

FORT ORD CENTER NEEDS STUDY

Introduction/Background

In 1971 the Monterey Peninsula Community College District (MPC) began offering educational services at the Fort Ord military installation in the northern area of the district, located between the cities of Marina and Seaside. The MPC Fort Ord program began as a partnership between the state and the U.S. Dept. of Defense to serve Army personnel and their dependents as well as district residents in the adjacent communities of Seaside, Marina, and Sand City.

The MPC Fort Ord program was primarily a night and weekend operation to accommodate the working schedules of military personnel who were the primary clientele, and also to supplement the day instructional program at the college's Monterey campus. Classes were offered in six eight-week terms per year at the base, an intensive program schedule unavailable at MPC's main campus due to the lack of available classroom space. Course offerings included transfer level, general education, and career/vocational training.

In 1984, MPC's operation at Fort Ord was designated by the California Postsecondary Education Commission as a "grandparented" center in accordance with a provision of the 1984-85 state Budget Act. This provision allowed grandparented centers to become eligible for future state capital outlay funding.

In 1991-92, Fort Ord was identified for closure by the federal base realignment and closure commission. The closure of Fort Ord meant the relocation of over 30,000 military personnel and their dependents from the area, a major economic impact for the Monterey Peninsula, particularly the military base communities of Marina and Seaside. MPC experienced an enrollment loss of 23% due to the troops' relocation; however, the loss of 18,000 jobs due to base closure also meant residents needed retraining and refreshment of skills, a need that MPC could address.

The closure of Fort Ord also meant replacement facilities would be required and the District undertook an effort to secure a permanent site. In November 1992, the Board of Trustees authorized staff to apply to the U.S. Department of Education for the transfer of surplus real property at Fort Ord under a public benefit conveyance (PBC). The District submitted an application in January 1993 for several parcels of land to be used for a satellite center and a public safety training facility. The Department of Education approved the application in May, 1993 and

subsequently, in December 1993, the Department of the Army approved the property transfer as a public benefit conveyance at no cost.

The PBC property conveyance was delayed for several years due to regulatory, environmental, and unexploded ordnance clean up issues. In the meantime, MPC continued to offer courses at various locations on the former base. In Fall 2004, the Department of Education completed the Quitclaim Deed for the PBC parcels, and in January 2005, the Board of Trustees authorized the District to accept the public benefit conveyance of 25.16 acres of land in Marina and Seaside. Initial program and facility master planning was completed to guide development of the Marina and Seaside sites and the board adopted the Fort Ord Center Physical Master Plan in March 2006. MPC notified the Chancellor's Office of the property acquisition and requested approval to relocate the "grandparented" Fort Ord Center to the permanent location. The Board of Governors of the California Community Colleges approved the relocation of the District's Fort Ord Center in July 2006.

The District began development of the Marina and Seaside sites using funding from a local bond measure approved by Monterey Peninsula voters in 2002. The Marina property was planned as the location for basic skills and general education offerings, maintaining the original emphasis of the Center as an access point to higher education. While architectural planning of the permanent facilities took place, portable buildings were installed in 2007 at the Marina site, known as the Education Center at Marina. Courses were offered at the site beginning in spring semester 2008. Construction of the first phase facilities (10,113 assignable square feet) began in April 2010. The budget estimate for the first phase was \$11 million and construction was funded solely from local bond funds. The new facilities opened to students in fall semester 2011 and the additional space provided the opportunity to expand course offerings and services at the Educational Center at Marina.

The Seaside location was designated as the location for the District's public safety training programs. MPC has a long history of providing public safety training, being home to California's first fire academy as well as offering a POST (Peace Officers Standards and Training) certified police academy since 1992.

Portable buildings were purchased and installed in late 2006 to house offices for the public safety programs while the District undertook a complete renovation of the two existing military buildings on site for classroom and office use. In the interim, courses were offered at the adjacent Monterey College of Law facilities. Construction began in July 2008 on the \$7.5 million renovation project, using local bond funds. Renovation of the two buildings was finished in

2009 and the District's Seaside Public Safety Training Center has offered police, fire, and other public safety training courses since the fall 2009 semester.

Completion of the Seaside Public Safety Training Center (PSTC) represents the first phase of MPC's proposed regional public safety training facility that will meet the needs of the college service area and the central California coast region as well. With the support of local police chiefs, the Monterey County Sheriff's Department, local fire chiefs and other interested public safety stakeholders, MPC has spent twenty years planning for this regional training center. The District expects the transfer of additional property in the Parker Flats area of the former Fort Ord from the Fort Ord Reuse Authority in 2014 as an economic development conveyance at no cost. The transfer will include the MOUT (Military Operations on Urbanized Terrain), a specialized tactical training facility that includes a mock village. In the second phase of the plan, the District will construct demonstration facilities on the Parker Flats and MOUT facility parcels where hands-on training in the public safety programs can be provided. These facilities will include an Emergency Vehicle Operations Course (EVOC), a multi-story burn building and firing ranges. These demonstration facilities will enable the college to meet the basic training needs of students entering law enforcement, fire technology or emergency responder careers as well as provide a venue for the ongoing training needs of thousands of professionals already working in these fields. Currently, MPC lacks these particular facilities and training must be scheduled at various locations off-site. Often, MPC public safety students must travel long distances, sometimes outside the region, to access adequate facilities for this training. In 2009, the District submitted a Final Project Proposal (FPP) for phase II to request 50% funding support to construct these facilities. The FPP was approved by the Chancellor's Office and the District anticipates moving forward with phase II when state funds become available.

With the completion of the first phase facilities at both the Marina and Seaside sites and evidenced by growing enrollment, the MPC Fort Ord Center is fulfilling its role in the development and reuse of the former Fort Ord in spite of the economic downturn of the past several years. As stated in the Fort Ord Reuse Authority's (FORA) base reuse plan, "The centerpiece of the community at the former Fort Ord will be the education centers that have been integrated into the reuse of the former Fort Ord. Three major post-secondary institutions are participating in the reuse of the base. The CSUMB campus, the UC MBEST Center, and the Monterey Peninsula College District will all become significant catalysts to the economic development of the region."

The MPC Fort Ord Center represents a forty year endeavor by the District to provide educational services and programs to the military and adjacent communities. The closure of the base in 1994 started the process of change that has made the Fort Ord Center what it is

today, a gateway to higher education for the underserved communities of the northern area of the MPC's district and a training venue for public safety officer programs to meet local and regional needs. Over the past 20 years, the development of the Fort Ord Center has been a part of the District's strategic planning and consistently included as one of the institutional goals adopted by the Board of Trustees (Exhibit ____). As the Fort Ord Center continues to develop, the District's overall fiscal stability will be enhanced as participation rates increase in the north end of the District and students who begin their education at the Center move to the Monterey campus to complete their certificates and degrees.

Having acquired land and constructed permanent facilities with local resources to provide needed programs and services, and having achieved the requisite 500 FTES, the District is seeking Chancellor's Office approval of full education center status for the Fort Ord Center. This effort and application has the endorsement of the District's Governing Board (Exhibit ____) who has continually supported the development of the Fort Ord Center, beginning with authorization to seek surplus federal property for a permanent site at the base. Center status will ensure the Fort Ord Center will receive state capital outlay funding to support future phases of as well as be eligible for operational and apportionment funding separate from the main campus. With these resources, the Fort Ord Center will continue to provide educational opportunity to its surrounding communities and meet local and regional public safety training needs.

Physical Description

The Fort Ord Center is comprised of multiple pieces of properties that are designated for two purposes, a gateway/general education facility and a public safety training program. *(Insert maps or reference to Exhibit)*

The Fort Ord Center's gateway and general education facility, the Education Center at Marina, is a 22-acre site located in the City of Marina, 8 miles north of MPC's Monterey campus and 1.3 miles north of the California State University, Monterey Bay campus. The Marina center is approximately 1 mile off of Highway 1, at Third and 12th Street. The site fronts Imjin Parkway, a four lane road that connects to Highway 1 to the west and Reservation Road to the east. First phase permanent facilities were recently completed and opened fall semester 2011. Four buildings were constructed, offering 8 classrooms and labs, including a large multipurpose space suitable for athletic activities, musical performance, or a community room, administrative offices and study areas. Site improvements include two parking lots, offering ample parking for students and employees within close proximity to the classroom facilities. (Exhibit ___ - Site Plan)

The public safety training classroom facility, Seaside Public Safety Training Center (PSTC), is a 3.5-acre site located in the City of Seaside, 7 miles north of MPC's Monterey campus and 1 mile south of the California State University, Monterey Bay campus. The PSTC is about 1 mile away from Highway 1, at 2642 Colonel Durham Road. The facilities consist of 2 former military buildings renovated in 2008-09, providing six classrooms, a multipurpose room, a large physical fitness and agility training space, men's and women's locker room and shower facilities, equipment storage, and office space. Upper and lower parking lots provide parking for students and employees adjacent to each building. (Exhibit___ - Site Plan)

Future facilities planned as phase II of the PSTC will provide demonstration facilities for the skills training component of the public safety training programs. These facilities will be located on additional property (563 acres) on the former Fort Ord to be transferred to the District in 2014 from the Fort Ord Reuse Authority (FORA). The property includes 512 acres in the Parker Flats area of the former Fort Ord, with 229 acres designated for habitat reserve in accordance with FORA's Fort Ord Reuse Plan, and the 51-acre MOUT (Military Operations on Urbanized Terrain) facility, a special tactical training facility built by the U.S. Army.

