

Substantive Change Proposal

Continue to Offer Classes at the Monterey Peninsula College Education Center at Marina

**Monterey Peninsula College
980 Fremont Street
Monterey, California 93940**

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Monterey Peninsula College Substantive Change Proposal

Continue to Offer Classes at the Monterey Peninsula College Education Center at Marina

The purpose of this report is to request approval to continue to offer classes at the Monterey Peninsula College Education Center at Marina.

A Brief Description of Monterey Peninsula College

Monterey Peninsula College (MPC) commenced its operation in September of 1947 on the campus of Monterey High School, holding classes from 4 p.m. to 10 p.m. daily. During this first year, 97 acres of land were purchased on Fremont Street. The following September, classes opened in converted barracks buildings with 280 students and 20 faculty members.

The campus was originally designed for approximately 1,000 students, but by 1957 the enrollment had approached this figure and it was evident that new buildings were necessary. The engineering building was constructed in 1958, the library in 1960, and the art and music center and swimming pool in 1962.

The junior college separated from the Monterey Union High School District in 1961 and became a separate junior college district. With this reorganization, the Carmel Unified School District and the Pacific Grove Unified School District became part of the Peninsula-wide junior college district.

The student population as well as the need for additional classrooms continued to grow. In 1965, the building program was renewed, and the “temporary” buildings of 1948 were replaced with new buildings for business, humanities, life sciences, physical education, physical sciences and social sciences. The Lecture Forum, the college theater, and the College Center were part of this campus renewal.

In 1973, the college recognized the need to meet the educational needs of the communities residing in the north side of its service area—these communities are primarily comprised of Marina and Seaside. During this time, Fort Ord was in full operation; therefore, the residents in these two communities consisted primarily of enlisted service men and women and their families. From 1973 to 1993, the College operated an Education Center at Fort Ord in cooperation with the U.S. Army, primarily for the benefit of armed forces personnel and their families. After the closing of the base, the Fort Ord Re-Use Authority (FORA) was formed to administer and oversee the distribution of the former Fort Ord property to various state, county and local agencies, including Monterey Peninsula College. Several properties were slated for conveyance to Monterey Peninsula College including a parcel on 12th Street in Marina and another on

Colonel Durham Street in Seaside. These properties have been conveyed to the college; however, the conveyance of other properties, including Parker Flats and the MOUT (Military Operations on Urban Terrain) has been delayed due to munitions cleanup requirements. These properties comprise the Education Center at Marina, whose mission is 1) to meet the general education needs of the communities in the north end of the district's service area, and 2) develop adequate facilities for the Public Safety Training Center, which includes a Fire and Police Academy. The California Postsecondary Education Commission (CPEC) confirmed the grandfathered status of the Education Center on the basis that it was established prior to 1974, the district has run it continuously since its inception, and it generates over 100 FTES (Full Time Equivalent Students).

In 1982-1983, Monterey Peninsula College was selected as the site for the Maurine Church Coburn School of Nursing, established with a grant from the Maurine Church Coburn Charitable Trust. The school is operated, in part, with support from the Community Hospital Foundation. During August 1988, the engineering building was remodeled with funds from the Community Hospital Foundation to house the School of Nursing. In 1999, further remodeling of this building was completed, and the second floor of the International Center was remodeled to meet office and classroom space needs.

Monterey Peninsula College has enjoyed tremendous support from its residents. In November 2002, local voters approved Proposition 39 Measure I, a \$145 million bond for facilities infrastructure, and equipment at Monterey Peninsula College. Funds from the bond are being used to support the programmatic needs described in the College's Educational/Facilities Master Plan, which includes the development of the MPC Education Center at Marina located in the former Fort Ord.

In addition, in 2003, construction of the new Library and Technology Center at the entrance to the campus was completed, and a new Plant Services building was erected near the Automotive Technology program site.

Monterey Peninsula College is part of California's public community college system of 110 campuses in 72 districts across the state. It is a comprehensive community college that responds to the educational, cultural, and recreational needs of the community, insofar as its resources permit. The college serves the communities of Big Sur, Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Presidio of Monterey Annex, Sand City, and Seaside. Monterey Peninsula College classes are held at the Monterey campus, at the MPC Education Center, which includes a site at Marina and another at Seaside, and at various other off-campus locations.

Description of Proposed Change

Continue to Offer Classes at the Monterey Peninsula College Education Center at Marina

Monterey Peninsula College is on the verge of significant institutional change related to implementation of long-awaited plans for the MPC Education Center located at the former Fort Ord Military Base. The center consists of two sites, one in the City of Marina and another in the City of Seaside. The construction of the permanent facilities at the Education Center follows the recommendations of the 2003 Educational/Facilities Master Plan. (See Educational/Facilities Master Plan Excerpt Appendix H.) The center will be developed as a satellite site for the college. Its primary role is to serve as a gateway center, providing students access to initial basic skills and general education courses, as well as discrete skills training opportunities including training associated with the Fire and Police Academy, which comprise the MPC Public Safety Training Center. Providing access to basic skills and general education courses is particularly critical for the cities served by the Education Center. To support student achievement, the college plans to provide appropriate student services as appropriate on an incremental basis. As stated in the supporting documentation [Appendix D], “[t]he scope, staffing and the implementation of these services will depend on enrollments and will be coordinated with the overall staffing and scheduling as provided by Monterey Peninsula College.” Typical services will include the following:

- Outreach/Recruitment
- Admissions
- Registration
- Counseling, Academic and Transfer Advising
- Financial Aid
- EOPS (Extended Opportunity Programs and Services)
- DSPS (Disabled Services Programs and Services) – Known at MPC as Supportive Services
- Veterans’ Services
- Career Counseling/Job Center/Work Study

Studies conducted by the Office of Institutional Research identify a gap in educational attainment between the cities in the central and southern end of the district’s service area and those communities served by the Education Center, which are in the north. See chart in Fig. 3 below. According to these data, the percentage of individuals with a Bachelor’s degree clearly outnumbers, by a large margin, those without a high school diploma in the central and southern regions, whereas the opposite is true for the northern region. These data confirm the demographic studies conducted in 2005, which showed that participation rates in higher education for cities in the central and southern parts of the district’s service area were significantly higher than the state average of 112.2. The table below shows the participation rates in higher education per 1,000 of total adult population in the cities served by the district.

Fig. 1 - Central and Southern Parts of the MPC Service Areas

City	Participation Rate in Higher Education
Monterey and Del Rey Oaks combined	167.8 students
Carmel area	167.0 students
Pacific Grove	163.8 students

Fig. 2 – Northern Part of the MPC Service Area

City	Participation Rate in Higher Education
City of Marina	104.5 students
City of Seaside	100.1 students

The participation rates for each of the cities in the northern part of the district’s service area were below the state average of 112.2 students per 1,000 of total adult population. Access to higher education through the MPC Education Center has the potential of increasing these participation rates at least to the state average.

Educational Attainment – Community

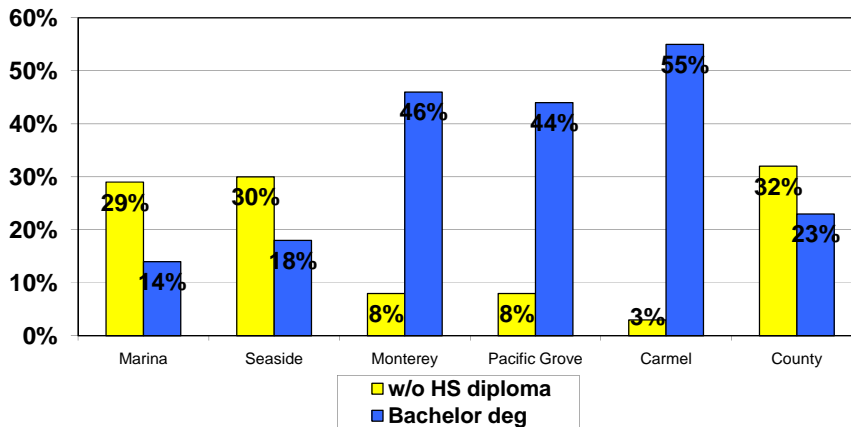


Fig. 3

In January 2006, a compelling argument in support of the relocation of the Education Center, within the same community and from leased to permanent facilities, was presented to the Chancellor’s Office of the California Community Colleges as background information for the Board of Governors meeting of July 10-11, 2006. What follows is a citation from said supporting documentation.

...the ethnicity in the Fort Ord/Marina/Seaside service area reflects an overall minority population of 51.5 percent. The Hispanic origin population is 48.0 percent. Monterey County is recognized as having one of the higher per capita incomes in the country. Yet, the service area surrounding the proposed Fort Ord site demonstrates a per capita income of \$20,919. This is significantly lower than any other area of the district. Given the housing constraints and costs in the area, this is, in reality, poverty level living. Finally, another statistic that highlights the need for educational opportunity is that 16.1 percent of the 2005 population is between the ages of 5 and 14 years. This percentage is significantly higher than normal. The importance of the statistic is that in four years, these individuals will be college-age students with a limited income looking for educational opportunities.

By whatever statistical measure is used, this is a disadvantaged area. The ability to locate a community college center in this area and provide educational opportunities for residents of the service area is critical to the overall economic well-being of the area. It is the one opportunity many residents will have to rise above the poverty level and establish a quality of life all people should enjoy.

The centralized, easily accessible location for the Education Center will provide easy and immediate access for the disadvantaged residents of the center's service area. In many cases, the center is within walking distance or on major bus routes. It is also in the path of future residential growth proposed for the area.

The supporting documentation submitted to the Chancellor's Office included letters of support from the presidents of the two closest community colleges—Cabrillo College and Hartnell College [Appendix K].

