

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. A

Fiscal Services
College Area

Proposal:

That the Governing Board review and discuss the 2011-2012 Monthly Financial Reports for the period ending June 30 2012, prior to year-end closing.

Background:

The Board routinely reviews financial data regarding expenses and revenues to monitor District fiscal operations.

Budgetary Implications:

None.

☒ **RESOLUTION: BE IT RESOLVED**, that the 2011-2012 Monthly Financial Reports for the period ending June 30, 2012, prior to year-end closing be accepted.

Recommended By:

Stephen Ma
Stephen Ma, Vice President for Administrative Services

Prepared By:

Rosemary Barrios
Rosemary Barrios, Controller

Agenda Approval:

Dr. Douglas Garrison
Dr. Douglas Garrison, Superintendent/President

Monterey Peninsula College
Fiscal Year 2011-12
Financial and Budgetary Report
June 30, 2012

Enclosed please find attached the financial reports for the month ending June 30, 2012 for your review and approval. The financial report is an internal management report submitted to the Board of Trustees to compare actual financial activities to the approved budgets.

Operating Fund net revenue through June 30, 2012 is \$38,717,245 which is .20% less than the same period last fiscal year. Expenditures year-to-date total \$43,628,254 which is 1.9% more than the same time last fiscal year, for a net difference of -\$4,911,009.

Additional revenues to be received for FY 11-12 include: federal grant reimbursements, other outside agency payments, second and third quarter lottery funds, and the additional apportionment revenue payment of \$5.4M. The deferred apportionment payment will be made to the District by the end of July.

Highlights of financial activities year-to-date are as follows:

Revenues

- The June apportionment payment received was \$438,207. The 11-12 deferral payment will be made by the end of July to the District.
- Fiscal Services is now into the year-end closing process and will be setting up year-end receivables and payables.

Expenditures

Overall the District operating funds expenditures continue to track as projected.

Self Insurance Fund

- Self Insurance expenses are at 106.2% of budgeted expenditures. The expenditure amount is 16% more than the amount for the same period last fiscal year.

Parking Fund

- Parking revenues are 132.7% of budget, indicating total revenue for the year to be significantly higher than budgeted. Expenses are at 87.3%.

Fiduciary Funds

- All Fiduciary Funds are tracking close to budget. Some budget transfers were completed this month for these funds.

Cash Balance:

The total cash balance for all funds is \$53,705,572 including bond cash of \$40,779,577 and \$12,925,995 for all other funds. Operating funds cash is \$1,666,635. The District's cash balance was sufficient to cover the June payroll and accounts payable. With the 11-12 deferral payment of \$5.4M to be received late July, the District's cash balance should be sufficient to cover the July payroll and accounts payable.

Other

A number of cost saving measures identified in 2011-12 adopted budget have either under-performed or will not materialize. This combined with the mid-year revenue cut (deficit coefficient) will result in an out of balance budget.

Monterey Peninsula Community College

Monthly Financial Report

June 30, 2012

Summary of All Funds

Funds	Beginning Fund Balance	Revised Budgets 2011 - 2012		Ending Fund Balance	Year to Date Actual 2011 - 2012			% Actual to Budget		Cash Balance
	07/01/11	Revenue	Expense	6/30/2012	Revenue	Expense	Encumbrances	Rev	Exp	6/30/12
General - Unrestricted	\$3,763,831	\$37,533,388	\$37,530,142	\$3,767,077	\$32,718,095	\$37,168,517	848,006	87.2%	101.3%	\$972,874
General - Restricted	0	5,744,441	5,744,441	0	4,447,619	5,054,794	95,502	77.4%	89.7%	0
Child Dev - Unrestricted	0	560,576	560,576	0	523,734	531,836	0	93.4%	94.9%	23,628
Child Dev - Restricted	0	247,713	247,713	0	250,345	271,550	2,402	101.1%	110.6%	0
Student Center	214,409	275,200	264,229	225,380	154,860	199,948	11,435	56.3%	80.0%	330,554
Parking	92,179	469,000	464,458	96,721	622,592	401,609	3,902	132.7%	87.3%	339,578
Subtotal Operating Funds	\$4,070,419	\$44,830,318	\$44,811,559	\$4,089,178	\$38,717,245	\$43,628,254	\$961,247	86.4%	97.4%	\$1,666,635
Self Insurance	9,327,145	6,886,665	7,477,624	8,736,186	6,867,044	7,900,702	38,631	99.7%	106.2%	9,480,199
Capital Project	812,067	3,265,104	3,963,556	113,615	427,923	709,129	24,208	13.1%	18.5%	888,399
Building	54,046,985	200,000	39,371,502	14,875,483	179,944	16,191,378	16,544,322	90.0%	83.1%	40,779,577
Debt Service	103,491	275,324	275,324	103,491	276,900	275,324	0	100.6%	100.0%	52,286
Revenue Bond	20,905	18,975	18,975	20,905	19,147	18,975	0	100.9%	100.0%	21,668
Associated Student	16,122	90,274	90,274	16,122	88,669	72,228	0	98.2%	80.0%	75,635
Financial Aid	12,881	5,672,955	5,672,955	12,881	5,672,955	5,672,955	0	100.0%	100.0%	120,653
Scholarship & Loans	272,948	2,850,000	2,850,000	272,948	2,364,979	2,358,382	0	83.0%	82.8%	224,803
Trust Funds	293,917	589,000	589,000	293,917	588,940	476,820	0	100.0%	81.0%	341,778
Orr Estate	61,262	50,000	58,233	53,029	45,336	58,233	0	90.7%	100.0%	53,938
Total all Funds	\$69,038,142	\$64,728,615	\$105,179,002	\$28,587,755	\$55,249,083	\$77,362,380	\$17,568,408	85.4%	73.6%	\$53,705,572

*** BOARD REPORT ***

GENERAL FUND (Unrestricted)

Fund 01

Monterey Peninsula College

June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-12					Y-T-D ACTUAL TO BUDGET
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE		BALANCE	
REVENUES							
8100 FEDERAL	11,357	10,700	1,904	3,310		7,390	30.9%
8600 STATE	23,414,545	20,561,741	438,539	12,931,258		7,630,483	62.9%
8800 COUNTY / LOCAL	17,214,510	15,856,665	402,927	17,373,641		(1,516,976)	109.6%
8900 INTERFUND TRANSFER IN	<u>50,000</u>	<u>1,104,282</u>	<u>1,305,605</u>	<u>2,409,887</u>		<u>(1,305,605)</u>	N/A
TOTAL REVENUE :	<u>\$40,690,413</u>	<u>\$37,533,388</u>	<u>\$2,148,975</u>	<u>\$32,718,095</u>		<u>\$6,120,898</u>	87.2%
OBJECT CLASSIFICATION	2010-2011 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES		UNENCUMBERED BALANCE	PERCENT
CERTIFICATED SALARIES							
1100 TEACHER SALARIES	6,879,593	5,926,372	543,361	5,933,452		(7,080)	100.1%
1200 NON TEACHER SALARIES	2,952,928	2,842,030	241,175	2,771,752		70,278	97.5%
1300 HOURLY TEACHER	4,919,371	4,818,084	259,761	5,193,991		(375,907)	107.8%
1400 OTHER HOURLY SALARIES	<u>140,700</u>	<u>199,718</u>	<u>32,364</u>	<u>189,015</u>		<u>10,703</u>	94.6%
TOTAL CERTIFICATED :	<u>\$14,892,592</u>	<u>\$13,786,204</u>	<u>\$1,076,661</u>	<u>\$14,088,210</u>		<u>(\$302,006)</u>	102.2%
CLASSIFIED SALARIES							
2100 NON INSTRUCTIONAL	5,773,865	5,521,786	504,585	5,732,663		(210,877)	103.8%
2200 INSTRUCTIONAL AIDES	754,063	774,891	58,707	727,024		47,867	93.8%
2300 HOURLY NON INSTRUCTIONAL	387,886	342,657	23,807	470,295		(127,639)	137.2%
2400 HOURLY INSTRUCTIONAL	<u>677,838</u>	<u>645,273</u>	<u>39,559</u>	<u>629,435</u>		<u>15,838</u>	97.5%
	<u>\$7,593,652</u>	<u>\$7,284,607</u>	<u>\$626,658</u>	<u>\$7,559,418</u>		<u>(\$274,811)</u>	103.8%

***** BOARD REPORT *****

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GENERAL FUND (Unrestricted) continued

Fund 01

Monterey Peninsula College

June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-12					
		REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	PERCENT
3XXX TOTAL FRINGE BENEFITS :	<u>\$4,417,020</u>	<u>\$4,678,505</u>	<u>\$265,550</u>	<u>\$4,640,149</u>	<u>\$40,158</u>	<u>(\$1,803)</u>	100.0%
<u>SUPPLIES & OTHER</u>							
4300 INSTRUCTIONAL SUPPLIES	267,033	246,881	56,400	193,188	37,578	16,115	93.5%
4500 OTHER SUPPLIES	491,230	328,999	63,183	384,877	38,273	(94,152)	128.6%
4700 FOOD	<u>9,760</u>	<u>4,380</u>	<u>2,164</u>	<u>3,682</u>	<u>0</u>	<u>698</u>	84.1%
TOTAL SUPPLIES & OTHER :	<u>\$768,023</u>	<u>\$580,260</u>	<u>\$121,747</u>	<u>\$581,747</u>	<u>\$75,852</u>	<u>(\$77,339)</u>	113.3%
<u>OTHER</u>							
5100 CONTRACTED SERVICES	2,121,792	1,586,897	229,580	1,007,808	298,979	280,110	82.3%
5200 TRAVEL	170,358	146,141	26,973	128,286	5,078	12,777	91.3%
5300 DUES AND SUBSCRIPTIONS	138,788	119,799	420	114,973	0	4,826	96.0%
5400 INSURANCE	326,944	335,300	0	359,152	0	(23,852)	107.1%
5500 UTILITIES & HOUSEKEEPING	1,090,953	1,214,783	164,088	1,039,555	296,970	(121,742)	110.0%
5600 RENTS & LEASES	639,219	580,603	52,330	508,557	62,876	9,170	98.4%
5700 LEGAL AND AUDIT	102,924	325,455	1,908	115,631	27,606	182,218	44.0%
5800 OTHER SERVICES	<u>305,054</u>	<u>491,197</u>	<u>46,281</u>	<u>336,825</u>	<u>36,448</u>	<u>117,924</u>	76.0%
TOTAL OTHER :	<u>\$4,896,031</u>	<u>\$4,800,176</u>	<u>\$521,580</u>	<u>\$3,610,787</u>	<u>\$727,957</u>	<u>\$461,432</u>	90.4%
<u>CAPITAL OUTLAY</u>							
6200 BUILDING IMPROVEMENT	31,899	22,771	3,734	21,893	597	282	98.8%
6300 CAPITAL BOOKS & SOFTWARE	45,513	137,530	0	137,530	0	0	100.0%
6400 EQUIPMENT	<u>86,835</u>	<u>80,939</u>	<u>50,256</u>	<u>112,753</u>	<u>3,442</u>	<u>(35,257)</u>	143.6%
TOTAL CAPITAL OUTLAY :	<u>\$164,247</u>	<u>\$241,239</u>	<u>\$53,990</u>	<u>\$272,176</u>	<u>\$4,039</u>	<u>(\$34,975)</u>	114.5%
<u>TRANSFERS</u>							
7300 INTERFUND TRANSFER OUT	6,656,331	6,159,152	611,615	6,416,031	0	(256,879)	104.2%
TOTAL TRANSFERS :	<u>\$6,656,331</u>	<u>\$6,159,152</u>	<u>\$611,615</u>	<u>\$6,416,031</u>	<u>\$0</u>	<u>-\$256,879</u>	104.2%
TOTAL EXPENSE & TRANSFERS :	<u>39,387,897</u>	<u>37,530,142</u>	<u>3,277,800</u>	<u>37,168,517</u>	<u>848,006</u>	<u>(486,381)</u>	101.3%
REVENUE OVER EXPENSE :	<u>\$1,302,516</u>	<u>\$3,246</u>	<u>(\$1,128,825)</u>	<u>(\$4,450,422)</u>	<u>(\$848,006)</u>	<u>\$6,607,279</u>	

***** BOARD REPORT *****

GENERAL FUND (Restricted)

Fund 01

Monterey Peninsula College

June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-2012					
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE		BALANCE	Y-T-D ACTUAL TO BUDGET
REVENUES							
8100 FEDERAL	1,566,098	2,469,743	101,921	1,783,748	0	685,995	72.2%
8600 STATE	2,578,855	2,462,125	0	2,098,735	0	363,390	85.2%
8800 COUNTY / LOCAL	707,127	745,452	22,273	565,136	0	180,316	75.8%
8900 INTERFUND TRANSFER IN	67,384	67,121	0	0	0	67,121	0.0%
TOTAL REVENUE :	\$4,919,464	\$5,744,441	\$124,194	\$4,447,619	0	\$1,296,822	77.4%
OBJECT CLASSIFICATION	2010-2011 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES		UNENCUMBERED BALANCE	PERCENT
CERTIFICATED SALARIES							
1100 TEACHER SALARIES	112,083	50,322	5,632	51,303	0	(981)	101.9%
1200 NON TEACHER SALARIES	870,821	963,674	84,870	972,739	0	(9,065)	100.9%
1300 HOURLY TEACHER	73,988	71,169	6,696	68,146	0	3,023	95.8%
1400 OTHER HOURLY SALARIES	188,510	253,323	39,080	228,394	0	24,929	90.2%
TOTAL CERTIFICATED :	\$1,245,402	\$1,338,488	\$136,278	\$1,320,582	\$0	\$17,906	98.7%
CLASSIFIED SALARIES							
2100 NON INSTRUCTIONAL	552,431	570,681	37,709	573,532	0	(2,851)	100.5%
2300 HOURLY NON INSTRUCTIONAL	386,196	351,371	39,363	362,561	0	(11,190)	103.2%
2400 HOURLY INSTRUCTIONAL	158,574	192,807	20,882	144,804	0	48,003	75.1%
TOTAL CLASSIFIED :	\$1,097,201	\$1,114,859	\$97,954	\$1,080,897	\$0	\$33,962	97.0%

*** BOARD REPORT ***
GENERAL FUND (Restricted) continued
Fund 01
Monterey Peninsula College

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OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-2012					
		REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	PERCENT
3XXX TOTAL FRINGE BENEFITS :	<u>\$384,533</u>	<u>\$427,362</u>	<u>\$36,864</u>	<u>\$424,643</u>	<u>\$0</u>	<u>\$2,719</u>	99.4%
<u>SUPPLIES & OTHER</u>							
4300 INSTRUCTIONAL SUPPLIES	54,584	146,959	22,416	48,859	4,396	93,704	36.2%
4500 OTHER SUPPLIES	53,119	80,694	8,855	42,963	4,743	32,988	59.1%
4700 FOOD	26,841	18,384	5,575	29,202	450	(11,268)	161.3%
TOTAL SUPPLIES & OTHER :	<u>\$134,544</u>	<u>\$246,037</u>	<u>\$36,846</u>	<u>\$121,024</u>	<u>\$9,589</u>	<u>\$115,424</u>	53.1%
<u>OTHER</u>							
5100 CONTRACTED SERVICES	631,905	707,864	96,285	567,832	76,089	63,943	91.0%
5200 TRAVEL	479,069	518,512	28,436	425,851	296	92,365	82.2%
5300 DUES AND SUBSCRIPTIONS	1,320	900	75	2,892	0	(1,992)	321.3%
5400 INSURANCE	68,467	44,207	0	43,639	0	568	98.7%
5500 UTILITIES & HOUSEKEEPING	355	500	0	242	158	100	80.0%
5600 RENTS & LEASES	35,290	11,586	4,623	18,646	190	(7,250)	162.6%
5800 OTHER SERVICES	139,241	243,883	10,926	233,546	2,429	7,908	96.8%
TOTAL OTHER :	<u>\$1,355,647</u>	<u>\$1,527,452</u>	<u>\$140,345</u>	<u>\$1,292,648</u>	<u>\$79,162</u>	<u>\$155,642</u>	89.8%
<u>CAPITAL OUTLAY</u>							
6300 CAPITAL BOOKS & SOFTWARE	18,266	3,600	0	0	3,600	0	0.0%
6400 EQUIPMENT	174,144	283,361	876	86,528	3,151	193,682	31.6%
TOTAL CAPITAL OUTLAY :	<u>\$192,410</u>	<u>\$286,961</u>	<u>\$876</u>	<u>\$86,528</u>	<u>\$6,751</u>	<u>\$193,682</u>	32.5%
<u>TRANSFERS</u>							
7300 INTERFUND TRANSFER OUT	589,703	565,356	49,384	565,356	0	0	100.0%
7500 STUDENT FINANCIAL AID PYMT	17,505	38,522	7,160	18,565	0	19,957	48.2%
7600 OTHER PYMTS TO STUDENTS	127,015	199,404	21,567	144,551	0	54,853	72.5%
TOTAL TRANSFERS :	<u>\$734,223</u>	<u>\$803,282</u>	<u>\$78,111</u>	<u>\$728,472</u>	<u>\$0</u>	<u>\$74,810</u>	90.7%
TOTAL EXPENSE & TRANSFERS :	<u>5,143,960</u>	<u>5,744,441</u>	<u>527,274</u>	<u>5,054,794</u>	<u>95,502</u>	<u>594,145</u>	89.7%
REVENUE OVER EXPENSE :	<u>(\$224,496)</u>	<u>(\$0)</u>	<u>(\$403,080)</u>	<u>(\$607,175)</u>	<u>(\$95,502)</u>	<u>\$702,677</u>	

***** BOARD REPORT *****
Child Development Fund
Fund 04 Unrestricted
Monterey Peninsula College
June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-2012					BALANCE DUE	Y-T-D ACTUAL TO BUDGET
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE				
REVENUE								
8660 Cal Early Childhood Mentor Prog	-46.17	0	0	0	0	0	0	0.0%
8800 LOCAL	72,745	279,598	11,146	72,756	0	206,842	26.0%	
8900 OTHER	466,158	280,978	0	450,978	0	(170,000)	160.5%	
TOTAL REVENUE:	538,857	560,576	11,146	523,734	0	\$36,842	93.4%	
OBJECT CLASSIFICATION	2010-2011 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET	
CLASSIFIED SALARIES								
2100 NON INSTRUCTIONAL	112,212	113,083	7,236	109,893	0	3,190	97.2%	
2200 INSTRUCTIONAL AIDES	121,952	147,583	3,988	136,748	0	10,835	92.7%	
2300 NON INSTRUCTIONAL TEMP	8,641	2,008	0	593	0	1,415	0.0%	
2400 HOURLY INSTRUCTIONAL	58,457	72,150	6,824	62,808	0	9,342	87.1%	
TOTAL CLASSIFIED:	\$301,262	\$334,824	\$18,048	\$310,042	\$0	\$24,782	92.6%	
3XXX TOTAL FRINGE BENEFITS :	\$72,054	\$84,230	\$3,961	\$79,040	\$0	\$5,190	93.8%	
SUPPLIES & OTHER								
4300 INSTRUCTIONAL SUPPLIES	0	270	0	0	0	270	0.0%	
4500 OTHER SUPPLIES	0	1,493	0	0	0	1,493	0.0%	
TOTAL SUPPLIES & OTHER:	\$0	\$1,763	\$0	\$0	\$0	\$1,763	0.0%	
OTHER								
5400 INSURANCE	0	0	0	0	0	0	0.0%	
5600 RENTS. LEASES. AND REPAIRS	660	0	0	0	0	0	0.0%	
TOTAL OTHER :	\$660	\$0	\$0	\$0	\$0	\$0	0.0%	
OTHER SERVICES AND EXPENSES								
5800 UNSPECIFIC	\$0	\$0	\$2,995	\$2,995	\$0	(\$2,995)	0.0%	
TOTAL UNSPECIFIC	\$0	\$0	\$2,995	\$2,995	\$0	(\$2,995)	0.0%	
TRANSFERS								
7300 INTERFUND TRANSFER OUT	141,713	139,759	11,863	139,759	0	0	100.0%	
TOTAL TRANSFERS:	\$141,713	\$139,759	\$11,863	\$139,759	\$0	\$0	100.0%	
TOTAL EXPENSE & TRANSFER:	\$515,689	\$560,576	\$36,867	\$531,836	\$0	\$28,740	94.9%	
REVENUE OVER EXPENSE :	\$23,168	\$0	(\$25,721)	(\$8,102)	\$0	\$8,102		