The demonstration facilities to be constructed in phase II include an emergency vehicle operations course (EVO) and 4-story burn tower at the 226-acre site in the Parker Flats area, located 2 miles south of the PSTC. Also, firing ranges will be constructed at the MOUT (Military

Operations on Urbanized Terrain), located 4 miles southeast of the PSTC. (Exhibits ___ -- Site drawings)

Description of Service Area

Monterey Peninsula College is located on the Monterey Peninsula, which is on the central coast. MPC includes the campus in Monterey and the Fort Ord Center, consisting of an education center in Marina and the Public Safety Training Center in Seaside. MPC serves the communities of Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Sand City, and Seaside; in addition, the district extends south along the coast just beyond Big Sur. The MPC district is 665 square miles and represents 18% of the area of Monterey County. The district is bordered on the north and east by the Hartnell Community College District, and it is bordered on the south by the San Luis Obispo Community College District.

Population

The table below shows the population from the 2010 U.S. Census, population projections, housing units and occupancy, and population density for the incorporated cities and Census Designated Places (CDPs) on the Monterey Peninsula. The cities in the north part of the district—Marina, Seaside, and Sand City and the surrounding areas—comprise the service area of the Fort Ord Center. Marina and Seaside have higher population density, as measured by the number of persons per household, than do the other areas in the District's service area. Marina is the city in MPC's district with the greatest potential for growth in population and housing.

Table __: Population, Housing, and Occupancy

	Population		2010 Housing			
	2010 Census	2020 Projections	Housing Units	% Occupied	% Vacant	Persons per household
Fort Ord Center area						
Marina	19,718	23,464	7,200	95.1%	4.9%	2.75
Seaside	33,025	33,487	10,872	92.8%	7.2%	3.16
Sand City	334	1,358	145	88.3%	11.7%	2.27
Monterey campus area						
Carmel-By-The-Sea ¹	3,722	3,906	3,417	61.3%	38.7%	1.78
Carmel Valley Village ²	4,407	<i>not available</i>	2,156	87.9%	12.1%	2.32
Del Monte Forest (Pebble Beach) ^{1,2}	4,514	<i>not available</i>	2,811	68.5%	31.5%	2.17
Del Rey Oaks	1,624	2,237	741	94.6%	5.4%	2.32
Monterey	27,810	27,969	13,584	89.7%	10.3%	2.08
Pacific Grove	15,041	15,060	8,169	85.9%	14.1%	2.09

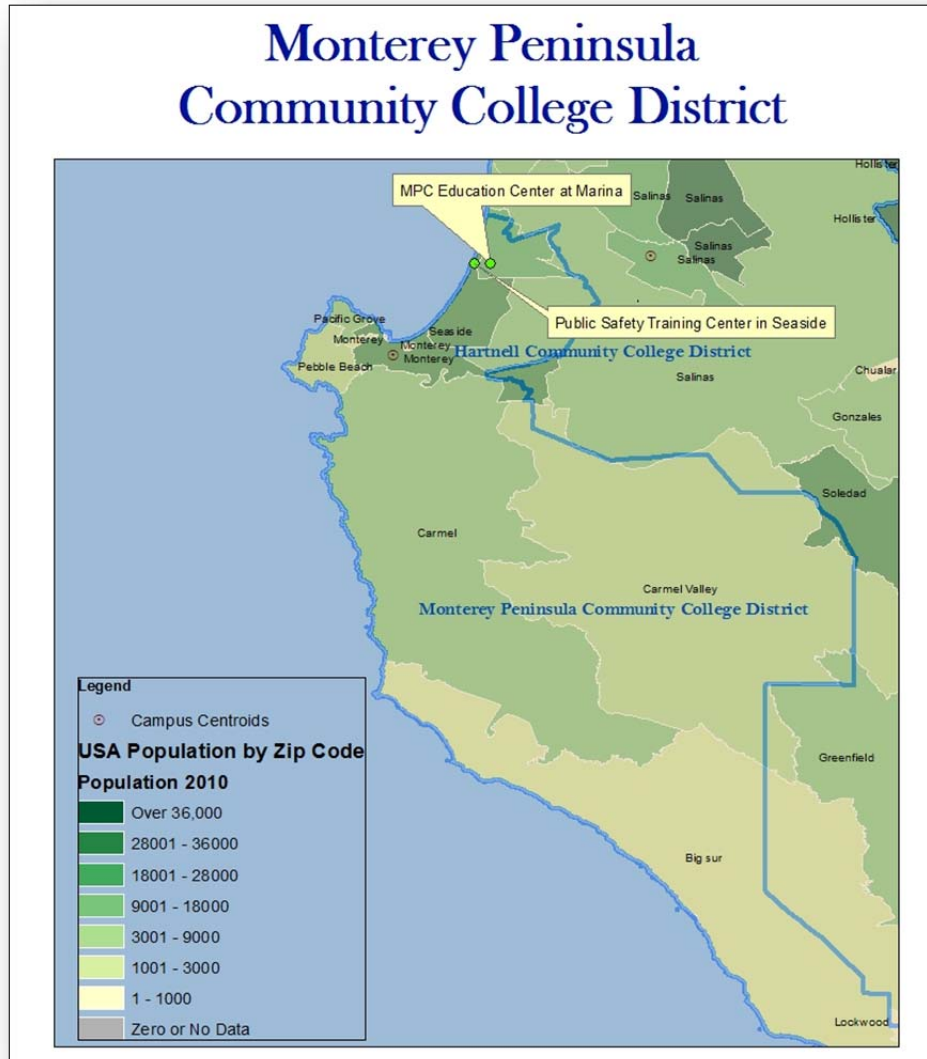
¹ Carmel-By-The-Sea and Del Monte Forest (Pebble Beach) both have low occupancy rates due to the prevalence of second homes and vacation homes in these areas.

² Population projections were available only for incorporated cities; neither Carmel Valley Village nor Del Monte Forest (Pebble Beach) are incorporated cities.

Source: Association of Monterey Bay Area Governments (AMBAG), U.S. Census Bureau, 2010 Demographic Profile Data (DP-1)

Population density is illustrated in Map ___.

Map___ - District Population Distribution



Income, Employment and the Labor Market on the Monterey Peninsula

The per capita income is considerably lower for Marina and Seaside (\$24,352 and \$21,961, respectively) than for Monterey (\$35,283) and Pacific Grove (\$41,598). The per capita income for Marina and Seaside is also lower than the statewide per capita income of \$29,188 (U.S. Census Bureau, State and County QuickFacts, January 31, 2012). In addition to the disparity in

income between the north and the south areas of the peninsula, there are also differential unemployment rates. Marina and Seaside (at 9.0% and 8.9%, respectively) have higher unemployment rates than the other cities on the Peninsula. Monterey and Pacific Grove, for example, are at 6.9% and 5.8%, respectively (California Employment Development Department, January 2012).

The major industries in Monterey County are tourism and agriculture; in addition, the military maintains a strong presence despite the closure of Fort Ord in 1994. On the Monterey Peninsula, the major employers are Community Hospital of the Monterey Peninsula (CHOMP), Naval Postgraduate School (NPS), Pebble Beach Company and Resorts, and the U.S. Defense Department. The presence of the former Fort Ord base has also resulted in opportunities for training of public safety (law enforcement and fire) professionals.

Statewide analyses of labor market data include the Monterey Peninsula as part of the Salinas Metropolitan Statistical Area (MSA). The Labor Market data for the Salinas MSA indicate that the jobs requiring an associate degree or bachelor's degree, with the most projected openings in the next few years, are teachers (elementary and secondary), nurses (RN's and LVN's), medical secretaries, and accountants (California Employment Development Department, Labor Market Information, Occupations with the Most Job Openings, 2008-2018).

