Monterey Peninsula Community College District

Governing Board Agenda

March 27, 2013

New Business Agenda Item No. A

Proposal:

That the Governing Board review and discuss the 2012-2013 Monthly Financial Reports for the period ending February 28, 2013, 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 2012-2013 Monthly Financial Reports for the period ending February 28, 2013, prior to year-end closing be accepted.
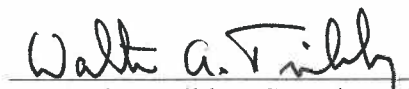
Recommended By: _____

Stephen Ma, Vice President for Administrative Services

Prepared By: _____

Rosemary Barrios, Controller

Agenda Approval: _____

Dr. Walter Tribley, Superintendent/President

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Monterey Peninsula College

Fiscal Year 2012-13
Financial and Budgetary Report
February 28, 2013

Enclosed please find attached the financial reports for the month ending February 28, 2013 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 February 28, 2013 is $23,720,114 which is 52.9% of the operating budget for this fiscal year. Expenditures year-to-date total $27,128,616 which is 60.5% of the operating budget for this fiscal year, for a net difference of $3,408,502.

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

Revenues

- The February apportionment payment of $11,451 was received but will show up on the March financial report.

- The District receives a percentage of the total certified state apportionment revenue each month. The certified state apportionment is the largest revenue source of the District. This makes up 92.4% of the Unrestricted General Fund revenue.

- Funds of $714,492 were moved from the Unrestricted General Fund to the Restricted General Fund this month therefore the Restricted General Fund revenue is up compared to last month. These monies came in as part of the monthly apportionment payment.

- Property Taxes received this month of $217,103.

- The District reversed prior year deferred revenue in the unrestricted general fund of $667,184 consisting of student fees. This is reflected in the current year revenue column of the unrestricted general fund board report.

- The District reversed prior year deferred revenue in the restricted general fund of $441,994, consisting of state categorical revenues and local grants. This is reflected in the current year revenue column of the restricted general fund board report.

- Other local revenue received this month include: student fees and charges.

Expenditures

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

Self Insurance Fund

- Self Insurance actual expenditures are at 69.8% of what has been budgeted for this fiscal year. We will continue to track this fund closely each month.

Parking Fund

- The District reversed prior year deferred revenue in the parking fund this month of $349,855, consisting of daily parking permit fees and parking fines. Parking Revenue is at 122.8% of budget.

Fiduciary Funds

- All Fiduciary Funds are tracking close to budget.

Cash Balance:

The total cash balance for all funds is $41,628,005 including bond cash of $28,826,671 and $12,801,334 for all other funds. Operating funds cash is $3,349,011. This should be sufficient cash to meet our monthly commitments until April when the next property tax installment is due.

Other:

The Chancellor's Office recently advised districts that 2012-13 apportionment release schedule would be severely compromised because of redevelopment agency tax revenue shortfall. The projected statewide shortfall is estimated at $327M of which MPC's portion is approximately $2M. The education trailer bill language assures the community college system will be held harmless from this shortfall in 2012-13, but funding will be deferred until very late into the fiscal year. The Chancellor's Office has advised all districts to be very conservative in managing cash flow for the balance of the year. The revised P1 report issued in early March shows a deficit coefficient of 0.935103 or a revenue shortfall of $2,274,519. The final revenue shortfall is expected to shrink to approximately $300,000 subject to Chancellor's Office verification.

Monterey Peninsula Community College
Monthly Financial Report
February 28, 2013
Summary of All Funds

Funds	Beginning Fund Balance 07/01/12	Revised Budgets 2012 - 2013 Revenue	Revised Budgets 2012 - 2013 Expense	Ending Fund Balance 6/30/2013	Year to Date Actual 2012 - 2013 Revenue	Year to Date Actual 2012 - 2013 Expense	Year to Date Actual 2012 - 2013 Encumbrances	% Actual to Budget Rev	% Actual to Budget Exp	Cash Balance 2/28/13
General - Unrestricted	$3,814,300	$38,143,002	$38,143,002	$3,814,300	$19,752,812	$23,455,679	2,604,759	51.8%	68.3%	$2,433,049
General - Restricted	0	5,325,606	5,325,606	0	2,800,171	2,940,096	146,332	52.6%	58.0%	0
Child Dev - Unrestricted	0	397,970	397,970	0	224,369	240,365	0	56.4%	60.4%	28,809
Child Dev - Restricted	0	226,805	226,805	0	176,532	134,937	16,619	77.8%	66.8%	0
Student Center	214,409	265,200	265,200	214,409	137,248	89,489	33,475	51.8%	46.4%	462,421
Parking	92,179	512,000	481,028	123,151	628,982	268,050	2,896	122.8%	56.3%	424,732
Subtotal Operating Funds	**$4,120,888**	**$44,870,583**	**$44,839,611**	**$4,151,860**	**$23,720,114**	**$27,128,616**	**$2,804,081**	52.9%	60.5%	**$3,349,011**
Self Insurance	8,736,186	6,632,229	8,050,809	7,317,606	3,602,000	5,616,365	6,251	54.3%	69.8%	7,218,507
Capital Project	980,493	774,331	1,672,080	82,744	254,163	599,485	98,849	32.8%	41.8%	1,183,247
Building	54,046,985	200,000	31,021,614	23,225,371	0	10,305,447	7,357,850	0.0%	56.9%	28,826,671
Debt Service	52,285	275,324	275,324	52,285	275,521	206,493	68,831	100.1%	75.0%	121,373
Revenue Bond	20,905	18,525	18,525	20,905	18,547	16,875	1,650	100.1%	91.1%	23,364
Associated Student	50,475	90,274	90,274	50,475	61,729	40,683	0	68.4%	45.1%	111,939
Financial Aid	12,881	5,500,000	5,500,000	12,881	3,749,599	3,749,599	0	68.2%	68.2%	156,674
Scholarship & Loans	272,948	2,500,000	2,500,000	272,948	1,706,471	1,336,443	0	68.3%	53.5%	299,940
Trust Funds	293,917	600,000	600,000	293,917	486,237	188,554	0	81.0%	31.4%	296,193
Orr Estate	61,262	50,000	50,000	61,262	6,680	22,044	0	13.4%	44.1%	41,086
Total all Funds	**$68,649,225**	**$61,511,266**	**$94,618,237**	**$35,542,254**	**$33,881,061**	**$49,210,604**	**$10,337,512**	55.1%	52.0%	**$41,628,005**

*** B O A R D   R E P O R T ***
GENERAL FUND (Unrestricted)
Fund 01
Monterey Peninsula College

February 28, 2013

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-13					
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE		BALANCE	Y-T-D ACTUAL TO BUDGET
REVENUES							
8100 FEDERAL	3,310	10,700	1,896	3,041		7,659	28.4%
8600 STATE	12,931,258	20,130,023	(714,492)	6,520,499		13,609,524	32.4%
8800 COUNTY / LOCAL	17,116,493	15,947,048	1,436,101	11,331,692		4,615,356	71.1%
8900 INTERFUND TRANSFER IN	2,409,887	2,055,231	0	1,897,580		157,651	N/A
TOTAL REVENUE :	**$32,460,947**	**$38,143,002**	**$723,505**	**$19,752,812**		**$18,232,539**	**51.8%**

OBJECT CLASSIFICATION	2011-2012 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES		UNENCUMBERED BALANCE	PERCENT
CERTIFICATED SALARIES							
1100 TEACHER SALARIES	5,933,452	6,024,498	551,845	3,855,214		2,169,284	64.0%
1200 NON TEACHER SALARIES	2,771,752	2,703,052	252,279	1,715,635		987,417	63.5%
1300 HOURLY TEACHER	5,193,991	5,049,536	505,493	3,436,862		1,612,674	68.1%
1400 OTHER HOURLY SALARIES	190,805	266,610	25,616	193,299		73,311	72.5%
TOTAL CERTIFICATED :	**$14,090,000**	**$14,043,696**	**$1,335,233**	**$9,201,010**		**$4,842,686**	**65.5%**
CLASSIFIED SALARIES							
2100 NON INSTRUCTIONAL	5,727,428	5,891,431	481,820	3,890,653		2,000,778	66.0%
2200 INSTRUCTIONAL AIDES	726,424	802,222	71,035	516,293		285,929	64.4%
2300 HOURLY NON INSTRUCTIONAl	414,719	316,537	29,378	295,526		21,011	93.4%
2400 HOURLY INSTRUCTIONAL	614,207	646,262	41,327	384,574		261,688	59.5%
	$7,482,777	**$7,656,452**	**$623,560**	**$5,087,046**		**$2,569,406**	**66.4%**

*** B O A R D   R E P O R T ***

GENERAL FUND (Unrestricted) continued
Fund 01
Monterey Peninsula College

February 28, 2013

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-13					
		REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	PERCENT
3XXX TOTAL FRINGE BENEFITS :	**$4,633,248**	**$4,506,954**	**$329,888**	**$2,752,720**	**$234,231**	**$1,520,003**	**66.3%**
SUPPLIES & OTHER							
4300 INSTRUCTIONAL SUPPLIES	203,924	224,215	15,333	119,401	22,163	82,651	63.1%
4500 OTHER SUPPLIES	395,590	378,854	35,217	304,793	100,436	(26,375)	107.0%
4700 FOOD	3,682	5,560	602	1,778	0	3,782	32.0%
TOTAL SUPPLIES & OTHER :	$603,196	$608,629	$51,152	$425,972	$122,599	$60,058	90.1%
OTHER							
5100 CONTRACTED SERVICES	1,215,925	2,071,185	46,304	554,839	1,366,310	150,036	92.8%
5200 TRAVEL	123,823	138,705	4,700	75,631	7,645	55,429	60.0%
5300 DUES AND SUBSCRIPTIONS	114,973	168,377	1,522	165,020	0	3,357	98.0%
5400 INSURANCE	359,152	351,099	4,329	396,092	0	(44,993)	112.8%
5500 UTILITIES & HOUSEKEEPING	1,083,794	1,256,899	49,080	716,605	655,753	(115,459)	109.2%
5600 RENTS & LEASES	516,160	625,636	34,448	453,543	88,761	83,332	86.7%
5700 LEGAL AND AUDIT	115,709	117,400	11,227	47,117	34,353	35,930	69.4%
5800 OTHER SERVICES	325,533	374,162	51,204	291,260	88,334	(5,432)	101.5%
TOTAL OTHER :	$3,855,071	$5,103,463	$202,814	$2,700,107	$2,241,156	$162,200	96.8%
CAPITAL OUTLAY							
6200 BUILDING IMPROVEMENT	22,596	24,127	34	15,381	4,162	4,584	81.0%
6300 CAPITAL BOOKS & SOFTWARE	137,530	112,349	271	98,206	1,469	12,674	88.7%
6400 EQUIPMENT	113,032	45,402	5,766	37,032	1,142	7,228	84.1%
TOTAL CAPITAL OUTLAY :	$273,158	$181,878	$6,071	$150,619	$6,773	$24,486	86.5%
TRANSFERS							
7300 INTERFUND TRANSFER OUT	6,416,031	6,041,929	0	3,138,205	0	2,903,724	51.9%
7600 OTHER PAYMENTS TO STUDE	0	0	0	0	0	0	N/A
TOTAL TRANFERS :	$6,416,031	$6,041,929	$0	$3,138,205	$0	$2,903,724	51.9%
TOTAL EXPENSE & TRANSFERS :	37,353,480	38,143,001	2,548,718	23,455,679	2,604,759	12,082,563	68.3%
REVENUE OVER EXPENSE :	($4,892,533)	$1	($1,825,213)	($3,702,867)	($2,604,759)	$6,149,976	

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-2013					
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE		BALANCE	Y-T-D ACTUAL TO BUDGET
REVENUES							
8100 FEDERAL	1,671,077	2,200,968	181,591	691,102	0	1,509,866	31.4%
8600 STATE	2,030,740	2,414,360	949,755	1,689,485	0	724,875	70.0%
8800 COUNTY / LOCAL	386,725	643,602	221,397	419,584	0	224,018	65.2%
8900 INTERFUND TRANSFER IN	0	66,676	0	0	0	66,676	0.0%
TOTAL REVENUE :	$4,088,542	$5,325,606	$1,352,743	$2,800,171	0	$2,525,435	52.6%

OBJECT CLASSIFICATION	2011-2012 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES		UNENCUMBERED BALANCE	PERCENT
CERTIFICATED SALARIES							
1100 TEACHER SALARIES	45,587	8,385	762	5,336	0	3,049	63.6%
1200 NON TEACHER SALARIES	863,825	999,970	85,291	646,633	0	353,337	64.7%
1300 HOURLY TEACHER	50,218	80,619	940	28,942	0	51,677	35.9%
1400 OTHER HOURLY SALARIES	131,327	217,248	18,815	131,963	0	85,285	60.7%
TOTAL CERTIFICATED :	$1,090,957	$1,306,222	$105,808	$812,874	$0	$493,348	62.2%
CLASSIFIED SALARIES							
2100 NON INSTRUCTIONAL	488,557	589,147	48,210	377,578	0	211,569	64.1%
2300 HOURLY NON INSTRUCTIONAL	311,708	318,835	23,142	237,600	0	81,235	74.5%
2400 HOURLY INSTRUCTIONAL	123,520	171,473	10,742	105,752	0	65,721	61.7%
TOTAL CLASSIFIED :	$923,785	$1,079,455	$82,094	$720,930	$0	$358,525	66.8%

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-2013					
		REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	PERCENT
3XXX TOTAL FRINGE BENEFITS :	$358,699	$410,322	$34,138	$269,524	$0	$140,798	65.7%
SUPPLIES & OTHER							
4300 INSTRUCTIONAL SUPPLIES	12,850	52,157	1,007	13,296	906	37,955	27.2%
4500 OTHER SUPPLIES	29,054	73,070	3,076	24,569	2,971	45,530	37.7%
4700 FOOD	23,389	18,106	1,405	11,327	0	6,779	62.6%
TOTAL SUPPLIES & OTHER :	$65,293	$143,333	$5,488	$49,192	$3,877	$90,264	37.0%
OTHER							
5100 CONTRACTED SERVICES	418,930	611,929	16,476	302,135	137,396	172,398	71.8%
5200 TRAVEL	394,410	422,018	11,881	130,394	0	291,624	30.9%
5300 DUES AND SUBSCRIPTIONS	475	1,550	0	5,630	0	(4,080)	363.2%
5400 INSURANCE	43,639	45,522	0	45,339	0	183	99.6%
5500 UTILITIES & HOUSEKEEPING	242	500	66	84	166	250	50.0%
5600 RENTS & LEASES	7,311	28,988	112	31,991	1,695	(4,698)	116.2%
5800 OTHER SERVICES	170,616	201,418	8,627	80,498	1,782	119,138	40.9%
TOTAL OTHER :	$1,035,623	$1,311,925	$37,162	$596,071	$141,039	$574,815	56.2%
CAPITAL OUTLAY							
6300 CAPITAL BOOKS & SOFTWARE	0	0	0	0	0	0	0.0%
6400 EQUIPMENT	47,003	264,200	23,885	45,078	1,416	217,706	17.6%
TOTAL CAPITAL OUTLAY :	$47,003	$264,200	$23,885	$45,078	$1,416	$217,706	17.6%
TRANSFERS							
7300 INTERFUND TRANSFER OUT	433,953	545,031	45,406	371,866	0	173,165	68.2%
7500 STUDENT FINANCIAL AID PYMT	11,405	20,560	100	8,491	0	12,069	41.3%
7600 OTHER PYMTS TO STUDENTS	30,153	244,556	222	66,070	0	178,486	27.0%
TOTAL TRANFERS :	$475,511	$810,147	$45,728	$446,427	$0	$363,720	55.1%
TOTAL EXPENSE & TRANSFERS :	3,996,871	5,325,604	334,303	2,940,096	146,332	2,239,176	58.0%
REVENUE OVER EXPENSE :	$91,671	$2	$1,018,440	($139,925)	($146,332)	$286,259	

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-2013				BALANCE DUE	Y-T-D ACTUAL TO BUDGET
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE			
REVENUE							
8660 Cal Early Childhood Mentor Prog	0	0	0	0	0	0	0.0%
8800 LOCAL	60,354	61,848	6,534	43,391	0	18,457	70.2%
8900 OTHER	450,978	336,122	0	180,978	0	155,144	53.8%
TOTAL REVENUE:	511,332	397,970	6,534	224,369	0	$173,601	56.4%