*** BOARD REPORT ***
Child Development Fund
Fund 04 Restricted
Monterey Peninsula College
June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-2012					
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE		BALANCE DUE	Y-T-D ACTUAL TO BUDGET
REVENUE							
8100 FEDERAL	71,440	33,523	3,592	66,176	0	(32,653)	197.4%
8690 STATE	234,756	214,190	61,513	184,169	0	30,021	86.0%
TOTAL REVENUE:	<u>\$306,196</u>	<u>\$247,713</u>	<u>\$65,105</u>	<u>\$250,345</u>	<u>\$0</u>	<u>(\$2,632)</u>	<u>101.1%</u>
OBJECT CLASSIFICATION	2010-2011 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
CLASSIFIED SALARIES							
2100 NON INSTRUCTIONAL	(6,885)	0	2,079	2,079	0	(2,079)	0.0%
2200 INSTRUCTIONAL AIDES	123,462	111,007	2,854	114,893	0	(3,886)	103.5%
2300 HOURLY NON INSTRUCTIONAL	2,118	5,801	0	8,941	0	(3,140)	0.0%
2400 HOURLY INSTRUCTIONAL	<u>4,000</u>	<u>0</u>	<u>0</u>	<u>8,525</u>	<u>0</u>	<u>(8,525)</u>	<u>0.0%</u>
TOTAL CLASSIFIED:	<u>\$122,695</u>	<u>\$116,808</u>	<u>\$4,933</u>	<u>\$134,438</u>	<u>\$0</u>	<u>(\$17,630)</u>	<u>115.1%</u>
3XXX TOTAL FRINGE BENEFITS :	<u>\$36,438</u>	<u>\$33,858</u>	<u>\$1,489</u>	<u>\$37,907</u>	<u>\$0</u>	<u>(\$4,049)</u>	<u>112.0%</u>
SUPPLIES & OTHER							
4300 INSTRUCTIONAL SUPPLIES	2,828	0	0	0	0	0	0.0%
4500 OTHER SUPPLIES	2,906	5,625	4,082	6,628	271	(1,274)	117.8%
4700 FOOD	<u>19,182</u>	<u>16,400</u>	<u>3,108</u>	<u>20,131</u>	<u>2,131</u>	<u>(5,862)</u>	<u>122.8%</u>
TOTAL SUPPLIES & OTHER:	<u>\$24,916</u>	<u>\$22,025</u>	<u>\$7,190</u>	<u>\$26,759</u>	<u>\$2,402</u>	<u>(\$7,136)</u>	<u>121.5%</u>
OTHER							
5400 INSURANCE	0	0	0	0	0	0	0.0%
5600 RENTS & LEASES	0	900	990	990	0	(90)	0.0%
5800 OTHER SERVICES	<u>510</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0.0%</u>
TOTAL OTHER :	<u>\$510</u>	<u>\$900</u>	<u>\$990</u>	<u>\$990</u>	<u>\$0</u>	<u>(\$90)</u>	<u>110.0%</u>
Sites and Site Improvements							
6105 RENOVATION & REPAIR	<u>\$2,525</u>	<u>\$5,068</u>	<u>\$537</u>	<u>\$2,402</u>	<u>\$0</u>	<u>\$2,666</u>	<u>47.4%</u>
	<u>\$2,525</u>	<u>\$5,068</u>	<u>\$537</u>	<u>\$2,402</u>	<u>\$0</u>	<u>\$2,666</u>	<u>47.4%</u>
TRANSFERS							
7300 INTERFUND TRANSFER OUT	<u>72,715</u>	<u>69,054</u>	<u>5,755</u>	<u>69,054</u>	<u>0</u>	<u>0</u>	<u>100.0%</u>
TOTAL TRANSFERS:	<u>\$72,715</u>	<u>\$69,054</u>	<u>\$5,755</u>	<u>\$69,054</u>	<u>\$0</u>	<u>\$0</u>	<u>100.0%</u>
TOTAL EXPENSE & TRANSFER:	<u>\$259,799</u>	<u>\$247,713</u>	<u>\$20,894</u>	<u>\$271,550</u>	<u>\$2,402</u>	<u>(\$26,239)</u>	<u>110.6%</u>
REVENUE OVER EXPENSE :	<u>\$46,397</u>	<u>\$0</u>	<u>\$44,211</u>	<u>(\$21,205)</u>	<u>(\$2,402)</u>	<u>\$23,607</u>	

*** BOARD REPORT ***

COLLEGE CENTER FUND

Fund 47

Monterey Peninsula College

June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-12					
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE		BALANCE DUE	Y-T-D ACTUAL TO BUDGET
REVENUE							
8800 COUNTY / LOCAL	257,622	275,200	7,308	153,759		121,441	55.9%
8860 INTEREST	<u>56</u>	<u>0</u>	<u>0</u>	<u>1,101</u>		<u>(1,101)</u>	N/A
TOTAL REVENUE :	<u>\$257,677</u>	<u>\$275,200</u>	<u>\$7,308</u>	<u>\$154,860</u>		<u>\$120,340</u>	<u>56.3%</u>
OBJECT CLASSIFICATION	2010-2011 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
CLASSIFIED							
2100 NON INSTRUCTIONAL	19,486	20,634	1,735	20,666	0	(31)	100.2%
2300 HOURLY NON INSTRUCTIONA	<u>56</u>	<u>0</u>	<u>0</u>	<u>484</u>	<u>0</u>	<u>(484)</u>	N/A
TOTAL CLASSIFIED :	<u>\$19,543</u>	<u>\$20,634</u>	<u>\$1,735</u>	<u>\$21,149</u>	<u>\$0</u>	<u>(\$515)</u>	<u>102.5%</u>
3XXX TOTAL FRINGE BENEFITS :	<u>\$5,766</u>	<u>\$6,228</u>	<u>\$524</u>	<u>\$6,355</u>	<u>\$0</u>	<u>(\$127)</u>	<u>102.0%</u>
SUPPLIES & OTHER							
4500 OTHER SUPPLIES	(12)	1,150	0	(2,993)	108	4,035	-250.8%
TOTAL SUPPLIES & OTHER :	<u>(\$12)</u>	<u>\$1,150</u>	<u>\$0</u>	<u>(\$2,993)</u>	<u>\$108</u>	<u>\$4,035</u>	<u>-250.8%</u>
OTHER							
5100 CONTRACT SERVICES	0	0	0	0	0	0	0.0%
5200 TRAVEL	125	1,500	318	769	0	731	51.3%
5300 MEMBERSHIP	75	75	0	0	0	75	0.0%
5400 INSURANCE	17,545	17,545	0	17,545	0	0	100.0%
5500 UTILITIES & HOUSEKEEPING	109,359	150,763	36,416	112,529	11,327	26,907	82.2%
5600 RENTS & LEASES	3,278	10,020	270	4,959	0	5,060	49.5%
5800 OTHER SERVICES	<u>5,000</u>	<u>5,000</u>	<u>0</u>	<u>5,000</u>	<u>0</u>	<u>0</u>	100.0%
TOTAL OTHER :	<u>\$135,382</u>	<u>\$184,903</u>	<u>\$37,004</u>	<u>\$140,803</u>	<u>\$11,327</u>	<u>\$32,773</u>	<u>82.3%</u>
CAPITAL OUTLAY							
6400 EQUIPMENT	5,650	3,000	0	3,875	0	(875)	129.2%
TOTAL CAPITAL OUTLAY :	<u>\$5,650</u>	<u>\$3,000</u>	<u>\$0</u>	<u>\$3,875</u>	<u>\$0</u>	<u>(\$875)</u>	<u>129.2%</u>
TRANSFERS							
7100 DEBT RETIREMENT	19,425	18,975	0	18,975	0	0	100.0%
7300 INTERFUND TRANSFER	<u>12,265</u>	<u>29,339</u>	<u>1,178</u>	<u>11,784</u>	<u>0</u>	<u>17,555</u>	40.2%
TOTAL TRANSFERS :	<u>\$31,690</u>	<u>\$48,314</u>	<u>\$1,178</u>	<u>\$30,759</u>	<u>\$0</u>	<u>\$17,555</u>	<u>63.7%</u>
TOTAL EXPENSE & TRANSFERS :	<u>\$198,018</u>	<u>\$264,229</u>	<u>\$40,441</u>	<u>\$199,948</u>	<u>\$11,435</u>	<u>\$52,846</u>	<u>80.0%</u>
REVENUE OVER EXPENSE :	<u>\$59,659</u>	<u>\$10,971</u>	<u>(\$33,133)</u>	<u>(\$45,087)</u>	<u>(\$11,435)</u>	<u>\$67,493</u>	

*** BOARD REPORT ***
 Parking Fund
 Fund 39
 Monterey Peninsula College
 June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-2012					BALANCE	Y-T-D ACTUAL TO BUDGET
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE				
REVENUE								
8800 COUNTY / LOCAL	676,162	469,000	17,520	622,592	0	(153,592)	132.7%	
TOTAL REVENUE:	\$676,162	\$469,000	\$17,520	\$622,592	\$0	(\$153,592)	132.7%	
OBJECT CLASSIFICATION	2010-2011 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET	
CLASSIFIED SALARIES								
2100 NON INSTRUCTIONAL	145,764	157,766	12,112	158,077	0	(311)	100.2%	
2300 HOURLY NON INSTRUCTIONAL	9,610	52,513	4,825	40,747	0	11,766	77.6%	
TOTAL CLASSIFIED :	\$155,374	\$210,279	\$16,937	\$198,824	\$0	\$11,455	94.6%	
3XXX TOTAL FRINGE BENEFITS :	\$42,926	\$58,623	\$4,599	\$55,638	\$0	\$2,985	94.9%	
SUPPLIES & OTHER								
4500 OTHER SUPPLIES :	\$9,366	11,400	505	7,943	0	3,457	69.7%	
TOTAL SUPPLIES & OTHER:	\$9,366	\$11,400	\$505	\$7,943	\$0	\$3,457	69.7%	
OTHER								
5100 CONTRACTS	46,800	0	0	0	0	0	0.0%	
5200 TRAVEL & CONFERENCE	0	0	0	0	0	0	0.0%	
5500 UTILITIES & HOUSEKEEPING	1,545	4,300	561	3,215	288	797	0.0%	
5600 RENTS & LEASES	17,380	31,927	969	8,687	0	23,240	27.2%	
TOTAL OTHER:	\$65,725	\$36,227	\$1,530	\$11,902	\$288	\$24,037	32.9%	
CAPITAL OUTLAY								
6400 EQUIPMENT	1,284	38,957	0	33,031	3,614	2,312	84.8%	
TOTAL CAPITAL OUTLAY:	\$1,284	\$38,957	\$0	\$33,031	\$3,614	\$2,312	84.8%	
TRANSFERS								
7300 INTERFUND TRANSFER OUT	97,335	108,972	7,856	94,272	0	14,700	86.5%	
TOTAL TRANSFERS:	\$97,335	\$108,972	\$7,856	\$94,272	\$0	\$14,700	86.5%	
TOTAL EXPENSE & TRANSFER:	\$372,010	\$464,458	\$31,427	\$401,609	\$3,902	\$58,946	87.3%	
REVENUE OVER EXPENSE :	\$304,152	\$4,542	(\$13,907)	\$220,983	(\$3,902)	(\$212,538)		

*** BOARD REPORT ***

Self Insurance Fund
Fund 35
Monterey Peninsula College

June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-12					
		REVISED BUDGET	CURRENT REVENUES	Y-T-D REVENUES		UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
REVENUE							
8800 COUNTY / LOCAL	634,428	520,765	70,966	453,314		67,451	87.0%
8860 INTEREST	6,371	0	0	48,980		(48,980)	N/A
8900 INTERFUND TRANSFER IN	6,711,957	6,365,900	533,652	6,364,749		1,151	100.0%
TOTAL REVENUE :	\$7,352,756	\$6,886,665	\$604,618	\$6,867,044		\$19,621	99.7%
OBJECT CLASSIFICATION	2010-2011 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURE	Y-T-D EXPENDITURE	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
3XXX TOTAL FRINGE BENEFITS	\$6,220,763	\$6,826,716	\$703,057	\$5,881,225	\$4,500	\$940,991	86.2%
4500 NON-INSTRUCTIONAL SUPPLIES	\$2,196	\$0	\$0	\$0	\$0	\$0	N/A
OTHER							
5100 CONTRACTED SERVICES	4,757	0	61,331	122,914	34,131	(157,044)	N/A
5800 OTHER SERVICES	0	0	0	0	0	0	N/A
TOTAL OTHER :	\$4,757	\$0	\$61,331	\$122,914	\$34,131	(\$157,044)	N/A
INTERFUND TRANSFER OUT							
7300 TRANSFER OUT	0	650,908	1,305,605	1,896,564	0	(1,245,656)	N/A
TOTAL EXPENSE :	\$6,227,716	\$7,477,624	\$2,069,993	\$7,900,702	\$38,631	\$783,947	106.2%
REVENUE OVER EXPENSE :	\$1,125,040	(\$590,959)	(\$1,465,375)	(\$1,033,659)	(\$38,631)	(\$764,325)	

*** BOARD REPORT ***

**Capital Projects Fund
Fund 14
Monterey Peninsula College**

June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-12					
		REVISED BUDGET	CURRENT REVENUES	Y-T-D REVENUES		UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
REVENUES							
8600 STATE	-170	3,108,000	30	30	0	3,107,970	0.0%
8800 COUNTY / LOCAL	156,505	86,230	36,419	203,019	0	(116,789)	235.4%
8900 INTERFUND TRANSFER IN		70,874	154,000	224,874	0	(154,000)	317.3%
TOTAL REVENUE :	<u>\$156,335</u>	<u>\$3,265,104</u>	<u>190,449</u>	<u>427,923</u>		<u>\$2,837,181</u>	13.1%
OBJECT CLASSIFICATION	2010-2011 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURE	Y-T-D EXPENDITURE	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
SUPPLIES							
4300 INSTRUCTIONAL SUPPLIES	13,425	19,669	1,423	8,371	4,473	6,825	42.6%
4500 NON-INSTRUCTIONAL SUPPLIES	51,391	40,233	0	37,036	196	3,002	92.1%
TOTAL OTHER :	<u>\$64,815</u>	<u>\$59,902</u>	<u>\$1,423</u>	<u>\$45,406</u>	<u>\$4,669</u>	<u>\$9,827</u>	83.6%
OTHER							
5100 CONTRACTED SERVICES	4,140	63,803	0	600	0	63,203	0.9%
5300 DUES AND MEMBERSHIPS	0	0	0	1,250	0	(1,250)	0.0%
5400 INSURANCE	51,205	51,205	0	51,205	0	0	100.0%
5600 RENTS, LEASES, REPAIRS	24,507	17,915	4,122	57,397	2,090	(41,571)	320.4%
5700 LEGAL,ELECTION, AND AUDIT	0	6,327	0	0	0	6,327	0.0%
TOTAL OTHER :	<u>\$79,852</u>	<u>\$139,250</u>	<u>\$4,122</u>	<u>\$110,452</u>	<u>\$2,090</u>	<u>\$26,709</u>	80.8%
CAPITAL OUTLAY							
6100 SITES	0	57,691	0	0	0	57,691	0.0%
6200 BUILDING IMPROVEMENTS	0	3,108,000	0	0	0	3,108,000	0.0%
6400 EQUIPMENT	224,650	85,390	0	39,948	17,450	27,992	46.8%
TOTAL CAPITAL OUTLAY :	<u>\$224,650</u>	<u>\$3,251,081</u>	<u>\$0</u>	<u>\$39,948</u>	<u>\$17,450</u>	<u>\$3,193,683</u>	1.8%
INTERFUND TRANSFER OUT							
7300 TRANSFER OUT	50,000	513,323	0	513,323	0	0	N/A
TOTAL EXPENSE :	<u>\$419,317</u>	<u>\$3,963,556</u>	<u>\$5,545</u>	<u>\$709,129</u>	<u>\$24,208</u>	<u>\$3,230,218</u>	18.5%
REVENUE OVER EXPENSE :	<u>\$262,982</u>	<u>\$698,452</u>	<u>\$184,904</u>	<u>(\$281,206)</u>	<u>\$24,208</u>	<u>\$3,658,141</u>	

BUDGING

**Building Fund
Fund 48
Monterey Peninsula College**

June 30, 2012

BOND PROJECTS	REVISED PROJECT BUDGET	2011-12		
		PURCHASE ORDER OUTSTANDING	2011-2012 PAYMENTS	BUDGET BALANCE BUDGET-PO'S-PYMT
1. Arts Complex	\$0	252,800	180,364	-\$433,164
2. College Center Building	\$0	0	441	\$441
3. Furniture & Equipment	\$1,384,614	515,270	910,656	-\$41,312
4. Humanities, Bus Hum - Student Services Buildi	\$2,569,000	2,751,487	2,232,369	-\$2,414,856
5. Infrastructure 3 / Miscellaneous	\$2,315,700	120,184	1,209,714	\$985,802
6. Life Science & Physical Science	\$7,040,730	4,679,957	4,109,643	-\$1,748,870
7. Marina Education Center	\$4,534,109	149,730	719,618	\$3,664,761
8. PE Phase II - Gym/Locker Room	\$2,415,410	2,363,813	1,135,389	-\$1,083,792
9. Physcial Science Building	\$9,705,029	0	0	\$9,705,029
10. Pool/ Tennis Courts	\$381,100	0	0	\$381,100
11. PSTC Parker Flats	\$0	14,975	35,094	-\$50,069
12. Student Services Building	\$500,000	149,092	499,477	-\$148,569
13. Swing Space	\$397,325	214,529	883,083	-\$700,287
14. Theater Building	\$8,128,485	5,226,025	3,953,289	-\$1,050,829
15. General Institutional Bond Management	\$0	106,460	322,241	-\$428,701
Total Bond Projects:	\$39,371,502	\$16,544,322	\$16,191,378	\$7,069,407
Initial Bond Funds Received 6/30/03		\$40,000,000		
County office interest Received from inception		\$5,774,241		
LAIF interest from inception		\$1,514,006		
Bond Refinancing 05-06		\$4,240,051		
Bond Funds Received 1/24/08		\$104,999,300		
Lehman Brothers Investment loss		(\$1,878,835)		
Balance Used in 11-12		(\$16,191,378)		
Balance Used in 10-11		(\$16,422,183)		
Balance Used in 09-10		(\$13,542,031)		
Balance Used in 08-09		(\$16,415,556)		
Balance Used in 07-08		(\$19,317,846)		
Balance Used in 06-07		(\$20,713,267)		
Balance Used in 05-06		(\$7,641,016)		
Balance Used in 04-05		(\$2,815,134)		
Balance Used in 03-04		(\$2,626,246)		
Balance Used in 02-03		(\$625,834)		
FY 11-12 ytd expense		(\$16,191,378)		
Available Bond Funds		\$22,146,894		

*** BOARD REPORT ***

Other Debt Service Fund

Fund 29

Monterey Peninsula College

June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-12					
		REVISED BUDGET	CURRENT REVENUES	Y-T-D REVENUES		UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
REVENUES							
8600 STATE	0	0	0	0		0	N/A
8860 LOCAL/COUNTY	761	0	0	1,576		(1,576)	N/A
8900 INTERFUND TRANSFER IN	239,783	275,324	0	275,324		0	100.6%
TOTAL REVENUE :	\$240,544	\$275,324	\$0	\$276,900		(\$1,576)	100.6%
OBJECT CLASSIFICATION	2010-2011 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURE	Y-T-D EXPENDITURE	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
Transfers							
7200 LONG TERM DEBT	239,783	275,324	0	275,324	0	0	100.0%
TOTAL CAPITAL OUTLAY :	\$239,783	\$275,324	\$0	\$275,324	\$0	\$0	100.0%
TOTAL EXPENSE :	\$239,783	\$275,324	\$0	\$275,324	\$0	\$0	100.0%
REVENUE OVER EXPENSE :	\$761	\$0	\$0	\$1,576	\$0	(\$1,576)	

*** BOARD REPORT ***

College Revenue Bond Interest & Redemption

Fund 46

Monterey Peninsula College

June 30, 2012

OBJECT CLASSIFICATION	2010-2011 ACTUAL	2011-12					
		REVISED BUDGET	CURRENT REVENUES	Y-T-D REVENUES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
REVENUES							
8800 LOCAL	19,425	18,975	0	19,002		(27)	100.1%
8860 INTEREST	68	0	15	145		(145)	N/A
TOTAL REVENUE :	<u>\$19,493</u>	<u>\$18,975</u>	<u>\$15</u>	<u>\$19,147</u>		<u>(172)</u>	100.9%
DEBT RETIREMENT							
7100 DEBT RETIREMENT	19,425	18,975	0	18,975	0	0	100.0%
TOTAL DEBT RETIREMENT :	<u>\$19,425</u>	<u>\$18,975</u>	<u>\$0</u>	<u>\$18,975</u>	<u>\$0</u>	<u>\$0</u>	100.0%
TOTAL EXPENSE :	<u>\$19,425</u>	<u>\$18,975</u>	<u>\$0</u>	<u>\$18,975</u>	<u>\$0</u>	<u>\$0</u>	100.0%
REVENUE OVER EXPENSE :	<u>\$68</u>	<u>\$0</u>	<u>\$15</u>	<u>\$172</u>	<u>\$0</u>	<u>(\$172)</u>	

June 30, 2012

		2010-11		2011-12					
OBJECT CLASSIFICATION		PRIOR YEAR ACTUAL	FORECAST BUDGET	REVISED BUDGET	CURRENT MTH REVENUE	Y-T-D REVENUE		BALANCE DUE	PERCENT
REVENUES									
8000	BEGINNING BALANCE	0	9,000	9,000	0	0		9,000	0.0%
8001	ASMPCC CARD SALES	70,492	50,000	50,000	4,076	56,294		-6,294	112.6%
8005	CAFETERIA/D & L VENDING	6,061	2,119	2,119	0	6,238		-4,119	294.4%
8006	INTEREST	187	155	155	13	144		11	92.7%
8010	MISCELLANEOUS	0	0	0	0	0		0	0.0%
8011	STUDENT REPRESENTATIVE FEES	13,939	11,000	11,000	812	7,237		3,763	0.0%
8013	BOOKS/ORE CONTRACT	5,000	5,000	5,000	0	5,000		0	100.0%
8014	PRIOR YEAR ADJUSTMENT	0	0	0	0	0		0	0.0%
8015	BUS PASS	22,900	13,000	13,000	1,570	13,757		-757	0.0%
4999	OTHER INCOME	0	0	0	0	0		0	0.0%
TOTAL REVENUE:		\$118,579	\$90,274	\$90,274	6,471	88,669		\$1,605	98.2%
EXPENSES									
#4000 ASMPCC COUNCIL									
	ASMPCC COMMUNITY OUTREACH FUND	3,900	500	500	0	500		0.00	100.0%
	ASMPCC GENERAL FUND	45,239	1,000	1,000	811	1,620		-620	162.0%
	ASMPCC OFFICE SUPPLIES FUND	735	8,200	8,200	518	10,339		-2,139	0.0%
	ASMPCC PROMOTIONS FUND	1,639	0	0	0	0		0	#DIV/0!
	ASMPCC STIPEND FUND	13,850	12,700	12,700	6,270	12,460		240	98.1%
	ASMPCC STUDENT BENEFITS FUND	8,262	17,700	17,700	2,438	20,854		-3,154	117.8%
#4007 STUDENT REP. COUNCIL									
	SRC STIPEND FUND	3,880	3,000	3,000	920	2,294		706	76.5%
	SRC GENERAL FUND	0	3,209	3,209	0	0		3,209	0.0%
#4104 INTER CLUB COUNCIL-ICC									
	***ICC CLUB ACTIVITY FUND	9,266	7,500	5,940	1,448	6,295			
	ICC COMMUNITY ACTIVITY FUND	6,585	6,500	10,395	1,995	5,200		5,195	0.0%
	ICC EQUIPMENT FUND	1,151	1,500	990		587		403	0.0%
	ICC CLUB EQUIPMENT FUND	2,333	2,400	1,980	363	1,360		620	0.0%
	ICC SEED MONEY	6,030	6,000	5,940	400	3,977		1,963	0.0%
	ICC START UP FUNDS (\$200.00)	3,000	2,335	990	50	-1,766		0	0.0%
	ICC STIPENDS	800	0	0	0	0			
#4010 ACTIVITIES COUNCIL									
	AC ACTIVITIES FUND	18,850	0	0	0	0			
	AC GENERAL FUND	1,768	15,480	15,840	1,710	4,853		10,987	30.6%
	AC PROMOTIONAL ITEM FUND	697	650	450	440	1,606		-1,156	356.9%
	AC STIPENDS	1,720	1,600	1,440	1,320	2,040		-600	141.7%
6560 BANK SERVICES									
	BANK CHARGES	102	0	0	0	9			
TOTAL EXPENSES:		\$129,807	\$90,274	\$90,274	18,683	72,228		\$15,654	80.0%
REVENUE OVER EXPENSE:		\$11,229	\$0	\$0	\$12,212	\$16,441		\$14,049	
BEGINNING BALANCE WITH Y-T-D REVENUE						21,822			
INCOME TO DATE						88,669			
EXPENSE TO DATE						(72,228)			
EST. ENDING BALANCE						38,263			

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. B

Fiscal Services

College Area

Proposal:

Approve budget increase for the period June 30, 2012.