Demographics of Monterey Peninsula

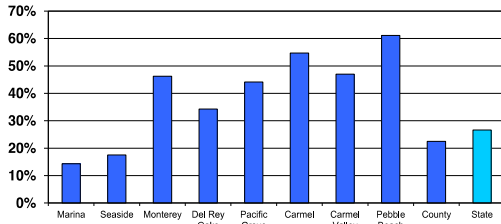
Overall, the population in the incorporated cities on the Monterey Peninsula is 50% white, 28% Hispanic or Latino, 10% Asian, 5% African American, 1% Native Hawaiian, and 4% "two or more races". Marina is the most ethnically diverse city in MPC's district; 64% of the residents are non-white. Specifically, 27% of Marina residents are Hispanic or Latino; 19% are Asian, and 7% are African-American; 3% are Native Hawaiian, and the remaining 7% non-white residents identify themselves as "Two or more races". The city of Seaside also has a high percentage of Hispanic/Latino residents (43% Hispanic/Latino) (U.S. Census Bureau, 2010).

On a related note, 39% of the residents age 5 and older in Marina speak a language other than English at home. In Seaside, 47% of the residents age 5 and older speak a language other than English at home (U.S. Census Bureau, 2010). At Marina High and Seaside High School, 16% and 20% of the students participate in English language development (ELD) programs (CA Department of Education, DataQuest).

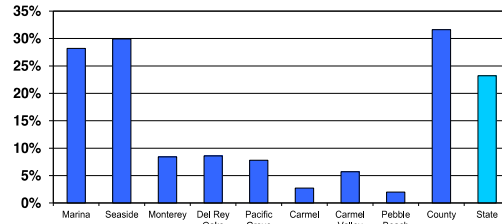
The demographics on the peninsula illustrate a contrast between two diverse populations—a predominantly older, educated, white population in the south, and a younger, more ethnically diverse, less educated populace in the north. In the cities of Carmel and Pebble Beach, for

instance, over 50% of the adult population has a baccalaureate or higher; this is twice as high as the figure for Monterey County. By contrast, fewer than 20% of the residents of Marina and Seaside have baccalaureate degrees. Even more alarming is that nearly 30% of adults in Marina and Seaside do not have a high school diploma (City-Data.com)

Educational Attainment - Community
Percentage of population w/ bachelor's or higher



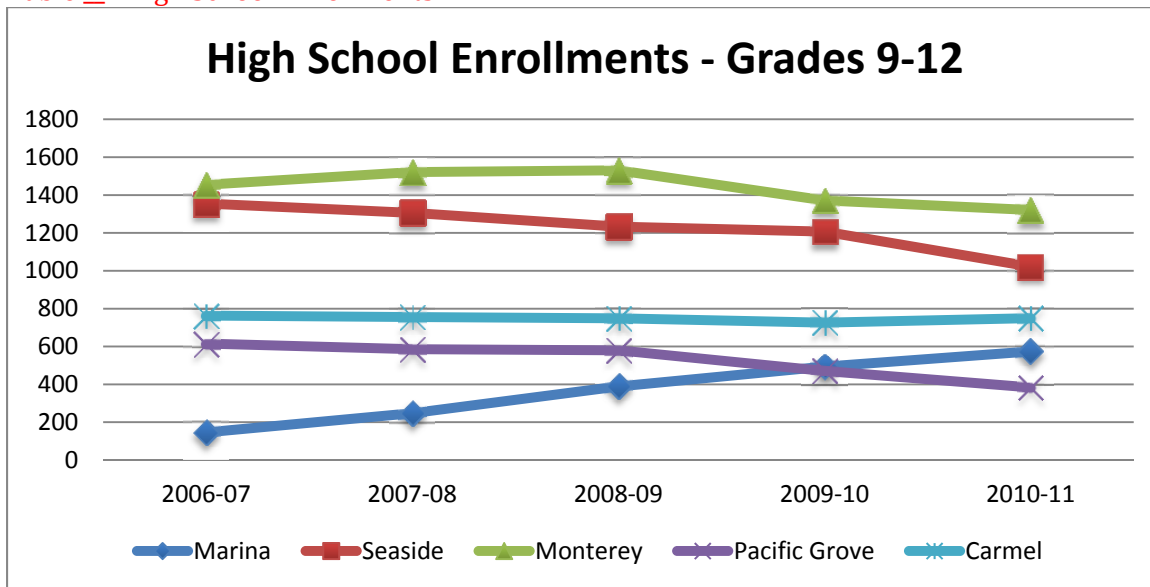
Educational Attainment – Community
Percentage of population w/o HS diploma



K-12 Trends

There are three unified school districts in MPC's service area: Monterey Peninsula Unified School District (MPUSD), Pacific Grove Unified School District (PGUSD), and Carmel Unified School District (CUSD). MPUSD has three high schools: Marina High School, Seaside High School, and Monterey High School. The two other districts have one high school each.

Table __: High School Enrollments



The graph, above, shows enrollment (grades 9-12) at each of the five public high schools in the district over the past five years. Enrollment at Marina High School has increased steadily; by contrast, enrollment in the other high schools has decreased or remained steady.

The number of high school graduates has consistently been fewer than 1,000 students per year. The table, below, shows the number of graduates in 2009-10, the percentage that graduated with UC/CSU required courses, and the percentage of graduates enrolled in postsecondary institutions. The data indicate that only 26% of the 196 graduates from Seaside High School completed the coursework required for admission to the CSU and UC systems, and only 50% of Seaside High graduates enrolled in postsecondary institutions after high school graduation. By contrast, 72% of graduates from Carmel High School met the coursework requirements for admission to the CSU and UC systems, and over three-fourths of graduates from Carmel High enrolled in a postsecondary institution after high school graduation (California Department of Education, DataQuest).

Table __: High School Graduates and Postsecondary Enrollment

High School	Grads in 2009-10	% with UC/CSU required courses	Postsecondary enrollment
Marina	82	41.5%	n/a
Seaside	196	26.0%	50.0%
Monterey	311	48.6%	55.8%
Pacific Grove	123	47.2%	65.3%
Carmel	166	71.7%	76.3%
<i>COUNTY</i>			66.2%
<i>STATE</i>			74.4%

Source: California Department of Education

Students graduating from Marina High School and Seaside High School are less prepared for immediate entry to a 4-year institution and are less likely to pursue postsecondary education. The Fort Ord Center, as a gateway center to higher education, serves an important role for these students.

Participation rates

According to U.S. Census 2010 figures, the population from Marina represents approximately 18% of the population on the Monterey Peninsula. In fall 2010, students from Marina represented only 11% of the student population at MPC. This suggests that MPC is underserving the population in Marina.

The District conducted an analysis of the adult participation rates at MPC for several of the incorporated cities in the service area. The participation rate was computed by dividing the

number of students residing in a particular zip code by the number of adults, (age 25 and older) in that zip code who do not have an associate degree or higher. For the purpose of this analysis, the District combined cities that share a zip code. The data in the table, below, indicate that Marina and Seaside have lower participation rates than cities in the south portion of the peninsula. The goal of the Fort Ord Center is to raise the participation rates in Marina and Seaside, in order to close the gap in educational attainment between the cities in the north and the cities in the south of the peninsula.

Table __: Adult Population and Participation Rates

	Adults in community	Est. % w/o AA/BA	Adults needing college	Fall 2010 Enroll	Adult participation rate 2010
Marina	14,945	77.95%	11,650	1,141	9.8%
Seaside/Sand City	24,377	77.09%	18,792	1,411	7.5%
Monterey/ Del Rey Oaks	24,884	47.18%	11,740	1,672	14.2%
Pacific Grove	12,562	46.75%	5,873	829	14.1%
Carmel-By-The-Sea	3,341	37.50%	1,253	164	13.1%

Enrollment Projections

The previous section described the need for an education facility in the north area of MPC's district. The need is driven by population growth in that area, high unemployment, and low levels of socioeconomic status and participation in higher education. This section focuses on the enrollment projections for the Fort Ord Center and describes the factors that will impact the enrollment projections: (a) population growth, (b) unemployment rates, and (c) participation rates.

Population Growth

As mentioned in the previous section, Marina is the city in MPC's district with the greatest potential for growth in population. Marina is expected to grow from a current population of 19,718 to 23,464 in the year 2020. Seaside is expected to increase slightly, from 33,025 to 33,487 residents. Sand City is expected to grow to 1,358 from the current population of 334. The combined increase for these cities is 5,232 residents, or a 9.9% increase.