OBJECT CLASSIFICATION	2011-2012 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
CLASSIFIED SALARIES							
2100 NON INSTRUCTIONAL	102,431	70,385	3,414	50,651	0	19,734	72.0%
2200 INSTRUCTIONAL AIDES	132,760	99,988	8,762	64,887	0	35,101	64.9%
2300 NON INSTRUCTIONAL TEMP	593	9,785	0	4,189	0	5,596	0.0%
2400 HOURLY INSTRUCTIONAL	55,299	58,692	2,467	31,698	0	26,994	54.0%
TOTAL CLASSIFIED:	$291,083	$238,850	$14,643	$151,425	$0	$87,425	63.4%
3XXX TOTAL FRINGE BENEFITS :	$74,804	$61,052	$3,805	$37,187	$0	$23,865	60.9%
SUPPLIES & OTHER							
4300 INSTRUCTIONAL SUPPLIES	0	270	0	0	0	270	0.0%
4500 OTHER SUPPLIES	0	2,009	0	36	0	1,973	1.8%
TOTAL SUPPLIES & OTHER:	$0	$2,279	$0	$36	$0	$2,243	1.6%
OTHER							
5400 INSURANCE	0	0	0	0	0	0	0.0%
5600 RENTS. LEASES. AND REPAIRS	0	900	0	0	0	900	0.0%
TOTAL OTHER :	$0	$900	$0	$0	$0	$900	0.0%
OTHER SERVICES AND EXPENSES							
5800 UNSPECIFIC	$0	$1,000	$0	$0	$0	$1,000	0.0%
TOTAL UNSPECIFIC	$0	$1,000	$0	$0	$0	$1,000	0.0%
TRANSFERS							
7300 INTERFUND TRANSFER OUT	127,896	93,889	4,910	51,717	0	42,172	55.1%
TOTAL TRANSFERS:	$127,896	$93,889	$4,910	$51,717	$0	$42,172	55.1%
TOTAL EXPENSE & TRANSFER:	$493,783	$397,970	$23,358	$240,365	$0	$157,605	60.4%
REVENUE OVER EXPENSE :	$17,549	$0	($16,824)	($15,996)	$0	$15,996	

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-2013					
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE		BALANCE DUE	Y-T-D ACTUAL TO BUDGET
REVENUE							
8100 FEDERAL	62,117	19,675	41,897	45,061	0	(25,386)	229.0%
8690 STATE	122,656	157,130	11,608	81,471	0	75,659	51.8%
8800 LOCAL	0	50,000	0	50,000	0	0	100.0%
TOTAL REVENUE:	**$184,773**	**$226,805**	**$53,505**	**$176,532**	**$0**	**$50,273**	**77.8%**

OBJECT CLASSIFICATION	2011-2012 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
CLASSIFIED SALARIES							
2100 NON INSTRUCTIONAL	0	5,365	379	4,557	0	808	0.0%
2200 INSTRUCTIONAL AIDES	112,038	62,588	5,667	51,828	0	10,760	82.8%
2300 HOURLY NON INSTRUCTIONAL	0	0	502	502	0	(502)	0.0%
2400 HOURLY INSTRUCTIONAL	0	31,969	3,060	12,493	0	19,476	0.0%
TOTAL CLASSIFIED:	**$112,038**	**$99,922**	**$9,608**	**$69,380**	**$0**	**$30,542**	**69.4%**
3XXX TOTAL FRINGE BENEFITS :	**$33,816**	**$26,169**	**$2,471**	**$17,694**	**$0**	**$8,475**	**67.6%**
SUPPLIES & OTHER							
4300 INSTRUCTIONAL SUPPLIES	0	0	0	0	0	0	0.0%
4500 OTHER SUPPLIES	2,483	1,087	280	534	5,166	(4,613)	49.1%
4700 FOOD	17,023	16,400	1,645	7,047	11,453	(2,100)	43.0%
TOTAL SUPPLIES & OTHER:	**$19,506**	**$17,487**	**$1,925**	**$7,581**	**$16,619**	**($6,713)**	**43.4%**
OTHER							
5400 INSURANCE	0	299	0	0	0	299	0.0%
5600 RENTS & LEASES	0	0	0	0	0	0	0.0%
5800 OTHER SERVICES	0	1,000	0	0	0	1,000	0.0%
TOTAL OTHER :	**$0**	**$1,299**	**$0**	**$0**	**$0**	**$1,299**	**0.0%**
SITES AND SITE IMPROVEMENTS							
6100 SITE IMPROVEMENT	$0	$2,675	$0	$0	$0	$2,675	0.0%
TOTAL IMPROVEMENT:	**$0**	**$2,675**	**$0**	**$0**	**$0**	**$2,675**	**0.0%**
TRANSFERS							
7300 INTERFUND TRANSFER OUT	63,300	47,297	5,755	40,282	0	7,015	85.2%
7500 STUDENT FINANCIAL AID PYM	0	31,956	0	0	0	31,956	0.0%
TOTAL TRANSFERS:	**$63,300**	**$79,253**	**$5,755**	**$40,282**	**$0**	**$38,971**	**50.8%**
TOTAL EXPENSE & TRANSFER:	**$228,660**	**$226,805**	**$19,759**	**$134,937**	**$16,619**	**$75,249**	**66.8%**
REVENUE OVER EXPENSE :	**($43,887)**	**$0**	**$33,746**	**$41,595**	**($16,619)**	**($24,976)**	

*** B O A R D   R E P O R T ***
COLLEGE CENTER FUND
Fund 47
Monterey Peninsula College

February 28, 2013

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-13				BALANCE DUE	Y-T-D ACTUAL TO BUDGET
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE			
REVENUE							
8800 COUNTY / LOCAL	153,759	265,200	41,751	136,894		128,306	51.6%
8860 INTEREST	1,101	0	0	354		(354)	N/A
TOTAL REVENUE :	$154,860	$265,200	$41,751	$137,248		$127,952	51.8%

OBJECT CLASSIFICATION	2011-2012 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
CLASSIFIED							
2100 NON INSTRUCTIONAL	20,666	22,710	1,892	15,140	0	7,570	66.7%
2300 HOURLY NON INSTRUCTIONA	484	0	0	0	0	0	N/A
TOTAL CLASSIFED :	$21,149	$22,710	$1,892	$15,140	$0	$7,570	66.7%
3XXX TOTAL FRINGE BENEFITS :	$6,355	$6,851	$571	$4,567	$0	$2,284	66.7%
SUPPLIES & OTHER							
4500 OTHER SUPPLIES	(2,993)	1,150	0	(20)	20	1,150	0.0%
TOTAL SUPPLIES & OTHER :	($2,993)	$1,150	$0	($20)	$20	$1,150	0.0%
OTHER							
5100 CONTRACT SERVICES	0	0	0	0	0	0	0.0%
5200 TRAVEL	836	1,500	0	(67)	0	1,567	-4.5%
5300 MEMBERSHIP	0	75	0	75	0	0	100.0%
5400 INSURANCE	17,545	17,545	0	0	0	17,545	0.0%
5500 UTILITIES & HOUSEKEEPING	114,479	148,626	1,190	35,834	32,825	79,967	46.2%
5600 RENTS & LEASES	4,959	10,898	0	3,556	630	6,712	38.4%
5800 OTHER SERVICES	5,000	5,000	0	0	0	5,000	0.0%
TOTAL OTHER :	$142,820	$183,644	$1,190	$39,398	$33,455	$110,791	39.7%
CAPITAL OUTLAY							
6400 EQUIPMEN	3,875	3,000	0	1,640	0	1,360	54.7%
TOTAL CAPITAL OUTLAY :	$3,875	$3,000	$0	$1,640	$0	$1,360	54.7%
TRANSFERS							
7100 DEBT RETIREMENT	18,975	18,525	0	18,525	0	0	100.0%
7300 INTERFUND TRANSFER	11,784	29,320	0	10,240	0	19,080	34.9%
TOTAL TRANSFERS :	$30,759	$47,845	$0	$28,765	$0	$19,080	60.1%
TOTAL EXPENSE & TRANSFERS :	$201,964	$265,200	$3,653	$89,489	$33,475	$142,236	46.4%
REVENUE OVER EXPENSE :	($47,104)	($0)	$38,097	$47,759	($33,475)	($14,284)	

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-2013				BALANCE	Y-T-D ACTUAL TO BUDGET
		REVISED BUDGET	CURRENT REVENUE	Y-T-D REVENUE			
REVENUE							
8800 COUNTY / LOCAL	605,072	512,000	381,483	628,982	0	(116,982)	122.8%
TOTAL REVENUE:	**$605,072**	**$512,000**	**$381,483**	**$628,982**	**$0**	**($116,982)**	**122.8%**

OBJECT CLASSIFICATION	2011-2012 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
CLASSIFIED SALARIES							
2100 NON INSTRUCTIONAL	145,867	149,919	12,460	100,259	0	49,660	66.9%
2300 HOURLY NON INSTRUCTIONAL	7,550	60,744	4,391	40,244	0	20,500	66.3%
TOTAL CLASSIFIED :	**$153,418**	**$210,663**	**$16,851**	**$140,503**	**$0**	**$70,160**	**66.7%**
3XXX TOTAL FRINGE BENEFITS :	**$44,355**	**$61,057**	**$4,686**	**$37,655**	**$0**	**$23,402**	**61.7%**
SUPPLIES & OTHER							
4500 OTHER SUPPLIES :	$7,438	11,600	4,127	6,088	0	5,512	52.5%
TOTAL SUPPLIES & OTHER:	**$7,438**	**$11,600**	**$4,127**	**$6,088**	**$0**	**$5,512**	**52.5%**
OTHER							
5100 CONTRACTS	0	0	0	0	0	0	0.0%
5200 TRAVEL & CONFERENCE	0	1,100	0	400	0	700	0.0%
5500 UTILITIES & HOUSEKEEPING	1,189	5,000	800	1,524	543	2,933	0.0%
5600 RENTS & LEASES	7,717	57,784	455	3,067	1,603	53,114	5.3%
TOTAL OTHER:	**$8,906**	**$63,884**	**$1,255**	**$4,991**	**$2,146**	**$56,747**	**7.8%**
CAPITAL OUTLAY							
6400 EQUIPMENT	33,031	25,000	328	16,064	750	8,186	64.3%
TOTAL CAPITAL OUTLAY:	**$33,031**	**$25,000**	**$328**	**$16,064**	**$750**	**$8,186**	**64.3%**
TRANSFERS							
7300 INTERFUND TRANSFER OUT	86,416	108,824	7,844	62,749	0	46,075	57.7%
TOTAL TRANSFERS:	**$86,416**	**$108,824**	**$7,844**	**$62,749**	**$0**	**$46,075**	**57.7%**
TOTAL EXPENSE & TRANSFER:	**$333,564**	**$481,028**	**$35,091**	**$268,050**	**$2,896**	**$210,082**	**56.3%**
REVENUE OVER EXPENSE :	**$271,508**	**$30,972**	**$346,392**	**$360,932**	**($2,896)**	**($327,064)**	

*** B O A R D   R E P O R T ***

Self Insurance Fund
Fund 35
Monterey Peninsula College

February 28, 2013

SEL FINS

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-13				UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
		REVISED BUDGET	CURRENT REVENUES	Y-T-D REVENUES			
REVENUE							
8800 COUNTY / LOCAL	453,314	476,317	204,568	373,979		102,338	78.5%
8860 INTEREST	48,980	0	0	9,263		(9,263)	N/A
8900 INTERFUND TRANSFER IN	6,364,749	6,155,912	63,914	3,218,758		2,937,154	52.3%
TOTAL REVENUE :	$6,867,044	$6,632,229	$268,482	$3,602,000		$3,030,229	54.3%

OBJECT CLASSIFICATION	2011-2012 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURE	Y-T-D EXPENDITURE	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
3XXX TOTAL FRINGE BENEFITS	$5,881,225	$6,571,069	$448,807	$4,171,471	$0	$2,399,598	63.5%
4500 NON-INSTRUCTIONAL SUPPLIES	$0	$0	$0	$0	$0	$0	N/A
OTHER							
5100 CONTRACTED SERVICES	122,914	0	0	26,314	6,251	(32,565)	N/A
5800 OTHER SERVICES	0	0	0	0	0	0	N/A
TOTAL OTHER :	$122,914	$0	$0	$26,314	$6,251	($32,565)	N/A
INTERFUND TRANSFER OUT							
7300 TRANSFER OUT	1,896,564	1,479,740	0	1,418,580	0	61,160	N/A
TOTAL EXPENSE :	$7,900,702	$8,050,809	$448,807	$5,616,365	$6,251	$2,428,193	69.8%
REVENUE OVER EXPENSE :	($1,033,659)	($1,418,580)	($180,325)	($2,014,365)	($6,251)	$602,036	

*** B O A R D   R E P O R T ***

Capital Projects Fund
Fund 14
Monterey Peninsula College

February 28, 2013

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-13				UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
		REVISED BUDGET	CURRENT REVENUES	Y-T-D REVENUES			
REVENUES							
8600 STATE	30	720,693	11,240	11,240		709,453	N/A
8800 COUNTY / LOCAL	203,019	53,638	210,357	242,923		(189,285)	N/A
8900 INTERFUND TRANSFER IN	224,874	0	0	0		0	N/A
TOTAL REVENUE :	**$427,923**	**$774,331**	**221,597**	**254,163**		**$520,168**	32.8%

OBJECT CLASSIFICATION	2011-2012 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURE	Y-T-D EXPENDITURE	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
SUPPLIES							
4300 INSTRUCTIONAL SUPPLIES	8,371	11,269	0	0	0	11,269	0.0%
4500 NON-INSTRUCTIONAL SUPPLIE	37,036	16,907	2,592	10,955	210	5,742	64.8%
TOTAL OTHER :	**$45,406**	**$28,176**	**$2,592**	**$10,955**	**$210**	**$17,011**	0.0%
OTHER							
5100 CONTRACTED SERVICES	600	63,203	0	0	14,250	48,953	0.0%
5300 DUES AND MEMBERSHIPS	1,250	0	0	0	0	0	N/A
5400 INSURANCE	51,205	0	0	0	0	0	N/A
5600 RENTS, LEASES, REPAIRS	58,354	17,470	1,564	23,094	5,878	(11,502)	132.2%
5700 LEGAL,ELECTION, AND AUDIT	0	6,327	0	0	0	6,327	0.0%
5800 OTHER SERVICES AND EXPEN	0	28,994	0	0	0	28,994	0.0%
TOTAL OTHER :	**$111,409**	**$115,994**	**$1,564**	**$23,094**	**$20,128**	**$43,778**	37.3%
CAPITAL OUTLAY							
6100 SITES	0	57,691	0	25,648	0	32,043	44.5%
6200 BUILDING IMPROVEMENTS	0	709,424	0	0	0	709,424	0.0%
6400 EQUIPMENT	39,948	124,143	5,080	60,788	78,511	(15,156)	49.0%
TOTAL CAPITAL OUTLAY :	**$39,948**	**$891,258**	**$5,080**	**$86,436**	**$78,511**	**$726,311**	18.5%
INTERFUND TRANSFER OUT							
7300 TRANSFER OUT	513,323	636,651	0	479,000	0	157,651	N/A
TOTAL EXPENSE :	**$710,086**	**$1,672,079**	**$9,236**	**$599,485**	**$98,849**	**$787,100**	41.8%
REVENUE OVER EXPENSE :	$282,163	$897,748	$212,361	($345,322)	$98,849	$1,041,263	

Building Fund
Fund 48
Monterey Peninsula College

February 28, 2013

BOND PROJECTS	REVISED PROJECT BUDGET	PURCHASE ORDER OUTSTANDING	2012-2013 PAYMENTS	2012-13 BUDGET BALANCE BUDGET-PO'S-PYMT
1. Arts Complex	$0	112,000	101,854	-$213,854
2. College Center Building	$0	135,150	366,209	-$501,359
3. Furniture & Equipment	$567,463	287,227	292,234	-$11,998
4. Humanities, Bus Hum - Student Services Build	$2,569,000	2,994,546	197,595	-$623,141
5. Infrastructure 3 / Miscellaneous	$1,026,163	62,961	325,225	$637,977
6. Life Science & Physical Science	$5,438,815	2,457,478	2,118,513	$862,824
7. Marina Education Center	$3,713,511	0	0	$3,713,511
8. Music Building	$0	0	22,500	-$22,500
9. PE Phase II - Gym/Locker Room	$1,666,132	210,027	2,081,871	-$625,766
10. Physcial Science Building	$9,705,029	0	0	$9,705,029
11. Pool/ Tennis Courts	$381,100	4,455	14,039	$362,606
12.. PSTC Parker Flats	$0	13,949	1,026	-$14,975
13. Student Services Building	$219,194	0	0	$219,194
14. Swing Space	$0	142,570	296,872	-$439,442
15. Theater Building	$5,735,207	769,696	4,332,612	$632,899
16 General Institutional Bond Management	$0	167,791	154,897	-$322,688
Total Bond Projects:	**$31,021,614**	**$7,357,850**	**$10,305,447**	**$14,073,530**