Chronology of the MPC Education Center

1971 – 2005	Monterey Peninsula College offers classes at the former Ford Ord
December 10, 1984	California Postsecondary Education Commission confirms the Education Center status on the basis that it was established prior to 1974, the district has run it continuously since its inception, and it generates over 100 FTES.
2002	The Office of Institutional Research conducts a community needs assessment of the residents in the MPC service area.
2003	Monterey Peninsula College develops an Educational/Facilities Master Plan, which incorporates the vision and plan for the MPC Education Center.
August 2005	The properties in Marina and Seaside are conveyed to the college.
2005	The Office of Institutional Research conducts a community needs analysis through a survey of the residents in the area served by the MPC Education Center.
January 2006	Monterey Peninsula College submits request to the Board of Governors of the California Community College system for the approval of a previously grandfathered Education Center at Fort Ord.
July 10, 2006	The Board of Governors of the California Community Colleges approves the relocation of the Education Center within the same community and from leased to permanent facilities.
Spring 2007	The Office of Institutional Research conducts a third survey to determine the educational needs of residents of the Monterey Peninsula (Carmel, Marina, Monterey, Pacific Grove, Pebble Beach, and Seaside).
2006 – 2007	The California Postsecondary Education Commission (CPEC) designates the Education Center as an SB (Senate Bill) 361 grandfathered center on the basis that the center had been in continuous operation prior to 1974 and it served at least 100 FTES.
December 2007	EMC Planning Group, Inc. produces a document for Monterey Peninsula College entitled Monterey Peninsula College Education Center at Imjin Parkway – Proposed Mitigation Negative Declaration
Fall 2006 – Present	Monterey Peninsula College offers classes in the service area of the center in leased facilities and portable classrooms.

For comparison purposes, the chart below shows the enrollment headcount for the Monterey campus and the Education Center.

Headcount – Fall 2008 (as of December 15, 2008)

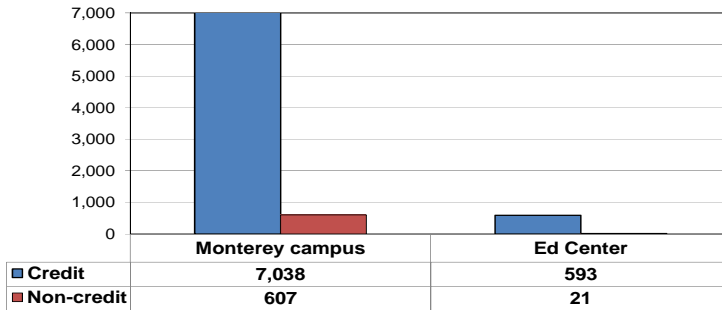


Fig. 4

The demographics of the students enrolled at the Education Center closely reflect the demographics of the surrounding communities. See Figure 5.

Ethnicity – Education Center

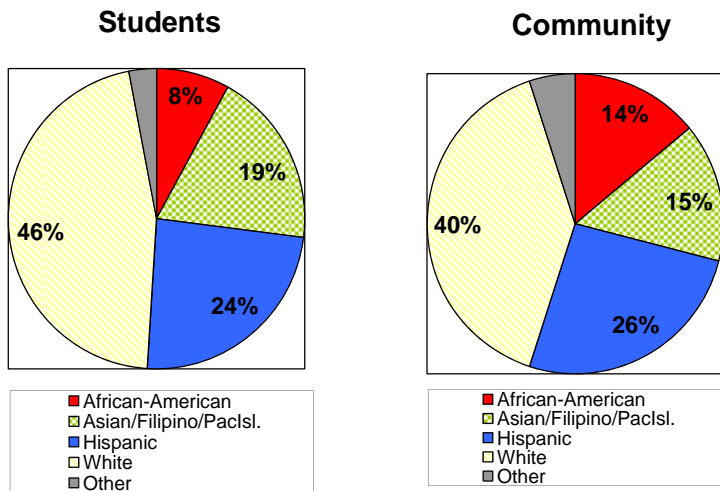


Fig. 5

Property on 12th Street in the City of Marina

Located 8.2 miles from the Monterey campus, the portable buildings that comprise the MPC Education Center at 289 12th Street in the City of Marina, represents a gateway to higher education for the cities in the north end of the district's service area including Marina, Seaside, and Sand City. The development and construction of the MPC Education Center at Marina will require several phases. Construction of the first phase of the project is scheduled to begin in fall 2009, pending approval of the project by the Division of State Architect (DSA). The completion date of the first phase of the new facility is projected to be spring 2011. In the interim, the college offered classes in two leased classrooms at UC-MBEST (University of California Monterey Bay Education, Science, and Technology Center), which is also located in the City of Marina, beginning in academic year 2006-2007 and ending in December 2007. Beginning in spring 2008, the college has offered classes in temporary buildings at the actual Education Center site. The economic situation has caused the planned housing developments in the city of Marina to be delayed temporarily. Consequently, the physical and programmatic development of the Education Center needs to be in line with the economic conditions in the area. In spring and summer 2008, MPC offered classes in two portable classrooms. In fall 2008, the college added a third portable classroom. In response to the rapidly increasing enrollments at this site, a fourth portable classroom was added in spring 2009. In addition to classroom space, the temporary facilities also include dedicated office space, restrooms and ample parking. The point of the incremental increase in resource allocation to the center is to respond to the expressed educational needs of the community as gauged through needs assessments and enrollment patterns and to prepare for the eventual occupancy of the permanent facility in spring 2011. The permanent facility will accommodate eight or nine classrooms, depending on dedicated office space configuration.

Programmatic Needs

To determine the demand for educational programs in this part of the MPC service area, and to assist class scheduling, the college conducted a community needs assessment with the residents of Marina and Seaside. The data analysis of the survey indicates that among other subjects, community members are interested in taking general education classes, business, computer science and information systems, English as a Second Language and activity classes. Consequently, this has been the focus of the class offerings at the Marina site. The Vice President of Academic Affairs has collaborated with the instructional deans, who in turn have worked in conjunction with division chairs, to strategically and incrementally develop class schedules. As a result of this collaboration, the course offerings at the center have been extremely successful. Below is a table indicating the enrollments at the Center from fall 2006 to spring 2009.

Fig. 6 – Historical Enrollments at the Marina Site

Term	N Sections	N Enrollments	Avg.
Fall 2006	11	134	12.2
Spring 2007	18	264	14.7
Fall 2007 *	16	251	15.7
Spring 2008 *	17	303	17.8
Fall 2008	38	719	18.9
Spring 2009 **	58	666	11.5

* Census Day Data

** These numbers include 12 Business Skills sections with a total of 40 students enrolled

Student Services

In addition, the Vice President of Academic Affairs has worked collaboratively with the MPC Education Center Project Team, a group of administrators and faculty, to plan the first phase of the permanent structure and ensure that the necessary student support services are in place. As a result of the input from the project team, the college has implemented a mini-learning center to provide tutorial assistance in English, English as a Second Language, mathematics, and computer business applications. These additions have enhanced instructional support services and expanded the course offerings to meet the educational needs of the community that were clearly delineated in the initial and subsequent community needs assessments.

Furthermore, selected student services are provided to students enrolled in classes at the Marina site. During the first week of each term, a full complement of services are made available including admissions and registration, financial aid, counseling, and textbook services. During the semester, students at the Education Center can avail themselves of the following services on a rotating basis: counseling (both general academic counseling as well as EOPS/TRIO), and financial aid. When scheduling these services the goal is to offer them in the morning, afternoon and evening hours on a rotating basis to ensure that all students have access to these services at least twice per month. In addition, class visits by counselors and other staff as well as early alert opportunities are offered to faculty teaching at the center. Supportive Services (most commonly known on other campuses as DSPS (Disabled Students Programs and Services)) staff members are developing a plan to provide class visitations to ensure that students are aware of these services as well.

Property on Colonel Durham Road in the City of Seaside

Located 6.6 miles from the Monterey campus, the property at 2642 Colonel Durham Street in Seaside will house the Public Safety Training Center, which includes the Fire and Police academies, as well as Fire Protection Technology and Law Enforcement Training programs. This property was conveyed to the college in August 2005. The existing permanent structure on this property is being remodeled and is slated for occupancy in fall 2009. In the mean time, the college has made arrangements to lease classroom space from the Monterey College of Law, which is located adjacent to the property. The Fire and Police Academy, as well as Fire Protection Technology and Law Enforcement Training programs were previously housed in the former library building on the Monterey campus. All public safety programs were moved from the Monterey campus to the Monterey College of Law in spring 2007 to make available needed space at the Monterey campus and prepare for occupancy of the permanent structure in Seaside.

Programmatic Needs

The programmatic offerings through the academies and in-service training in the Public Safety Training Center (fire and police) are determined through close contact between the directors and the local fire and police agencies. In addition, advisory board meetings are held with the respective agencies on a regular basis. The advisory board for the Police Academy is chaired by the Monterey County Sheriff and is composed of representatives from other local law enforcement agencies, including the district attorney for Monterey County, police chiefs (or designees) of Marina, Salinas and Seaside, faculty and other representatives from the South Bay Regional Public Safety Training Consortium, as well as the Vice President of Academic Affairs and the Dean of Instruction. The advisory board for the Fire Academy consists of fire chiefs from local agencies, the director of the Academy, the Dean of Instruction, faculty and staff.

In 2008-2009, the total FTES (Full Time Equivalent Students) generated through law enforcement training is 392.55. This includes both Police Academy students as well as in-service training participants. See table below.

Fig. 7 – Law Enforcement Training FTES – 2008-2009

Semester	FTES
Summer 2008	55.31
Fall 2008	91.73
Early Spring 2009	15.55
Spring 2009	229.96
Total:	392.55

The chart below shows the actual FTES generated in academic year 2008-2009 through Fire Protection Technology offerings (both in the Fire Academy and in-service training).

Fig. 8 – Fire Protection Technology FTES – 2008-2009

Summer 2008

Program	FTES
Fire Academy	1.22
Fire Protection Technology	35.23
Total	36.45

Fall 2008

Course	FTES
Fire Academy	12.08
Fire Protection Technology	124.95
Total	137.03

Early Spring 2009

Course	FTES
Fire Academy	0.00
Fire Protection Technology	5.55
Total	5.55

Spring 2009

Course	FTES
Fire Academy	12.42
Fire Protection Technology	269.70
Total	282.12
Grand Total	461.15

Student Services

Student services in the Public Safety Training Center are provided on a “just in time” basis in both the Fire and Police academies. Since MPC became a member of the South Bay Regional Public Safety Training Consortium through a Joint Powers Agreement to provide law enforcement training, student services are provided by South Bay staff. Those services include orientation; admissions and registration; advising; and follow-up. Because cadets develop close bonding with each other as well as with faculty and staff, mentoring plays a key role in student success, retention and persistence. Students

needing financial aid in the Police Academy need to apply through Student Financial Services at Monterey Peninsula College and not through the South Bay Consortium.

