



**MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD OF TRUSTEES**

**REGULAR MEETING
WEDNESDAY, JUNE 24, 2015**

REPORTS AND PRESENTATIONS

Academic Affairs Report

CTE Funding

The Career Pathways Grant we are a partner in with San Jose City College and others was awarded funding by the Department of Education. This is a \$13 million grant in Information and Computer Technology (ICT) over the next four years. MPC will be funded for approximately \$150,000 in the first two years and will receive funds for several internships each year for the next four years of the grant. This will be a great opportunity for MPC to work with many other colleges and school districts which are partners on this grant:

- Evergreen Valley College
- Cal State University – East Bay
- Campbell Union High School District
- Foothill College
- San Francisco State University
- Eastside Union School District
- Las Positas College
- San José State University
- Fremont Union High School District
- Mission College
- Metropolitan Education District
- Monterey Peninsula College
- Deputy Sector Navigator - Advanced Manufacturing
- Milpitas Unified School District
- Ohlone College
- Deputy Sector Navigator – Biotechnology
- Santa Clara Unified School District
- San José City College
- Deputy Sector Navigator - ICT
- Santa Clara County Office of Education
- Skyline College
- West Valley College
- And Charter / Alternative Schools

Meetings

- I attended a meeting along with Dr. Tribley, Beccie Michael, faculty from our Life Science and Physical Science Divisions with representatives of the Chevron Corporation. They provided us with information about what Chevron is doing in Monterey County and their interest in STEM education. Thanks to our College Foundation, Chevron recently gave the college a \$50,000 donation for STEM education.

SB 1440 programs

With the Board's approval of the last three SB 1440 programs today (Music, Theatre Arts and Spanish), the College has met its initial requirement to submit Associate Degree for Transfer programs in all the areas where Transfer Model Curriculum exists and MPC has an existing transfer program. We also submitted a new AA-T in Nutrition and Dietetics. This is only the beginning. We are currently working on several other Associate Degrees for Transfer for next year. Also, we will soon be starting work on three model curriculum in Engineering, Information Technology and Nursing. Communication Studies, Psychology, and Sociology are up for their five year review. There are also efforts beginning to develop Transfer Model Curriculum for Interdisciplinary Studies and Model Curriculum for CTE programs. So next year will again be a busy year for curriculum development.

Presented by:
Larry Walker, Interim Vice President for Student Services
June 24, 2015

Student Services

Graduation: Graduation week at Monterey Peninsula College was exciting, record breaking, and included many ceremonies specific to student's accomplishments and fields of study. MPC awarded record breaking numbers of certificates and degrees. This year's commencement ceremony was held in the Lobos Athletic Stadium, where graduates walked across the stage in front of a huge crowd of enthusiastic family, friends, and fellow students.

Other Student Services sponsored graduation ceremonies included EOPS/CARE/CalWORKs, TRiO/SSS, Access Resource Center (ARC), Latino Ceremony, and Kente Ceremony. In addition, an inaugural Veterans' Graduation Ceremony was held in the Student Center.

Scholarship Ceremony

On June 2, Student Financial Services, in collaboration with the MPC Foundation, hosted an annual Scholarship Reception. This event acknowledges the academic excellence of our students and awards them scholarship monies to continue their educational journey.

Scholarships

Student Services has been collaborating with the MPC Foundation to introduce the Howard and Karin Evans College Incentive Program. As students meet requirements, such as GPA, advocate meetings, and orientation sessions, the program provides financial incentives. Students can earn up to \$1,000 per academic year, and also earn a transfer award of \$1,000 if the student enrolls at a 4-year institution. The goal is to serve 100 new, first-time freshman students each year that may not have viewed college as an educational opportunity.

TRiO Programs

Our pre-college TRiO Programs, Upward Bound and Math Science Upward Bound, started their academic enrichment summer academies in June. These summer academies include instruction in Communications, Math, Science and Personal Development. Upward Bound and Math Science Upward Bound combine to serve over 100 low-income, first-generation high school students each summer.

Outreach

The City of Watsonville and MPC have been teaming up to provide tours to approximately 20 middle and elementary school students on MPC's campus.