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 12-13	**($10,305,447)**
Balance Used in 11-12	**($16,955,602)**
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	**($10,305,447)**
Available Bond Funds	**$16,963,154**

*** BOARD REPORT ***

Other Debt Service Fund
Fund 29
Monterey Peninsula College

February 28, 2013

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-13				UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
		REVISED BUDGET	CURRENT REVENUES	Y-T-D REVENUES			
REVENUES							
8600 STATE	0	0	0	0		0	N/A
8860 LOCAL/COUNTY	26,401	0	0	197		(197)	N/A
8900 INTERFUND TRANSFER IN	275,324	275,324	0	275,324		0	100.1%
TOTAL REVENUE :	$301,725	$275,324	$0	$275,521		($197)	100.1%

OBJECT CLASSIFICATION	2011-2012 ACTUAL	REVISED BUDGET	CURRENT EXPENDITURE	Y-T-D EXPENDITURE	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
Transfers							
7200 LONG TERM DEBT	275,324	275,324	0	206,493	68,831	0	75.0%
TOTAL CAPITAL OUTLAY :	$275,324	$275,324	$0	$206,493	$68,831	$0	75.0%
TOTAL EXPENSE :	$275,324	$275,324	$0	$206,493	$68,831	$0	75.0%
REVENUE OVER EXPENSE :	$26,401	$0	$0	$69,028	($68,831)	($197)	

*** B O A R D   R E P O R T ***

College Revenue Bond Interest & Redemption
Fund 46
Monterey Peninsula College

February 28, 2013

OBJECT CLASSIFICATION	2011-2012 ACTUAL	2012-13					
		REVISED BUDGET	CURRENT REVENUES	Y-T-D REVENUES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	Y-T-D ACTUAL TO BUDGET
REVENUES							
8800 LOCAL	19,002	18,525	0	18,525		0	100.0%
8860 INTEREST	145	0	0	22		(22)	N/A
TOTAL REVENUE :	$19,147	$18,525	$0	$18,547		($22)	100.1%
DEBT RETIREMENT							
7100 DEBT RETIREMENT	18,975	18,525	0	16,875	1,650	0	91.1%
TOTAL DEBT RETIREMENT :	$18,975	$18,525	$0	$16,875	$1,650	$0	91.1%
TOTAL EXPENSE :	$18,975	$18,525	$0	$16,875	$1,650	$0	100.0%
REVENUE OVER EXPENSE :	$172	$0	$0	$1,672	($1,650)	($22)	

OBJECT CLASSIFICATION		2011-12 PRIOR YEAR ACTUAL	FORECAST BUDGET	REVISED BUDGET	CURRENT MTH REVENUE	2012-13 Y-T-D REVENUE		BALANCE DUE	PERCENT
REVENUES									
8000	BEGINNING BALANCE	0	9,000	9,000	0	0		9,000	0.0%
8001	ASMPC CARD SALES	65,323	50,000	50,000	9,166	45,452		4,548	90.9%
8005	CAFETERIA/D & L VENDING	8,238	2,119	2,119	0	1,208		911	57.0%
8006	INTEREST	144	155	155	16	124		31	80.1%
8010	MISCELLANEOUS	0	0	0	0	0		0	0.0%
8011	STUDENT REPRESENTATIVE FEES	7,357	11,000	11,000	1,823	9,075		1,925	0.0%
8013	BOOKSTORE CONTRACT	5,000	5,000	5,000	0	0		5,000	0.0%
8014	PRIOR YEAR ADJUSTMENT	0	0	0	0	0		0	0.0%
8015	BUS PASS	13,757	13,000	13,000	0	5,870		7,130	0.0%
4999	OTHER INCOME		0		0	0		0	0.0%
	TOTAL REVENUE:	$99,819	$90,274	$90,274	11,005	61,729		$28,545	68.4%

OBJECT CLASSIFICATION		PRIOR YEAR ACTUAL	FORECAST BUDGET	REVISED BUDGET	CURRENT MTH EXPENDITURES	Y-T-D EXPENDITURES	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	PERCENT
EXPENSES									
8011 A STUDENT REPRESEIVITE FEE	CONFERENCE/WORKSHOPS	0	8,689.00	9,049.00	0.00	1,865.80			
8011 B SRF REP	STATEWIDE TRAVEL FUND	0	5,000.00	5,000.00	0.00	1,358.00			
#4000 ASMPC COUNCIL									
	ASMPC COMMUNITY OUTREACH FUND	500	500	500	0	0		500.00	0.0%
	ASMPC GENERAL FUND	1,646	1,000	1,000	153	739		261	73.9%
	ASMPC OFFICE SUPPLIES FUND	10,713	8,200	8,200	1,054	5,904		2,296	0.0%
	ASMPC PROMOTIONS FUND	0	0	0	0	0		0	#DIV/0!
	ASMPC STIPEND FUND	12,460	12,700	12,700	0	4,420		8,280	34.8%
	ASMPC STUDENT BENEFITS FUND	20,854	17,700	17,700	2,511	13,397		4,303	75.7%
#4007 STUDENT REP. COUNCIL									
	SRC STIPEND FUND	2,294	3,000	3,000	0	0		3,000	0.0%
#4104 INTER CLUB COUNCIL–ICC									
	***ICC CLUB ACTIVITY FUND	6,494	7,500	5,940	0	1,009			
	ICC COMMUNITY ACTIVITY FUND	5,454	6,500	10,395	1,170	3,203		7,192	0.0%
	ICC EQUIPMENT FUND	1,360	1,500	990	0			990	0.0%
	ICC CLUB EQUIPMENT FUND	587	2,400	1,980	0	384		1,596	0.0%
	ICC SEED MONEY	4,099	6,000	5,940	0	1,733		4,207	0.0%
	ICC START UP FUNDS ($200.00)	-1,766	2,335	990	50	50		0	0.0%
#4010 ACTIVITIES COUNCIL									
	AC ACTVITIES FUND	0	0	0	0	0			
	AC GENERAL FUND	5,472	5,000	5,000	500	5,619		-619	112.4%
	AC PROMOTIONAL ITEM FUND	1,606	650	450	0	360		90	80.0%
	AC STIPENDS	2,040	1,600	1,440	0	640		800	44.4%
6560 BANK SERVICES	BANK CHARGES	9	0	0	0	0			
	TOTAL EXPENSES:	$73,820	$90,274	$90,274	5,439	40,683		$32,896	45.1%
	REVENUE OVER EXPENSE:	$26,000	$0	$0	$5,566	$102,412		$4,351	

BEGINNING BALANCE WITH Y-T-D REVENUE	47,882
INCOME TO DATE	61,729
EXPENSE TO DATE	(40,683)
EST. ENDING BALANCE	68,928

Monterey Peninsula Community College District

Governing Board Agenda

March 27, 2013

New Business Agenda Item No. B

Proposal:
 To approve these courses which have which have proceeded through the institutional curriculum development process, but show no record of Board approval.

Background:
 The courses listed below have been previously approved and offered by MPC, but there is no documentation stating that they have ever been approved by the Board.

Budgetary Implications:
 When offered, related courses and programs generate instructor and support costs, which are offset by student attendance driven income.

☒ **RESOLUTION: BE IT RESOLVED,** that the following courses and programs be approved:

ART 99.1, Greek and Roman Architecture, Amphitheaters of Ancient World
BIOL 75.1, Biological Field Studies: Spring Wildflowers
BIOL 75.3, Biological Field Studies: Marine Mammals of California
BIOL 75.4, Biological Field Studies: Forests of the Central Coast
BUSI 80, Introduction to Administrative Management
COHS 420, Prepared Childbirth
COHS 421, Prepared Childbirth Education Refresher
ENGL 300, Individualized English and Study Skills
ENSL 336, English Skills for Success II
ENSL 436, English Skills for Success II
ETNC 99.1, Travel Study: Ancient Nubian Civilization – Egypt
FIRE 112, Management I: Management for Company Officers
GENT 99.4, History and Culture: Indian Rock Art of The Southwest
GENT 99.28, Travel Study: San Francisco Theater Trip
GENT 99.30, Travel Study: London Theater Tour
GENT 99.31, Travel Study: China Including Macau and Hong Kong
GENT 99.36, Travel Study: Shakespearean and Other Plays in Oregon
GENT 99.48, Travel Study: The Tudors in London, East Sussex and Kent
GENT 99.49, Travel Study: Turkish Mosaics
GENT 99.53, Travel Study: Seven Plays in Ashland, Oregon
GENT 99.56, Travel Study: Greece: From Homer to Sappho
GENT 99.57, Travel Study: Shakespeare In Oregon
GENT 99.61, Travel Study: The Oregon Shakespeare Festival

GENT 99.62, Travel Study: Chinese Caravan
GENT 99.63, Travel Study: Land Of Enchantment: Santa Fe and Taos
GENT 99.65, Travel Study: Turkish Mosaic: The Gold Of Croesus And Midas
GENT 99.66, Travel Study: The Historic Hudson River Valley
GENT 99.67, Travel Study: Chinese Caravan
GENT 401, Prehistory and Earliest Civilizations (To 1200 B.C.)
HUMA 40, Introduction to Feminist Theory
INDS 99.1, Travel Study: Geography, History, & Culture: Brazil, Argentina, Chile
LETP 230.15, Defensive Tactics Instructor
LETP 231.25, Mounted Patrol
LETP 231.26, Mounted Patrol Update
LETP 231.27, Mounted Patrol Instructor
LETP 231.70, Domestic Violence/The Recanting Witness
LETP 231.93, Basic Radar Course
LETP 231.96, Field Training Officer Update
LETP 232.2, Advanced Peace Officer Training: Basic Collective Bargaining
LETP 232.6, Advanced Peace Officer Training: Internal Affairs – PORAC
LETP 232.18, Advanced Peace Officer Training: Defensive Tactics Instructor
LETP 232.19, Advanced Peace Officer Training: Basic Sniper/Observer Crs
LETP 232.20, Adv Peace Ofcr Trng: Tactical Rappelling/Climbing/Obstacle
LETP 232.31, Adv Peace Officer Training: Advanced S.W.A.T. 40 Hours
LETP 240.25, Supervisory Update
LETP 240.47, Drug Traffic Interdiction
LETP 240.52, S.W.A.T. Team Leader Advanced
LETP 240.80, S.W.A.T. Update
LETP 242.6, Peace Ofcr Assn Trng: Tactical Entry & High-Risk Warrant Svc
LETP 242.7, Peace Ofcr Assn Trng: Adv Tactical Entry/High-Risk Warrant
LETP 242.8, Tactical Entry and High Risk Warrant Service II
LETP 242.11, Pce Ofcr Assn Trng: Leading Effective Organizational Change
LETP 242.12, Peace Officer Assn Training: Political Action/Pac Management
MUSI 99.1, Travel Study: Touring the Musical Capitals of Italy
MUSI 99.3, Travel Study: The Music of Great Britain
MUSI 99.5, Travel Study: The Musical Romance of Spain
MUSI 99.6, Travel Study: Scandinavia and Eastern Baltic Concert Tour
MUSI 99.8, Travel Study: Croatia, Sicily And Italy: Choral Music Concert Tour
ORNH 62, Plant Identification: Trees, Annuals, Perennials
ORNH 200.1, Current Topics: Roses and Houseplants
ORNH 200.2, All About Bulbs/All About Herbs
ORNH 200.6, Current Topics: Bonsai
ORNH 200.7, Gardening with Roses, Annuals, and Perennials
ORNH 200.8, Low-Maintenance Drought-Tolerant Landscaping
ORNH 200.9, Herbal Lore, Mythology, and Garden Use
ORNH 200.10, Landscaping With Cacti and Succulents
ORNH 200.11, Mediterranean and English Cottage Garden Perennials
PHOT 99.1, Travel Study: Photography in New York City
SPAN 99.1, Travel Study: Spain: Introduction To Its Culture And People
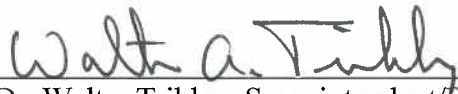
Recommended By: _____
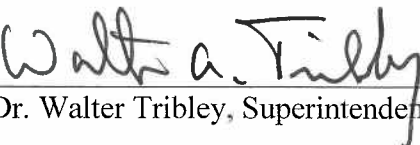
Celine Pinet, Vice President of Academic Affairs

Prepared By: _____

Michael Gilmartin, Dean of Instructional Planning

Agenda Approval: _____

Dr. Walter Tribley, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

March 27, 2013

New Business Agenda Item No. C

Proposal:

To approve the proposed courses and programs which have proceeded through the institutional curriculum development process to the point of recommendation to the Board.

Background:

The courses and programs listed below are recommended by the Curriculum Advisory Committee and endorsed by the MPC administration.

Budgetary Implications:

When offered, related courses and programs generate instructor and support costs, which are offset by student attendance driven income.

☒ **RESOLUTION: BE IT RESOLVED,** that the following courses and programs be approved:

DANC 10D, Modern Dance IV
Program: Art History - Associate in Arts Degree for Transfer
Program: Business Administration - Associate in Science Degree for Transfer
Program: Computer Science - Associate in Science Degree for Transfer
Program: English - Associate in Arts Degree for Transfer
Program: History - Associate in Arts Degree for Transfer
Program: Physics - Associate in Science Degree for Transfer
Program: Political Science - Associate in Arts Degree for Transfer
Program: Studio Arts - Associate in Arts Degree for Transfer
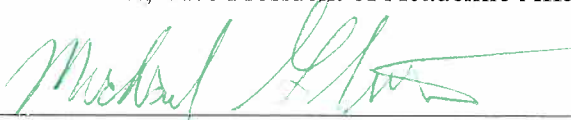
Recommended By: _____
Celine Pinet, Vice President of Academic Affairs

Prepared By: _____
Michael Gilmartin, Dean of Instructional Planning

Agenda Approval: _____
Dr. Walter Tribley, Superintendent/President

PROPOSED COURSES AND PROGRAMS

DANC 10D   **Modern Dance IV**

1 unit
4 hours lab

Justification
State mandated additional leveling of activity courses.

Description
This course is a continuation of Dance 10C. Students learn to move with freedom and control in advanced modern dance movement patterns. The class is geared to the advanced dancer.

Program   **Art History - Associate in Arts Degree for Transfer**

Justification
To comply with the SB1440 Transfer Model Curriculum.

Description
The Associate of Arts in Art History for Transfer degree promotes an understanding of art across cultures and geographic boundaries. Students are taught to apply fundamental art and art historical terminology to analyze works, and to develop an appreciation of process, in order to articulate the historical, social, and aesthetic functions of art.

Program   **Business Administration - Associate in Science Degree for Transfer**

Justification
To comply with the SB1440 Transfer Model Curriculum.

Description
The Associate in Science in Business Administration for Transfer degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Business Administration. This includes business degrees with options such as accounting, finance, human resources management, international business, management, operations management, and marketing.

Program   **<u>Computer Science - Associate in Science Degree for Transfer</u>**

Justification
To comply with the SB1440 Transfer Model Curriculum.

Description
The Associate in Science Degree in Computer Science for Transfer provides students with sufficient understanding of computer science concepts, skills, and applications to attain upper division status in computer science at a four-year college or university, majoring in computer science, software engineering or game programming. The program is suited to the needs of students who will complete their education at Monterey Peninsula College with an A.S. degree, as well as those students who will complete their Monterey Peninsula College A.S. degree and transfer to a four-year institution to complete their bachelor's degree.

Program   **<u>English - Associate in Arts Degree for Transfer</u>**

Justification
To comply with the SB1440 Transfer Model Curriculum.

Description
The Associate in Arts Degree for Transfer in English is designed to give students a broad background in the study and practice of the literary arts and expository writing. The combination of the core courses and the wide variety of electives offered within this degree prepare students for university-level work in literature, creative writing, and rhetoric, as well a number of other fields, including liberal arts, education, law, media studies, politics, and other paths of study that lead to careers in which clear communication is essential.

Program   **<u>History - Associate in Arts Degree for Transfer</u>**

Justification
To comply with the SB1440 Transfer Model Curriculum.

Description
The Associate in Arts in History for Transfer degree provides a systematic study of history. Students analyze the events and processes of the past, both to gain more understanding of human nature, in any place and at any time, and to explain the distinctive dynamics of particular societies, usually in regional and chronological contexts. Historical study is a fundamental contribution to liberal, humanistic education and the development of critical intelligence. History courses are intended to strengthen critical skills students will use in any field of study and/or profession. The most common career options for students with history preparation include: archivist, business person, diplomatic corps, government analyst, historian, journalist, lawyer, librarian, museum curator, park historian, professor, teacher and writer.