Table __: 2010 Population and 2020 Population Projections

	Population 2010 Census	2020 Pop. Projections
Fort Ord Center area	53,077	58,309
Marina	19,718	23,464
Seaside	33,025	33,487
Sand City	334	1,358
Monterey campus area		
Carmel-By-The-Sea ¹	3,722	3,906
Carmel Valley Village ²	4,407	<i>not available</i>
Del Monte Forest (Pebble Beach) ^{1,2}	4,514	<i>not available</i>
Del Rey Oaks	1,624	2,237
Monterey	27,810	27,969
Pacific Grove	15,041	15,060

¹ Carmel-By-The-Sea and Del Monte Forest (Pebble Beach) both have low occupancy rates due to the prevalence of second homes and vacation homes in these areas.

² Population projections were available only for incorporated cities; neither Carmel Valley Village nor Del Monte Forest (Pebble Beach) are incorporated cities.

Source: Association of Monterey Bay Area Governments (AMBAG), U.S. Census Bureau, 2010 Demographic Profile Data (DP-1)

Unemployment Rates

The Fort Ord Center can help meet the job training needs of residents who are unemployed. In the previous section, it was noted that the most recent unemployment rates for Marina and Seaside (9.0% and 8.9%, respectively) are higher than the unemployment rates of other cities on the Monterey Peninsula. For example, the city of Monterey has an unemployment rate of 6.9%, and Pacific Grove has an unemployment rate of 5.8%. Thus, the Fort Ord Center also

provides an opportunity to enroll residents in the north portion of the district who are currently unemployed.

Participation Rates

The table, below, shows the participation rates that were discussed in the previous section. The “Fort Ord area” includes the cities of Marina, Seaside and Sand City. As noted earlier, the cities of Marina, Seaside, and Sand City have lower participation rates. The District’s plan with the Fort Ord Center is to raise the participation rates of Marina and Seaside/Sand City to approach those of the cities in the south portion of the peninsula. If this were to occur, then the enrollment at the Fort Ord Center would be significantly higher. The column “Potential enroll” at the far right shows the potential headcount that could have been achieved during the fall 2010 semester if the participation rates in Marina and Seaside had reached those of the cities in the south part of the peninsula. In the case of the city of Marina, the potential enrollment is 490 additional students or 43% higher than the actual fall 2010 enrollment; in the case of Seaside/Sand City, the potential enrollment is 1,220 additional students or 86% higher! This suggests that there is tremendous potential for enrollment growth from the cities in the north portion of the district.

Table __: Adult Population, Educational Attainment, and Potential Enrollment

	Adults in community	Est. % w/o AA/BA	Adults needing college	Fall 2010 Enroll	Adult participation rate 2010	Potential enroll
Fort Ord area	39,322	77.42%	30,442	2,552	8.4%	4,262
Marina	14,945	77.95%	11,650	1,141	9.8%	1631
Seaside/Sand City	24,377	77.09%	18,792	1,411	7.5%	2631
Monterey campus area						
Monterey/ Del Rey						
Oaks	24,884	47.18%	11,740	1,672	14.2%	
Pacific Grove	12,562	46.75%	5,873	829	14.1%	
Carmel-By-The-Sea	3,341	37.50%	1,253	164	13.1%	

Note: The table only includes the incorporated cities in the district’s service area as level of educational attainment is not available for the unincorporated areas.

Enrollment Trends and Projections

The table, below, shows headcount, Weekly Student Contact Hours (WSCH), and Full-Time Equivalent Students (FTES) from the years 2006-07 through 2019-20, reflecting the Chancellor's Office projections. This table shows what enrollments, FTES, and WSCH could be expected to occur if the District maintains the existing course pattern and engages in no additional efforts to meet the needs of Marina and Seaside residents. The figures indicate very slow growth in our area.

Table : Enrollment Projections, based on low growth assumption

Year	WSCH				FTES				
	Center	% of District	District	% increase	Center	% increase	% of District	District	% increase
2006-07	0	0.0%	113,500	n/a	516.26	n/a	6.2%	8,379.83	n/a
2007-08	10,473	9.2%	113,834	0.3%	220.83	-57.2%	2.7%	8,277.06	-1.8%
2008-09	10,754	9.2%	116,389	2.2%	307.60	39.3%	3.6%	8,535.66	3.8%
2009-10	9,994	9.3%	107,577	-7.6%	402.21	30.8%	5.1%	7,888.00	-7.6%
2010-11	9,641	9.4%	103,112	-4.2%	555.51	38.1%	7.2%	7,681.79	-2.6%
2011-12	9,155	9.4%	97,285	-5.7%	500.00	-10.0%	7.0%	7,094.80	-7.6%
2012-13	9,273	9.5%	97,820	0.5%	499.12	-0.2%	7.0%	7,130.27	0.5%
2013-14	9,403	9.6%	98,357	0.5%	501.61	0.5%	7.0%	7,165.93	0.5%
2014-15	9,455	9.6%	98,897	0.5%	504.12	0.5%	7.0%	7,201.75	0.5%
2015-16	9,506	9.6%	99,439	0.5%	506.64	0.5%	7.0%	7,237.76	0.5%
2016-17	9,559	9.6%	99,985	0.5%	509.18	0.5%	7.0%	7,273.95	0.5%
2017-18	9,611	9.5%	101,534	0.5%	511.72	0.5%	7.0%	7,310.32	0.5%
2018-19	9,663	9.6%	101,086	0.5%	514.28	0.5%	7.0%	7,346.87	0.5%
2019-20	9,712	9.6%	101,641	0.5%	539.99	0.5%	7.0%	7,714.21	0.5%

By contrast, the table below shows the enrollment projected to occur if the District expands its efforts to meet the needs of Marina and Seaside residents. The table below is based on historical actual enrollments at the Fort Ord Center.

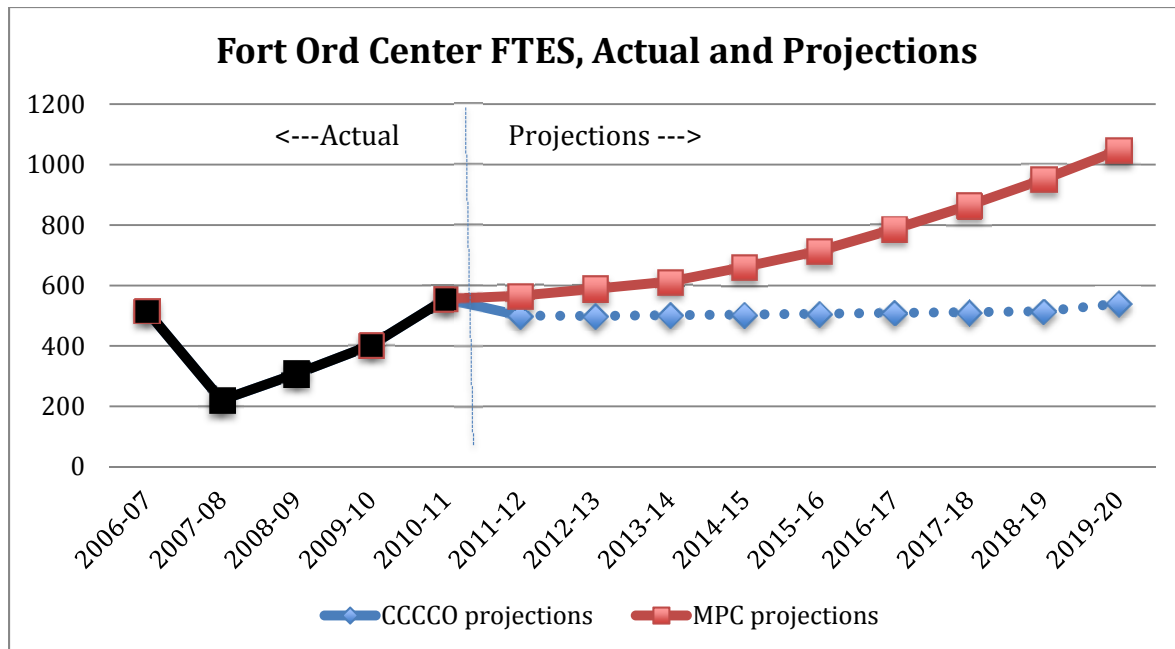
Table : Enrollment Projections, based on actual historical enrollments

	Year	WSCH		FTES				
		District Total	% increase	FTES @ Center	% increase	% of District	District Total	% increase
Fort Ord area Population = 53,077	2006-07	113,500	n/a	516.26	n/a	6.2%	8,379.83	n/a
	2007-08	113,834	0.3%	220.83	-57.2%	2.7%	8,277.06	-1.8%
	2008-09	116,389	2.2%	307.60	39.3%	3.6%	8,535.66	3.8%
	2009-10	107,577	-7.6%	402.21	30.8%	4.4%	7,888.00	-7.6%
	2010-11	103,112	-4.2%	555.51	38.1%	7.2%	7,681.79	-2.6%
	2011-12	97,285	-5.7%	566.62	2.0%	8.0%	7,094.80	-7.6%
	2012-13	97,820	0.5%	589.29	4.0%	8.3%	7,130.27	0.5%
	2013-14	98,357	0.5%	612.86	4.0%	8.6%	7,165.93	0.5%
	2014-15	98,897	0.5%	661.88	8.0%	9.2%	7,201.75	0.5%
	2015-16	99,439	0.5%	714.84	8.0%	9.9%	7,237.76	0.5%
Fort Ord area Population = 58,309	2016-17	99,985	0.5%	786.32	10.0%	10.8%	7,273.95	0.5%
	2017-18	101,534	0.5%	864.95	10.0%	11.8%	7,310.32	0.5%
	2018-19	101,086	0.5%	951.45	10.0%	12.9%	7,346.87	0.5%
	2019-20	101,641	0.5%	1,046.59	10.0%	14.2%	7,383.61	0.5%

Note: The drop in FTES at the Center in 2007-08 is due to the discontinuation of non-credit physical fitness offerings for older adults.

