, the changes that will be necessary to correct the current circumstances will require the involvement of the college community through efficient and well-defined participatory governance processes and planning processes. It did not appear to the consulting team that those are currently in place.

One of the problems facing any college that has experienced an enrollment decline is that the reduction in expenditures does not match the reduction in revenues. In some cases there are fixed expenditures in place that cannot be altered and in other cases there may be an unwillingness by the college to make the necessary contractions in programs and staffing. Clearly a 6,500 FTES college is a different place than an 8,500 FTES college. Everyone hopes that the FTES rebounds so the college can operate as it has done in the past, but at some point the college needs to reconcile its expenditures with its current size and revenue.

Under the current finance model in California, whenever a community college district experiences an enrollment decline, it has three years to restore that enrollment before it is no longer possible to recapture it. MPC experienced an enrollment decline of 358 FTES in 2013-14. So far, the college has not restored that FTES and is not being paid for it. However, if the college increases its FTES by 358 FTES prior to the end of the 2016-17 fiscal year, they will be paid for that FTES. The decline of 21 FTES in 2014-15 is also available for restoration through the end of the 2017-18 fiscal year. The highest priority for MPC needs to be the restoration of the eligible FTES by July 1, 2017. Strategies for accomplishing this task are described within the finance section and the restoring FTES section.

Beyond restoring the lost FTES, the college needs to put in place any other mechanisms and strategies that will allow them to capture any future funded growth in an effort to restore revenues to a more acceptable level. Simultaneously, the college will need to wrestle with current commitments that impede the elimination of the structural debt. That includes having well developed governance and planning processes as described in the policies, processes and procedures section.

Beyond the restoration of revenue, the college needs to improve the efficiency of operations in an effort to contain and/or contract expenses. Those efforts include the items described in the operational enrollment management section and the finance section.

If the college fails to resolve the structural deficit problem through the aforementioned strategies, the college will need to resign itself to operating at its current (or even smaller) FTES levels. That means that the college will need to review its expenditures and contract them to a size equal to the unrestricted general fund revenues. Furthermore, the college must come to grips with being a smaller college than they have been in the past with corresponding reductions in all areas while still maximizing student success. This will be neither an easy or pleasant task so it is paramount that the college focus on being successful in the short term.

POLICIES, PROCESSES AND PROCEDURES

Background

Based on the list of concerns from brainstorming in a September College Council meeting and interviews in December with a number of MPC faculty, staff and administrators, two specific tasks were identified in the Policies, Processes and Procedures category. In February, College Council and the Superintendent/President approved these as the tasks for our focus in spring 2016.

1. Review MPC's current planning model and processes to ensure that current processes fulfill all ACCJC standards related to planning with a focus on the standards that require collaboration, transparency, effective communication, and evaluation of planning processes and products;

2. Review MPC's current committee structure and processes and revise these as needed to address inefficiencies and redundancies as well as to ensure compliance with ACCJC standards on governance and decision-making with a focus on the standards that require collaboration, transparency, effective communication, and evaluation of governance processes; and

The approach taken to address each of these tasks and the current status of that work is described in the next two sections.

Policies, Processes and Procedures Task #1: Review MPC's current planning model and processes

Approach

1. The Superintendent/President and College Council Co-chairs formed an Integrated Planning Review Team by appointing individuals most informed about and most involved in college-wide planning processes. The Integrated Planning Review Team members were:

   - Co-Chairs of College Council: Diane Boyton and Stephanie Perkins
   - VP, Academic Affairs: Kiran Kamath
   - VP, Administrative Services: Steve Crow
   - Interim VP, Student Services: Lawrence Walker
   - Current Academic Senate President: Alfred Hochstaedter
   - Incoming Academic Senate President: Heather Craig
   - Accreditation Liaison Officer: Catherine Webb

2. The CBT Consultant met with the Integrated Planning Review Team in all-day on-campus meetings in February, March, April and May to accomplish the following tasks:

   - Review the planning components required for integrated planning;
   - Identify which plans/processes MPC has in place;
   - Identify the missing components;
   - Review or develop descriptions of the purpose, responsible parties, process, and timeline for each component of each planning process; and
   - Document current planning processes and consolidate recommendations for new and revised MPC college-wide planning processes in a document, the *MPC Integrated Planning Handbook 2016*.

3. Through the development of the *MPC Integrated Planning Handbook 2016* the Integrated Planning Review Team accomplished each of the tasks listed in the previous section (2.).

   The process used to develop this handbook was a cycle of drafting/critiquing/ revising. The CBT Consultant used current MPC documents and brainstorming with the Integrated Planning Review Team to draft sections of the *MPC Integrated Planning Handbook 2016*. The Integrated Planning Review Team then critiqued the draft and their critiques were discussed with the CBT Consultant. The CBT Consultant then prepared a next draft for review by the Integrated Planning Review Team. In each review/critique/revision cycle, the Integrated Planning Review Team developed changes and additions to MPC planning processes as needed to ensure compliance with ACCJC standards for integrated planning. To date, there have been four cycles of review/critique/revision related to this task.

Status

The Integrated Planning Review Team reviewed and critiqued the third draft of the *MPC Integrated Planning Handbook 2016* on May 9 - 10. The comments and suggested changes from that discussion were incorporated to create a fourth draft dated May 13, 2016. This draft is included as part of this report.

In fall 2016 the Integrated Planning Review Team will present this fourth draft to the appropriate college-wide groups for feedback. The Integrated Planning Review Team will incorporate the college-wide feedback to prepare a fifth and final document that will be presented to the Superintendent/President. Contingent on his approval, implementation will begin in spring 2017.

Recommendations included in the MPC Integrated Planning Handbook 2016

- The Integrated Planning Review Team recommends that the MPC integrated planning model be revised to more clearly illustrate that institutional planning occurs in a cycle and that each component in institutional planning is linked to other components.
- We recommend that MPC document the purpose, process, responsible parties, timelines and reporting structure for each component of institutional planning to ensure broad understanding and participation.
- We recommend that the Educational Master Plan have a ten-year term.
- We recommend that resource allocations be based on priorities established in the Institutional Action Plan and Program Reviews.
- We recommend that MPC prepare an annual report on its progress in achieving its Institutional Goals, Institutional Objectives and Institutional Outcomes.

Recommendations Related to Implementation of the MPC Integrated Planning Handbook 2016

- The Integrated Planning Review Team recommends that the *MPC Integrated Planning Handbook 2016* be posted online.
- We recommend that all online references to planning be revised as needed to ensure alignment with *Resource Guide to Institutional Decision-making at MPC 2016*.
- We recommend that in spring 2017 each committee review the *MPC Integrated Planning Handbook 2016.*
- We recommend that MPC develop a rubric for prioritizing requests forwarded through annual Program Review Updates and that this rubric give the highest priorities to funding requests that will lead to the achievement of Institutional Goals and Institutional Objectives; that will address issues identified in outcomes assessments; and that will address health and safety issues.

Parking Lot: Integrated Planning

The Review Team identified the following issues related to planning that will be pursued at a future date.

- Develop and implement a program review process for the President's Office
- Develop a College-wide schedule for Comprehensive Program Reviews
- Develop a College-wide schedule for Program Review Updates that coincide with the budget development calendar
- Develop flow charts that outline the steps in critical processes, such as the development of Comprehensive Program Reviews

- Revise the Program Review Update to require linkage to Institutional Goals and Institutional Objectives
- Revise the Program Review Update to include updates on Program Improvement Plans that were developed to address weaknesses identified in the Comprehensive Program Review

Policies, Processes and Procedures Task #2: Review MPC's current committee structure and processes and revise these as needed to address current inefficiencies and redundancies as well as to ensure compliance with ACCJC standards on governance and decision-making

Approach

1. The Superintendent/President and College Council Co-chairs formed a Decision-making Review Team for this task by appointing individuals most informed about and most involved in college-wide planning processes. The Decision-making Review Team members were:

   - Co-Chairs of College Council: Diane Boyton and Stephanie Perkins
   - VP, Academic Affairs: Kiran Kamath
   - VP, Administrative Services: Steve Crow
   - Interim VP, Student Services: Lawrence Walker
   - Current Academic Senate President: Alfred Hochstaedter
   - Incoming Academic Senate President: Heather Craig
   - Accreditation Liaison Officer: Catherine Webb

2. The CBT Consultant met with the Decision-making Review Team in all-day on-campus meetings in February, March, April and May to accomplish the following tasks:

   - Identify specific issues to address related to institutional decision-making, such as the length of time for committee reviews; lack of clarity between operational and governance issues; distinctions between the role of the Academic Senate and the faculty union; and ineffective communication;
   - Identify current MPC groups and committees;
   - Verify that the charge and membership of the groups and committees are appropriate relative to the type of charge: (1) operational, (2) working conditions, or (3) academic/professional matters;
   - Analyze gaps by identifying areas where MPC groups or committees need to be added;
   - Analyze redundancies by determining if any MPC groups or committees be discontinued;

- Recommend changes to the current structure;
- Review the charge and composition of each MPC group and committee; and
- Document current groups and committees and consolidate recommendations for new and revised MPC institutional decision-making processes in the *Resource Guide to Institutional Decision-making at MPC 2016*.

3. Through the process of developing the *Resource Guide to Institutional Decision-making at MPC 2016* the Decision-making Review Team accomplished each of the tasks listed in the previous section (2.).

   The process used to develop this resource guide was a cycle of drafting/critiquing/ revising. The CBT Consultant used current MPC documents and brainstorming with the Decision-making Review Team to draft sections of the *Resource Guide to Institutional Decision-making at MPC 2016*. The Decision-making Review Team then critiqued the draft and their critiques were discussed with the CBT Consultant. The CBT Consultant then prepared a next draft for review by the Decision-making Review Team.

   In each review/critique/revision cycle, the Decision-making Review Team developed changes and additions to MPC decision-making processes as needed to ensure compliance with ACCJC standards for governance and decision-making. There were three cycles of review/critique/revision for the *Resource Guide to Institutional Decision-making at MPC 2016* before these concepts and the document were shared college-wide. On April 15, the Decision-making Review Team distributed the ready-for-college-wide-review draft resource guide to appropriate other groups for their feedback.

Status

   The Decision-making Review Team reviewed each comment and suggestion from the April review on May 9 and 10 and revised the document as warranted. This fourth draft of the *Resource Guide to Institutional Decision-making at MPC 2016* was distributed college-wide on May 13, 2016. On Monday, May 16, 2016, the Decision-making Review Team sent a response to each comment and suggestion college-wide to demonstrate that the Review Team had carefully considered the suggestions.

   The Decision-making Review Team will present the final document to the Superintendent/President and College Council on May 24.

- The Decision-making Review Team recommends that the MPC campus community approve the content and implement the changes recommended in the *Resource Guide*:
  1. Defines the roles and responsibilities of the Board of Trustees, the Superintendent/President and the college's four constituent groups: faculty, staff, administrators/managers, and students.
  2. Distinguishes between governance and operational tasks
  3. Categorizes MPC groups by the work they complete for MPC

     Governance
     - Academic Senate
     - Curriculum Advisory Committee

     Operations
     - College-wide Committees
       – With Regular Meetings
       – Convene as Needed
     - Administrative Unit Groups
       – Advisory Groups
       – Staff Meetings
  4. Gathers the charges and membership of College-wide Committees and Advisory Groups from various sources and standardizes the descriptions
  5. Presents norms for decision-making processes with the goal of increasing transparency and participation
  6. Proposes changing the name of the Coordinators/Managers Group (CoMa) to be Student Services Council so the name is parallel to the staff meetings in the other administrative units
  7. Proposes the formation of a new College-wide Committee: Planning and Institutional Effectiveness Committee
  8. Proposes reframing College Council as the President's Advisory Group

Recommendations Related to Implementation of the Resource Guide to Institutional Decision-making at MPC 2016

- The Decision-making Review Team recommends that the *Resource Guide to Institutional Decision-making at MPC 2016* be posted online.
- We recommend that all online references to committee and decision-making processes be revised as needed to ensure alignment with *Resource Guide to Institutional Decision-making at MPC 2016*.
- We recommend that two documents currently posted on MyMPC be eliminated: the committee page and the directory of committees.
- We recommend that in the first meeting of fall 2016 each committee:

o Review the charge for the group outlined in the *Resource Guide to Institutional Decision-making at MPC 2016;*
o Review and agree to follow and/or implement the norms; and
o Appoint a work group to review and propose revisions to the group's bylaws as needed to align with the *Resource Guide to Institutional Decision-making at MPC 2016.*

Recommendations on Other Topics in Institutional Decision-making

- The Decision-making Review Team recommends that the Academic Senate in Collaboration with the Academic Affairs Advisory Group and the Student Services Advisory Group review the state guidelines on the Flex Calendar and develop a Flexible Calendar Advisory Committee with a charge and membership identified in Title 5, section 55730(e).

Parking Lot: Institutional Decision-making

The Review Team identified two issues that require attention to improve the processes at MPC. To keep track of these issues, the group began a parking lot—a place to record and commit to the pursuit, at a future date, of issues that need to be discussed and remedied. The issues in the parking lot related to institutional decision-making are:

- Develop communication plan to share information college-wide about the work of the College-wide Committees and Advisory Groups, and
- Create flow charts for common budget-dependent items, such as the approval of a new program.

ROLES, RESPONSIBILITIES AND REPORTING STRUCTURE IN CRITICAL PROCESSES

General

Approach

The roles, responsibilities and reporting structure of administrative, faculty and staff positions in critical processes such as decision-making, planning and scheduling, were analyzed as part of the review and critique of those specific processes. The approaches used to conduct these reviews and critiques are described in the sections of this report that describe the work on planning, decision-making and scheduling. In addition to these topic-specific analyses, the CBT Consultants also analyzed the organizational structure of Academic Affairs.

Status

Planning: The Integrated Planning Review Team reviewed the roles, responsibilities and reporting structure of MPC administrative, faculty and staff members and documented their recommendations in the *MPC Integrated Planning Handbook 2016*. Specifically related to roles, responsibilities and reporting structure, this document:
- Assigns planning responsibilities to individuals in specific MPC positions and
- Describes the flow of institutional planning beginning with those responsible to initiate processes to those responsible for final approvals.

Decision-making: The Decision-making Review Team reviewed the roles, responsibilities and reporting structure of MPC administrative, faculty and staff members and documented their recommendations in the *Resource Guide to Institutional Decision-making at MPC 2016*. Specifically related to roles, responsibilities and reporting structure, this document:
- Identifies the roles and responsibilities of all participants in institutional decision-making;
- Outlines the charge and membership of all college-wide groups that develop recommendations; and
- Defines the reporting structure for college-wide groups that develop recommendations.

Scheduling: The *Schedule Building Timeline* identifies the roles and responsibilities of faculty, staff and administrators in the development of the class schedule.

Organizational Structure of Academic Affairs

The Academic Affairs organizational structure consists of four academic administrators, eight Division Chairs and three Directors. The administrators are the Vice President of Academic Affairs, two Deans (Dean of Instruction and Dean of Instructional Planning) and an Associate Dean of Instructional Technology and Development.

The Division Chairs serve the following units:

Business and Technology	Life Sciences
Creative Arts	Physical Education
Humanities	Physical Sciences
Library	Social Sciences

The roles, evaluation and compensation (release time) for Division Chairs are outlined in the collective bargaining agreement.

The selection of Division Chairs is a two-step process. First, full-time faculty in a division nominate at least two full-time faculty to serve as the chair of the division. Second, the Superintendent/President selects one of the two faculty nominated to serve as the Division Chair. Division Chairs are responsibility for the following non-teaching administrative tasks (see Article 23.4).

- Staff, including supervision of classified staff and a leading role in the evaluation of full-time and part-time faculty;
- Planning, including preparing and recommending a division class schedule;
- Budget, including preparing and monitoring the annual division budget and approving all purchase requisitions;
- Curriculum, including advocating for curricular changes and additions;
- Communication, including resolving conflicts and representing the division with other division chairs and administrative personnel;
- Policies, meaning the administration of District policy and procedures in matters affecting the division; and
- Other, including administer the approved division teaching load in collaboration with the Office of Academic Affairs.

According to the collective bargaining agreement Article 14.2.4, members of the division and the responsible Dean annually evaluate the Division Chair's performance on the duties and responsibilities described in Article 23.4.

Directors lead the School of Nursing, the Public Safety Training Center, and the Marine Advanced Technology Center. The employee category, responsibilities and evaluation processes for these three Academic Affairs directors are not included in the collective bargaining agreement.

The CBT team identified the following concerns with the current Academic Affairs organization structure.

1. The advent of collective bargaining for public schools in California was a big part of the reason that many colleges replaced department/division chairs with deans. Organizational structures with department/division chairs place peers in positions of authority that require them to monitor, implement and evaluate the terms and conditions of employment for other members of the same bargaining unit.

2. Since the very colleagues they supervise elect department/division chairs, fulfillment of their department/division chair responsibilities puts them in awkward positions of juggling competing interests in which the fulfillment of their duties may result in the loss of the nomination as department/division chair in the next cycle.

3. Although an evaluation process for faculty members' performance of Division Chair duties and responsibilities is outlined in the collective bargaining agreement, authentic accountability for the performance of these administrative responsibility is not possible as long as serving as a chair is considered a temporary assignment. Every three years each chair is vulnerable to returning to full-time faculty positions in the same division.

4. While other colleges may have included department/division chairs in their organizational structures, these roles are much more limited than the roles at MPC. We as CBT consultants have not seen a structure matching that of MPC in our collective careers. The detail and depth of the division chair structure embedded in the union contract is somewhat unique. All of the four comparison colleges used in other facets of this analysis use a model in which the authority rests with instructional administrators rather than with elected faculty

Recommendations

1. We recommend the replacement of the current Department/Division chair structure with one that assigns the administrative responsibilities currently completed by Department/Division Chairs to instructional deans. This solution places more faculty in their primary roles as noted in the discussion of release time and allows accountability to be established through the evaluation of deans based on their performance relative to institutional goals and objectives, such as enrollment management and improved productivity.

2. We recommend that the conversion of MPC's organizational structure be completed in two phases.

   Effective fall 2016:

   - Appointment of one dean to balance the administrative workload and support the implementation of the norm in the *Resource Guide to Institutional Decision Making at MPC 2016* that all committees be co-chaired by an administrator

   During fall 2016:

   - Critically evaluate the roles and responsibilities of all positions in the current organizational structure, such as Directors, Coordinators, etc.

   - Develop a draft organizational structure for Academic Affairs that

     - Assigns responsibilities currently assigned to Department/Division Chairs to instructional deans;
     - Balances workload across the administrative positions in terms of the number of faculty and staff reporting to each administrative position; and
     - Is close to cost-neutral in that savings realized through the elimination of reassigned time is sufficient to fund any new instructional dean positions.

   - Review the draft organizational structure for Academic Affairs broadly across the campus and revise the structure as warranted

   Effective spring 2017:

   - Implement the revised Academic Affairs organizational structure
   - Provide professional development to strengthen the administrative skills of the new Academic Affairs team

OPERATIONAL ENROLLMENT MANAGEMENT

This section of the report discusses elements related to operational enrollment management. Enrollment management, at its most fundamental level, is crucial to the success of any California community college and can be viewed as two intersecting circles of activity. The first circle involves all aspects of the development of an official schedule of classes that meets the needs of students as they prepare to transfer, enhance their work-related skills, or hone competences that make them better prepared for life's challenges.

The second circle that transects with the first must be recognized as crucial to the continued success of the college. The second circle involves appropriate planning to maximize the amount of funded Full-time Equivalent Students (FTES) the college can generate. This is vital to Monterey Peninsula College's financial health since the majority of the money necessary to fund all aspects of the college is dependent upon the generation of FTES.

The remainder of this section will include:

- A background discussion of present processes related to enrollment management and the impact of these processes on the college
- The plan developed by the Collaborative Brain Trust (CBT) to address both the enhancement of college processes as well as methods used to increase additional FTES
- The work group approach used to address these issues
- The recommendations of the work group
- Work group subcommittees
- Parking Lot issues
- Further recommendations

Background Discussion

Access to Information

The enrollment management process began with analyses, interviews, and evaluation of present Monterey Peninsula College (MPC) information and processes. First, the college is utilizing a very old system called the Student Support System (SIS). The system is old, clunky, and unreliable. The system—now only used by Santa Rosa Junior College and MPC—does not perform tasks that are normally provided by newer Enterprise Resource Plan (ERP) systems. Examples of this include the inability to produce student wait lists for closed classes and the inability of the system to perform graduation audits that inform students of their ability to graduate. These system failures hurt students. In the former case, students must visit each class they hope to add and must compete against all others in the same situation. In the latter case, students are often unaware of their proximity to graduation and many leave the college unaware of the fact that they were eligible to receive, or very close to receiving, a degree or certificate.

There are also wide spread statements across the college that certain information generated by the system is inaccurate and requires manipulation to assure exactness. This has created an air of distrust in college numbers among college constituents. In some cases, adjustments in the

system have been made by Santa Rosa Junior College such as drop dates, without regard to the impact of these changes upon MPC students. In one case, MPC students were erroneously dropped from their MPC classes since the system was using Santa Rosa drop dates rather than MPC drop dates.

The reports from the system are not linked together thus causing a person looking at college data elements to have to utilize numerous reports simultaneously, thus increasing the time it takes to do analyses. It also increases the rate of error. This has created an enormous problem with those analyzing data since individuals are spending an inordinate amount of time functioning as what has been termed "human computers" or people who use manual skills to compensate for the lack of a predictable and reliable computerized system.

Processes, too, are negatively impacted by the present system. Many processes not only involve "work-arounds" but additionally take much more time to perform than they do at other colleges. The cost of maintaining this system, in terms of human capital, is tremendous.

Processes

For scheduling purposes, processes are either non-existent or are not followed.   Additionally, each time a new Chief Instructional Officer (CIO) has arrived at the college, changes have been made in processes and timelines to the point where many involved in processes are confused and frustrated. Additionally, no one is sure as to who is doing what in each process, as roles are not clearly defined.

FTES Generation

At the present time, MPC is not generating adequate FTES to financially support its on-going expenditures. Statewide, a measure of productivity of 525 WSCH/FTEF or 17.5 FTES/FTEF is considered to be the point at which a college is generating enough money to cover its costs. This number includes all costs of the college—not just those in the classroom.   MPC's productivity numbers are woefully under these statewide measures. The productivity numbers for the last three years are included in the following table.

Table One – FTES/FTEF Generated by

Term from Fall 2014 to Spring 2016

Term	FTES/FTEF excluding reassigned time	FTES/FTEF including reassigned time
Fall 2014	13.96	12.725
Spring 2015	13.286	12.146
Fall 2015	14.237	12.976
Spring 2016 *	13.455	12.270

*Projected FTES since semester is still in progress

All numbers exclude contracts

Source of information is the MPC Office of Academic Affairs, 4/2016

Additionally, an analysis of the current year's class schedule reveals a lack of planning. Neither FTES targets nor FTEF allotments are established prior to the planning for the next academic year. Prior to this year, faculty chairs did their best to schedule courses they thought were needed, but did not have line deans to whom they recommended their schedules.