Background:

Board policy 2120 requires Board Approval of increase to the Fiscal Year budget.

To adjust the Federal Student Financial Aid revenue and expense budget for Pell grant funds awarded and disbursed to students for FY 11-12.

The budget is adjusted dependent on the number of students who apply and are approved for Pell grant funding through the Department of Education. There is not a set budget allocation for this campus based program.

Budgetary Implications:

Federal Student Financial Aid

Revenue Increase of \$172,955

Expense Increase of \$172,955

☒ **Resolution:** **BE IT RESOLVED**, that the following budget increase in the Federal Student Financial Aid fund be approved:

To adjust the Federal Student Financial Aid revenue and expense budget for Pell grant funds awarded and disbursed to students..

Revenue Increase of \$ 172,955

Expense Increase of \$ 172,955


Recommended By: _____


Stephen Ma - Vice President for Administrative Services

Prepared By: _____


Rosemary Barrios - Controller

Agenda Approval: _____


Dr. Douglas Garrison - Superintendent / President

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. C

Fiscal Services

College Area

Proposal:

Approve budget increase for the period June 30, 2012.

Background:

Board policy 2120 requires Board Approval of increase to the Fiscal Year budget.

To adjust the Orr Estate expense budgets due to additional Orr short-term loans disbursed to students during the summer term.

Budgetary Implications:

Orr Estate

Expense Increase \$18,233

☒ **Resolution:** **BE IT RESOLVED**, that the following budget increase in the Orr Estate fund be approved:

To adjust the Orr Estate expense due to additional Orr short-term loans disbursed to students during the summer term.

Expense Increase of \$18,233

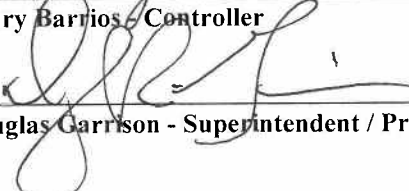
Recommended By:


Stephen Ma - Vice President for Administrative Services

Prepared By:


Rosemary Barrios - Controller

Agenda Approval:


Dr. Douglas Garrison - Superintendent / President

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. D

Student Services
College Area

Proposal:

That the Governing Board approve the signing of the 2012-13 Funding Terms and Conditions (FT&C) contract for the Full Day Pre-School Program at Monterey Peninsula College with the California Department of Education.

Background:

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract entered into and between California Department of Education is effective from July 1, 2012 through June 30, 2013. For satisfactory performance of the required services, the District shall be reimbursed at a rate not to exceed \$30.16 per child per day of full time enrollment.

Budgetary Implications:


The district will receive an amount not to exceed \$157,130.00.

☒ **Resolution:** **BE IT RESOLVED, That** the Governing Board approve the signing of the 2012-13 Funding Terms and Conditions (FT&C) contract for the Full Day Pre-School Program at Monterey Peninsula College with the California Department of Education.

Recommended By:


Carsbia W. Anderson, Jr., Vice President for Student Services

Prepared By:


Sigrid Klein, Administrative Assistant to the Vice President of Student Services

Agenda Approval:


Dr. Douglas Garrison, Superintendent/President

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 12 - 13**DATE:** July 01, 2012**CONTRACT NUMBER:** CSPP-2302**PROGRAM TYPE:** CALIFORNIA STATE
PRESCHOOL PROGRAM**PROJECT NUMBER:** 27-6610-00-2**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES****CONTRACTOR'S NAME:** MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT

By signing this contract and returning it to the State, you are agreeing to provide services in accordance with the FUNDING TERMS AND CONDITIONS (FT&C - available online at <http://www.cde.ca.gov/fg/aa/cd/>) and the CURRENT APPLICATION which by this reference are incorporated into this contract. The FT&C and Requirements specify the contractual responsibilities of the State and the contractor. The contractor's signature also certifies compliance with "General Terms and Conditions," (GTC 610/Exhibit A) which by this reference is incorporated herein.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2012 through June 30, 2013. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$30.16 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$157,130.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement 5,210.0

Minimum Days of Operation (MDO) Requirement 161

Any provision of this contract found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this contract.

Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)	
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Carshia Anderson, VP Student Services	
TITLE Contracts, Purchasing & Conference Services		ADDRESS	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 157,130	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT 0	(OPTIONAL USE) See Attached	Department of General Services use only	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 157,130	ITEM See Attached	CHAPTER	STATUTE
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702	FISCAL YEAR	
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE	

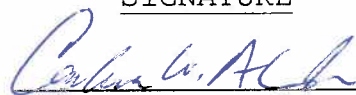
RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2012-13.**

RESOLUTION

BE IT RESOLVED that the Governing Board of Monterey Peninsula Community College District

authorizes entering into local agreement number/s CSPP 2302 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Carsbia Anderson</u>	<u>VP Student Svcs.</u>	<u></u>
<u>Douglas Garrison</u>	<u>President</u>	<u></u>
<u></u>	<u></u>	<u></u>

PASSED AND ADOPTED THIS _____ day of _____ 20012-13, by the Governing Board of Monterey Peninsula Community College District of Monterey County, California.

I, Douglas Garrison, Clerk of the Governing Board of Monterey, of Monterey County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a _____ meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. E

Human Resources
College Area

Proposal:

That the Governing Board approve a resolution to reduce and/or eliminate classified positions in the Child Development Center and direct the Superintendent/President to notify affected employees.

Background:

General fund revenue to Monterey Peninsula College has been declining since 2008 and requires the reduction of expenses and services. The general fund currently subsidizes the funding of the Child Development Center by approximately \$460,000 annually. In an effort to reduce this contribution by \$200,000, a consultant was utilized to identify savings while still maintaining the ability to serve the needs of student parents and provide a lab setting for the Early Childhood Education program. 98% of the Child Development Center's expenses are for staffing, and the consultant's recommendation reduces staffing levels to achieve the necessary savings. This staffing level provides support for 48 full-time equivalent children, a reduction from 72 FTE children in 2011/2012. The recommendation eliminates four Classified positions and reduces the work year of one position. Employees holding these positions may have bumping rights over less senior employees.

Budgetary Implications:

Possible budget savings of up to \$208,953 annually.

☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board adopt the following Resolution to reduce the Classified Service due to lack of funds.

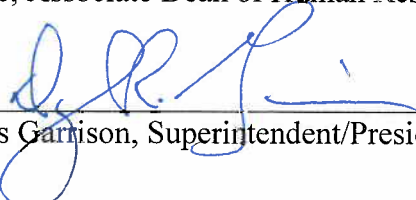
Recommended By:


Carsbia Anderson, Vice President for Student Services

Prepared By:


Barbara Lee, Associate Dean of Human Resources

Agenda Approval:


Dr. Douglas Garrison, Superintendent/President

Dr. Loren Steck
Chair, Governing Board

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. F

Human Resources
College Area

Proposal:

That the Board approve a resolution to reduce a Classified Management position in the Children's Center and direct the Superintendent/President to notify the affected employee.

Background:

General fund revenue to Monterey Peninsula College has been declining since 2008 and requires the reduction of expenses and services. The general fund currently subsidizes the funding of the Child Development Center by approximately \$460,000 annually. In an effort to reduce this contribution by \$200,000, a consultant was utilized to identify savings while still maintaining the ability to serve the needs of student-parents and provide a lab setting for the Early Childhood Education program. 98% of the Child Development Center expenses are for staffing, and the consultant's recommendation reduces staffing levels to achieve the necessary savings. This staffing level provides support for 48 full-time equivalent children, a reduction from 72 FTE children in 2011/2012. In addition to the reduction of services provided by Classified employees, it is recommended that the Director of the Child Development Center position be reduced from a 12 month per year to an 11 month per year assignment.

Budgetary Implications:

Possible budget savings of up to \$8,393 annually.

☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board adopt the following Resolution to reduce the Classified Management service because of lack of funds.

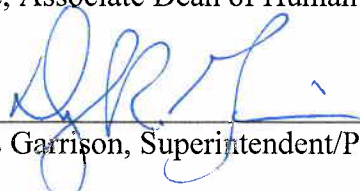
Recommended By:


Carsbia Anderson, Vice President for Student Services

Prepared By:


Barbara Lee, Associate Dean of Human Resources

Agenda Approval:


Dr. Douglas Garrison, Superintendent/President

**MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
OF MONTEREY COUNTY, CALIFORNIA**

In the Matter Of:)	<u>RESOLUTION 2012-2013/02</u>
)	
The Reduction of)	
Classified Management Service)	
_____)	

WHEREAS, Education Code Sections 88014, 88017, 88117, and 88127 authorize the District to layoff Classified employees for lack of work and/or lack of funds; and,

WHEREAS, the Governing Board of the Monterey Peninsula Community College District hereby finds it necessary to reduce the Classified Management service as specified below:

POSITION	FTE
	REDUCTION
Director, Child Development Center	.083
Reduce from 40 hours per week, 12 months per year to	
40 hours per week, 11 months per year	

NOW, THEREFORE, BE IT RESOLVED, that as of September 15, 2012, the Classified Management position of the District shall be reduced to the extent hereinabove set forth; and

BE IT FURTHER RESOLVED, that the Superintendent/President or his designee is authorized and directed to give notice of layoff to the affected employee not later than 45 days prior to the effective date of layoff as set forth above.

Passed and adopted by the Monterey Peninsula Community College District on July 25, 2012 by the following votes:

AYES:	_____
NOES:	_____
ABSTAIN:	_____
ABSENT:	_____

Dr. Loren Steck
Chair, Governing Board

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. G

Academic Affairs
College Area

Proposal:

That the Governing Board of Trustees approve the 2012 Education Master Plan that will serve as one of the college's central planning documents. It not only provides the college with general direction in support of achieving its mission and institutional goals, it also provides the framework for the integration of the college's planning efforts over the next five years.

Background:

In fall 2011, under the guidance of the Vice President for Academic Affairs, faculty, classified staff and students were recruited for the Education Master Plan Committee. Simultaneously, members of each academic department and student service area drafted a unit plan, describing its role, scope, and direction for the next five years. The objective of the unit plans was to summarize existing goals from the area's current program review and action plans, acknowledging current challenges and future directions. The submitted plans are to be reviewed through the program review process, integrating a feedback loop for continuous improvement, and adapting to change, where needed.

In December 2011, the President invited the campus and community to a town hall discussion about the EMP. After reviewing the unit plans and environmental scan data and the town hall discussion feedback, the President and Vice Presidents identified objectives, reflective of the existing institutional goals.

The committee then drafted the EMP and it was presented to the President and Vice Presidents for approval in March 2012. In April, the draft was presented to each shared governance group as well as at two study sessions. Following approval from the advisory groups, the final draft of the EMP was presented to the President for approval in May.

Budgetary Implications:

None.

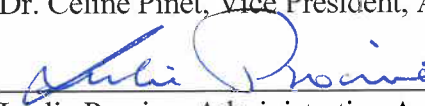
☒ **RESOLUTION: BE IT RESOLVED**, that the 2012 Education Master Plan be approved as proposed.

Recommended By:



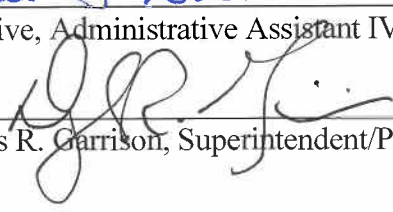
Dr. Celine Pinet, Vice President, Academic Affairs

Prepared By:



Leslie Procive, Administrative Assistant IV, VP, Academic Affairs

Agenda Approval:



Dr. Douglas R. Garrison, Superintendent/President



MONTEREY PENINSULA
C O L L E G E

EDUCATION MASTER PLAN
2012-2017

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Introduction

A plan is a map; it helps everyone understand an organization's course. It establishes criteria for decision-making and budgeting and helps provide a framework for the organization to fulfill its mission, stay true to its values, and accomplish its goals.

Monterey Peninsula College's (MPC) 2012 Education Master Plan is the college's academic map; it serves as one of the college's central planning documents. It not only provides the college with general direction in support of achieving its mission and institutional goals; it also provides a framework for the integration of virtually all of the college's planning efforts over the next five years.

MPC's 2012 Education Master Plan (EMP), created as part of an integrated planning effort to assess and respond to ongoing changes and opportunities, reflects the college's dedication to student learning. It recognizes influential mandates established through the Accrediting Commission for Community and Junior Colleges (ACCJC) and impending or recent legislation (for example, Senate Bill 1440 and the Student Success Initiative). It also takes into account county-wide data and college-wide needs and opportunities. In sum, it allows college constituencies an opportunity to see how MPC plans to accomplish its goals during the next five year while remaining true to its mission and values.

Process

The planning process began under the guidance of the Vice President for Academic Affairs in Fall 2011. To ensure a variety of points-of-view were considered, faculty, classified staff, and students were recruited to the Education Master Plan committee. The Associated Students, the Academic Senate, and the Classified Employees Association were consulted as the committee was formed. These groups confirmed that their respective constituencies were represented. The Director of Institutional Research and the Executive Director of the MPC Foundation were appointed to serve on the committee as resources along with the Vice President for Academic Affairs.

Simultaneously, members of each academic department and student service area drafted a unit plan, describing its role, scope, and direction for the next five years. The objective of the unit plan was to summarize existing goals from the area's current program review and action plans, acknowledging current challenges and future directions. The submitted plans are to be reviewed through the program review process, integrating a feedback loop for continuous improvement, and adapting to change, where needed.

In December 2011, the President invited the campus and community to a town hall discussion about the EMP. After reviewing the unit plans and environmental scan data, as well as considering the feedback from the town hall discussion, the President and Vice Presidents identified institutional priorities (see Appendices for Strategic Initiatives and Unit plans) reflective of the existing institutional goals.

In Spring 2012, the EMP committee reviewed MPC's previous planning model as well as those used at other community colleges. This process, in turn, led to the development of a master plan outline. Members of the EMP committee then took responsibility for sections of the document. A template emerged that served as an organizational tool for linking strategic goals with influencing factors, objectives, and lead responsibilities.

After designing the framework of the education master plan, the EMP committee conducted further background research. Internal and external factors were considered, including regional economic and demographic trends, economic development inventories, and partnership reports on new economic visions for Monterey County. External factors were drawn, for example, from the Stanford Research Institute's Report on Economic Opportunities in Monterey County

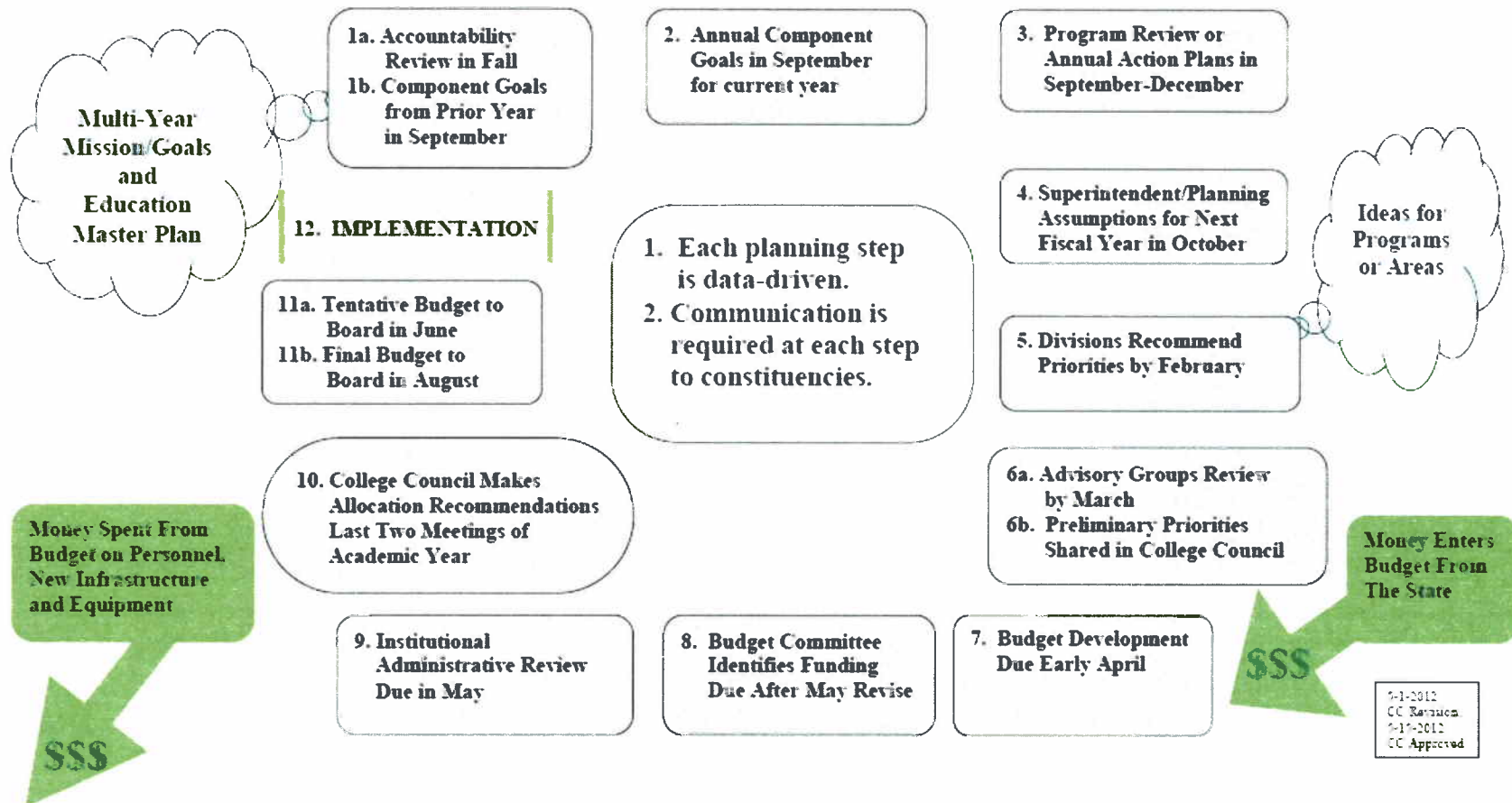
<http://www.co.monterey.ca.us/EconomicDevelopment/pdf/plan-updates/Deliverable-1-Notes-Version-FINAL1.pdf> and the Competitive Clusters partnership between the Monterey

County Business Council <http://www.mcbusiness.org/> and the Monterey County Office on Economic Development <http://www.co.monterey.ca.us/EconomicDevelopment/economic-development.shtml>, providing information on regional economic initiatives. Internal factors were culled from an extensive review of the academic division and student service unit plans, strategic initiatives, and emerging educational challenges and opportunities in order to design the major principles of the plan.

The committee then drafted the EMP and established a strategy to vet the plan and share it with the campus and community. In March 2012, the draft was presented to the President and Vice Presidents for approval. In April, the draft was presented to the Academic Affairs Advisory Group, the Administrative Services Advisory Group, the Student Services Advisory Group, and the Academic Senate. Faculty, staff, students, and the community were also invited to view the draft online as well as give input at two study sessions. Following approval from the campus advisory groups and considering the input from all others, the final draft of the EMP was presented to the President for approval in May. Final approval was granted by the Board of Trustees in July 2012.

Based upon the completed EMP and the MPC Planning and Resource Allocation Process (see chart on the following page), all areas will complete program review action plans in Spring 2013. The EMP will also drive the following processes, which will occur in the next academic year: the development of the 2013–2014 class schedules, and the start of the review of other institutional plan documents.

Monterey Peninsula College Planning and Resource Allocation Process



In subsequent semesters, guided by the EMP framework, each department or unit will engage in dialogue on its own effectiveness and complete Student Learning Reflections and assessment of outcomes. These reflections will direct and inform each department's or unit's Program Review and yearly updates. Plans and objectives set forth in the EMP will be reviewed; each administrator and committee will provide an account of progress made on each item through the component goals process, and the plan will be updated as needed, integrating a feedback loop for continuous improvement, and adapting to change, where needed. Through this process, MPC employs ACCJC's cycle of evaluation, planning and continuous quality improvement in support of institutional effectiveness.