According to the tables, above, the total district FTES and WSCH have both decreased in recent years; however, the FTES generated solely from the Fort Ord Center has increased substantially. Both tables above indicate a decrease in the anticipated district FTES and district WSCH in the current 2011-12 year to reflect the state's workload reduction measures. The District does expect district FTES and district WSCH to increase in 2012-13 and to continue to increase in accordance with the Chancellor's Office long range enrollment forecast. However, these increases will be constrained, primarily due to fiscal conditions at the state level.

Though growth at the district level is modest, the data indicates a significantly faster rate of growth at the Fort Ord Center. The graph below illustrates actual and projected FTES for the Fort Ord Center reported in the two tables, above.



The black solid line and data points reflect the actual historical FTES at the Fort Ord Center. The blue dashed line illustrates the projected FTES based on the Chancellor's Office model; this model proposes very modest growth. By contrast, the red solid line reflects locally-derived FTES projections. These locally-derived projections are based on the high rate of growth at the Fort Ord Center that has already been realized the past few years. The District examined the relationships among the unduplicated headcount, the total course enrollments, and the FTES at the Fort Ord Center. The District then augmented the projections based on the "potential" enrollment that could be realized if participation rates were increased. As noted earlier, MPC could potentially have an additional 1,710 students from Marina and Seaside/Sand City by raising the participation rates to that of the city of Monterey.

In addition to increased participation rates, the District's projections are based on population and housing growth in the vicinity of the Fort Ord Center, as well as CA Department of Finance indicators that point to an improving economy around 2014. Several housing developments are planned in the Marina and Seaside areas as part of the redevelopment plan of the former Fort Ord and residential population growth is expected. Although the recent economic recession has delayed these projects, the Fort Ord Reuse Authority projects over 4,000 housing units will be constructed by 2022, with 2,287 units to be built in proximity to the Education Center at Marina.

In the line graph, above, the District superimposed trend lines, based on both the CCCC projections and the locally-derived projections. The equations and the relevant statistics for

the trend lines were then examined to determine which trend line best fits the actual historical FTES and the projected FTES. Several trend lines based on the locally-derived FTES projections demonstrate a good fit with the actual historical data. By contrast, the trend lines based on CCCCCO FTES projections show a poor fit with the actual historical data at the Fort Ord Center.

MPC's facilities at Fort Ord have been planned to meet the education and training needs of the communities of Marina and Seaside and the surrounding area. Without these facilities, a number of area residents might never attend a postsecondary institution. The next section presents several alternatives to the Fort Ord Center and posits that the Fort Ord Center is the most viable option that best meets the needs of residents in the north portion of the district.

Alternatives to the Fort Ord Center

The District considered the feasibility and effectiveness of four alternatives to the Fort Ord Center as part of its analysis of the need for a full educational center. The alternatives evaluated are:

- expansion of existing institutions within the central coast region;
- increased use of existing space
- use of non-traditional modes of instructional delivery; and
- shared use of facilities and programs with other institutions.

Expansion of Existing Institutions within the Region

The main focus of the Fort Ord Center is to serve as a gateway to higher education for the residents of the northern part of the District, including the cities of Marina and Seaside, and provide a training venue for public safety training programs to meet local and regional needs. The Monterey campus is built out and cannot expand to accommodate the special purpose facilities needed by these groups.

Neighboring community colleges such as Cabrillo College or Hartnell College are over capacity in terms of utilization according to the Chancellor's Office Space Utilization Report (November 1, 2010) and are unable to accommodate the District's northern residents.

Distance and limited transportation routes also restrict access to these colleges. Cabrillo College is located 32 miles from the Fort Ord Center and Cabrillo's nearest site, the Watsonville Center, is 21 miles away. State Highway 1 is the main north-south roadway connecting the cities of the Monterey Peninsula with the Santa Cruz area. Between the Peninsula cities and Santa Cruz, Highway 1 is largely a rural 2-lane highway through an agricultural area. The commute ranges between 30-45 minutes under normal conditions; however, traffic congestion and heavy truck traffic on Highway 1 can add to the commuting time. Although the physical distance between Hartnell College and the Fort Ord Center is about 17 miles, a longstanding cultural and economic divide exists between the coastal communities on the Peninsula and the Salinas Valley. This division acts as a barrier that magnifies the geographic separation between these two regions. East-west roads connecting the communities of Marina and Seaside to the Salinas Valley are also heavily impacted by commuter and commercial truck traffic, further hindering mobility and access.

Increased Use of Existing Space

A primary objective of the Fort Ord Center is to more effectively serve the northern area of the District, including the cities of Marina and Seaside. As described in the previous sections regarding income, population demographics, and enrollment, there is a socioeconomic split between the northern and southern areas of the District. Nearly 30% of the adults in Marina and Seaside area do not have a high school diploma and the current participation rate for these communities is lower than the southern cities. In the past few years, we have expanded course offerings in basic educational skills at the Monterey campus in accordance with statewide priorities and to better serve the remediation needs of the District's service area, including Marina and Seaside. The classrooms on the Monterey campus dedicated to basic skills English and math reflect high usage; from fall 2008 to fall 2010, basic skills English classrooms were used an average of 75% of the time during the week and basic skills math classrooms, 86%. Although there is some excess capacity at the Monterey campus, we believe increased utilization of the existing space will not meet the needs of the northern communities as their participation rates still lag behind the southern service area.

The Fort Ord Center has been planned to address this gap with the gateway site located in Marina to provide easy access to residents. Small scale facilities at the Marina site offer a more personal, less intimidating environment to first generation college students than the larger Monterey campus. Enrollment has steadily increased at the Marina site since spring 2007 when classes were first offered there, demonstrating the interest of Marina and Seaside residents in college offerings.

The District's public safety training programs also cannot be accommodated in the existing space on the Monterey campus. Training academies for peace officers, firefighters, and park rangers require dedicated classrooms and the Monterey campus does not have classroom space available that can be scheduled to meet the daily time requirements of the academies. The District also currently lacks the specialized facilities for skills training in firearms, emergency vehicle operations, and scenarios simulating conditions that would be encountered on the job. The Fort Ord Center includes a classroom facility located in Seaside for the training academies and additional property where demonstration facilities for skills training are planned for construction.

Use of Nontraditional Modes of Instructional Delivery

The District has had a long history of providing instruction through non-traditional modes, including computer assisted instruction, correspondence, and on demand video broadcast. In 2000, the District initiated development of its online program and the first courses were offered

in 2002-03. Since then, the online program has expanded to over 66 courses with all academic divisions included, except the School of Nursing. In thirty-four programs of study at the District, over 50% of the general education requirements for the associate degree can be accomplished online.

The table below shows the FTES figures for the District and the FTES generated for online courses. The FTES generated by online education offerings has increased steadily in the past 10 years.

Table __ - Comparison of District and Distance Education FTES

Year	District FTES	FTES from Online Courses	%FTES from Online Courses
2001-02	7799.73	0	0%
2002-03	8080.12	17.44	0.22%
2003-04	7920.79	27.37	0.35%
2004-05	7225.69	52.83	0.73%
2005-06	6713.25	103.48	1.54%
2006-07	7651.58	184.69	2.41%
2007-08	8096.78	222.88	2.75%
2008-09	7915.16	255.89	3.23%
2009-10	7438.68	337.00	4.53%
2010-11	6836.19	447.60	6.55%

Source: Chancellor's Office Data Mart (FTES figures are not the same as reported on the District's 320 Report as a different methodology is used.)

