

Rec'd 6/18/13



The Panetta Institute for Public Policy

June 14, 2013

Dr. Walter Tribley  
Superintendent/President  
Monterey Peninsula College  
980 Fremont Street  
Monterey, California 93940

Dear Walt:

Thank you for agreeing to participate as a guest panelist at the thirteenth annual *Leadership Seminar* scheduled for June 16 through June 23, 2013 at the Panetta Institute for Public Policy. Your audience will consist of the student body presidents and other elected student body officers from throughout the California State University system, Dominican University of California, Saint Mary's College of California and Santa Clara University. The three-fold purpose of this seminar is to teach young men and women about leadership principles, strategies and practices; to send them back to their campuses and communities as more effective leaders; and to encourage them to pursue lives of public service.

A blue-ribbon panel of public officials and academics met in the year 2000 to develop this course, *Education for Leadership in Public Service*, now called the *Leadership Seminar*. Panel members included: Robert Putnam, Harvard; the late John Gardner, formerly of Stanford; Henry Cisneros, former secretary, U.S. Department of Housing and Urban Development; Alice Rivlin, former vice chair, Federal Reserve Board of Governors; Barbara Kennelly, former counselor, Social Security Administration; Mark Mellman, president, Mellman Group; Alan K. Simpson, former U.S. Senator; and Bruce Sievers, former executive director, Walter & Elise Haas Foundation.

In a nation dedicated to government of, by and for the people, all Americans have a stake in encouraging public-spirited deliberation and consensual decision-making on the great political questions of our time. Achieving and maintaining a democracy is a continual challenge. People at all levels of society have to believe in it and work toward it. During the fourteenth annual Panetta Institute *Leadership Seminar*, we want to identify and discuss present-day challenges with the students, prepare them for leadership roles, and encourage them to pursue lives of public service.

Some of the questions you might consider on this panel are: coping strategies when coming into a new and difficult position; how you lead administrators, faculty, staff and students during this period of tremendous educational cutbacks to funding for education; and how you move forward to fulfill the vision and mission of your institution at a time of fiscal uncertainty. In addition, if time allows, other challenges that might be discussed are: creating a community feeling among faculty, staff and students, and maintaining a good relationship between "town and gown." Finally, you might want to consider how

issues of diversity are properly addressed; how your college stays abreast of the new technology; and how you keep a balance between research and instruction.

You will be speaking with John Hendrickson, Superintendent/President of Cabrillo College. Your scheduled time and topic for meeting with students are listed below.

- Topic: Leadership in California's higher education system
- Date: Wednesday, June 19, 2013
- Time: 10:45 a.m. to 12:00 noon
- Place: Panetta Institute, Building 86E

If you have any audio-visual and/or photocopy requirements, let us know immediately. When you arrive at the Panetta Institute, please sign in at the front desk and our staff will place a parking permit on your car. Directions to the Panetta Institute are enclosed.

Again, thank you for your commitment to join us in this important annual seminar.

Sincerely,



Sylvia M. Panetta  
Co-Chair and CEO

SMP:rk  
Enclosure

1 2 3

7 8 9 10

## FIRST MONDAY

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR BRICE W. HARRIS

## Memorandum

**DATE:** July 1, 2013  
**TO:** California Community College CEOs  
**FROM:** Brice W. Harris, State Chancellor  
**SUBJECT:** First Monday – July 2013

---

Colleagues,

The following are items of interest and importance for our system, and are provided for your information. If you have comments or concerns on any of these items feel free to email me at [bharris@cccco.edu](mailto:bharris@cccco.edu) or telephone me at 916-322-4005.

1. **Statewide Student Success Goals:** You may recall that recently Governor Brown released the “Governor’s Higher Education Plan” which includes a framework for goal-setting, primarily targeting the UC and CSU systems. It also stated that California Community Colleges will have “corresponding performance measures” developed later and introduced in the Governor’s 2014-2015 Budget. Although this sounds as if we will have a year to work on these goals, in fact they must be completed in time to impact the Governor’s January Budget. This means that, working with the Governor’s Office, we must have this process completed in early November 2013. Toward that end, we will introduce some very preliminary goals to the Board of Governors at its meeting next week, and then take two months working through the Consultation Council and with the Governor’s Office to finalize a formal recommendation for consideration by the Board at its September meeting. The tentative goals we are formulating will be similar in structure to the ones the Governor laid out for UC and CSU. However, for community colleges we will consider indicators that are more appropriate for our students and colleges than those set out for the University systems. Having the Governor’s Office postpone the definition of specific community college measures is a credit to all of you who are working so hard on our student success initiative. It is clear that the Governor appreciates and values the work we are undertaking and is willing to work with us to set realistic and appropriate goals.
2. **State Budget:** There is no need to rehash the details of the final budget agreement reached recently in the Legislature. What is worth emphasizing however, is the support the Administration, Assembly and Senate demonstrated for our colleges in the final budget. Our top three priorities of restoring access, student success and help for your operational budgets were in evidence in all the proposals and in the final budget. It was also heartening to see Legislative support for restoration of a portion of the cuts to DSPS, EOPS and CalWORKS. The policy-related issues of adult education and online education as well as the Proposition 39 allocation and the deferred maintenance investment, were also very positive additions to our system. We



were slightly disappointed in the ultimate Prop 98 split, but are working hard to prepare for what we hope will be some additional money in the 2013-14 budget year if the current state revenue collections continue. I want to personally thank all of you and all of our allied organizations that spoke with one voice in the Legislature. It is clear our voice was heard loud and clear.