Mission, Values and Goals

As a California community college, MPC serves the educational needs of its community under the direction of the State Chancellor's Office. Thus, its mission is aligned with the mission of the California Community College (CCC) system.

Mission of California Community Colleges:

California Community Colleges are to offer academic and vocational education at the lower division level for both recent high school graduates and those returning to school. Another primary mission is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. Essential and important functions of the colleges include: basic skills instruction, providing English as a second language, adult noncredit instruction, and providing support services that help students to succeed. Fee-based Community Service education is designated as an authorized function. To the extent funding is provided the Colleges may conduct institutional research concerning student learning and retention as is needed to facilitate their educational missions. EDUCATION CODE SECTION 66010.1-66010.8

This mission includes basic skills, transfer and vocational education, and adult noncredit instruction. Additionally, California community colleges have been directed to make career technical education, transfer and basic skills priorities: "Highest priority for course offerings in credit and noncredit shall be given to courses that advance students' academic progress in the areas of basic skills, ESL, CTE, degrees and certificates, transfer and in the context of labor market or economic development needs of the community" *California Community College Student Success Task Force Recommendations, Final Report, January 2012*.

MPC's mission, approved by College Council on April 5, 2011 and the Board of Trustees on May 24, 2011, reflects the mission of CCC:

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.

While MPC recognizes the state's priorities, it is also cognizant of its own demographics. Therefore, it is using its resources to support transfer, career, and basic skills instruction while working to develop means to continue offering life-long learning opportunities.

Monterey Peninsula College Institutional Values

To achieve its mission, MPC holds the following institutional values as vital:

- Recruiting and retaining highly qualified and diverse faculty and staff.
- Supplying and supporting faculty and staff with high quality equipment and necessary training.
- Providing all faculty, staff, students and support personnel with clean, attractive and safe facilities.
- Fostering a culture of collaboration to promote and achieve student success.

Monterey Peninsula College Goals

Every three years, the college reviews and revises its institutional goals. The goals, approved by College Council on April 5, 2011 and the Board of Trustees on May 24, 2011 for 2011 to 2014 are as follows:

Goal 1: Promote academic excellence and student success.

Goal 2: Build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.

Goal 3: Manage the rate of growth in programs and services in Seaside and Marina, subject to funding and growth conditions.

Goal 4: Maintain and strengthen instructional and institutional technology.

These goals provide the framework for the EMP.

Environmental Scan

An environmental scan represents a fundamental part of the development of strategic planning. It includes factors that will influence the direction and goals of our organization, with consideration given to both present and future factor. In this section we describe our current college community and students, and we make predictions about our community and our students in the future. We review significant factors and mandates, based on state, legislative and national concerns, which will require us to plan and adapt over the next five to ten years. This background information provides a context for specific elements, strengths, challenges and opportunities addressed in the EMP.

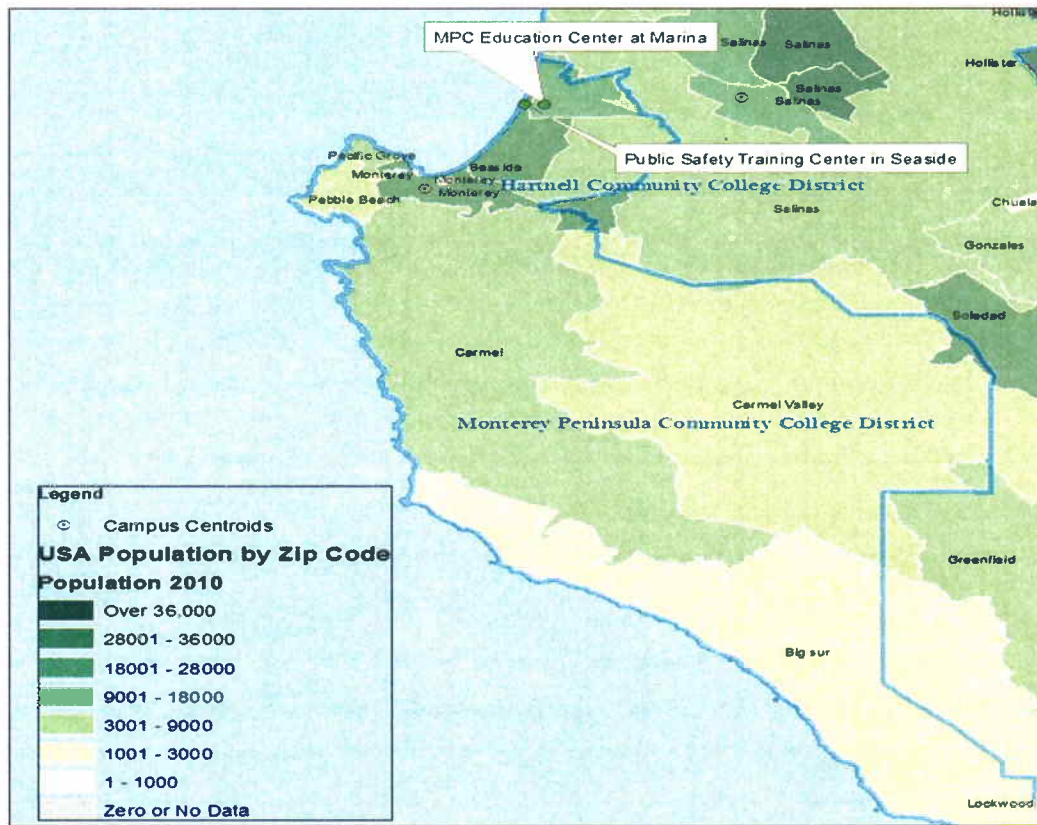
MPC's Location

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

The Communities We Serve

The cities of Marina and Seaside, in the north part of the district, have higher population density, as measured by the number of persons per household. Marina is the city in MPC's district with the most potential for growth in population and housing <http://www.ambag.org/reports/census.html>. MPC's Education Center in Marina and Public Safety Training Center in Seaside provide access to education and training opportunities to constituents in the northern part of the district's service area (see Appendix D - Strategic Plan Ft. Ord Education Center).

Monterey Peninsula Community College District

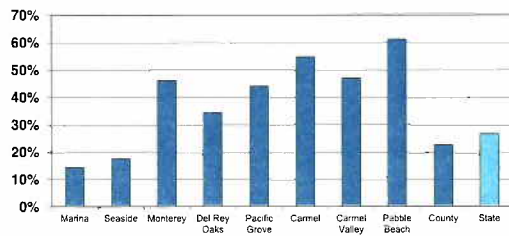


Sources
 Insert Agency #1 or Author#1 Data Title #1 Date #1 URL #1
 Insert Agency #2 or Author#2 Data Title #2 Date #2 URL #2
 College data from CCC GIS Collaborative CCC_GIS_Basemap_20090501
 www.cccgis.org

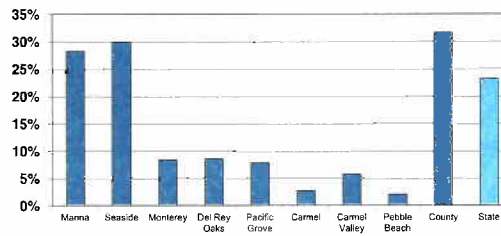
Draft (insert date)
 Direct questions to (insert email)
 or visit www.cccgis.org

The demographics on the peninsula illustrate a contrast between two diverse populations – a predominantly older, educated, white population in the south, and a younger, more ethnically diverse, less educated populace in the north. In the cities of Carmel and Pebble Beach, for instance, over 50% of adults have baccalaureate degrees or higher; this is twice as high as the figure for Monterey County. By contrast, fewer than 20% of the residents of Marina and Seaside have baccalaureate degrees. In fact, nearly 30% of adults in Marina and Seaside do not have a high school diploma. <http://www.city-data.com/city/Marina-California.html> and <http://www.city-data.com/city/Seaside-California.html>

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



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



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

On a related note, 39% of the residents ages 5 and older in Marina speak a language other than English at home. In Seaside, 47% of the residents age 5 and older speak a language other than English at home. At Marina High School and Seaside High School, 16% and 20% of the students, respectively, participate in English Language Development (ELD) programs.

Economic and Employment Factors

The major industries in Monterey County are tourism and agriculture; in addition, the military maintains a strong presence despite the closure of Ft. Ord in 1994. On the Monterey Peninsula, the major employers are Community Hospital of the Monterey Peninsula (CHOMP), Naval Postgraduate School (NPS), Pebble Beach Company and Resorts, and the U.S. Defense Department. The resources available on the former Ft. Ord base have also resulted in additional opportunities for training of public safety (law enforcement and fire) professionals. Though the focus for the EMP is the peninsula and county, there are a number of employment opportunities beyond the Monterey Peninsula, for example, in Computer Science and in Health Care, in Silicon Valley.

The unemployment rate for the Monterey Peninsula (7.3%) is lower than that in the county (14.9%); however, there are differing unemployment rates for the various cities in the Peninsula. Marina and Seaside (at 9.0% and 8.9%, respectively) have higher unemployment rates than the other cities on the Peninsula such as Monterey (6.9%) and Pacific Grove

(5.8%). [Data source: California Employment Development Department, January 20, 2012].

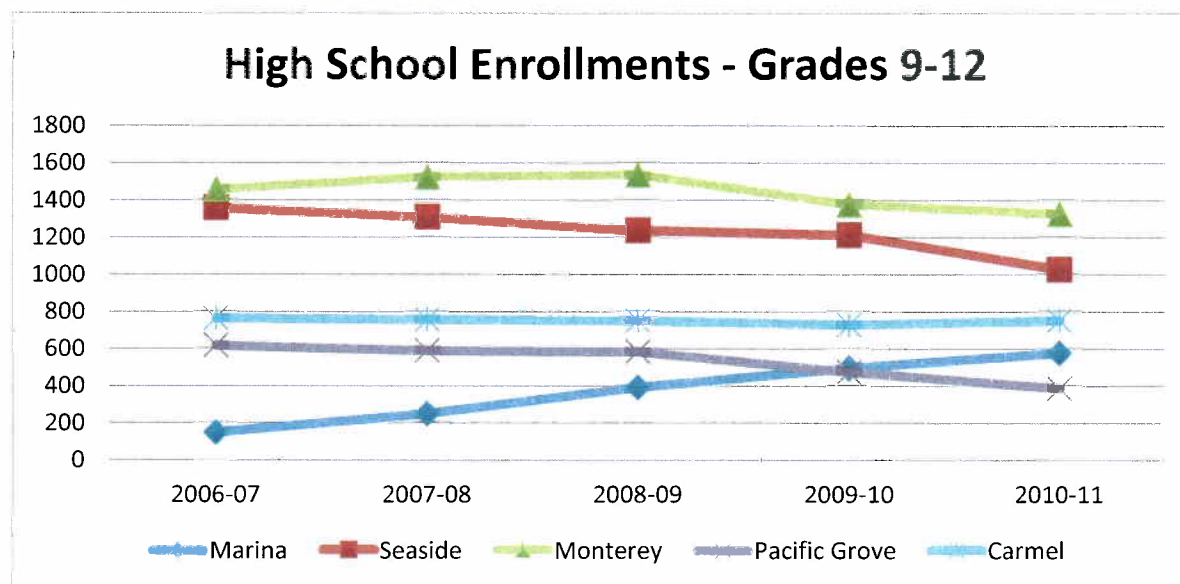
Labor Market data for the Salinas Metropolitan Statistical Area

<http://www.calmis.ca.gov/htmlfile/msa/salinas.htm>, which includes the Monterey Peninsula, indicate that occupations requiring an associate degree or bachelor's degree, with the most projected openings in the next few years are, for example, teachers, nurses, medical secretaries, general and operations managers, auditors and accountants.

K-12 Trends

There are three unified school districts in MPC's district: Monterey Peninsula Unified School District (MPUSD), Pacific Grove Unified School District (PGUSD), and Carmel Unified School District (CUSD). MPUSD has three high schools: Marina High School, Seaside High School, and Monterey High School. The two other districts have one high school each. Additionally, MPC's service area includes a few private schools that serve high school students: York School, Stevenson School, Santa Catalina School, and Trinity Christian High School.

The graph below shows enrollment (grades 9-12) at each of the five public high schools in the district over the past five years. Enrollment at Marina High School has increased steadily; whereas enrollment in the other high schools has decreased or remained steady. MPC also draws students from outside the district, particularly from Salinas. One-third of our total enrollment comes from outside of the college district; of this, 54% live in Salinas or Castroville. Only a small percentage of the out-of-district students are recent high school graduates; for example, only 33% of students from Salinas graduated high school within the previous three years.



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

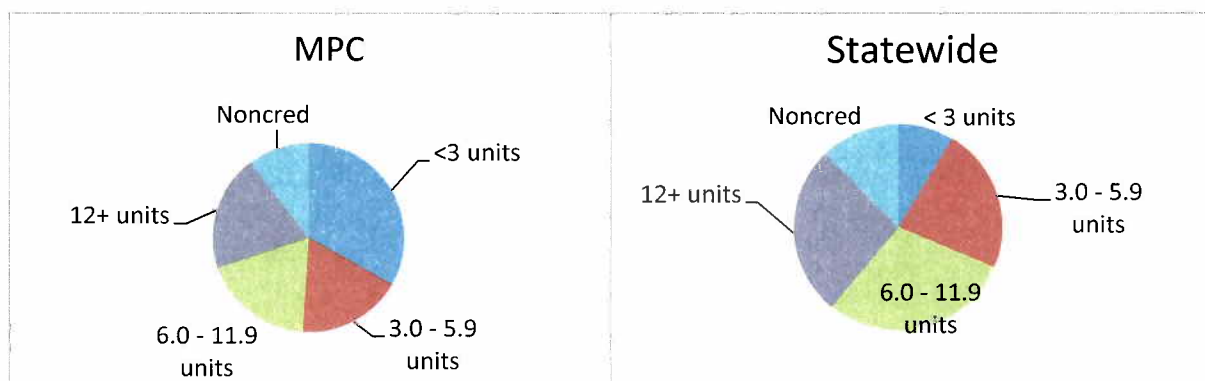
High School	Grads in 2009-10	% with UC/CSU required courses	Postsecondary enrollment
Marina	82	41.5%	---
Seaside	196	26.0%	50.0%
Monterey	311	48.6%	55.8%
Pacific Grove	123	47.2%	65.3%
Carmel	166	71.7%	76.3%
COUNTY			66.2%
STATE			74.4%

Students who choose not to graduate from high school or who do not prepare to enter college are often at a disadvantage; they may not possess the academic skills, self-worth, and motivation to enroll in and complete college courses. In response to students such as these,

MPC continues to offer student support programs such as TRiO (Student Support Services, Upward Bound, and Math/Science Upward Bound), College Readiness, and Extended Opportunity Program and Services (EOPS). The college also offers a range of basic skills courses related to educational goal-setting, reading, writing, and math. Efforts are currently underway to provide greater coordination between student services and academic affairs, giving students strong support mechanisms to help them succeed in an academic environment.

MPC's Student Population

In Spring 2011, 19.8% of MPC students attended full-time; 69.8% were part-time, and 10.5% were noncredit. By contrast, 26.6% of all CCC students attended full-time; 61.1% were part-time, and 12.3% were noncredit.



The unit load profile of MPC students is probably related to the students' educational goals, academic level, and age. Approximately one out of five students (21.3%) at MPC indicated that their educational goal is lifelong learning. This is not surprising as 26.5% of MPC students already have a baccalaureate degree or higher and another 9.4% have an associate degree. Only 8.1% of all CCC students have a baccalaureate degree or higher. Of the students surveyed, 26.7% indicated that their goal was to transfer to a 4-year institution; 38.6% indicate they were attending MPC for an occupational degree or certificate, or career development. The remaining 13.4% are at MPC for skills development or are undecided on their goals. MPC's demographics relevant to age and citizenship also make MPC unique. MPC students tend to be older than the overall CCC student population; one out of five MPC students is age 50 or older, whereas only 10.2% of CCC students are age 50 or older.

Less than 1% of MPC students are international students, comprising 64 students from eastern and western Africa; Northeast, Southeast, Central Asia; Europe; the Middle East; Latin and South America; and neighboring Mexico and Canada. According to an article in the November 13, 2011 edition of *USA Today*, the number of international students attending U.S. colleges and universities is on the rise:

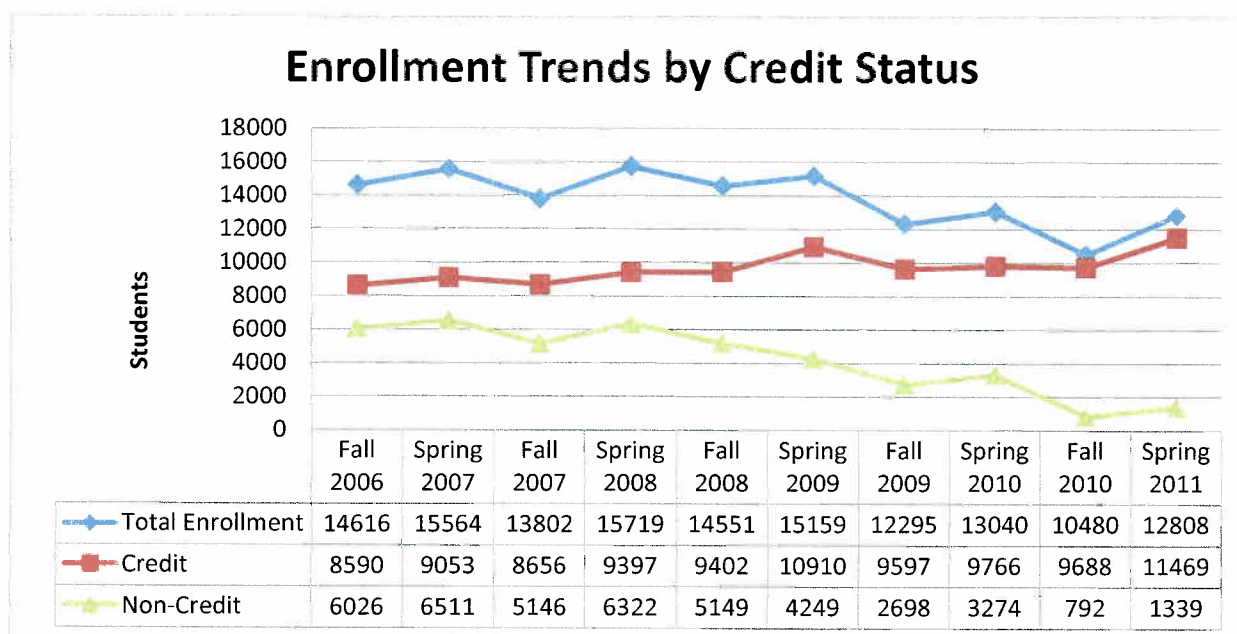
The number of international students at U.S. colleges and universities rose 4.7% to 723,277 during the 2010-11 academic year, says an annual report by the Institute of International Education (IIE), which has tracked data since 1949.

Enrollments have been on the upswing since 2006-07 and grew 32% over the past decade, IIE data show.

The number of U.S. students earning college credit abroad also increased, by 3.9% in the 2009-10 academic year, the latest year for which data are available, IIE said. The previous year, the number of U.S. students going abroad had dipped slightly for the first time <http://www.usatoday.com/news/education/story/2011-11-13/foreign-students-boost-usa-economy/51188560/1>.

There is an opportunity for growth in MPCs international students' population through external and internal recruitment, (see Appendix E -Strategic Initiative International Students Program). Growth in the college's international students' population would benefit local students, the college, and the local community.

The graph below illustrates headcount enrollment trends at MPC. The graph includes all students, counting those enrolled in noncredit and off-campus offerings. Enrollment is generally higher in spring semesters than fall semesters. The noncredit population dropped dramatically starting in spring 2008, due in part to the district's efforts to decrease enrollment in off-campus, noncredit offerings.

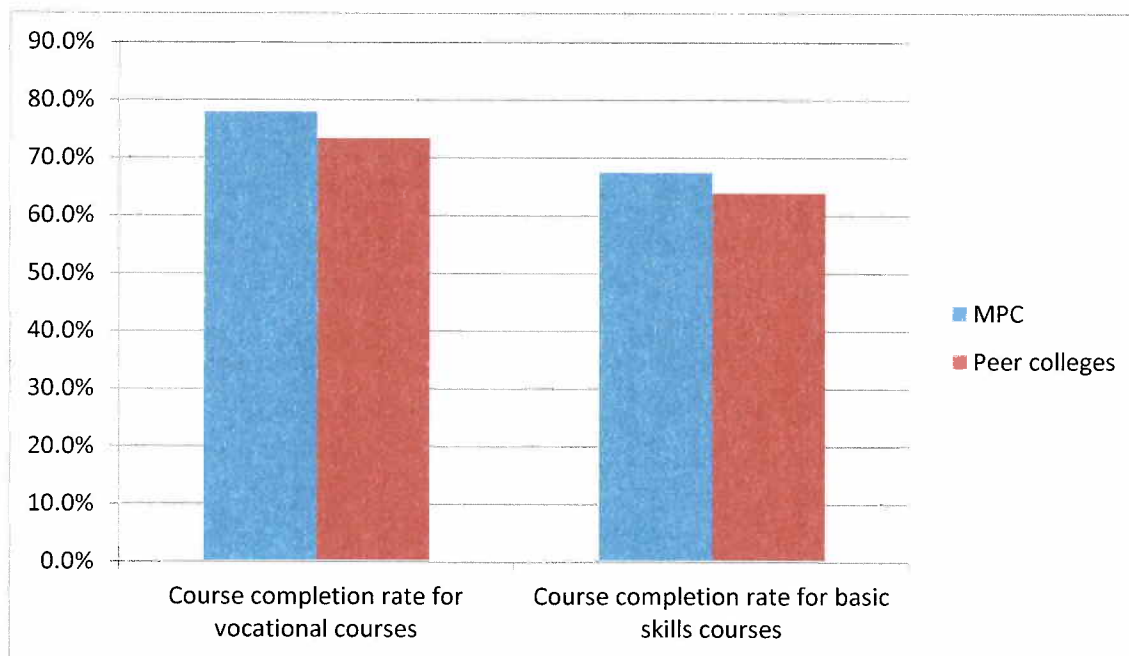


The graph above illustrates headcount trends, which speaks to the number of students MPC serves. The table below shows annual Full-Time Equivalent Students (FTES), which impacts apportionment. The table shows the total FTES for MPC, as well as FTES for distance education. The FTES generated by distance education offerings have increased steadily over the past 10 years, providing an alternative academic pathway. Distance Education also provides a venue for enrollment growth from an increasingly tech-savvy, nontraditional, and mobile student population (see Appendix F - Strategic Initiative MPC Online).