While the District's distance education program is growing, online instruction is not the best method for providing access to higher education for the communities within the Center's service area. As indicated earlier, the socioeconomic data for the northern area describes a population that is racially and ethnically diverse, low income and has low educational attainment.

The populace in the north portion of the district lives in the vicinity of the Education Center at Marina in the cities of Marina, Seaside, and Sand City. Over 25% of the adults in these communities do not have a high school diploma, and less than 20% have baccalaureate degrees. The Education Center at Marina also draws residents from the nearby cities of Castroville and Salinas. An astounding 44% of Salinas adults and 60% of Castroville adults do not have a high school diploma. These statistics indicate that students living in the vicinity of the Education Center at Marina have high remediation needs and are more likely to be enrolled in basic skills courses.

As shown in the table below, successful course completion rates for basic skills courses are lower than those for degree applicable or transferable courses.

Successful Course Completion Rates (Need date and source)

Basic skills	Degree applicable	Transferable
65%	70%	68%

The lower successful course completion rate for basic skills courses is even more pronounced for internet-based distance education courses. Basic skills students are better served in on-ground courses where they have regular face-to-face contact with their instructors and other students and have easier access to support services.

Successful Course Completion Rates for Distance Education (Need date and source)

Basic skills	Degree applicable	Transferable
42%	61%	62%

Shared Use of Facilities and Programs

During the past decades, MPC has collaborated with several institutions for joint use of facilities. The District was a founding member of the Higher Education Learning Partners Consortium along with California State University, Monterey Bay (CSUMB) which developed a degree partnership program where MPC students were guaranteed admission to CSUMB after completing their lower division requirements at MPC. Currently, articulation agreements exist between MPC and CSUMB for several programs of study where MPC courses are accepted for transfer credit. In the past, the District also offered remedial math courses at CSUMB open to both CSUMB and MPC students. Due to a change by CSUMB from classroom instruction to a computer assisted format for remedial math, this collaboration ended. However, the District continues to partner with CSUMB in other programs, such as computer networking and nursing. Regarding the B.S. in Nursing partnership, students complete their clinical requirements at MPC and their upper division coursework at CSUMB. Beyond these partnership efforts, expanded use of CSUMB facilities for MPC programs is not a viable alternative to the Fort Ord Center. CSUMB is a developing university and sufficient instructional space is not available on campus to support shared use of facilities.

The District has also partnered with the Monterey College of Law (MCL) which is located adjacent to the MPC Public Safety Training Center site in Seaside. MPC offered a few law enforcement courses at MCL, and MPC students have access to the College of Law's legal library. However, the College of Law lacks sufficient space to meet the ongoing need for dedicated classrooms and faculty and staff offices for MPC's public safety training programs. Also, the cost for renting space, technology access issues, lack of space for physical training, and insufficient parking were additional obstacles to regular use of the College of Law facilities.

MPC has a long history of offering courses at other facilities in the community, including Seaside and Marina High Schools and the Oldemeyer Center, a community center owned by the City of Seaside. Some of these facilities continue to be used by the District for a few courses in the performing arts, English as a Second Language, and older adult programs. However, scheduling challenges and technology issues preclude wider use of these facilities as an alternative to the District's Fort Ord Center.

Academic Planning and Program Justification

Introduction

The Education Center is comprised of two primary sites: the Education Center at Marina, and the Public Safety Training Center (PSTC) in Seaside. The Mission of the Education Center at Marina is to serve as a gateway center by providing students access to initial basic skills and general education courses, as well as discreet skills training opportunities. The gateway concept for MPC means students starting their MPC education in Marina can then complete certificates and degrees on the Monterey campus. The Mission of the PSTC is to provide public safety training programs in both fire and law enforcement, as well as a variety of re-certification training courses for public safety personnel in fire training and technology, law enforcement and Emergency Medical Technician (EMT) training. The PSTC also serves as a training venue for a variety of local and regional public safety agencies. Both sites meet the Chancellor's Office priorities for community colleges to provide basic skills, Career/Technical Education (CTE), and transfer education.

The purpose of offering education and training opportunities at these sites is to provide greater access to constituents in the northern part of MPC's service area. Due to the much greater ethnic diversity in this part of our district, staff assigned 100% to the Education Center in Marina are bilingual in Spanish. In addition, several student services staff members who offer services in Marina on a rotational schedule are also bilingual in Spanish. The Marina Center is a neighborhood center within easy reach of the surrounding communities. Students can feel more comfortable accessing and taking classes here. According to the college's annual Accountability Reporting for Community Colleges (ARCC) report, in the past two years the district's persistence numbers have increased. The college believes that this may be in part due to the opening of new facilities in the north part of the district. The first year experience is critical for new students. The Marina Education Center provides these students with an opportunity to succeed in their immediate community.

Curriculum for the Education Center at Marina

In addition to what the demographics of the area tell us about the educational needs of the college's constituents in Marina and Seaside, results of community surveys conducted in Marina and Seaside in 2005 and 2008 also contributed to initial instructional program planning at the Education Center at Marina. In 2005, highest interest for General Education courses was in World Languages and Arts and Humanities; for Occupational Education, highest interest was in Computer Software Applications; and there was also high interest in Physical Fitness courses.

The 2008 survey specified possible course offerings for the Education Center given the temporary facility's capabilities at the time, and results were a little more specific. Top General Education courses of interest were Art and Spanish; the top Occupational Education courses were again Computer Software Applications; and Physical Fitness courses were also high on the list.

Facilities capabilities contributed in part to the academic program planning at the Education Center. From 2006 through fall semester 2008, three portable classrooms plus restrooms and office portables comprised the temporary site. In spring 2009 a fourth classroom portable was added to the temporary site. With completion of the first phase of the permanent facility in fall 2011, eight classrooms are now in operation including one with running water and one multi-purpose room which is double the size of regular classrooms. These classrooms now allow for additional academic programming that was not possible previously, including anatomy/physiology and fitness and dance classes.

Planning for the Education Center's development continues and has been integral in the development of MPC's 2012-2017 Education Master Plan (Exhibit ____). The Fort Ord Education Center is one of seven strategic initiatives included in the plan. Currently, future plans for the site include further development and expansion of basic skills course offerings and instructional support for those offerings. Addition of classes in Child Development as well as in Business and Technology could enable students to complete most or all of some CTE certificates in Marina. As the economy improves and further development of the entire former Fort Ord area continues, we will continue to review our Education Center offerings and will conduct additional community surveys and Education Center student surveys.

Business and Technology

Computer software applications are offered via open entry/open exit as well as regularly scheduled classroom training. Business Skills curriculum ranges from basic keyboarding through more advanced training in Excel and PowerPoint, all offered in a self-paced hands-on computer lab. Computer Science and Information Systems (CSIS) offers the Introduction to Computer Science and Information Systems and Beginning Programming, also in a hands-on computer lab. Future offerings include Advanced Programming, and MS Office Applications. A partnership with neighboring Marina High School is in development to offer networking instruction through our respective CSIS departments.

Introduction to Business, Introduction to Business Ownership/Management, and Financial Accounting have been mainstays of the Business department's offerings to date. Business Mathematics and Money Management and Investing have also been offered several times.

Certificates of Training in two levels of Office Worker could be offered in their entirety with the addition of a few classes and more coordinated scheduling.

Counseling

Personal Development 50, "Making College Count" is now offered every term, including summer, and is a General Education course and transferable. With future development and expansion of basic skills instruction in Marina, other Personal Development courses such as PERS 200, "Orientation to College" and PERS 210, "Becoming a Successful Student" are likely additions to the Marina class schedule. PERS 200 and 210 are particularly appropriate for students from the surrounding communities with less education and lower socio-economic status as described previously in this document.

Creative Arts

Lecture courses are the primary options in Creative Arts due to facilities limitations. Film Appreciation and Music Appreciation have been very successful offerings and one or both are now offered every term including summer. Introduction to the Arts is a survey course for non-majors and is offered for the first time in Marina in spring 2012. The addition of Theatre Appreciation and additional sections of art history in fall 2012 will complement and offer variety to Education Center students. All three "appreciation" courses as well as Introduction to the Arts are General Education courses and transferable. Beginning and intermediate guitar have been regular and very popular offerings in Marina as well as Beginning Photography, a lecture course with no lab component.

Humanities

Several levels of English are regularly scheduled at the Education Center, including Introduction to Academic Writing and Intermediate Academic Writing. These are supported by weekly hours of English and Study Skills Center (ESSC) staff on site. Introduction to Academic Reading is planned for 2012-13 with instructional support from Reading Center faculty and staff. These introductory level courses and the instructional support provided by the ESSC are essential to the retention and success of our Education Center students. In addition, transferable English Composition has been offered at least once/year, and English Composition and Critical Thinking will be offered for the first time this summer to meet demand from neighboring CSU Monterey Bay which is reducing its summer offerings and reducing its enrollments next year.