Program   **Physics - Associate in Science Degree for Transfer**

Justification
To comply with the SB1440 Transfer Model Curriculum.

Description
The Associate in Science Degree in Physics for Transfer provides students with understanding of the physical world with concepts, laws of physics and qualitative and quantitative reasoning skills to think critically and to analyze real world situations. This degree prepares students to pursue a career in research, industry and education.

Program   **Political Science - Associate in Arts Degree for Transfer**

Justification
To comply with the SB1440 Transfer Model Curriculum.

Description
The Associate in Arts Degree in Political Science for Transfer prepares students to analyze practices of power by evaluating the policy-making functions of government, in the United States and other countries, social movements, war and revolution, among other topics. In preparation for further study at a university, political science majors receive thorough training in a broad range of quantitative and qualitative methods, and learn to conduct research on topics of interest to contemporary political scientists.

Program   **Studio Arts - Associate in Arts Degree for Transfer**

Justification
To comply with the SB1440 Transfer Model Curriculum.

Description
This Associate in Arts in Studio Arts Degree for Transfer is designed to prepare students for transfer to a CSU institution to continue their studies toward earning a B.A. in Art or Studio Arts. The students who achieve this Studio Arts AA-T degree will have the skills necessary to create many kinds of 2-D and 3-D art projects. They will be trained to use visual media to generate ideas, solve visual problems, and enhance perception and to think and respond critically to visual information in their lives. They will be able to identify and describe the historical and cultural contexts of works of art in order to evaluate the relationship between works of art and their time and culture. They will also be able to assess the role of the visual arts in contemporary culture as a vehicle of human expression in order to evaluate and value that creative impulse in their own lives.

Monterey Peninsula Community College District
Governing Board Agenda

March 27, 2013

New Business Agenda Item No. D

Proposal:

That the Governing Board of Trustees approve the revised Institutional Midterm Report; prepared for the Accrediting Commission for Community and Junior Colleges.

Background:

Monterey Peninsula College was last evaluated by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges in Spring 2010. The Commission took action to reaffirm accreditation, with a requirement that the College complete two Follow-Up Reports and a Midterm Report.

The Commission originally required that the Midterm Report be submitted by March 15, 2013. Following the January 23, 2013 Board approval of the Institutional Midterm Report, the College received a letter from the ACCJC dated February 11, 2013. The letter states that the ACCJC reviewed the Follow-up Reports submitted by MPC. The ACCJC affirmed that the College has resolved the deficiencies and therefore addressed Recommendations 2 and 4, and is in partial fulfillment of Recommendations 1 and 3. The Commission provided an extension for the Midterm Report to be submitted by April 1, 2013.
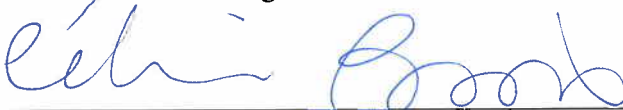
The Midterm Report describes resolution of team recommendations made for improvement, including that for Recommendations 1 and 3, and including a summary of progress on college-identified plans for improvement as expressed in the Self-Study Report, and forecasts where the College expects to be by the time of the next comprehensive evaluation.

Budgetary Implications:
None.

☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board approve the revised Institutional Midterm Report for submission to the Accrediting Commission for Community and Junior Colleges.

Recommended By: _____
Dr. Celine Pinet, Vice President, Academic Affairs
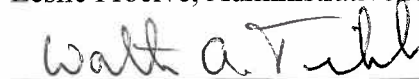
Prepared By: _____
Leslie Procive, Administrative Assistant IV, VP, Academic Affairs

Agenda Approval: _____
Dr. Walt Tribley, Superintendent/President

New Bus Revised Institutional Midterm Report March 2013

MPC
MONTEREY PENINSULA
C O L L E G E

Accreditation Midterm Report
March 2013

Submitted by
Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940-4799

Submitted to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2013

Board of Trustees

Mr. Charles Brown, Chair
Dr. Loren Steck, Vice Chair
Dr. Margaret-Anne Coppernoll
Ms. Marilynn Dunn Gustafson
Mr. Rick Johnson
Mr. Daniel Cervantes, Student Trustee

Superintendent/President

Dr. Walt Tribley

Accreditation Midterm Committee

Dr. Celine Pinet
Dr. Alfred Hochstaedter
Ms. Diane Boynton
Ms. Grace Anongchanya-Calima
Ms. Catherine Webb

Certification of the Midterm Report

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

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

Monterey Peninsula College submits this Midterm Report in fulfillment of the Commission's requirement.

We certify that there was broad participation by the campus community and the Midterm Report reflects the status of the recommendations and improvement plans the College has been asked to address.

Signed: _____   Date: _____
Dr. Walt Tribley
Superintendent/President, Monterey Peninsula College

_____   Date:_____
Mr. Charles Brown
Chair, Governing Board

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

_____   Date: _____
Loran Walsh
President, Classified Union

_____   Date: _____
Mark Berube
President, Associated Students of Monterey Peninsula College

_____   Date: _____
Dr. Celine Pinet
Accreditation Liaison Office, Vice-President, Academic Affairs

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Statement on Report Preparation

In August 2012, the College's Accreditation Liaison Officer, Celine Pinet (Vice President, Academic Affairs), initiated the development of the Accreditation Midterm Report. Assignments were given to specific members of the administration, classified staff and faculty in regards to investigating and reporting on progress made on:
1. The recommendations from the 2010 visiting team, and
2. The College's self-identified improvement plans from the 2010 Self-Study.

Leaders and team members convened in August and September to undertake the investigation and reporting phase of the overall report. Those participants are listed below:

Standard	Leaders	Position
Standard IIA.2.e, 2.f	Michael Gilmartin	Dean of Instructional Planning
Standard IIA.2.i	Celine Pinet Alfred Hochstaedter	Vice President, Academic Affairs Academic Senate President
Standard IIA.6, 6.a, 6.b, 6c	Carsbia Anderson Larry Walker Michael Gilmartin	Vice President, Student Services Dean of Student Services Dean of Instructional Planning
Standard IIC.1	Celine Pinet Carsbia Anderson	Vice President, Academic Affairs Vice President, Student Services
Standard IIC.1.a	Steve Ma	Vice President, Administrative Services
Standard IIC.1.b	Celine Pinet Gary Fuller Alfred Hochstaedter Catherine Webb	Vice President, Academic Affairs MPCTA Chief Negotiator Academic Senate President Distance Ed Committee Co-Chair
Standard IIC.1.d	Celine Pinet	Vice President, Academic Affairs
Standard IIID.2.g	Steve Ma	Vice President, Administrative Services
Standard IVB.1.e	Doug Garrison Walt Tribley Carla Robinson Vicki Nakamura	President/Superintendent (retired 12/14/12) President/Superintendent (12/17/12 to present) Executive Assistant to the President Assistant to the President

The Accreditation Midterm Report in its draft form was submitted to the College Council for a first reading on December 4, 2012. The College Council is Monterey Peninsula College's shared governance group responsible for making recommendations to the President/Superintendent on institutional matters that must be submitted to the Board of

Trustees. The second reading followed on December 18, 2012, at which time the College Council voted approval and recommended that the President/Superintendent submit the report to the Monterey Peninsula College Board of Trustees. The Board of Trustees approved the Midterm Report on January 23, 2013 (ACCJC Midterm Report Timeline).

Following the January 23, 2013 Board approval of the Institutional Midterm Report, the College received a letter from the ACCJC dated February 11, 2013. The letter states that the ACCJC reviewed the Follow-up Report submitted by MPC. The letter also indicates that the College has resolved the deficiencies and therefore addressed Recommendations 2 and 4, and is in partial fulfillment of Recommendations 1 and 3. The revised Midterm Report demonstrates that the Standards related to Recommendations 1 and 3 have been met and that the recommendations have been addressed.

The revised Accreditation Midterm Report went to the College Council for a first reading on March 5, 2013. The second reading occurred on March 19, 2013, at which time College Council voted approval. The Board of Trustees approved the revised Midterm Report on March 27, 2013.

Response to 2010 Visiting Team Recommendations and the Commission Action Letter

Preface:
Monterey Peninsula College (MPC) completed its last Self-Study in 2010. Subsequent to the visit, the Commission reaffirmed the institution's accreditation and requested a series of follow-up reports. The principle events of the current accreditation cycle are as follows:

- January 2010: MPC submitted its Self-Study and Application for Reaffirmation of Accreditation.
  http://www.mpc.edu/information/accreditation/Accreditation%20Documents/AccreditationRpt.pdf
  http://www.mpc.edu/information/accreditation/Accreditation%20Documents/Addendum.pdf

- March 2010: MPC hosted the ACCJC visiting team and received their Evaluation Report, which includes four recommendations.
  http://www.mpc.edu/information/accreditation/Accreditation%20Documents/Accreditation%20Team%20Report%20March%208-11%202010.pdf

- June 2010: The ACCJC reaffirmed accreditation for MPC, issued four recommendations, and requested two follow-up reports to address the recommendations.
  http://www.mpc.edu/information/accreditation/Accreditation%20Documents/Accreditation%20Reaffirm%20Letter%206.30.10.pdf

- October 2011: MPC submitted a follow-up report to address Recommendation #4 -- Distance Education. The ACCJC accepted this follow-up report and requested a second follow-up report the following year.
  http://www.mpc.edu/information/accreditation/Accreditation%20Documents/ACCJC%20Follow-up%20Report%20Recommendation%204%20-%20Distance%20Education%20October%202011.pdf

- October 2012: MPC submitted a second follow-up report to address Recommendation #4 – Distance Education.
  http://www.mpc.edu/information/accreditation/Accreditation%20Documents/ACCJC%20Follow-up%20Report%202%20Recommendation%204%20-%20Distance%20Education%20October%202012.pdf

- October 2012: MPC submitted a follow-up report to address Recommendations #1-3 – Student Learning Outcomes (SLOs).
  http://www.mpc.edu/information/accreditation/Accreditation%20Documents/ACCJC%20Follow-up%20Report%20Response%20to%20Recs%201%20to%203%20October%202012.pdf

The four recommendations, beginning on page 8, are derived from the June 2010 action letter from the Commission. All recommendations were substantially addressed and described in the October 2012 Follow-up Report for Recommendations #1-3 – SLOs, and the October 2011 and October 2012 Follow-up Reports for Recommendation #4 – Distance Education.

Recommendations and Responses

The sections below reiterate each of the four recommendations and explain the response of the College leading up to the follow-up reports. In addition, for the Midterm Report, the College reports additional progress made on each recommendation since the October 2012 submission of the most recent follow-up reports.

Recommendation 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, program, 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).

Link to Response to Recommendation 1:
http://www.mpc.edu/information/accreditation/Accreditation%20Documents/ACCJC%20Follow
-up%20Report%20Response%20to%20Recs%201%20to%203%20October%202012.pdf

Summary of Response to Recommendation 1:

MPC has addressed this recommendation by assessing student attainment of student learning outcomes, engaging in dialog, assessing results and improvements, and integrating the process into its program review and resource allocation cycles.

Every semester at flex days, a two-hour block of time is designated for the Program Reflections activity. Personnel from all areas of the institution engage in dialog about student learning. This activity serves as a formal focal point to tie together activities related to GEOs and SLOs that take place throughout the semester. In instructional areas, faculty report on student attainment of student learning outcomes and ways to further student learning. In Student Services, faculty and staff discuss student attainment of the outcomes and evaluate assessment methods for their service areas. In administrative areas of the College, management and staff discuss how the services they provide for the College could further support student learning.

Program Reflections are well integrated into the program review and resource allocation processes. The results of the assessment during Program Reflections provides the rationale for resource allocation requests, both through the action plan process and through a variety of other resource allocation processes. Foundation grant proposals, classified position requests, travel reimbursement requests and other such processes all require statements about how the funds support student learning and related concepts discussed during Program Reflections. Summaries of Program Reflections on Student Learning are presented annually to shared governance groups such as the Academic Affairs Advisory Group, the Student Services Advisory Group, and the Administrative Services Advisory Group, as well as to the Academic Senate, College Council and to the Board of Trustees. The purpose of these presentations is to promote widespread understanding of student learning issues in various areas of the College and a deeper understanding of the rationale behind resource allocation requests, and ultimately resource allocation decisions.

Prior to the beginning of the new semester as well as to the program reflections event, faculty review assessment results in their courses to further enhance instruction during the next semester. As evidence of this review, instructors complete Instructor Reflections forms. These forms document the assessment of student learning outcomes at the course level, as well as illustrate how assessment results are used to guide improvements.

Progress since submittal of Response to Recommendation 1:

Monterey Peninsula College has completed the process of assessment to guide improvement of student learning. The College is now more systematically collecting evidence (**R1.1, R1.2**) and there have been a few other accomplishments since MPC submitted the Follow-Up Report on SLOs in October 2012. The institution has continued to improve its assessment process and guide improvement in the following ways:

1. Improving the form used to guide program reflections. This form was revised in Fall 2012 and was used during the Spring 2013 program reflections event. Questions on the form were re-ordered and the instructions were slightly revised so that respondents were more directly focused on referencing specific GEOS and SLOs and related improvements or changes from the previous semester. For example, in the revised form, a question concerning improvements that have occurred as a result of past efforts is now the first question. In previous versions of this form, this question was preceded by "if possible..." Since MPC has now been engaged in the Program Reflections process for several semesters, the form now specifically asks participants to report on improvements based on previous efforts and assessments.

Changes were also made to the instructions on the first page of the form. The slightly revised instructions target student attainment of student learning outcomes even more directly. The questions included in the instructions now include the following:

If you are unsure how to begin the discussion, respond to the following questions:
  o What did you talk about last time in your Program Reflections? Were any changes made? Did you notice any changes in student learning that might have been caused by those changes?
  o To what degree are students attaining the SLO(s) that you have decided to focus on this semester?
  o Where would you like to see improvement?
  o What kinds of programmatic changes could be made to instigate improvement in student learning?

The revised form prompts MPC personnel to focus on student learning and attainment of GEOs and SLOs to an even greater degree. The changes were recommended by the SLO Committee and discussed at the Academic Affairs Advisory Group on October 24, 2012 (item e) (**R1.3**) and at the Academic Senate on November 1, 2012 (item IVa) (**R1.4**) and resulted in more refined reporting throughout the campus community (**R1.2**).

2. Tying Component Goals to the Education Master Plan, for integrated planning and institutional effectiveness in support of student learning. MPC uses annual component goals to establish, communicate, and evaluate progress **(R1.5)** towards Education Master Plan Objectives and Institutional Goals **(R1.6)**. Each year, the vice presidents of the three main structural components of the college (i.e., Academic Affairs, Administrative Services, and Student Services) develop goals for their unit. These component goals are directly linked to the long-term goals of the college, and they are strongly informed by previous semesters' Program Reflections (and the discussions of Student Learning Outcomes embedded within the Reflections).

For example, 2012-13 Academic Affairs Operational Goal #1 is "In collaboration with the Academic Senate, Institutional Committee on Distance Education, Dean of Instructional Technology, Director of Information Technology, and other constituents, ensure support for distance education offerings." The impact of technology and distance learning support on student learning outcome attainment is a common topic during Program Reflections discussions, and issues related to technology and distance education frequently appear in departmental program review documents. In addition, this component goal directly supports the college's long-term goal of developing online general education patterns, which is outlined in the Education Master Plan.

As explained in the Institutional Follow-Up Report to Recommendations #1-3, the Education Master Plan was developed with widespread input from all campus constituencies; all areas of the institution were asked to review their recent Program Reflections documents and summarize their program's mission, scope, and direction for inclusion in the Education Master Plan. Component goals reinforce the alignment between Program Reflections and the long-term institutional objectives outlined in the Education Master Plan. Assessment of component goals serves to communicate progress toward the Educational Master Plan objectives in the context and language of student learning outcomes **(R1.7 and R1.8)**.