Concomitant with this lack of the planning is the apparent lack of understanding of what type of enrollment is required to generate the FTES the college requires to stay financially healthy. In order to maintain a FTES/FTEF of 17.5, a college needs to recognize that 17.5 equates to 35 students in each class. For pedagogical reasons, not all classes can or should have 35 students in them. It is common to see lower numbers for many nursing classes, science laboratory classes, English writing courses, basic skills courses, capstone classes for programs, and others. A comprehensive college requires balance. For every class that falls below 35 in enrollment, another class needs to have that many more students above 35 to achieve a balance that translates to 17.5 FTES/FTEF.

At the present time, the class average at MPC is too low. Approximately 11% of courses offered at the college are at or above 35 students. During the Spring 2016 semester, the mean class was 23 while the median class size was 19.

Due to these deviations from accepted productivity norms, MPC has become reliant upon an excessive amount of FTES from Instructional Service Agreements to compensate for their low numbers.

Further analysis of the schedule of classes indicates many issues that deserve careful consideration. One is the proliferation of what would be considered non-transfer and avocational courses as compared to transfer and degree applicable courses. Many of the transfer and degree applicable courses are strong in terms of enrollment while many non-transfer and avocational courses are not as healthy. A comprehensive college is a mixture of both types of classes with the transfer and degree applicable courses as the core, but at MPC, the transfer core seems to be

overshadowed. The balance of these areas requires future analyses of need, size, and FTES generated by each program.

In addition, MPC lacks a comprehensive evening program that guarantees that evening students can take all of the classes they need to transfer to a four-year institution or obtain a degree or certificate. The evening program is very small. The same lack of a comprehensive plan is apparent when viewing the Marina Center both in terms of day and evening programs.

Approach

CBT determined the most productive way to assist the college would be to help structure new processes and strategies that are in alignment with best statewide enrollment management practices.

The proposed plan included the following:

- Continue to analyze MPC data elements
- Conduct training for instructional team, instructional leaders, and other interested parties to explain enrollment planning including:
    - Enrollment elements and how they work
    - Scheduling best practices
- Conduct a planning workshop with the instructional team to determine what elements need to be addressed and who should be involved in each element of planning.
- Meet with the Operational Enrollment Management workgroup to address and begin to change identified current practices. This could include:
    - Plan procedures and timelines necessary to offer a schedule of classes that meets the needs of MPC students and other district constituents
    - Outline the steps necessary to get there
    - Define deliverables

After sharing the above plan with College Council, the work began.

1. **On March 16th, 2016** -- Two comparable presentations were made by Pam Deegan of CBT to the college community. Topics covered were enrollment management elements and scheduling best practices. Additionally, the presentation was taped for those who could not attend the presentation in person.
2. **April 6, 7, 8, 2016** – Morning meetings with the Office of Academic Affairs and afternoon meetings with the Operational Enrollment Management Workgroup on the first two days and all day with the Workgroup on the 8th were held.

CBT Enrollment Management Consultant	Pam Deegan
VP of Academic Affairs	Kiran Kamath
Instructional Deans	Laura Franklin, Michael Gilmartin, Jon Knolle
Scheduling Tech	Joe Nguyen
Division Chairs	Leandro Castillo, Diane Boynton
Department Chairs	Tracie Catania, Lauren Handley, Gamble Madsen
Division Office Managers	Rosa Arroyo, Michele Brock
Counselor	LaRon Johnson
Academic Affairs Support	Leslie Procive
Student Services/A&R	Nicole Dunne

3. **April 22, 2016** – A preliminary presentation was made to the Academic Affairs Advisory Group (AAAG)
4. **April 28, 2016** – Morning meetings with the Office of Academic Affairs and afternoon meetings with the Operational Enrollment Management Workgroup were held.
5. **April 29, 2016** – A presentation to AAAG was held.
6. **May 4th, 2016** –A vote to affirm the recommendations made by the work group regarding blocks, revisiting the Spring 2017 schedule, and preparing two-year plans was held and was unanimously supported.
7. **May 10, 2016** – A presentation to College Council was made.

The Recommendations of the Work Group

It was agreed that the purpose of the workgroup was to ensure that enrollment management processes utilized at MPC would be ones that are data-driven, would follow agreed to procedures, would be transparent to all college constituents, and would be focused on student need.

To assure the above, the group recognized that structured and transparent processes needed to be developed. All scheduling processes were examined and were either:

1. Discussed and reworked to emerge as **recommendations**
2. Assigned to a **subgroup** of the work group to continue working on the topic
3. Tabled for future review as an item in the "**parking lot**"—a structured list that recognizes the importance of the topic, yet acknowledges that it may fall out of the purview of the work group at the present time

Recommendations

A Change in Scheduling Time Blocks

The first recommendation from the work group was to establish Monday/Wednesday, Tuesday/Thursday and Friday time blocks as illustrated in Table Three. The goal with the creation of these blocks was to organize the times that students could take classes, reducing the amount of overlapping or gapping class times. This system of organization allows students to obtain three, three-hour courses before 12:30 pm, thus recognizing that a majority of students attend classes and work. The four and five-hour courses are organized to allow students to take four-hour and five-hour courses and then enter into the three-hour courses, as seamlessly as possible.

In addition, it is also recognized that courses must also be offered on Fridays since Fridays are part of the 175-day Title 5 requirement for all California community colleges. It is generally recognized that a well-organized block schedule is good for students, increases FTES generation, and maximizes room utilization.

Although the block schedule will meet the needs of students for a majority of college courses, some disciplines and courses will need to deviate from the schedule. Classes including labs, cohort programs such as nursing, certain math courses, STEM and others. Discipline experts may find a need to discuss their scheduling anomalies with their deans in order to meet student need. The blocks are built for the majority of classes and need to be followed by a majority of disciplines.

Table Three - Monterey Peninsula College Time Blocks

For Fall and Spring

2 Days Per Week – Full Term	2 Days Per Week – Full Term	2 Days Per Week – Full Term
3-Hour Lecture – 51 Hours	4-Hour Lecture – 68 Hours	5-Hour Lecture – 85 Hours

MW	8:00 am – 9:20 am	MW	7:30 am – 9:20 am	MW	8:00 am -10:20 am
MW	9:30 am– 10:50 am	MW	*9:00 am – 10:50 am	MW	10:30 am – 12:50 pm
MW	11:00 am– 12:20 pm	MW	11:00 am– 12:50 pm	MW	1:00 pm – 3:20 pm
MW	12:30 pm – 1:50 pm	MW	1:00 pm – 2:50 pm	MW	3:30 pm – 5:50 pm
MW	2:00 pm – 3:20 pm	MW	3:00 pm – 4:50 pm	MW	6:00 pm – 8:20 pm
MW	3:30 pm – 4:50 pm	MW	5:00 pm – 6:50 pm	TTH	8:00 am -10:20 am
MW	5:00 pm – 6:20 pm	TTH	7:30 am – 9:20 am	TTH	10:30 am – 12:50 pm
TTH	8:00 am – 9:20 am	TTH	*9:00 am – 10:50 am	TTH	1:00 pm – 3:20 pm
TTH	9:30 am– 10:50 am	TTH	11:00 am– 12:50 pm	TTH	3:30 pm – 5:50 pm
TTH	11:00 am– 12:20 pm	TTH	1:00 pm – 2:50 pm	TTH	6:00 pm – 8:20 pm
TTH	12:30 pm – 1:50 pm	TTH	3:00 pm – 4:50 pm		
TTH	2:00 pm – 3:20 pm	TTH	5:00 pm – 6:50 pm		
TTH	3:30 pm – 4:50 pm				
TTH	5:00 pm – 6:20 pm				

*Time lap is intentional to allow

for maximum student options

1 Day/Week – Full Term

M, T, W or TH	3:30 pm – 6:20pm
M, T, W or TH	6:30 pm – 9:20 pm Or 7:00 pm – 9:50 pm
Friday	Needs to end before noon
Friday	Starts after noon

College Hour alternate Fridays 12:00 – 2:00 pm (does not stop classes from being offered)

A Change in the Scheduling Process

At the present time, the college adheres to the development of an annual class schedule. Due to this, the schedule of classes has already been developed though spring 2017. It was the recommendation of the workgroup that this development timetable be re-examined since the development of a schedule of classes so far in advance does not allow analysis of current enrollments to make good student-focused decisions for future courses.

The recommendation to allow the schedule development process to be performed semester-by-semester was made to President Tribley with recognition that the college may revisit the concept of annual schedule building once college processes improve and the current development of an Enrollment Management System (EMS) is completed.

Dr. Tribley graciously agreed to accept the recommendation of the work group with the understanding that each program will publicize a two-year plan that drives the schedule development. Although the Spring 2017 semester has already been completed, it has been recommended and agreed to at AAAG, the Academic Affairs recommending body, that spring 2017 will be restructured by May 20, 2016 to adhere to the new scheduling blocks.

To avoid the current confusion that exists regarding the class scheduling process, a new development calendar was prepared for each college term. This type of calendar should be predictable, transparent, and planned. The goal of the new process was to clearly identify timelines, as well as the responsible party for each element of scheduling development.

The process involves scheduling in the fall for the subsequent summer and fall semesters. Scheduling for the spring semester is performed in the previous spring semester. An example of the scheduling calendar is included in Table Four.

Table Four - Schedule Building Timelines

Summer 2017 and Fall 2017

Sample

	ACTION	WORKING DAYS	DATES	HOLIDAYS	NOTES
	Monterey Peninsula College - Schedule Building Timelines				
	Summer '17/Fall '17 Class Schedules				
	2016				
	Development				
1	Counselors are invited to Division meetings to discuss student needs	15	4/25/16-5/13/16		
2	The VPAA, VPSS, OAA Deans and Student Services Deans & Directors meet to discuss programs, review industry needs, trends, etc. that may impact the SU17/FA17 Class Schedules	10	4/25/16-5/6/16		
3	Programs/areas review industry needs, trends, etc. that may impact the SU17/FA17 Class Schedules	5	5/1/16-5/6/16		
4	VPAA meets with AA Deans to discuss FTES targets and develop a draft of divisional/departmental FTES targets and FTEF allocations	5	5/9/16-5/13/16		
5	Deans meet with Divisions to discuss FTES targets and FTEF allocations	5	5/16-5/20	Memorial Day 5/30	
6	Schedule Technician distributes initial packets for SU17/FA17 Schedule of Classes to Division Chairs	1	8/12		
	First Draft				
7	Divisions DEVELOP FIRST DRAFTS of the SU17/FA17 Schedule of Classes	21	8/18-9/16	Labor Day 9/5	
8	Divisions SUBMIT FIRST DRAFTS of SU17/FA17 Schedule of Classes to Deans	1	9/16		
9	Deans REVIEW FIRST DRAFTS of SU17/FA17 Schedule of Classes and confer with VPAA	5	9/19-9/23		
10	Schedule Technician DISTRIBUTES GENERAL INFORMATION SECTIONS of Class Schedule to VP's and President's offices for review.	15	9/19-10/7		
11	Deans meet with Division and Department Chairs, as necessary, to RESOLVE ISSUES WITH THE FIRST DRAFTS of the SU17/FA17 class schedules.	15	9/26-10/7		

The Development of Two-year Plans

The development of two-year plans for programs, degrees, certificates, and courses is important to assure that the schedule of classes is one that is based upon student need. The first step in developing a two-year plan is to engage in analyses of the courses in various programs. Table Five is a sample of a simple analysis developed by the work group that can be used by discipline faculty to examine their courses in light of requirements each course meets. In future years, more sophisticated two-year plans can be developed as deemed necessary.

Table Five - Analysis for Two-year Planning

| Course	Title	MPC GE Area(s)	IGETC Area(s)	CSU GE Area(s)	Transfer Major AA-T/AS-T	Degree or Certificate	Required Course in Degree	Elective Course In Degree	Online	Basic Skills Course	Mean Class Size (2 year F/S)

Based upon this type of analysis, in concert with analyses of enrollment patterns, a two-year plan can be developed that serves many purposes. First, it serves as a scheduling guide so classes offered are the ones that students need. Secondly, the two-year plan can be shared with students. The outline gives students the ability to plan, knowing what classes will be offered each semester. Table Six is a sample that illustrates what a two-year plan will look like—simple yet effective in communicating to students when classes will be offered. To assure communication with students, each two-year plan will be listed, by department, on the college web site. Additionally, in the future, each course listed in the Schedule of Classes will have a simple legend associated with it that will indicate other semesters in which the class is to be offered. This is based upon the two-year plan. Again, students will know as they view the schedule of classes, when a class is offered. A sample of this is illustrated in Table Seven.

Table Six – A Sample Two-year Plan

Course	Title	Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2
SPCH 1	Public Speaking	✓	✓	✓	✓	✓	✓
SPCH 3	Interpersonal Comm	✓	✓		✓	✓	
SPCH 5	Oral Interp of Lit	✓			✓		
SPCH 10	Comm Theory		✓			✓	

Table Seven – A Sample of the Legend in the Schedule of Classes

F	ES	S	X
✓		✓	

Note: F indicates Fall, ES indicates Early Spring, S indicates Spring, and X indicates Summer

Commit to Developing FTEF   Allotments and FTES Targets

There are standard steps a college goes through to determine its FTES target. This term, FTES target, is different than the FTES Cap assigned by the State Chancellor's Office. It is a FTES goal that is determined by the executive team after considerable analyses are performed for the coming year. The availability of funding above Cap, the FTES performance of preceding years, the non-resident rate, and student need are just a few of the factors examined when determining what the FTES target or goal for the college will be. Once that target is determined, the Office of Academic Affairs needs to do everything it can to assure that goal is reached.

One of the most important activities that can be done to guarantee the college reaches its goal is a careful analysis of the previous FTES performance of each department and division. This should be performed prior to the development of the schedule of classes for the succeeding year. The second activity is the allocation of an FTEF allotment for each division and department along with a concomitant FTES target or goal for the regular term (Fall and Spring) and a separate one for any other terms such as summer. This, too, occurs prior to the development of the schedule of classes for the coming year.

Each department needs to stay within their FTEF allotment and needs to generate the FTES target assigned to them. The summation of all of the divisional FTES targets within the fiscal year should be equal to the FTES target or goal established by the college. This allocation model should be re-examined each year to assure that adequate FTEF is being distributed to the courses needed by students to fulfill their educational goals. It should also re-examine FTES targets to make sure they are appropriate.

In order to develop a FTEF allocation and FTES target model for the college, it is important to possess reliable data. At the present time, data from the Santa Rosa system is questionable and requires manual input. Once the EMS system is finished, all college constituents will be able to view information regarding college programs. Additionally, the Office of Academic Affairs will be able to produce allocations and targets.

This was not possible for the coming year for two reasons—the scheduling was already finished for the coming year, and the EMS system is not yet finished.

Curriculum Advisory Committee (CAC) to Review Course Maximums

Another reason that MPC has difficulty when attempting to produce FTEF allotments and FTES targets is the lack of fill rate information. The fill rate is the number of seats taken in a class as compared to the class maximum.   At the present time, there is little consistency in the class maximum. In some cases, the class maximum is the room capacity. In others, it has been captured in older, pre-Curricunet (curriculum software) official course outlines as a number; in some, a range of numbers exists to indicate the course maximum; and in many, a course maximum has been omitted.

Why is the fill rate important? Often, a fill rate below 80 percent indicates an area of concern, one worthy of initiating a more in-depth examination. A low fill rate can indicate many scheduling concerns. Examples include whether too many classes are being offered, thus diluting an existing population; whether the classes are offered at the appropriate times; whether best practice standards are being followed; whether the program is offering every course every semester or whether the program is following a two-year plan; and whether the program is still meeting the needs of students or the industry it is serving.

CAC has been asked by the work group to examine course maximums and record them in the official course outline. In this way, the college can measure the fill rate of classes, departments, and the college in general.

Commit to Developing a Comprehensive Day and Evening Program for Marina and a Comprehensive Evening Program for Monterey

The work group began the process, via a subgroup, of developing comprehensive programs for day and evenings at the Marina campus and for the evening at the Monterey campus. At the present time, a student has difficulty finishing transfer programs in the evening at Monterey and at the Marina campus throughout the course of the day and evening. Although courses exist, they are not planned in a comprehensive package, and thus do not offer students the ability to fulfill their goals. Often, a comprehensive, planned package creates the critical mass needed to see growth occur at a site. The work group subcommittee is continuing its effort to finish the plans. After much discussion, it was agreed that for the Marina programs, the courses offered would not hurt the FTES generated toward the departmental FTES target until the time when the Marina program grows.

Room Utilization

The Office of Academic Affairs has agreed to maintain and update the room inventory and work with the appropriate college departments to assure that all classrooms are maintained and in adequate condition to meet the needs of the instructional program. A work group subcommittee will not only inventory each classroom, but will begin the process of defining rooms as to which

are general classrooms, mixed use classrooms, specialized classrooms, and large lecture capacity rooms.

Class Cancellations

The workgroup determined that in order to do everything possible to assist students at Monterey Peninsula College, it is important to gain, when possible, consistency in processes. It was determined that within the language of the contract, classes that need to be cancelled should be cancelled before the classes start. The intent is to keep students enrolled in the college. Students can be notified by email, and perhaps by a follow-up call, with a list of open classes. A discussion between the deans and the appropriate division chair should occur before any class is cancelled.

Work Group Subgroups

Although a great deal of great work was accomplished in a short period of time, much work still needs to be accomplished. Table Eight contains a list of those subgroups and the committee membership for each of these groups. Each subgroup is committed to completing its work in the most expeditious manner possible. Additionally, others who were interested in serving on a subgroup were asked to contact Leslie Procive in the Office of Academic Affairs.

Table Eight – Subgroups

Subgroup	Members
Education plan material	Alethea DeSoto, LaRon Johnson, Nicole Dunne, Kiran Kamath, Michael Gilmartin, Lauren Handley, Diane Boynton
Scheduling packets	Jon Knolle, Tracie Catania, Laura Franklin, Joe Nguyen, Rosa Arroyo, Michele Brock, Michael Gilmartin
Number of graduates/year by program	Nicole Dunne
SIS Reports & accessibility	Kiran Kamath, Laura Franklin, Michael Gilmartin, Jon Knolle
Classroom (status)	Gamble, Kiran Kamath, Rosa Arroyo, Michele Brock
Summer schedule blocks	Kiran Kamath, Laura Franklin, Michael Gilmartin, Jon Knolle, LeRon Johnson, Leandro Castillo, Diane Boynton
Marina and evening GE and Degrees	Counseling (LaRon Johnson), Business (Leandro Castillo), Social Sciences (Lauren Handley), Laura Franklin, Jon Knolle

Parking Lot Issues

The work group identified many issues that require attention to improve the processes at MPC. To keep track of these issues, the group began a parking lot—a place to record and commit to the pursuit, at a future date, of issues that need to be discussed and remedied. The following is a list of those parking lot issues.

- Ed plan materials clean up
- Invitation of division counselor to April/May division meeting to discuss schedule
- Course enrollment capacities
- Room inventory with class sizes on Google sheets
- Clean up room inventory for all areas
- Room allocation process
- Create connections between Academic Affairs & Student Services to identify and address student needs
- Curriculum process and timeline
- Catalog process and timeline
- Inventory of approved course outlines including date of approval
- Energize part-time faculty pools
- Handling of cross-listed sections
- Google sheets/tracking scheduling changes for schedule development process
- Catalog vs. schedule: class descriptions
- SIS constraints and the role of EMS
- Clarify data included in reports, i.e. which students are counted and when, why, etc.
- Provide student services and support during hours the college operates (i.e. evening). Establish and clarify campus hours.
- Establish timeline/process to evaluate new schedule

Further Recommendations from CBT

Presently, Monterey Peninsula College lacks appropriate processes and practices to assure that it is meeting student need and generating the appropriate amount of FTES—all of which can be termed "not following good enrollment management principles". The level of FTES generation is shockingly low and if the present practices continue, the college will jeopardize its future and that of its community. In this regard, the college has a great deal of work to do to remediate years of tumult, distrust, and unstable processes. The college is very chaotic and crisis driven.

The college is fortunate to possess a group of people who are committed to change and many of these people were members of the Operational Enrollment Work Group. The group was comprised of intelligent, thoughtful, and dedicated individuals who embraced the concept of change as a vehicle to best serve the needs of the Monterey Peninsula College community. They understood that to remain viable the college needs to change and it needs to happen as rapidly as possible. It was a pleasure to work with these individuals.

In addition to (or to add emphasis to) the recommendations of the committee, these are additional and emphatic recommendations to assure the success of the college. The following are items that are deemed to be essential in this regard.

- The college must replace its current ERP system as soon as possible. It is archaic, inaccurate, and makes the processes at the college slow and tedious. Students are not served well by the system, nor are faculty or staff.
- The college needs to continue to create processes that are well thought out, developed in concert with constituents, and are codified and followed at the college.
- Every process at the college needs to be systematized and transparent to all. When an administrator leaves the college, it should not impact the college when systems are in place. Only when processes are person-dependent does chaos occur. That can be avoided by making sure that all processes are codified, written, and shared with all stakeholders.
- Class maximums need to be identified and codified in the Course of Record (COR).
- The bottom line for any academic decision needs to answer the question, "What is in the best interest of the student?"
- Serious attention needs to be paid to the low class enrollments and the proliferation of these classes. This is crucial and ignored at the present time.
- The college must institute FTEF allocations and FTES targets to assure that college FTES targets are met. As the method of funding the college and meeting student need, this has to become the primary goal of the all in instruction—administrator, chair, and faculty.
- The transfer programs need to become a higher priority for the college.
- The college needs to become less dependent upon Instructional Service Agreements. This can occur with systematic analyses and planning.
- The organization requires fewer layers to assure that appropriate dialog occurs between those in the classroom and administration.
- Processes need uniform enforcement. When many processes are developed, they are ignored and nothing happens to offenders. By default, "doing whatever you want" has become college practice.
- This work group was very good and needs to continue its work and persist in its efforts to change practices that are in need of change. The Parking Lot issues need resolution, as do the items listed in the subgroup work.
- Links between Academic Affairs and Students Service need to increase.

FINANCE

Overview of District Fiscal Condition

Three of the last four years, MPC has spent more than it received in unrestricted general fund revenues. The shortfall has been covered from one-time funds, primarily from transfers into the unrestricted general fund from the self-insurance fund and one time revenues from the state. The budget for 2015-16 also reflects a structural deficit but a lesser amount than the preceding year. While the 2014-15 budget reflected a deficit, the actual results were slightly positive due to savings accruing during the fiscal year.

The district has implemented some cost reductions but not at a rate to match revenue losses. The main reason for revenue loss is a decline in the district's ability to generate funded FTES.

While MPC may be able to employ a similar strategy of drawing down one-time funds for another year, the need to develop a plan to address the issue by producing new revenue, reducing expenses and becoming more efficient is now very important and more urgent. This report is focused on long-term solutions, not just temporary fixes.