The Fire Academy uses a similar “just in time” approach to the delivery of student services to cadets. Services are delivered by MPC staff, and they include orientation; admissions and registration; advising; and follow-up. Bonding among cadets, with faculty and staff is probably more significant in the Fire Academy. Therefore, mentoring plays an even greater role in student success, retention, and persistence. Financial aid services are made available through the MPC Student Financial Services.

Monterey Peninsula College Mission Statement

The Monterey Peninsula College mission statement reads as follows:

Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.

Relationship to Stated Mission and Goals

Mission

The Monterey Peninsula College Education Center directly supports the mission of the college by providing access to residents in the northernmost side of the college's service area. The goal of the Education Center is to provide a gateway to higher education for residents to take basic skills and general education courses with the intent to complete their course requirements at the Monterey campus. The Education Center, through the Public Safety Training Center and the Fire Protection Technology and Law Enforcement programs, meets the educational and training needs of local fire and police agencies by providing basic academy and in-service training in administration of justice, emergency medical services, fire protection technology, homeland security, law enforcement, parks and recreation, as well as perishable skills and refresher courses for fire protection technology and law enforcement personnel.

Institutional Goals

From 2004 through 2010, the Education Center has been and will continue to be one of the foci of the institutional goals. The Education Center was in line with and supported institutional goals 1, 3, 7, and 10, which were in place from 2004 to 2007. They read as follows:

1. Enhance or maintain MPC's instructional programs, its comprehensive, high quality curriculum, and the student services which support them to keep pace with the changing needs of student learning and the community.
3. Collaboratively plan and establish a satellite campus at Fort Ord, with up to 2,000 FTES, including student support and administrative services, as well as a Public Safety Training Center.
7. Build and/or strengthen partnerships with business and industry, community organizations, governmental agencies, public schools, universities and others that are mutually beneficial and that maximize resources in meeting the educational needs of the community.

10. Foster and maintain a positive public image of the college and effectively promote college services and programs to the community.

Given the high profile that the Education Center has in the 2007-2010 institutional goals and objectives, it continues to be a major focus of the district. The Center is in line with institutional goals 1, 3, 4, 5, 6 and 7. These goals, along with their corresponding objectives, read as follows:

1. Promote academic excellence and critical thinking across all areas and disciplines.

Objectives:

- a. Support faculty and staff development for effective teaching, learning, and service delivery.
- b. Expand distance education by providing leadership, technical assistance, services, training opportunities, exploring partnerships, and designing quality control mechanisms.
- c. Articulate the meaning, value, and use of SLOs (Student Learning Outcomes) at MPC.

3. Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.

Objectives:

- a. Improve the college's financial stability by diversifying the college's revenue sources and increasing enrollment.
- b. Establish and strengthen industry, government, and community partnerships.
- c. Establish and strengthen partnerships with high schools and transfer institutions.
- d. Develop an integrated, effective districtwide marketing strategy for continuing programs, new programs and services.

4. Create pathways to success that address the diverse, holistic needs of all MPC students.

Objectives:

- a. Identify barriers that prevent students from achieving their goals.
- b. Increase collaboration between Student Services and Academic Affairs to provide systems and programs that better assist students.

- c. Improve the delivery of academic support for diverse student learners.
5. Provide educational programs and services in Seaside and Marina that meet community needs.

Objectives:

- a. Develop class and service delivery schedules based on assessment and analysis of community needs.
 - b. Provide support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings.
6. Ensure adequate levels of personnel to support current programs and establish priorities for future growth.

Objectives:

- a. Provide adequate levels of well-trained support personnel to meet the needs of learning, teaching, collegewide communications, research and operational systems.
 - b. Attract and retain the best-qualified employees by continuing to increase compensation for full and part-time staff and faculty.
7. Maintain and improve district facilities.

Objectives:

- a. Create safe, attractive, functional facilities through the allocation of bond funds.
- b. Provide a stable and secure technical environment for the entire institution.

Rationale

The establishment of the Monterey Peninsula College Education Center in the former Fort Ord properties in Marina and Seaside is in line with the 2003 MPC Educational/Facilities Master Plan. See Educational/Facilities Master Plan Excerpt [Appendix H]. The center also supports the mission and institutional goals of the college. It is meant to serve the educational needs of residents living in the northern part of the district's service area by providing access to basic skills, general education and transfer courses. (See MPC Education Center at Marina White Paper Appendix I.) The Public Safety Training Center in Seaside supports the educational needs of local fire and police agencies through training in administration of justice, emergency medical services, fire protection technology, homeland security, law enforcement, parks and recreation and other public service programs projected for the future.

Geographical Location

As indicated above, the MPC Education Center sites at Marina and Seaside are located 8.2 and 6.6 miles from the Monterey campus respectively in the northern part of the district's service area [Appendix E]. The temporary location of the Marina site is at 289 12th Street, just behind what will be the permanent site on Imjin Parkway. The plans for the first phase of the permanent facility are currently in the Division of State Architect for the state of California. The college anticipates approval of these plans by fall 2009 and construction to begin in late fall 2009. The permanent facility is expected to be completed in time for the start of spring 2011.

The property in the City of Seaside is located at 2642 Colonel Durham Street. As indicated above, while the college's facility is being remodeled, both the Fire and Police academies currently hold classes in leased classrooms belonging to the Monterey College of Law, which is located adjacent to the college's property. The college expects the remodeling to be completed prior to the start of fall 2009. At that point, the college plans to move the programs from the Monterey College of Law to the college facility, which consists of six classrooms (including an activity room), dedicated office space, locker rooms, showers and restrooms. These facilities will continue to be shared by the Fire and Police Academies.

Preparation and Needs Assessment

In 2002, in preparation for the planning of the Education Center, the Office of Institutional Research (OIR) conducted a survey to identify the educational and student support services needs of the residents in the district's service area [Appendix M]. Out of approximately 7,500 surveys mailed out to a random, representative sample of households in MPC's service area, the OIR received 495 surveys. By far, the disciplines that received the most votes in the general education category were English, mathematics, the arts, and world languages. Among the list of occupational courses, computer science and information systems received the most number of responses, followed by photography. In the personal development area, physical fitness received the most

interest. Not surprisingly, the most popular time for taking classes indicated by those returning the survey was Monday through Thursday evenings, followed by Friday evening. Saturday morning was the next choice, followed by Monday through Thursday mornings. When given a choice of length of term, the respondents' most popular choice was eight weeks, followed closely by semester-length courses. When asked what student support services the respondents would need to take classes, financial aid was the highest need among Marina and Seaside residents, followed closely by academic counseling and library/online information resources.

In 2005, the Office of Institutional Research conducted a second needs analysis through a survey of the residents of the area served by the center [Appendix M]. The purpose of the survey was to obtain input from residents as to their educational and student support services needs. The OIR mailed 6,000 surveys to a random, representative sample of households in Marina and Seaside. Out of 437 surveys that were returned, 410 were tabulated. The instrument consisted of questions dealing with the types of classes, the types of instructional and student support services needed, the preferred scheduling patterns, as well as the reasons for taking courses. Through this survey, the college confirmed that the residents were interested in general education, occupational, and personal development courses. Based on the results of the survey, general education courses were ranked in the following order:

- World Languages
- Arts and Humanities
- Natural Science
- Social Science
- English
- Math

The top three occupational areas were

- Computer Software Applications
- Business
- Computer Networking

In the personal development area, physical fitness received the most votes. Also ranked were English and math skills, study and learning skills, and English as a Second Language.

From among the student support services listed on the survey, library/online information resources, learning assistance and computer labs, were ranked first and second respectively, with academic counseling a distant third.

The Director of Institutional Research shared the results of the survey with the vice presidents for Academic Affairs and Student Services, along with the deans, division chairs and members of the Enrollment Advisory Committee and the Education Center Planning Team, who in turn used the data to make programmatic decisions associated with the center including schedule planning.

During spring 2007, the Office of Institutional Research conducted a third survey to determine the educational needs of residents of the Monterey Peninsula. Of the 8,000 total surveys, 5,000 were mailed to residents of Carmel, Monterey, Pacific Grove, and Pebble Beach. The remaining 3,000 were mailed to Marina and Seaside residents; 171 of the 3,000 surveys were returned. The Director of Institutional Research selected a stratified, random sample of residents. The sample was stratified by zip code. Thus, zip codes with more households accounted for a greater proportion of the addresses in the sample. To make the survey results more useful, for class schedule development, the OIR divided English into four areas: composition, literature, reading skills, and writing skills. Combined, 106 respondents indicated an interest in taking English courses. The Office of Institutional Research also divided mathematics into subgroups. Arithmetic, basic math, and pre-algebra comprised the first group; algebra, geometry statistics, and calculus comprised the second group. Proportionately, there was greater interest in mathematics among Marina and Seaside residents than among residents living in the vicinity of the Monterey campus. The combined mathematics responses were 82. Thus, English and mathematics received the most interest, followed by a wide margin by art and Spanish. In the area of career and technical education, the top area of interest, by a wide margin, was computer software applications, followed by accounting, office skills, and general business.

Initially, and in response to survey results, the college offered courses in the basic skills and general education areas. As the enrollments grew and additional portable buildings were added, one of the classrooms was equipped with lap top computers. This provided the opportunity to expand the offerings into areas which require the use of computers such as computer science and information systems, business and computer applications. In addition, the installation of lap top computers in one of the classrooms facilitated the implementation of a mini-learning center where students can obtain tutoring in English, ESL, and mathematics. Also, the dedicated office space houses computers for student use. Students are able to conduct research on the World Wide Web and through the same library search engines that are provided on the Monterey campus. Finally, Monterey Peninsula College is a member of a consortium of colleges in the Peninsula, which includes a book exchange agreement that enables students to request books from other local colleges and universities. A more detailed description of library services offered at the Education Center is provided in this proposal under Library and Technology Resources.