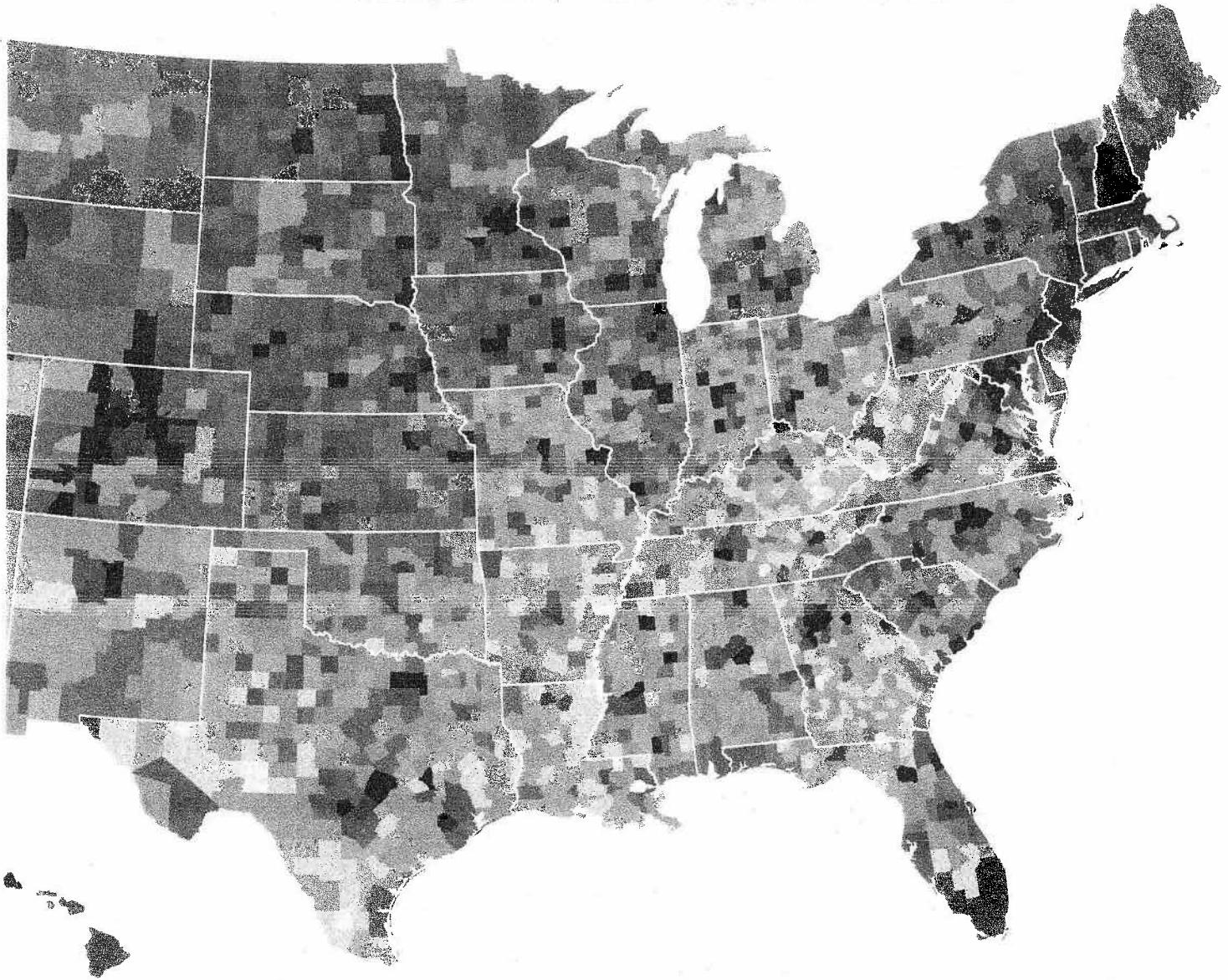
3. **Salary Surfer Successfully Debuted:** By now you have probably seen some of the excellent media we received last week when we rolled out our new *Salary Surfer* tool. As I mentioned last month, the new system is an online method for the public to review the salaries of students two years before they complete a given program, degree or certificate, and compare that wage with two and five years after they complete their work. The reaction to the new tool has been very positive and again underscores the tremendous work being done at all our colleges and the corresponding value to our students and the public of their investment in California community colleges. If you have not yet visited the site I encourage you to go to our website – [www.cccco.edu](http://www.cccco.edu) and click on the Salary Surfer logo on the home page.
4. **Registered Apprenticeships Opportunities for Military Veterans:** The US Department of Defense and the Department of Labor cohosted a meeting at the Pentagon in Washington D.C. for the National Advisory Committee on Apprenticeship. The meeting topic was “increasing access to opportunities in registered apprenticeships for military veterans.” According to Vice Chancellor Van Ton-Quinlivan, who attended on behalf of our office, it was clear from the military presentations that they have been undergoing a multitude of steps to better equip existing personnel for civilian employment. Specifically, the Department of Defense pointed to a revision in Title 10 which now authorizes our service men and women who are within 180 days of exit from the military, to be enrolled in a registered apprenticeship program while still enlisted. This change is yet another example of ways in which the military is attempting to ease the pathway back to civilian life for our veterans, and underscores the role our colleges play in that important transition. For more information on this program feel free to call Vice Chancellor Ton-Quinlivan at 916-327-5492.
5. **Lumina Report on College Attainment:** Within the past two weeks, the Lumina Foundation released their annual report which includes good background information for your continued work on behalf of student success. I have enclosed for your information, the national summary and the California data only (the full report is more than 200 pages in length). The update nationally, as well as for California, shows very slow but positive progress. Throughout the country, the percentage of adults with a college degree has risen from 38.3 percent in 2010 to 38.7 percent in 2011. California’s numbers are virtually flat, and Lumina projects that unless something happens soon, the best we can hope to reach is 43 percent by 2025, far below Lumina’s goal of 60 percent by that time. Our work in improving student success will certainly be important for California, and frankly, we can’t afford to miss the mark.
6. **Georgetown Study Finds Lots of Jobs, But A Worker Shortage:** Last week another study released by the Georgetown University Public Policy Institute suggests that without major changes to postsecondary education, our economy will fall dramatically short of educated workers. The report suggests that although 55 million new job openings will be available between now and 2020, five million of those may go wanting for lack of an educated workforce. The study also finds that seven million of the jobs will require an associate’s degree, five million will require a certificate, and ten million will require some college credit. Obviously our colleges will be the primary place future employees will go to seek the appropriate level of training for these new jobs. The high-demand areas cited in the report, including healthcare, information technology and government, are nothing new to our colleges, where eighty percent of the jobs will require education beyond high school. I have enclosed some of the most pertinent charts for your information. The full report can be found at the following website:  
<http://cew.georgetown.edu/recovery2020>.

-end-



# A STRONGER NATION *through* HIGHER EDUCATION

Visit [www.futurefoundations.org](http://www.futurefoundations.org) for more information on college completion.



An annual report from Future Foundations

# Steady progress in increasing college attainment — but much more to do

This is the fourth year that Lumina Foundation has released a report on progress toward the goal that 60 percent of Americans obtain a high-quality postsecondary degree or credential by 2025 — an objective we call Goal 2025. In these now-annual reports, we set the metric for measuring progress as the **higher education attainment rate** — the percentage of the nation's adult, working-age population holding a two- or four-year college degree.

This year, we report data for 2011 — the most recent year for which data are available. In 2011, the percentage of Americans between the ages of 25 and 64 with a two- or four-year college degree was 38.7 percent. This is an increase from last year's report; in 2010, the attainment rate was 38.3 percent. Overall, the U.S. attainment rate has been increasing slowly but steadily; in 2008, it was 37.9 percent, and in 2009 it was 38.1 percent.

The higher education attainment rate of young adults (ages 25-34) is a good leading indicator of where higher education attainment rates are headed. In 2011, the rate was 40.1 percent — almost one-and-a-half percentage points higher than that among all adults, and two-and-a-half percentage points higher than in 2008.

Lumina's attainment goal has always included high-value postsecondary certificates, but data on the number of adults holding certificates is not readily available.<sup>1</sup> This year, however, the first solid estimates of the number of high-value postsecondary certificates have been produced. They suggest that an additional 5 percent of the U.S. adult population between the ages of 25 and 64 hold a postsecondary certificate with significant economic value.<sup>2</sup>

The recent increase in attainment rates — especially among young adults — is a step in the right direction, but we must increase attainment much more to reach Goal 2025.