It should be noted that the district's fiscal condition is a symptom of greater underlying problems. It is not causal, but rather an outcome of other actions or inactions.

A report from early 2009 titled "Long Term Financial Plan" cited many of the same issues. Since that report was issued, the situation has worsened because of the additional decline in FTES. A primary cause of that decline was because the college had built its operations on repeated enrollments in lifelong learning that the state subsequently disallowed. However, it is not clear if there has been a corresponding decrease in expenditures in these areas. Furthermore, when the State also ended funding for non-credit courses like PFIT (physical fitness offered in private gyms in the community), MPC experienced another drastic loss in enrollment and proportional funding.

MPC does not have in place any fiscal planning or monitoring tools to aid in the important decision making regarding the college's direction. Tools such as these are required for any long-term planning to have value.

Fiscal Operations

MPC has enjoyed staff stability in key positions related to its fiscal operations, where day-to-day transactions are managed and reporting takes place. The last three audit reports have not identified any negative audit findings regarding the fiscal operation. The areas of weakness reside in fiscal planning, monitoring and decision making.

Fiscal Planning and Monitoring

MPC prepares an annual budget as required by law. The budget document contains a wealth of good and useful information. While this is true, the document can be intimidating to a casual reader. Further, there is not any anticipation of events beyond the current budget year. Most organizations can survive a given bad year, but community colleges are not funded sufficiently to do so for consecutive years without some understanding of the circumstances and advance planning.

There is a structured budget development process outlined in the tentative 2015-16 budget. It seems to be centered on the college council and its ancillary committees. It is not clear from the flow chart who makes the key decisions on major budget direction. The college council recognized there were some issues with the process and has been working with a CBT consultant to resolve this concern.

There does not appear to be an FTES strategy in place, and further, those responsible for fiscal planning are not actively involved in FTES planning which is directly linked to budget planning.

CBT has provided a tool set of worksheets and documents to help address budget and FTES planning.

- **The first tool is a high level 3-year budget planning and modeling worksheet**

  The K-12 system is required to prepare such a model. There is no such requirement for community colleges. This is the key element to sound fiscal planning. Not having this tool in place is like driving on a winding, narrow mountain road in the dark without any headlights. The 3-year model helps the district see what is ahead and how to deal with it. It does not solve problems but helps identify them; and then, as solutions are proposed, reflect the impact of those solutions.

  As identified in the proposal. CBT has worked with the college to prepare a 3 year budget model using the template provided by CBT. That model is included as an appendix to this report.

  What the model illustrates is how rapidly the district budget deficit grows and consumes the remaining fund balance absent any corrective action. CBT has identified a number of recommendations which help address this problem. It is not clear if the district will be able to act quickly enough to realize the benefit of those recommendations before the reserves are exhausted and at which time the budget could still be in a deficit spending pattern.

- **A sample budget narrative, along with 9 companion schedules that distill the complex issues in the budget into an easy-to-read format that help to convey the back story of the budget numbers and foster confidence in the data, its source and integrity.**

The focus of this set of documents is to provide, in just a few pages, information that will clearly demonstrate the district's fiscal condition and identify key issues. Also, by documenting the changes from the prior year's adoption budget to the new-year's budget, one can see what is different and why. Another important schedule that is included is a listing of inter-fund transfers. There have been questions raised within the district about what is really going on with these transfers and including a schedule listing those affecting the unrestricted general fund will provide some clarity on that issue.

- **CBT has provided a sample current year revenue/expenditure projection modeling tool to help fiscal staff better evaluate current year actual performance against budgeted numbers.**

The budget is only a roadmap. The actual outcome may differ, and it is important to monitor performance of the budget throughout the year. If trends are developing or anomalies occurring, this tool can help spot them earlier and provide time to take any corrective action needed. This tool should be relatively easy to implement in that the district does prepare an expenditure/revenue worksheet, but it is lacking the elements that make it useful for planning and decision making.

- **CBT has provided a sample 3-year FTES modeling spreadsheet. It helps focus attention on the impact of current FTES decisions on the next two years.**

It directs attention to key questions such as, what are the FTES targets, are there adequate resources budgeted to achieve those targets and what are the backup plans if needed?

This spreadsheet should be viewed as a companion to the 3-year budget model.   FTES planning and strategies should be a major focus for administration and college leadership. In terms of implementation, action steps and monitoring success, it is important for the instructional and fiscal divisions to work together and stay in constant communication.

Enrollment management will be discussed in greater detail in a separate section of this report.

Recommendation: MPC should utilize the tools provided to aid in better fiscal planning and management of district resources.

Recommendation: Non-mandatory spending increases to the budget should be very limited until the district has shown real progress in closing the deficit and maintaining reserves sufficient to sustain the budget during this period.

Recommendation: FTES planning should be made the joint responsibility of the instructional and fiscal administrative staff.

Recommendation: Budget roles of committees and administration should be redefined to establish true responsibility and accountability. (Note: Please refer to the Policies, Processes and Procedures section of the report for the progress to date.)

Peer District Comparisons

Four districts were selected for comparison with MPC. There is not a direct correlation from such an analysis, but rather an opportunity to see where there are similarities and dis-similarities. These are only indicators which provide an opportunity to explore why and how they exist.

The districts selected were Hartnell, Gavilan, Imperial and San Luis Obispo (Cuesta).   These were chosen because they seem to have more characteristics in common with MPC than others. They are close in FTES size, located in similar geographic and demographic settings, single college districts being the primary provider of community college instruction in their general service area.

Every year, each district must report data to the state regarding the year just ended and the budget year just begun. The data format is prescribed by the State, so it is not always in the form best suited for peer-level comparisons. For instance, the focus in the review of MPC is upon the unrestricted general fund. Much of the data is a blend of the unrestricted and restricted general fund activities. The analysis is affected by the degree a district has more or fewer restricted general fund activities. Unfortunately, that is not discernable from a number of the State reports.

Further, some of the issues for which we were seeking information could only be obtained through direct inquiry of the districts themselves. Because their responses would be voluntary and require some effort on their part, CBT limited the questions in hopes of obtaining their assistance. This approach was successful in that CBT received affirmative responses from each of the four districts.

Below we have recapped some of the responses from the districts and listed the same information for MPC. Further, CBT was able to obtain some summary-level information from the State Chancellor's Office for the unrestricted general fund which is also included.

Summary of Peer District Responses to Inquiries by CBT

(N/A indicates no useful response)

	Monterey	Gavilan	Cuesta	Hartnell	Imperial
Classroom Productivity (FTES per FTEF)	14.2 or 13.0*	N/A	13.31	16.93	15.78
Release Time FTEF	18	2	14.8	2.0 est	9.42
Deficit Spending	Yes	No	No	No	No
FTES Borrowing	Yes	Yes	Yes	No	Yes
Stability Anticipated	Yes	No	Yes	No	Yes
2014-15 Reported FTES					
Non-credit basic	397	519	78	15	36
Non-credit enhanced	128	21	165	0	15
Credit	5,984	4,724	6,833	7,179	6,814
Non-resident	173	68	175	66	54
Total FTES	6,682	5,332	7,251	7,260	6,919

 *The first number is without release time faculty and the second includes that FTEF. For MPC, the spring 2016 data shows productivity of 13.5 and 12.3.

Both Cuesta and Imperial are borrowing almost all of their summer FTES. Cuesta anticipates it will be in stability in 2016-17. Imperial did not identify a specific timeframe for entering stability.

Observations:

- Of the districts listed above, the largest and smallest (Hartnell and Gavilan) appear to be the most stable financially. Part of the reason is related to maintaining their funded FTES. Further, Hartnell has better productivity; and almost all of its FTES is credit which means it is worth more in terms of state funding.
- Gavilan has a substantial amount of basic non-credit FTES but at the same time less release time. In fact, as noted below, Gavilan generated the largest surplus of the comparison districts for 2014-15.
- Cuesta and Imperial are not in as difficult a place as MPC, but may be headed for some fiscal challenges in the near term.
- MPC utilizes more release time than any of the peer districts by a wide margin.

- MPC's classroom productivity ranks at or near the bottom of the comparison group

The summary-level data for actual unrestricted general fund results for 2014-15 are listed below. In order to make the comparisons consistent, CBT used all FTES since all types produce revenue, even though the funding rates per FTES differ. Other forms of revenue are earned by each district such as lottery, non-resident tuition, rental fees, etc. Those too are available to support expenses and included in the revenue total.

Costs are not identified by FTES type, which supports the notion of measuring total real revenue, total FTES and total expenditures.

Since the transfer of funds into the general fund are not true revenues, they have been excluded. Likewise, expenditures associated with student financial aid, capital projects and transfers out (expenditures normally captured in the 7000 account series) have also been excluded. The 7000 accounts can vary widely and are not considered part of the general operation.

For MPC, 2014-15 was a break in the deficit spending trend of the prior 3 years. The budget for 2014-15 anticipated a deficit; but as a result of savings during the year, that deficit was offset. The 2015-16 budget was balanced using one-time funds, which means the 2016-17 budget will start off with that shortfall.

The 3-year budget model suggests a rapidly growing deficit due to a forecast of very little new revenue, while costs are increasing based on existing obligations.

CCSF 311 Unrestricted General Fund Summary Data 2014-15 Actual Results

	Monterey	Gavilan	Cuesta	Hartnell	Imperial
Total FTES	6,682	5,332	7,251	7,260	6,919
Real Revenue	$36,585,802	$30,175,048	$48,465,291	$39,828,084	$37,293,287
(excludes transfers in)					
Rev per FTES	**$5,475.28**	**$5,659.24**	**$6,683.9**	**$5,485.96**	**$5,389.98**
Expenditures	$36,330,317	$28,234.919	$47,500,674	$38,816,921	$35,513,299
(1000-6000 accts)					
Costs per FTE	**$5,437.04**	**$5,295.37**	**$6,550.91**	**$5,346.68**	**$5,132.72**
Surplus	$255,485	$1,940,129	$964,617	$1,011,163	$1,779,988
(before transfers out)					

Observations:

- MPC's revenue per FTES is the second lowest and its expenses are the second highest.
- MPC appears to have experienced an enrollment decline unlike any of the four comparison districts.

- Each of the 4 comparison districts produced a much higher positive surplus than did MPC.
- Each $100 of cost per FTES for MPC equates to $668,000; so when comparing costs with Gavilan, for instance, MPC would need to lower expenses by $946,000 to achieve the same cost per FTES.
- If you were just looking at 2014-15 in isolation, MPC does not look too far out of line with its peers. It is when the district models out its budget over several years that the impact of MPCs fiscal status comes into focus.

Specific Matters of Note

The report does not address every possible issue affecting the district but rather seeks to find those most needing attention and having the greatest potential for improvement and long-term benefit to the district. From conversations with various people within the organization, many of the matters noted are understood to some degree already. In the comments and recommendations that follow, CBT is providing an external, objective view of what the consultants saw and the types of adjustments needed. Ultimately, it is up to MPC to accept, modify or reject our recommendations.

Before discussing those, it should be noted that we did ask about areas which often cause financial problems for community colleges:

- Long term debt—the only item of note being the retirement health benefits which we will address in this report.
- Subsidy of categorical programs from the unrestricted general fund—the district has already moved to eliminate most of these.
- Off-site centers and locations—from the information received, these do not appear to be a drain on resource but rather an opportunity for the future stability of the college.

Prior to beginning actual field work, the CBT proposal identified general areas of exploration. Once in the field, it is very often the case that the emphasis changes from that which was anticipated as information is gathered and a better understanding of the district is obtained. That is the case with MPC. Items discussed below were deemed to be most significant to the fiscal health of the district.

Based on the 3-year budget model, MPC needs to take specific steps to bring its budget back into balance. The items that follow are consistent with that goal. To the degree CBT recommendations are not accepted or actionable, other options will need to be developed. Unless there is substantial improvement in state funding not linked to FTES production, the district must focus on cost containment and efficiencies.

Faculty Obligation Number (FON)

MPC is a member of the South Bay Regional Public Safety JPA. To our knowledge, it is the only instructionally based joint powers agency in the state. By its very nature of being a JPA, it

is distinct from Instructional Service Agreements (ISAs) which also generate state-supported FTES.

The JPA was created for the public benefit. It was intended to bring together community college districts engaged in providing public safety training in a more efficient and responsive manner.

MPC produces about 655 credit FTES through the JPA.   The structure of the JPA and the way public safety training is delivered precludes the members from utilizing full-time regular faculty for FTES produced through the JPA.

MPC has approximately 6,032 credit FTES for which it is funded and upon which its FON is based.   Since MPC receives almost 11% of its credit FTES through the JPA and cannot employ contract faculty, it means MPC is at a distinct disadvantage in FON compliance. The cost of FTES produced via the JPA for MPC is not inexpensive in that 60% of each apportionment dollar goes to supporting the JPA. To expend that and then be required to maintain a FON which includes the JPA generated FTES is burdensome to a small district with 11% of its credit FTES coming through the JPA.

CBT believes that the district could make a strong case to the State Chancellor's Office for an exemption or allowance that either reduces its FON or gives credit for the equivalent FON associated with the JPA. The district should not be penalized for doing a good thing.

There is some precedent for recognizing unique or unfair circumstances in funding issues related to community colleges. For instance, when colleges change the instructional calendar to have in-service days, there is a factor applied to FTES to make the district whole. The 50% law calculation allows for adjustments related to lottery revenues and capital expenditures.   The way in which ISA costs are allocated was amended to fairly capture the instructional component. When the current funding model was established, a unique funding accommodation was made for very small districts. There are other examples which could be cited, but these are included to identify a basis on which such an adjustment could be made.

Recommendation: MPC should seek to have its FON calculation amended to account for the impact of the JPA generated FTES.

True Funded FTES Decline

MPC has experienced true decline in funded FTES 3 out of the last 4 years. It is important to know how decline, stabilization and restoration work to really understand what this means. In the year of decline, when a district drops below its established funded base (excluding growth), then it receives stabilization funding as if the district at least maintained its base. Call that year 0. Starting at year 1, the district **loses** all of that decline-related revenue but has years 1, 2 and 3 to gain it back. Any amount restored is added back to the district's revenue. Any FTES lost in year 0 and not restored by the end of year 3 is forever lost to the district.

The only way to gain FTES at that point is through the normal growth mechanism, which has no correlation to the amount of FTES lost.   Back in the 90s, some districts experienced large true declines in FTES and had such low growth rates through the state formula that it took many years to earn their way back to the starting point.

During the restoration period, that FTES subject to recovery is only available to the affected district; so it is important to understand the implications of not being able to recover it.

MPC's Experience

- In 2011-12, the district lost 289 FTES valued at $1,387,840. This was in addition to the take away from all districts imposed by the state that year, which for MPC was 587 FTES valued at $2,603,302. Districts did have an opportunity to restore the state imposed FTES reductions, but it appears that MPC was not able to do so. Further, of the remaining 289 FTES decline, MPC was only able to restore 40. The balance expired after the 3-year window closed. The district lost the opportunity to restore the state imposed FTES ($2,603,302) and the local decline in FTES ($1,296,425).
- In 2012-13, there was no further decline in funded base FTES
- In 2013-14, MPC declined another 358 FTES valued at $1,251,953 (Year 0) none of which was restored in 2014-15 (Year 1); and it is not expected that any will be restored in 2015-16 (Year 2).   That leaves only one more year of opportunity before that too is forever gone.
- In 2014-15, MPC declined another 21 FTES valued at $27,927 (Year 0)
- For 2015-16, we do not yet know what the final funded FTES numbers will be.

Given the trend, and without some new direction, it is quite possible that the district will lose the opportunity to restore any of the FTES revenue described above. That would mean that MPC has gone from a funded base of 7,682 FTES at the start of 2011-12 to an on-going base of about 6,503 FTES. This is a decline of 1,179 FTES or 15.3%.   If, for example, MPC had a state approved growth rate of 1.25%, and assuming that MPC could grow back at this rate over time, it would take 12 years to get back to 7,600 FTES.   One can see the very long-term implications of what some might see as a short term circumstance.

It should be noted that the district's funded FTES was as high as 8,700 in 2002-03 and over 8,500 in 2008-09 making the decline even longer and deeper. CBT has focused on the more recent events in our analysis.

The district is faced with the reality of being a 6,500 FTES level college and the need to adjust its thinking and spending to reflect that.

It is not clear that the decline is over. A number of actions taken by the district to shore up FTES may not be sustainable or make for a strong instructional program. One can see from the discussion above that halting the decline, while at the same time making sound longer term program decisions, is vital to the fiscal health of the district.

CBT will identify a short term FTES strategy later in this report.

Enterprise Resource Planning (ERP) Systems

MPC utilizes the Santa Rosa system for its administrative support applications. The administration has advised CBT that it will only be supported for one more year and after that the college will basically be on its own. Further, it was indicated to CBT that much of data collection is prepared manually and there is not any integration of the various functional areas. There is a dearth of good and timely data which has hampered the district's ability to assess its circumstances and develop responses. Further, student and public expectations for electronic access, data and support are not being met with the current system. Shoring up the current system with patches or third party add-ons is a poor use of resources and provides no real resolution.

The district began a process in 2012 using IT specialists to evaluate and migrate to a new ERP system and is aware of the need to do so, but progress has been quite limited. It has stalled due to staff turnover but also delays as a result of the college council involvement in administrative decisions about a new ERP system.

The district has a residual of about $8 million in bond funds. There are more demands than there are funds which is very typical. It is not clear that the district has established funding to complete a transition to a new ERP.

Recommendation: MPC should make this a very high priority and firmly commit resources, bond or other one-time funds, to the completion of this transition. It is further recommended that a timeline be established and periodic reports to the board be made including any reasons for delay in meeting the timeline. The short-term FTES recommendation from CBT identifies a source of funds that could be applied to this endeavor.

Recommendation: The move to a new ERP is a major undertaking and can take several years to fully implement. It takes a great deal of staff time, is costly and needs a great deal of coordination. Many of those who will be responsible for making all of the individual components work do not have experience with such an implementation. MPC should consider, as it plans for this transition, the inclusion of on-site project management for some period of time from the successful vendor or a firm familiar with the vendor. This can help keep the project on schedule, avoid costly mistakes and make for a better integration of the various modules.

Other Post-Employment Benefits (OPEB)

MPC offers post-employment health coverage to qualifying employees. This benefit has been modified from time-to-time through the negotiation process but remains in place for all new hires. While the total actuarial liability is not large compared with many other community college districts, the fact that it is an open active benefit means that the liability will never end and most likely will grow due to longevity of retirees and increasing medical costs.

The modifications mentioned above affect how employees meet the qualifications for the benefit. Further, several of the adjustments carved out groups based on hire dates so that determining qualifying status can get a bit difficult. Retirees and eligible dependents are covered in the plan.

MPC is self-insured for its health benefits which makes this issue even more complicated. Retirees over 65 have limited district paid self-assessed premiums but can pay the district the remaining calculated premium and continue to receive coverage.

The district has set aside funds in its self-insurance fund toward the unfunded portion of its actuarially calculated liability. From time to time, the district adds to this balance but not in a structured way. The funds recently have been moved into an irrevocable trust.

There are three different elements to this arrangement we will address: OPEB funding strategy, the open OPEB plan and the operation of the health plan related to retirees.

OPEB Funding Strategy and Open OPEB Plan

Given that new employees can still qualify for the retirement health plan, the OPEB liability will never end. The 2014 actuarial report outlines a plan to fund the currently defined liability over the next 23 to 30 years. Most districts, when presented with this same type of plan, find they cannot meet the plan requirements. MPC, like many others, makes an attempt to set aside some funds toward the obligation; but this does not constitute a real plan.

What are the funds being aside intended to do?

When will the funds be applied?

For what and how will the OPEB funds be used?

Again, MPC, like many other districts, has not addressed these questions. Given the open nature of the program, answering the questions is made even harder.

Recommendation: The district should seek to close the program to new hires. Many districts have done so once they had a greater awareness of the financial drain on resources.

MPC is facing a number of challenges as a result of permanent loss of funded FTES. It is important to gain as much control as possible over expenditures. Obligations to retirees are oblivious to the up and down state funding cycles or the size of the district. These benefits took less of the available resources when the district was larger. The obligation to retirees must be met and, as the district becomes smaller, this obligation takes a greater percentage of district resources. Closing the OPEB window to new hires does not change the obligation to current employees. New hires will accept employment knowing what is or isn't provided. Many public employers have made this change, including the state of California.

Once closed, there are strategies available to help the district better address the questions noted above. The plan liability will have a life cycle that can be measured and monitored. The costs will escalate more slowly and will at some point begin to decline.

Given the sizable OPEB reserve, in comparison to the total liability, if the plan were closed, there is a strategy that can help manage the rate of increase in costs from the unrestricted general fund, meaning that more of the new revenues can go toward meeting operational needs.

Retirees and the Health Plan

Union contract language defining the conditions under which employees qualify for retirement health benefits is not easy to understand. There are various conditions and benefits available based on several key hire dates. Those hired before July 1, 1999, those hired between July 1, 1999, and June 23, 2004, and those hired after June 23, 2004. These dates trigger different levels of benefits and are linked to early retirement before age 65. Some of the differences are subtle; others a bit more substantive. It makes administering the plan more challenging and subject to error. At the time, the district and unions may well have had good intentions; but over time, as the changes were layered on top of each other, it became more complicated.

Data provided by the district regarding the health plan premiums and costs for the period of August 2014 through July 2015 indicates there were approximately 400 covered employees, retirees, and COBRA individuals. This does not include their dependents.

Out of the total 400, there were about 37 retirees under the age of 65 and 105 over the age of 65. The district assesses itself a premium for expected costs of claims, claims handling expenses and stop-loss insurance. The data indicates that active employees had a lower utilization than either of the two retiree groups. Actives were 84.07% costs versus assessed premium, retirees under 65 were 143% costs versus premium and over 65 retirees were 185% costs versus premium. The fact that retirees access the health plan more is to be expected given age-related conditions. What is important about this is that the district, in determining the self-assessed premium, is not recognizing the true cost of the retirees.

In the case of the over 65 group, this is significant because they pay the full premiums except for those retirees for whom the district pays $125.55. It suggests that the district is in fact subsidizing this group beyond what is provided via contractual language.

Based on inquiries by CBT, it is not clear how closely the retirees' qualifying status is monitored or if premium payments are paid promptly and dependent status is confirmed.

Recommendation: MPC should evaluate its premium structure to better reflect the cost of retiree coverage, in particular those over age 65.

Recommendation: MPC should consider, in conjunction with closing the plan to new hires, smoothing out the differences between the pre-1999, 1999-2004 and post 2004 employees as means to bring clarity and simplicity to the plan. This might mean some small additional costs for the current qualifying employees; but if it is linked with the closing of the plan, may be in the best interests of all parties.

We do not propose specific actions to accomplish this since it is something that needs to be negotiated with the employee groups.