English as a Second Language (ENSL) classes, offered in a combined credit/non-credit format, are mainstays of Marina's evening class offerings. Recent changes to the entire ENSL curriculum will go into effect in fall 2012, and courses will be scheduled sequentially from term

to term in Marina to enable students to plan their schedules further ahead than one semester at a time. The ENSL placement test will also be given on site at the Education Center in Marina for the first time in fall 2012 so students will not have to travel to the Monterey campus for this assessment. ENSL and related instructional support is critical for our constituents in the northern part of our district as our demographics (described earlier) state. Bridging the introductory levels of ENSL in Marina to the higher levels of ENSL offered on the Monterey campus will be essential in supporting the gateway mission of the Education Center.

Elementary Spanish I and Basic Conversational Spanish I have garnered high interest in Marina which corroborates community survey results mentioned earlier. Elementary American Sign Language, offered for the first time in summer 2011, will be offered again in summer 2012 and at least once/year thereafter since it is a very popular language course at MPC.

Other Humanities classes regularly scheduled in Marina are General Education courses and transferable, and include three levels of Speech Communication, Philosophy 6 (Introduction to Logic) and Humanities 10 (Exploration of Values in Living).

Life Science and Physical Science

Introductory Geology, lecture and lab, was the only science lab course offered until the opening of the permanent Education Center facility in fall 2011 due to facilities limitations. This will continue to be our anchor offering in the sciences in Marina. The addition of Basic Human Anatomy and Physiology (which also includes a lab) since fall 2011, gives students a science alternative to Geology, is in high demand, and is particularly appropriate for majors in Medical Assisting, Psychology, other paramedical and health occupations, and for Liberal Arts students. Both science courses will continue to be offered every term including summers. Introductory Oceanography is another physical science course to be included for future consideration.

Medical Assisting is a Career/Technical program in the Life Science division which offers Introduction to Health Careers and Medical Terminology once or twice each year in Marina. These courses can serve to introduce students to Medical Assisting as well as other health-related studies. Nutrition is a General Education and transferable course offered every semester in Marina as well.

Math

Pre-algebra and Beginning Algebra have been offered once or twice per year to date. Both of these basic skills level courses will soon see a critical mass that warrants additional sections offered each term in Marina. The Math Learning Center has offered a few hours per week of

instructional support on the Marina campus; this critical support will need to be expanded incrementally with additional math offerings. Again, the demographics in the northern portion of MPC's district indicate that such basic skills academic programming is essential at the Education Center in Marina. In addition to the basic skills courses, Intermediate Algebra, Statistics and Pre-Calculus are regularly offered.

Physical Education and Dance

With the opening of the first phase of the permanent Education Center facility, MPC has finally been able to address the community's strong desire for fitness and dance instruction. Both community surveys showed a resounding response for classes in these areas. Yoga, aerobic fitness, and a variety of dance classes have been offered mornings and evenings in the multi-purpose room which was designed specifically for these types of classes.

Social Science

The Social Science division has offered General Education and transferable courses in numerous disciplines with a gradually increasing number of offerings over time to meet the growing enrollment demands in Marina. Economics, Ethnic Studies, Geography, History, Political Science, Psychology, Sociology, and Women's Studies all offer courses every semester at the Education Center, and most offer at least one course every summer. Anthropology offers at least one course per year in Marina as well.

In Career/Technical Education, Child Development and Administration of Justice have both offered classes at the Education Center. Child Development offers three to five courses every semester plus at least one course every summer. With the exception of the lab courses and a few of the electives, all of the courses required for the Certificate of Achievement have been offered in Marina over the past few years; therefore, this is the most likely CTE Certificate program to meet the demands, demographics, and job opportunities of students attending the Education Center in Marina. Labor market data consistently shows Early Childhood Education as one of the high demand job growth fields. Administration of Justice recently began offering one course per semester in Marina on a trial basis; this program would be very well suited for the Public Safety Training Center in Seaside once adequate administrative support is in place at that site.

Instructional Support at the Education Center at Marina

Because of the educational attainment levels of our constituents in the northern segments of our District which have been documented previously in this report, instructional support must be delivered hand-in-hand with instructional offerings at the Education Center. In addition to

the English and Study Skills Center (ESSC) and Math Learning Center (MLC) which have already established service hours every semester in Marina, the Reading Center will implement support when basic skills reading courses are offered beginning in 2012-13. The ESSC and Reading Center offer drop-in assistance as well as lab courses which are co-requisites to introductory reading and writing courses. All of these critical instructional support services will continually evaluate their schedules and revise according to growing student demand for assistance. MPC's Basic Skills committee is discussing strategies for improving instructional support in math, writing, and reading skills at the Education Center. MPC's library staff have also implemented a variety of services to support student learning in Marina such as reference and reserve materials and inter-library loan services. Upon request, librarians provide information sessions during classes to teach students basic research skills; these sessions can be general in nature or tailored to specific class research assignments.

Curriculum for the Public Safety Training Center

Because of its more focused mission on providing public safety training, the PSTC's curriculum has been limited to fire, police and most recently Emergency Medical Technician (EMT) training. The Fire Academy is an intensive 22-week program that fully prepares recruits for jobs in the fire service. Fire Protection Technology offers a 24-unit Certificate of Achievement which is also entirely applicable to an Associate in Science degree. MPC's Police Academy is provided in partnership with the South Bay Regional Public Safety Training Consortium. The 960-hour Basic Academy is certified by the Commission on Peace Officer Standards and Training (POST). EMT 1: Basic Training is designed to meet the State of California requirements for certification of EMT-1 (Ambulance) personnel. EMT enrollments have been at capacity, and fire and police enrollments are expected to ramp up as the economy improves and jobs become available. Since spring 2011, 114 EMT Certificates of Training have been awarded.

Another important aspect of the curriculum at the PSTC in Seaside is the provision of ongoing training for law enforcement officers. All sworn officers in the state of California are required to have regular training to maintain their perishable skills. Budget reductions due to the recent economic recession have forced departments to postpone hiring new officers or lay off personnel, which has reduced the need for this training. However, with the economy improving, the District anticipates there will be a significant increase in the number of hours of perishable skills training conducted at the PSTC.

MPC's sole full-time Administration of Justice (ADMJ) faculty member retired in spring 2011 and has not been replaced due to the severe budgetary constraints currently faced by all community colleges. ADMJ is primarily an evening and online program with courses all taught by adjunct faculty. Moving the evening classes from the Monterey campus to the PSTC in

Seaside would position MPC to create a stronger gateway for those students enrolled in the police and fire academies who wish to pursue ADMJ certificates of training and achievement as well as associates degrees.

The scope of public safety training will expand in the future to include the MOUT (Military Operations on Urbanized Terrain) and Parker Flats when those facilities are operational. The MOUT facility is a highly specialized venue designed for urban warfare training with firing ranges planned nearby. Parker Flats will include a fire tower and EVOC (Emergency Vehicle Operations Course) training so MPC's Fire Academy students will no longer need to travel to other sites for these portions of their training. All of these specialized training sites will be planned for use by MPC's own public safety training programs as well as for outside (local, regional and statewide) training organizations.

Academic/Occupational Organization

MPC's Dean of Instruction, who reports to the Vice President of Academic Affairs, has administrative oversight of both the Education Center at Marina and the Public Safety Training Center in Seaside. Each site has dedicated staff as well as rotating staff offering a variety of instructional and other services as described below.

Education Center at Marina Staffing

Plans are underway to assign a full-time faculty member or counselor to the Education Center in Marina beginning in fall 2012. This assignment will include some teaching/counseling load in addition to providing day-to-day site coordination and will report to the Dean of Instruction. Two administrative staff (one full-time daytime, one part-time evenings) are dedicated exclusively to the Education Center in Marina. They both report directly to the Dean of Instruction and, as mentioned previously, are both bilingual in Spanish as required by their positions. Classroom instruction is offered by a combination of adjunct faculty and full-time faculty teaching part of their load in Marina. Four student services staff (a counselor, assessment coordinator, veterans' services coordinator, and a re-entry and cultural resource center representative) all have part of their permanent assignments at the Education Center at Marina. In addition, staff from Student Financial Services, the Career/Transfer Resource Center, Admissions and Records, Health Services, and Extended Opportunity Program and Services (EOPS) rotate from the Monterey campus to the Education Center throughout each semester. MPC's bookstore provides on-site staffing and sales to students during the first week of each semester for the convenience of our Education Center students.