## Attainment and the economy

Nationally, the rationale for increasing higher education attainment has become more widely understood, and most now agree that, as a nation, we desperately need more citizens with postsecondary credentials. Much of this awareness is driven by the realization that 65 percent of U.S. jobs — almost two-thirds — will require some form of postsecondary education by 2020.<sup>3</sup>

For individual Americans, the consequences of not completing postsecondary education are increasingly dire. For many years, the main reason many people went to college was to gain access to better-paying jobs that allowed them to earn more throughout their lives. But earnings potential is no longer the only driver. In this economy, without postsecondary skills, you may not even *have* a job.

The Great Recession made this relationship painfully clear. Between the beginning of the recession in December 2007 and its official end in January 2010, the economy lost 5.6 million jobs for Americans with a high school education or less. Jobs requiring an associate degree or some college declined by 1.75 million, while the number of jobs for Americans with a bachelor's degree or above actually grew by 187,000. That's right — the growth in jobs for bachelor's degree holders slowed during the recession but never actually declined, and the economy continued to create jobs for them throughout the recession.

Since the end of the recession, jobs requiring an associate degree or some college have grown by 1.6 million and almost recovered to pre-recession levels. Jobs for bachelor's degree holders actually have *accelerated* their growth — adding 2 million new jobs during the recovery. In contrast, the recovery never came to those whose highest level of education is a high school diploma or below. Since January 2010, the economy has



Levels of education for United States residents, ages 25-64

● Less than ninth grade	7,893,452	4.78%
● Ninth to 12th grade, no diploma	12,382,210	7.50%
● High school graduate (including equivalency)	44,544,848	26.98%
● Some college, no degree	36,332,126	22.01%
● Associate degree	14,172,352	8.58%
● Bachelor's degree	31,857,975	19.30%
● Graduate or professional degree	17,903,581	10.84%



lost an additional 230,000 jobs for people with no more than a high school education.<sup>4</sup>

In spite of these numbers, some try to make the case that the value of college degrees is diminishing, citing the unemployment rates of recent college graduates as evidence. But even a cursory look at the actual data shows how spurious these arguments are. As is now well-known, the overall employment rates are much higher for college graduates. And that is certainly true among recent graduates. In 2010, at the peak of U.S. unemployment rates, around 88 percent of 23- and 24-year-old college graduates were employed. No one is saying that the job market for college graduates is easy, but the situation for those with less education is far worse. For high school graduates in the same age group, the rate of employment was only 65 percent; for high school dropouts it was a crushing 42 percent.<sup>5</sup>

Some suggest that many college graduates are underemployed in jobs that don't require postsecondary credentials. Again, the facts speak otherwise. The wage premium — the gap between what employers are willing to pay for graduates vs. those who don't have a postsecondary credential — is actually growing, and has continued to grow throughout the recession and its aftermath. Employers need more college graduates, and they are paying an increasing premium to get them.

Perhaps the clearest evidence of the need to increase higher education attainment comes from the fact that employers cannot find people with the skills they need to fill all of their current job openings, much less those that will be created in the future. In a recent survey, a third of employers cited "lack of technical competencies/hard skills" as their main difficulty in filling jobs — up from just 22 percent in 2011.<sup>6</sup> For example, in the manufacturing sector, where advanced manufacturing techniques are dramatically increasing the demand for postsecondary skills, fully two-thirds of manufacturers reported "moderate to severe" shortages of qualified workers in 2011.<sup>7</sup> The same issue is a growing problem in the healthcare industry.

This year the first solid estimates of the number of high-value postsecondary certificates have been produced. They suggest that an additional 5 percent of the U.S. adult population between the ages of 25 and 64 hold a postsecondary certificate with significant economic value.

What happens when employers can't find people with the skills and credentials they need? The answer is that the economy as a whole suffers. Available evidence suggests that our nation's inability to match jobs to people with the right skills is a major factor in explaining why employment rates have not improved as quickly as they should have in the economic recovery.<sup>8</sup>

### Attainment and our society

Increasing the number of college graduates will not only bolster our economy, it will also strengthen our democracy and communities throughout the nation. These social and cultural reasons for increasing educational attainment are, at times, undervalued. There is a wealth of evidence that increased attainment improves health, lowers crime rates, and yields citizens who are both globally aware and participate more in civic and democratic processes such as voting and volunteering. All of these factors have enormous implications for our democracy.<sup>9</sup>

While the evidence about the social benefits of increasing higher education attainment is as clear as ever, there is a new urgency about it in today's environment. Many factors are contributing to the need to increase attainment, including the increasing complexity of society, the growing role that information and information technology play in people's lives, and the fact that people from different countries and cultures live and work together more than ever. The U.S. — like the rest of the world — is becoming a *knowledge society*, not just a knowledge economy. The essential skills for success in today's economy are critical thinking skills — abstract reasoning, problem solving, communication and teamwork. These are precisely the skills that are needed to build strong communities and societies wherever one lives.

Unfortunately, it is a long-standing reality that educational success is very uneven. In particular, low-income and first-generation students, racial and ethnic minorities, immigrants and adults have traditionally been underrepresented among college students and graduates. As a result, these Americans

<sup>1</sup> All forms of high-quality postsecondary credentials, including degrees and certificates, have value and should count. Often, we refer to all of these credentials as "degrees" and the public and private institutions and other organizations that produce them as "college." Likewise, the distinction between "postsecondary education" and "higher education" is of little value, especially if used to suggest a hierarchy of institutions and programs. We use the terms interchangeably.

<sup>2</sup> *Certificates: Gateway to Gainful Employment and College Degrees*. Georgetown University Center on Education and the Workforce, 2012. The study estimates the number of Americans who hold a postsecondary certificate with "clear and demonstrable economic value" as their highest credential.

<sup>3</sup> *A Decade Behind*. Georgetown University Center on Education and the Workforce, 2012.

<sup>4</sup> Georgetown University Center on Education and the Workforce, 2012.

<sup>5</sup> Hamilton Project at the Brookings Institution, 2011.

<sup>6</sup> 2012 Talent Shortage Survey Research Results, Manpower Group.

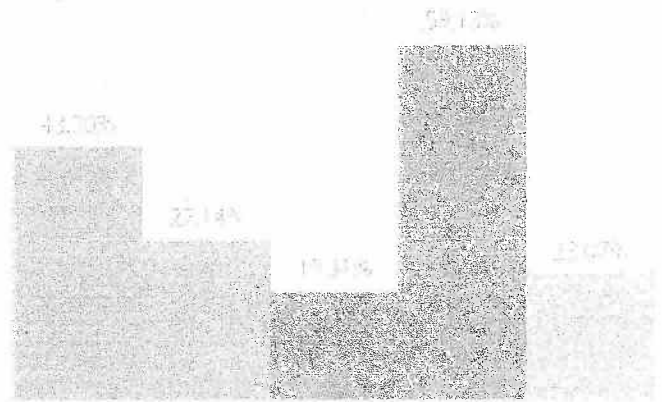
<sup>7</sup> *Boiling point? The skills gap in U.S. manufacturing*. Deloitte and the Manufacturing Institute, 2011.