Recommendation: MPC should put in place procedures to monitor and confirm continued retiree qualifications for benefits, including dependents. It is further recommended that MPC have clear

procedures for monitoring payment of premiums by retirees, protocols for follow up on missed payments and termination from coverage if warranted.

Recommendation: The district should confirm with its actuary the premium figures used in the actuarial study. Since the actual cost far exceeds the assessed premiums, it would be important to make sure the actuary is working with the best data in preparing the OPEB liability reports.

Recommendation: If the district is able to accomplish the above noted OPEB recommendations, then it would be further recommended that a specific analysis and true plan to address the OPEB questions posed by CBT be undertaken.

Health Benefits and Plan

MPC is self-insured for health benefits both for active and retired employees and their dependents. This is unusual due to the small covered population. Insurance programs in the areas of health, workers compensation, property and liability are based on large numbers of participants or insured values.

MPC's model creates uncertainty and greater financial exposure when compared to more traditional health benefit programs.

As the district comes to grips with its FTES reality, gaining control over those aspects of spending having the most risk is an important strategy to consider. When evaluating options about issues that have significant financial implications, it is helpful to think in term of upside gain versus downside risk. In other words, if the reward is limited but the risk substantial, then the decision may not be the best one. On the other hand, if the reward is significant and the risk minimal, the choice is made easier. Another factor to consider in the risk/reward analysis is the district's ability to absorb a loss. If the fund balance is strong and the budget truly balanced, then the district would have a higher risk tolerance. Given its present circumstances, MPC has a low risk tolerance.

Applying this to the evaluation of health coverage options in light of the permanent financial loss due to FTES decline, the district may want to gain control over its exposure to uncontrolled costs. The present structure involves high risk and no reward in that its costs appear to be greater than others. This circumstance was also noted in the 2009 Long Term Financial Plan Report.

The district has, from time to time, pursued such options but without success. It is not clear if that was due to cost or lack of agreement with the employee unions. It is our understanding that inquiries into the health plan structure changes are again underway.

Given the inclusion of retirees in the plan and the growth in their numbers and related costs, the district's financial exposure is expanding as the district size is decreasing.

Recommendation: MPC, working with its unions and health plan experts, should seriously pursue changes that better define and limit the fiscal exposure and annual costs of the health benefits provided employees and retirees.

Faculty Reassigned Time

MPC currently provides the equivalent of 18 FTE (full-time equivalent) faculty for various release time assignments.   Based on total faculty regular FTEF, this equates to about 17%.

Release time serves an important purpose.   It is often used for special, short-term projects. It makes sense and when the faculty expertise is relevant to the project is efficient. What happens in many districts, not just MPC, is that release time takes on a life of its own; and it is continued beyond the intended purpose, becoming institutionalized. In the case of MPC, this is even more evident due to contract language that embeds release time.

There are functions for which release time is expected and will be on-going, such as academic senate leadership, some grant activities and possibly union matters related to contract administration for grievances, negotiations, etc.

While the cost of release time is often measured based on the value of hourly replacements, there is another cost in terms of the primary role of full-time faculty in instruction and student counseling. With so much release time granted, MPC has a true detriment in its faculty ranks. The state has been working for years to increase the number of full-time faculty, and in the 2015-16 budget, allocated a sizable amount of funding for that purpose. The over application of release time assignments works against that objective and takes faculty away from their most important role.

At MPC, the hourly cost with benefits is around $54 per hour. For a year based on a regular 15 unit load per semester that works out to roughly $28,350 per FTE.   Eighteen FTE release time would have an hourly equivalent cost of $510,000.   This is only the cost component. You cannot put a price tag on the programmatic impact of this much release time.

The faculty union contract allows for up to 7% of the faculty to be on sabbatical in any given year. It is CBT's understanding that sabbaticals have not been granted for several years due to the district's budget problems.

If sabbaticals are granted, then that exacerbates the impact of release time, meaning the percentage of full-time faculty not in the classroom or counseling students could exceed 20% or, stated another way, 1 of every 5 faculty would not be available to students.

Recommendation: Release time should not be contractually guaranteed (other than for union contract administration) and should be evaluated annually based on a listing of release time needs, with approval by the college president and presentation as an informational item on a board agenda. It is assumed that the academic senate release time would be a perpetual item.

CBT understands this is a contractual matter and subject to the negotiation process. The recommendation is focused on what is in the best interests of the institution and its students.

The division chairs are included in the counts above and detailed in the faculty union contract. CBT will speak to the administrative structural issues related to division chairs in a separate section of this report.

Classroom Productivity

Classroom productivity is measured either in terms of weekly student contact hours (WSCH) per full-time equivalent faculty (FTEF) or by full-time equivalent students (FTES) per FTEF.

There is not a specific standard for classroom efficiency, but many districts use as a semester baseline of 525 WSCH per FTEF or 17.5 FTES per FTEF. If a district exceeds these, it is performing better and gaining efficiency. If it falls below the baseline, it makes the cost of instruction go up. The 525 is based on 5 sections, 3 contact hours and an average of 35 students per section which translates into 17.5 FTES.

Based on data provided to CBT, the district is operating around 14.2 FTES per FTEF, excluding contract and reassigned faculty. If reassigned time is included then the productivity drops to 13.0 FTES per FTEF. (However, as an added reference point, the spring, 2016 numbers were even lower at 13.5 and 12.3).

While the difference does not seem large, it is important to note this is for each full-time equivalent faculty number which is 189 without the reassigned time or 207 with it.

To simplify things, as we illustrate what the difference represents, we will use the 189 (FTEF) number and the fall, 2015 FTES per FTEF data.

Subtracting the MPC value of 14.2 FTES from the generally accepted baseline of 17.5 FTES per FTEF, the difference is 3.3 FTES. Multiplying 3.3 FTES by 189 FTEF equals 624 FTES. This is for a semester; so for the academic year, it would be twice that amount or 1,248 FTES.

The total MPC funded base FTES for 2015-16 is 6,500. As a percentage of that baseline, the 1,248 FTES is 19%. To the degree MPC can move closer to the 525 WSCH or 17.5 FTES targets, it becomes more efficient and saves costs. This can free up resources or, in the case of MPC's structural deficit, bring costs more into alignment with revenues.

Smaller colleges have fewer discretionary resources with which to work. For instance, there is a college president for a college of 6,500 FTES and there is similarly a college president for a college of 25,000 FTES. The cost of a college president will come from revenues from 25,000 FTES or from 6,500 FTES.

There are a number of costs, like the example above, which take more resources for smaller colleges, leaving fewer discretionary funds, meaning improved productivity is very important to having a sustainable operation.

MPC has class cancellation language in its faculty union contract about minimum class sizes of 15. Apparently this means a class must not be cancelled if this number is reached. Such a rule works against the goal of greater efficiency.

Recommendation: MPC should adopt a goal of improving classroom productivity per semester to 525 WSCH or 17.5 FTES per FTEF. It is further recommended that specific benchmarks toward the goal be established and measurement of progress toward those benchmarks become

part of the curriculum planning, class schedule development and job performance requirements of instructional managers.

The need to be more efficient is just one more element of coming to grips with being a smaller college. Cost containment is very necessary for the long-term financial health of the district, as evidenced by many of the CBT recommendations.

CBT has made a number of recommendations regarding enrollment management that will also help in reaching this objective.

To accomplish this productivity goal may require hard decisions on which classes are offered, cancelled and when they are offered. Business as usual will not move the district forward. It is not clear that, given the current organizational structure, those decisions can or will be made.

CTA Contract Article 16.8: Salary Schedule Adjustments

When first negotiated, the parties may have seen this methodology to increase the salary schedule as an objective way to allocate resources without having to continually negotiate compensation. They could not, however, have anticipated the most significant financial downturn ever experienced by California's community colleges. Further the internal dynamics of the district amplified the impact of the downturn through real decline in funded FTES over a period of years.

The economic factors noted above have exposed flaws in the concept and its application. It has created a circumstance whereby the district, as it tries to recover lost revenue due to declining FTES, is caused to increase the faculty salary schedules from funds that do not represent true revenue growth.

The process calls for a measurement in the change of state apportionment from what is known as P1 of the prior year to P1 of the current year.   If there is an increase from one year to the next, then after specified cost items are addressed as noted in Article 16.8, the balance is applied to the various faculty salary schedules. CBT has noted the following problems related to this mechanism.

The Use of P1 Data
>   P1 is an estimate and is considered soft data. It is a projection by the district of its expected FTES and by the State on what funds are anticipated to be available, most often expressed through the application of a deficit factor. There are typically 2 more valuations before the apportionment is considered final. Those are P2 which is provided in June of the current year and the final recalculation which occurs at P1 of the next year. So in simple terms, 8 months after the close of the fiscal year, the district finds out its final funding for the previous year.

>   There can be substantial changes from P1 to the Final.

It is our understanding that an MOU was approved in 2012 that modified this section, but CBT has not seen the MOU or the exact rationale necessitating it. The consultants have been told by the district that the MOU was temporary and no longer applicable.

There is another concern about the inclusion of all apportionment revenue. Since apportionment represents more than 92% of all unrestricted general fund revenues, the way in which Article 16.8 functions makes all increases of apportionment subject to inclusion. The remaining non-apportionment revenue increases only slightly, leaving almost no new income with which to apply to other district needs.

So while the report has noted that P1 is not a good foundation, CBT is not suggesting that using either P2 or Recalculated Annual are appropriate either. The automatic application of new state revenues does not consider other major mitigating factors and severely limits the district's ability to respond to changing circumstances.

Lack of Context

The methodology expressed in Article 16.8 isolates changes between two immediate points, last year and the current year. It does not take into account the longer view of related facts and circumstances. In the case of MPC, P1 data going back to the 2010-11 fiscal year reflected a computational apportionment of $37,208,570. For 2015-16 it is expected to be $35,187,067; yet because the change from the 2014-15 year figure of $32,784,265 is positive, a salary schedule increase is triggered. The simplified table below helps illustrate this point.

MPC P1 Apportionment Reports

Source: State Chancellor's Office

Fiscal Year	2010-11	2014-15	2015-16
After deficit factor	$37,208,570	$32,784,265	$35,187,067

 *not all years included to simplify the illustration

Article 16.8 suggests that only the increase from 2014-15 to 2015-16 be considered, not taking into account the fact that the district is still trying to recover lost funding.

This can be further demonstrated with a scenario that, while not exactly the case, is not far from where the district finds itself now. Because of the stability/restoration process, the district could decline in year 0 receive stability funds, then in year 1 not restore but restore in year 2, Article 16.8 would only look at year 1 compared to year 2. This pattern could repeat itself a number of times so that looking 8 years out, the FTES has not changed but the salary schedule has been increased 3 times.

MPC is still trying to recover what was lost. It is not seeing real true new income. It should be noted that when revenues decline, the salary schedule is not reduced. At some point previously, the salary schedule was adjusted to reflect the increases associated with

the 2010-11 revenue of $37,208,570.   As FTES declined and revenues were lost, the salary schedule was not affected.

When and if FTES is restored, the application of Article 16.8 does not take into account this reality; and with the way it is applied, salary schedule increases have been triggered during this period.

In addition to the problems with the mechanical application of the process, there is no recognition of the district's ability to pay or afford these salary adjustments. The assumption is that any new revenue flowing to the district via apportionment will have to pass through the gatekeeping of Article 16.8. The district has been deficit spending and drawing down reserves from various sources, yet that circumstance has no bearing on the application of this article.

It is unclear from where the district finds financial resources for other operational activities or compensation to other employee groups.

Lack of Incentive

The prescriptive nature of this article and its application provide little incentive for the district as a whole to work toward improving its financial condition.   Other employee groups are left with little to negotiate over.   The administration has little ability to begin new initiatives or increase the budget without first gaining approval through Article 16.8 or deficit spending.

As it stands now, the district, through the state apportionment process, still has time to restore lost FTES valued at about $1.4 million; yet if it does so, it will not bring relief to the pattern of deficit spending but rather build in even more salary schedule enhancements that the district cannot sustain.

Broader Implications

In much the same way that the article is applied in a limited context there are implications on for the institution as a whole. Is a mechanism such as this in the best interests of students and the community? How are they benefited when the educational needs of those the college serves are not considered? Is this really sound public policy?

Given the district's poor fiscal health and the need to take corrective action sooner rather than later, this article only adds to the challenge.

Summary

CBT's comments on this topic are not an indictment of the faculty union. It was a bargained item which took agreement on the part of the district. It may have been well intended at the time but not fully understood. It was enacted at a time that did not anticipate the major changes awaiting the district.

CBT understands that it is up to the district and union to determine what action may be appropriate. From the consultants' perspective and review, it is an item that has become a barrier to the organization's ability to regain its fiscal equilibrium.

Possible FTES Strategy

CBT has reviewed the District's 320 attendance reports for the last several years in an attempt to determine what the FTES strategy has been and options that may be available to the District. It does not appear that there was a real strategy based on the way in which summer FTES was applied.

CBT has identified a strategy that can accomplish more than one objective. CBT is, however, somewhat reluctant to fully recommend it, if it triggers an adjustment through Article 16.8. The strategy CBT is modeling generates funds which should be considered temporary, one step away from one-time in nature. To lock them in as salary schedule increases would not be wise and, if that was to be case, CBT would not recommend the strategy.

The report has already discussed what permanent loss of funded FTES means to the District and how time is running out for restoration. In addition, CBT referenced the need to establish funding for the ERP migration. This FTES strategy could address both of these points.

MPC has developed its budget based on funded FTES of 6,500. The District produces about that much on annual basis excluding the impact of summer borrowing. Summer FTES is running just over 600 per summer. Because of the summer borrowing pattern, MPC has been borrowing about 300 FTES from the next immediate summer session. For 15-16, you reported at P2 borrowing of 270 FTES from summer of 2016 leaving 330 FTES of summer 2016 to be reported in the 16-17 year. A portion of the remaining 330 FTES is not eligible for borrowing and must be reported in the 2016-17 year. The exact amount is not yet known because the 2016 summer session has not yet begun. Based on summer 2015 the additional FTES available for borrowing could be as low as 130 FTES. It could also be a bit higher.

Conditional Recommendation #1:

1. For the 15-16 fiscal year, MPC borrow as much of the remaining 330 summer 2016 FTES as possible (based on recent district information the minimum would be 130 FTES) to capture funds available through restoration. The exact numbers are not yet known since there is still attendance data to be captured.
2. For the 16-17 year MPC would once again report a decline, so no summer borrowing, but receive stability funds
3. For the 17-18 MPC would be able to report the full 6,500 FTES it generates or could again begin borrowing to sustain the funding temporarily. Because this is further out on the timeline it is unclear if MPC can rebuild enrollment or end the slide in FTES.

This recommendation would produce approximately $625,000 to $800,000 more for 15-16 and the same amount would be there again in 16-17. Combined there could be up to $1.6 million more than what the District has anticipated. Treating this as temporary funding, it could be put toward the implementation of the new ERP system or a resource to help address the anticipated budget deficits. Further, by employing this strategy, the district would start a new 3 year restoration period for FTES and then have more time to truly restore the lost FTES that is still in jeopardy of permanent elimination.

Conditional Recommendation #2:

There is a variation on Recommendation #1 that could yield better results however it is not without some risk. It has a lot to do with timing.

If MPC feels that in 16-17 it can produce actual FTES above the 6,500 or 6,480 as reported at P2, then applying the above noted strategy in 16-17 rather than 15-16 would be more beneficial. If MPC can only borrow 130 FTES from summer 2016 into 2015-16 and they can produce more FTES above 6500 in 2016-17, it would give them the opportunity to restore all (or more) of the available 358 FTES by choosing recommendation #2. If, however, there is a chance that the real FTES production for 16-17 could be less than 6,500, then it would be better to stay with Recommendation #1.

Because the district does not know what will happen in 16-17, the best way to approach this dilemma might be to wait until the last opportunity to re-file the 15-16 FTES report. This would give MPC some time to see the fall enrollments before making a decision. It comes down to a judgement call, but waiting awhile allows for better information upon which to act.

If the district feels confident now in terms of its 16-17 FTES and it decides to accept our recommendations regarding an FTES strategy, then it can choose now which course of action to pursue.

RESTORING FTES

Under the current finance model in California, whenever a community college district experiences an enrollment decline, it has three years to restore that enrollment before it is no longer possible to recapture it. MPC experienced an enrollment decline of 358 FTES in 2013-14. So far, the college has not restored that FTES and is not being paid for it. However, if the college increases its FTES by 358 FTES prior to the end of the 2016-17 fiscal year, they will be paid for that FTES. The decline of 21 FTES in 2014-15 is also available for restoration through the end of the 2017-18 fiscal year.

The wonderful aspect of restoration, no matter what number is involved, is that the funding for those FTES has been uniquely preserved for MPC and if the district achieves the increase in FTES, the district will be paid for them. Once the restoration window closes and if the District has not fully restored the FTES in question, all additional recapture of that FTES will be treated as growth. This means that enrollment increases will only be funded up to the District's growth cap, and the District must compete with all other districts in the state for the available growth dollars. Restoring at a modest growth rate will take a very long time. That is why it is so critical to fully restore the FTES within the windows provided by the state system office. It is certain that there will be at least 379 FTES available in the 2016-17 fiscal year. As solutions are developed it needs to be remembered that every dollar spent generating the additional FTES (e.g. adding class sections) will have to be subtracted from the additional revenue. The ideal solution would be to generate the additional FTES within the current budget for course offerings (the courses offered might change but the total FTEF would be the same) and then the entire amount of additional revenue could go towards solving the budget problem.

When presented with the challenge of increasing FTES, the usual strategy is to think about how to attract more new students to the college. While that certainly will need to be a component in the plan, it cannot be the only strategy. The demographics of much of the area does not lend itself to growth in community college FTES. Therefore, the initial efforts need to include a significant focus on retention (defined in the broadest interpretation) and increased course enrollments by current students as well as attracting more new students. Numerous suggestions have been embedded within the following comments. In many cases time did not permit the consultants to verify whether the college is already doing some portion of the suggestions. This was not meant to slight the college, but rather to err on the side of including too many ideas. Also, this is not a comprehensive list and the people within the college community will have many more good ideas. Furthermore, in reviewing old documents, a report called "The Long-Term Financial Plan" (dated December 18, 2008) was discovered and within it on pages 3 to 12 were numerous good suggestions. Some of those suggestions have been repeated and amplified in this report, but the college should do a complete review of that section from the 2008 plan.

Clearly the first order of business in restoring FTES at MPC is to adopt one of the two strategy recommendations in the Finance section. Beyond that, here are some suggestions for recapturing additional FTES.

Retention

In terms of increasing FTES, retention can play a critical role, particularly when efforts focus on the student experience from initial contact with the college through the first census of each session. The easiest FTES is to retain the person who already decided to come to the college. The first step in this process is to insure that the initial contact by a student is a successful one. When that contact is by phone or by physically coming to campus (e.g. the Admissions Office) the result should be a satisfying and successful filing of an application. That means there is a need to have good customer service training for all initial contacts (including those answering phones), easy parking for applicants, and good way-finding to a person who can guide the applicant. If the initial contact is through the internet, the website and on-line application and enrollment process needs to be user friendly. In all of these situations, don't take the need to be user friendly and the importance of customer service for granted, and don't assume they are fine. Be sure to test the systems by people not familiar with them and survey new applicants. The use of a secret shopper service is a good example of how an organization can regularly test its systems. Once an application has been filed, the college now has individual contact information. The goal has to be to convert all applications into course registrations. In particular, an automated system needs to be implemented to contact all applicants who miss their registration date. The easiest is a post card system followed up by an automated telephone message system. Most colleges use an automated recorded message from the president or some notable alumni. The next critical retention stage is to keep students enrolled past the census date. A critical element in this process is how faculty treat students during the first two weeks of classes. Many faculty unintentionally discourage students at the outset of the class. Pierce College faculty, for example, created the Nurturing College faculty handbook to make sure that faculty avoided unintentional student drops. It also worked on how to create a nurturing environment without diminishing standards. Creating a caring environment does not mean a lowering of standards. In fact, high standards and high performance are usually enhanced in a caring and nurturing environment. Sometimes it is as simple as providing faculty with student phone numbers and email addresses so that they can make contact with no shows and apparent drops. It is also critical to not create too many impediments for students during those first two weeks (e.g. no parking permits required until after first census, expedited financial aid).

Obviously, retaining students through the semester is a critical goal, both in terms of student success and FTES. However, this report is not the arena for that discussion. Nevertheless, another important part of building FTES is getting current students to re-enroll in the next session and/or intersession. Colleges frequently overlook the effort of marketing to current students. It is inexpensive because current students are a captive audience and obviously very targeted. The college can also use faculty to deliver the message in class to students, and faculty are probably the best promoters. In addition, the increase in FTES must be sustained to be an effective budget solution. Clearly, having continuing students be successful and enroll in the subsequent semester is a critical part of maintaining the increased FTES.

Increase Student Load

The second mechanism for increasing FTES is to coax current students into taking more classes. This has to be done with some discretion because the college does not want to encourage students to take a heavier load than they are capable of handling. Nevertheless, there are areas in which these additional course loads would not decrease student success. First, short-term classes that were available in the middle of the semester could be selected, targeted and marketed to students who drop classes. Second, late-start classes could be developed which would actually improve the chances for student success (e.g. the Freshman Experience type of course). Third, creative incentives could be developed (e.g. book vouchers, reduced parking fees, improved registration priority) for adding a class or for being a full-time student. Finally, the college may want to consider establishing HBA (if it is thought to be pedagogically sound) under the state regulations.

Academic Calendar

The third mechanism for increasing FTES is to change the academic calendar. The college currently uses a calendar that provides for an abbreviated winter session (early spring). The district is using a three-week winter intersession while most colleges that offer a winter session are using a five-week or six-week intersession. Teaching classes on a daily basis for five weeks greatly increases the possible offering and FTES potential for the winter intersession by allowing for a much larger offering. The other alternative is to offer a six-week intersession that mirrors the six-week summer session. Changing the winter intersession could generate significant additional FTES particularly given that it feeds off of the college's continuing students and there is not likely to be much competition. If that is the only change, it simply requires changing the dates of the spring semester. Perhaps simply re-allocating resources from low enrollment classes in the primary term and lengthening the winter intersession could be a major contributor to solving the district's FTES restoration problem.

Another option is to explore converting to a compressed calendar. If the college created 16-week primary terms in the fall and spring and converted to the use of a five-week winter intersession, the college could also run two five-week summer sessions, back-to-back, with the standard eight-week summer school overlay. This is a more radical change (and probably not possible prior to the 2017-18 academic year), but the possible increase in FTES is obvious, particularly if these extra intersessions are populated with the classes with the highest student demand. Besides increasing FTES, this model also allows students to go year round with the three five-week sessions (one in winter and two in summer) replicating the equivalent of a third semester. This option is often particularly attractive to international students who are already paying rental costs and cannot afford to go home between semesters. The conversion to a compressed calendar in the primary terms should also increase FTES. If the college makes the conversion properly, it should result in increased retention, attract more students, better prepare transfer students and refresh the curriculum. When Santa Monica College went to the compressed calendar in the early 1990s, it was done exclusively as a mechanism for increasing student success (it occurred when the college already had unfunded FTES and there were no state funds for growth.). The college believed (and was subsequently validated by research) that the compression would actually improve retention and performance. Furthermore, the creation of a winter intersession also

decreased time to degree. The calendar was created and sustained for educational and student success reasons. Other benefits were secondary in importance.