Evidence of Progress in Response to Recommendation 1:

- **R1.1** Instructor Reflections Spring 2013
- **R1.2** Program Reflections Spring 2013
- **R1.3** Academic Affairs Advisory Group Minutes 10-24-12:
  http://mympc.mpc.edu/Committees/AAAG/AAG%20Minutes/AAAG%20Notes%2010-24-12.pdf
- **R1.4** Academic Senate Minutes from 11-1-12
  http://www.mpcfaculty.net/senate/11-1-12/Minutes11-1-12.pdf
- **R1.5** Shared Decision-Making Plan:
  http://www.mpc.edu/collegecouncil/College%20Council%20Bylaws/Planning%20and%20Resource%20Allocation%20Process%20CC%20approved%205-15-12.pdf
- **R1.6** Institutional Goals & College Catalog, PDF page 8:
  http://www.mpc.edu/classes/MPC%20Catalogs/2012-13%20Catalog.pdf

- **R1.7** Academic Affairs 2012-2013 Operational Goals:
  http://www.mpc.edu/collegecouncil/College%20%20Council%20Agendas%20and%20Minutes%202011/Component%20Goals%20Academic%20Affairs%202012-2013%20Final.pdf
- **R1.8** MPC Educational Master Plan:
  http://www.mpc.edu/academics/EducationMasterPlan2012/Education%20Master%20Plan%20Final.pdf

Recommendation 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 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).

Link to Response to Recommendation 2:
http://www.mpc.edu/information/accreditation/Accreditation%20Documents/ACCJC%20Follow
-up%20Report%20Response%20to%20Recs%201%20to%203%20October%202012.pdf

Summary of Response to Recommendation 2:
Fulfilled per communication from Commission, February 11, 2013

At their first meeting of the Fall 2010 semester, the MPC Academic Senate recommended that all faculty members include their course SLOs on all syllabi (**R2.1**). In each succeeding semester MPC faculty members were required to include SLOs on their syllabi (**R2.2, R2.3**). The Office of Academic Affairs collects copies of syllabi for all MPC courses offered each semester. If SLOs are not included on syllabi, faculty members are asked by the Office of Academic Affairs to revise syllabi that lack SLOs and turn them in again (**R2.4**). By Spring 2012, a large majority of syllabi contained the course SLOs (**R2.5**).

Progress since submittal of Response to Recommendation 2:

After several semesters of educating faculty members about the requirement to include SLOs on all course syllabi, MPC has attained virtually complete adherence to the requirement of including SLOs on all course syllabi. The Office of Academic Affairs now sends out much fewer emails to ask faculty members to revise their syllabi and include the SLOs on them. Nearly 100% of faculty members have now included SLOs on the first version of the syllabi collected by the Office of Academic Affairs

Evidence of Progress in Response to Recommendation 2:

- **R2.1** Academic Senate Minutes 9-2-12 recommending inclusion of SLOs on all syllabi: http://www.mpcfaculty.net/senate/9-2-10/Minutes9-2-10.pdf
- **R2.2** Fall 2012 Syllabi containing SLOs A-L
- **R2.3** Fall 2012 Syllabi containing SLOs M-Z
- **R2.4** Example of Academic Affairs Program Reflections Fall 2012 with progress feedback
- **R2.5** Examples of Spring 2012 Course Syllabi with SLOs: http://www.mpc.edu/information/accreditation/College%20Status%20Evidence%20Docu ments/Spring%202012%20Course%20Syllabi%20with%20SLOs%20(2).pdf

Recommendation 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 have, as a component of their evaluation, effectiveness in producing those learning outcomes, and that this standard is achieved by the 2012 deadline established by the ACCJC (IIIA.1c).

Link to Response to Recommendation 3:

http://www.mpc.edu/information/accreditation/Accreditation%20Documents/ACCJC%20Follow-up%20Report%20Response%20to%20Recs%201%20to%203%20October%202012.pdf

Summary of Response to Recommendation 3:

MPC has addressed the intent of the ACCJC standard to include SLOs in evaluations. Because the SLO process takes place within program reflections and within the program review, the Academic Senate recommended to the faculty union that participation in program reflections and review be included in faculty evaluations. In late spring 2012, these additions to the faculty contract and evaluation documents were negotiated and agreed upon by the district and the faculty union **(R3.1)**.

Progress since submittal of Response to Recommendation 3:

Beginning with the Fall 2012 semester, MPC faculty use a self-evaluation guide that includes language about participating in program review and/or program reflections. The new language in the self-evaluation guide reads, "Describe your participation in program review and/or program reflections." The program review process includes an SLO component and the program reflections focuses solely on SLOs. This new language expand on other components of the self-evaluation that address assessments and improvements (e. g. new teaching techniques, new tools, etc., why these changes occurred, what to do differently in the next three years).

During the Fall 2012 semester, 23 full-time faculty members and 40 adjunct faculty members were evaluated using the new guidelines. In the Spring 2013 evaluation cycle, 15 additional full time faculty and 62 adjunct faculty members are being evaluated, with these guidelines. Full-time faculty members are asked to address Part B, where this new language resides **(R3.2)** and all faculty members are ask to address Part A, with pre-existing language about assessments. (See evaluation excerpts about SLOs, assessments and changes **R3.3**)

Evidence of Progress in Response to Recommendation 3:

- **R3.1** Faculty union meeting minutes from 5-25-12, reporting the faculty had voted in favor of including the SLO language in the faculty contract:
  http://www.mpcfaculty.net/senate/MPCTA/MPCTAMinutes5-25-12.pdf
- **R3.2** Guide for Faculty Self-Evaluation 2012-2013
- **R3.3** Faculty Self-Evaluation Excerpts Fall 2012

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 (IIA.2 and IIB.3a). Further, the team recommends 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).

Link to Response to Recommendation 4:
http://www.mpc.edu/information/accreditation/Accreditation%20Documents/ACCJC%20Follow-up%20Report%202%20Recommendation%204%20-%20Distance%20Education%20October%202012.pdf

Summary of Response to Recommendation 4:
Fulfilled per communication from Commission, February 11, 2013

Monterey Peninsula College took direct action in response to this recommendation, as outlined in the ACCJC Follow-up Report for Recommendation #4 on Distance Education.
This report, submitted to the Commission in October 2012, identifies the activities, initiatives, procedures and protocols that have been established and implemented to address ACCJC recommendations for increasing the effectiveness of distance education offerings on our campus.

Recommendation #4 urged focus in two main areas: (1) the online course evaluation process and tool, and (2) development of clear protocols and strategic goals for distance education learners.
In response to the first element of the recommendation, MPC has redesigned the online teacher evaluation survey and implemented its use in all distance education evaluations **(R4.1)**.
In addressing the second element of the recommendation, concrete actions were taken to clarify distance education protocols and strengthen strategic goals. These actions include the establishment of the MPC Online Center, the Institutional Committee on Distance Education (ICDE) 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.

Progress since submittal of Response to Recommendation 4:

In Fall 2012, the College hired an Associate Dean of Instructional Technology and Development, who now has direct oversight for distance education programs. The Associate Dean leads efforts related to continuous improvement of the online learning environment, including improvements to the online course evaluation process, clarification of protocols and strategic goals for distance education learners, and the development of quality standards for online learning environments **(R4.2, R4.3)**.

Additionally, the ICDE adopted goals for the 2012-2013 school year related to the elements of Recommendation 4 to continue implementing activities documented in our October 2012

response **(R4.4)**. Reports on specific progress on these goals can be seen in the ICDE minutes **(R4.5)**.

Evidence of Progress in Response to Recommendation 4:

- **R4.1** Guide for Faculty Self-Evaluation 2012-2013
- **R4.2** ICDE discussion on what is quality online education
  ICDE minutes, 11-16-12
- **R4.3** Academic Senate discussion on Distance Education Quality
  http://www.mpcfaculty.net/senate/11-15-12/Minutes11-15-12.pdf
- **R4.4** ICDE Working Goals, 2012-2013
- **R4.5** ICDE Minutes, 9-21-12

Response to Self-Identified Improvement Plans

Improvement Plan Summary

The accreditation self-study process encouraged the College to evaluate the quality of the institution in its service to students and the community. Satisfied with most of its programs, processes, and procedures, the College nonetheless determined that further steps could be taken to institutionalize continuous quality improvement. The College set forth nine plan recommendations relevant to various sections of Standards II, III, and IV.
These recommendations are as follows:

1. The CurricUNET specialist, under the supervision of the Dean of Instructional Planning, will train faculty to use the CurricUNETsystem.
2. In collaboration with the Academic Senate, Division Chairs, and faculty, the SLO Committee will provide leadership to complete the General Education SLOs.
3. The Counseling Department, in collaboration with academic departments and instructional faculty, will establish a formal, consistent method of evaluating the course content, course objectives and/or student learning outcomes of incoming transfer coursework to assure that these courses have course objectives and/or learning outcomes comparable to MPC courses.
4. The coordinators and directors of academic support programs will implement a plan to inform faculty and staff of services available, their location and hours of operation.
5. The College will conduct an examination of on-campus computer usage and develop a plan that will enable the institution to replace equipment and upgrade software on a schedule congruent with resources.
6. As part of the continuous quality improvement effort, the Vice President of Academic Affairs will collaborate with the Academic Senate, the faculty union and the instructional divisions to design an evaluation process for all online courses.
7. The College will examine access points to the Library and Technology Center, as various learning support services keep inconsistent hours and thus make securing the building a challenge. Following this examination, the College will implement a plan to address issues associated with securing the Library and Technology Center.
8. Fiscal Services will implement a system to process purchase requisitions online and computerize the district's capital asset accounting.
9. The Superintendent/President will inform the College community of Board policy revisions.

These recommendations provided the framework for continued College-wide efforts to enhance the College in areas related to Student Learning Programs and Services, Resources, and Leadership and Governance.

Plan Standards

Standard IIA.2e, 2.f:

Section 2.e – The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Section 2.f – The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Plan Recommendation
The CurricUNET specialist, under the supervision of the Dean of Instructional Planning, will train faculty to use the CurricUNET system.

Status and Progress Made: Implemented and Ongoing

Faculty training on CurricUNET began on September 9, 2009. Over the last few years, training for faculty on how to use CurricUNET has been provided in a variety of ways including flex day presentations, department meetings, small groups and individually. To date, over 100 full-time and adjunct faculty members have been trained **(SIIA.E1)**. Some faculty members have been trained more than once. After their initial training, faculty member(s) can contact the CurricUNET specialist if they need additional training. When faculty need help with specific issues, the CurricUNET specialist is available to assist faculty in working through any problems they may encounter. As CurricUNET continues to evolve and change to keep up with revisions to Title 5 and with new versions of the software, training will continue to be provided by the College for all full-time and adjunct faculty on an ongoing basis.

Evidence:

- **SIIA.E1** List of faculty trained on CurricUNET

Standard IIA.2.i:
The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Plan Recommendation
In collaboration with the Academic Senate, Division Chairs, and faculty, the SLO Committee will provide leadership to complete the General Education SLOs.

Status and Progress Made: Implemented

In its efforts leading up to the 2010 accreditation visit, the institution identified a philosophy and plan for its General Education Outcomes (GEOs). The College recognized that transfer and Associate degree programs share similar general education patterns and thus require students to engage in specific bodies of knowledge drawn from Humanities, Natural Sciences, Social Sciences, English, etc. To capture the similarities, the College created one GEO for each area **(SIIA.E2).**

After significant dialog, the GEOs adopted by the College include the following:

- *MPC Area A1: English Composition*
  Upon successful completion of this area, students will have demonstrated an ability to form a provable thesis, develop it through factual research, distinguish between fact and opinion, and make effective rhetorical choices in relation to audience and purpose.
- *MPC Area A2: Communication and Analytical Thinking*
  Upon successful completion of this area, students will have demonstrated an ability to analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results.
- *MPC Area B: Natural Sciences*
  Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them.
- *MPC Area C, Humanities*
  Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results.
- *MPC Area D, Social Sciences*
  Upon successful completion of this area, students will have demonstrated an ability to critically examine and comprehend human nature and behavior, social traditions, and institutions.
- *MPC Area E1, Life-Long Learning and Self Development--Wellness*
  Upon successful completion of this area, students will have demonstrated an ability to analyze how physical, social, emotional, and/or intellectual factors contribute to wellness and healthful living.
  OR

- *MPC Area E2, Life-Long Learning and Self Development--Introduction to Careers*
  Upon successful completion of this area, students will have demonstrated an ability to accurately assess knowledge, skills, and abilities in relationship to their educational, career, and/or personal goals.
- *MPC Area F, Intercultural Studies*
  Upon successful completion of this area, students will have demonstrated an ability to examine interactions and interconnections across cultures.

After the development of this Plan Recommendation for the 2010 accreditation Self Evaluation, the institution implemented the GEO plan. Implementation involved taking each general education course and inputting the appropriate GEO into CurricUNet as one of the course-level SLOs. The-program SLOs are therefore assessed during the normal process of evaluating course-level SLOs in the regular program reflections process.

Implementation was carried out by contacting each faculty member who taught a general education course, informing them of the plan, and asking them for their consent. Details of the process were explained to shared governance groups including the Academic Senate and the Academic Affairs Advisory Group. By Fall 2010, GEOs were uploaded into CurricUNet for all general education courses. Evaluation of these GEOs is currently taking place with the ongoing program reflections each semester during flex days.

PowerPoint used to explain the process to various shared governance groups:
http://www.mpcfaculty.net/senate/SLOs/GEOsSLOsProgramsExample.pdf

Evidence:

- **SIIA.E2** MPC General Education Outcomes
  http://www.mpcfaculty.net/senate/SLO-GE.htm

Standard IIA.6, 6.a, 6.b, 6.c:

Section 6 – The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Section 6.a – The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Section 6.b – When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Section 6.c – The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Plan Recommendation

The Counseling Department, in collaboration with academic departments and instructional faculty, will establish a formal, consistent method of evaluating the course content, course objectives and/or student learning outcomes of incoming transfer coursework to assure that these courses have course objectives and/or learning outcomes comparable to MPC courses.

Status and Progress Made: Implemented and Ongoing

The Counseling Department has engaged in several efforts over the past two years to establish methods of evaluating course content, course objectives and student learning outcomes of incoming transfer coursework to assure that these courses have course objectives and/or learning outcomes comparable to MPC courses. Counselors make use of the CurricUNET system **(SIIA.E3)**, which displays a detailed outline of course descriptions and student learning outcomes. This resource along with others such as Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) and College Source (an online data base of college catalogs) **(SIIA.E4, SIIA.E5)** provide counselors with information needed to make the appropriate evaluations. Additionally, counselor liaisons meet and discuss incoming transfer coursework which may be questionable with area divisions.

Evidence:

- **SIIA.E3** MPC's CurricUNET
  http://curricunet.com/MPC/
- **SIIA.E4** ASSIST Welcome Page
  http://www.assist.org
- **SIIA.E5** College Source Online
  http://www.collegesource.org/

Standard IIC.1:

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Plan Recommendation
The coordinators and directors of academic support programs will implement a plan to inform faculty and staff of services available, their location and hours of operation.

Status and Progress Made: Implemented and Ongoing

The coordinators and directors of academic support programs have implemented several strategies that inform faculty and staff of services available and hours of operation **(SIIC.E1, SIIC.E2)**. The Basic Skills Initiative (BSI) Committee developed a poster **(SIIC.E3)** and a brochure **(SIIC.E4)** describing each support service available on campus. The BSI Committee maintains a page on the campus website called "College Success" **(SIIC.E5)**. In addition to offering tips to students with basic skills needs and staff who teach or support basic skills, the site also provides a description of academic support services and times of operation. Designated BSI counseling faculty visit basic skills classes to inform students of available services on campus **(SIIC.E6, SIIC.E7)**. Additionally, efforts such as Lobo Day (a festive event designed to inform students about available services and campus clubs), Early Alert **(SIIC.E8)** and the MPC webpage all provide information about location, hours of operation and available services.

Evidence:

- **SIIC.E1** BSI Meeting Minutes 5-18-12
- **SIIC.E2** BSI Minutes 8-31-12
- **SIIC.E3** BSI College Success Poster
- **SIIC.E4** BSI College Success Brochure Fall 2012
- **SIIC.E5** College Success website
  http://www.mpc.edu/GotSuccess/Pages?default.aspx
- **SIIC.E6** BSI Counselor Class Visits
- **SIIC.E7** Class Visits Fall 2012
- **SIIC.E8** Early Alert and Student Retention

Standard IIC.1.a:

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Plan Recommendation

The College will conduct an examination of on-campus computer usage and develop a plan that will enable the institution to replace equipment and upgrade software on a schedule congruent with resources.

Status and Progress Made: Implemented and Ongoing

The Information Technology and Media Services Program Review and the Technology Assessment Plan were completed in Fall 2010 **(SIIC.E9, SIIC.E10)**, providing an examination of technology usage on campus and a resulting action plan. In Spring 2011, the Superintendent/President proposed a task force to examine institutional technology needs; the Academic Senate suggested that this role could be filled by the existing Technology Committee **(SIIC.E11)**. Further efforts at identifying and triaging needs continued in Fall 2011 with an ad hoc "tech triage" task force, tasked with surveying the campus community about technology needs **(SIIC.12)**.