Academic Senate Annual report 2014-2015
Fred Hochstaedter
Adopted by the Academic Senate May 28, 2015

A few years from now, we may look back on 2014-2015 as the “Year of the Indicator”. It seemed that at nearly every Academic Senate meeting we heard reports about new standards, metrics, expectations or indicators that one agency or another was asking that we report out on. First it was the US Department of Education with their institution-set standards. The Academic Senate heard reports from the Office of Institutional Research about how the institution would address the required indicators of course completion, degree/certificate completion, and transfer. A memorable presentation using dog heights enlightened us about how to think about the statistics involved.

Later, the Academic Senate considered the Student Success Plan and the Student Equity Plan that set the stage for how MPC would use an influx of state money for matriculation and other student services needs. It’s a whole new ball game with outcomes-based funding in place for student services. The institution must meet certain metrics involving students served, or funding is reduced the following year. Later in the year, we learned that this categorical funding would result in the hiring of a Director of Student Success as well as a couple of classified positions to coordinate assessment and orientation.

Near the end of the year, the Academic Senate learned of the state-legislature-mandated Institutional Effectiveness Partnership Initiative. Legislators have changed Ed Code to require that colleges report a variety of indicators in four categories: accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines. For the first year, colleges will be reporting on one indicator within each category.

After listening to colleagues’ presentations about these new requirements and the plans to meet them, the Academic Senate responded by endorsing them all, but also by recognizing that the California Community Colleges have entered a new era where using quantitative indicators to gauge success is gaining momentum, and where the importance of using data to inform decisions continues to rise.

Related to this influx of data-related requirements was “The Great Data Challenge”—the issue of MPC being required to respond to a multitude of data needs but needing to go to a multitude of different internal sources to find, process, and analyze the information. To address this need the Academic Senate endorsed the acquisition of software called TracDat. The system will enable easier data entry in the reflections and program review process, and more efficient access to and manipulation of data from multiple internal sources. Examples include accessing information and linking it to processes such as SLOs, Action Plans, Program Review, and Institutional Goals and Objectives. The Academic Senate endorsed this acquisition in recognition that it would help MPC faculty access and analyze data more easily so we could all use data more effectively to inform and support decision making.

Plagiarism was a topic of conversation that spanned the length of the academic year. The Academic Senate continues to be concerned with how faculty members can most effectively deal

with academic dishonesty. At the Spring 2015 flex days, current and former Academic Senate representatives participated in a breakout session entitled “Preventing Plagiarism Before It Occurs”. The topic of TurnItIn—a plagiarism-detecting software—came up again, and again the Academic Senate reaffirmed its resistance to implementing this kind of system. Towards the end of the semester, the Academic Senate considered using MPC’s “Advocate Incident Reporting” system to report plagiarism or incidences of academic dishonesty to the VP of Student Services. In this way, the VP would hopefully have more information to aid in deciding what to do with students referred by faculty members.

CTE instruction is gaining prominence at all California Community Colleges, including MPC. The Taskforce on Workforce is expected to make policy recommendations to the Chancellor’s Office on a number of initiatives that could change the way CTE education is funded and organized throughout the state. MPC sent multiple faculty members to ASCCC-sponsored town hall meetings on the Taskforce on Workforce as well as to the ASCCC CTE Leadership institute. MPC CTE faculty members reported back to the Academic Senate after all of these meetings, emphasizing the increased interest that policymakers are directing at these programs, coming changes in funding, and the regionalization of CTE programs in the CCC system.

In a related decision, the Academic Senate endorsed the recommendation of the MPC Equivalency Committee to provide guidelines of what constitutes equivalency in those disciplines not requiring a master’s degree. These disciplines are often in the CTE areas. From the experience of the Equivalency Committee, issues typically arose when applicants have significant occupational experience but lack an Associate’s degree, as is required by the state-endorsed minimum qualifications. The Academic Senate endorsed guidelines that enable equivalency to be granted to those applicants that have specified combinations of occupational experience, supervisory/business ownership experience, or teaching experience. This particular meeting was well-attended by MPC CTE faculty who all highly valued the occupational experience of the applicants over the presence of an Associate’s degree. We hope that these guidelines will help MPC hire appropriate faculty members in those disciplines not requiring a master’s degree.