<sup>8</sup> Federal Reserve Bank of Atlanta (<http://macroblog.typepad.com/macroblog/2010/07/a-curious-unemployment-picture-gets-more-curious.html>), 2011.

<sup>9</sup> In the 2008 elections, among adults between the ages of 25 and 44, there was a stunning 32 percentage point gap between the voting rates of four-year college graduates and high school graduates. College Board, *Education Pays*, 2011.

## Degree-attainment rates among United States adults (ages 25-64), by population group

White	43.30%
Black	27.14%
Hispanic	19.31%
Asian	59.13%
Native American	23.07%



are bearing a disproportionate share of the increasingly severe consequences of not completing postsecondary education. Since increasing higher education attainment is critical to a strong economy and a strong society, the fact that educational success is denied to so many in our nation can fairly and accurately be described as a crisis.

Since the first *Stronger Nation* report, Lumina has tracked and reported higher education attainment by race and ethnicity. These data paint an alarming and underappreciated picture. Unless significant progress is made to close gaps in attainment, we cannot reach the 60 percent goal and will not reap the resulting benefits. A closer look at 25- to 29-year-old Americans tells the story. Their overall higher education attainment rate was 37.8 percent in 2009. However, the rates vary significantly by race and ethnicity. The highest attainment rate in this young adult population is for Asians, at 65.6 percent, followed by non-Hispanic whites at 44.9 percent. The attainment rate for African-Americans is 24.7 percent, for Hispanics it is 17.9 percent, and for American Indians it is 16.9 percent.<sup>10</sup>

As worrisome as these attainment rate differentials are, there is an even more troubling trend in the data. Attainment rates for both Asians and whites between the ages of 25 and 29 are significantly higher than for the 30-and-above population, but the same is not true for African-Americans, Hispanics and American Indians. Attainment rates for young adult African-Americans are actually slightly less than for older African-Americans (24.7 percent vs. 25.0 percent), and for

young American Indian adults they are substantially lower (16.9 percent vs. 21.6 percent).

These gaps in higher education attainment are complicated by growing gaps in attainment between women and men. In 2011, 45 percent of women between the ages of 25 and 64 held a two- or four-year college degree, compared to 40 percent of men. Among young adults between the ages of 25 and 29, the gap is twice as wide — 47 percent of women compared to 37 percent of men.<sup>11</sup> The attainment rate for African-American men aged 25 to 34 (28 percent) was lower than that for African-

American women (32 percent) in 2009, as it was for Hispanic men (16 percent) compared to Hispanic women (24 percent).<sup>12</sup> When coupled with the loss of middle-skill jobs in occupations traditionally held by men, closing gender gaps in higher education attainment is increasingly urgent.<sup>13</sup>

A similar pattern emerges when examining the data on educational attainment for first-generation

students — those whose parents did not attend or complete college. These students are less likely to attend college and are more likely to drop out prior to completion, in part due to their choices regarding courses, attending part-time, and other academic factors that have been shown to influence degree completion.<sup>14</sup> Since first-generation students are an increasing proportion of the pool of potential students, increasing their success rates is essential to increasing higher education attainment.<sup>15</sup>

The attainment patterns for immigrants and low-income Americans tell the same story. Fifty-four percent of immigrants

Unless significant progress is made to close gaps in attainment, we cannot reach the 60 percent goal and will not reap the resulting benefits.

<sup>10</sup> Minorities in Higher Education, American Council on Education, 2011

<sup>11</sup> U.S. Census Bureau, Current Population Survey (CPS), March 2011. Attainment rates reported by the CPS are generally slightly higher than those derived from the American Community Survey (ACS), as used in Lumina's *Stronger Nation* reports.

<sup>12</sup> *The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress*. Lee and Ransom, The College Board, 2011.

<sup>13</sup> *The Polarization of Job Opportunities in the U.S. Labor Market: Implications for Employment and Earnings*. Autor, David, Community Investments, Volume 23, Issue 2, Fall 2011

<sup>14</sup> *First-Generation Students in Postsecondary Education: A Look at their College Transcripts*, Xianglei Chen, National Center for Educational Statistics, 2005.

<sup>15</sup> Ibid.

between the ages of 25 and 34 have completed high school or less as their highest level of education, compared to 36 percent of young adults whose parents were both born in the U.S.<sup>16</sup> Helping these immigrant Americans to complete postsecondary education would greatly facilitate their full participation in the economy and society, to the benefit of all.

In 2008, 55 percent of high school graduates from the lowest income quintile enrolled in college directly from high school, compared to 80 percent of those from the top quintile.<sup>17</sup> Low-income students are more likely to attend institutions with lower graduation rates and to attend part-time.<sup>18</sup> As a result of these and other factors, four of five 24-year-olds in the upper income quartile hold four-year college degrees; this compares to only one of 10 in the lowest income quartile.<sup>19</sup>

Because people who complete postsecondary education earn more throughout their lives, these gaps in attainment increase income inequality. As in most advanced economies around the world, unequal success rates in postsecondary education are a major contributor to income inequality.<sup>20</sup>

Put bluntly, this is an intolerable situation. We are all diminished as Americans by an education system that effectively rations postsecondary opportunity based on people's skin color, income or family status. Not only will the nation fall short of the attainment levels it needs unless these gaps are closed, the fact that the gaps exist must be rejected on moral

grounds, given the increasingly severe consequences of not obtaining a postsecondary credential. America's democracy and its economy are ill-served by a system that fails to tap all of our talent. At Lumina, we will redouble our efforts to close these gaps through our work, and we call upon all of our partners and stakeholders to do the same.

### A national imperative

Throughout the nation, there is a much broader and deeper understanding of the need to increase postsecondary attainment. In recent years, some version of Goal 2025 has been adopted by or has become a major influence on the federal government, a majority of states, national higher education associations, many individual colleges and universities, and communities throughout the U.S. — including several large metropolitan regions.

We know we cannot reach the goal solely through our own efforts. Reaching Goal 2025 depends on the mobilization of thousands of educators (including faculty and administrators), elected officials, community leaders, business leaders, and other citizens — all of whom must understand the need to increase attainment and be willing to act to make it happen. It is our sincere hope that *Stronger Nation* and the data it presents will help guide and support those efforts to increase attainment throughout the nation.

<sup>16</sup> U.S. Census Bureau, Current Population Survey, 2009.