Year	FTES/MPC	FTES/MPC/Online	FTES/MPC/LR	FTES/MPC/DL	%FTES/MPC/DL
2001-02	7799.73	0	251.94	251.94	3.20%
2002-03	8080.12	17.44	237.41	254.85	3.20%
2003-04	7920.79	27.37	237.59	264.95	3.50%
2004-05	7225.69	52.83	208.43	261.26	3.60%
2005-06	6713.25	103.48	177.89	281.37	4.20%
2006-07	7651.58	184.69	159.19	343.89	4.50%
2007-08	8096.78	222.88	148.71	371.59	4.60%
2008-09	7915.16	255.89	144.06	399.95	5.05%
2009-10	7438.68	337.00	115.00	452.00	6.08%
2010-11	6836.19	447.60	56.91	504.51	7.38%

Key: FTES – Full-Time Equivalent Student, LR – Living Room Series, DL – Distance Learning

MPC is not only concerned about enrollment trends; it also monitors and addresses issues of success. The graph below shows MPC's performance on two performance indicators from the statewide Accountability Reporting for the Community Colleges (ARCC). The graph indicates that MPC's course completion rates for both vocational courses and basic skills courses are higher than those of its peer colleges.



State and Federal Mandates

Within our community college system, many factors affect our efforts to develop and improve programs and services, including government and agency mandates. The areas listed below will need to be considered as we plan and prepare for 2013-2018.

Planning and Preparing for the Implementation of the Student Success Task Force Report Recommendations

In January 2012 the Board of Governors (BOG) approved a document entitled the Student Success Task Force Recommendations. Many of the recommendations will require legislative and/or Title 5 changes and modifications, along with funding responses, before implementation can occur.

Summary of SB 1456, the Student Success Act of 2012:

SB 1456 is the “centerpiece” legislation resulting from the 2011 Student Success Task Force recommendations and is sponsored by the BOG. The bill revises the Seymour-Campbell Matriculation Act of 1986 to reflect the recommendations of the Student Success Act of 2012. Specifically, the bill would target matriculation funds for student orientation, assessment, and education planning and require entering students at campuses receiving matriculation funds to participate in those services once approved by the BOG. The bill would also require participating campuses to establish a campus scorecard and use a common assessment system. Finally, the bill establishes new requirements and conditions for students to continue receiving a BOG fee waiver.

<http://californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx>

At this time MPC is considering the impact of possible legislation and the corresponding recommendations on current programs and services. Some of the areas highlighted in the Student Success Task Force Report which may direct our institutional planning include:

- Creating education plans for virtually all students, which may result in a shift in enrollment patterns; for example, we may expect to see fewer enrollments in credit courses in the creative arts and in physical education. Working with students to prepare individual education plans may significantly impact demands on counseling staff
- Utilizing common assessment tests in English and math
- Emphasizing early completion of basic skills courses, along with support for basic skills instruction
- Continuing/expanding alignment with area high schools for college readiness
- Closely monitoring completion rates for degrees, certificates, program progression and meeting individual student academic goals
- Developing campus “scorecards” based on ARCC data (statistical college information already gathered by the CCCO)

One of the goals referenced in the Student Success Task Force Report is retention of students. Students often drop courses or choose not to complete programs. These actions are costly to the students, the college, and the state. We would be wise to understand the challenges students' face that threaten persistence and then develop deliberate plans aimed at reducing attrition.

Visit the CCCO website for the Student Success Task Force Report, Adopted 1/17/12, and Summary:

<http://californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx>

Accreditation Recommendations

At the end of the ACCJC evaluation team's visit, the team prepared an evaluation report recommending a reaffirmation of MPC's accreditation. The report included eight commendations and four recommendations. The four recommendations related to student learning outcomes and distance education are:

1. In order to meet the Commission's 2012 deadline and building upon the progress made in identifying student learning outcomes for nearly all courses, programs, certificates and degrees, the team recommends that the college complete the process of assessment to guide improvement of student learning (IIA.1 and IIA.2).
2. In order to meet the Commission's 2012 deadline, the team recommends the college completes the process of identifying course level student learning outcomes(SLO) and ensures student information is clear, that SLOs are described, and that students receive syllabi reflective of the identified student learning outcomes (IIA.2 and IIA.6).
3. In order to meet the Commission's 2012 deadline, the team recommends the college take appropriate steps to ensure that faculty and others directly responsible for student progress toward achieving stated learning outcomes are, as a component of their evaluation, effective in producing those learning outcomes, and that this standard is achieved by the 2012 deadline established by the ACCJC (IIIA.1c) (from the ACCJC report).
4. To increase effectiveness of distance education offerings, the team recommends the college follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses (IIA.2 and IIB.3a). Further, the team recommends that the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes

of the college and ACCJC policy on distance education (IIA.1, IIA.2 and IIA.6).
(from the ACCJC report)

In response to the recommendations, two committees were formed: Institutional Committee on Distance Education (ICDE) and Student Learning Outcome (SLO) Committee. Both committees were given the task of designing effective plans to meet the needs outlined in the recommendations by 2012. The ICDE submitted the first response in October 2011 and is in the process of submitting the second follow-up report to the shared governance bodies for review. The SLO Committee has completed its work and is presenting its response to the shared governance bodies as well.

Student Learning Outcomes: The College's Response to Recommendations 1-3

Through the work of the MPC Academic Senate and the SLO committee, MPC has addressed the concerns of the Accreditation Visiting Team. This includes the identification of student learning outcomes, the use of outcomes information in assessment and improvement of student learning, the communication of student learning outcomes to students, and the incorporation of dialogue about student learning outcomes in the faculty evaluation process through the college-wide Program Reflections and Program Review activities. Two primary themes emerged from Program Review activities reflecting staffing and technology needs (hardware and software). These themes will be folded into our planning and resource allocation processes supporting the ever changing landscape for both instructional and institutional technology needs. (See Appendix G - Strategic Initiative Technology Sustainability)

See <http://www.mpc.edu/information/accreditation/Pages/default.aspx> for more details on the background, development, and directions for MPC, in response to Recommendations #1-3, SLO Committee documents.

Distance Education: MPC's Response to Recommendation 4

MPC has taken numerous steps in response to recommendation 4. A description of these steps is summarized in MPC's follow-up report to ACCJC:

The Institutional Committee on Distance Education (ICDE) was formed and the position of Coordinator of Distance Education was established in September 2010 to develop an institutional plan of action and response to the aforementioned ACCJC team recommendation. As stated, the ICDE determined that this recommendation focused on two areas of concern; namely, 1) the evaluation of student learning experiences and 2) the development of clear protocols and strategic goals for distance education student success. With this focus, the ICDE evaluated current practices for

distance education at our college, researched best practices of other colleges and in current publications, and developed a comprehensive response report that was presented and discussed in key shared governance committees throughout the campus. Recommendations from campus committees were included in the document entitled, "Response to ACCJC Accreditation Recommendation #4 on Distance Education". This document was approved by the College Council on December 16, 2010 and served as a guide in focusing the ICDE efforts in implementing recommendations and developing the ACCJC Follow-up Response. (ICDE document, 2011)

See <http://www.mpc.edu/information/accreditation/Pages/default.aspx> for more details on the status and specific plans for MPC's Distance Education offerings and programs: the ACCJC report and the ICDE Strategic Initiative document

Meeting Requirements to align MPC degrees and programs with the Student Transfer Achievement Reform Act – SB 1440

One of the primary goals of Senate Bill 1440 is to streamline the transfer process for California community college students into the CSU system. MPC faculty and the MPC Curriculum Advisory Committee (CAC) must be engaged in the statewide dialogue about the development of transfer degrees and Transfer Model Curriculum.

Overview of the SB 1440 legislation

The Student Transfer Achievement Reform Act (SB 1440, Padilla) that was passed and signed into law in 2010 will allow eligible students to receive an associate degree for transfer in their area of study with 60 units. The law will be implemented for the fall 2011 semester. Eligible students will be guaranteed admission into a CSU campus as a junior and only need to complete 60 additional units in order to graduate with a bachelor's degree. <http://www.cccco.edu/>

More information on the legislation from the Community College League (CCL) website: Additionally, the CSU would give priority admission to a community college transfer student to a major or program of choice, if the student has received his or her associate's degree in the same or related field. SB 1440 also prohibits the CSU from requiring these transfer students to repeat courses similar to those taken towards their associate's degree. (<http://ccleague.org/i4a/pages/index.cfm?pageid=3523>)

With SB1440 signed into law, California community colleges are now working together with CSU counterparts to develop and revise curriculum to establish transfer degrees, based on the Transfer Model Curriculum for disciplines and areas. Currently MPC faculty are working on a number of programs, courses and degree revision projects to align with the

statewide guidelines. Communication Studies (Speech), Math, and Early Childhood Education faculty have been engaged and generated programs that are aligned with SB 1440 legislation. The programs generated by Communication Studies, Math and Early Childhood Education are approved by the State. The process includes course content revisions, renumbering and/or renaming courses to facilitate the transfer process and clearly communicate the changes to students and throughout the system. At this point the MPC CAC has reviewed programs for the Transfer Degree alignment and work will continue to keep pace with the statewide directions.

Implementing Title 5 changes in Repeatability

According to the Academic Senate for California Community Colleges document reviewing the changes in policies related to repeatability, in 2010 the CCCCCO began to call for changes in Title 5 on repeatable courses out of a concern for accountability, student success, and confusion over the status of courses. The System Advisory Committee on Curriculum met to develop solutions to the problems identified. The suggestions were drafted into ASCCC Resolution language for consideration at the Fall 2011 Plenary session, and the debate at the session resulted in continued dialogue on the repeatability policies. Some significant changes have now been made by the Board of Governors in regards to the repeatability policies for classes that may be repeated due to substandard grades. The revised policy, now described as the so-called “three strikes, you’re out” policy, will be implemented in 2012.

The other policy aspect of repeatability pertains to “repeatable courses,” many of which are in the creative arts and in physical education. Changes to the Title 5 regulations for these courses are currently under review, and decisions will be made in 2012-2013 as to limits on and changes to current practices.

MPC has begun to examine the possible impact of the change from our previous policy of four attempts to the Title 5 mandated limit of three attempts. We have identified a number of courses which may see enrollment impacts because of this change. We will need to continue to track the possible changes in Title 5 and address local Board policy for the “repeatable” courses at the state level so that we can adjust our course offerings and schedules to meet the changing circumstances.

Addressing the needs of Basic Skills Students

When the California community colleges recognized that many of our students were facing academic challenges because of needed improvements in basic skills, specifically in math, English, ESL and reading, the state Academic Senate, along with other constituent groups, began a research and response process that resulted in the Basic Skills Initiative (BSI). The BSI provided resources, training and funds to colleges throughout the state, including MPC, to meet the needs of basic skills students in our system. MPC’s Basic Skills Committee has been working to support and assist our students in a variety of ways for several years. It developed the Partnering to Achieve Student Success (PASS) program, which is a learning community’s effort, worked to increase communication between student services and instructional faculty, and provided grants to support such projects as faculty mentoring and conference attendance and presentations. Currently the purpose, role and scope of the Basic Skills Committee include the following, as stated in the Basic Skills Committee’s Strategic Initiative (See Appendix A – Strategic Initiative Basic Skills):

The purpose of the Basic Skills Initiative Committee is to investigate barriers to success for our students who are not academically ready for college level English or math, increase assessment rates, devise strategies to reduce and/or remove barriers, assess the effectiveness of our interventions, and make the MPC community (students, faculty, and staff) aware of available pathways, programs, and supports.

Gathering information about Career Technical Education students and programs

Out of a concern for accountability and student success, some state and federal programs and agencies are interested in tracking Career Technical Education (CTE) students as they complete academic and training programs under the Federal Gainful Employment Act.

MPC is seeking to increase links and communication between MPC programs and staff with the larger Monterey Peninsula business community. For example, linkages have been established through the Competitive Clusters (C2), tying in a partnership between the Monterey County Business Council and the Monterey County Office of Economic Development. CTE programs are benefitting from maintaining advisory committees composed of industry members and various practitioners, providing them with feedback from local business and industry.

Per the CTE Strategic Plan, such linkages are inherent to the role of MPC in developing and maintaining CTE programs which meet the needs of the local community, including MPC students' career goals and the training needs of the local and regional workforce. The college currently offers more than 30 different CTE programs. As future needs emerge, the college will transition into new areas to meet changing industry demands and trends, in areas such as new technologies, health careers and human services among others. (See Appendix B - Strategic Initiatives CTE).

In Summary:

The Education Master Plan (EMP) is the product of team collaboration, with representatives from across the college. The team took ownership of the EMP and became core to its strength. Members wrote, proofed, and edited the EMP document, defined the resulting objectives, and gathered feedback through the shared governance process, noting that students have many faces beyond those captured in this document. Transcending the Education Master Plan is a need to provide access, success, equity and diversity.

MPC's environmental scan draws attention to expanding access to education, such as through the Marina Education Center and Distance Education. With education more accessible, we foster diversity and equity and provide a richer experience. This is also suited to an international destination and globalizing society. Though expanding access promotes equity and diversity, we need to also consider how this dovetails with students' progress toward success. Specific initiatives, goals and objectives are set forth within the Education Master Plan to support student success through the Basic Skills Initiative. Many other outstanding efforts are taking place across campus as we work on improving student success and the college experience, especially in Transfer and Career Technical Education as well as with lifelong learners. These take greater significance as broader access is paired with increasing education mandates. Expanding directions bring to evidencethe need to consider systems stability. This is exemplified through the Strategic Initiative for Technology and it emerges as a common thread in Unit Plans. The next steps in our process are described through the objectives defined in the following section.

As the different parts of the Education Master Plan come together to foster access, success, diversity and equity, we strengthen the foundation of student lives and the community.

Strategic Goals

After evaluating the college's mission, goals, values, and environmental scan, the EMP committee identified specific objectives to be completed during the next five years. Objectives support our institutional goals, as well as our responses to influences relevant to transfer needs and mandates; the Student Success Initiative; Accreditation; community needs; and Academic Affairs, Student Services, Administrative Services, and the President's Office program reviews. These objectives will be reviewed annually as part of the Planning and Resource Allocation process and revised as appropriate. At least one administrator and one committee will be responsible for completing each of the objectives.

Institutional Goal	"Influences"	Objectives	Lead Responsibility
Goal 1: Promote academic excellence and student success.	Transfer Institutions	<ol style="list-style-type: none"> 1. Increase communication between MPC faculty and transfer institutions for the purpose of curriculum alignment and development of co-curricular activities. 2. Develop and strengthen articulation agreements with transfer institutions. 3. Create and/or revise programs and curriculum in response to and support of SB 1440. 	Dean of Instructional Planning Dean of Student Services Curriculum Advisory Committee Articulation Officer
	Student Success Initiative	<ol style="list-style-type: none"> 1. Develop plans to implement the Student Success Initiative. Dovetail with current Basic Skills Initiative in objectives 1 to 8. <i>See Strategic Initiative on Basic Skills</i> 	VP of Student Services VP of Academic Affairs AAAG SSAG
		<ol style="list-style-type: none"> 2. Increase student awareness of programs and services. 3. Increase student awareness of the need for assessment and an education plan. 4. Implement mandated placement tests in English and math. 	Dean of Student Services ASMP Office of Institutional Research English Department Math Department Matriculation Coordinator

Institutional Goal	"Influence"	Objectives	Lead Responsibility
Goal 1: Promote academic excellence and student success.	Student Success Initiative	5. Continue to work with area high schools to improve matriculation.	Dean of Student Services Dean of Instruction
		6. Work with local high schools on curriculum, advising, and assessments in math and English.	Dean of Instructional Planning Matriculation Committee Assessment Coordinator
		7. Establish clear pathways to college level English and math courses.	Math and English Department Chairs Matriculation Committee Basic Skills Committee
	Accreditation: Recommendation # 4	8. Develop continuing education program encompassing community education, contract education, and workforce development. <i>See Strategic Initiative on Continuing Education.</i>	VP Academic Affairs Dean of Instruction Continuing Education Task Force
		1. Develop and prioritize the implementation of an online learning strategic plan that includes institutional support, protocols, and assessment of instructions. 2. Develop an online MPC general education pattern, 3 to 5 online certificate programs. Also consider developing an online re-certification program, a CTE online associate degree program, and online components that support SB 1440* general education transfer patterns. <i>See Strategic Initiative on MPC Online.</i>	ICDE Coordinator Institutional Committee on Distance Education Dean of Technology
		3. Use Program Reflections to learn, share ideas, engage in dialog, collaborate and continue improvements.	VP Academic Affairs Academic Senate SLO Committee
Accreditation: Recommendation # 1-3		4. Use program review process to analyze the effectiveness of programs and make improvements based on the results.	VP Academic Affairs VP Student Services VP Administrative Services SLO Committee

Institutional Goal	"Influence"	Objectives	Lead Responsibility
Goal 1: Promote academic excellence and student success.	Program Review	1. Complete Facilities Plan in support of college programs and services.	VP Administrative Services Facilities Committee
		2. Review and revise efforts to attract and retain students.	P/VP VP Academic Affairs VP Student Services AAAG SAAG
		3. Create opportunities for collaboration between Student Services and Academic Affairs, as well as such opportunities between disciplines.	VP Academic Affairs VP Student Services AAAG SSAG
		4. Develop/maintain recruitment processes to attract international students that include both long-term and short term goals. <i>See Strategic Initiative on International Students Program.</i>	VP Student Services ESL Department International Programs Office Committee
		5. Continue to identify barriers and develop successful interventions and strategies to improve student success, supporting faculty dialogue about student learning both within basic skills classes and beyond. <i>See Strategic Initiative on Basic Skills.</i>	VP Student Services VP Academic Affairs Dean of Instruction Basic Skills Committee
		6. Increase faculty and staff positions as funds become available. 7. Reestablish supply and equipment budgets as funds become available.	VP Academic Affairs VP Student Services VP of Academic Services AAAG SSAG ASAG

Institutional Goal	"Influence"	Objectives	Lead Responsibility
Goal 2: Build MPC into an economic driving force for the Monterey area by supporting and developing programs that teach employable skills.	Community needs as indicated in the Environmental Scan	<ol style="list-style-type: none"> 1. Develop and enhance credit Career and Technical programs and courses to provide students with job-related skills and work experiences leading to employment 2. Review Career and Technical Education programs to identify how best to meet the changing needs of local and regional workforce while accounting for the fiscal realities of the college. 	VP Academic Affairs CTE Committee
		<ol style="list-style-type: none"> 3. Establish and strengthen industry, government, and community partnerships. 4. Establish process for creating and maintaining advisory groups for CTE programs. <p><i>See Strategic Initiative on CTE.</i></p>	Dean of Instructional Planning CTE Committee Dean of Instructional Planning
Goal 3: Manage the rate of growth in programs and services in Seaside and Marina, subject to funding and growth conditions	Community needs as indicated in the Environmental Scan	<ol style="list-style-type: none"> 1. Based on assessment and analysis of community needs and district resources, develop appropriate class schedules and programs. 2. Conduct needs assessment with the intention of applying for full Education Center status at Marina. 	VP Academic Affairs Dean of Instruction Dean of Instructional Planning Director of Institutional Research College Council
		<ol style="list-style-type: none"> 3. Provide essential support services to enable student success at the Marina Education Center and the Seaside Public Safety Training Center. <p><i>See Strategic Initiative on Ft. Ord Education Center.</i></p>	Dean of Instruction Dean of Student Services

Institutional Goal	“Influence”	Objectives	Lead Responsibility
Goal 4: Maintain and strengthen instructional and institutional technology	Program Review	1. Conduct a broad-based review of the functionality and efficiency of all district technology including the organization, management and support for MPC’s websites.	VP of Administrative Services Tech Committee AAAG SSAG
		2. Conduct a broad-based review of the leadership, management, and structure of campus-wide technology support to maximize efficiency, resources, and ease of use.	P/VP VP of Academic Affairs VP of Administrative Services Tech Committee
		3. Based on recommendations from program reviews and college resources, develop and implement a long-term technology funding plan.	AAAG SSAG
		See Strategic Initiative on Technology Sustainability.	

Appendix Section

The following appendices (Appendices A to G) comprise Strategic Initiatives that are of critical importance to the future of Monterey Peninsula College. Organizational steps have been taken by the college that starts addressing these critical areas. Continued planning will be needed and responsive adjustment to the Strategic Initiatives will take place, providing a path forward.

Strategic Initiative for Basic Skills
Basic Skills Initiative Recommendation

Mission

The Basic Skills Initiative (BSI) Committee is committed to supporting highly coordinated, integrated, and collaborative learning and support environments; raising awareness of basic skills; removing academic barriers; facilitating smooth academic transitions; creating clearer pathways to student success in both academic and vocational areas; and providing student-focused approaches to learning.

Purpose

The purpose of the Basic Skills Initiative Committee is to investigate barriers to success for our students who are not academically ready for college level English or math, increase assessment rates, devise strategies to reduce and/or remove barriers, assess the effectiveness of our interventions, and make the MPC Community (students, faculty, and staff) aware of pathways, programs, and supports available.