In regard to programmatic planning and needs assessments for the Public Safety Training Center, college staff has maintained an excellent relationship with representatives from local agencies, who serve on the Fire and Police Academy advisory committees. In addition, the Superintendent/President and the Vice Presidents of Academic Affairs holds regular top level meetings with the local fire and police chiefs to obtain feedback as to the programmatic needs of the agencies. Also, the college has sought input from representatives of local agencies to inform the planning of the facilities of the Public Safety Training Center. For example, on May 22, 2008, college administrators and staff met with representatives from the various fire and police agencies, the sheriff's office, the

district attorney's office and the architect assigned to the Public Safety Training Center project to discuss the Initial Project Proposal (IPP) for the Military Operations on Urban Terrain (MOUT) and Parker Flats properties [Appendix N]. These properties, located also in the former Fort Ord, are slated to be conveyed to the college in the near future. They will augment the facilities available for the Public Safety Training Center.

Human Resources

The Dean of Instruction has administrative responsibility for both properties in Marina and Seaside. Faculty who teach at the Education Center are hired using the established faculty hiring procedures and they meet established minimum qualifications. They are also evaluated per the agreement between Monterey Peninsula College and the Monterey Peninsula College Teachers Association (MPCTA). Since fall 2006, the district contracted out the custodial services for both sites. However, through the resource allocation process, the district recently obtained approval to hire a custodian to provide additional support to the two off-campus sites. The district filled this position in time for the start of summer 2009. Additional staff will be incrementally dedicated to the center as the enrollments warrant it. The property on 12th Street in Marina currently has two permanent administrative support staff members equivalent to 1.5 FTE. The district has determined that these positions need to be bilingual in English and Spanish to ensure that the staff are prepared to meet the needs of the residents in Marina and Seaside. According to 2000 census data, 48 percent of the residents in the northern part of the district's service area are of Hispanic/Latino origin. Classified staff assigned to the Marina and Seaside sites are evaluated per the established agreement between Monterey Peninsula College and the California School Employees Association, Chapter #245-MPCEA/CSEA.

Fire Academy and Fire Protection Technology. The Fire Academy is supervised by a full-time director and a full-time administrative assistant, for a total of 2.0 FTE, not including instructors and support personnel. Instructors dedicated to the Fire Academy and the Fire Protection Technology varies from term to term depending on the number of courses offered. The table below indicates the full time equivalents for faculty for the 2008-2009 academic year.

Fig. 9 – Fire Academy/Fire Protection Technology FTE – 2008-2009

Summer 2008

Courses	FTE Total
Fire Academy	0.16
Fire Protection Technology	3.91
Total FTE	4.07

Fall 2008

Courses	FTE Total
Fire Academy	1.19
Fire Protection Technology	10.97
Total FTE	12.16

Early Spring 2009

Courses	FTE Total
Fire Academy	0.00
Fire Protection Technology	0.58
Total FTE	0.58

Spring 2009

Courses	FTE Total
Fire Protection Technology	1.28
Fire Academy	11.89
Total FTE	13.17
Grand Total FTE	29.98

Police Academy and Law Enforcement Training. In spring 2008, through a Joint Powers Agreement (JPA), the college entered into a partnership with the South Bay Regional Public Safety Training Consortium (SBRPSTC) to provide educational training in law enforcement. The consortium is composed of the following eight community colleges in the area: College of San Mateo, De Anza College, Evergreen Valley College, Gavilan College, Hartnell College, Monterey Peninsula College, Ohlone College, and San Jose City College. The consortium has 40 full-time staff members and a number of adjunct faculty. Some of these staff in administrative, instructional and student support services are dedicated to ensuring the success of students enrolled in law enforcement classes offered through the MPC Police Academy. A number of these staff and faculty members are fully dedicated to the MPC Police Academy and others, whose responsibilities span the entire consortium, share their time between MPC and other consortium member institutions. Figure 10 contains a listing of the positions and a percentage of their time dedicated to MPC Police Academy functions.

The college provides administrative and instructional support to the sites at Marina and Seaside through faculty and staff. Some examples of the functions dedicated by the college include counseling, financial aid, registration, book store, curriculum development, instructional assistance, instructional technology, fiscal services, human resources, payroll, etc. As a result of this type of comprehensive support, the sites are fully functional satellite centers.

Fig. 10 – Police Academy and Law Enforcement Training FTE

Staff	MPC Assignment
Academy Director	.25 FTE
Academy Director (Basic Academy Modular)	.25 FTE
Academy Coordinator	1.00 FTE
Curriculum Supervisor	.10 FTE
Instructional Support	1.00 FTE
Registrar	.25 FTE
Director of Administrative Services	.20 FTE
Dean of Instruction	.25 FTE
Coordinator of Fiscal Services	.20 FTE
Facilities Staff	.20 FTE
Equipment Coordinator	.10 FTE
Scenario Coordinator	.10 FTE
Accounts Receivable	.10 FTE
RTO (Recruit Training Officer) Provided by Law Enforcement Agencies	.25 FTE
Instructors	Several
Total FTE (Minimum)	4.25 FTE

Financial Resources

The district ensures that it provides adequate financial resources dedicated to the programs offered at the Education Center. As noted earlier, the Education Center is comprised of the properties in Marina and Seaside. The property in Seaside is dedicated to the Public Safety Training Center, which includes the Fire and Police academies. The 2009-2010 tentative operational budget for the property in Marina is \$137,945. The tentative operating budget for the Fire Academy and Fire Protection Technology totals \$346,299, and the tentative budget for law enforcement training is \$878,730. Financial support for programs housed at the Education Center (at both Marina and Seaside sites) is funded through the established districtwide planning and resource allocation process. Any projected increases in funding need to be part of the action plan process, which is part of the planning and resource allocation process, and vetted by the advisory groups (Academic Affairs Advisory Group, Student Services Advisory Group and Administrative Services Advisory Group), the vice presidents, the College Council and the Superintendent/President, and approved by the Board of Trustees.

Law enforcement training is provided through an instructional service agreement with the South Bay Regional Public Safety Training Consortium. The district generated 392.55 FTES in academic year 2008-2009. Based on this agreement, the consortium pays for all services associated with the law enforcement training and the Police Academy and the district reimburses the consortium at 55 percent of the FTES funding generated.

As noted in the chronology of the Education Center, the Center's status was grandfathered by CPEC on December 10, 1984. The district has developed a long range plan to ensure adequate resources for the continued growth of the Education Center. The Center's current status provides the district \$250,000 in state funds for operational expenses. In addition, the district is beginning the process of applying for full center status on the basis that it is close to generating 500 FTES. Once this process is approved by CPEC, the district will receive an additional \$750,000 for operational purposes. Attaining full center status will ensure that the district has enough funding to continue to meet the educational needs of the community through the Education Center. These additional funds will help pay for the additional administrative support needed to augment the operation incrementally based on enrollments.

Planning and allocations for the MPC Education Center at Marina, are part of the institutional planning and resource allocation process. Thus, the budgets described above are established and reviewed as a part of the district resource allocation process, which is described in detail under The Planning and Resource Allocation Process section below. (See the MPC Planning and Resource Allocation Flow Chart on page 27.)

The Planning and Resource Allocation Process

The planning and resource allocation process is the primary institutional planning structure at Monterey Peninsula College. It integrates the development of institutional mission and goals with the submittal of program reviews and action plans from individual

divisions and areas. It prioritizes potential expenditures, integrates budget constraints, allocates the resources, and provides authorization for implementing plans. Finally, the planning and resource allocation process systematically evaluates effectiveness and emphasizes accountability by evaluating the attainment of goals in each component of the college.

Prompted by a change in leadership, the planning and resource allocation process was developed during the 2006-2007 academic year by a subcommittee of the College Council that included the chair of the College Council, the President of the faculty union, the President of the Academic Senate, and the (then new) Superintendent/President of the college. The plan was widely discussed in various shared governance committees, and was adopted by the College Council in the spring of 2007. The planning and resource allocation process has undergone minor revisions since that time, most recently in March of 2008, and again in fall 2008, as MPC strives to perfect the process.

The individual steps that comprise the planning and resource allocation process are detailed in the following paragraphs and on the diagram on page 27.

1. Multi-Year Mission and Goals Every Three Years. Every three years, MPC's mission statement is systematically reviewed and potentially revised. The institutional goals are reviewed and revised every three years as well. This is the step where dialogue about big, broad-based ideas for the institution occurs. The College Council is responsible for shepherding this dialogue through the shared governance structure and shaping it into a set of goals and objectives that can be reviewed to assess progress. The mission statement and institutional goals were revised by the College Council for the first time using the planning and resource allocation process during the 2007-2008 academic year. A series of measureable objectives or activities are included with each institutional goal.

2. Annual Component Goals. Each of the vice presidents presents annual goals for their component areas—Academic Affairs, Student Services, and Administrative Services—to the College Council. These goals, which have been vetted by faculty and staff in the respective advisory groups, serve several important functions. First, they inform the College Council as it makes decisions about resource allocation. Second, they form the basis for yearly planning within each of the components. Third, they support the institutional goals. Finally, they comprise part of the criteria against which progress will be measured each year during the accountability review of each component.

3. Program Reviews and Action Plans. Program reviews, their annual updates, and action plans, are the primary goal setting and planning structure for divisions and areas of the college. The issues and goals set forth in the program reviews and their annual updates form the basis for the action plans, which, in turn, are the strategic activities designed to address those issues and achieve those goals. Summaries of the program review findings are shared first with the advisory groups and then with the College Council. The College Council is informed by these program review and annual update summaries so that it can more effectively make decisions regarding planning and the

allocation of resources. The process of sharing the program review summaries creates dialogue and communication about issues, problems, and successes experienced by diverse constituencies within the college. Action plans submitted by the divisions and areas explicitly support MPC's institutional goals.