The college's Information Technology department serves both the Marina and Seaside sites as part of its college-wide responsibilities. Both sites have campus standard smart classrooms equipped with instructors' podiums with desktop computers with Internet access, and built-in CD, DVD, and VHS capabilities, document cameras, and projection equipment. Additionally, the college's Facilities and Security departments provide regularly-scheduled custodial, maintenance, and security staffing to both sites.

Public Safety Training Center Staffing

MPC's full-time Fire Academy Coordinator and full-time administrative assistant are both assigned 100% to the PSTC in Seaside. These two positions are entirely responsible for all aspects of the Fire Academy and Fire Protection Technology programs. For law enforcement training, MPC is one of eight community colleges participating in the South Bay Regional Public Safety Training Consortium. South Bay operates as a Joint Powers Agency and delivers public safety training through contracts with each partnering college in the consortium. Due to MPC's membership in the South Bay Regional Public Safety Training Consortium, police academy training and law enforcement re-certification is coordinated and delivered by South Bay staff. Office and classroom space are dedicated on-site at MPC's Public Safety Training Center for this purpose.

Student Services and Outreach

Education Center at Marina

The college's commitment to providing access to student services at the Education Center in Marina is evident by the number of programs, services and outreach activities readily available to students at the campus. Bilingual staff are assigned to the Education Center since Marina, Seaside and the surrounding communities are very diverse and a large percentage of residents speak English as a second language.

Enrollment services are represented by Admissions and Records and the Assessment Center staff. These two areas provide critical onsite information about college admissions, assessment, and enrollment policies and procedures. Assessment Center staff also administers the college's English, Math, and English as a Second Language assessment. Onsite access to the District's bookstore is available to purchase textbooks and materials related to all courses offered at the Education Center at Marina.

Counseling faculty are available through scheduled appointments to provide academic counseling, educational planning, and personal counseling services. In addition, counselors are assigned to teach Personal Development and College Orientation courses at the Education Center.

The Student Financial Services department has regularly scheduled office hours at the Education Center at Marina to provide financial aid application information and assistance. Students can learn about the available federal, state and private funds available through the District. The services are provided on a drop-in basis or appointments can be scheduled.

Referrals to specialized support services are coordinated with other Monterey campus programs and services to enhance student access, retention and success. A Student Services Referral Form is available for students at the Education Center to request appointments and/or obtain information about other available student services, such as CalWORKs, EOPS and TRiO. Supportive services are also available, through Disabled Student Programs and Services, to enrolled students with disabilities. These services include testing accommodations.

The Health Services Specialist is regularly scheduled each week at the Education Center at Marina to provide treatment of minor injuries and illnesses and make referrals for appropriate medical care. Student Health Services staff are also available to provide health education and health promotion, to include individual student counseling, classroom presentations by request

from instructors, promotional pamphlets, posters, DVDs, health information on the Student Health Services webpage. In addition, all registered students are covered by a District-paid accident insurance policy that may assist with bills for qualifying injuries that occur on District premises or at any supervised campus function off site.

The District's Job Center is an important resource and an essential link between education and employment. Job Center staff work with Education Center staff to promote and offer work-study opportunities at the Marina Center. The Job Center maintains regularly scheduled hours at Marina so that all students are offered the tools and support they need to successfully find and keep their jobs.

A textbook loan program is offered to students at the Education Center through the Re-entry Multicultural Resource Center. Other services provided by the Re-entry Multicultural Resource Center include: scholarship application assistance, referrals to campus student services, and referrals to community supported resources.

Students inquiring about veteran services are assisted by the District's veteran's representative. Drop-in assistance as well as appointments are available on a weekly basis. Access to District veteran services is vital for students since the Veterans Transition Center is within walking distance of the Education Center site.

Outreach services to the community are regularly scheduled at the Education Center at Marina. Student services, such as Student Financial Services, CalWORKs, EOPS, and the Re-entry Multicultural Resources Center, are represented at each outreach event to ensure information is available that addresses the needs of low-income, first-generation college students interested in attending classes at the Education Center. Student Services has hosted several outreach events at the Marina campus:

- A registration kickoff event is regularly scheduled during the fall and spring registration periods to promote and facilitate student registration.
- Transfer Day at Marina was developed and implemented. As a result, eight different transfer institutions were represented at the inaugural event this spring 2012. Transfer representatives also conducted classroom presentations during the event.
- Appointments with college and university representatives are available to students to provide the opportunity to engage in one-on-one dialogue with transfer institution representatives.

A student services calendar is maintained at (<http://www.mpc.edu/EdCenterMarina/>) to provide current information on the availability of student services and outreach events at the

Education Center at Marina. The monthly calendar indicates the days, times, and types of student services available. The monthly calendar is also posted at the Education Center's administrative office, student services office and all classrooms.

Seaside Public Safety Training Center (PSTC)

Student services provided for the Seaside Public Safety Training Center (PSTC) are focused on addressing the specific needs of public safety students. Each semester, the Admissions and Records office coordinates with PSTC staff to provide "batch" registration services for students enrolled in educational programs located at the PSTC. Students are admitted to the college and enrolled in the appropriate PSTC classes in an efficient and timely manner. Student Financial Services coordinates with the Fire Academy Coordinator to provide financial aid information and assistance to public safety students. As necessary, student services presentations will be scheduled on site to detail programs and services available at the Monterey campus and highlight relevant student services information accessible online.

Support and Capital Outlay Budget Projections

5 Year Capital Outlay Budget Projection

Projection in process

5 Year Projection of Anticipated Support Costs

Projection in process

Geographic and Physical Accessibility

This section still to be completed. Reference will be made to:

- *roadway access (HWY 1, Imjin Parkway, etc.),*
- *bus service,*
- *future TAMC proposal for light rail along HWY 1 corridor*
- *Monterey Peninsula transportation behavior or mindset where the Fort Ord Center (and the northern area of the District) are perceived to be located a long distance away from the Monterey campus*
- *Location within the north part of the District will provide convenient access and lead to increased participation rates of Marina/Seaside/Sand City students. A barrier to collegiate study will be eliminated by providing an alternative venue to the Monterey campus.*
- *Facilities compliance with the Americans with Disabilities Act*

Effects on Other Institutions

The community college districts closest to the Fort Ord Center are the Cabrillo Community College District to the north and Hartnell Community College District to the east. Cabrillo College is located 32 miles north of the Fort Ord Center and Cabrillo's nearest site, the Watsonville Center, is 14 miles away. Hartnell College is 17 miles west of the Fort Ord Center. Both community college districts were consulted regarding development of the Fort Ord Center and both concur there will be no adverse impact on their institutions. Letters from Cabrillo and Hartnell Colleges are included in Exhibit ___ stating support for full education center status for the Fort Ord Center.

Other higher education institutions in the vicinity of the Fort Ord Center have also expressed written support for the Fort Ord Center (Exhibit ___). California State University, Monterey Bay (CSUMB) is within 1 mile of both the Education Center of Marina and the Seaside Public Safety Training Center facilities. Since CSUMB's founding in 1994, the university and MPC have built a strong partnership and collaboration; CSUMB's letter further states the Fort Ord Center will "provide educational opportunities that complement those offered by our campus."

A letter of support has also been provided by Monterey College of Law which is located adjacent to the Seaside Public Safety Training Center. The College of Law has previously shared classroom space with the PSTC while the Center's facilities were undergoing renovation. The College of Law believes that recognizing the Fort Ord Center as a permanent education center provides a number of complementary and potential collaborative opportunities, such as expansion of a unique clinical program in arson research and evidence. Another example cited by the College of Law is a special bachelor's degree program proposed for returning U.S. veterans focused on homeland security and disaster preparedness. MPC, including the Fort Ord Center, would serve as a feeder institution to the program, based at CSUMB. The College of Law, CSUMB, the Monterey Institute of International Studies, and the Naval Postgraduate School collaborated in development of the program.

In addition, community support for the Fort Ord Center is evidenced by letters of endorsement from the following: (Exhibit ___)

(Letters received to date: Fort Ord Reuse Authority, City of Seaside, Marina High School)

Environmental Impact

This section still to be completed. Reference will be made to the CEQA documents completed for both the Education Center at Marina and the Seaside Public Safety Training Center as well as the CEQA analysis of the Parker Flats/MOUT facility plans.

Economic Efficiency

This section still to be completed. Reference will be made to:

- 1. All of the land for the Fort Ord Center being acquired by application to the federal government for surplus property, at no cost to the state.*
- 2. The current facilities having been renovated or constructed using local bond funds.*