Role

The role of the BSI Committee is to provide a forum for collaboration, investigation, and problem solving in addition to informing the campus community about programs and support available to students, faculty and staff, barriers to success, and student-focused approaches to learning.

Scope

The scope is very broad and involves all aspects of the college:

- all students in basic skills courses (Spring 2010, 20% of MPC students were enrolled in at least one basic skills class),
- students who either are assessed as being two levels below transfer English or college level math and have not taken their basic skills courses,
- students who have not been assessed and cannot function at college level English or math in their non-basic skills classes (statewide the estimate for these students runs as high as 70% in many community colleges),
- faculty who teach basic skills classes,
- faculty who have identified or unidentified basic skills students in their classes (most faculty of all disciplines),
- faculty and staff who work in the Math Learning Center, English Study Skills Center, Reading Center, Supportive Services, Academic Support Center, TRiO, and other supportive learning centers,

- counselors who work with basic skills students (all counselors),
- staff who work with identified and unidentified basic skills students (virtually all staff),
- administrators who work with class schedules, and staff or faculty hiring decisions,
- student groups (i.e. Veterans, ASMP)

Direction

Over the next five years, the Basic Skills Initiative Committee will continue to identify barriers and develop successful interventions and strategies to improve student success. Specific foci include:

- evaluating and improving existing interventions like PASS (student learning community) and Kurzweil
- increasing student awareness of programs and services
- increasing student awareness of the need for assessment and an educational plan
- establishing clear pathways to college level English and math courses
- connecting students to counseling
- working with local high schools on curriculum, advising, and assessments in math and English, looking at common core standards
- supporting faculty dialogue about student learning both within basic skills classes and beyond
- researching new interventions

Strategic Initiative for Career Technical Education (CTE)

Mission

The mission of the MPC Career Technical Education (CTE) programs is to provide excellent instructional programs in the career technical education area thereby enabling students to pursue their career goals in the workplace and to enhance the economic vitality of our diverse community.

Purpose

The purpose of offering CTE programs at Monterey Peninsula College is for students to conduct career exploration, provide employability and industry skills training for those beginning a career, to provide training opportunities for those reentering the workforce, and to provide ongoing instruction for those wishing to upgrade their existing skills by obtaining new certifications or by increasing their level of knowledge to meet the ever changing demands of today's business and industry.

Role

The role of MPC CTE is to develop and maintain a group of CTE programs which meet the needs of the local community including the career goals of MPC students and the training needs of the local and regional workforce. These programs are designed to provide opportunities for students to learn the latest and most up to date skills and knowledge possible pertaining to the businesses and industries of our community and the region.

Scope

The college currently has more than 30 different CTE programs that offer Certificates of Training, Certificates of Achievement and Associate Degrees in such areas as Administration of Justice, Automotive Technology, Business, Child Development, Computer Networking, Dental Assisting, Fire Technology, Interior Design, Law Enforcement, Medical Assisting, and Nursing. Most of these programs have one full time faculty who not only teaches in the program but is also responsible for coordinating things such as shops, labs, adjunct instructors, equipment, and advisory committees. There are several of these programs which have no full-time faculty at this time. In the future the college will need to transition the CTE programs into new areas to meet changing industry demands and trends in such areas as the global environment, technology, and sustainability.

Direction

Over the next 2 years, the college will review the mix of CTE programs that is currently offered. This review will include an analysis of data from the biannual CTE and the regular divisional program reviews, and also data from the current and projected labor market needs

for the region, input from the various CTE program advisory committees, feedback from local business and industry, institutional data on student success, input from students and graduates, information from neighboring educational institutions and other economic data as may be deemed pertinent. A task force made up of representatives of CTE faculty, CTE support staff, students, graduates, administration, and members of local business and industry will conduct the review. The goal of this review is to come up with recommendations in the form of data and a qualitative narrative that would lead to the creation of a mix of CTE programs that best meets the needs of the local and regional workforce, the goals of MPC students and the fiscal realities of the college. This will allow the college to identify and plan for resource allocation for these CTE programs so that they have the necessary levels of support to meet their staffing, equipment, and other needs.

*Strategic Initiative for
Continuing Education*

Mission

Monterey Peninsula College will supplement its academic offerings by providing professional development and cultural and personal enrichment for the community through a Continuing Education program.

Purpose

Continuing Education at MPC is an open access, comprehensive program that encompasses a variety of programs and activities of the highest possible quality.

Role

Continuing Education at MPC includes Community Education and Contract Education. Community Education offerings supplement opportunities to learn about the arts, social science, humanities and other areas of interest. Contract Education responds to the needs of business and industry and other organizations through custom tailored training. Quality and integrity are maintained by the faculty, administration, the Continuing Education Advisory Committee and the MPC Board of Trustees.

Scope

An initial goal of this initiative is to address the needs of students currently attending courses in the academic program who will be impacted by the state Student Success Taskforce Initiative and state restrictions on repeating courses. An additional goal is to meet the needs of future students who may seek learning opportunities in Continuing Education.

Direction

By June 1, 2012, the Continuing Education Task Force will develop a recommendation to the college president for the development of a Continuing Education Program. The recommendation for the strategic initiative will include Mission, Vision, Scope and Direction. Offerings will be based upon ongoing community needs assessment and the guidance provided by an active advisory committee. Direction will address all aspects of district operations. In addition, five to six pilot courses will be ready for Fall 2012 to include instructors aligned, schedules announced, locations identified, etc.

Strategic Initiative for the Ft. Ord Education Center

Mission

The Ft. Ord Education Center is currently comprised of two primary sites: the Education Center in Marina, and the Public Safety Training Center (PSTC) in Seaside. The mission of the Education Center in Marina is to serve as a gateway center by providing students access to initial basic skills and general education courses, as well as discreet skills training opportunities. The mission of the PSTC is to provide public safety training programs as well as a variety of re-certification training courses for public safety personnel.

Purpose

The purpose of offering education and training opportunities at these sites is to provide more access to constituents in the northern part of MPC's service area, and to provide specialized training in public safety. The PSTC also serves as a training site for a variety of public safety agencies.

Role

The role of the Education Center as a whole is to make selected education and training opportunities available in the northern part of MPC's service area, and to provide a venue for specialized training in public safety.

Scope

While the breadth of offerings at the Education Center will remain consistent with its mission and purpose, the number and frequency of offerings will depend on a variety of factors related to the state budget and the pace of development of that part of the Monterey Peninsula.

The scope of public safety training will expand in the future to include the MOUT (Military Operations Urban Training) and Parker Flats. The MOUT is a highly specialized venue designed for urban warfare training with firing ranges planned nearby. Parker Flats will include a fire tower and EVOC (Emergency Vehicle Operations Course) training. All of these specialized training sites will be planned for use by MPC's own public safety training programs as well as for use, possibly for rental, by outside (local, regional and statewide) training organizations.

Direction

The next enrollment milestone for the Education Center as a whole is 1000 FTEs (FTEs for 2010-11 was 550) which will qualify MPC for additional base funding if all other Education Center requirements are met. At the end of Spring 2012, a needs assessment study was produced and submitted to the State Chancellor's Office to apply for full center status.

Over the next five years, modest growth is planned for the Education Center in Marina. The amount of growth that can be supported will depend in large part on the state budget. Consideration of offering an entire certificate or CTE (Career and Technical Education) program in Marina is underway. Continued expansion of basic skills offerings is in keeping with the gateway mission of the center and with the demographics of the student population. To support instructional offerings, the continued development and expansion of instructional support and student services will be essential for student success.

At the PSTC, the next five years could include the opening of the MOUT which will provide an additional specialized training venue. This particular facility is expected to draw not only regional training demand from California but from the western region of the US and possibly nationally. Scheduling and management of the MOUT site will need to be planned and implemented prior to opening.

***Strategic Initiative for Collaboration with CSUMB
International Student Programs***

Mission

The mission of the International Student Programs Collaborative is to support the recruitment, enrollment and completion of educational goals for international students.

Purpose

The purpose of this collaborative is to increase the number of international students by providing targeted international students with outreach, recruitment, enrollment activities, assistance toward reaching their educational goals at MPC, and additionally, providing an opportunity for a seamless transfer to CSUMB.

Role

International Student Programs (ISP) at Monterey Peninsula College (MPC) recognizes the importance of preparing students to take their place in an increasingly global community. The presence of international students at MPC and in our community, the participation of international students in collegial life, and the interactions among international students and the campus family all serve to increase understanding of, and respect for, the world's many cultures. International students gain a deep understanding of American life while at MPC, which benefits them throughout their lives. In addition, American students benefit from exposure to the unique perspectives and experiences offered by the international students.

Scope

The purpose and role of International Student Programs (ISP) is two-fold: 1) to recruit, admit and retain qualified international students to the College; 2) to provide an appropriate, comprehensive continuum of services to our international student population in order to assist them in exploring and achieving their educational, vocational and personal goals.

Vision

ISP has reviewed data related to trends in International Student Programs, examined program constraints and identified program planning assumptions. As a result of the review and analysis, ISP established the following strategic Initiative:

In collaboration with California State University Monterey Bay, (CSUMB), recruit international students from target areas to Monterey Peninsula College who upon completion of major and graduation requirements would transfer to CSUMB. Initially, students from China, Taiwan and India with interest in computer sciences and engineering would be recruited. The two institutions would share resources in order that efforts are

maximized and costs minimized. Additionally, collaborative efforts will be developed with the Naval Post Graduate School (NPGS) particularly in the Cyber-Terrorism Program.

Strategic Initiative for the Growth and Development of MPC Online

Mission

The mission of MPC Online is to support the development and delivery of quality online courses and programs.

Purpose

The purpose of offering online courses at Monterey Peninsula College is to increase district student access to instructional offerings and programs, as well as, provide an avenue for enrollment growth from an increasingly tech-savvy, nontraditional, and mobile student population.

Role

The role of MPC Online is to provide an alternative academic venue that maintains course and program integrity and gives students increased opportunities to achieve their academic and/or career goals.

Scope

The breadth and depth of online course and program offerings will depend on a variety of factors related to the population that can be served, the curriculum that can be successfully designed and delivered, and resources needed to support instructional efforts for successful student completions. In the last 10 years, FTES generated from distance education offerings has grown from 3.2% to 7.9% of total FTES generated by the College. If trends continue on this path, FTES generated from online course offerings can grow by 1% per year of total FTES generated by the College with expectations that by the year 2017, 12-15% of all FTES could be generated via online instruction.

In addition to completely online course offerings, blended (or hybrid) courses will also become more evident throughout the curriculum. Again, growth in this area will be dependent on the availability of necessary resources to support these efforts.

Direction

The forthcoming return of the associate dean of instructional technology position to academic affairs will allow addressing needed support for growth in distance education and related instruction as well as state and federal mandates. Over the next five years, the direction of online instruction will be on a trajectory of modest growth (about 1% per year of total FTES generation) as resources are obtained. To this end, a strategic effort will focus on the creation of certificates and programs that can be offered at a distance and

development of a process that continuously assesses the quality and effectiveness of online courses. Priorities will be given to the development of courses that will lead to:

- An online MPC general education pattern
- 3-5 fully online certificate programs
- Online recertification
- A CTE online associate degree program
- Online components that support SB 1440* general education transfer patterns

Strategic Initiative for Technology Sustainability

Mission

The mission of the MPC Technology Strategic Initiative is to support the ever changing landscape for both instructional and institutional technology needs district-wide.

Purpose

The purpose of offering sustainable technology solutions is to increase faculty, student, and staff exposure and accessibility to technological tools for improved teaching, learning, services, and productivity.

Role

The role of the MPC Technology Strategic initiative is to facilitate the examination of technology needs, propose support and leadership in identifying sustainable technology trends for instructional and institutional purposes, and enhance the use of effective use of technology district-wide through collaboration with faculty and staff.

Scope

The breadth and depth of technology in education is multi-faceted and goes far beyond hardware, software, and supporting infrastructure. The use of technology in instruction and services has influenced virtually all college classes in varying applications including fully online courses, hybrid courses, web-enhanced courses, and courses dependent upon technological tools. Services are often highly systems dependent and are now increasingly delivered through or enhanced by technology. MPC students, faculty, staff, and other users have varying degrees of background, knowledge, and understanding of technology. In recognition of this, College Council and the Governing Board have adopted an Institutional Goal that states the following:

“MPC will maintain and strengthen instructional and institutional technology.

- Develop a long term funding plan to meet technology needs.
- Conduct a broad-base review of the functionality and efficiency of all district technology, consult with users, and implement appropriate modifications to meet the needs of the end user.
- Conduct a broad-based review of the organization, management, and support of MPC’s website, and implement appropriate changes to meet the needs of end users.
- Conduct a broad-based review of the leadership, management, and structure of campus-wide technology support to maximize efficiency, resources, and ease of use.”

Direction

In this era of limited resources, MPC must have a clear vision and understanding of its highest priorities for technology. To define these priorities, a user driven approach must be taken, with an emphasis of listening and working in collaboration with local entities in defining solutions. Recent organizational changes in instructional technology and institutional computing offer an opportunity for careful re-examination of current practices. Through a user-focused consultation process, the MPC Technology Strategic Initiative will conduct a comprehensive review of technology needs and solutions guided by the institutional goal on technology. The resulting solutions must be responsive to instructional, services, and institutional technology needs district-wide, expressed as a strategic plan to be implemented incrementally based on available resources.

Unit Plans Initiatives

The following comprises plans that were submitted by college area units in the context of the Education Master Plan. General themes that emerged from these are serving to inform our planning and resource allocation processes, along with current annual action plans and reflections. The objective of the unit plan was to summarize existing goals from the area's current program review and action plans, acknowledging current challenges and future directions. Each submitted plans are to be reviewed through the program review process, integrating a feedback loop for continuous improvement, and adapting to change, where needed.

<http://www.mpc.edu/academics/EducationMasterPlan2012/Forms/AllItems.aspx>

Monterey Peninsula Community College District Governing Board Agenda

July 25, 2012

New Business Agenda Item No. H

Academic Affairs
College Area

Proposal:

That the Governing Board of Trustees approve the ACCJC Institutional Second Follow-up Report: Recommendation #4 – Distance Education prepared for the Accrediting Commission for Community and Junior Colleges.

Background:

At its meeting on January 10-12, 2012, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges reviewed the Follow-up Report on Recommendation #4: Distance Education. The Commission took action requiring that Monterey Peninsula College submit an additional report specifically focusing on actions taken that resolve deficiencies and now meet Accreditation Standards.

“Recommendation #4: To increase effectiveness of distance education offerings, the team recommends the college follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses. Further, the team recommends that the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education.”

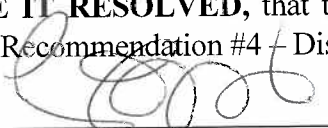
In response to this request, the Institutional Committee on Distance Education (ICDE), co-chaired by Dr. Judee Timm, Coordinator of Distance Education, and Dr. Celine Pinet, Vice President for Academic Affairs, developed the attached report focusing on actions taken and implemented in response to Recommendation #4. This report has been vetted through the shared governance committees and approved by College Council.

Budgetary Implications:

None.


☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board approve the ACCJC Institutional Second Follow-up Report: Recommendation #4 – Distance Education.

Recommended By:



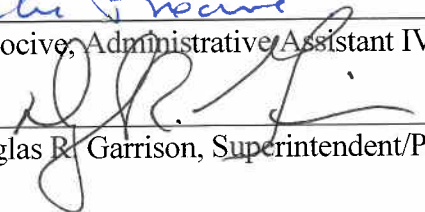
Dr. Celine Pinet, Vice President of Academic Affairs

Prepared By:



Leslie Procive, Administrative Assistant IV, VP, Academic Affairs

Agenda Approval:



Dr. Douglas R. Garrison, Superintendent/President

Institutional Follow-up Report #2

Recommendation #4 – Distance Education

Prepared for
Accrediting Commission
for Community and Junior Colleges
Western Association of Schools and Colleges

October 2012



980 Fremont Street
Monterey, California 93940

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Ms. Elizabeth Bishop, Mathematics Instructor
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Dr. Rosaleen Ryan, Director of Institutional Research
Ms. Stephanie Tetter, Library Division Chair
Mr. Jon Mikkelsen, Accounting Instructor
Mr. Bruce Wilder, Instructional Technology Specialist

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Statement on Report Preparation

Following the receipt of the ACCJC action letter of February 1, 2012, requesting a second Follow-up Report for Recommendation #4 on Distance Education (#1), the Institutional Committee on Distance Education (ICDE) prepared a draft response of activities, initiatives, procedures and protocols that have been established and implemented to demonstrate that the institution has addressed ACCJC recommendations. The ICDE, a representative campus committee co-chaired by Dr. Celine Pinet, Vice President for Academic Affairs, and Dr. Judee Timm, Coordinator of Distance Education, worked collaboratively to prepare this report outlining the accomplishments now in place to insure quality distance education experiences to support student success.

A draft proposal was initiated by the ICDE on March 16, 2012, and finalized at the April 6, 2012 meeting. The proposal was then presented to the Academic Affairs Advisory Group (#2), Academic Senate (#3), Administrative Services Advisory Group (#4), Student Services Advisory Group (#5), and the College Council (#6, #7). Recommendations from each group were incorporated into this report. The final report was presented Board of Trustees for approval in July 25, 2012 (#8).

Follow-up Report #2 Response to Recommendation #4 – Distance Education

To increase effectiveness of distance education offerings, the team recommends the college follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses (IIA.2 and IIB.3a). Further, the team recommends that the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education (IIA.1, IIA.2 and IIA.6).

Follow-up Report #1 (#9) provides a detailed overview of the work completed as of October 2011. Since this time, the following have been completed and established:

I. Student Evaluation Process and Tool

In response to the first element of recommendation #4 where the team recommended “the college follow through with a plan to design an evaluation process and evaluation tool to provide students an opportunity to evaluate the learning experience specific to online courses,” the online teacher evaluation survey (#10) has been redesigned, approved by all necessary governance bodies and is being used in all distance education evaluations. The process for online teaching evaluations is equivalent to the evaluation process used for traditional face-to-face courses as defined in the MPCTA union contract. For a full-semester course, student evaluations are administered in the seventh through ninth weeks of the term (or at the 50%

completion level for shorter length courses). For distance education courses, evaluation surveys are made available online during the same 3-week period. Online students are notified via email and given a direct link to the individual survey along with a unique access code. This streamlined, electronic process eliminates response inhibiting complexities of our old system. Unresponsive students receive up to three email reminders urging them to reply. The evaluation feedback system, Class Climate, generates a statistical summary of survey results for review by the assigned faculty evaluation committee. The committee provides the statistical summary and a synopsis of narrative comments to the evaluated instructor who then can incorporate this student feedback to improve the quality of teaching and learning experiences offered at a distance.

Full district-wide implementation of the new electronic distribution of student evaluation surveys, processing of results, and providing of feedback was launched in spring 2012. The college will continue to monitor this process to improve student participation in providing quality feedback to all our online instructors.

II. Clear Protocols and Strategic Goals

In addressing the second element of Recommendation #4 where the team further recommended “*that the Distance Education Task Force develop clear protocols and strategic goals for distance education learners that meet the institutional outcomes of the college and ACCJC policy on distance education,*” several concrete actions have been taken to include the establishment of the MPC Online Center, the Institutional Committee on Distance Education as a standing campus committee, formal reporting procedures, updated protocols for online and hybrid course curriculum approvals, student learning outcomes for all online courses, resources and professional development activities for online faculty, resources and services that support online student success, and a long-term commitment to the growth and development of distance education.

MPC Online Cost Center - The MPC Online Cost Center has been established to support the college’s primary goal to “Promote academic excellence and student success.” The MPC Center aims to support this goal through its stated mission as follows:

The mission of MPC Online is to support the development and delivery of quality online courses and programs.

Since its establishment beginning in fall 2011, the MPC Online Center has a dedicated funding stream ([#11](#)) that has provided:

- Support services ([MPC Online Help Desk](#)) and information to students taking online courses.
- Support services and professional development opportunities for instructors at all stages of development and implementation of online courses and programs.
- The MPC Online Website that provides links to critical academic, advising, financial, and counseling support services and programs for online students.

- Evaluation tools and established processes that secure relevant feedback on online course design, implementation, and student learning.

The Center has an assigned faculty coordinator (40% load assignment) and instructional technology specialist (50% load assignment) that have been carrying out these aforementioned activities. The faculty coordinator reports directly to the Vice President of Academic Affairs.

Institutional Committee on Distance Education - The Institutional Committee on Distance Education (ICDE) is now an established standing committee in the shared governance process at Monterey Peninsula College. Committee bylaws (#12) have been established and approved outlining the purpose, function, and structure of this recommending body to the administration of the MPC Online Center. The ICDE is currently operating in accordance with these bylaws (#13a, #13b, #13c, #13d, #13e, #13f, #13g, #13h, #13i) and the established reporting line to the Academic Senate on academic and professional matters (#14) and the College Council in the resource allocation process (#15). As noted in the bylaws, “The Institutional Committee on Distance Education serves as a recommending body to the administration of the MPC Online Center on all matters related to online teaching and learning. Recommendations on issues pertaining to academic and technical support for online students and instructors, policies and procedures, as well as, planning and development of online offerings will be addressed by this committee.”

Online Course Development and Approval Process - The ICDE in collaboration with the Curriculum Advisory Committee (CAC) developed the online course approval document (#16) and process (#17), which has been implemented since fall 2011. A distance education subcommittee of the CAC that includes faculty and technical staff members has been established to review methodology, technology, accessibility, and resources to facilitate review of all online course proposals. The process and protocols for development and implementation of new online courses (#18) has been shared with faculty via the Academic Senate, Flex day workshop, and included in the Faculty Handbook for Distance Education.