4. Advisory Group Review of Program Review and Action Plans. Each of the three advisory groups—Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), and Administrative Services Advisory Group (ASAG)—reviews the program review self studies and the action plans from each of the divisions or areas within their component. Through dialogue on an annual basis, each of the groups sets bands of priorities of the resource allocation requests it has received. Although this often occurs before a final budget has been passed by the state of California, preliminary knowledge about the budget is used to estimate feasibility of the requests. In practice, often the highest priority requests from each division are grouped together and sent forward.

5. Budget Committee Identifies Available Funding. The budget committee analyzes the budget and determines the availability of funds to grant new resource allocation requests after salaries, benefits, on-going line items, and mandated increases have been identified and accounted for. The budget committee's sole responsibility in the planning and resource allocation process is the identification of available funds.

6. Institutional Administrative Review. The three vice presidents integrate the prioritized resource allocation requests from each of the three components into a single prioritized list. As guides to ensure an institutional perspective, they use the three sets of component goals previously presented to the College Council, as well as available budgetary information. Using this information, they confirm the feasibility of individual requests and judge the relative merit of the requests in enabling the district to meet its institutional and component goals.

7. College Council Allocation Decisions. Based on recommendations from the vice presidents and input on the availability of funds from the budget committee, the College Council makes the final recommendation to the Superintendent/President concerning the allocation of resources. In so doing, the College Council acts as the broad-based group that endorses resource allocation plans from an institutional perspective with input from all constituencies. The College Council is responsible for promoting the institutional dialogue that vets these recommendations and communicates its decisions to the college.

8. Superintendent/President Presents Recommendations to the Board of Trustees. The Superintendent/President reviews the College Council recommendations and then forwards them to the Board. If the Superintendent/President does not agree with the College Council recommendations, and presents a different set of recommendations to the Board, she/he must provide written justification to the College Council. The Superintendent/President is not a voting member of the College Council, nor is she/he a part of the initial vice president prioritization of requests.

9. Implementation. Following approval by the Board of Trustees, action plans are implemented by the appropriate divisions or areas.

10. Accountability Review. Before the end of the academic year, each vice president reports to the College Council about the implementation of action plans and the attainment of component goals and program review goals within their component. This evaluation of how well each component reached its stated goals sets the stage for the next phase of the process: reinitiating the process for the next academic year.

Monterey Peninsula College Planning and Resource Allocation Process

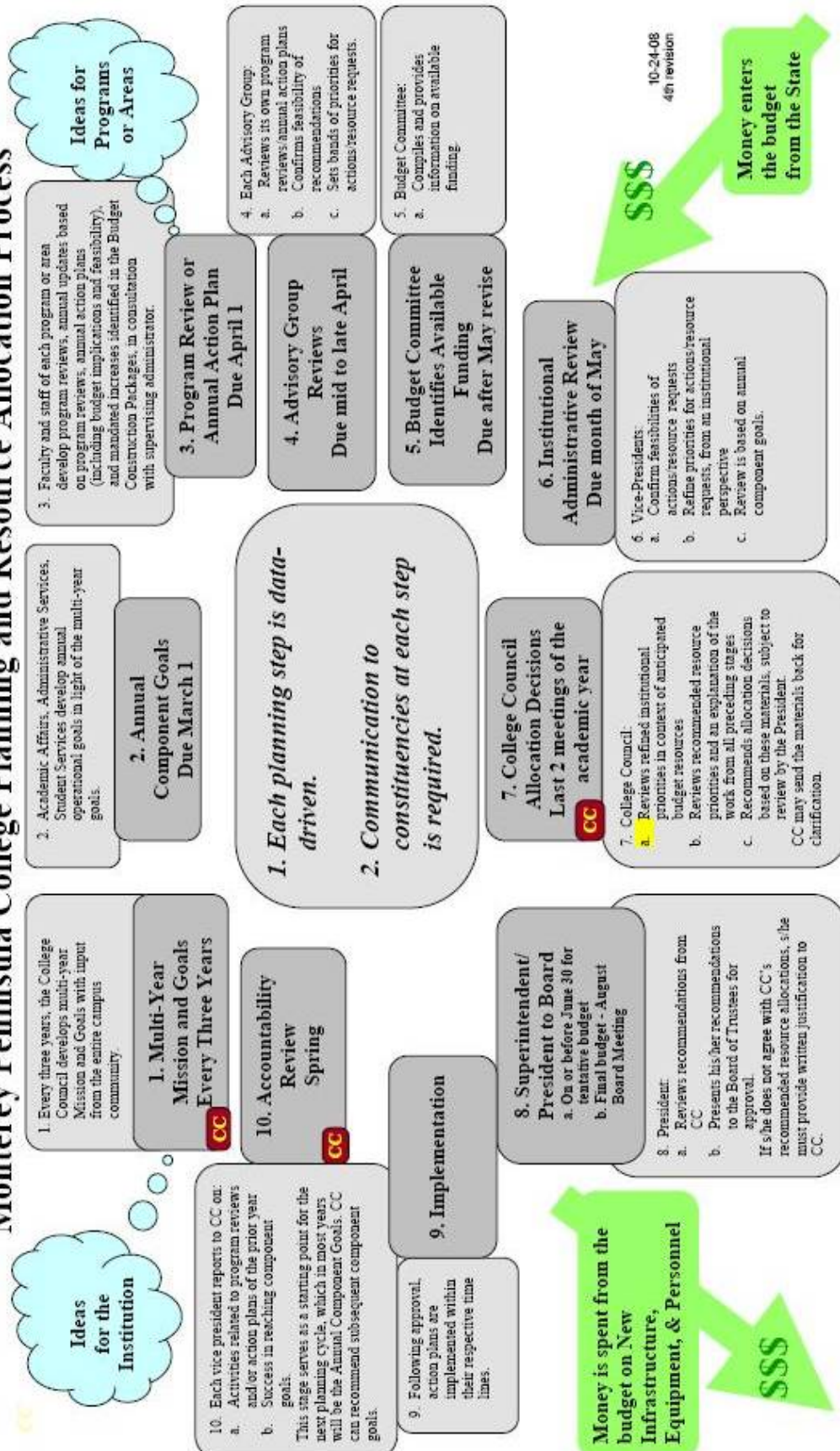


Fig. 11. The Planning and Resource Allocation Process. For a larger version, see: <http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/CollegeCouncil%20Planning%20Resource%20Allocation%20Process%204th%20rev.CC%2011-4-08.pdf>

Physical Resources

As indicated above, as of spring 2009, the property on 12th Street in Marina is comprised of four classrooms, dedicated office space, restrooms and ample parking. When the first phase of the permanent facility in Marina is built in spring 2011, it will have eight or nine classrooms, depending on the number of rooms dedicated to instructional and student support services. Until spring 2009, the college contracted out for custodial services, but the Board of Trustees recently approved a full-time custodial position dedicated to the MPC Education Center (Marina and Seaside sites).

Also, as indicated above, the district is currently leasing two classrooms from the Monterey College of Law on Colonel Durham Road in Seaside for law enforcement and fire protection technology training while the college facilities are being renovated. The renovation is scheduled to be completed by the start of fall 2009. When these facilities become available, the programs within the Public Safety Training Center will have access to six classrooms (including an activity room), dedicated office space, locker rooms, showers, and restrooms. One of these classrooms will be an activity room, which will enable the academy staff to conduct the required physical training. The facilities will be shared by the Fire and Police academies.

Institutional Processes. Monterey Peninsula College utilizes a number of processes to provide safe and sufficient physical resources in accordance with federal, state, and local regulations. Both the Monterey campus and the Education Center are included in these processes. The college's efforts to ensure safety reflect a collaborative effort utilizing several committees, departments and staff members. The Vice President of Administrative Services, who is responsible for providing safe and sufficient physical resources, oversees these activities in conjunction with the Facilities Department, the Security Department, the Health and Safety Committee, and Facilities Committee. While the Facilities and Security Departments report to the Vice President of Administrative Services, the Health and Safety Committee and Facilities Committee are both subcommittees of the College Council. The College Council is the principal shared governance committee that recommends resource allocation and policy decisions to the Superintendent/President for presentation to the Board of Trustees.

The Facilities Department. The Facilities Department is primarily responsible for grounds, maintenance, and custodial activities. It also serves as the lead department for any safety concerns reported, and conducts regularly scheduled safety meetings within the department regarding appropriate response to facility safety issues. The college conducts or contracts for regular inspections of various facilities and equipment as required by governmental agencies. This includes annual districtwide risk management assessments through the State-Wide Association of Community Colleges (SWACC) .

The Security Department. The Security Department is primarily responsible for ensuring a safe and secure environment for all students and employees of the college, as well as for the security of real and personal property of the district. The Security Department is not a primary law enforcement agency; rather it is a security unit assigned

the mission of minimizing injury, fear, anxiety, or hazards to life or health, and for protecting district and personal property from vandalism, fire, theft, and other hazards. A staff member of the Security Department makes visits to both the Marina and Seaside sites as part of his regular routine. In addition, the Marina Police Department has dedicated office space at the Marina site.

The Health and Safety Committee. The Health and Safety Committee's charge is to review safety and health procedures and make recommendations to the Vice President of Administrative Services. The Vice President of Administrative Services then brings these recommendations to the Administrative Services Advisory Group. Responsibilities of the Health and Safety Committee include reviewing safety and health procedures (including the emergency preparedness plan), monitoring and facilitating feedback on unsafe conditions, and recommending improvements. The vice president implements recommendations where feasible, and forwards major recommendations to the College Council.

The Facilities Committee. The Facilities Committee's charge is to develop and revise, as needed, long range facilities plans. Membership on the Facilities Committee includes the three vice presidents (Academic Affairs, Student Services, and Administrative Services), five faculty members (appointed by the Academic Senate reflecting diverse departmental representation and terms), the Director of Facilities, one classified member (appointed by the district's classified union), and one student member (appointed by Associated Students of MPC). Responsibilities of the Facilities Committee include the following: develop a long range facilities plan, review requests for facility changes (remodeling, new construction), prioritize and recommend minor capital improvement projects, and review and recommend scheduled maintenance projects. Recommendations are to take into consideration the college's *Educational Facilities Master Plan*, institutional goals and objectives, and advisory group component goals. Recommendations are forwarded to the College Council.