In Fall 2011, the Dean of Technology announced her plan to retire in Summer 2012. The College administration working in collaboration with the Academic Senate, started assessing how the institution should organize its administration of technology and technology-related services to best serve the institution and continue addressing the needs identified through program review, campus surveys, and shared governance committees **(SIIC.E13, SIIC.E14)**. In Spring 2012, the Academic Senate hosted the Vice President of Administrative Services at a meeting to discuss technology and re-organization at MPC **(SIIC.E15, SIIC.E16)**.

With the impending retirement of the Dean of Technology and in recognition of the importance of technology to enhance and support student learning, the district restructured management positions to provide further leadership and organizational structure of technology functions. This resulted in the creation of two positions, Director of Information Services and Associate Dean of Instructional Technology and Development. The first position replaced the outgoing dean and the second restores an instructional dean position that was temporarily unstaffed. The instructional dean will be responsible for providing leadership and supporting faculty and staff training in applications of technology. This dean will also facilitate the use of technology for curricular purposes, while working cooperatively with the Director of Information Systems. The added leadership will provide strengthened structures and attention to institutional technology in support of instructional needs **(SIIC.E17)**.

In Fall 2012, in anticipation of the imminent arrival of the new Associate Dean of Instructional Technology and Development and the Director of Information Services, the Academic Senate formulated a goal to "Participate in improvement of technology implementations related to instruction and user-centeredness" **(SIIC.E18, SIIC.E19)**.

Objectives associated with this goal included the following:

- Prepare a summary of past institutional discussions regarding technology concerns (e.g. Academic Senate minutes, "Tech Triage" survey responses, etc.) for the incoming Associate Dean of Instructional Technology and Development and the Director of Information Services to provide a context for campus technology needs from the faculty perspective **(SIIC.E20)**.
- Collaborate with the incoming Associate Dean of Instructional Technology and Development and the Director of Information Services on a plan to continue addressing campus technology needs.

Evidence:

- **SIIC.E9** Information Technology and Media Services Program Review 2010
- **SIIC.E10** Technology Plan 2010-2012
- **SIIC.E11** Academic Senate Minutes 2-17-11:
  http://www.mpcfaculty.net/senate/2-17-11/Minutes2-17-11.pdf
- **SIIC.E12** MPC Technology Survey conducted by the Tech Triage Task Force
- **SIIC.E13** Academic Senate Minutes 10-13-11:
  http://www.mpcfaculty.net/senate/10-13-11/Minutes10-13-11.pdf
- **SIIC.E14** 2011-2012 Academic Senate Annual Report:
  http://www.mpcfaculty.net/senate/GoalsObjectives/AnnualReport2012.pdf
- **SIIC.E15** Communication between the Academic Senate and the Vice President of Administrative Services:
  http://www.mpcfaculty.net/senate/Technology/AcademicSenateToSteve4-5-12.pdf
- **SIIC.E16** Academic Senate Minutes 4-5-12:
  http://www.mpcfaculty.net/senate/4-5-12/Minutes4-5-12.pdf
- **SIIC.E17** "Back to the Future" – MPC Technology Needs document
- **SIIC.E18** Academic Senate Goals 2012-2013:
  http://www.mpcfaculty.net/senate/GoalsObjectives/Goals2012-13.htm
- **SIIC.E19** Academic Senate Minutes 9-20-12:
  http://www.mpcfaculty.net/senate/9-20-12/Minutes9-20-12.pdf
- **SIIC.E20** Academic Senate Technology Discussion December 2012

Standard IIA.2.a: (previously referenced as Standard II.C.1.b*)
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

*In the College's 2010 Self-Study document, this improvement plan item was aligned with Standard II.C.1.b. The College realigned this agenda item with Standard IIA.2.a to better reflect the intent behind our efforts to improve online course evaluations.

Plan Recommendation
As part of the continuous quality improvement effort, the Vice President of Academic Affairs will collaborate with the Academic Senate, the faculty union and the instructional divisions to design an evaluation process for all online courses.

Status and Progress Made: Implemented and Ongoing

As discussed above (see response to Recommendation 4), the online teacher evaluation survey was redesigned in a collaborative effort between faculty union representatives, the Faculty Coordinator for Distance Education, and the Dean of Instruction. The new survey was approved by all necessary governance bodies in Spring 2012, and is currently in use for all distance education evaluations **(SIIA.E6)**. The College continues to monitor this process to improve student participation in providing quality feedback to all our online instructors.

The Institutional Committee on Distance Education (ICDE) continues to monitor and refine the evaluation process and tool that provides students with an opportunity to evaluate the online learning experience **(SIIA.E7)**. In Spring 2012, campus Information Technology staff developed a process enabling the link to online course evaluations to be distributed to students' preferred email addresses. Academic Affairs staff implemented this method of survey distribution beginning with late-start classes in Spring 2012, and noted an increase in survey response rate for the Spring 2012 semester **(SIIA.E8)**. The Faculty Coordinator for Distance Education continues to work with the Academic Affairs team administering the Class Climate survey to monitor survey response rates and identify and promote factors that may contribute to an increased response.

The ICDE is also working on activities related directly to developing best practices for peer evaluations for online instructors **(SIIA.E9)**.

Evidence (the items in the evidence list have hyperlinks to the documents unless noted otherwise.):

- **SIIA.E6** ICDE Minutes 4-6-12
- **SIIA.E7** ICDE Working Goals 2012-2013
- **SIIA.E8** Online Course Evaluation Response Rates 2011-2012
- **SIIA.E9** ICDE Minutes 9-21-12

<u>**Standard IIC.1.d:**</u>
The institution provides effective maintenance and security for the library and other learning support services.

Plan Recommendation
The College will examine access points to the Library and Technology Center, as various learning support services keep inconsistent hours and thus make securing the building a challenge. Following this examination, the College will implement a plan to address issues associated with securing the Library and Technology Center.

Status and Progress Made: Implemented

Representatives of the service areas housed in the Library and Technology Center (LTC) have conducted a survey of the hours of each of the learning support services housed in the LTC. Hours of each service point have been shared throughout the building, so that all areas are aware of each other's hours of operation. To communicate the hours of service to the public, signage at doors and entry points have been examined to ensure that the hours of operation for each service are clearly posted at each entry. Representatives of each service area collaborate to ensure issues affecting the security of the building are communicated clearly, and appropriate steps are taken to keep the building secure as needed (up to and including adjusting service area hours – see email thread regarding the LTC alarm panel **SIIC.E21, SIIC.E22, SIIC.E23**).

In addition, new procedures for building key control have been implemented. The Library's Division Office Manager maintains a master list of building staff who have been assigned keys to the various areas of the LTC, and distributes keys to any new building staff on an as-needed basis **(SIIC.E24)**. At the LTC all-building meeting in November 2012, the Library Division Office Manager introduced a practice of communicating with heads of each service area at regularly scheduled times during the semester to make sure that building key lists and security codes are accurate **(SIIC.E25)**.

Evidence:

- **SIIC.E21** Email thread re: alarm panel, week of 10-25-12
- **SIIC.E22** Map of access points to Main Floor exits
- **SIIC.E23** Map of access points to First Floor exits
- **SIIC.E24** Sample page from Master Key List
- **SIIC.E25** LTC Building Meeting Minutes, 11-16-12

Standard IIID.2.g:
The institution regularly evaluates its financial management processes, and the results of evaluations are used to improve financial management systems.

Plan Recommendation
Fiscal Services will implement a system to process purchase requisitions online and computerize the district's capital asset accounting.

Status and Progress Made: Implemented

Purchase Requisitions Online: Fiscal Services held online training sessions in 2011 for all department groups. The training was held in the Administration conference room. Pete Buechel, Kim Panis, and Rosemary Barrios held meetings for divisions and departments. An email was sent to all budget managers, Division Office Managers and others to attend. A printout was provided at the time of the sessions with instructions and screen shots for the attendees to follow as the instructors went through the screens using an overhead projector. Questions were answered during the presentation.

Individual trainings were held with department staff who needed a little extra time or personalized training. Those individuals were trained in the Fiscal Services office, which allowed direct access on the computer.

An All Users email was sent out with detailed step-by-step instructions on how to use the new Purchase Requisition system **(SIIID.E1)**.

Capital Asset Accounting: All items over $5,000 that need to be depreciated are tracked on an Excel spreadsheet. The 2011-2012 spreadsheet will be updated once the fiscal year has been closed. This information is now used as part of the annual audit and is audited each year.

The tracking has saved time, because a spreadsheet can now be updated once or twice during the year. There are formulas built into the spreadsheet that change the depreciation each year. Both the tracking and spreadsheet make it easier to have accurate information for the audit **(SIIID.E2, SIIID.E3)**.

Evidence:

- **SIIID.E1** Online Purchase Requisition System
- **SIIID.E2** Capital Assets Inventory Tracking
- **SIIID.E3** Fixed Assets Database Spreadsheet

<u>**Standard IVB.1.e:**</u>
The Governing Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.

Plan Recommendation
The Superintendent/President will inform the college community of Board policy revisions.

Status and Progress Made: Ongoing

When Board policy changes are considered, the Policy and Communication Committee (PACC) follows the College's shared governance process, informing and eliciting input from the advisory committees, Academic Senate, and the College Council **(SIVB.E1)**. In addition, monthly MPC All User emails inform the campus of the Governing Board's Regular Meeting Agenda, which contains consent action items on new or updated policies. All policy changes approved by the Board are uploaded to the MPC Board Policy webpage to be accessible to the public and campus community **(SIVB.E2)**.

The College is currently involved in a complete update of existing Board policies using the Community College League of California's Policies and Procedures service as the standard. As new or revised policies are approved by the Board, campus members will be informed through email **(SIVB.E3)**.

Evidence:

- **SIVB.E1** Policy and Communications Committee website:
  http://mympc.mpc.edu/Committees/PACC/default.aspx
- **SIVB.E2** Monterey Peninsula College Governing Board Policies:
  http://www.mpc.edu/GoverningBoard/Pages/GoverningBoardPolicies.aspx
- **SIVB.E3** College Council Minutes 3-6-12:
  http://www.mpc.edu/collegecouncil/College%20%20Council%20Agendas%20and%20Minutes%202011/College%20Council%20Minutes%20March%206%202012.pdf

Response to ACCJC letter about USDE and Title IV Funds

Standard III.D.2:
To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Standard III.D.3:
The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Title IV Funds

Finding Number 2011-2, Return to Title IV (R2T4) Funds Made Late, Pages 70-71 from the audit report.

Response:
In collaboration with Fiscal Services, Student Financial Services (SFS) has established a consistent method of returning Title IV funds to the Department of Education within the required 45 day period **(TIV.E1, TIV.E2, TIV.E3, TIV.E4, TIV.E5, TIV.E6)**.

R2T4 – Student Financial Services (SFS)
Student Financial Services (SFS) generates on a weekly basis a list of all financial aid students who have 0 units. This list is compared to the previous list for accuracy. For students who do not appear on the previous list, SFS performs a R2T4 calculation by using the Department of Education worksheet. If it is found that there is money to be re-paid, a purchase requisition is generated and is then referred to Fiscal Services **(TIV.E7)**.

Through this process, students are placed into four categories:
- School repayment
- Student and School Repayment
- Student Post Withdrawal
- Students who did not begin attendance

School Repayment:
SFS generates a Purchase Requisition to authorize school repayment to the Department of Education. The requisition includes the name of the students and the amount to be repaid to the Department of Education. A copy of the letter advising the student of the overpayment is also attached to this requisition. The Purchase Requisition is given to Fiscal Services for repayment.

School and Student Repayment:
The Purchase Requisition is generated by Financial Services to be forwarded to Fiscal Services for repayment as stated above. In addition, the students are notified using the R2T4 form for repayment notification. One copy is sent to the student with repayment options. The second is attached to the Purchase Requisition.

Students are given three methods of repayment options:
- Repayment of the full amount within 45 days;
- Set up a payment plan;
- Adjust next disbursement within the same award year to reflect the repayment.

If a student has not made arrangements for repayment in 45 days, or set up a payment plan, the account is turned over to the Department of Education for collection.

Student Post Withdrawal:
Students who are eligible for a Post Withdrawal Disbursement (PWD) are sent a registered letter requesting updated biographical information. Then the PWD is mailed to the students.

Students Who Do Not Begin Attendance:
If a student is listed on the 0 Unit List, the date of the student's last day of attendance is verified by checking his enrollment status on the Registration System. If the student does not begin attendance and has a check at Fiscal Services on the first day of school, a request to cancel the check is given to Fiscal Services.

Evidence:
- **TIV.E1** Audit Finding Letter to ACCJC 12-10-12
- **TIV.E2** Length of Time Completion of R2T4 2009-2010
- **TIV.E3** Treatment of Title IV Funds
- **TIV.E4** R2T4 Procedures Final 2011-2012
- **TIV.E5** R2T4 Checklist Final Fall 2012
- **TIV.E6** Overpayment-Repayment Statement
- **TIV.E7** Over Award, Withdrawal, and Repayment Policy
  http://www.mpc.edu/financialaid/Pages/OverawardWithdrawalRepayment.aspx

Update on Changes in Progress, Pending, or Planned

Programs where 50% or more of the courses are offered through distance or electronic delivery

In February 2013 Monterey Peninsula College submitted a substantive change proposal to the Commission. This substantive change proposal is a request for approval to offer some of the College's programs where 50% or more of the courses in the program are offered through a mode of distance or electronic delivery. The College has been converting many of its courses into a distance education format. As this has occurred many of the College's programs now have or soon will offer more than 50% of their program online. The substantive change report describes the history and planning that has gone into moving the College's programs in this direction. This mode of delivery will enable the College to better meet the dynamic needs of the College's students.

Monterey Peninsula College received feedback from ACCJC January 1, 2013. http://www.mpc.edu/information/accreditation/Accreditation%20Midterm%20Report%20Eviden ce/Substantive%20Change%20Report%20Email%20Communication.pdf. The final substantive change proposal will be submitted on time to be reviewed at the ACCJC March 18, 2013 meeting.

SB 1440 Transfer Degrees and English as Second Language Degrees

The College has been actively developing associate degrees for transfer following the Transfer Model Curriculum (TMC) prescribed by SB 1440. At present, the College has transfer degrees in Communication Studies, Early Childhood Education, and Mathematics approved by the Chancellor's Office. Degrees in Anthropology, Art History, Computer Science, Kinesiology, and Studio Arts are currently going through the local approval process. Faculty are also working on developing additional transfer degrees in Administration of Justice, Economics, English, History, Music, Political Science, Psychology, and Sociology. As new TMC's are developed, faculty will continue to work on updating their curriculum to address the new programs. Furthermore, two Certificate of Completions, for English as a Second Language Intermediate and English as a Second Language Advanced were recently approved by the Chancellor's Office.

Monterey Peninsula Community College District

Governing Board Agenda

March 27, 2013

New Business Agenda Item No. E

Proposal:

For the Governing Board to approve a Travel Request in accordance with Board Policy 2145, for Mr. David Clemens, English Instructor, to travel to Ottawa, Canada to attend the Association for Core Texts and Courses (ACTC) conference April 25 – 28, 2013.

Background:

Mr. David Clemens is the founder and coordinator of the Great Books Program at Monterey Peninsula College. He has been actively involved in acquiring grants over the last three years for the College through the Apgar Foundation, and recently received an additional grant of $25,000 for 2013. Through his efforts, MPC is becoming known on a national level for its Great Books Program.

Mr. David Clemens will be attending the conference, as well as meeting with Fred Fransen, Apgar Foundation Advisor regarding a Massively Open Online Course (MOOC) possibility for MPC. He will also meet with J. Scott Lee of the Association for Core Texts and Courses concerning a California community college gathering of schools that use core texts and great books.

The John William Pope Center for Higher Education Policy has asked Mr. Clemens to write an article on the conference for their website: http://www.popecenter.org , which will further publicize MPC nationally.

Budgetary Implications:

None. The funding for the Association for Core Texts and Courses conference is part of the Apgar Grant.

☒ **RESOLUTION: BE IT RESOLVED,** that the Governing Board approve Mr. David Clemens, English Instructor to travel to Ottawa, Canada April 25 – 28, 2013 to attend the Association for Core Texts and Courses conference.

Recommended By: _____

Dr. Celine Pinet, Vice President, Academic Affairs

Prepared By: _____

Leslie Procive, Administrative Assistant IV, VP, Academic Affairs

Agenda Approval: _____

Dr. Walt Tribley, Superintendent/President

New Bus Travel Request March 2013

MONTEREY PENINSULA COLLEGE
Approval & Reimbursement of Expenditures
Business Meeting/Conference/Travel

TR # 04769

Section 1

REQUEST

Please complete this section prior to submitting for approval. Please provide cost estimates.