The Distance Education Course Proposal review has been incorporated into the CurricUNET system as one of the first steps in the curriculum approval process. Faculty members are required to submit this form for approval of all hybrid and online courses. To date, 20 courses have been submitted and approved (#19) by the CAC Distance Education subcommittee through this course approval process.

Student Learning Outcomes - All course syllabi incorporate and identify student learning outcomes. Faculty members meet every semester to discuss best practices to help students better achieve the learning outcomes. Several workshops have been offered to address best practices for online student success with regard to established student learning outcomes and general education outcomes. Refer to Response Document on SLO’s for complete information (#20).

Best Practices Workshops and Web Resources for Student Success - Monthly workshops (#21a, #21b, #21c, #21d, #21e, #21f) have continued being offered throughout the academic year focusing on online strategies that aid to student success. In addition to one-on-one support provided by the MPC Online Center, faculty and student services and resources are available on our two websites, namely, <http://mpconline.mpc.edu> (#22) and <http://www.mpc.edu/distancelearning/Pages/default.aspx> (#23). Both sites have been updated and are continuously being updated for currency and accessibility. An updated *Faculty Handbook for Online Instruction* (#24) can be accessed from both sites and serves as a valuable tool for online instructors regarding policies, procedures, and best practices for quality online teaching and learning.

In addition to these resources, the MPC Online Center provided support for four faculty members to attend the @ONE Online Teaching Conference this year held in Santa Clara, CA, and several others who have completed @ONE Online Teaching Courses throughout the academic year.

Student Services – Recognizing that the Monterey Peninsula College website (www.mpc.edu) is a vital link for online students, the college website has been reviewed and updated for easy access to information about campus programs and services. Comprehensive information about the degree and certificate programs offered at the college can be accessed via the [Academics](#) (#25) portal. Each program listed is itself a link that leads to all courses required in the major. Graduation requirements, including competencies, major, general education, units, GPA and residency are also provided to students. A link to an [Online Advisor](#) (#26) located on the Counseling/Advisement services site provides access for online students who need specific programmatic information.

All student services program information can be accessed from the [Student Services](#) (#27) portal. Each services link provides online information for students regarding Admissions & Records, Articulation, Assessment/Testing, Career Development, Career Transfer, Matriculation, Multicultural & Re-entry, and Student Health Services. Program links include information on CALWORKS, CARE, Child Development, Counseling/Academic Advising, Supportive Services, Extended Opportunity Programs, TRIO, International Student Programs, and Re-entry and Multicultural Center. The updated [Career Services](#) (#28) website helps students with the career development process from assessment through job search.

[Student Financial Services](#) (#29) maintains a comprehensive website for information about the Board of Governors Grant (BOGG) fee waiver, federal financial aid, and scholarships. This website has been completely updated. All students can now access financial aid information from anywhere in the U.S. The “Financial Aid Access” link, that provides students with information regarding their status in the financial aid process, has recently been activated and is now available to all students both on and off campus.

The [College Success](#) (#30) link located on the top of the MPC home page houses a plethora of information and online activities to support student success on topics such as time management, information literacy, and reading strategies. It is a treasure trove of useful resources that can help all students succeed in their academic careers.

Strategic Initiative for Distance Education - Further commitment to distance education at Monterey Peninsula College was established with the development of the *Strategic Initiative for Distance Education* (#31) which has been included in the Education Master Plan for the college and approved by the Board of Trustees (#32). This initiative outlines strategic goals for the development of quality distance education programs, certificates, and certifications offered at MPC.

Evidence List

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Certification of Follow-up Report

October 2012

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940

This second Follow-up Report is submitted in response to Recommendation 4 on Distance Education. We certify that there was broad participation by the campus community. We believe this Follow-up Report accurately reflects our efforts and plans to enhance Distance Education at Monterey Peninsula College.

Signed: _____ Date: _____
Dr. Douglas R. Garrison, Superintendent/President, Monterey Peninsula College

_____ Date: _____
Dr. Loren Steck, Chair, Governing Board

_____ Date: _____
Dr. Celine Pinet, Vice President for Academic Affairs
Co-Chair, Institutional Committee for Distance Education

_____ Date: _____
Dr. Alfred Hochstaedter, President, Academic Senate

_____ Date: _____
Dr. Judee A. Timm, Co-Chair, Institutional Committee for Distance Education

Revised 7-13-12

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. 1

Superintendent/President
College Area

Proposal:

To review and accept the MPC Foundation 2011 Audit and Management Letter.

Background:

The Master Agreement between the Monterey Peninsula Community College District and the Monterey Peninsula College Foundation requires that an independent CPA firm selected by the College will be retained annually for financial audit and oversight in accordance with auditing standards generally accepted in the United States of America. Education Code Section 84040.3 requires that the Foundation's audited financial report for the previous fiscal year be reviewed and accepted by the Governing Board. Vavrinek, Trine, Day & Company, LLP, Certified Public Accountants (VTD) is currently providing auditing services for the MPCCD and the MPC Foundation. VTD audited the financial statements of the MPC Foundation for the year ended December 31, 2011 and produced the required audit report. The report was reviewed by the Foundation Audit Committee and presented to the Board of Directors of the Foundation at the July 11 board meeting. The MPC Foundation 2011 Audit, Management Letter and Audit Committee Report are presented to the MPC Governing Board for review and acceptance.

Budgetary Implications:

None.

☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board review and accept the MPC Foundation 2011 Audit and Management Letter.

Recommended By: Robin Venuti
Robin Venuti, Executive Director, MPC Foundation

Prepared By: Robin Venuti
Robin Venuti, Executive Director, MPC Foundation

Agenda Approval: Dr. Douglas Garrison
Dr. Douglas Garrison, Superintendent/President



To the Board of Directors
Monterey Peninsula College Foundation
Monterey, California

We have audited the financial statements of Monterey Peninsula College Foundation (the Foundation) for the year ended December 31, 2011. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the Foundation are described in Note 1 to the financial statements. No new accounting policies were adopted, and the application of existing policies was not changed during the year. We noted no transactions entered into by the Foundation during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was the cost of capital assets net of accumulated depreciation. Depreciation is the recognition of the use of the capital assets over time. Conditions may exist that result in assets having a longer or shorter useful life than is reflected within these statements. We evaluated the key factors and assumptions used to develop depreciation in determining that it is reasonable in relation to the financial statements taken as a whole.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We are pleased to inform you that there were no adjustments noted, either individually or in the aggregate, that required adjustments to the financial statements. Additionally, there were no adjustments that did not meet the materiality threshold and were passed and not posted to the financial statements.

Disagreements With Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated June 26, 2012.

Management Consultations With Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principal to the Foundation's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there was no such consultation with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Foundation's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition to our retention.

This information is intended solely for the use of the Board of Directors and management of Monterey Peninsula College Foundation and is not intended to be and should not be used by anyone other than these specified parties.

Jaime, Time, Day & Co., LLP

Rancho Cucamonga, California
June 26, 2012



To the Board of Directors and Management of
Monterey Peninsula College Foundation
Monterey, California

In planning and performing our audit of the financial statements of Monterey Peninsula College Foundation (the Foundation) as of and for the year ended December 31, 2011, in accordance with auditing standards generally accepted in the United States of America, we considered the Foundation's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. However, during our audit, we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated June 26, 2012, on the financial statements of the Foundation.

Conflict of Interest Statements

Conflict of interest statements are not required to be signed annually. The purpose of this procedure is to identify any significant related parties and ensure that these transactions are properly disclosed in the financial statements.

Recommendation

Board policy should require that conflict of interest statements be signed annually by each Director of the Board.

Management Response

Historically, conflict of interest statements have been signed annually. Signing of these documents was delayed due to an anticipated change in the statement which was approved June 5, 2012. Each Director is required to sign annually.

Check Request Forms

The Foundation has created a check request form that needs to be filled out and submitted for payment of expenditures. This form is attached and submitted before a check is issued. During testing, it was noted that many of these forms were not signed by the Department heads requesting the funds. While all the appropriate back up was present, the form lacked the approval on the expenditures from the various Department heads or appropriate requestor of the funds.

Recommendation

The Foundation needs to monitor all check requests and make sure there is appropriate approval before they issue a check for the expenses.

Management Response

Faculty and staff apply for funding for professional development or equipment through a structured granting process whereby the Department head must sign off on the application. If chosen for funding, the recipient must fill out a check request form with receipts or documentation attached. By virtue of the application, the Department head has already signed off on the award. Additionally, these funds belong to the Foundation and not the Department thereby not requiring a Department head to sign off on a check request.

Departmental temporarily restricted fund requests are supported by an email making the request. A check request form is then sent and filled out by the requestor. Moving forward, the Foundation will require the Department head to sign the check request form.

Reimbursement Requests

The reimbursement of expenditures made by the Director of the Foundation was not approved before the reimbursement check was issued. However, all supporting receipts were attached, and the reimbursement appears to be appropriate.

Recommendation

A policy and procedure for the reimbursement of expenditures should be established to outline the approval process.

Management Response

Those expenses noted in this review were made during the time the Foundation canceled the debit card and applied for a credit card, or where a vendor did not accept a credit card. The Foundation will adopt a reimbursement procedure that will include appropriate approvals.

Board Designation of Funds

The Board requested \$1,000 of unrestricted funds to be transferred to a permanently restricted endowment. The Board of Directors cannot create legal restrictions on funds. While this amount is immaterial and no audit adjustment was made to move these funds back to the unrestricted funds, it should be noted that the Board of Directors cannot make a permanent endowment unless one of them personally submitted the funds.

Recommendation

The proper treatment of this request would be to have the Board of Directors designate these funds. This amount would be a subcategory of the unrestricted funds rather than being in the permanently restricted funds.

Management Response

The Foundation will follow the recommendation moving forward.

We will review the status of these comments during our next audit engagement. We will be pleased to discuss these comments in further detail at your convenience.

We wish to thank the Foundation Accounting Office and management that have provided assistance to us during our audit.

This report is intended solely for the information and use of management, the Board of Directors, and others within Monterey Peninsula College Foundation, and is not intended to be and should not be used by anyone other than these specified parties.

Vaunne K. Time, Day & Co., LLP

Rancho Cucamonga, California
June 26, 2012

MONTEREY PENINSULA COLLEGE FOUNDATION

(A California Nonprofit Corporation)

ANNUAL FINANCIAL REPORT

DECEMBER 31, 2011

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

DECEMBER 31, 2011

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Monterey Peninsula College Foundation
Monterey, California

We have audited the accompanying statement of financial position of Monterey Peninsula College Foundation (a California nonprofit corporation) as of December 31, 2011, and the related statements of activities, cash flows, and functional expenses for the year then ended. These financial statements are the responsibility of Monterey Peninsula College Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Monterey Peninsula College Foundation as of December 31, 2011, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated June 26, 2012, on our consideration of Monterey Peninsula College Foundation's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in conjunction with this report in considering the results of our audit.

Vavrinek, Trine, Day & Co., LLP.

Rancho Cucamonga, California
June 26, 2012

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2011

ASSETS

Current Assets

Cash and cash equivalents	
Unrestricted	\$ 103,458
Restricted	82,615
Unconditional promises to give - current portion	14,627
Accounts receivable	5,500
Prepaid expenses	4,095
Total Current Assets	<u>210,295</u>

Noncurrent Assets

Investments - unrestricted	496,835
Investments - restricted	1,210,472
Investments - agency	1,094,176
Investment related to split-interest agreement in remainder trust	18,728
Unconditional promises to give - long-term portion-Net	13,006
Capital assets (net of accumulated depreciation)	2,276
Total Assets	<u><u>\$ 3,045,788</u></u>

LIABILITIES

Current Liabilities

Accounts payable and other current liabilities	\$ 55,876
Payroll liability	8,602
Deferred revenue	24,009
Amounts held for others	1,094,176
Total Current Liabilities	<u>1,182,663</u>

NET ASSETS

Unrestricted	
Undesignated	45,000
Board designated	506,199
Total Unrestricted	<u>551,199</u>
Temporarily restricted	278,864
Permanently restricted	1,033,062
Total Net Assets	<u>1,863,125</u>
Total Liabilities and Net Assets	<u><u>\$ 3,045,788</u></u>

The accompanying notes are an integral part of these financial statements.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED DECEMBER 31, 2011

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
PUBLIC SUPPORT AND REVENUES				
Contributions	\$ 319,666	\$ 350,017	\$ 270,852	\$ 940,535
First 5 Grant	26,574	-	-	26,574
Monterey Peninsula College	100,000	-	-	100,000
Other income	-	14,676	-	14,676
Assets released from restrictions	450,499	(420,956)	(29,543)	-
Total Public Support and Revenues	<u>896,739</u>	<u>(56,263)</u>	<u>241,309</u>	<u>1,081,785</u>
EXPENSES				
Program expenses	611,460	-	-	611,460
Operating expenses	188,801	-	-	188,801
Fundraising expenses	135,364	-	-	135,364
Total Expenses	<u>935,625</u>	<u>-</u>	<u>-</u>	<u>935,625</u>
OTHER INCOME				
Interest and dividends	31,437	4,349	36,379	72,165
Unrealized loss on investments	(36,423)	(5,084)	(86,417)	(127,924)
Change in value of split-interest agreement	-	(49,916)	-	(49,916)
Total Other Income	<u>(4,986)</u>	<u>(50,651)</u>	<u>(50,038)</u>	<u>(105,675)</u>
TRANSFERS	<u>7,639</u>	<u>(38,319)</u>	<u>30,680</u>	<u>-</u>
CHANGE IN NET ASSETS	<u>(36,233)</u>	<u>(145,233)</u>	<u>221,951</u>	<u>40,485</u>
NET ASSETS, BEGINNING OF YEAR	<u>587,432</u>	<u>424,097</u>	<u>811,111</u>	<u>1,822,640</u>
NET ASSETS, END OF YEAR	<u>\$ 551,199</u>	<u>\$ 278,864</u>	<u>\$ 1,033,062</u>	<u>\$ 1,863,125</u>

The accompanying notes are an integral part of these financial statements.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED DECEMBER 31, 2011

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in Net Assets	\$ 40,485
Adjustments to Reconcile Change in Net Assets to Net Cash Flows From Operating Activities	
Depreciation	654
Unrealized loss on investments	127,924
Contributions restricted for temporarily and permanently restricted purposes	(620,869)
Changes in Assets and Liabilities	
Accounts receivable	(5,500)
Unconditional promises to give	(1,293)
Prepaid expenses	585
Split-interest agreement in remainder trust	66,760
Accounts payable and other current liabilities	29,229
Amounts held for others	114,794
Deferred revenue	24,009
Net Cash Flows From Operating Activities	<u>(223,222)</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Change in investments - net	(340,092)
Purchase of fixed assets	(955)
Net Cash Flows From Investing Activities	<u>(341,047)</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Collections of contributions restricted for temporarily and permanently restricted purposes	620,869
Distribution of restricted funds	(44,605)
Net Cash Flows From Financing Activities	<u>576,264</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	11,995
UNRESTRICTED CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>91,463</u>
UNRESTRICTED CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 103,458</u></u>

The accompanying notes are an integral part of these financial statements.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED DECEMBER 31, 2011

	Program	Operating	Fundraising	Total
Salaries	\$ 28,773	\$ 101,307	\$ 81,222	\$ 211,302
Employee benefits	1,953	7,648	5,707	15,308
Payroll taxes	2,115	9,000	6,498	17,613
Accounting and professional fees	-	17,885	50	17,935
Development consultant	-	25,000	-	25,000
Administrative fees	11,445	1,414	-	12,859
Advertising	1,578	125	-	1,703
Banking and investment fees	4,903	5,594	-	10,497
Insurance expenses	-	3,546	-	3,546
Grants/Scholarships/Disbursements	550,435	-	6,513	556,948
Office expenses	83	3,764	411	4,258
Depreciation	-	654	-	654
Dues and subscriptions	-	510	150	660
Postage	866	2,852	2,323	6,041
Printing	5,052	5,978	5,048	16,078
Public relations	1,441	998	1,132	3,571
Special events	227	144	25,953	26,324
Training	-	1,161	-	1,161
Travel	4	1,215	24	1,243
Miscellaneous	500	6	333	839
Bad debt - pledge write-offs	2,085	-	-	2,085
Total Expenses	<u>\$ 611,460</u>	<u>\$ 188,801</u>	<u>\$ 135,364</u>	<u>\$ 935,625</u>

The accompanying notes are an integral part of these financial statements.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The Monterey Peninsula College Foundation (the Foundation) is a nonprofit organization whose main purpose is to support education and educational purposes of Monterey Peninsula Community College District (the District), a California public community college located in Monterey, California, through raising funds and acquiring real and personal properties to support the District's programs of public education and its community programs. The Foundation was incorporated in the State of California in November 1994. The Foundation is a Voluntary Health and Welfare Organization as defined by the Financial Accounting Standards Board (FASB) Accounting Standards of Codification (ASC) Topic 958.

Financial Statement Presentation

The Foundation prepares its financial statements on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. The financial statements include the accounts maintained by and directly under the control of the Foundation.

The Foundation reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. In addition, the Foundation is required to present a statement of cash flows. The Foundation does not use fund accounting. Revenues and expenses are recorded when incurred in accordance with the accrual basis of accounting.

The Foundation and the District are financial interrelated organizations as defined by *Transfers of Assets to a Nonprofit or Charitable Trust that Holds Contributions for Others*. The Foundation reflects contributions received for the benefit of the District as revenue in its financial statements. The expenses related to these contributions are accounted for under program and supporting services.

Support and Expenses

Contributions are measured at their fair value at the date of contribution and are reported as an increase in net assets. The Foundation reports gifts of cash or other assets in the category designated by the donor. The Foundation reports gifts of goods and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Absent explicit donor stipulation regarding the timing and purpose for the use of the contributions, the Foundation reports these contributions as unrestricted.

Investments

The Foundation presents its investments in accordance with FASB ASC Topic 958-320, *Investments Debt and Equity Securities*. Under FASB ASC Topic 958-320, investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets. Investment income and gains restricted by a donor are reported as increases in accordance with donor instructions.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

Capital Assets

The Foundation maintains an initial unit cost capitalization threshold of \$500. Capital assets are stated at cost, or if donated, at estimated fair value on the date of donation. Routine maintenance and repairs are charged to expense as incurred. Depreciation is computed on the straight line method based on the assets' estimated useful lives ranging from three to five years.

Donated Services and Goods

A substantial number of volunteers have donated their time and experience to the Foundation's program services and fundraising campaigns during the year. In most cases, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services. However, when the value of services is measurable, they are recorded at measured value.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates include the value of the beneficial interest in a charitable remainder trust.

Cash and Cash Equivalents

Cash and cash equivalents consist of cash held in checking and money market accounts with maturities of less than 90 days. The Foundation maintains its bank accounts at four financial institutions. The Federal Deposit Insurance Corporation (FDIC) insures accounts up to \$250,000. As of December 31, 2011, no amounts were uninsured.

Pledges Receivable

Contributions are recognized when the donor makes a promise to give to the Foundation that is, in substance, unconditional. Donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

Management monitors the collectibility of their pledges and annually adjusts the balances.

Income Taxes

The Foundation is exempt from Federal income and California franchise taxes under Section 501(c)(3) of the Internal Revenue Code and corresponding California provisions. Accordingly, no provision for income taxes has been recorded in the financial statements. The Foundation annually files Forms 990, 199, and RRF-1 with the appropriate agencies, as well as Forms 990T and 109, when applicable. The Foundation has also been classified as an entity that is not a private foundation within the meaning of Section 509(a). There was no unrelated business activity income.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

The Foundation has adopted FASB ASC Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain and, accordingly, no accounting adjustment has been made to the financial statements.

The Foundation's Federal informational tax returns for the years ended December 31, 2008, 2009, and 2010, are open to audit by the Federal authorities. California State informational returns for the years ended December 31, 2007, 2008, 2009, and 2010, are open to audit by State authorities.

Allocation of Functional Expenses

The costs of providing the various programs have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the programs.

NOTE 2 - UNCONDITIONAL PROMISES TO GIVE

Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at fair value, which is measured as the present value of their future cash flows. The discounts on those amounts are computed using risk-adjusted interest rates applicable to the years in which the promises are received. Amortization of the discounts is included in contribution revenue. Conditional promises to give are not included as support until the conditions are substantially met. Management monitors and reviews the unconditional pledges on a monthly basis. Uncollectible pledges written off for the year ending December 31, 2011, amounted to \$2,085.

As of December 31, 2011, the Foundation unconditional promises to give consisted of the following:

Unconditional promises to give before unamortized discount and allowance for doubtful accounts	\$ 29,535
Less: Unamortized discount	(1,007)
Subtotal	<u>28,528</u>
Less: Allowance for doubtful accounts	(895)
Net Unconditional Promises to Give	<u><u>\$ 27,633</u></u>
Amounts due in:	
Less than one year	\$ 14,627
One to five years	13,006
Total	<u><u>\$ 27,633</u></u>

Discount rates ranged from .96 percent to 2.10 percent.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

NOTE 3 - OSHER ENDOWMENT SCHOLARSHIP

The Foundation for California Community Colleges (FCCC) has created a permanent endowment fund intended to provide scholarship support to California Community College students in perpetuity. The fund began in May 2008 with a \$25 million lead gift from The Bernard Osher Foundation. The Bernard Osher Foundation will provide scholarship matching funds annually to colleges that participate. In order to take advantage of this opportunity, the College and its donors have contributed \$339,914 from the agency accounts that reside in the Foundation. As of December 31, 2011, the ending balance of the Osher Endowment Scholarship was \$341,917 and was included in the agency investment total of \$1,094,176.