Improvements to the Education Center at Marina and the Public Safety Training Center at Seaside have been supported through the Facilities Committee. This committee recognized the opportunities available to serve MPC's student population through its properties in Seaside and Marina, and thus recommended that permanent facilities be renovated or built in those locations.

Library and Technology Resources

The Monterey Peninsula College Library is a member of the Monterey Bay Area Cooperative Library System (MOBAC), now Peninsula Library System (PLS). This consortium consists of academic, public and special libraries in Monterey, Santa Cruz and San Benito counties. This arrangement allows the library staff to borrow materials that they do not own or are unable to afford, and allows them access to collections that are not open to the public (e.g., Monterey Bay Aquarium). This greatly enhances materials that the library is able to provide to students, faculty and staff. This is particularly important for students enrolled in classes at the Education Center since the district currently does not offer a full array of library services at the center. Plans are currently underway to implement courier services that will allow students at the center to have access to books on reserve.

Library and learning support services are accessible to all students, faculty, and staff on campus from the library, the academic support center, learning centers, computer laboratories, and learning technology development and training. These services are accessible off-campus through the internet, email or telephone. The library provides access to the online catalog and 29 full-text databases and electronic reference sources 24 hours a day seven days a week through the web page. The library web page provides access to all library collections, services and policies to all students, staff, and faculty on and off-campus. All users have access to MPC library resources on and off-campus with a current library card. Electronic books (e-books) and online databases support student learning on the Monterey campus, students at the Education Center at Marina, and distance education students. In addition to e-books and online databases, the library also provides instant messaging (IM) and telephone reference services, the ability to apply for a library card online, make requests for materials, and student record review in the online catalog. IM is a means for students and staff to ask questions of the reference librarians online and receive answers almost instantly.

In addition, Monterey Peninsula College has developed an agreement with the Monterey College of Law to enable students enrolled in law enforcement training classes at the Colonel Durham property in Seaside to access the Law Library. This has proven to be an invaluable asset for law enforcement students. The Police Academy received a commendation for this arrangement from the Commission on Peace Officers Standards and Training (POST) during the last evaluation visit in 2007.

The district has ensured that the Education Center facilities are technologically supported to the same degree as the Monterey campus. All of the portable classrooms at the property on 12th Street in Marina have been equipped with sufficient technology to be classified as smart classrooms. The dedicated office space functions as a resource center for students. It is equipped with a copier, computers and printers for student use for research and registration purposes. From these computers, students are able to access not only the web, but also library search engines. In addition, one of the classrooms is equipped with 32 laptop computers. This multipurpose room is used as a classroom which houses classes that require computer or web access, and depending on the time of

the day, a mini-learning center where tutoring in English, ESL, math, and business skills is available, as well as an open access computer lab. The facilities in Seaside that are being renovated will have smart classrooms as well as access to library services.

Monitoring Desired Outcomes

The Office of Institutional Research regularly monitors student success, retention, and persistence for the entire district. Included in these studies is the student achievement at the Education Center. In fall 2007, the Superintendent/President established the Student Success Task Force. This group of administrators, faculty, and staff were charged with the task of conducting a student achievement analysis for the district. The group reviewed aggregate as well as disaggregate data using a number of criteria including class location (i.e., Monterey campus and Education Center), socioeconomic status, race/ethnicity, high school of origin, age and gender. Members of the task force also studied best practices in support of student success, retention and persistence. They attended pre-conference workshops offered through the First Year Experience to learn about the theories associated with student success in the first year. The purpose of this study was to identify potential at-risk populations and recommend interventions to enhance student achievement. A group of faculty is planning program implementation of a pilot study in 2009-2010.

In addition to contributions by the Student Success Task Force, the Basic Skills Committee was charged with evaluating the myriad of programs in support of basic skills. In the evaluation process, the committee reviewed student achievement data that reflect the effectiveness of student transition from basic skills to college level courses. The dialogue generated by the data required the committee to consider eliminating obstacles to student success on the Monterey campus and at the Education Center by developing an action plan that focuses on collaboration, communication, and coordination. As part of the effort to inform faculty and staff campuswide of challenges faced by students enrolled in basic skills classes, and to explore possible interventions, the Basic Skills Committee invited Dr. Vincent Tinto, renowned researcher and advocate of student success, to deliver the keynote address at flex days prior to the start of the spring 2009 semester. In addition to the general session, Dr. Tinto facilitated breakout sessions for faculty members to identify interventions to enhance student achievement.

The Enrollment Advisory Committee (EAC) is yet another campuswide group that has conducted research related to student achievement, retention and persistence through the Director of Institutional Research. In an effort to galvanize support for outreach, recruitment and student support goals identified by EAC, committee members have begun to share the findings and proposed initiatives with shared governance groups.

Lastly, the Education Center Project Team has advocated for implementation of streamlined, creative, cost-effective strategies that support student success and retention. As a result, a new culture is developing at the Education Center, one that transcends silos and engenders a seamless flow and function, one that promotes the use of technology in support of student access and success, and embraces concepts such as “multipurpose,” “community property” and “cross training.” This philosophy will help the district maximize resources.

All of these groups, individually and collectively, understand the importance of including in their research students who take classes at the Education Center. Furthermore, the groups support the concept of promoting student achievement at both the Monterey campus and the Education Center.

Student Learning Outcomes

The Academic Senate, which is responsible for overseeing professional and academic matters, under the leadership of the SLO Coordinator and with support from the SLO Committee, has taken the lead in guiding the implementation and assessment of course, program, General Education, and institutional student learning outcomes. The Curriculum Advisory Committee, with support from faculty and division chairs reviews all course outlines and makes curriculum recommendations to the Board of Trustees regardless of location or delivery mode. Course content, objectives, methods of evaluation, and SLOs apply to all courses regardless of whether they are offered on the Monterey campus or at the Education Center. Faculty and division chairs, with assistance from the SLO Committee, are responsible for establishing programmatic and institutional SLOs. Campuswide meetings have been dedicated to dialogue and implementation of SLOs for courses, General Education, programs and at the institutional level. SLOs apply to all students regardless of which campus/site they enroll at. The district plans to continue to conduct community needs assessments, gather and analyze aggregate and disaggregate assessment data on SLO achievement.

Administration and Governance

The Dean of Instruction oversees the Monterey Peninsula College Education Center. As stated earlier, the MPC Education Center is comprised of two properties located in two cities—Marina and Seaside—which are located in the north end of the district’s service area. The dean responsible for the Education Center reports to the Vice President of Academic Affairs, who in turn reports to the Superintendent/President. The dean works closely with the other dean in Academic Affairs to develop class schedules that are responsive to the educational needs of students and residents of the surrounding communities of Marina and Seaside. Currently, all of the academic divisions report to these two deans and the Vice President of Academic Affairs. Also, the vice presidents of Academic Affairs and Student Services meet on a regular basis to help coordinate support services needed at the Education Center. In addition to the community needs assessments conducted prior and subsequent to the resumption of course offerings in fall 2006, the Office of Institutional Research conducts student surveys to identify the classes and scheduling patterns that students, who are already taking classes at the center, are interested in taking. Also, the Office of Institutional Research has conducted student surveys to identify possible late start classes.

Faculty and staff assigned to the Education Center are able to participate in the established governance processes. Their input is critical in ensuring that the services and support provided to students, faculty, and staff are sufficient to promote learning and improve institutional effectiveness.

The Education Center Project Team is composed of administrators from Academic Affairs and Student Services, and faculty who are appointed by the Academic Senate, which is responsible for professional and academic matters.

The Governing Board recognizes the importance of including the Education Center in all districtwide matters; thus, they have held official meetings at the off-campus site and will continue to do so on a regular basis. This provides an opportunity for community members to have direct access to the Governing Board, and for the latter to obtain input directly from residents of the northern most part of the college’s service area.

Evidence Documents

Appendix A	Institutional Goals – 2007-2010
Appendix B	Letter to the Chancellor’s Office Requesting Approval of a Previously Grandfathered Education Center
Appendix C	SB 361 Community College Centers
Appendix D	Supporting Documentation for the MPC Education Center
Appendix E	Maps
Appendix F	Demographic Data
Appendix G	Course Listings
Appendix H	Educational/Facilities Master Plan Excerpt
Appendix I	MPC Education Center at Marina White Paper – Progress to Date, March 2007
Appendix J	Proposed Site Maps
Appendix K	Letters of Support from Cabrillo and Hartnell College
Appendix L	Board of Governors of the California Community Colleges Meeting Agenda and Minutes - July 10, 11 2006
Appendix M	Fort Ord Educational Needs Assessment
Appendix N	Public Safety Training Center Resource Group – Facilities Planning Meeting Notes, May 22, 2008
Appendix O	Monterey Peninsula College Education Center at Imjin Parkway – Proposed Mitigation Negative Declaration
Appendix P	Classes Offered at the Education Center – Fall 2009 – Schedule of Classes
Appendix Q	Organizational Charts

Eligibility Requirements

1. Authority

Monterey Peninsula College is authorized to operate as an educational institution and award degrees as delineated in the Board Policies Manual, Education Program Standards, 3000 series. The letter of reaffirmation of accreditation received from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, is on file in the Office of the Superintendent/President, and a notation of this status is printed in the College Catalog.

2. Mission

After extensive dialogue through the MPC governing process, the Governing Board approved the 2007-2010 Institutional Goals at its meeting on February 26, 2008. Subsequently, on July 22, 2008, the Board of Governors approved the current Monterey Peninsula College Mission Statement. It is published on the college website and it is printed in the 2009-2011 College Catalog. The college, through its governance process, reviews the institutional goals and mission statement every three years to ensure that they reflect the interest of the faculty and staff to meet the educational needs of the community.

The MPC Education Center at Marina is in line with the college mission, institutional goals and objectives. Also, implementation and support for the Education Center has been vetted and supported by all the collegewide constituents through the established planning and resource allocation process.