Nevertheless, there are also enrollment benefits. By starting the fall semester closer to Labor Day, the college would start the fall semester later than neighboring schools on a calendar similar to MPC's current calendar (e.g. Hartnell). That allows college students to work (or play) longer in the summer and still end the fall semester at approximately the same time as the current fall semester. It is also a major help to parents of school-age children because it can insure that there are no childcare problems during August (the first two weeks of the current semester). It is probably obvious that, if students are given the chance to start two weeks later in the fall but end at the same time, it will give the college a competitive edge. It will also make MPC competitive with colleges already on a compressed calendar (e.g. Cabrillo). Furthermore, MPC would be creating a semester that is equal in length to the CSU semester which also helps prepare transfer students. By serendipity, under the current attendance accounting regulations, the college also receives an increase in FTES for comparable enrollment. That requires a more complicated explanation than the scope of this paper but will be provided by the consultants if there is a desire to pursue this option. However, it should be mentioned that three-unit classes must meet on a MW or TT pattern. It is not possible to have a MWF pattern for three-unit classes in a compressed pattern. Converting to a compressed calendar is a more radical change than just changing the winter intersession; but if the college is interested, the consultants can provide a more complete dialogue on compressed calendars.

Attract New Students through Marketing

There is also the preferred strategy of attracting new students through marketing. If the college is going to pursue this approach, there needs to be a carefully designed marketing effort occurring at the college, and the marketing effort needs to be a constant, on-going effort to build a "branded" image of the college. In most colleges, the commitment to marketing has been inconsistent with colleges spending little or no monies on marketing during tough budget times and when growth is not funded by the state. However, if one looks at the successful marketing efforts conducted throughout the state, those colleges have a well-developed marketing plan which portrays consistent images; and the plan is funded at some level every year, even when they are not trying to grow.

Once there is the commitment to marketing and the possibility of developing a longer term marketing plan, the plan can be data driven and based on market research. In particular, it would be useful for the college to conduct focus groups, especially of students who live in the MPC service area but attend other colleges. This type of information is critical in terms of correcting mistaken images of the college and to determine a strategy of how to compete with other colleges. It would also be helpful to conduct focus groups among current students to determine if there are negative images of the college being shared in local high schools. Nothing kills enrollment efforts like a bad "word-of-mouth" campaign, particularly if it is not based on factual information.

While the college undoubtedly has skilled and dedicated professional who could conduct the marketing campaigns, all of them have other responsibilities and in some cases other backgrounds. It would be helpful if there was someone at the college coordinating all external

communication (e.g. advertising, newspaper stories, television reporting, print materials) because, in the end, they are all forms of marketing.

Adding New Programs to Reach New Populations

As MPC faces the reality of the size of the college in the future, it may be necessary to discontinue (or reduce) certain programs in which there is not enough student demand to sustain them. At the same time, those changes can provide the necessary FTEF for the creation of new programs or the expansion of existing programs where student demand is not being met. This will require careful analysis so that efforts and FTEF are not wasted. One of the prime areas for exploration appears to be in the Seaside and Marina geographic areas. According to data from institutional research, both areas show that over 75 percent of the population do not have an AA degree or higher and that the adult participation rate is under 10 percent. Furthermore, 18 percent of the males ages 18-24 and 12 percent of the females ages 18-24 do not have high school diplomas. All of these are indicators of a high potential unmet demand. With some additional research, it could be determined if the needed classes are ESL, Basic Skills, CTE or Transfer. Further analysis may indicate other pockets of opportunity.

High School Outreach

The student services area of the college has developed a good working high school outreach program. There are a couple of strategies which could help to build these programs. First, outreach programs could benefit from hiring high school college counselors on a part-time basis during the summer or to work within the outreach programs. When high school college counselors work on campus or become intimately familiar with a college, they become missionaries for the college with their students. Second, use former MPC students who have successfully transferred to serve as recruiters. (It is even better if they are going back to their own high school.)

Beyond the outreach efforts, the college needs to maximize its effort of conducting college classes at high school campuses. Many colleges (e.g. Pierce and Santa Monica) have used this approach to build significant additions to their FTES (over 300 FTES per year), and it has helped to serve as another recruitment device for high school students. Another successful technique to build these programs is to hire current or former unified school administrators or counselors to supervise them. They usually have excellent contacts and relationships with the high schools; and in both cases, they will work on a part-time basis.

The college should also explore formal programs that bring high school students to the MPC campus. These opportunities range from individual classes to a Middle College High School to a two-year concurrent enrollment program in which students graduate with an AA degree and a high school diploma. There are also CTE opportunities which would allow high school students to begin work on a certificate or AA degree while still in high school. This is particularly attractive for CTE programs not offered in the high school.

Find an important message of success for the college. Ideally, have a local paper print the story. Use copies of the story as a marketing piece in the local high schools. This technique is virtually free because it is just the cost of making copies, and the story has credibility because it is coming from a third party, the newspaper.

Industry Outreach

Just as an outreach program is built to connect with feeder high schools, a comparable program needs to be built with all major employers in the college's service area. The connections can begin by having members of Advisory and Foundation Boards helping through their contacts. Once those have been maximized, contacts can be developed through the Human Resource Directors at each of the desired employers. However, the college must be nimble to respond quickly; unfortunately, that may be lacking in the current college processes.

Partnerships

When attempting to establish a positive image (particularly when a college is trying to compete with a well-known college), the easiest way to do it is through partnerships. For example, at Pierce College, which was trying to compete with two well-known adjacent colleges, partnerships were established with CalTech, the Wills Neuroscience Institute at Berkeley, UC Davis (in agriculture and veterinary training), etc., to offset the transfer image of the two competitors. None of these partnerships involved transfer agreements but were specific enrichments for students and the curriculum in general. Also, all of these partnerships were created at no cost to the college. However, the college also had transfer agreements with all UC and CSU campuses. Beyond that, individual programs created partnerships (e.g. archaeology with the U.S. Forestry Service for Native American dig sites, automotive with Ford and Nissan, and many others). The point of the partnerships is that they are easy to publicize and are great content in marketing campaigns (not to mention the actual benefit of the partnerships because they are all real). When the public sees partnerships with esteemed partners, they infer quality. The public assumes that an exemplary institution would not partner with your college unless you were also a quality institution.

Unique Offerings to Meet Student Demand

One of the successful strategies adopted by colleges is to guarantee access to core classes. For example, there might be a guarantee that any student who enrolls at least one week before the start of school will be guaranteed access to core math and English courses (e.g. Freshman Composition and the two levels below). The college does not guarantee the time of day of the access, but serious students know they will not be shut out of the defined core. Another idea is to develop a unique program that can exist within the existing offering that is tailored to specific populations of students or cohorts. For example, as mentioned previously, a program could be developed with local unified school districts in which students are fully integrated within the college curriculum so that they complete the 11th and 12th grade at the same time that they complete the first two years of a baccalaureate degree. This is a different spin from the usual Middle College High School. These programs can also be done in a way that provides financial benefit to both districts. Beyond these types of programs, the college also needs to explore other unmet demand through such offerings as expansion of late start, short-term, weekend, hybrid and on-line classes.

Develop a New Program with CSU Monterey Bay

After the closure of Fort Ord in 1994 and after it was decided to establish CSU Monterey Bay on the former site of Fort Ord, an opportunity for MPC may have been lost. There are places around

the country where a community college and a four-year university have been created as an active partnership. In some cases, the campuses are even coterminous. The opportunity, which could not be consummated back in the 1990s, was to have MPC provide the lower division and CSU Monterey Bay provide upper division and graduate work on an on-going basis. With the 30 percent population decline caused by the closure of Fort Ord, an enormous burden was placed on MPC that needed to be mitigated. The solution could have been the opportunity to do something new and innovative for California that would have helped MPC. A version of this idea for the partnership was initiated in 1994 when a memorandum of understanding (MOU) was signed by MPC and CSUMB in which there was a provision for MPC to help provide the lower division courses at CSUMB for the three-year start-up of CSUMB. Of course the real idea was a permanent role for MPC, not just during the CSUMB start-up. Unfortunately, the relationship was contentious from the beginning and, with the passage of time, the idea appears to have disappeared completely. As a result, with the evolution of CSU Monterey Bay, MPC seems to have been pushed out of any involvement in the lower division courses at CSUMB and instead left MPC with the creation of a potential competitor that could drain off additional students, particularly recent high school graduates. That is significant because that is the primary source of full-time students for MPC.

It may be too late to remedy the situation, but might be worth a try. One possible model is to have CSU contract with MPC to provide the lower division (or at least the lower division general education). It could be done at the CSU site and CSU could still show the enrollments as CSU students. In that way, they could still receive state support for those students. Since the CSU compensation exceeds the state support for community colleges, they could pay MPC the normal FTES apportionment and keep the difference. Everyone would be a winner, including the students who would probably receive better instruction.

This would be a very political process. Some in Sacramento may object to the payment loophole. The CSU faculty union may object to losing members or work for members. The CSU faculty may feel they are losing control over the lower division, but that could be remedied in the contract. CSU may object to paying MPC the normal apportionment because they may not be using tenured faculty to teach lower division courses (it might be a money-maker for CSUMB). Others may just object because it is new and different. Nevertheless, it may be worth a try to resurrect the idea that was started with the 1994 MOU concept.

Increasing FTES is Everyone's Job

Too often, when colleges face the need to increase FTES, it is believed that it is as simple as doing more advertising and that is someone else's responsibility. In reality, everyone (trustees, administrators, classified, faculty and students) must work at it. If everyone generated two more student enrollments, it would make an enormous difference. Frequently this is as simple as distributing materials at local social, religious and political organization gatherings. Also, there are easy techniques to help. For example, the Pierce College Foundation annually sold employee membership for $25. In exchange for joining the foundation, everyone received a golf shirt and hat with the Pierce logo on it. The foundation could show a large employee participation which helped with donors, and employees were asked to wear their apparel in the neighborhood (e.g. when they went to the market or community events). The college also enlarged the parking decal

and required employees and students to display it in the back window of their car. This worked to be a small "billboard" on every car.

All of these suggestions are not intended to be an exhaustive list, but rather a sampling of the types of activities that could be incorporated into a comprehensive marketing plan that will help MPC restore a portion of the FTES that has been lost. Also, many of the examples relate to Pierce because of one consultant's experiences. There are many other great ideas by other colleges, but the Pierce examples were included because of their effectiveness (the college increased enrollment by over 50 percent in less than three years.) and because they were only intended as examples.

CONCLUSION

The report represents the independent judgment of the CBT consultants on the best ways to resolve the issues facing MPC. However, success will only come from the whole college working together to decide which recommendations to implement and to develop a plan for that implementation. At a minimum the plan needs to contain the following elements.

- How to increase FTES and unrestricted general fund revenues.
- How to decrease on-going expenditures.
- How to solve known problems (e.g. installation of a new ERP system).
- How to improve student success at the same time as the college solves the aforementioned challenges by
  - bolstering the core missions of the college and
  - meeting student instructional needs through an improved enrollment management system.
- Developing a meaningful and functional decision-making system and an integrated college plan.

If this effort fails, the college needs to be prepared to deal with the consequences which could include being placed on show cause by the accrediting commission, possible insolvency and collective bargaining negotiations at impasse. Equally important is the recognition that if the plan discussed above cannot be accomplished, the college may need to be redefined as a college of 6,500 FTES which operates within its defined financial constraints. Such a redefinition may necessitate dramatic changes that are well beyond the recommendations of this report.

APPENDICES

Data Requirements

1. Policies, Processes and Procedures
   a. All necessary materials appear to be available on the website but they are password protected.
   b. Please provide password access.
2. Finance
   a. The last two audit reports.
   b. The last two district prepared budgets (not the 311report but the budget for local consumption).
   c. Any ad hoc or regular district prepared financial analyses and any analysis reports on district FTES.
   d. A listing of release time with purpose for the release and the equivalent load of the release.
   e. All union contracts.
   f. All recent accreditation reports and commission responses.
   g. Actuarial information on long term general fund debt (OPEB, self insurance, COPS)
   h. Organization charts.
   i. Identification of any off-site centers or programs including FTES generated at the sites and the costs of operating the sites.
   j. Identification of any general fund match for categorical programs beyond that which is required.
3. Strategic Enrollment Management
   a. Internal data
      i. College application yield rate.
      ii. Current recruitment tools and related results data.
      iii. Course and section enrollments for the last three years.
      iv. Retention data.
      v. Persistence data.
      vi. Unused capacity analysis.
      vii. Site utilization comparisons.
      viii. FTES per semester for the last 3 years.
      ix. Cost per FTES (at least instructional).
      x. WSCH/FTEF calculations and/or other productivity/efficiency measures used.
      xi. Faculty Contact Hour allocations (by semester).
      xii. FTES/Faculty Contact Hour ratio.
      xiii. Course and section fill rates.
      xiv. Examples of currently used enrollment management tools (e.g. High Enrollment/Low Enrollment Courses).
      xv. Courses with largest enrollments.
      xvi. Courses with enrollments below 35.
      xvii. Added and cancelled course sections.

b. External data
    i. Definition of service areas.
    ii. High school graduation projections within the service areas.
    iii. Net inflow and outflow from the service area to competitor institutions.
    iv. Description of competitors in terms of their competitive advantages.
    v. Labor study that matches employment projections to college programs and shows gaps as well as surplus.
    vi. All relevant demographic projections for the service areas.
    vii. Economic development plans for the service areas.
    viii. Adult higher education participation rates by zip code.
c. Questions to be answered
    i. Is there a block schedule matrix and what rules are followed in its use?
    ii. Is the scheduling balanced in terms of days of the week?
        1. Are Fridays utilized?
    iii. How is maximum class size determined?
    iv. Are classrooms assigned to specific departments?
    v. Are wait lists used and if so, are there any problems with them?
    vi. What is the term length multiplier?
    vii. What is the state FTES cap and is the college target different from the cap?
    viii. Who is involved in the preparation of the 320 report?
    ix. Last year, did you borrow FTES from the current year?
    x. How are the annual FTES and FTEF plans determined and monitored?
        1. Are there 2-year department plans?
    xi. What issues are the being faced by the college?
        1. Contracts
        2. Compliance
        3. Audit
        4. Cultural
        5. Data accuracy
        6. Other

MONTEREY PENINSULA COLLEGE

PROJECT SPECIFICS

College Council, February 9, 2016

- In spite of a generous contract, there are only so many issues that can be tackled in this project. Here is a sampling of our current plans.
- General concerns
  - o Is 6,500 FTES the realistic (or even optimistic) projected FTES for MPC for the foreseeable future?
  - o MPC continues to operate with a structural deficit that is offset by one-time state funds. How can that situation be corrected?
  - o MPC is operating with an unsupported ERP system (Santa Rosa) and the college is not producing reliable quality data.
  - o How can college processes be improved to increase transparency, timeliness, efficiency, accountability and delineation of function?
- Policies, processes and procedures
  - o Work with the college to ensure that the integrated planning process meets ACCJC standards for a collaborative, transparent process.
  - o Work with the college to ensure that the decision-making and governance processes meet ACCJC standards for a collaborative, transparent process.
  - o Work with the college to help clarify roles, responsibility and reporting structure of administrative, faculty and staff positions in critical processes.
  - o This work plan relies on collaboration with first-review teams. In our strategy of how to complete these tasks by the end of spring semester, a first-review team is a group of 5 to 10 individuals most likely to have information and experience with a specific topic or issue. For example, the decision-making/governance first-review team might include these members:
    - ▪ Interim VP, Student Services
    - ▪ VP, Academic Affairs
    - ▪ Current Academic Senate President
    - ▪ In-coming Academic Senate President
    - ▪ Co-chairs of College Council
  - o The purposes of the first-review teams are (1) to provide us with a core group of those most likely to have key information about a particular issue and (2) a group to represent and advocate for the resulting work products in subsequent on-campus meetings, such as Academic Senate and College Council.
- Strategic enrollment management
  - o Work with the college to identify and improve instructional inefficiencies and eliminate any inappropriate instructional practices.
  - o Provide training in enrollment planning and schedule development.
  - o Work with the college to implement changes in current instructional practices, including:

- Implementing an enrollment management system
- Creating a block scheduling plan
- Creating two-year program plans
- Meeting legal and compliance requirements
- Developing FTEF allotments and FTES targets
- Creating a schedule development process with rules of scheduling
- Reviewing class cancellation policies and processes
- Identifying strategies to analyze program offerings
- Finance
  - Work with the college to develop strategies for dealing with the structural deficit other than using one-time funds from the state.
  - Develop fiscal planning and monitoring tools
    - 3 year budget planning and modeling worksheet
    - A sample budget narrative that provides an easy-to-read format and fosters confidence in the data
    - A current year revenue/expenditure projection modeling tool
    - A 3-year FTES modeling spreadsheet
  - Suggestions on gaining state acceptance for modifications in the FON
  - Recommendations on changing the ERP system from the Santa Rosa system to one of the other more up-to-date systems.
  - Recommendations on modifications to OPEB
  - Determine appropriate comparisons with other comparable districts
- Funded FTES
  - Conduct a dialog on the enrollment decline at MPC and the impact of the various strategies used to help fill portions of the gap.
  - Realistic future projections of funded FTES
    - Possible additional sources of decline
    - Possible strategies to maintain current enrollment
  - Impact and critical decisions for operating the college at its current size for the foreseeable future.
- Action items
  - What changes need to be made in our work plan?
  - Determine composition of first review teams for work on decision-making/governance process and integrated planning process.
    - Which 2 days between February 22 and 26 work best for MPC to start work?
  - Determine how to proceed with the comparison with comparable districts?
  - Do you need our help updating board policies and administrative procedures?

Resource Guide to

Institutional Decision Making at MPC

Monterey Peninsula College

DRAFT READY FOR FINAL REVIEW: May 12, 2016

Monterey Campus	Public Safety Training Center	Education Center at Marina
980 Fremont Street	2642 Colonel Durham Street	289 12th Street
Monterey, CA 93940	Seaside, CA 93955	Marina, CA 93933

Mission Statement

Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Adopted by the Governing Board, October 22, 2014

Values Statement

To attain the mission of the college and enhance the intellectual, cultural, and economic vitality of our diverse community, MPC strives to:

- Cultivate collaboration to promote student success
- Recruit and retain highly qualified faculty and staff
- Provide students and staff with clean, accessible, attractive, and safe facilities
- Provide equipment and training sufficient to support student learning and achievement

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    - Safety and Emergency Preparedness Committee
    - Student Success Committee
    - Technology Committee

- Convened as Needed
  - Academic Council
  - Calendar Committee
  - Equal Employment Opportunity Advisory Committee
  - Graduation Committee
  - Health and Welfare Cost Containment Committee
  - Professional Recognition Board
  - Student Discipline Committee
  - Student Grievance Committee

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  - Advisory Groups
    - President's Advisory Group
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APPENDIX B: GLOSSARY FOR *RESOURCE GUIDE TO INSTITUTIONAL DECISION-MAKING AT MPC 2016*

INTRODUCTION

Purpose of this Resource Guide

This resource guide documents the practices for institutional decision-making at Monterey Peninsula College (MPC) and has been developed to improve College-wide communication and trust. By documenting institutional decision-making practices, this resource guide promotes a common understanding of processes, helps to ensure consistent application of policies and practices, encourages broad participation in campus matters, and supports the institution's continuous quality improvement.

Importance of Collaboration in Making Institutional Decisions

The decision-making processes described in this resource guide reflect the mechanisms by which MPC ensures that the voices of the constituent groups are heard in making decisions. The constituent groups are MPC faculty, staff, administration, and students.

Since each constituent group has specific responsibilities within the College, each group has a specific role in decision-making; the constituent groups' roles differ from one another. Collaboration on institutional decisions requires that the members of all constituent groups understand and respect the roles and responsibilities assigned to each group.

Constituent groups contribute their perspectives and voices to institutional decision-making by making recommendations to those who have the responsibility for making final institutional decisions: the Superintendent/President and the Board of Trustees.   This document describes the processes that constituent groups use to develop recommendations that are forwarded to the Superintendent/President and/or Board.

Evaluation of the *Resource Guide to Institutional Decision Making at MPC 2016*
The *Resource Guide to Institutional Decision Making at MPC 2016* is reviewed and updated annually to maintain credibility as a valuable resource by reflecting minor changes, such as in descriptions, timelines, or processes. A small task force appointed by the Superintendent/President is charged with the responsibility for making annual updates to this document. This task force will include at least these three members: Academic Senate President or designee, CSEA President or designee, and the co-chair of the President's Advisory Group*.*

In addition to an annual review for minor revisions, the Planning and Institutional Effectiveness Committee evaluates the processes described in this resource guide every three years. This assessment occurs as part of MPC's assessment of its planning processes. This timeline and assessment process is described in the "Assessment of Planning and Decision-Making Processes" section of the *MPC 2016 Integrated Planning Handbook*.

This every-third-year assessment includes gathering College-wide input and preparing an assessment report that is submitted to the Superintendent/President and his/her President's Advisory Group and the Academic Senate. Both groups review the assessment report and recommends revisions to institutional decision-making processes as warranted by that assessment. The Planning and Institutional Effectiveness Committee ensures that the *Resource Guide to Institutional Decision Making at MPC 2016* is updated to reflect changes approved by the Superintendent/President.

Through these two processes, one on an annual basis and one every three years, this resource guide is maintained to reflect the inevitable changes in decision-making processes that are to be expected as part of MPC's cycle of continuous quality improvement.

Roles of MPC Groups in Institutional Decision Making

The roles in making decisions that is described below are derived from the California Code of Regulations, the MPC Board Policies, and MPC practices, procedures and job descriptions.

<u>Those with Responsibility for Making Final Decisions: Board of Trustees and Superintendent/President</u>

<u>Board of Trustees</u>

The Board of Trustees has responsibility for making final legal, fiduciary, and Board Policy decisions for the District and the College.   The source of authority for these responsibilities is California State Education Code 70902 and the responsibilities are affirmed in ACCJC Standard IV.C.1. and *Board Policy 1007: Specific Duties and Responsibilities of the Governing Board,* which includes the following specific duties.