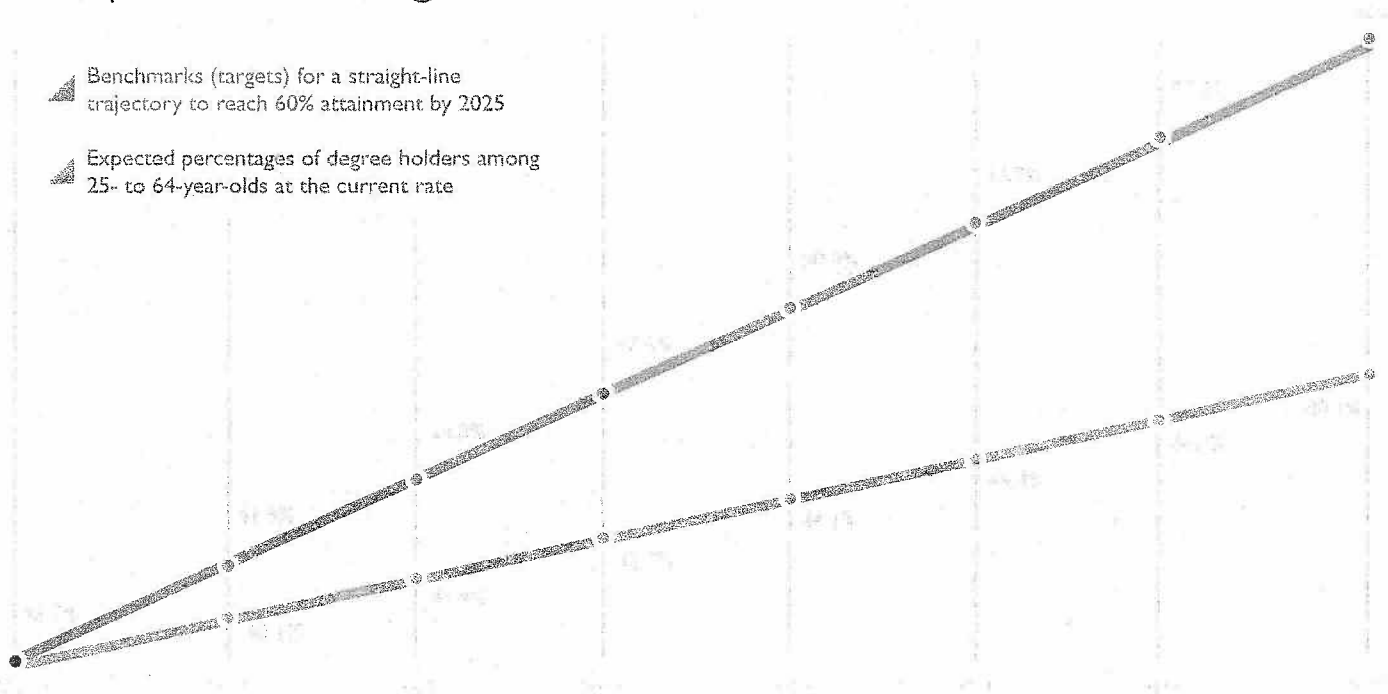
<sup>17</sup> National Center for Education Statistics, 2010.

<sup>18</sup> *Education Pays 2010*, The College Board.

<sup>19</sup> Postsecondary Education Opportunity, Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2008.

<sup>20</sup> *The Race between Education and Technology*, Claudia Goldin and Lawrence F. Katz, 2008.

## The path to 60% degree attainment in the United States





# Measuring progress toward Goal 2025: Lumina's metrics

Lumina believes the first step in reaching Goal 2025 is for individuals and groups to commit to a specific and challenging goal to increase higher education attainment. We also believe data and metrics are essential to measure progress, to keep people engaged and on track, and to modify and refine approaches. This commitment to evidence-based decisions and action is reflected in our Strategic Plan, which is meant to guide Lumina's work through 2016.

Clearly, the gains we expect to make during the plan's relatively brief period won't amount to full achievement of Goal 2025. Still, significant progress must be made in those years, and that progress must be measurable. For this reason, Lumina has identified a set of metrics — 10 contributing goals or aims, 10 quantifiable targets, if you will — that we expect to hit by 2016. We're convinced that, by hitting these interim targets, we'll stay on track to achieve Goal 2025.

Those 10 metrics — all targets for achievement by 2016 — are:

1. Increase the percentage of Americans who believe increasing higher education attainment is necessary to the nation to 55 percent.
2. Increase the percentage of students who pursue postsecondary education directly from high school to 67.8 percent.
3. Increase the first-time participation rates of older adults to 1.3 percent.
4. Increase higher education enrollment among Hispanic students to 3.3 million.
5. Increase higher education enrollment among African-American students to 3.25 million.
6. Increase total higher education enrollment by 4 million students to 22 million.
7. Reduce by 800,000 the number of working-age adults (25-64 years old) with some college and no degree.
8. Increase the overall higher education completion rate (first-time/full-time, within 6 years) to 60 percent.
9. Increase the higher education completion rate to 48 percent for adult learners (ages 25-64).
10. Increase the number of associate and bachelor's degrees awarded annually to 3 million.

The first step in reaching Goal 2025 is for individuals and groups to commit to a specific and challenging goal to increase higher education attainment. Data and metrics are also essential to measure progress, keep people engaged and on track, and to modify and refine approaches.

The illustration on the following page shows how we will gauge our performance against those metrics. For each target, we use 2012 as the baseline year, and we've also established an interim target for 2014. Finally, to better understand trends, we offer, when possible, a measure of past performance (2009) on each metric.

In addition to the performance-measurement efforts described here, we also plan to develop several new indicators between now and 2016. Those new indicators include:

- A data-collection source for developmental education (academic preparedness) to measure the increase in the percentage of students who are academically prepared to enter postsecondary education. The proposed target is to increase the number of students not requiring developmental education by 20 percent.
- A standardized way to collect data on prior learning assessment. The proposed target is to increase the number of students receiving credit based on assessment of prior learning to 40 percent (from a current rate of 24 percent, based on a 2010 study by the Council for Adult and Experiential Learning [CAEL]).
- A data-collection source for "transparent pathways" based on the adoption of Lumina-developed approaches. The proposed target is that 10.3 million postsecondary certificate holders gain transparent pathways to associate and baccalaureate degrees.
- A method to count and capture high-quality certificates. The proposed target is 8 percent in 2025.

We strive to use all of our metrics to accurately gauge and improve our own work. We also are seeing an increased interest in and use of metrics among our grantees, our partner organizations and throughout the field. We believe it is important and necessary to improve metrics and data use throughout postsecondary education, and we will continue to support such efforts.

# Ten targets the nation must hit by 2016

## 55%

55% of Americans believe increasing college attainment is necessary to the nation.

Data source: Pew Research Center

2012 baseline — 43%  
2014 target — 48%

## 22 million

In total, 22 million students are enrolled in college.

Data source: NCEI

2009 — 17.6 million  
2012 baseline — 18.1 million  
2014 target — 20 million

## 67.8%

67.8% of students pursue postsecondary education directly from high school.

Data source: National Center for Education Statistics (NCEES)

2009 — 63.3%  
2012 baseline — 62.5%  
2014 target — 66.2%

## 800,000 fewer

800,000 fewer working-age adults (ages 25-64) have some college but no degree.

Data source: US Census Bureau, American Community Survey

2009 — 36.1 million  
2012 baseline — 36.3 million  
2014 target — 36 million

## 1.3%

1.3% of older adults are first-time participants in higher education.

Data source: NCEES, American Community Survey

2009 — 0.9%  
2012 baseline — 1.1%  
2014 target — 1.2%

## 60%

60% of first-time, full-time students complete college within six years.

Data source: Tracking Student Outcomes

2012 baseline — 54%  
2014 target — 56%

## 3.3 million

3.3 million Hispanic students are enrolled in college.