3. Governing Board

The Governing Board operates under the authority of California State Education Code, §70900-70902. Prior to their election, biographical information about Board candidates is included in the voter pamphlet issued by the County Office of Education and is published in local newspapers as part of their pre-election coverage.

The Board's bylaws and responsibilities are prescribed in the Board Policies Manual, 1000 series, Subsection A, Organization and Procedures of the Governing Board.

The Governing Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and the financial stability of the institution. In addition, the Governing Board follows an established policy for selecting and evaluating the Superintendent/President.

The Governing Board has been apprised of and endorses this Substantive Change Proposal. In addition, the Governing Board is informed of the steps taken through

the planning and resource allocation process to ensure effective and transparent districtwide dialogue. Furthermore, through the vetting of this Substantive Change Proposal, the district has ensured that it will continue to meet accreditation standards. In an effort to make itself available to faculty, students, staff, and community members in the areas served by the Education Center, the Governing Board has held meetings at both Marina and Seaside.

4. **Chief Executive Officer**

On January 24, 2006, the Governing Board contracted with Professional Personnel Leasing (PPL), Inc. to utilize their professional and technical expertise to conduct a search for Superintendent/President. After an extensive search, at their July 7, 2006 meeting, the Governing Board appointed Dr. Douglas R. Garrison as Superintendent/President for a four-year term effective August 1, 2006 and ending July 31, 2010. On September 23, 2008, the Governing Board extended Dr. Garrison's contract through July 31, 2012. The Board evaluates the Superintendent/President on a quarterly basis annually. His evaluation is based on annual goals established by Dr. Garrison in collaboration with the Board.

The Superintendent/President's sole responsibility is to Monterey Peninsula College. In addition to the powers and duties specifically stipulated by law, all executive and administrative powers and duties in connection with the conduct of the college are exercised by the Superintendent/President. The Superintendent/President also serves as the official secretary to the Governing Board.

The duties and responsibilities of the Superintendent/President are delineated in the Board Policies Manual, Appendix 2000.

The College Council is responsible for promoting the institutional dialogue that vets district level recommendations and communicates its decisions to the college. The College Council acts as the broad-based group that endorses resource allocation plans from an institutional perspective with input from all constituencies. As ex-officio member of the College Council and recipient of all College Council recommendations, the Superintendent/President is aware and supportive of the dialogue and recommendations leading to this Substantive Change Proposal.

5. **Administrative Capacity**

The college's organizational chart depicts the names of administrators and their areas of responsibility. The persons filling administrative positions are full-time employees and have appropriate preparation and experience for their duties and responsibilities. The district hires them through an open search process per established hiring procedures.

The college is administered through three distinct, but complementary areas: Academic Affairs, Student Services and Administrative Services. (Please see Organizational Charts Appendix Q.) Each of these areas is led by a vice president. Instructional programs are organized into seven divisions under the umbrella of Academic Affairs: Business and Technology, Creative Arts, Humanities, Life Sciences, Physical Education, Physical Sciences, Social Sciences, plus the School of Nursing and the Library and Technology Center. Both credit and non-credit programs are embedded into the various divisions, with the exception of the Older Adult Program and Instructional Service Agreements, which are administered by the Dean of Instruction and the Dean of Instructional Planning respectively. The Administrative Services area encompasses facilities, fiscal services, human resources and technology support. Student Services are comprised of the following:

- Outreach and Recruitment
- Admissions and Records
- the Book Store
- Career/Transfer Resource Center
- the Child Development Center
- Counseling
- Food Services
- Programs for special populations including
 - o CalWORKs
 - o CARE
 - o College Readiness (TRIO)
 - o Extended Opportunity Programs and Services
 - o the High Tech Center for Students with Disabilities
 - o the International Students' Center
 - o Supportive Services and Instruction
- Student Activities
- Student Health

Each of the vice presidents chairs an advisory committee composed of individuals within their areas, as well as representatives from the college at large. These advisory groups ensure transparency and collegiality in all decision making. The three advisory groups are

- Academic Affairs Advisory Group (AAAG)
- Student Services Advisory Group (SSAG)
- Administrative Services Advisory Group (ASAG)

The initiative to continue offering classes at the MPC Education Center at Marina has been vetted by the advisory groups, the President/Vice Presidents (PVP) group, and the College Council to ensure that the college has adequate administrative capacity to support the Education Center. This examination includes a determination of how the various components of the college can

collaborate to ensure that this initiative is successfully implemented and supported for sustainability purposes. In addition, the identified benchmarks are reviewed at established intervals to assess quality and determine whether resources dedicated to this initiative are adequate or additional resources are needed. Also, funding for this initiative is determined through the collegewide planning and resource allocation process. (See the MPC Planning and Resource Allocation Flow Chart on page 27.)

6. **Operational Status**

Enrollment history is documented in the Office of Admissions and Records. The Office of Institutional Research and the Office of Admissions and Records collect ongoing enrollment data. The Admissions and Records Office is responsible for documentation of enrollments in classes, certificate and degree programs, as well as degrees awarded. The Office of Institutional Research collects, analyzes and distributes data associated with student achievement. Student achievement data are reviewed at various venues of the institution, including the Enrollment Advisory Committee, the Student Success Task Force and the Basic Skills Committee. These groups identify patterns of student performance and make recommendations on initiatives in support of student achievement to the various advisory groups as well as the Academic Senate.

This process of data analysis demonstrates a commitment on the part of the institution to adopt a model of decision making based on data and a continuous quality improvement model. Progress toward implementation of this initiative will be judged using appropriate data and research analysis.

7. **Degrees**

The MPC Catalog lists degrees granted, course credit requirements, and length of study for the programs. The designations of transfer status and degree credit status are provided in the Catalog.

8. **Educational Programs**

The college's degree programs are congruent with the college mission and are listed and described in the College Catalog. Programs are based on recognized fields of study, are of sufficient content and length and maintain appropriate levels of quality and rigor for the degrees offered. The course outlines of record and data attesting to compliance with Title 5, Part VI of the California Code of Regulations, are on file in the Office of Academic Affairs.

Courses offered at the MPC Education Center are listed in both the College Catalog and the Schedule of Classes. Courses offered at the Education Center are similar to the courses offered on the Monterey campus in terms of rigor: they are based on the same course outlines of record, which are reviewed and approved by

the campuswide Curriculum Advisory Committee, have the same student learning outcomes, and course objectives as those offered on the Monterey campus.

9. **Academic Credit**

The college conforms to the relationship between contact hours and units of credit as mandated in Title 5 §55002 of the California Code of Regulations, and clarified in MPC's curriculum guidelines for new course proposals. The Office of Academic Affairs maintains these documents.

10. **Student Learning Achievement**

The Student Learning Outcomes Committee, the SLO Coordinator, who happens to be the President of the Academic Senate, the Vice President of Academic Affairs and the instructional deans, work closely with constituencies, advisory committees and the Office of Institutional Research to track student learning and achievement. This aspect of institutional effectiveness has received significantly more attention in the last few years, particularly as the college has moved toward a decision making model based on data. The program review process requires all programs and divisions to review and analyze student learning achievement data to evaluate their performance and identify future goals. In addition, through initiatives associated with student success, retention and persistence in the last two years the college has increased the use of data to develop interventions and assess goal attainment. The Enrollment Advisory Committee (EAC), the Basic Skills Committee, and the Task Force on Student Success have engaged in a dialogue pertaining to student achievement through the gathering and analysis of student learning and achievement data. These groups have shared their findings and recommendations through the governance process to gain institutional support for initiatives that promote student success.

The college as a whole has already begun and will continue to track student learning and achievement in courses and programs described herewith.

11. **General Education**

The MPC Catalog describes the areas of General Education and lists the courses satisfying General Education requirements for Monterey Peninsula College, the CSU system, and the Intersegmental General Education Transfer Curriculum. The General Education requirements ensure breadth of knowledge and promote intellectual inquiry. Specifically, the General Education component includes demonstrated competence in writing, communication, and analytical thinking skills; natural sciences; humanities; social sciences; life-long learning and self development; intercultural studies; and information competency. General Education has comprehensive learning outcomes for students who complete it. The Office of Academic Affairs is the repository of official course outlines of

record, which reflect the academic rigor and quality of courses offered at Monterey Peninsula College.

Students enrolling in any programs described in this Substantive Change Proposal who are pursuing an Associate degree are subject to completing the districtwide General Education requirements.

12. **Academic Freedom**

The college community recognizes the right of individuals to free and open discussions of controversial issues. To this end, the Academic Senate recommended, and the Governing Board adopted, the current academic freedom policy on May 27, 2008 after a long, extensive and inclusive dialogue about the meaning of academic freedom in the context of the Monterey Peninsula College culture. Board Policy 3120 on academic freedom states, “Academic freedom means the freedom to teach and present all sides of an issue in frank and open discussion. Anything that is opinion should be clearly earmarked.”

The academic freedom policy applies to the initiative described herewith.

13. **Faculty**

The MPC Catalog provides the names of all full-time faculty along with their academic preparation. Their duties and responsibilities are delineated in the Board Policies Manual, policy 5320, and in the Faculty Handbook. The current Schedule of Classes specifies the names of all full-time and adjunct faculty and their teaching assignments.

A significant mix of full and part-time faculty teach at the Education Center. As the Center grows and the district is able to secure full-center status, financial resources will become available to hire dedicated full-time faculty to teach at the Education Center, alongside existing adjunct faculty.

14. **Student Services**

The Office of Institutional Research maintains student demographic data. Student Services provided at Monterey Peninsula College are described in the College Catalog. These services support student learning and development within the context of the institutional mission.

Student Services play an integral role in ensuring the success of students enrolled in classes offered at the Education Center.

15. **Admissions**

Monterey Peninsula College has adopted admissions policies consistent with the mission of the college. The College Catalog states MPC's admission policy. The enrollment application form is published as an insert in the Schedule of Classes and is available in the Office of Admission and Records. This form is available also online through the college website.

Established MPC admissions policies apply to students enrolling at the Education Center.