1. Select, appoint, and evaluate the Superintendent/President, and exercise oversight and supervision of the Superintendent/President, and take steps to ensure the Superintendent/President is accountable to the Board and institution
2. Determine the broad general policies, which will govern the operation of the College and the District and review them periodically
3. Act on recommendations of the Superintendent/President
4. Review and adopt the annual budget
5. Approve the expenditure of all funds
6. Assure the financial solvency of the District
7. Act on recommendations of the Superintendent/President regarding the appointment or dismissal and assignment of all faculty and staff members
8. Function as the legislative and policy-making body charged with the oversight and control of the College, leaving the executive function to the Superintendent/President
9. Approve and evaluate the educational program of the College with the Superintendent/President and other appropriate personnel
10. Participate in the development of educational policies with local, regional, state, and national agencies
11. Ensure proper accounting of all funds under the supervision of the Board
12. Provide for the annual audit of all funds under the supervision of the Board
13. Consider communications and requests from citizens or organizations on matters of policy and administration
14. Consult with the Board President prior to recommending Board meeting agenda items as provided in Governing Board Policy 1021

An additional responsibility of the Board of Trustees is to prescribe the duties to be performed by all employees who provide service within the District. (California Education Code 72400) **The Board delegates their responsibility for the overall quality of the institution and operational decisions to the Superintendent/President. The source of authority for the Superintendent/President to make**

final decisions related to institutional quality and operational issues is *Board Policy 1050 Executive Officer of the Governing Board*, which is restated in ACCJC Accreditation Standard IV.B.

the Board receives and considers recommendations from the Academic Senate for the 10+1 academic and professional matters assigned to the Academic Senate in state regulations (California Code of Regulations, Title 5 § 53200) and affirmed in *Board Policy 2000 Organization of the College* and *Board Policy 2005 Academic Senate*.

MPC is a single-college district and the citizens of the Monterey Peninsula College District elect the members of MPC's Board of Trustees.   The Board of Trustees consists of five locally elected Trustees who represent and must reside in the trustee area they represent. Trustees are elected by the qualified voters in the District to serve four-year terms. The Trustee areas are described in *Board Policy 1005: Composition and Authority of the Governing Board*.

A student trustee is elected annually as part of the Associated Students of MPC elections. The Student Trustee has the same responsibilities as all Trustees to represent the interests of the entire community. In addition, he/she provides a student perspective on the issues facing the Board. The Student Trustee receives all materials sent to other members of the Board except those pertaining to closed session matters; attends all open session board meetings; asks questions; participates in discussions; and casts an advisory, nonbinding vote on the matters that come before the Board.

Superintendent/President

The MPC Superintendent/President serves as the Superintendent of the Monterey Peninsula Community College District and the President of Monterey Peninsula College. These roles are defined in California Education Code 70902(d) and 72400 and affirmed in ACCJC accreditation standards IV.B. and IV.C.12. and *Board Policy 1050: Executive Officer of the Governing Board*.

The Superintendent/President is the sole employee of the Board and is responsible directly to the Board. The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to the office by the Board and shall be specifically responsible to the Board for the execution of such delegated powers and duties.

Administrators/Managers

The role of administrators/managers in developing recommendations at MPC is determined by the scope of responsibility and authority delegated to them by the Superintendent/President (*Board Policy 5525 Administrative Organization*). The responsibilities and authority assigned to each administrative and managerial position are described in the job descriptions for these positions.

Departments and service areas at MPC are grouped into one of four administrative units based on whether the primary role of that unit is academic, administrative services, student support services, or under the auspices of the Superintendent/President's Office. A senior-level administrator leads administrative unit, supported by a team of deans, directors and/or managers.

Drawn from typical job descriptions for administrative/managerial positions, the responsibilities of these positions related to developing recommendations include the following.

- Provide effective leadership and support in planning and accreditation
- Provide effective leadership and support for the college's participatory governance processes
- Implement and evaluate district objectives related to their area of supervision
- Adhere to legal and ethical standards as well as policies established by the Board of Trustees
- Oversee the effective use of institutional resources
- Make contributions to the development and improvement of all district functions
- Implement best practices and courses of action
- Assume responsibility for ensuring implementation of activities based on applicable recommendations and college goals
- Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness
- Make improvements and promote quality and responsiveness in district operations

Faculty

The role of full-time and adjunct faculty members in developing recommendations on academic and professional matters at MPC is defined in Title 5 of the California Code of Regulations § 53200, *Board Policy 2000 Organization of the College* and *Board Policy 2005 Academic Senate*.

Following the state regulations, the Board recognizes the MPC Academic Senate as the voice of the faculty on the following academic and professional matters. (*Board Policy 2010 Shared Governance*)

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. Governance structure as related to faculty roles
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed by the Board of Trustees and the Academic Senate.

The MPC Teachers Association represents the faculty on working conditions within the scope of collective bargaining as confirmed in *Board Policy 2000 Organization of the College*.

Staff

The role of full- and part-time classified staff members in developing recommendations at MPC is defined in California Code of Regulations Title 5 §51023.5. In summary, this regulation states that:

- The Board will inform staff of all policies and procedures being developed, invite participation, and provide opportunities for staff to express their views;
- Staff will be provided with opportunities to participate in the formulation and development of policies and procedures that have or will have a significant impact on them; and
- The Board will give every reasonable consideration to the recommendations and opinions of staff on matters that have or will have a significant impact on them.

Classified staff participate in developing recommendations through committee service as well as by contributing to the institutional dialogue within their units.

The MPC Employees Association (MPCSEA) represents classified staff on working conditions within the scope of collective bargaining as confirmed in *Board Policy 2000 Organization of the College*. As part of this role, MPCSEA appoints classified staff as representatives to some committees.

Employees who serve as classified managers, supervisors, and confidential staff join MPC administrators/managers in dialogue related to working conditions.

<u>Students</u>

The role of students in developing recommendations at MPC is defined in California Code of Regulations Title 5 §51023.7 and *Board Policy 2000 Organization of the College*. The specific matters identified as having a significant effect on students are identified as:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs that should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the district to adopt
10. Any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

In *Board Policy 2000 Organization of the College*, the Board recognizes the Associated Students of Monterey Peninsula College as the official voice for students.   The Associated Students are given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on them. This Board Policy confirms that the Board will give every reasonable consideration to recommendations and positions developed by students prior to action on matters that may have a significant impact on them.

Norms for Collaboration in Institutional Decision Making

These norms or standards for institutional decision-making processes are intended to increase transparency and participation without detracting from efficiency and expediency in decision-making processes.

1. The first meeting in each fall is to include a review the group's charge and membership as well as an orientation in how to be an effective group member and representative for others.

2. All participants in MPC advisory groups and College-wide Committees agree to adopt an institution-wide perspective when developing recommendations.

3. All participants in MPC advisory groups and College-wide Committees agree that broad participation strengthens decision-making.

4. All participants in MPC advisory groups and College-wide Committees agree that the overall purpose of meetings is to create an environment in which all perspectives are heard collegially.

5. All College-wide Committees are co-chaired by an administrator and either a faculty member or a staff member. Where appropriate, committees will have tri-chairs.

6. The administrative co-chair of each College-wide Committee is responsible for providing administrative support staff to the Committee for the purposes of preparing agendas and minutes and is responsible for routing the Committee's work products to the appropriate next step.

7. All MPC meetings start and stop on time. A meeting time is extended only by agreement of all members at the meeting.

8. The first five minutes of each meeting is reserved for comments to the group or committee by members of the college community who are not members of the group or committee.

9. The last five minutes of each meeting is dedicated to summarizing the actions taken by the group including the assignment of tasks to be accomplished prior to the next meeting.

10. MPC groups whose work focuses on governance issues (Academic Senate and Curriculum Advisory Committee) conduct their meetings in compliance with the Brown Act. In addition, they may follow Robert's Rules of Order. Subcommittees of these governance groups are not required to conduct meetings in compliance with the Brown Act or Robert's Rules of Order.

11. MPC operational groups (College-wide Committee and Advisory Groups) are not required to conduct their meetings in compliance with the Brown Act or Robert's Rules of Order.

12. MPC Staff Meetings may or may not have agendas and minutes.

13. The agendas and minutes for all MPC meetings are action-based in that are simply a record of topics discussed and agreements. See Appendix A for an example.

14. Minutes of MPC advisory groups and College-wide Committees are posted online within two weeks after the meeting.

15. If group members are to be asked to discuss a document in a meeting, every effort is made to distribute the document(s) to the group's members at least two days prior to the meeting. Exceptions are made for emergent issues.

16. College faculty, staff and administrators who agree to serve on MPC decision-making groups also agree to complete pre-meeting tasks, such as reading documents, in order to fully participate in the group's work.

17. College faculty, staff and administrators who agree to serve on MPC decision-making groups also agree to report the group's deliberations and recommendations those in the college community that they represent.

18. Once the group reaches a final recommendation, committee members agree to honor that recommendation.

19. When a committee member is absent, he/she may send a substitute to ensure that the information is gathered and shared within the unit represented by the committee member.

Types of Tasks in Institutional Decision Making

Governance Tasks

Governance tasks involve developing recommendations on Board Policies and on the academic and professional matters defined in California Code of Regulations Title 5 § 53200 (10+1), such as developing and revising processes for program review and planning, drafting policies related to academic and professional matters such as a Program Discontinuance Policy, and recommending curricular additions and revisions.

The groups at MPC that are charged with governance tasks are Academic Senate and Curriculum Advisory Committee. Members in these governance groups are selected to represent specific units or areas within the college. Each member is responsible to bring information and perspectives from that unit or area into the governance group dialogue as well as to bring information and perspectives from the governance group back to the unit or area.

These two governance groups, the Academic Senate and Curriculum Advisory Committee, are required to conduct their meetings in compliance with the Brown Act. In addition, they may follow Robert's Rules of Order. Subcommittees of these governance groups are not required to conduct meetings in compliance with the Brown Act or Robert's Rules of Order.

Recommendations on Board Policies on matters other than academic and professional matters (10+1) are developed by the senior administrator of the administrative unit most appropriate to the content of that Board Policy. The Advisory Group for the specific administrative unit are generally asked by the senior administrator of that unit to provide feedback on such recommendations.

Operational Tasks

Operational tasks are everything the College does other than develop Board Policies. These tasks are focused on implementation of MPC's procedures and policies. The authority for performing operational tasks is derived from the Superintendent/President, who assign specific responsibilities to committees and/or to positions within the institution.   Operational group members are assigned or appointed to College-wide Committees or Advisory Groups by virtue of their unique expertise or the position they hold within the College.

Operational groups are charged with the task of collaborating to implement Board Policies or any 10+1 processes approved by governance groups, such as program review and planning. Operational groups also develop and implement operational-level processes and policies, such as scheduling classes and evaluating planning outcomes.

Operational groups are not required to conduct their meetings in compliance with the Brown Act or Robert's Rules of Order. However the Norms for Collaboration in Decision-Making in this document are designed to provide the same type of transparency and openness that was the genesis for the Brown Act without detracting from efficiency and expediency.

Governance and Operations in Institutional Decision-Making

Governance tasks consume a relatively small portion of the College's time and energy. College committees and administrators spend most of their time on operations, meaning they spend most of their time implementing, rather than developing, policies and processes.

Participatory governance refers to state regulations that require broad

participation in the academic and professional matters identified in those

state regulations (10+1).

Although broad participation in operations is not required by state regulation, MPC norms for collaboration in institutional decision-making decisions affirm that decisions are strengthened when employees from across the College contribute their perspectives and insights.*

OPERATIONAL TASKS

Collaborate to (1) implement Board Policies (2) develop and implement college-level policies and (3) develop and implement all processes not identified in 10+1

GOVERNANCE TASKS

Develop policies and some specific
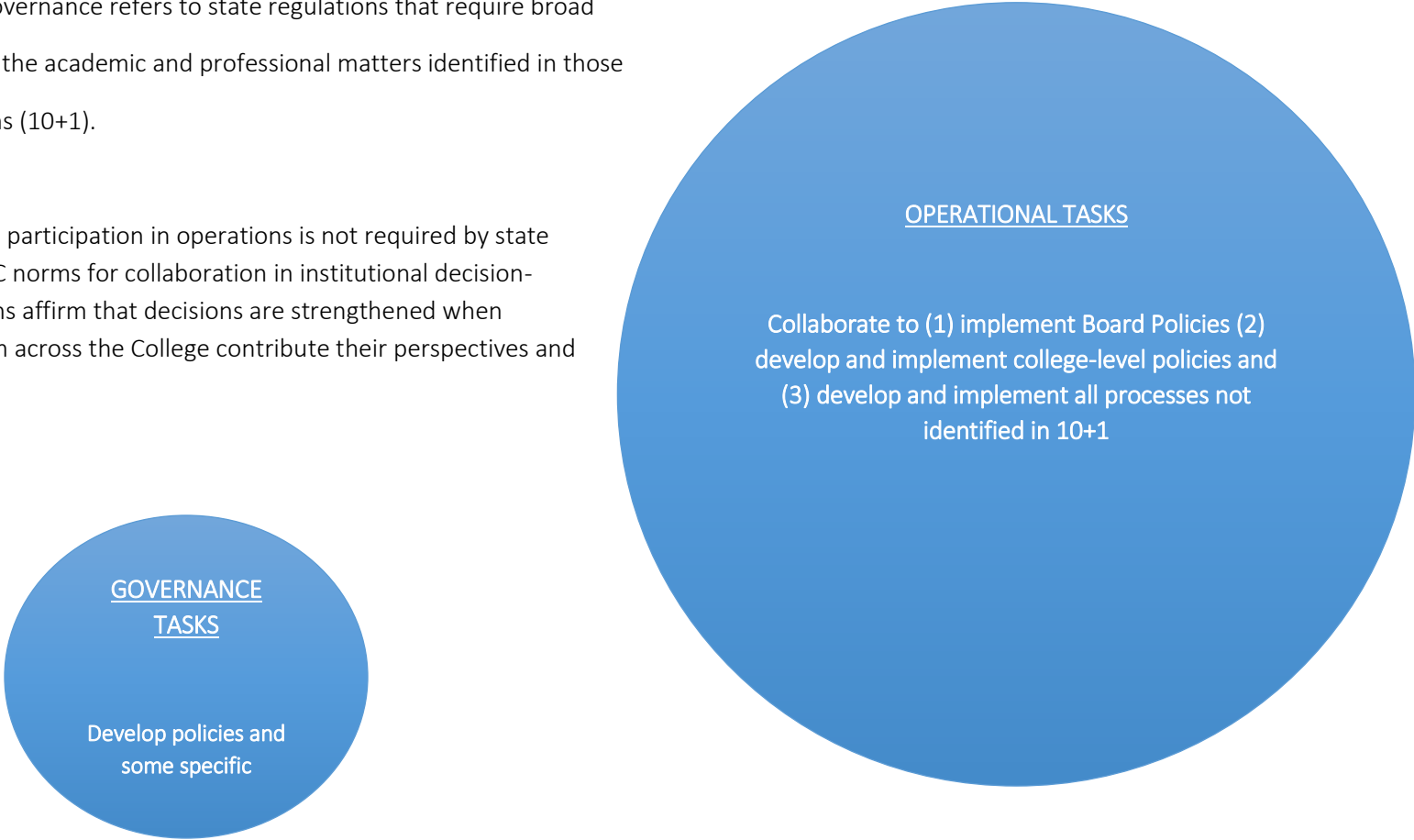
Related ACCJC Standard: IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning and specific-purpose committees.

MPC GOVERNANCE GROUPS

ACADEMIC SENATE

Charge

The Academic Senate is a governance and consultative body that represents full-time and part-time faculty. The charge of the MPC Academic Senate is to give the faculty a primary voice in the formation and implementation of MPC policies on academic and professional matters, which are identified as the following.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-studies
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate

Documented in *Board Policy 2010: Shared Governance*, the Board relies primarily upon the advice and judgment of the Academic Senate in decisions related to these academic and professional matters. To rely primarily upon the advice and judgment of the Academic Senate means that the Board will accept the recommendations of the Academic Senate except under exceptional circumstances and for compelling reasons. If a recommendation is not accepted, the Governing Board or its designee shall promptly communicate its reasons in writing to the Academic Senate.

Reports to

Board of Trustees and/or Superintendent/President contingent on the type of recommendation

Membership

The Academic Senate consists of full- and part-time faculty who are employed in positions that are not designated as supervisory or management. The voting members of the Academic Senate are one representative from each of the following divisions or areas.

1. Business and Technology
2. TRIO Programs
3. Creative Arts
4. Humanities
5. Library
6. Life Sciences
7. Nursing
8. Physical Education
9. Physical Sciences
10. Social Sciences
11. Student Services
12. Access Resource Center

In addition there are four at-large seats elected by all full-time and part-time faculty to serve staggered three-year terms. At least one at-large seat is reserved for a part-time faculty member.

A student representative appointed by Associated Students of MPC serves on the Academic Senate as a non-voting member.

The Academic Senate provides faculty voices in academic and professional matters through Academic Senate Subcommittees or Standing Committees. See the table below for the alignment of academic and professional matters assigned to the Academic Senate in California Education Code Title 5 § 53200 and corresponding MPC groups assigned to those tasks.

Implementation of Title 5 Section 53200 at Monterey Peninsula College	
Academic and Professional Matters	**Recommendations Developed by…**
1. Curriculum 2. Degrees/Certificates 3. Grading Policies 4. Educational Program Development 5. Standards on Student Preparation and Success	Curriculum Advisory Committee
6. Faculty Roles in Governance 7. Faculty Roles in Accreditation 8. Policies for Faculty Professional Development	Academic Senate
9. Processes for Program Review	Academic Senate Planning and Institutional Effectiveness
10. Processes for Institutional Planning	Academic Senate Planning and Institutional Effectiveness

Academic Senate Subcommittees

The Academic Senate conducts its business in part through the efforts of the following subcommittees that report to the Academic Senate.

Academic Senate Subcommittees	Purpose	Membership
Academic Senate Executive Board	• Develop and approve the agenda for each Academic Senate meeting • Monitor progress on the tasks assigned to Academic Senate Subcommittees	• MPC Academic Senate President • MPC Academic Senate Vice President • MPC Academic Senate Secretary • Committee on Committees Chair • Immediate past president of the MPC Academic Senate • MPC Academic Senate representative to the statewide Academic Senate
Committee on Committees	• Recommend new and replacement faculty appointments to committees to the Academic Senate, including task forces, to fulfill specific committee needs based on faculty members' interest, suitability, and availability	• Chair elected by the MPC Academic Senate • 5 to 7 faculty members appointed by MPC Academic Senate, at least one of whom is an Academic Senate Senator
Equivalency Committee	• Review equivalency for faculty hires as requested by faculty hiring committees • Convened as needed; does not schedule regular meetings	• MPC Academic Senate President • Four faculty members appointed by MPC Academic Senate • Resource: Representative of Human Resources
Flex Day Committee	• Coordinate content of Flex Day presentations • Select a keynote speaker • Develop and distribute Flex Day schedule	• Five faculty appointed by the Academic Senate • One classified representative appointed by MPCSEA • Support staff from VP Academic Affairs office

CURRICULUM ADVISORY COMMITTEE

Charge

The Curriculum Advisory Committee is a governance and consultative body convened to:

- Ensure MPC compliance with state regulations related to curriculum;
- Review and recommend all proposed changes and additions to MPC curriculum (courses and programs);
- Review and recommend courses for inclusion in general education patterns; and
- Review and recommend graduation requirements.

Reports to

Board of Trustees and Superintendent/President

Membership

Curriculum Advisory Committee voting members are appointed as follows:

- One faculty member appointed by the Academic Senate
- Articulation Officer
- One faculty members representing each of the following areas:
  - Basic Skills
  - Counseling Faculty
  - Library
  - Business and Technology
  - Creative Arts
  - Access Resource Center
  - Humanities
  - Life Science
  - Nursing
  - Physical Education
  - Physical Science
  - Social Science
- One student appointed by Associated Students of Monterey Peninsula College
- Resource members:

  - VP Academic Affairs
  - All academic deans
  - Academic Technician
  - CurricUNET Specialist

The VP of Academic Affairs supports the Curriculum Advisory Committee by collaborating with the Committee to ensure that MPC is in compliance with state regulations on curriculum.

MPC OPERATIONAL GROUPS

Operational groups implement MPC's operations, procedures, and policies. The authority for operational groups is derived from the Board of Trustees who delegates operational responsibilities to the Superintendent/President, who then assigns specific responsibilities to committees and to positions within the institution. There are two types of operational groups at MPC: College-wide Committees and Administrative Unit Groups.

College-wide Committees		Administrative Unit Groups	
Meet Regularly	Convened as Needed	Advisory Groups	Staff Meetings
Basic Skills Committee	Academic Council	President's Advisory Group	President's Cabinet
Budget Committee	Calendar Committee	Academic Affairs Advisory Group	Academic Affairs Council
Equal Employment Opportunity Committee	Graduation Committee	Administrative Services Advisory Group	Administrative Services Council
Facilities Committee	Health & Welfare Cost Containment Committee	Student Services Advisory Group	Student Services Council
Institutional Committee on Distance Education	Professional Recognition Board		

Learning Assessment Comm —— Student Discipline Committee

Planning and —— Student Grievance Committee

Institutional Effectiveness

Safety and Emergency ——

Preparedness Committee

Student Success Comm ——

Technology Committee ——

MPC OPERATIONAL GROUPS

Operational groups implement MPC's operations, procedures, and policies. This implementation of policies or operations constitutes the majority of the College's work. The authority to do these operational tasks of implementing policies and developing operational-level policies and procedures is derived from the Board of Trustees and the Superintendent/President, who assign specific responsibilities to committees and to positions within the institution. There are two types of operational groups at MPC: College-wide Committees and Administrative Unit Groups.

College-wide Committees

College-wide Committees are the vehicle for including the voices of constituent groups in institutional operations and activities of ongoing importance to the College's continued growth and improvement.

College-wide Committees report their recommendations and reports of their work to the Academic Senate or one of the four advisory groups contingent on the type of work product.

Each College-wide Committee reviews its charge and membership annually and makes minor revisions as needed.