Considering a different set of students mentioned in the institutional mission, the Academic Senate considered a definition of life-long learners for use in college dialog. The definition was developed by a subcommittee of Academic Senate representatives, endorsed by the Academic Senate, and then shared with the rest of the shared governance committees and with the Board of Trustees. “Lifelong learners are those students who seek some combination of personal fulfillment and enterprise, employability and workplace adaptability, and active citizenship and social inclusion, and who have not identified certificate, degree or transfer as their immediate educational goal.”

The paragraphs that follow contain the goals and objectives set forth by the Academic Senate at the beginning of the year. Some of them we were able to address, whereas others were not attained because of a variety of reasons such as changes in personnel, schedule, and priorities.

Accreditation Participation and Review (Faculty Accreditation Coordinator and Academic Senate President)

Goal: Review drafts of the accreditation self-evaluation that will be written this academic year

1. Review accreditation documents as part of the shared governance process and provide feedback to the Accreditation Self-Evaluation Steering Committee.
 - ✓ The ACCJC delayed the timing of the accreditation visit from Spring 2016 to Fall 2016. Because of this, the review process for the self-evaluation was also altered to occur a semester later than originally planned. Review of the self-evaluation will return as a major goal of the Academic Senate in the next academic year.

Committee Handbook

Goal: Review and revise (or just completely start over) the MPC Committee Handbook

1. Research and record the following for each committee
 - a. Membership
 - b. Charge
 - c. Meeting times
2. Report on the findings to shared governance groups
3. Post the Handbook in some accessible location
 - ✓ The Academic Senate representative that was going to address this goal resigned from the Academic Senate. Consequently, this goal was not addressed.

Flex Day Planning and Execution (Flex Planning Committee)

Goal: Continue to organize flex day events that are perceived as engaging and useful by MPC personnel.

1. Ensure that the Flex Committee has faculty representation
 - ✓ Flex day events are ongoing and continue to be generally well received.
 - ✓ Heather Craig continues to excel in a leadership role for the flex committee.
2. Receive regular reports from the Flex Committee
 - ✓ The Academic Senate heard regular reports about both the planning of the events and regular evaluation of the events.
3. Endorse and approve the general plans and the schedules for the Spring 2015 and Fall 2015 Flex Day events
 - ✓ MPC faculty member Dave Clemens delivered the Fall 2014 keynote address and CSUMB President Eduardo Ochoa delivered the keynote address at the Spring 2015 flex days. Both were well received. In follow-up to the Ochoa address, the administration pledged support to ensure that MPC courses are fully articulated with CSUMB programs.

ASCCC Representation (ASCCC Delegate)

Goal: Represent MPC in ASCCC Plenary Sessions and other matters

1. Attend ASCCC Plenary Sessions
2. Receive reports from the ASCCC delegate and provide feedback so that the delegate can accurately represent MPC
3. Remain informed on state-wide issues affecting the California Community Colleges
 - ✓ Paola Gilbert continued to serve as the ASCCC representative. She attended the Fall and Spring Area B meetings, as well as the Fall and Spring ASCCC Plenary Sessions.

- ✓ Paola kept the Academic Senate up to date on a variety of issues affecting community colleges statewide. Some of these included:
 - Repeated efforts to change repeatability regulations
 - Reorganization of the way that Adult Education is organized
 - Non-credit issues

Review and Possibly Revise the Faculty Hiring Procedures

Goal: Create hiring procedures that enable MPC to hire the best possible faculty members

1. Review the existing procedure with several objectives in mind
 - a. Ensuring the largest possible qualified pool of applicants
 - b. Ensuring efficient interview procedures that encourage a national pool of candidates to interview with MPC
 - c. Ensuring the smooth scheduling of screening committee meetings
2. Form a committee to collectively make recommendations for improvement of the procedure.
 - ✓ This goal was formulated because the Academic Senate President was approached by the Associate Dean of Human Resources to review and possibly revise the faculty hiring procedures. The Associate Dean of Human Resources did not follow up with this issue as virtually all MPC personnel because busy with the drafting of the accreditation self-evaluation. Consequently, this goal was not addressed.