Name: David Clemens

Title/Department: ENGL

Description of Event: Association for Core Texts & Courses

Location (City, State, Country): Ottawa, Canada

Inclusive Dates

From: 4/25/13   To: 4/28/13

Recommended Approval: _____ Chair/Non-Instructional Manager

Date:

Budget Account Number

COST ESTIMATES

Registration	$
Transportation	
Lodging	NA
Meals	
Other	

TOTAL ESTM. COST $

Section 2

APPROVAL/ DISAPPROVAL

Please Return to Requester after Approval or Disapproval

☐ APPROVED   ☐ DISAPPROVED

The following conditions apply and payment of this claim, including any advances made prior to the actual travel, is authorized to the extent that only actual and necessary expenses in accordance with Education Code Sections 72423, 87432, and MPC Board Policy 2145 are properly documented by necessary receipts.

Signature of Division Chair/Management

Date:

Signature of Superintendent/President (Required for out of state)

Date:

DO NOT COMPLETE THE CLAIM PORTION (SECTION 3) OF THIS FORM UNTIL TRAVEL IS COMPLETED

Section 3

EXPENSE CLAIM

Submit White copy to Business Office - Yellow for your records

Attach all receipts and supporting documents for actual expenses incurred and approved per Section 1.

LIST ONLY THOSE EXPENSES FOR WHICH YOU ARE TO BE REIMBURSED

1. TRANSPORTATION
   a. Air Fare (Air Coach) $
   b. Automobile (actual mileage: _____ miles @ _____ per mile =) $
   c. Auto Rental $

2. REGISTRATION FEE $

3. OTHER EXPENSES

DATE	MEALS	LODGING	MISC.*	DAILY TOTAL
		NA		

*Parking/Tolls, Taxi, Laundry, etc.

Total OTHER EXPENSES	$
TOTALS 1 through 3	$
Less: ADVANCES	$ -
Less: CREDIT CARD PMTS	$ -
NET AMOUNT OF CLAIM	$

I certify that this claim is true and correct and is for the actual and necessary expenses incurred while in attendance at the event described in Section 1 above.

Signature of Claimant

Date: 2/21/13

Complete and submit within 10 days from completion of trip.

MPC BO 101
12-01 NEW

Monterey Peninsula Community College District

Governing Board Agenda

March 27, 2013

New Business Agenda Item No. F   Human Resources
                                                                        College Area

Proposal:
That the Governing Board approve the proposed reorganization of the management of the Public Safety Training Center (PSTC) by eliminating the management position of Program Coordinator, Fire Academy; establishing the administrative position of, and approving the job description and salary schedule for the Director, Public Safety Training Center; and authorizing the recruitment to fill the position.

Background:
With the upcoming retirement of Natalie Rodda, Program Coordinator of the Fire Academy, the management arrangement of the Public Safety Training Center was examined to determine the optimal structure for the most efficient and practical oversight of all the programs within the PSTC. It was determined that this could best be accomplished by expanding the duties of the current coordinator to cover all the functions of the Center and provide management, oversight and supervision of those programs. Because this includes the supervision of faculty and curricular matters, it is necessary to change the position from management to administration.

This proposal was presented to the advisory groups and the Academic Senate. Following two readings, College Council recommended approval of the proposal.

Budgetary Implications:
Included in the budget. Depending on placement of the individual hired, there may be initial annual savings of $3,800 to $11,000 over the current annual budgeted cost of the incumbent employee.

☒ **RESOLUTION: BE IT RESOLVED,** that Board of Trustees eliminate the management position of Program Coordinator, Fire Academy effective July 1, 2013; and,

BE IT FURTHER RESOLVED, that the Governing Board establish the position of and approve the attached job description for Director, Public Safety Training Center, an academic administrator; and

BE IT FURTHER RESOLVED, that the Governing Board authorize the recruitment to fill the position; and

BE IT FURTHER RESOLVED, that the Governing Board approve the attached Administrative Salary Schedule with the addition of Director.

Recommended By: _____

Dr. Céline Pinet, Vice President for Academic Affairs

Prepared By: _____

Barbara Lee, Associate Dean of Human Resources

Agenda Approval: _____

Dr. Walter Tribley, Superintendent/President

MONTEREY PENINSULA COLLEGE

DIRECTOR, PUBLIC SAFETY TRAINING CENTER

JOB SUMMARY
Under general direction, plan and participate in a variety of complex and responsible support activities related to the MPC Fire Technology program, the California State Fire Academy, and the Public Safety Training Center (PSTC). Responsible for overall administration of the Fire Technology/Fire Academy programs. Receive limited supervision within a broad framework of standard District policies and procedures. Coordinate fire technology, the fire academy and public safety programs; initiate and exercise good judgment in the application and follow through of California State Fire Academy and Public Safety Training Center policies and procedures; interpret and explain college policies, procedures, standards and requirements; establish and maintain good public relations with staff, students, other agencies and the community at large.

EXAMPLE OF DUTIES
Essential Functions include but are not limited to the following:
Initiate hiring procedures to recruit qualified instructors for classes; serve on hiring committees for potential instructors for courses.

Meet with instructors to facilitate instructional needs; provide instructors payroll information; coordinate with instructors for submission of all grade and attendance reports in a timely manner.

Assign classes to part-time instructors; monitor teaching loads; monitor time card deadlines and process paperwork for part-time instructors.

Evaluate faculty in the Fire Technology program, Emergency Medical Technician (EMT) program, and others as assigned.

Obtain and set-up training sites, facilities and specialized equipment for conducting instructional training exercises; staff and monitor training incident safety officers and support equipment; obtain insurance certificates for this type of training.

Serve as a source of information regarding the policies and procedures of the public safety training programs; provide information where judgment, knowledge and interpretations are necessary.

Prepare yearly class schedule; schedule room usage; monitor teacher loads; provide scheduling/course establishment information to the college for publication in the course schedule and catalog, and to South Bay Regional Public Safety Training Consortium and/or other contractors and local agencies for inclusion in their websites; create and prepare flyers for statewide marketing to ensure sufficient enrollment; negotiate lodging for out of town students; provide course outlines as needed.

Develop new course outlines for submission to the Curriculum Advisory Committee and the Chancellors Office; appear before Curriculum Advisory Committee to explain courses and answer questions pertaining to course approvals; update course outlines for consistency with code requirements and ensure inclusion of student learning outcomes (SLOs) and that SLO assessments are performed which are appropriate for the courses offered at the PSTC.

Develop and monitor contracts and courses with the State Fire Marshal, South Bay Regional Public Safety Training Consortium, and other agencies or contractors.

Engage in resource development to acquire donations of fire equipment and grant funding for additional fire training offerings. Maintain Accredited Regional Training Program status through the State Fire Marshal's Office as required by State Fire Training.

Chair the Fire Technology Advisory Committee and work with local fire protection agencies and jurisdictions to insure that the program is meeting their needs for entry level and officer level personnel.

Provide supervision and management for staff at the PSTC Center including full-time and adjunct faculty, administrative support staff and others as necessary. Serve as liaison with the administrative offices, on and off campus, campus committees and departments and with students; serve as a liaison between the college and the associations, agencies, and vendors involved with instruction at the PSTC.

Prepare a variety of letters and documents which may include but are not limited to: program review documents, State Fire Agency and ACCJC accreditation documents, statistical reports, letters and minutes of meetings; composing and preparing memos and other correspondence;

Prepare Action Plans and Program Review; participate in budget development and justification; post and make budget entries to spreadsheet and database systems; monitor budget; arrange and post budget transfers and justifications, where necessary.

Coordinate delivery of public safety training provided by South Bay Regional Public Safety Training Consortium and other agencies or contractors at the PSTC or at other areas within the college.

Coordinate preparation of workshops and meetings; deliver and coordinate orientations to Basic Academy recruits; use computer to input and produce reports; set up and maintain filing system; maintain mailing lists, card indexes, time cards and time reports.

Communicate absence of instructors as necessary; meet and provide instructions to students regarding absent instructor's assignments.

Attend Fire Marshal's state level staff meetings, local public safety training officers' and other association meetings regarding support services as assigned.

Coordinate registration, preparation of workshops, meetings and other activities related to the functioning of the assigned instructional programs; coordinate press releases, posters, tickets and mailings, schedule audio-visual services.

Supervise clerical staff and volunteers.

Process administrative details not requiring the immediate attention of the Dean.

Coordinate and communicate as necessary with other public safety training organizations, and other MPC faculty assigned to the site, including supporting site access.

Coordinate and communicate as necessary with MPC grounds, maintenance, security, and information technology staff regarding facilities and operational needs.

Other Functions
Participate on college committees as required.

Perform other related duties as required.

EMPLOYMENT STANDARDS
Education:
- Master's Degree or the equivalent **AND**
- One year of administrative experience, formal training, internship, or leadership in an area related to this administrative assignment **AND**
- Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, cultural, disability, and religious backgrounds, and sexual orientation of community college faculty, staff and students.

Knowledge
Knowledge of or ability to learn specific functions, policies, rules and regulations of the State Fire Marshal's Office, California State Fire Codes, and local and regional fire protection agencies; processes and procedures used by fire service and law enforcement managers, elected officials, labor and community representatives in providing fire and emergency services to jurisdiction; basic logistical elements in meeting planning, on-site meeting management, and lodging arrangements; contract review, financial management and adult learning styles; current office methods and practices including filing systems, letter and report writing using word processing, spreadsheet and/or database programs as needed; mathematical computations; office management techniques and procedures; public and human relations skills.

Knowledge of teaching/training methods; program and curriculum development; multimedia presentation modalities; e-mail applications; internet applications, including distance learning and hybrid methodology; social media, networking, mobile technology instructional hardware and software; troubleshooting techniques.

Abilities
Ability to: manage programs; develop, manage, and administer budgets; supervise and evaluate staff; teach and train a wide variety of employees and adapt to different learning styles; analyze problems and implement or recommend solutions as appropriate; write reports and other documents as needed; listen effectively; demonstrate expertise and innovative use of hardware and software concepts and principles; keep current with new and emerging technologies in an educational environment; adapt to new software applications; apply specialized computer knowledge to instructional delivery systems; analyze system behavior and correctly and quickly interpret and resolve complex computer problems; analyze, understand the implementation of, and maintenance of advanced network architectures; communicate effectively in both oral and written form; establish and maintain effective working relationships and work well with a wide range of individuals.

PHYSICAL EFFORT/WORK ENVIRONMENT:
Light to moderate physical effort; occasional standing or walking; periodic handling of lightweight parcels of 10 or more pounds. Predominantly indoor work environment, however, participation in administration of skills testing will be outdoors.

LICENSES AND CERTIFICATES:
A valid Class C California driver's license and evidence of appropriate automobile insurance based on DMV regulations. Employee must be insurable by the college's insurance carrier while employed in this classification.

Monterey Peninsula Community College District

ADMINISTRATIVE SALARY SCHEDULE

2012-2013
Effective July 1, 2012

Title	Step 1	Step 2	Step 3	Step 4*	Step 5*
Director	6,508	6,768	7,039	7,321	7,614
Assistant Dean	7,459	7,773	8,079	8,411	8,739
Associate Dean	8,778	9,097	9,413	9,742	10,072
Dean	9,273	9,586	9,903	10,234	10,565
Administrative Dean	9,770	10,116	10,473	10,805	11,134
Vice President	10,335	10,682	11,037	11,367	11,701

The 2007-2008 salary schedule was decreased by 2.02%, effective 7/1/11 for the 2011-2012 year. This concession continues for the 2012-2013 year.
The Superintendent/President's salary shall also be reduced by 2.02%

* Advancement to Steps 4 and 5 requires three years full time service at the previous step.

Notes:
1. The above are twelve month contracts.

2. Twenty-two working days of vacation are authorized each year, with an accrual maximum of 44 days.

3. An additional ten working days are authorized beyond the normal vacation for study, travel and general professional improvement for Vice Presidents.

4. A monthly bonus of $237 will be awarded for an earned doctorate from an accredited institution.

5. An additional 5% stipend will be earned by an administrator on one or more District negotiating team(s).

6. The Superintendent/President and the Vice Presidents are on individual contracts.

Effective Date: July 1, 2012;
Board Approval: June 27, 2012; March 27, 2013 added Director

Monterey Peninsula Community College District

Governing Board Agenda

March 27, 2013

New Business Agenda Item No. G

<div align="right">

Student Services
College Area

</div>

Proposal:
 That the Governing Board rescind the expulsion of MPC student #725.

Background:
 The expulsion of student #725 was approved by the Board at the February 27, 2013 meeting. Since then, it has come to the District's attention that the notice of the Board's intent to consider expulsion at the February 27 meeting was not received by the student until after the meeting had occurred.

 As a result, it is recommended the expulsion action be rescinded to allow for notice requirements to be met.

Budgetary Implications:
 None.

☒ **Resolution:**   That the Governing Board rescind the expulsion of MPC student #725.

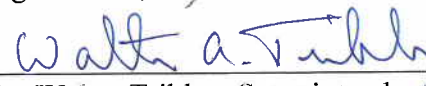**Recommended By:** _____
 Carsbia W. Anderson, Jr., Vice President of Student Services

Prepared By: _____
 Sigrid Klein, Administrative Assistant to the Vice President

Agenda Approval: _____
 Dr. Walter Tribley, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

March 27, 2013

New Business Agenda Item No. H

Proposal:

That the Governing Board approve the Memorandum of Understanding and Work Agreement with Alpert/McKee Company for services related to development and submission of a U.S. Department of Education Strengthening Hispanic-Serving Institutions (Title V) grant application.

Background:

The Hispanic-Serving Institutions (HSI) Program under the U.S. Department of Education (ED) provides grants to assist HSIs to expand educational opportunities to improve the academic achievement of Hispanic students. The HSI Program or Title V grants provide support to enhance academic offerings, program quality, and institutional stability. The District recently met the requirements to be an Hispanic-Serving Institution (HIS) and applied to the ED to be designated as an eligible institution for the Title V grant program.

Concurrently, the District initiated discussions with Alpert/McKee Company for grant application development services, in anticipation of the 2013 Title V grant competition being opened in the next few months. The consultant previously worked with the District in developing the successful Title III Strengthening Institutions grant application. As described in the MOU, Alpert/McKee Company would assist the District in planning and design of the grant proposal, provide grantwriting assistance, and complete comprehensive editing of the proposal for compliance with submission guidelines and to enhance the persuasiveness of the case. If the 2013 grant competition is deferred to 2014, no additional fees will be requested by the consultant.

Budgetary Implications:

The consultant's fee proposal for these services is $40,000, to be funded with $6,000 from budget savings in Academic Affairs and Student Services, and $34,000 from institutional contingency funds.

☒ **Resolution:** **BE IT RESOLVED, That** the Memorandum of Understanding and Work Agreement with Alpert/McKee Company for services related to development and submission of a U.S. Department of Education Strengthening Hispanic-Serving Institutions (Title V) grant application, in the amount of $40,000, be approved.

Recommended By: _____

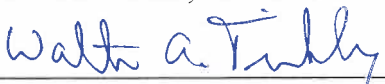Carsbia Anderson, Vice President of Student Services

Prepared By: _____

Vicki Nakamura, Assistant to the President

Agenda Approval: _____

Dr. Walter Tribley, Superintendent/President

/c:/my docs/board/McKee-Alpert MOU re Title V Grant.doc

AMC

Alpert/McKee Company

Alpert/McKee Company
76 Walker Hill Rd
Langdon, NH 03602
603-835-6188

TITLE V GRANT DEVELOPMENT
MEMORANDUM OF UNDERSTANDING AND WORK AGREEMENT
BETWEEN
MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT
AND
ALPERT/MCKEE COMPANY

This **Memorandum of Understanding and Work Agreement (MOU)** is between **Monterey Peninsula Community College District (MPC)** and **Alpert/McKee Company (AMC)** for services related to the development and submission of a **U.S. Department of Education Strengthening Hispanic-Serving Institutions (Title V)** grant application.

A. <u>Understandings Related to Contact Persons</u>. **MPC** designates Carsbia Anderson, Vice President of Student Services, (or a **MPC**-designated alternate) as its primary contact person with **AMC** for the purposes of developing the **Title V** grant application.

B. <u>Understandings Related to Services</u>. **AMC** will provide services as outlined on the last page of this **MOU**.

C. <u>Understandings Related to Term of Agreement</u>. **AMC** will provide **Title V** application development services to **MPC** for the grant competition expected to be held by the U.S. Department of Education in 2013. Should the stated grant competition be held over until 2014, all terms of this **MOU** shall remain in force. No additional fees will be requested by **AMC** of **MPC**, except as explicitly outlined in this **MOU** or by amendment as agreed upon by both parties.