MPC College-wide Committees with Regular Meetings	Charge	Membership
Basic Skills Committee	• In concert with the appropriate campus stakeholders, evaluate the progress being made on the accomplishment of the objectives stated in the Basic Skills Initiative Action Plan and act as a resource for those implementing the planned actions • Conduct annual review of the Basic Skills Initiative Action Plan and Long-Term Goals and recommend amendments as deemed necessary • Inform the campus and local community about basic skills concepts, programs, resources, and practices • Integrate basic skills into the campus culture and college	• Two administrators, one appointed by the VP Academic Affairs and one appointed by the VP Student Services • Three faculty who teach basic skills, one each from Writing, Reading, and Mathematics • One faculty representative of ESL • One faculty representative of the library

	community	• One representative from each of the following programs:
	• Enhance collaboration and communication between Student Services and Academic Affairs and among all programs and services related to basic skills	– TRIO/EOPS/College Readiness – Academic Support Center – Supportive Services Reading – Supportive Services Writing
	• Establish and sustain ongoing opportunities to enhance basic skills instructional and advising methods at all levels of the institution	• Director of English and Study Skills Center
	• Collaborate with appropriate departments in surveying and implementing effective instructional practices	• Reading Center Coordinator • Math Learning Center Coordinator
	• Support plans and programs that facilitate transition to college	• Counseling Faculty
	• Celebrate achievements and successes accomplished by students, faculty, staff, and programs in areas related to basic skills	• Two faculty who teach transfer-level courses, at least one of whom teaches a CTE discipline
Budget Committee	• Evaluates previous year's budget (revenue projections, actuals, etc.), timelines, and process and reports findings to College Council	• VP Administrative Services • VP Academic Affairs • VP Student Services

	• Contextualizes institutional information in respect to the budget. Information to include, but is not limited to, the following:
	  – Institution-set standards
	  – Education Master Plan/institutional goals and objectives updates
	  – Program reflections summary
	  – Program review updates and action plans
		• Two Deans, one Academic Affairs and one Student Services
		• President of MPC Teachers' Association
		• One faculty appointed by the MPC Teachers' Association
		• President of MPCSEA

	• Reviews and/or analyzes budget information, including, but not limited to the following:
	  – The Superintendent's/President's planning assumptions
	  – The Governor's budget information
	  – The college's enrollment trends/revenue projections
	  – The college's budget trends over the last few years
	  – The "Audit – Annual Financial Report"
		• One classified employee appointed by MPCSEA
		• President of MPC Academic Senate
		• One faculty appointed by MPC Academic Senate
		• President of Associated Students of MPC

	• Distills institutional information to inform budget managers.	• One student appointed by Associated Students of MPC
	• Presents/distributes budget packets (including relevant institutional information) to the campus community through electronic means.	• One representative appointed Managers, Supervisors, Confidentials

	• Offers budget workshops to help inform campus	• Resource members:
		  – Controller
		  – Budget & Operations Analyst
		  – Note taker

	community about budget construction and process. • Reviews the budget at Governor's May revise, affirming revenue assumptions.	

Equal Employment Opportunity Committee	• Develop and implement the MPC Equal Employment Opportunity Plan
	 • Receive training in all of the following:
	   – the requirements of Title 5, section 53003 and of state and federal nondiscrimination laws;
	   – identification and elimination of bias in hiring;
	   – the educational benefits of workforce diversity; and
	   – the role of the advisory committee in carrying out the District's EEO plan
		• ?

Facilities Committee	• Develop a long range Facilities Plan driven by the Educational Facilities Master Plan Institutional Goals and Objectives and Advisory Group Component Goals • Review requests for facility changes (remodeling, new construction) • Prioritize and recommend minor capital improvement projects • Review and recommend Scheduled Maintenance Projects • Make recommendations on minor capital improvement projects and scheduled maintenance projects made after consultation with each of the Advisory Groups	• VP Administrative Services, Chair • VP Academic Affairs • VP Student Services • Director of Facilities – • Five faculty members drawn from diverse departments appointed by MPC Academic Senate • One classified employee appointed by MPCSEA • One student appointed by Associated Students of MPC
Institutional Committee on Distance Education	• *Note: Webpage says this group reports to the administration of the MPC Online Center. That reporting makes it an advisory group to a specific department group rather than a college-wide committee.* *Note: 6th bullet assigns this group to "recommend" training; would it be more accurate to say "develop and implement training"* • Recommend procedures for new online course and program approvals in collaboration with the Curriculum Advisory Committee. • Recommend technical support policies and procedures for online instructor and students. • Identify both technical and academic needs and solutions for online learning success. • Review and assist in the development of distance education reports, proposals, policies, and procedures.	• Associate Dean of Instructional Technology and Development, Chair • Faculty Coordinator of Distance Education • Faculty representing: CTE, Counseling, Liberal Arts, Library, and Sciences • Representative of Financial Aid • Representative of Information Technology Department • Online Instructional Technology Specialist • A student appointed by Associated Students of MPC

	• Review and recommend improvements to the MPC website to support online students.
	• Recommend professional development activities for both online faculty and students.
	• Assist in developing yearly objectives and follow-up report for the MPC Online Center to address in effort to continually improve distance education at Monterey Peninsula College.
	• Recommend the potential role, scope, and directions of online instruction at Monterey Peninsula College.
		• Resources:
		  - Institutional Researcher
		  - Administrative Assistant

Learning Assessment Committee	Professional Development
	• Determine professional development needs involving the development and assessment of SLOs
	• Provide/organize professional development opportunities designed to address the development and assessment of SLOs
	• Develop a learning community around assessment and its benefits
	Development of SLOs
	• Develop/review/revise guidelines for the development of course, program, service area and Institutional SLOs
	  – Examples include Blooms Taxonomy, assessability, relationship to objectives, etc
	  – Content of SLOs will remain with discipline faculty or service area
	• Review course and program SLOs submitted during the curriculum development/review process to ensure quality according to guidelines developed by the committee
	• Review service area SLOs during their development/review process to ensure quality based on guidelines developed by the committee
	• Review institutional SLOs at appropriate times
	Assessment of SLOs
	• Collaborate with instructional and service areas to establish cycles of assessment for course, program, service area and institutional outcomes
	• Ensure observance of established assessment cycles
	• Develop/review/revise guidelines for appropriate assessment of course, program, service area and institutional SLOs
		• SLO Coordinator. Co-chair
		• Representative appointed by the Superintendent/ President, Co-chair
		• Four faculty appointed at least one from student services and at least one from instruction
		• VP or designee from Academic Affairs
		• VP or designee from Student Services
		• VP or designee from Administrative Services
		• Resource: Staff member to record minutes and track SLOs

	• Review course, program, service area and institutional SLO assessments submitted during the Reflections process to ensure quality according to guidelines developed by the committee • Collaborate with appropriate campus committees to ensure integration of assessment results into planning and resource allocation activities Accreditation • Organize and provide information for the SLO portions of the ACCJC annual reports	
Planning and Institutional Effectiveness	Planning • Initiate and oversee activities related to integrated planning processes including the development, implementation, and evaluation of MPC model for integrated planning • Support and monitor the development of the master plans, the Institutional Action Plan, and the Institutional Action Plan Annual Evaluation Report Assessment of Institutional Processes • Evaluate MPC decision-making and planning processes every three years, prepare an assessment report, and revise the *Integrated Planning Manual* as needed • Annually review the *Integrated Planning Manual* for minor corrections and update as needed Program Review • Make recommendations to Academic Senate on the process and format for program review • Review all program reviews and provide feedback • Provide annual training on how to prepare effective program reviews	• VPs of Academic Affairs, Administrative Services and Student Services or their designee • Accreditation Liaison Officer • Director of Institutional Research • Academic Senate President or designee • MPCSEA President or designee • A student appointed by Associated Students of MPC • Three faculty appointed by the Academic Senate, at least one from Student Services • Director of Student Success and Equity • Student Learning Outcome Coordinator or designee from the Learning Assessment Committee
Safety and Emergency Preparedness Committee	• Review safety and health procedures including the MPC Emergency Preparedness Plan • Monitor and facilitate feedback on unsafe conditions • Recommend improvements	• Vice President for Administrative Services • Director of Facilities/Facilities Supervisor • MPC Nurse • Evening Campus Supervisor • Security

			• Director of the Children's Center • Human Resources Representative • 2 faculty appointed by the Academic Senate • 2 classified staff appointed by MPCSEA • 1 representative of Managers, Supervisors, Confidentials • 2 students appointed by Associated Students of MPC
	Student Success Committee	• In concert with the appropriate campus stakeholders, evaluate the progress being made on the accomplishment of the objectives stated in the Student Success Plan and act as a resource for those implementing the planned actions • Conduct annual review of the Student Success Plan and Long-Term Goals and recommend amendments as deemed necessary • Inform the campus and local community about student success concepts, programs, resources, and practices • Integrate the practices that support student success into the campus culture and college community • Enhance collaboration and communication between Student Services and Academic Affairs and among all programs and services related to student success • Establish and sustain ongoing opportunities to enhance student success at all levels of the institution • Collaborate with appropriate departments in surveying and implementing effective instructional practices • Support plans and programs that facilitate student success • Celebrate achievements accomplished by students, faculty, staff, and programs in areas related to student success	• Director, Student Success & Equity • Dean, Instruction • One faculty representative of the Mathematics Department appointed by Academic Senate • One faculty representative of the English Department appointed by Academic Senate • Counseling Department Chair • Director, Admissions and Records • Division Chair, Life Sciences • Director, Information Technology • Chair, English as a Second Language • EOPS Coordinator • Student Activities Coordinator • President of the Associated Students of MPC
Technology Committee		• Annually assess campus technology resources and needs • Create and annually update the College Technology Plan • Act as a recommending resource to the College Council regarding technology issues • Make recommendations regarding priorities for the	• Director of Information Services, Chair • Eight representatives from one or more these areas: – Distance learning

		technology
	acquisition of technology, hardware and software, during budget development and review processes. Such recommendations could include priorities for support staff, training and access to computer resources and laboratories • Recommend specifications and standards for the purchase, placement, operation, repair and replacement of technology resources as part of the Institutional Action Plan process, grants, renovation and building projects and technology refreshment • Review and make recommendations on the design and use of facilities and related technology resources • Develop and recommend campus policy regarding use and control of technology resources	– Open computer labs – Alternative platforms and mobile computing – Adaptive technology for students with disabilities – Classroom instructional technology – Library – Specialized computer instruction – Staff use of technology – Institutional technology – Website technology • 3 faculty appointed by Academic Senate • 3 classified employee appointed by MPCSEA • One student appointed by Associated Students of MPC • One member-at-large appointed by the committee

The following College-wide Committees are convened as needed to address specific issues or complete specific tasks. The purpose of each of these College-wide Committees is identified in the title of the group.

- Academic Council
- Calendar Committee
- Graduation Committee
- Health and Welfare Cost Containment Committee
- Professional Recognition Board
- Student Discipline Committee
- Student Grievance Committee

The second type of operational groups is Administrative Unit Groups. The first of these is the advisory groups for each of the College's four administrative units. Administrators/managers have the authority to implement Board Policies and develop processes and procedures by virtue of the assignment of responsibilities through their job descriptions. College employees other than those identified in this section may be invited to attend meetings to share information or expertise as needed.

Advisory Groups	Charge	Membership
President's Advisory Group	• At the discretion of the Superintendent/President, make recommendations on issues of College-wide importance, such as Institutional Goals and Institutional Objectives, Board policies, and administrative procedures • At the discretion of the Superintendent/President, collaborate on solutions to operational challenges • Initiate a review of the College mission every six years (2020, 2026, and every six years thereafter)	• Three Vice Presidents (Academic Affairs, Administrative Services, Student Services) • Two students appointed by Associated Students of MPC • Four classified employees appointed by MPCSEA • Academic Senate President • One representative appointed by MPC Teachers' Association • Five faculty appointed by MPC Academic Senate, each representing a different College-wide Committee • Two representatives appointed by the management team (one Manager/Supervisor and one Dean)
Academic Affairs Advisory Group	• Implement procedures related to Academic Affairs • Advise the VP Academic Affairs on matters related to the implementation of policies, procedures and day-to-day operations	• VP Academic Affairs, Chair • All Division Chairs • Dean of Instructional Planning

	• Collaborate on solutions to operational challenges related to Academic Affairs • Make recommendations to the Superintendent/President on Board Policy, planning and resource allocation related to Academic Affairs • Review and prioritize faculty positions • Develop priorities for instructional equipment	• Two Deans of Instruction • Director of Nursing • One representative of Student Services instructional faculty • Director of Information Services • Director of Public Safety Training Center • One student appointed by Associated Students of MPC • One classified employee appointed by MPCSEA • One representative appointed by Managers, Supervisors, Confidentials
Administrative Services Advisory Groups	• Make recommendations on policies and procedures in Administrative Services • Review and recommend on those of other areas as appropriate *(Not sure what this means)* • Review and make recommendations on matters relating to the Health & Safety Committee *(? Isn't this covered in the first bullet?)* • Write operating procedures, setting terms, posting agendas and publishing minutes (notes) ? • Organize and present open forums as needed • Communicate with the groups on current issues being reviewed as needed *The first bullet points are on MyMPC; here are bullet points for your consideration.* • Implement procedures related to Administrative Services • Advise the VP Administrative Services on matters related to the implementation of policies, procedures and day-to-day operations • Share operational challenges and solutions	• VP Administrative Services • One faculty representative appointed by Academic Senate • One faculty representative appointed by MPC CTA • Two representatives of Managers, Supervisors, Confidentials, one from Technology and one from Information Systems ? • One classified employee appointed by MPCSEA • Purchasing Coordinator • Budget and Operations Analyst • Two Facilities Supervisors (correct title?) • Fiscal Services Controller • Director of Security • One
Student Services Advisory Group	• Implement procedures related to Student Services • Advise the VP Student Services on matters related to the implementation of policies, procedures and day-	• VP Student Services • One faculty appointed by Academic Senate

to-day operations
• Collaborate on solutions to operational challenges related to Student Services
• Make recommendations to the Superintendent/President on Board Policies, planning and resource allocation related to Student Services
• Review and prioritize faculty positions *(? is this accurate?)*
• Develop priorities for instructional equipment
	• One classified appointed by MPCSEA
	• One student appointed by Associated Students of MPC
	• One representative of the Library Technology Center
	• Departmental lead or designee from each of the following:
	  – Access Resource Center
	  – Admissions and Records
	  – Athletics
	  – Child Development Center
	  – Counseling
	  – EOPS/CARE
	  – International Students Program
	  – Job Center
	  – Student Activities
	  – Student Financial Services
	  – Student Health Services
	  – Student Success Support Program
	  – TRIO
	  – Veterans

The second type of Administrative Unit Groups is Staff Meetings. The purpose of staff meetings at the administrative level is the same as department or division meetings: To create a venue for communication among its membership about issues of common interest.

Administrative Unit	Staff Meeting	Members
Superintendent/President	President's Cabinet *(formerly President/Vice President or PVP)*	• Superintendent/President • VP Academic Affairs • VP Administrative Services • VP Student Services • Associate Dean of Human Resources
Academic Affairs	Academic Affairs Council	• VP Academic Affairs • All academic Deans
Administrative Services	Administrative Services Council	• VP Administrative Services • ?
Student Services	Student Services Council *(formerly Coordinators/Managers or CoMa)*	• VP Student Services • All Student Services Coordinators and Managers

APPENDIX A: Example of Action Minutes

<insert example here>

Administrative unit

MPC has divided responsibilities and personnel into four administrative units based on the primary focus of the work in each unit: Academic Affairs, Administrative Services, Superintendent/President's Office, and Student Services.

By-laws

MPC by-laws are rules developed by governance groups to regulate its affairs and members. Operational groups (College-wide Committees and Advisory Groups) follow the norms contained in this *Resource Guide* and do not develop by-laws.

Board Policy

A Board Policy is any standard, statement, or procedure of general applicability adopted by the Board of Trustees pursuant to authority delegated by law or the Board of Governors.

<div style="border:1px solid black">

California Education Code

Laws or statutes (same meaning) that are developed

and approved by the California Legislature

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To carry out state laws (Education Code) the Board of Governors
develop and enforce regulations through

</div>
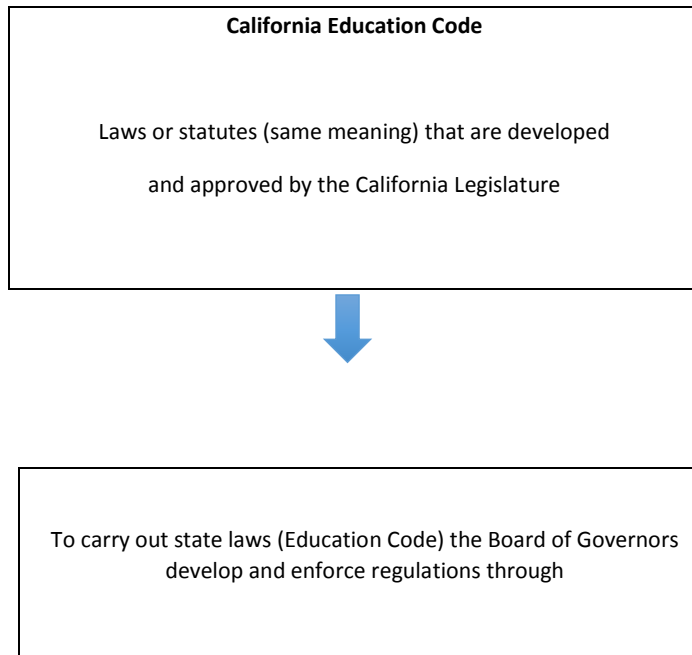
To comply with state laws (Education Code)

and regulations (Title 5) locally elected Boards of Trustees

affirm and enforce regulations through

Local Board Policies

Charge

The Board of Trustees delegates College operations to the Superintendent/President. To accomplish these varied tasks, the Superintendent/President assigns or charges MPC College-wide Committees and Advisory Groups with specific tasks.

College Policies

In contrast to Board Policies, College policies are developed at the College to provide guidelines or operational procedures for the purposes of internal consistency. Examples of local college-level policies are the Library's Collection Policy and the Campus Non-smoking Policy,

Consensus

Consensus refers to the group's general agreement about a recommendation or decision. Consensus does not require agreement by all members of the group, but rather refers to agreement or understanding shared by the majority of the group's members.

Constituent groups

Constituent means a part of the whole. The term is often used in politics to refer to the larger group that leaders are elected or chosen to represent.   MPC's constituent groups are faculty, staff, administration/managers, and students.

Governance

Governance tasks involve developing recommendations on Board Policies and on the academic and professional matters defined in California Code of Regulations Title 5 § 53200 (10+1), such as developing and recommending to the College processes for program review and planning, drafting policies related to academic and professional matters such as a Program Discontinuance Policy, and recommending curricular additions and revisions. The groups at MPC that are charged with governance tasks are Academic Senate and Curriculum Advisory Committee.

Recommendations on Board Policies on matters other than academic and professional matters (10+1) are developed by the senior administrator of the administrative unit most appropriate to the content of that Board Policy. The Advisory Group for the specific administrative unit are generally asked by the senior administrator of that unit to provide feedback on such recommendations.

Operations

Operational tasks are focused on implementation of MPC's procedures and policies. The authority for performing operational tasks is derived from the Board of Trustees and the Superintendent/President, who assign specific responsibilities to committees and to positions within the institution through job descriptions.

Operational groups are charged with the task of collaborating to implement Board Policies or any 10+1 processes approved by governance groups, such as program review and planning. Operational groups also develop and implement operational-level processes, such as scheduling classes and evaluating planning outcomes.

Reasonable consideration

In the context of community college decision-making, the term "reasonable consideration" describes the responsibility of local Boards of Trustees to include the opinions of faculty, staff and students as one of the factors in their decision-making.

California Education Code 70902 (b)(7)

(b) …the governing board of each community college district shall do all of the following:

(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students with the opportunity to express their opinions at the campus level, to ensure that these opinions are given every <u>*reasonable consideration*</u>*, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.*

Monterey Peninsula College

Integrated Planning Handbook

Draft: May 13, 2016

Monterey Campus	Public Safety Training Center	Education Center at Marina
980 Fremont Street	2642 Colonel Durham Street	289 12th Street
Monterey, CA 93940	Seaside, CA 93955	Marina, CA 93933

Mission Statement

Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Adopted by the Governing Board, October 22, 2014

Values Statement

To attain the mission of the college and enhance the intellectual, cultural, and economic vitality of our diverse community, MPC strives to:

- Cultivate collaboration o promote student success
- Recruit and retain highly qualified faculty and staff
- Provide students and staff with clean, accessible, attractive, and safe facilities
- Provide equipment and training sufficient to support student learning and achievement

MONTEREY PENINSULA COLLEGE

INTEGRATED PLANNING HANDBOOK 2016

INTRODUCTION
- Overview of MPC Planning
- Overview of this Handbook
- Purpose of this Handbook

MPC 2016 INTEGRATED PLANNING MODEL

MISSION STATEMENT

EDUCATIONAL MASTER PLAN

INSTITUTIONAL ACTION PLAN

PROGRAM REVIEW

RESOURCE ALLOCATION

PLAN IMPLEMENTATION

ASSESSMENT OF PLAN OUTCOME

ANNUAL REPORT (ANNUAL UPDATE?)

INTRODUCTION

Overview of MPC Planning

Monterey Peninsula College's (MPC's) systematic planning processes are designed to lead to continuous quality improvement college-wide.

MPC developed an integrated planning model to comply with the definition of integrated planning described in this accreditation standard:

> *I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-term needs for educational programs and services and for human, physical, technology, and financial resources.*

Integrated planning activities at MPC follow both a long-term and short-term cycle: a six-year cycle of strategic planning and an annual cycle of unit-level planning and resource allocation. All integrated planning activities, regardless of whether they fall within the multi-year or annual cycle, link directly to the Institutional Goals that are designed to lead to the achievement of MPC's institutional mission.

Long-term planning at MPC follows a six-year cycle of mission review and strategic planning. The multi-year cycle is designed to be a College-wide program review, parallel to the program review cycle followed by the College's individual divisions and service areas. Short-term planning and resource allocation follows an annual cycle that includes development of the budget for the upcoming fiscal year and implementation of short-term unit and Institutional Objectives.

Overview of this Handbook

This manual begins with a brief description of the MPC model of integrated planning followed by a detailed description of each component in the planning model. The page on each component in the planning cycle includes:

- Purpose of each component;
- Processes by which MPC implements each component;

- Timeline for each component;
- Individuals or groups responsible for initiating and completing the tasks; and
- Individuals or groups that will receive the recommendations and render final decisions.

As part of the infrastructure that supports continuous quality improvement, this handbook includes a description of how MPC's planning processes will be assessed. When, as a result of this assessment, planning processes are revised, this handbook will be updated in order to continue its usefulness as a viable and credible guide to college planning.