Review and Approve the AB 86 Adult Education Plan

Goal: Provide input to the institution about the AB 86 Adult Education Plan from a faculty perspective

1. Receive regular reports from the Adult Education/CTE Coordinator about progress on The Plan
2. Provide feedback to drafts of the plan when appropriate
3. Approve the plan if necessary
 - ✓ The Academic Senate reviewed the AB 86 Adult Education Plan and approved it in December.

Addendum 5/29/2015:

At the last Academic Senate meeting of the year, on May 28, CTE faculty members Mary Johnson, Alison Shelling, and Laura Loop presented updates on CTE issues including what they had learned at the recent ASCCC CTE Leadership Institute. The ASCCC is soliciting responses to the draft recommendations of the Task Force on Workforce. MPC CTE faculty members met to discuss those issues important to MPC. The three faculty members presented their responses to the Academic Senate. The Academic Senate unanimously endorsed the responses and directed the Academic Senate President to submit them to the ASCCC.

The main points of the response consist of the following:

- The definition of student success in the CTE area needs to include metrics appropriate for both “completers” (those students who attain certificates, degrees, transfer-readiness, or enrollment in 4-year institutions) and “skill-builders” (older students who take only a few courses to advance their career).
- Clarify practices and/or address treatment of “repeatability” on CTE courses when course content evolves to meet changes in skill requirements.
- Advocate for CTE-dedicated counselors that are expert in the needs of CTE students. This follows the practice implemented for basic skills students.
- Advocate for a dedicated funding stream for all CTE programs. The current practice of researching, writing, and applying for grants incurs costs in terms of time and personnel, and directs resources away from student learning.
- Engage in dialog about micro-regions within the regions defined by the Task Force on Workforce. MPC is grouped with schools in the San Francisco Bay Area, but the economy and CTE student needs in the Monterey Bay area are significantly different from those in the Bay Area. Reliance on agriculture and hospitality are but two examples.

Address to Board of Trustees from Loran J. Walsh, MPCEA Chapter President

Good Afternoon Board Members,

24 June 2015

I want to thank the MPCEA Chapter Vice- President Kevin Haskin for making last month's address to the Board of Trustees while I was away for a U.S. Army Military Police reunion in Mount Vernon, Ohio. It was great seeing people I was stationed with here at Fort Ord some 29 years ago.

MPCEA and the District continue to negotiate for the successor agreement for 2014- 2017 with our interim Labor Relations representative (LRR) as our last LRR has retired. MPCEA is expecting to have a new LLR assigned in September of this year.

I would like to thank the Reclassification Committee for their hard work lead by Susan Kitagawa the Associate Dean of Human Resources. Their work does impact work assignments and members pay.

I would also like to personally thank everyone for the Root Beer Float Celebration on behalf of the Classified Staff. Thank you all the Board Members and Administrative Staff that precipitated and thanks for the give a ways it means so much to MPCEA that Classified are remembered at this time of the year.

I would also on behalf of MPCEA and its members like to thank the District for the annual BBQ Celebration/ Annual Employee Recognition Lunch and Ceremony that was held on May 29, 2015. MPCEA would like to recognize the 2015 Classified Recognition Award Honoree- Steve Bruemmer; job well done. MPCEA would like to especially thank Molly Jansen and all of the people that ensured the event happened with all their hard work.

MPCEA would like to extend to all the MPC graduates this year Congratulations and thanks for choosing MPC to expand your education and we hope that all your goals will be achieved. MPCEA hopes that the graduates will not only remember the experience, but the Classified Staff that were part of their experience.

I would like to personally thank and acknowledge all the hard work that Paola Gilbert the MPCTA Chapter President has done her first year in office. It has been an absolute pleasure to work with her.

As always,

"There is No Class without Classified"



The CSEA mission is: "To improve the lives of our members, students and community."