D. <u>Understandings Related to Compensation</u>. **MPC** agrees to pay **AMC** a fee of Forty Thousand Dollars ($40,000) for its services provided under this **MOU**. Said fee shall be paid in two installments of Twenty Thousand Dollars ($20,000) each. The first payment shall be due upon signature of this **MOU**. The second shall be due upon submission of the completed **Title V** grant application to the U.S. Department of Education. Should **MPC** <u>not</u> receive an award, it is under no obligation to continue working with **AMC** in the next subsequent grant competition year. Should **MPC** wish to work with **AMC** in the next subsequent grant competition year, a resubmission contract will be negotiated taking into consideration readers' comments on the previous submission.

E. <u>Understandings Related to Payment of Expenses</u>. It is understood that **MPC** will reimburse **AMC** for travel expenses incurred for the purposes of developing this **Title V** grant application. Travel expenses include airfare (coach class), car rental and fuel charges, hotel accommodations, and a per diem (for meals) of $50. **MPC** further agrees to reimburse for mileage at the prevailing U.S. government rate in lieu of airfare, car rental, and fuel charges, should that method of travel be selected by **AMC**. All travel will be mutually agreed upon by **AMC** and **MPC**.

F. <u>Understandings Related to the Consultative Role</u>. It is understood that **AMC** will serve only in a consultative and advisory capacity. **MPC** retains its decision-making powers in both the preparation of the proposal and grant management. **MPC** is also responsible for reviewing the accuracy of the proposal.

It is further understood that **MPC** will be responsible for the electronic grant application submission. **AMC** will provide technical assistance to facilitate compliance with application format requirements.

AMC
Alpert/McKee Company

Title V Grant Application Development
Memorandum of Understanding between
Monterey Peninsula College Community College District and
Alpert/McKee Company

G. Understandings Related to Termination. **MPC** and **AMC** each reserve the right to terminate this **MOU** within ten (10) days effective upon written notification by one to the other. Both parties also agree to negotiate any expenses accruing to **AMC** as a result of services already provided by **AMC** to **MPC** prior to termination.

H. Indemnification. **AMC** shall defend, indemnify, and hold **MPC**, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of the **MOU** but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of **AMC**, its officers, agents or employees. **AMC** shall not assert any claim against **MPC** for any act, omission, or error which results in the failure to obtain a grant or a reduction or termination of funding under a grant.

MPC shall defend, indemnify, and hold **AMC**, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of the **MOU** but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of **MPC**, its officers, agents or employees. **MPC** shall not assert any claim against **AMC** for any act, omission, or error which results in the failure to obtain a grant or a reduction or termination of funding under a grant.

This **Memorandum of Understanding and Work Agreement** is entered into:

this _____ day of March, 2013   this _____ day of March, 2013

Alpert/McKee Company   **Monterey Peninsula Community College District**

_____   _____
Fred McKee, President   Walter Tribley, Ph.D.
EIN 26-3300698   Superintendent/President

AMC

Alpert/McKee Company

Title V Grant Application Development
Memorandum of Understanding between
Monterey Peninsula College Community College District and
Alpert/McKee Company

Application Development Services

Eligibility
The college will be assisted to establish and maintain eligibility

Proposal Development
Services will be tailored to meet the specific needs of the college. Technical assistance is provided in the following areas as requested by the college:

Proposal Planning and Design
- Teleconference planning meeting(s) with staff to design the proposal. On-site visits if needed.
- Assistance in linking the required *Comprehensive Development Plan* to institutional planning and accreditation documents.
- Interpretation of and assistance with application guidelines and changes in the application requirements from previous competitions.

Proposal Writing Assistance
- Assistance via teleconference, fax, phone, and/or electronic document transmission. On-site visits if needed.

- Concrete timelines and specific writing tasks for college staff working on the proposal.
- Assistance with research and documentation of strategies for the Rationale sections of the *Activities.*
- Individualized outline of *Institutionalization Plan, Key Personnel, Budget,* and *Project Management.*

Proposal Review
- Comprehensive editing of proposal for compliance with submission guidelines, clarity of style, and persuasiveness of case.
- Feedback from two experienced U.S. Department of Education Title III/Title V readers should the proposal be completed in time for this opportunity.

Proposal Production Support
- Forms provided electronically including spreadsheets for budget scenarios.
- Intensive editing for application format.
- Assistance to prevent organization and production timeline problems.
- Technical assistance to optimize compliance with application requirements, including eligibility and electronic submission.

Available Through Separate Contract
**Post-Funding Five-Year Assistance for Success
Including External Evaluation**

The college will be provided with project management and technical assistance to:
- Get the project off to a good start by establishing fiscal and program record-keeping systems, personnel orientation, and explanations of pertinent federal regulations to college personnel;
- Reduce the burden of project management by providing on-going resources including updated references and tips for the project director as well as the college business services staff;
- Submit annual performance reports document the substantial progress necessary for continued funding as well as assistance with the submission of the final performance report according to application Department of Education requirements;
- Establish both internal project evaluation processes, aid in the development of benchmarks and data collection methods, and assist in securing content-specific external evaluators as needed;
- Keep both the programmatic and fiscal aspects of the project in a state of audit readiness;
- Stay informed of critical federal issues, including changes in federal regulations, EDGAR, program staff and policy changes, and annual budget appropriates for continued funding; and
- Maximize overall project effectiveness towards institutional strengthening.
- Allowable expenditure with Title V grant funds.

Monterey Peninsula Community College District

Governing Board Agenda

<u>March 27, 2013</u>

New Business Agenda Item No. I

<u>Student Services</u>
College Area

Proposal:

That the Governing Board pass a resolution proclaiming the week of April 14 – 20, 2013 as the "Week of the Young Child" with the theme of "Early Years are Learning Years."

Background:

The first nationwide "Week of the Young Child" was held in 1971. Since then, community efforts promoting the wellbeing of children and their needs to the public have increased. Citizens are encouraged to collect information about available services for children and become informed of how public policy at the local, state, and national level influence the lives of young children.

The week is a time to recognize that early childhood is where our future begins and to recommit ourselves to ensuring that each and every child experiences the type of early environment at home, at child care, at school and in the community that will promote their early learning.

Budgetary Implications:
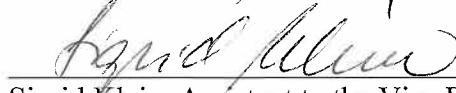
None.

☒ **RESOLUTION:** **BE IT RESOLVED,** That the Governing Board pass a resolution proclaiming the week of April 14 – 20, 2013 as the "Week of the Young Child" with the theme of "Early Years are Learning Years."

Recommended By: _____
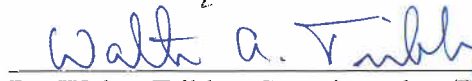
Carsbia Anderson, Vice President of Student Services

Prepared By: _____

Sigrid Klein, Assistant to the Vice President of Student Services

Agenda Approval: _____

Dr. Walter Tribley, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

March 27, 2013

New Business Agenda Item No. J

Superintendent/President
Office

Proposal:
That the Governing Board consider candidates and vote for nominees for seven, three-year vacancies on the California Community College Trustees (CCCT) Board.

Background: On February 28, 2013, the District received communication from the Community College League of California regarding the CCCT Board of Directors election for 2013. A copy of the communication and the Official Ballot is attached. The California Community College Trustees (CCCT) Board serves a major role within the Community College League of California. The twenty-one member board provides leadership and direction to ensure a strong voice for locally elected governing board members. In addition, the Board meets twice a year with the Board of Governors of the California Community Colleges.

The election of members of the CCCT Board of the League will take place between March 10 and April 25. Our ballot must be returned to the League office postmarked no later than April 25, 2013.

Each member community college district board of the League shall have one vote for each of the seven vacancies on the CCCT board. Only one vote may be cast for any nominee or write-in candidate.

Budgetary Implications: None.

☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board vote for the following person(s) to the California Community College Trustees (CCCT) Board.

_____, _____, _____, _____,

_____, _____, _____

Recommended By: Dr. Walter Tribley, Superintendent/President

Prepared By: Shawn Anderson
Shawn Anderson, Executive Assistant to Superintendent/President and the Governing Board

Agenda Approval: Walter a. Tribley
Dr. Walter Tribley, Superintendent/President

New Business Board Affairs March 2013

DATE: February 28, 2013

TO: California Community College Trustees
               California Community College District Chancellors/Superintendents

FROM: Judy Centlivre, Executive Assistant

SUBJECT: CCCT BOARD ELECTION — 2013

Pursuant to the CCCT Board Governing Policies, the election of members of the CCCT board of the League will take place between March 10 and April 25. This year there are seven, three-year vacancies on the board.

Each member community college district board of the League shall have one vote for each of the seven vacancies on the CCCT board. Only one vote may be cast for any nominee or write-in candidate. The seven candidates who receive the most votes will serve three-year terms. In the event of a tie vote for the last position to be filled, the CCCT board will vote to break the tie. While districts may nominate more than one trustee, only one may be elected to the board. The candidate from such district with the highest number of votes will be seated, and additional candidates will be seated based on vote order.

The fifteen trustees who have been nominated for election to the board are listed on the enclosed sheet in the Secretary of State's random drawing order. An official ballot for the election is also enclosed in this mailing to each community college district chancellor/superintendent, as well as copies of the statement of candidacy and biographic sketch form of each of the twelve candidates.

Please remember that: *1) ballots must be signed by the board secretary and board president or vice-president; and 2) ballot return envelopes must have no identifying information or signatures.* Official ballots must be signed and returned to the League office, **postmarked no later than April 25.** Faxed ballots will **not** be accepted. The ballots will be opened and counted by three tellers appointed by the CCCT President and the results announced at the CCCT Annual Conference, May 3-5 in Lake Tahoe.

If you have any questions on the CCCT board election, please call the League office at (916) 444-8641.

Attachments:
       List of Candidates
       CHANCELLORS/SUPERINTENDENTS ONLY:
           Official Ballot and Return Envelope
           Candidates' Biographic Sketches and Statements

CCCT 2013 BOARD
OFFICIAL BALLOT

Vote for no more than seven (7) by checking the boxes next to the names.

NOMINATED CANDIDATES	WRITE-IN CANDIDATES
List order based on Secretary of State's January 22, 2013 random drawing.	*Type each qualified trustee's name and district on the lines provided below.*

❑ Dianne B. McKay, Ventura County CCD

❑ Howard Rudd, Sierra Joint CCD

❑ Adrienne Grey, West Valley-Mission CCD

❑ *Cy Gulassa, Peralta CCD

❑ *Louise Jaffe, Santa Monica CCD

❑ *Isabel Barreras, State Center CCD

❑ Sally W. Biggin, Redwoods CCD

❑ Greg Bonaccorsi, Ohlone CCD

❑ Susan M. Keith, Citrus CCD

❑ Garrett Yee, Ohlone CCD

❑ Loren Steck, Monterey Peninsula CCD

❑ *Jerry D. Hart, Imperial CCD

❑ Brent Hastey, Yuba CCD

❑ Jeffrey Lease, San Jose-Evergreen CCD

❑ Linda S. Wah, Pasadena Area CCD

* Incumbent

Board Secretary and Board President or Board Vice President must sign below:

This ballot reflects the action of the board of trustees cast in accordance with local board policy.

_____
Secretary of the Board

_____
President or Vice President of the Board

CCCT 2013 BOARD
OFFICIAL BALLOT

Vote for no more than seven (7) by checking the boxes next to the names.

NOMINATED CANDIDATES	WRITE-IN CANDIDATES
List order based on Secretary of State's January 22, 2013 random drawing.	*Type each qualified trustee's name and district on the lines provided below.*

- ☐ Dianne B. McKay, Ventura County CCD
- ☐ Howard Rudd, Sierra Joint CCD
- ☐ Adrienne Grey, West Valley-Mission CCD
- ☐ *Cy Gulassa, Peralta CCD
- ☐ *Louise Jaffe, Santa Monica CCD
- ☐ *Isabel Barreras, State Center CCD
- ☐ Sally W. Biggin, Redwoods CCD
- ☐ Greg Bonaccorsi, Ohlone CCD
- ☐ Susan M. Keith, Citrus CCD
- ☐ Garrett Yee, Ohlone CCD
- ☐ Loren Steck, Monterey Peninsula CCD
- ☐ *Jerry D. Hart, Imperial CCD
- ☐ Brent Hastey, Yuba CCD
- ☐ Jeffrey Lease, San Jose-Evergreen CCD
- ☐ Linda S. Wah, Pasadena Area CCD

* Incumbent

Board Secretary and Board President or Board Vice President must sign below:

This ballot reflects the action of the board of trustees cast in accordance with local board policy.

_____   _____
Secretary of the Board   President or Vice President of the Board

Monterey Peninsula Community College District

Governing Board Agenda

March 27, 2013

New Business Agenda Item No. K

<u>Superintendent/President</u>
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. Walter Tribley, Superintendent/President

Prepared By: *Shawn Anderson*

Shawn Anderson, Executive Assistant to Superintendent/President and Governing Board

Agenda Approval: *Walter A. Tribley*

Dr. Walter Tribley, Superintendent/President

MPC Governing Board 2013 Calendar of Events

MARCH, 2013
Wednesday, March 27   **Board Study Session, 10:15am-Noon, LTC 203/204**
Wednesday, March 27   Regular Board Meeting, MPC, Monterey
                               1:30pm: Closed Session, 3:00pm: Regular Meeting

APRIL, 2013
Mon-Sat, April 1-6   Spring Break (Classified Furlough Week) – Campus is Closed
Friday, April 19   **High School Automotive Skills Competition, 8:30am, Automotive Tech. Dept.**
Wednesday, April 24   Regular Board Meeting, MPC, Monterey
                               1:30pm: Closed Session, 3:00pm: Regular Meeting

Saturday, April 20   **Asian Student Association Culture Show, 7:30-9:30pm, Music Hall**

MAY, 2013
Friday, May 3   President' Address to the Community, 11:30am, Monterey Conf. Center
Wednesday, May 8   **ASMPC/AGS Faculty & Staff Appreciation Event, 11:30am, Sam Karas Room**
Friday, May 10   **Supportive Services Awards Ceremony, 1:30pm, location to be confirmed**
Saturday, May 18   **Hungry and Homeless in Paradise Symposium, 9:00am-1:00pm, LF103**
Monday, May 20   **MPC Scholarship Awards Ceremony, 2-4pm, location to be confirmed**
Wednesday, May 22   Regular Board Meeting, MPC, Monterey
                               1:30pm: Closed Session, 3:00pm: Regular Meeting

Monday, May 27   Memorial Day Holiday

JUNE, 2013
Thursday, June 6   Latino Ceremony, 6:00pm, LF103 (to be confirmed)
Thursday, June 6   Asian Student Assn Ceremony, 6:00pm, location to be confirmed
Friday, June 7   Kente Ceremony, 7:00pm, MU101 (location to be confirmed)
Saturday, June 8   Faculty Retirement Breakfast, 8:30am, location to be confirmed
Saturday, June 8   Commencement at 12:00 in Amphitheatre; line-up at 11:30am in Gym
Saturday, June 8   Nurse Pinning Ceremony, 3:00pm, Amphitheatre
Wednesday, June 26   Regular Board Meeting, MPC, Monterey
                               1:30pm: Closed Session, 3:00pm: Regular Meeting

JULY, 2013
Thursday, July 4   Independence Day Holiday
Wednesday, July 24   Regular Board Meeting, Marina Education Center
                               1:30pm: Closed Session, 3:00pm: Regular Meeting

AUGUST 28, 2013
Wednesday, August 28   Regular Board Meeting, Public Safety Training Center, Seaside
                               1:30pm: Closed Session, 3:00pm: Regular Meeting

SEPTEMBER 25, 2013
Wednesday, September 25   Regular Board Meeting, MPC, Monterey
                               1:30pm: Closed Session, 3:00pm: Regular Meeting

MPC Governing Board 2013 Calendar of Events

OCTOBER 23, 2013
Wednesday, October 23   Regular Board Meeting, MPC, Monterey
                         1:30pm: Closed Session, 3:00pm: Regular Meeting

NOVEMBER 20, 2013
Wednesday, November 20* Regular Board Meeting, MPC, Monterey
                         1:30pm: Closed Session, 3:00pm: Regular Meeting
                         *Date moved to 3rd Wednesday due to Thanksgiving holiday

DECEMBER 11, 2013
Wednesday, December 11   Regular Annual Organizing Board Meeting, MPC, Monterey
                         1:30pm: Closed Session, 3:00pm: Annual Organizing Meeting
                         and Swearing-In Ceremony

Events added from previous Calendar are highlighted in bold; updated March 17, 2013.