Data source: NCEES

2009 — 2.4 million  
2012 baseline — 2.5 million  
2014 target — 2.9 million

## 48%

48% of adult learners (ages 25-64) complete higher education.

Data source: National Student Clearinghouse

2012 baseline — 42%  
2014 target — 45%

## 3.25 million

3.25 million African-American students are enrolled.

Data source: NCEES

2009 — 2.6 million  
2012 baseline — 2.7 million  
2014 target — 3 million

## 3 million

3 million associate and bachelor's degrees are awarded annually.

Data source: NCEES

2009 — 2.4 million  
2012 baseline — 2.5 million  
2014 target — 2.7 million

# California



In California, 38.9 percent of the state's 20 million working-age adults (25-64 years old) hold a two- or four-year college degree, according to 2011 Census data. California's attainment rate is essentially flat; last year, the rate was 38.8 percent. Also, California's rate of higher education attainment is on par with the national average. This year, the percentage of Americans between age 25 and 64 who hold a two- or four-year degree is 38.7 percent. This rate is rising, but only slowly. In 2010, the rate was 38.3 percent; in 2009, it was 38.1.

There is also reason for concern about the educational trends in California. The best indicator of where attainment rates are heading is the rate among young adults — those between the ages of 25 and 34. In California, 2011 Census data put the attainment rate of these young adults at 38 percent, lower than that of the adult population as a whole. What's more, California's attainment rate among young adults is below the national rate of 40.1 percent.

California clearly has a long way to go. In this state and nationally, college attainment rates must increase rapidly and steadily to reach 60 percent by 2025. If the current rate of degree production continues, 43 percent of California's adult population — 9.5 million people — will hold a college degree in 2025. To reach 60 percent attainment among its projected 2025 population of 22,154,167, California will need to add nearly 3.8 million degrees to that total.

By now, most people understand why increasing attainment is so important — both to themselves and their communities. Experts from the Center on Education and the Workforce at Georgetown University say that, by 2018, 3.3 million of the expected 5.5 million

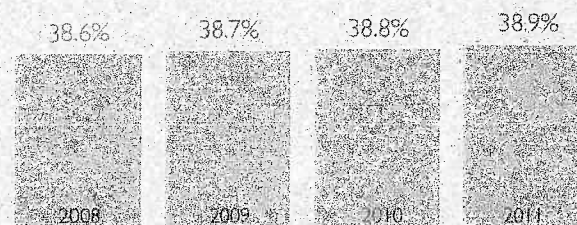
job vacancies in California will require postsecondary credentials. Indeed, 61 percent of all California jobs will require postsecondary education by 2018.

Clearly, the state's economic future depends on producing more college graduates — and an excellent place to begin is with those who have attended college but not earned a credential. In 2011, more than 4.5 million California adults — 22.5 percent of the adult population — had gone to college but lacked either a two- or four-year degree. Encouraging and helping these adults to complete degrees would go a long way toward helping California reach the 60 percent goal.

To increase attainment, states must work systematically to close achievement gaps based on race, income, geography and other factors. As in past years, this report lists an attainment rate for each California county. The data show that increasing attainment is a particular challenge in rural counties, so assuring that all communities have access to high-quality higher education is essential. California must also increase college success among the fast-growing groups that will account for a growing proportion of the state's population, including working adults, low-income and first-generation students, and students of color. Meeting the educational needs of these 21st century students will help build California's economy and ensure a bright future for the state.

## Tracking the trend

Percentage of the state's working-age population (25-64) with at least an associate degree



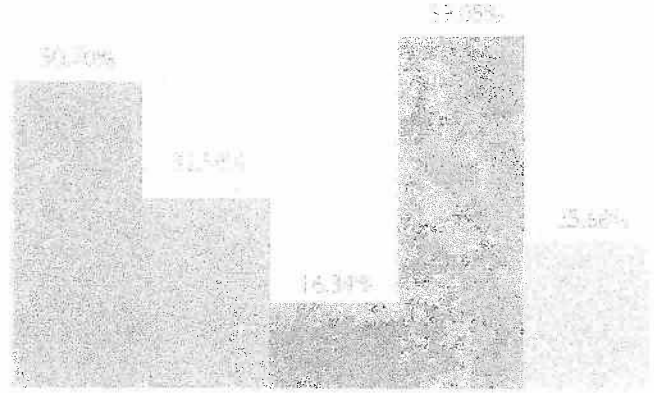
# Levels of education for California adults (ages 25-64)



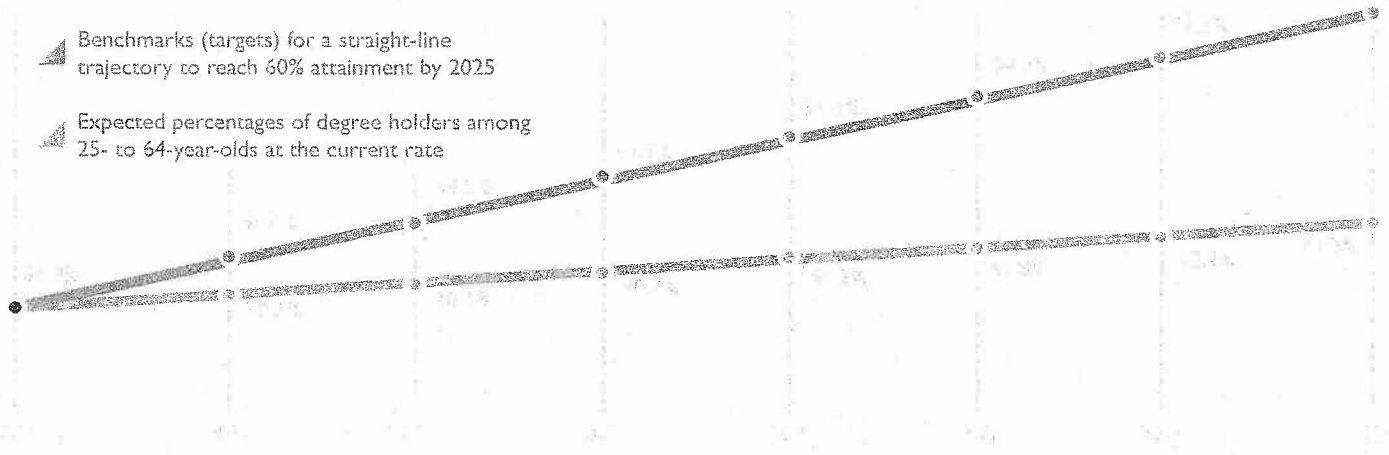
● Less than ninth grade	1,859,961	<b>9.28%</b>
● Ninth to 12th grade, no diploma	1,745,632	<b>8.71%</b>
● High school graduate (including equivalency)	4,130,374	<b>20.60%</b>
● Some college, no degree	4,511,756	<b>22.51%</b>
● Associate degree	1,588,179	<b>7.92%</b>
● Bachelor's degree	4,010,467	<b>20.01%</b>
● Graduate or professional degree	2,199,450	<b>10.97%</b>