NOTE 4 - INVESTMENTS

Investments are stated at fair value and are summarized as of December 31, 2011:

	Adjusted Cost	Fair Value	Unrealized Loss
Mutual Funds	\$ 1,835,231	\$ 1,707,307	\$ (127,924)
Split Interest Investment	18,728	18,728	-
Agency Funds (excluding Osher)	752,259	752,259	-
Interest in the California Community Colleges Scholarship Osher Endowment Fund	341,917	341,917	-
Total	<u>\$ 2,948,135</u>	<u>\$ 2,820,211</u>	<u>\$ (127,924)</u>

Investment activity for the year ended December 31, 2011, consisted of the following:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Interest and dividends	\$ 31,437	\$ 4,349	\$ 36,379	\$ 72,165
Unrealized loss	(36,423)	(5,084)	(86,417)	(127,924)
Total Investment Loss	<u>\$ (4,986)</u>	<u>\$ (735)</u>	<u>\$ (50,038)</u>	<u>\$ (55,759)</u>

NOTE 5 - FAIR VALUE DISCLOSURES

Effective January 1, 2008, the Foundation determines the fair market values of certain financial instruments based on the fair value hierarchy established in U.S. GAAP under FASB ASC Topic 820, *Fair Value Measurements and Disclosures*. U.S. GAAP requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value and describes three levels of inputs that may be used to measure fair value.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

The following provides a summary of the hierarchical levels used to measure fair value:

Level I - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date.

Level II - Observable inputs other than Level I prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities.

Level III - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level III assets include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation.

Fair Value Measurements

The Foundation used the market approach to estimate fair value for all investment assets.

The following table provides a summary of the financial instruments the Foundation measures at fair value on a recurring basis as of December 31, 2011:

	Level I	Level III	Total
Investment Assets			
Mutual Funds - Foundations	\$ 1,707,307	\$ -	\$ 1,707,307
Mutual Funds - Agency Funds (not including Osher)	752,259	-	752,259
Beneficiary Remainder Trust	-	18,728	18,728
Interest in the California Community			
Colleges Scholarship Osher Endowment Fund	-	341,917	341,917
Other Assets			
Unconditional promises to give	-	27,633	27,633
Total	<u>\$ 2,459,566</u>	<u>\$ 388,278</u>	<u>\$ 2,847,844</u>

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

The following table summarizes the changes in the Foundation's investment assets measured at fair value on a recurring basis as of December 31, 2011:

	Level I	Level III	Total
Investments at Fair Value			
Balance at December 31, 2010	\$ 2,266,118	\$ 435,025	\$ 2,701,143
Current Year Adjustments:			
Adjustment to reflect changes in beneficiary remainder trust	-	(66,760)	(66,760)
Adjustments to Mutual Funds	168,003	-	168,003
Unconditional promises to give	-	1,293	1,293
Change in value of the California Community Colleges Scholarship Osher Endowment Fund	-	18,720	18,720
Adjustments to Agency Funds	25,445	-	25,445
Balance at December 31, 2011	<u>\$ 2,459,566</u>	<u>\$ 388,278</u>	<u>\$ 2,847,844</u>

NOTE 6 - AMOUNTS HELD FOR OTHERS

The Foundation acts as a fiscal agent for departments, organizations, and groups of Monterey Peninsula College. Accordingly, at December 31, 2011, \$1,094,176 of the Foundation's assets belongs to other parties. The Foundation does not have legal access nor any discretion over the funds held for others behalf.

	Balance Beginning of Year	Transfers Cash	Cash Disbursements/ Transfers	Balance End of Year
Wilder Nursing Trust	\$ 356,710	\$ 15,999	\$ 45,473	\$ 327,236
Orr Scholarship Trust	95,833	3,954	22,525	77,262
MPC Scholarship Endowments	203,642	9,397	18,351	194,688
Long-Term Endowment	-	153,073	-	153,073
Interest in the California Community Colleges Scholarship Osher Endowment Fund	323,197	28,451	9,731	341,917
Total	<u>\$ 979,382</u>	<u>\$ 210,874</u>	<u>\$ 96,080</u>	<u>\$ 1,094,176</u>

NOTE 7 - CAPITAL ASSETS

The following is a summary of capital assets as of December 31, 2011:

Furniture and equipment	\$ 15,384
Less: Accumulated depreciation	(13,108)
Total	<u>\$ 2,276</u>

Depreciation expense for the year ended December 31, 2011, was \$654.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

NOTE 8 - DONOR DESIGNATED ENDOWMENT FUNDS

The Foundation's endowment funds consist of approximately 19 individual funds established for a variety of purposes. As required by generally accepted accounting principles (GAAP), net assets associated with endowments are classified and reported based on existence of donor-imposed restrictions as either unrestricted, temporarily restricted, or permanently restricted.

The Board of Trustees has adopted the State Prudent Management of Institutional Funds Act (SPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation has classified as permanently restricted net assets (a) original value of gifts donated to permanent endowment (b) plus the original value of subsequent gifts to the endowments (c) plus accumulation to the permanent endowment made in accordance with the direction of the applicable donor gift. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure.

In accordance with SPMIFA, the Foundation considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds: (1) the duration and preservation of the various funds, (2) the purposes of the donor-restricted endowment funds, (3) general economic conditions, (4) the possible effect of inflation and deflation, (5) the expected total return from income and the appreciation of investments, (6) other resources of the Foundation, and (7) the Foundation's investment policies.

Investment Return Objectives, Risk Parameters, and Strategies: The Foundation has adopted investment and spending policies, approved by the Board of Directors, for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment funds while also maintaining the purchasing power of those endowment assets over the long-term. Accordingly, the investment process seeks to achieve an after-cost total real rate of return, including investment income, as well as capital appreciation, which exceeds the annual distribution with acceptable levels of risk. Endowment assets are invested in a well diversified asset mix, which includes equity and debt securities, that is intended to result in a consistent inflation-protected rate of return that has sufficient liquidity to make an annual distribution of five percent, while growing the funds if possible. Investment risk is measured in terms of the total endowment fund; investment assets and allocation between asset classes and strategies are managed to not expose the fund to unacceptable levels of risk.

Spending Policy: The Foundation's Board approved spending policy was created to protect the values of the endowments. An endowment spending rate of five percent is based on a five-year moving average of current market values as of December 31, 2011. This rate will be reviewed annually. The expenditure rate includes an administrative expense of one percent of the average market value as of December 31, 2011.

Endowment net asset composition by type of fund as of December 31, 2011, is as follows:

	Permanently Restricted
Donor-restricted endowment funds	<u>\$ 1,033,062</u>

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

Changes in endowment net assets as of December 31, 2011, are as follows:

	<u>Permanently Restricted</u>
Balance at December 31, 2010	\$ 811,111
Contributions	270,852
Interest and dividends	36,379
Unrealized loss on investments	(86,417)
Transfer in	30,680
Amounts appropriated for expenditures	(29,543)
Balance at December 31, 2011	<u>\$ 1,033,062</u>

NOTE 9 - BOARD DESIGNATED UNRESTRICTED NET ASSETS

Board designated unrestricted net assets consist of the following at December 31, 2011:

General Reserve	\$ 436,199
H.S. Scholarships	5,000
MPCF Department Scholarships and Book Fund	25,000
FASA Grants	40,000
Total Board Designated Unrestricted Net Assets	<u>\$ 506,199</u>

NOTE 10 - RESTRICTIONS ON NET ASSET BALANCES

Temporarily restricted net assets consist of the following at December 31, 2011:

Astronomy	\$ 13,302
Beneficiary Trust	18,728
Child Development Center	32,983
General Scholarships	8,978
Gentrain Scholarship	10,779
Other Departmental Funds	93,563
MPC Library and Technology Center	46,061
P.E. Campaign	3,689
Women Supporting Women	50,781
Total Temporarily Restricted Net Assets	<u>\$ 278,864</u>

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

Permanently restricted net assets consist of the following at December 31, 2011:

Alison Faul Memorial Scholarship Endowment	\$ 13,738
Bruce C. Gregor Memorial Scholarship Endowment	14,282
Peter J. Cutino Athlete of the Year Endowment	20,478
Donald L. Davidson, M.D. Memorial Scholarship Endowment	13,427
George J. Faul Academic Excellence Endowment	92,064
John and Jeanne Logan Memorial Award Endowment	19,228
Jenifer Denmark Memorial Scholarship Endowment	11,583
Jon M. Lefstad Scholarship Endowment	8,787
Mary Lou Stutzman Nursing Scholarship Endowment	15,562
Marilynn Dunn Gustafson Scholarship Endowment	10,772
Donald and Lura Newmark Scholarship Endowment	24,819
Operating Endowment	106,793
Rosabelle Hamann Memorial Scholarship Fund	339,913
William M. Shanner Memorial Award Endowment	11,041
Clyn Smith, M.D. Memorial Scholarship Endowment	18,198
Leon and Mary Lou Stutzman Choral Music Scholarship Endowment	15,469
Jim Tunney Scholar Athlete Award	21,463
The Dr. Richard Kezirian Endowed Scholarship	24,821
Dr. Peggy Downs-Baskin Faculty Advancement Endowment	250,624
Total Permanently Restricted Net Assets	<u>\$ 1,033,062</u>

NOTE 11 - COMMITMENTS AND CONTINGENCIES

The Foundation receives financial assistance from State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the Foundation. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the Foundation at December 31, 2011.

NOTE 12 - SPLIT-INTEREST AGREEMENT

The Foundation is the remainder beneficiary under the terms of three irrevocable charitable remainder trusts that are administered by a third party trustee (The Community College League of California). The beneficial interest from the remainder trust is recorded in the statement of financial position based on the present value of the future benefits expected to be received from the trusts. A corresponding amount is reflected in the statement of activities as a temporarily restricted contribution in the year the Foundation was notified of its irrevocable interest. At the end of the trust's terms, the remaining assets are available to the Foundation. Assets held in the charitable remainder trusts totaled \$18,728 at December 31, 2011, and are reported at fair value or cost, depending on the nature of the assets in the statement of financial position.

MONTEREY PENINSULA COLLEGE FOUNDATION
(A California Nonprofit Corporation)

NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2011

NOTE 13 - RELATED PARTY TRANSACTIONS

The Foundation provides various levels of monetary support and service to the Monterey Peninsula Community College District. The Foundation received \$100,000 from Monterey Peninsula College for reimbursement of expenses for the year ended December 31, 2011. This money is included on the statement of activities under public support and revenue from Monterey Peninsula College. The District provides office space and other support to the Foundation. These amounts are not recognized in the statement of activities as there is no basis for the noncash contributions.

NOTE 14 - TRANSFERS BETWEEN FUNDS

During the year ended December 31, 2011, various transfers were done as follows: 1) administrative fee expenses from various contributions were transferred to the unrestricted fund for operating expenses, and 2) donors authorized unrestricted funds to be transferred to permanently restricted scholarship endowments.

NOTE 15 - SUBSEQUENT EVENTS

The Foundation's management has evaluated subsequent events for recognition and disclosure through June 26, 2012, which is the date the financial statements were available to be issued.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Monterey Peninsula College Foundation
Monterey, California

We have audited the financial statements of Monterey Peninsula College Foundation (a California nonprofit corporation) as of and for the year ended December 31, 2011, and have issued our report thereon dated June 26, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

The management of Monterey Peninsula College Foundation is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered Monterey Peninsula College Foundation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Monterey Peninsula College Foundation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Monterey Peninsula College Foundation's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

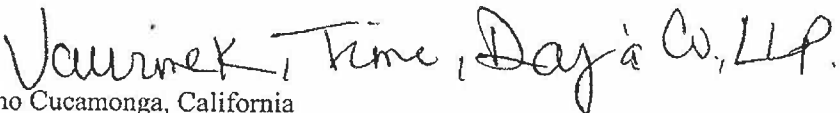
Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Monterey Peninsula College Foundation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Monterey Peninsula College Foundation in a separate letter dated June 26, 2012.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, State awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


Rancho Cucamonga, California
June 26, 2012

**REPORT OF AUDIT COMMITTEE
TO BOARD OF DIRECTORS OF
MONTEREY PENINSULA COLLEGE FOUNDATION**

July 2, 2012

The audit committee (Stewart Fuller and Nolan Kennedy) met with Bill Rauch on Thursday, June 21, 2012, to review the 2011 audit. The report to the board on the audit committee review is as follows.

1. The auditor was pleased to report that this is a clean audit and, in addition, there are no audit adjustments. He emphasized that a clean audit without adjustments is a significant compliment to the Foundation staff, and that the staff was “well prepared for us when we came to do the audit.”
2. The auditor also emphasized that the auditor opinion, which is the third paragraph in the correspondence to the board of directors at the beginning of the audit, is the highest level of audit confirmation.
3. The fourth paragraph in the report to the board of directors is a new statement of opinion, reflecting an additional auditor report required to satisfy the First Five grant requirements. This report was provided, Bill said, with no additional charge to the Foundation. The new report is at pages 16 and 17 of the audit.
4. In reviewing the audit with the auditor, it was noted there was an unrealized loss on investments in 2011 of \$127,924 reflecting a loss against costs of the assets of almost 7% for the year. It is the judgment of both the auditor and the audit committee that this amount of loss is not unusual in light of the financial situation in 2011. Nevertheless, the auditor observed that it is an important component of the board’s function to be aware of investment performance, and to obtain periodic information on the investments which the Foundation holds.
5. A second point noted by the audit committee is that the Statement of Activities (at page 3 of the audit report) reflects a total cost of operating and fund raising expenses for the Foundation of approximately \$323,000 in 2011, as compared to contributions and grants received of approximately \$967,000. The auditor observed that for nonprofits a ratio of operating expenses to expenses plus contributions and grants of 40% or less is generally considered acceptable. This ratio which is close to 25% (\$323,000 in expenses compared to a total of \$1,290,000 in contributions and grants plus expenses) is extraordinary and shows the Foundation is producing significant contribution and grant revenue in relation to the overhead cost. One point of concern discussed with the auditor is that the low level of operating expenses is likely to result in a limited capacity for growth in Foundation fundraising.

6. The management letter was reviewed with the auditor, and following that review the final management letter was prepared. The Foundation staff has further prepared a response to the auditor management letter. Both of those are provided to the board together with this report and the final copy of the audit. The audit committee did not observe any comment in the management letter which is a cause for concern.

Respectfully submitted,

Nolan Kennedy / Stewart Fuller

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. J

Superintendent/President
College Area

Proposal:

The Governing Board consider naming a representative to participate on the Monterey Peninsula College Foundation's Strategic Planning Task Force.

Background:

The Monterey Peninsula College Foundation recently contracted with Netzel Grigsby, Inc., to conduct a development audit intended to facilitate the continued success of the Foundation. The development audit included numerous recommendations for consideration by the Foundation Board of Directors. In response to the audit, the Foundation is forming a Strategic Planning Task Force which will recommend a five-year Strategic Plan to the Foundation Board of Directors. This will not be an on-going task force, and the responsibility will end with the delivery of the draft Strategic Plan.

The Foundation has recommended that a representative of the MPC Governing Board participate on the MPC Foundation Task Force. One of the recommendations of the development audit is to continue the progress toward greater integration between the College and the Foundation. Governing Board participation in this strategic planning process is seen as a means of promoting integration.

Budgetary Implications:

No direct budgetary impact is anticipated.

☒ **INFORMATION:** That the Governing Board consider naming a representative to participate on the Monterey Peninsula College Foundation's Strategic Planning Task Force.

Recommended By:



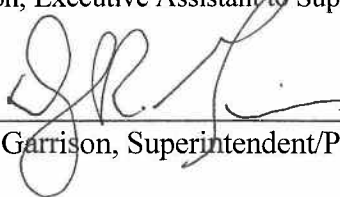
Robin Venuti, Executive Director, MPC Foundation

Prepared By:



Carla Robinson, Executive Assistant to Superintendent/President and Governing Board

Agenda Approval:



Dr. Douglas Garrison, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. K

Human Resources
College Area

Proposal:

To update the Governing Board on the Superintendent/President search process.

Background:

Per Governing Board Policy 1007, the Board of Trustees is responsible for the selection and appointment of the Superintendent/President. With the announcement of Dr. Douglas Garrison's retirement effective August 31, 2012, the procedure for hiring his successor has been initiated.

An update on progress made will be presented for discussion today.

Fiscal Implications:

None identified at this time.



INFORMATION: The Governing Board will receive an update on the Superintendent/President search process.

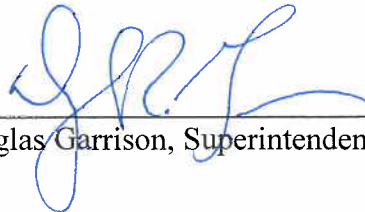
Recommended By: Dr. Loren Steck, Chair, Superintendent/President Search Advisory Committee

Prepared By:



Barbara Lee, Associate Dean of Human Resources

Agenda Approval:



Dr. Douglas Garrison, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. L

Superintendent/President
College Area

Proposal:

Governing Board to discuss process for conducting a mid-year review of progress on fulfilling the Monterey Peninsula College Governing Board Goals for 2012.

Background:

As a part of Monterey Peninsula College's on-going commitment to continuous improvement, in January 2012 the MPCCD Governing Board adopted Board Goals for 2012 based on Board Policy 1009 Self Evaluation, which calls for an annual self evaluation and development of Board goals. At that time, the Governing Board expressed a desire to conduct a mid-year review of progress toward fulfilling these goals.

MONTEREY PENINSULA COLLEGE GOVERNING BOARD GOALS FOR 2012

1. Develop means for more effective community relations with constituents.
2. Design and actively participate in Board development activities to broaden understanding of critical operational elements and issues facing the college.
3. Continue to be knowledgeable about actions taken by the college to address accreditation-related issues.
4. Continue to be knowledgeable about actions taken by the college to maintain fiscal stability.
5. Enhance legislative advocacy activities to support the College and community college system.

Budgetary Implications:

No direct budgetary impact is anticipated.

☒ **INFORMATION:** Governing Board process for conducting a mid-year review of progress on fulfilling the Monterey Peninsula College Governing Board Goals for 2012.

Recommended By: Dr. Douglas Garrison, Superintendent/President

Prepared By: Carla Robinson
Carla Robinson, Executive Assistant to Superintendent/President and Governing Board

Agenda Approval: Dr. Douglas Garrison
Dr. Douglas Garrison, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

July 25, 2012

New Business Agenda Item No. M

Superintendent/President
College Area

Proposal:

To review the attached Calendar of Events.

Background:

The Trustees request that the Calendar of Events be placed on each regular Governing Board meeting agenda for review and that volunteer assignments be made so that the Trustees become more visible on campus.

Trustees will attend meetings as observers and will not represent the Board's view on issues/topics.

Budgetary Implications:

None.

☒ **INFORMATION:** Calendar of Events.

Recommended By: Dr. Douglas Garrison, Superintendent/President

Prepared By:

Carla Robinson
Carla Robinson, Executive Assistant to Superintendent/President and Governing Board

Agenda Approval:

Dr. Douglas Garrison, Superintendent/President

MPC Governing Board 2012 Calendar of Events

JULY, 2012

Wednesday, July 25 Regular Board Meeting, 12:30pm, Closed Session, Stutzman Room
Regular Board Meeting, 3:00pm, Sam Karas Room, LTC

AUGUST, 2012

Wednesday, August 22 Regular Board Meeting at Marina Education Center, 289 12th Street
Closed Session, 1:30pm, Classroom MA104, Marina
Regular Board Meeting, 3:00pm, Classroom MA402, Marina
Thursday, August 23 Flex Day Presentations, 8:00am-12:30pm, LF103
Monday, August 27 Fall semester begins

SEPTEMBER, 2012

Monday, September 3 Labor Day Holiday
Wednesday, September 26 Regular Board Meeting at Public Safety Training Center (PSTC)
2642 Colonel Durham Street, Seaside
Closed Session, 1:30pm, Classroom 102, Seaside
Regular Board Meeting, 3:00pm, Classroom 104, Seaside

OCTOBER, 2012

Week of October 1 Superintendent/President Board Interviews and MPC Public Forums
(Board consideration of finalists; dates/times to be announced)
Saturday, October 6 65th Anniversary Open House Celebration, MPC Campus, 11:00am-4:00pm
Wednesday, October 24 Regular Board Meeting, 1:30pm, Closed Session, Stutzman Room, LTC
Regular Board Meeting, 3:00pm, Sam Karas Room, LTC

NOVEMBER, 2012

Monday, November 12 Veteran's Day Holiday
Thurs-Sat, November 22-24 Thanksgiving Holiday
Wednesday, November 28 Regular Board Meeting, 1:30pm, Closed Session, Stutzman Room, LTC
Regular Board Meeting, 3:00pm, Sam Karas Room, LTC

DECEMBER, 2012

Wednesday, December 12 Regular Board Meeting, 1:30pm, Closed Session, Stutzman Room, LTC
Regular Board Organizing Meeting, 3:00pm, Sam Karas Room, LTC
Fri-Fri, December 14-21 Finals Week; Fall Semester ends December 20; Flex Day December 21
Monday, December 24 to Winter Break
Tuesday, January 1, 2013

MONTEREY PENINSULA COLLEGE
2013 BOARD MEETING DATES

Regular Meetings Fourth Wednesday of each Month
Closed Session 1:30pm, Stutzman Room, LTC
Regular Meeting 3:00pm, Sam Karas Room, LTC

January, 2013

Wednesday, January 23

Regular Board Meeting, Marina

February, 2013

Wednesday, February 27

Regular Board Meeting, Seaside

March, 2013

Wednesday, March 27

Regular Board Meeting, Monterey

April, 2013

Wednesday, April 24

Regular Board Meeting, Monterey

May, 2013

Wednesday, May 22

Regular Board Meeting, Monterey

June, 2013

Wednesday, June 26

Regular Board Meeting, Monterey

July, 2013

Wednesday, July 24

Regular Board Meeting, Marina

August, 2013

Wednesday, August 28

Regular Board Meeting, Seaside

September, 2013

Wednesday, September 25

Regular Board Meeting, Monterey

October, 2013

Wednesday, October 23

Regular Board Meeting, Monterey

November, 2013

Wednesday, November 27 (or 20)

Regular Board Meeting, Monterey

December, 2013

Wednesday, December 11

Regular Board Organization Meeting
and Swearing-in Ceremony, Monterey