Purpose of this Handbook

This handbook has been developed to improve institutional communication and trust by documenting MPC's integrated planning processes. This handbook supports broad participation in institutional planning by **promoting a common understanding of planning processes, consistent application of planning practices, and broad participation in institutional plans.**

MPC 2016 Integrated Planning Model

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                          ┌─────────────────────────┐
                          │    Mission Statement     │
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                          │  Educational Master Plan │
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    │  │              │  │                  │  │  EMP Support Plans │ │
    │  │ Program      │  │ Institutional    │  │  – Facilities      │ │
    │  │ Review       │  │ Action Plan      │  │    Master Plan     │ │
    │  │              │  │                  │  │  – Technology Plan │ │
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    │  Institutional   │                      │                  │
    │  Evaluation      │                      │ Resource         │
    │  Action Plan     │                      │ Allocation       │
    │  Annual Report   │                      │                  │
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                         │ Implementation   │
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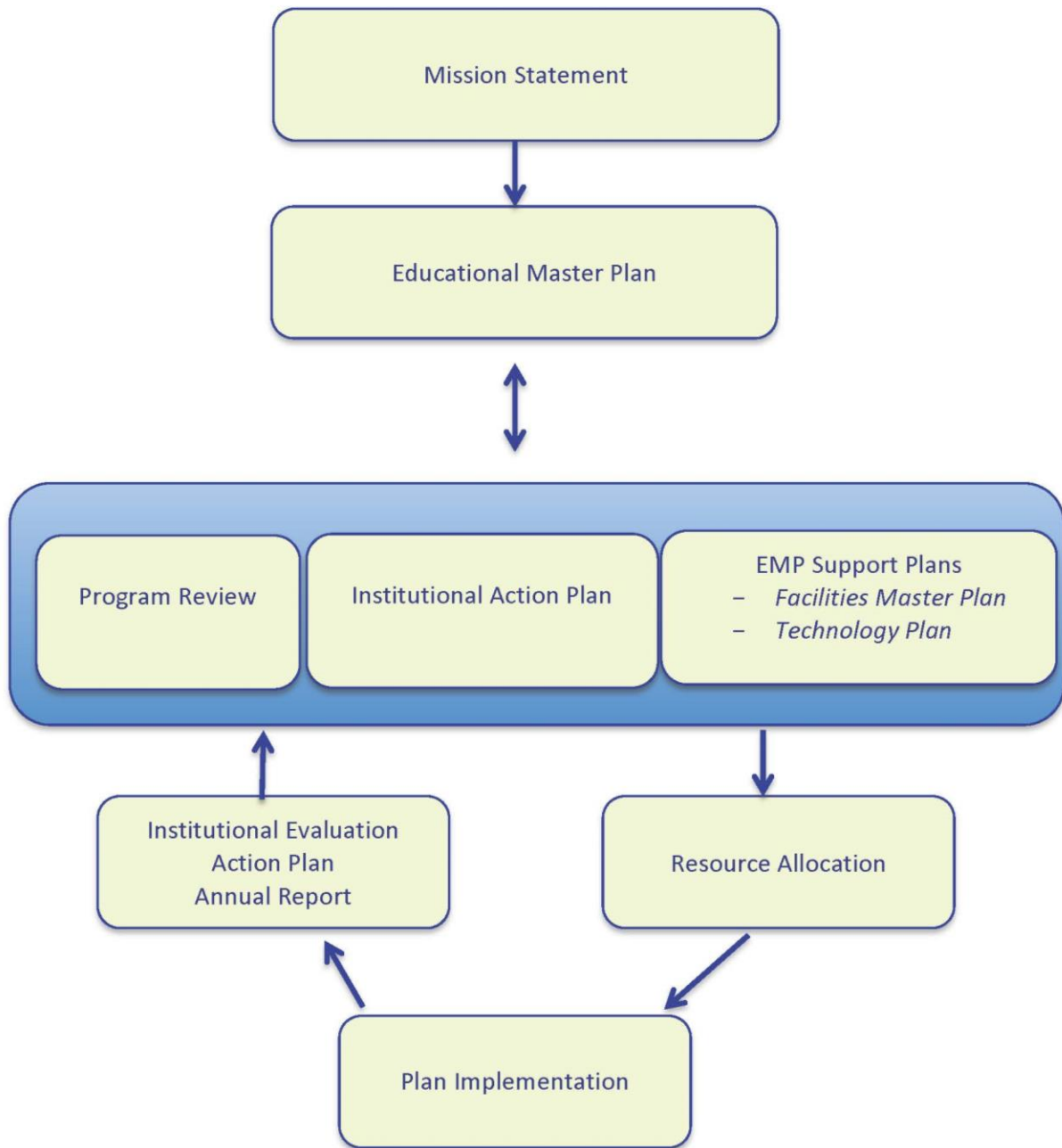
MPC's integrated planning is designed to be a cycle of continuous quality improvement. The graphic depicts how the elements in these planning processes link to one another in a cycle of evaluation, development of Institutional Goals and Institutional Objectives, resource allocation, plan implementation, and re-evaluation.   These sequential planning steps are the methods used by MPC to assess institutional effectiveness and implement strategies to continually improve the College's services to students.

Each component in the MPC integrated planning model relies on research. Planning begins with analysis of data, such as demographic projections and labor market data, to identify challenges. Planning concludes with the assessment of plan outcomes using descriptive data, such as survey results, and quantitative data, such as the California Community College Student Success Scorecard.

With this foundation in research, the components of the MPC integrated planning model are briefly described below. Following this brief summary, each component in the MPC integrated planning model is described in greater detail on the subsequent pages of this handbook.

- The MPC **Mission Statement** describes the intended student population, the types of degrees and credentials offered, and a commitment to student learning and student achievement.

- MPC's long-term plan, the **Educational Master Plan,** begins with analyses of internal scan and external scan data that:

  - Assesses the College's current effectiveness in meeting its mission statement and
  - Forecasts challenges and opportunities in its communities' changing demographics.

  Based on the analyses of these effectiveness and demographic data, MPC identifies and articulates its current and anticipated challenges, which are the basis for Institutional Goals. The purpose of Institutional Goals is to unify the College's energies and resources to advance its mission and successfully address current and anticipated challenges.

- The next steps in the MPC Integrated Planning Model are three forms of short-term planning.

  1. **Institutional Action Plan** sets forth the Institutional Objectives that describe the specific activities to be undertaken that will move the College toward achievement of its Institutional Goals.

  2. **Program Review** is the process for assessing unit-level performance and developing unit-level plans. A Comprehensive Program Review is completed every six years by each

instructional, student services, and administrative services unit in the College and a Program Review Update is prepared annually.

3. **EMP Support Plans** include two short-term infrastructure plans that are both based on the directions established in the Educational Master Plan: the **Facilities Plan** and the **Technology Plan**.

      –   The Facilities Plan *xxx <the term and content of this plan?>.*

      –   The Technology Plan, a three-year plan, sets a road map for technology enhancements at MPC that are aligned with the Institutional Goals established in the Education Master Plan, identifies the current technology needs at MPC and, to the extent possible, anticipates future technology.

- **Resource Allocations** are based on the priorities established in the Institutional Action Plan and Program Reviews.

- **Plan Implementation** is the phase of planning when the activities identified in the Institutional Action Plan and Program Reviews are completed.

- The **Institutional Action Plan Evaluation** documents MPC's progress in achieving its Institutional Goals and Institutional Objectives. This annual progress report informs the internal and external community about the steps the College has taken to achieve its long-term goals. These annual progress reports inform the next year's Institutional Action Plan as well as the next Educational Master Plan.

MPC's integrated planning processes are assessed every three years. This assessment is to improve the planning processes.   A description of this assessment of planning processes is included in this document.

MISSION STATEMENT

Purpose	The Mission Statement describes the College's broad educational purposes, intended student population, the types of degrees and credentials it offers, and its commitment to student learning and student achievement.
Accountability	Superintendent/President
Process	The Superintendent/President initiates a mission review process by appointing a Mission Review Task Force.
	Following a review of the relevant ACCJC standards on mission, the Mission Review Task Force will develop and implement a review process that includes opportunities for input from all College stakeholders.
	Based on College-wide feedback, the Mission Review Task Force will recommend either reaffirmation of the College's mission statement or revisions to the mission statement.
	The recommendation is presented to the Superintendent/President who then reviews the recommendation with the President's Advisory Group. The recommendation is either accepted or returned to the Mission Review Task Force for further editing.
	Upon approval by the Superintendent/President, a Board Policy revision is prepared and presented to the Board of Trustees for approval.
In compliance with	ACCJC Standard I.A.
	Board Policy 1200
Timeline	2014, 2020, 2026 and every six years thereafter

Task Assigned to	Mission Review Task Force
Recommendation forwarded to	Superintendent/President
Final Approval	Board of Trustees

EDUCATIONAL MASTER PLAN

Purpose   The Educational Master Plan is MPC's long-term plan. This document compares
                        existing conditions to the College mission and, based on that comparison,
                        identifies the College's current strengths and weaknesses, and projects the
                        College's future challenges and needs.

                        This process includes:

                        1. Analysis of
                            –   The effectiveness and outcomes of the previous master plan;
                            –   Current state and national trends in higher education;
                            –   Current internal and external conditions; and
                            –   Ten-year projections of demographics changes.

                        2. Based on these analyses,
                            –   Project the district's overall growth for the coming decade;
                            –   Identify current and anticipated challenges; and
                            –   Develop Institutional Goals that convey the College's response to these
                                identified challenges.

                        The Institutional Goals guide the College's energies and resources for the term of
                        the master plan by serving as the basis for the College's two short-term planning
                        processes, the Institutional Action Plan and Program Reviews.

Accountability   Vice President, Academic Affairs and Vice President, Student Services

Process   The Superintendent/President initiates the development of the Educational
                        Master Plan by appointing an Educational Master Plan Task Force.

                        Educational Master Plan Task Force drafts a process for developing the
                        educational master plan including specific tasks, timelines and responsible
                        parties as well as opportunities for input from all College stakeholders.

                        The Superintendent/President reviews the draft process with the President's
                        Advisory Group for feedback. Upon approval of the draft process by the

Superintendent/President, the Educational Master Plan Task Force implements the process and provides monthly progress updates to the Superintendent/President who shared those updates College-wide.

Upon final approval of the Educational Master Plan by the Superintendent/President, the document is presented to the Board of Trustees for approval.

In compliance with   California Code of Regulations Title 5 § 51008

Board Policy 3250 (new)

ACCJC Standard I.B.

Timeline   2017 and every ten years thereafter

Task assigned to   Educational Master Plan Task Force

Final document

forwarded to   Superintendent/President

Final approval   Board of Trustees

INSTITUTIONAL ACTION PLAN

Purpose The Institutional Action Plan is one of MPC's short-term plans. Through the development of the Institutional Action Plan, Institutional Goals are used to derive Institutional Objectives and Activities that describe how the College intends to accomplish the Institutional Goals identified in the Educational Master Plan.

Accountability Administrative Co-chair of the Planning and Institutional Effectiveness Committee

Process The components of the Institutional Action Plan are:

- **Institutional Goals** included in the Educational Master Plan are broad statements that articulate how the College intends to address current and anticipated challenges.

- **Institutional Objectives** describe more specifically the activities that will be undertaken to achieve the Institutional Goals.

  Institutional Objectives are SMART, meaning that they are:

  S = Specific, significant
  M = Measurable, meaningful
  A = Agreed upon, attainable, achievable, action-oriented
  R = Realistic, relevant, reasonable, rewarding, results-oriented
  T = Time-based, timely, tangible

- **Responsibility** identifies the individual assigned the responsibility to launch, oversee, and complete the Activities. The responsible individual may complete the Action Steps or may collaborate with others to complete the Action Steps.

The Institutional Action Plan is updated by the Planning and Institutional Effectiveness Committee in early spring. The draft document is then distributed to the President's, Academic Affairs, Administrative Services, and Student Services Advisory Groups for review and comment.

The Planning and Institutional Effectiveness Committee incorporates the feedback and recommends that the Superintendent/President approve the final Institutional Action Plan at the end of each spring semester.

In compliance with   ACCJC Standard I.B.

Timeline   Annually

Task assigned to   Planning and Institutional Effectiveness Committee

Final document

forwarded to   Superintendent/President

Presented to the Board of Trustees as an information item

PROGRAM REVIEW

Purpose	MPC Program Review is part of the College's short-term planning. This process includes an evaluation of all existing programs and services to assure their quality, vitality, and responsiveness and with a focus on improving programs and services while making efficient use of resources.
Accountability	Administrative Co-chair of Planning and Institutional Effectiveness Committee
Process	MPC Program Review includes both a Comprehensive Program completed every six years and a Program Review Update completed annually.

The Comprehensive Program Review includes a description of the program and an analysis of the program mission, vitality, student learning outcomes assessment, and staffing. The process calls for the development of a Program Improvement Plan to address aspects identified as in need of improvement.

The Program Review Update is prepared annually for the purposes of
- Documenting the status of action plans identified in the Comprehensive Program Review and
- Advancing funding requests into the resource allocation process.

The Planning and Institutional Effectiveness Committee develops annual schedule for program reviews, serves as support and training for those completing the Comprehensive Program Review and Program Review Update, and monitors completion to ensure that program needs are eligible for resource allocation.

In compliance with	ACCJC Standard I.B., II.A.16., II.B.3., II.C.1.
Timeline	Annually and on a six-year schedule unique to each program
Task assigned to	Division Chairs, faculty and staff
Final document forwarded to	Senior administrator of each Administrative unit
	Planning and Institutional Effectiveness Committee

EMP SUPPORT PLAN: FACILITIES PLAN

Purpose   The Facilities Plan is one of MPC's short-term plans. This plan documents the existing conditions of the College's facilities, identifies parts of the physical plant in need of improvement, and recommends facilities improvements.

Accountability   Vice President, Administrative Services

Process   The Superintendent/President assigns the Facilities Committee with the task of developing a Facilities Plan.

The Facilities Committee drafts a process for developing the facilities plan including specific tasks, timelines and responsible parties as well as opportunities for input from all College stakeholders.

The Superintendent/President reviews the draft process with the President's Advisory Group for feedback. Upon approval of the draft process by the Superintendent/President, the Facilities Committee implements the process and provides monthly progress updates to the Superintendent/President who shares those updates College-wide.

Upon final approval of the Facilities Plan by the Superintendent/President, the document is presented to the Board of Trustees for information.

In compliance with   California Code of Regulations Title 5 § 51008

ACCJC Standard III.B.

Timeline   201? and every xx#? years thereafter

Task assigned to   Facilities Committee

Final document

forwarded to   Superintendent/President

Final approval   Superintendent/President

EMP SUPPORT PLAN: TECHNOLOGY PLAN

Purpose   The Technology Plan is one of MPC's short-term plans. This plan sets a road map for technology enhancements at MPC that are aligned with the Institutional Goals established in the Education Master Plan, identifies the current technology needs at MPC and, to the extent possible, anticipates future technology.

Accountability   Vice President, Administrative Services

Process   The Superintendent/President assigns the Technology Committee with the task of developing a Technology Plan.

The Technology Committee drafts a process for developing the technology plan including specific tasks, timelines and responsible parties as well as opportunities for input from all College stakeholders.

The Superintendent/President reviews the draft process with the President's Advisory Group for feedback. Upon approval of the draft process by the Superintendent/President, the Facilities Committee implements the process and provides monthly progress updates to the Superintendent/President who shares those updates College-wide.

Upon final approval of the Facilities Plan by the Superintendent/President, the document is presented to the Board of Trustees for information.

In compliance with   ACCJC Standard III.C.

Timeline   2017 and every three years thereafter

Task assigned to Technology Committee

Final document

forwarded to   Superintendent/President

Final approval   Superintendent/President

RESOURCE ALLOCATION

Purpose	Resource allocations align with the MPC mission and link Institutional Goals and Institutional Objectives to the resources needed to accomplish these Institutional Goals and Institutional Objectives.
	All Institutional Goals reflect MPC's commitment to its mission and correspondingly, the purpose of the resource allocation process is to fund the programs and services that both directly and indirectly promote student success.
Accountability	Vice President, Administrative Services
Process	The budget development process begins with the development of budget assumptions that guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including:

- − Institutional Goals and Institutional Objectives;
- − Priorities identified through the Program Reviews;
- − Mandates from external agencies; and
- − Status of long-term obligations.

Through the Program Review process, units identify needs for staffing, facilities, services, and equipment. These are consolidated and prioritized first at the Division level before being consolidated and prioritized again by the Academic Affairs, Administrative Services, and Student Services Advisory Groups. President's Cabinet creates a consolidated list of institutional needs. Refer to the flow chart on the next page for a description of this process.

In compliance with	ACCJC Standards I.B., III.D.1., 2., 3.
Timeline	Annually
Task assigned to	Vice President, Administrative Services

Final budget

forwarded to   Superintendent/President

Final approval   Superintendent/President and Board of Trustees

Program Review Update
(Prepared by units: make requests in one of the following categories as needed to fulfill the mission, Institutional Goals, Institutional Objectives, and outcomes assessment) staffing facilities technology equipment supplies professional development

Deans/Divisions/Units

- Review all requests in Program Review Update except staffing

- Fund where possible

- Prioritize using a rubric to set the priorities based on criteria such as

  - Health and safety
  - Institutional Goals and Institutional Objectives
  - Outcomes assessment

Staffing

See process flow

Unit Advisory Group

- Review the PRU
 	
- Fund where possible
 	
- Prioritize using a rubric to set the priorities based on criteria such as
 	
    Health and Safety
 	
    Institutional Goals and Institutional Objectives
 	
    Outcomes Assessment

President's Cabinet

- Review and confirm the prioritized lists using a rubric based on criteria such as

        Health and safety

        Institutional Goals and Institutional Objectives

        Outcomes Assessment

- Identify funding

- Develop consolidated list of institutional priorities

President's Advisory Group

- Review consolidated list of institutional priorities

PLAN IMPLEMENTATION

Purpose Plans are implemented by the individual(s) assigned responsibility to do so. When Institutional Objectives and Program Review plans are developed, an individual is assigned responsibility for each Activity. The responsible individual may complete the Activity alone or may collaborate with other individuals or groups to complete the Activity.

Accountability The responsible parties identified in the Institutional Action Plan

Process To ensure that the identified Activities are implemented, the responsible party shall:

- Manage the timelines for the Activity;
- Develop appropriate processes;
- Identify and address funding needs through the resource allocation process;
- Provide data and other types of evidence to assess the levels of success following plan implementation; and
- Document the Activities and outcomes to contribute to the preparation of the *Institutional Action Plan Annual Report.*

In compliance with ACCJC Standard I.B.

Timeline Annually

Tasks assigned to Responsible parties College-wide

Documentation of

completed activities

forwarded to Administrative Co-chair of Planning and Institutional Effectiveness Committee

INSTITUTIONAL ACTION PLAN EVALUATION

Purpose

The *Institutional Action Plan Evaluation* documents MPC's progress toward achieving its Institutional Objectives and Institutional Outcomes. The purpose of this annual progress report is to inform the internal and external communities about the College's progress in achieving its long-term Institutional Goals and Institutional Outcomes.

The *Institutional Action Plan Evaluation* is an essential accountability tool in MPC's integrated planning model because it reinforces and sustains a College-wide dialogue on its long-term goals and short-term objectives.

The *Institutional Action Plan Evaluation* is the foundation for the development of the next year's Institutional Action Plan. Cumulatively, the *Institutional Action Plan Evaluation* provide a track record of progress that serves as part of the internal data needed for the development of the next decade's Educational Master Plan.

Accountability

Administrative Co-chair of Planning and Institutional Effectiveness Committee

Process

Individuals assigned responsibility for specific Activities document progress on those Activities at the end of each semester and submit these reports to the Planning and Institutional Effectiveness Committee. This committee consolidates the reports to prepare the *Institutional Action Plan Evaluation*.

The *Institutional Action Plan Evaluation* provides the following:

- Institutional Goals
- Institutional Objectives
- Activities
- Responsibility
- Progress
- if completed
- Next Steps

In compliance with

ACCJC Standard I.B.

Timeline	Annually

Task assigned to	Responsible parties College-wide

Documentation of

completed activities

forwarded to	Administrative Co-chair of Planning and Institutional Effectiveness Committee

Annual FTES, 1983-84 to 2014-15

MONTEREY PENINSULA COLLEGE ANNUAL FTES SUMMARY, 1983-84 TO 2014-15

Source: District 320 Annual or Recalculation Reports

Year	Credit	Non-Credit	Total				Notes
1983-84	4284.42	48.70	4333.12				Average Daily Attendance. Summer Session ADA was not broken out on the 320, so non-credit figure may be understated.
1984-85	4407.48	220.19	4627.67				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1985-86	4369.17	334.06	4703.23				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1986-87	4541.66	449.44	4991.10				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1987-88	4720.62	354.97	5075.59				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1988-89	4890.37	448.45	5338.82				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.
1989-90	4835.83	364.34	5200.17				Average Daily Attendance. Summer Session ADA broken out by credit and noncredit.

CCCs change to using FTES as workload measure

Year	Credit FTES (Resident)	Non-Credit FTES (Resident & Non-Resident)	Total FTES	Credit FTES Factored	Non-Credit FTES Factored	Total FTES Factored	Notes
1990-91	5611.46	477.59	6089.05				No F-factor
1991-92	5615.08	549.78	6164.86				No F-factor
1992-93	5710.37	560.82	6271.19				No F-factor

Year							Notes
1993-94	4873.94	782.11	5656.05				Use of F-factor could not be verified
1994-95	5226.43	1063.67	6290.10				Use of F-factor could not be verified. Fort Ord officially closed September 1994.
1995-96	5503.74	881.87	6385.61				Use of F-factor could not be verified
1996-97	5414.19	1092.91	6507.10				Use of F-factor could not be verified.
1997-98	5915.49	1143.42	7058.91				No F-factor claimed. Chancellor's Office inquiry regarding police training instructional agreements for 1994-95 and 1995-96. Some FTES was disallowed for those years, but unable to verify amount.
1998-99	5624.34	1055.41	6679.75				No F-factor claimed.
1999-2000	5289.43	2457.50	7746.93				No F-factor claimed.
2000-01	5494.27	2520.57	8014.84	5607.59	2520.57	8128.16	
2001-02	5836.39	2570.70	8407.09	5889.50	2651.84	8541.34	See special note below.
2002-03	5998.90	2698.92	8697.82	6032.67	2698.92	8731.59	See special note below.
2003-04	5905.08	2646.71	8551.79	5996.03	2769.85	8765.88	See special note below regarding an FTES adjustment made in May 2008.
2004-05	5908.50	2481.68	8390.18	5993.08	2605.56	8598.64	See special note below regarding an FTES adjustment made in May 2008.
2005-06	5538.73	2538.53	8077.26	5623.13	2668.03	8291.16	See special note below regarding an FTES adjustment made in May 2008.
2006-07	5458.52	2706.39	8164.91	5540.43	2839.40	8379.83	FTES reflects an adjustment to remove special topics courses offered in 2006-07 that were not eligible for apportionment. See special note below for further explanation.
2007-08	5780.09	2256.00	8036.09	5857.56	2369.50	8227.06	FTES reflects a reduction of 187.5 credit FTES for deficiencies related to special admit/concurrent enrollment.
2008-09	6394.97	1971.71	8366.68	6474.28	2061.38	8535.66	Chancellor's Office reminder to Districts that non-credit PE and Dance courses should be not be claimed for apportionment. (MPC's noncredit PFIT courses were approved as older adult courses.)

2009-2010	6658.60	1104.68	7763.28	6732.95	1155.05	7888.00	State workload reduction due to the recession. Legislative direction to make workload reductions in areas outside of basic skills, career technical, and transfer education. Chancellor's Office memo further emphasizes reduction in courses that would be considered recreational, avocational, and personal development.
2010-2011	7036.30	541.99	7578.29	7112.52	569.27	7681.79	
2011-2012	6179.36	533.35	6712.71	6242.08	563.14	6805.22	State workload reduction due to the recession.
2012-2013	6127.62	658.42	6786.04	6186.39	695.86	6882.25	
2013-2014	5974.11	466.53	6440.64	6032.03	491.76	6523.79	New regulations limiting course repetitions go into effect.
2014-2015	5919.31	497.26	6416.57	5983.87	524.92	6508.79	