# Degree-attainment rates among California adults (ages 25-64), by population group

■ White	<b>50.70%</b>
■ Black	<b>32.58%</b>
■ Hispanic	<b>16.34%</b>
■ Asian	<b>59.05%</b>
■ Native American	<b>25.68%</b>



# The path to 60% degree attainment in California





Percentage of California adults (ages 25-64) with at least an associate degree, by county



Alameda	50.05	Glenn	22.57	Marin	61.48	Placer	48.49	San Mateo	54.26	Sutter	29.84
Alpine	39.14	Humboldt	36.98	Mariposa	30.07	Plumas	32.88	Santa Barbara	39.99	Tahama	21.24
Amador	29.10	Imperial	21.24	Mendocino	31.72	Riverside	28.25	Santa Clara	55.08	Trinity	29.29
Butte	34.70	Inyo	33.26	Merced	19.75	Sacramento	38.15	Santa Cruz	46.91	Tulare	20.91
Calaveras	31.16	Kern	21.49	Modoc	28.08	San Benito	28.27	Shasta	31.55	Tuolumne	26.45
Colusa	22.63	Kings	20.98	Mono	42.39	San Bernardino	27.33	Sierra	27.29	Ventura	40.48
Contra Costa	47.75	Lake	25.83	Monterey	29.47	San Diego	44.15	Siskiyou	33.52	Yolo	48.14
Del Norte	21.98	Lassen	24.29	Napa	40.29	San Francisco	61.42	Solano	35.48	Yuba	22.65
El Dorado	42.12	Los Angeles	37.34	Nevada	43.47	San Joaquin	26.68	Sonoma	40.44		
Fresno	28.06	Madera	21.53	Orange	45.46	San Luis Obispo	40.90	Stanislaus	24.21		



# RECOVERY

JOB GROWTH AND EDUCATION REQUIREMENTS  
THROUGH 2020

EXECUTIVE  
SUMMARY



GEORGETOWN UNIVERSITY



Georgetown Public  
Policy Institute

Center on Education and the Workforce

ANTHONY P. CARNEVALE | NICOLE SMITH | JEFF STROHL

## TABLE OF CONTENTS

1. Notwithstanding failure to resolve the federal government's budgetary challenges, the U.S. economy will grow from 140 million to 165 million jobs by 2020.
2. By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school.
3. There will be 55 million job openings in the economy through 2020: 24 million openings from newly created jobs and 31 million openings due to baby boomer retirements.
4. By educational attainment:
  - 35 percent of the job openings will require at least a bachelor's degree;
  - 30 percent of the job openings will require some college or an associate's degree;
  - 36 percent of the job openings will not require education beyond high school.
5. Job openings in healthcare, community services, and STEM will grow the fastest among occupational clusters.
6. Judgment/decision-making, communications, analysis, and administration will be the four most in-demand competencies in the labor market.
7. The demand for physical skills has continued to decline over time, except for "near vision," which is necessary to read computer screens and other types of documentation.
8. The United States will fall short by 5 million workers with postsecondary education—at the current production rate—by 2020.

# J

ob forecast

## 165 million jobs in the economy by 2020

If Congress can resolve the nation's budgetary challenges, we will finally be on the way to a recovery.

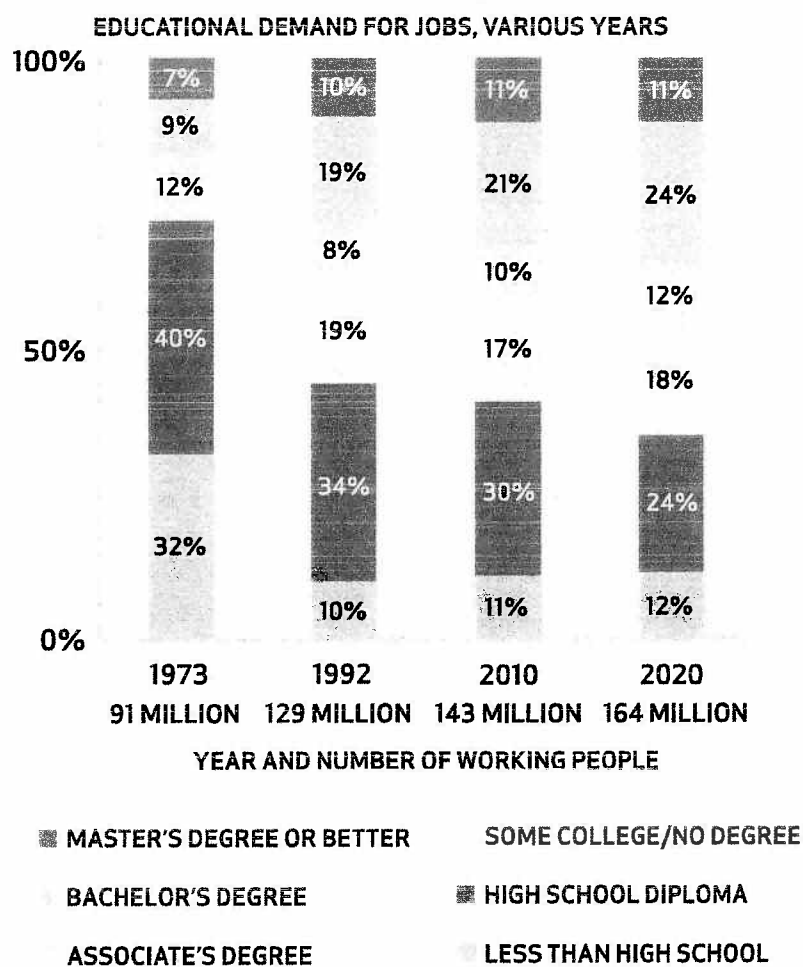
Total employment is expected to increase by almost 24 million over 10 years, from 141 million in 2010 to 165 million by 2020.

---

**A**t the current production rate in higher education, we will fall 5 million short of the workers with postsecondary credentials we will need by 2020.

**B**y 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school.

The United States is more educated than ever: In 1973, workers with postsecondary education held only 28 percent of jobs; by comparison, they held 59 percent of jobs in 2010 and will hold 65 percent of jobs in 2020.

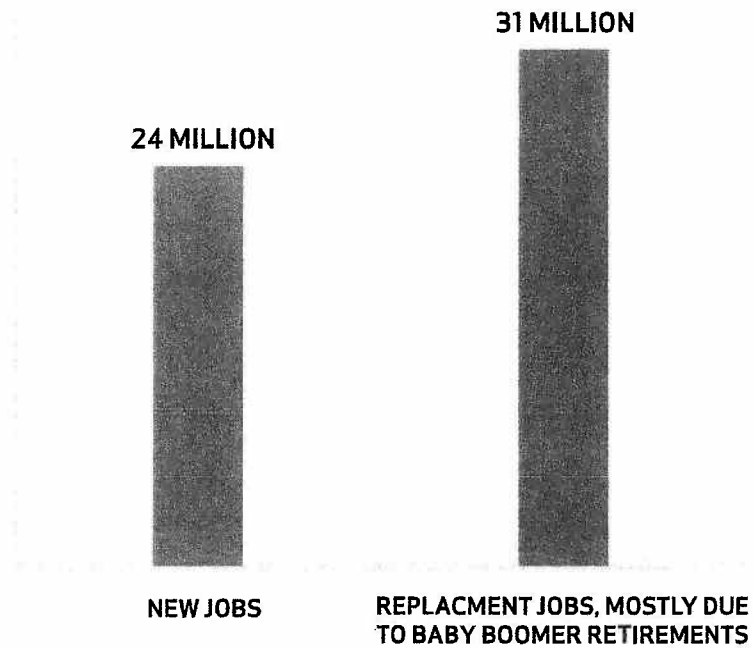


Source: Georgetown Center on Education and the Workforce analysis

Note: Numbers may not sum to 100 percent due to rounding.