16. **Information and Learning Resources**

The library collection consists of approximately 75,000 volumes including almost 21,000 electronic books, 252 periodical subscriptions, 2,262 audiovisual items (i.e., CDs DVDs and videos), and 5,866 reserve items. For the past several years, only closed-captioned DVD's have been purchased to accommodate the hearing impaired. The library also provides access to 29 full-text databases and electronic reference sources 24 hours a day seven days a week through the library webpage. Library holdings and resources are on file in the library. As a member of the Monterey Bay Area Cooperative Library System, now Peninsula Library Systems, the library is able to borrow materials that are not owned by the college. This greatly enhances materials that the library is able to provide to students, faculty and staff.

In addition to library services, the college also provides learning support services to improve student learning and achievement through the Academic Support Center (tutoring); learning centers such as ESL, English and Study Skills Center, the Learning Center at the MPC Center at Marina, the Math Learning Center, the Nursing Learning Resource Center, the Reading Center, and the TRIO Learning Center; computer laboratories such as the Business Skills Center, the Computer Aided Design lab, the World Languages Lab, and the Learning Technology Development and Training Center. The College Catalog describes all student learning and support services and centers.

Students who enroll in classes through the Education Center are able to access the information and learning resources described above.

17. **Financial Resources**

The district's funding base, financial resources, and plans for financial development are adequate to support student learning programs and services to improve institutional effectiveness, and to assure financial stability. All budget and financial statements are on file in the Office of Administrative Services. The

district's funding base is documented in the institutional budget, financial plan and in the CCFS-311 report.

Information regarding the student loan default rates is on file in the Office of Student Financial Services.

The Monterey Peninsula College Foundation raises funds for numerous campus projects. Documents relating to its establishment are on file in the Office of the Superintendent/President.

As stated in the various sections of this proposal, financial support for the Education Center is allocated through the district's planning and resource allocation process

18. **Financial Accountability**

External audits are performed annually with the auditor providing a report at an open Board of Trustees meeting. Past and current budgets as well as a statement of audit procedures and findings are on file in Fiscal Services.

The most recent program review/audit of financial aid is on file in the Office of Student Financial Services.

19. **Institutional Planning and Evaluation**

The Comprehensive Master Plan contains the college's mission, 2007-2010 Long-Term Institutional Goals, and Objectives that drive annual action plans for budget development. The long-term goals and annual planning efforts serve as the basis for the key documents in the Comprehensive Master Plan: the Educational Master Plan, Technology Plan, Facilities Plan, and Fiscal Stability Plan.

The 2003 Educational Master Plan is under review based on program review self studies and the recently adopted mission statement and the 2007-2010 Institutional Goals and Objectives. Once completed, the Educational Master Plan will serve as the foundation for the revision of the Educational/Facilities Master Plan.

Program review is systemically conducted in Academic Affairs, Student Services, Administrative Services, and the areas that report directly to the Superintendent/President—the Public Information Office and the Office of Institutional Research. Information from program review self studies is fed into the resource allocation process through annual action plans. The Office of Institutional Research provides data for the validation of program effectiveness and outcomes. Documents pertaining to the development of student learning outcomes are available in the Academic Affairs Office, on the college website, in the office of the SLO Coordinator, and in the division offices.

The progress toward implementation of the initiative described herewith is vetted through the established planning and resource allocation process. Benchmarks identified for this initiative are reviewed and adjusted as needed to ensure that deliverables are attainable.

20. **Public Information**

The MPC Catalog provides all information pertinent to mission, admission requirements and procedures, rules and regulations affecting students, programs, courses, certificates and degrees offered, fees and refund policies, grievance procedures, academic integrity (plagiarism and cheating), academic credentials of faculty and administrators, and other matters. The Catalog is available in hard copy and on-line through the college website.

The Board Policies Manual, 1000 series and Appendix, 1300 delineate the Governing Board's policies regarding public disclosure.

Information about the courses and programs offered through the initiative described herewith is made available to the public in the College Catalog or the Schedule of Classes.

21. **Relations with the Accrediting Commission**

The Governing Board assures the Accrediting Commission that it adheres to the eligibility requirements and accreditation standards and policies of the commission. As evidenced by the most recent favorable progress report to the Accrediting Commission for Community and Junior Colleges, Monterey Peninsula College has been responsive to accreditation guidelines and has successfully addressed the five recommendations from the 2004 Comprehensive Evaluation Visit. Furthermore, the college received positive comments on the 2008 Progress Report.

The list of other accreditation certifications held by Monterey Peninsula College is published in the College Catalog. The institution describes itself honestly and with consistency to all accrediting agencies, communicates any changes, and agrees to share all information from the Accrediting Commission with campus constituencies.

The vetting of the initiative described in this proposal included a deliberate institutional reflection on the impact of these changes and a determination that the institution will continue to meet accreditation standards.

Accreditation Standards

Standard I

The MPC Education Center is in alignment with and supports the mission statement and institutional goals of Monterey Peninsula College. The mission statement defines and guides all aspects of the college, including the planning and resource allocation process. The mission statement reads as follows:

Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.

In addition, the Education Center directly addresses the 2007-2010 institutional goals and their corresponding objectives, which read as follows:

1. Promote academic excellence and critical thinking across all areas and disciplines.

Objectives:

- a. Support faculty and staff development for effective teaching, learning, and service delivery.
- b. Expand distance education by providing leadership, technical assistance, services, training opportunities, exploring partnerships, and designing quality control mechanisms.
- c. Articulate the meaning, value, and use of SLOs (Student Learning Outcomes) at MPC.

2. Foster a climate that promotes diversity throughout the institution.

Objectives:

- a. Actively seek and enhance diversity in all college programs, curricula, extra-curricula, outreach and community events, and in the college population, students, employees and Board of Trustees.
- b. Recruit and retain a diverse collegewide community.

3. Grow enrollment and build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.

Objectives:

- a. Improve the college's financial stability by diversifying the college's revenue sources and increasing enrollment.
 - b. Establish and strengthen industry, government, and community partnerships.
 - c. Establish and strengthen partnerships with high schools and transfer institutions.
 - d. Develop an integrated, effective districtwide marketing strategy for continuing programs, new programs and services.
4. Create pathways to success that address the diverse, holistic needs of all MPC students.

Objectives:

- a. Identify barriers that prevent students from achieving their goals.
 - b. Increase collaboration between Student Services and Academic Affairs to provide systems and programs that better assist students.
 - c. Improve the delivery of academic support for diverse student learners.
5. Provide educational programs and services in Seaside and Marina that meet community needs.

Objectives:

- a. Develop class and service delivery schedules based on assessment and analysis of community needs.
 - b. Provide support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings.
6. Ensure adequate levels of personnel to support current programs and establish priorities for future growth.

Objectives:

- a. Provide adequate levels of well-trained support personnel to meet the needs of learning, teaching, collegewide communications, research and operational systems.
 - b. Attract and retain the best-qualified employees by continuing to increase compensation for full and part-time staff and faculty.
7. Maintain and improve district facilities.

Objectives:

- a. Create safe, attractive, functional facilities through the allocation of bond funds.
- b. Provide a stable and secure technical environment for the entire institution.

To ensure quality and sustainability, the Education Center has been integrated into the established districtwide processes, including curriculum development and approval, program review, planning and resource allocation, as well as implementation and assessment of SLOs.

Standard II

The college ensures the quality and rigor of all of its courses, instructional programs and student support services regardless of location and mode of delivery. The college will offer courses and programs at the Education Center with the intent to meet the educational needs of the community including public safety agencies. Regardless of the delivery method or location, courses will adhere to the established course outlines throughout the institution. These course outlines have been reviewed and approved by the college Curriculum Advisory Committee and the Governing Board. The curriculum approval process ensures adherence to guidelines established by Title 5 of the California Code of Regulations, and where applicable, the course outlines have also been approved by the Chancellor's Office of the California Community Colleges. Course outlines include objectives, methods of evaluation and faculty identified student learning outcomes. Course SLOs are consistent regardless of the delivery mode or the location. Courses are taught using the most appropriate pedagogy and the use of state-of-the-art technology to the extent that the college can afford. Student support and library services are provided in the most appropriate delivery manner and are augmented incrementally as the enrollments increase.

Through the Office of Institutional Research, the college will continue to assess the effectiveness of the Education Center initiative in meeting the educational needs of the community in terms of student learning and achievement. Furthermore, this information will be used in support of the continuous quality improvement model.

Standard III

All district faculty and staff are hired and evaluated using the same procedures. Faculty, regardless of the assignment location, meet the minimum qualifications recommended by the statewide academic senate and established by the Board of Governors of the California Community Colleges. Faculty and administrative support at the MPC Education Center will be augmented incrementally as enrollments grow and the district is able to obtain full center status, which will provide additional state funding for operational purposes.

Through the Office of Institutional Research, the college will continue to conduct community needs assessments associated with the Education Center initiative described in this proposal. These needs assessments will help the institution make a determination on such questions as types of courses to offer, the time frames; and the frequency of course offerings at the Education Center, etc.

Facilities at the Education Center are appropriate for the number of students served and the number of sections offered. The facilities will be augmented incrementally as stipulated by the Educational/Facilities Master Plan. The college will continue to maximize bond funds to remodel existing facilities associated with the Public Safety Training Center. Furthermore, the college will continue to apply for matching state funds to build new or refurbish existing facilities to meet the educational needs of local law enforcement and fire fighting agencies. The facilities support provided by the district, regardless of location, is conducive to learning and is adequate to support the safety and well being of students, faculty and staff.

The technology provided at the Education Center is state-of-the-art, and the college is committed to maintaining of the hardware and software to ensure quality instruction and parity with technology at the Monterey campus.

Finally, the financial resources available to support the programs and sites discussed in this document, are sufficient to support student learning programs and services and to improve institutional effectiveness.

Standard IV

Faculty, staff, and students assigned to any of the programs and sites discussed in this document are able to participate in the established governance processes that exist at the college. These existing processes facilitate discussion of ideas and effective communication among all of the institution's constituencies. The result of the dialogue and the ultimate goal of these frank and open discussions is institutional improvement.