**T**here will be 55 million job openings in the economy through 2020.





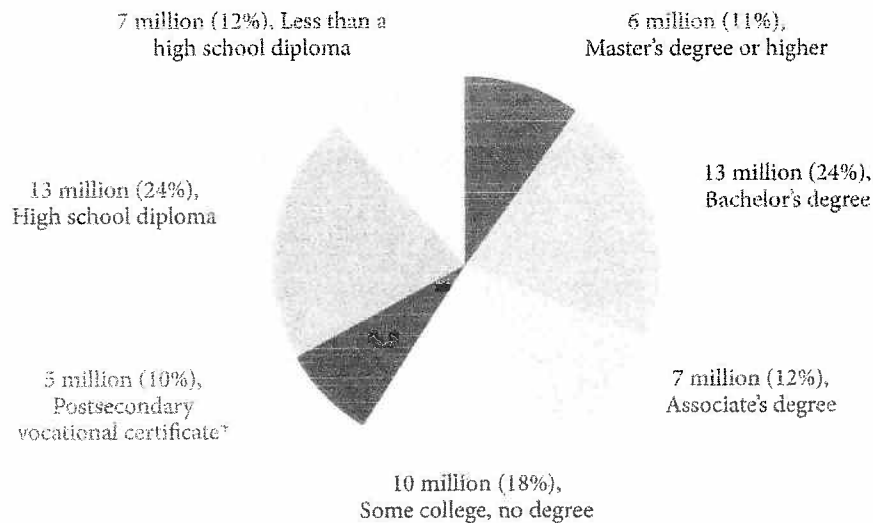
## **B**y educational attainment:

35 percent of job openings will require at least a bachelor's degree;

30 percent of the job openings will require some college or an associate's degree;

36 percent of the job openings will not require education beyond high school.

Of the 55 million job openings between 2010 and 2020:

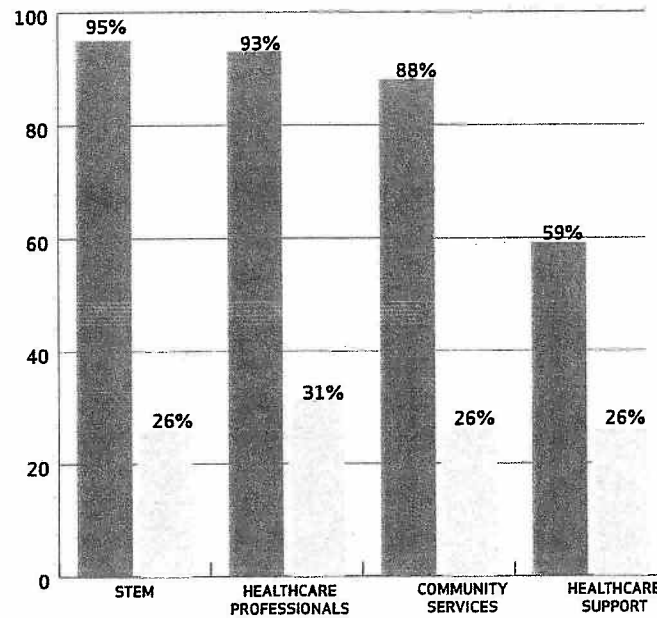


\* Postsecondary vocational certificate holders are often included in the "some college" category and sometimes in the high school diploma category. For this reason, the numbers in the pie chart above total 61 million job openings due to double-counting. Nevertheless, we estimate the number of postsecondary certificates demanded separately. The number of job openings, however, will be 55 million in the economy through 2020.

**T**hree of the fastest-growing occupations —STEM, healthcare professional, and community services — also have the highest demand for postsecondary education and training.

Though healthcare support is also fast growing, it does not require the same amount of training.

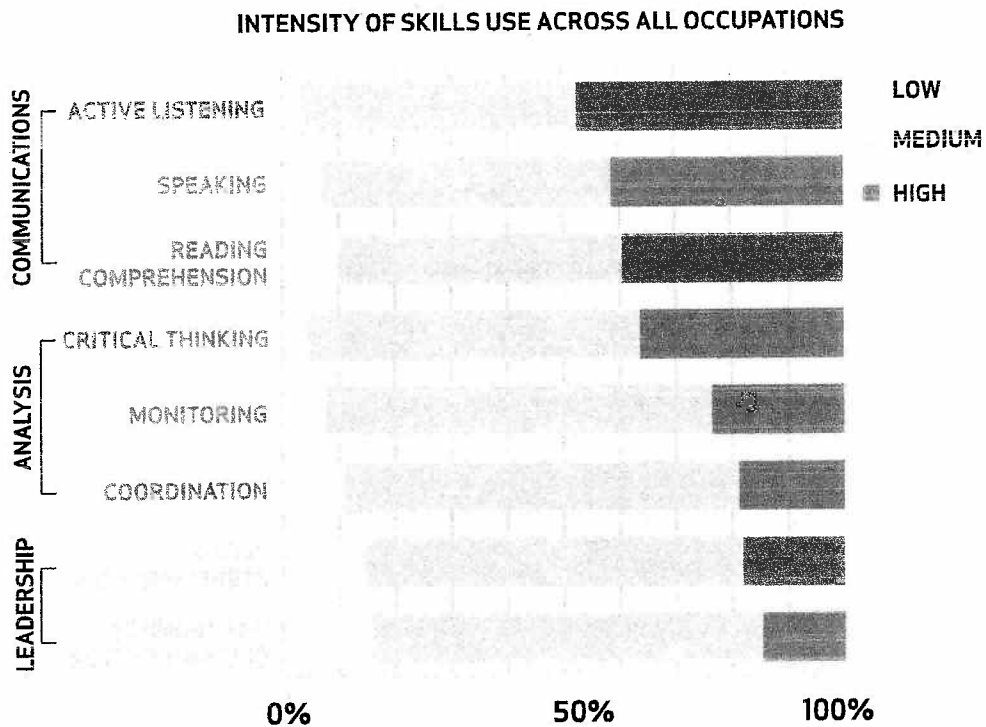
**THE FASTEST GROWING OCCUPATIONS REQUIRE HIGH LEVELS OF POSTSECONDARY EDUCATION**



■ PERCENT OF WORKERS WITH POSTSECONDARY EDUCATION AND TRAINING  
 ■ GROWTH RATE OF OCCUPATIONS (2010-2020)

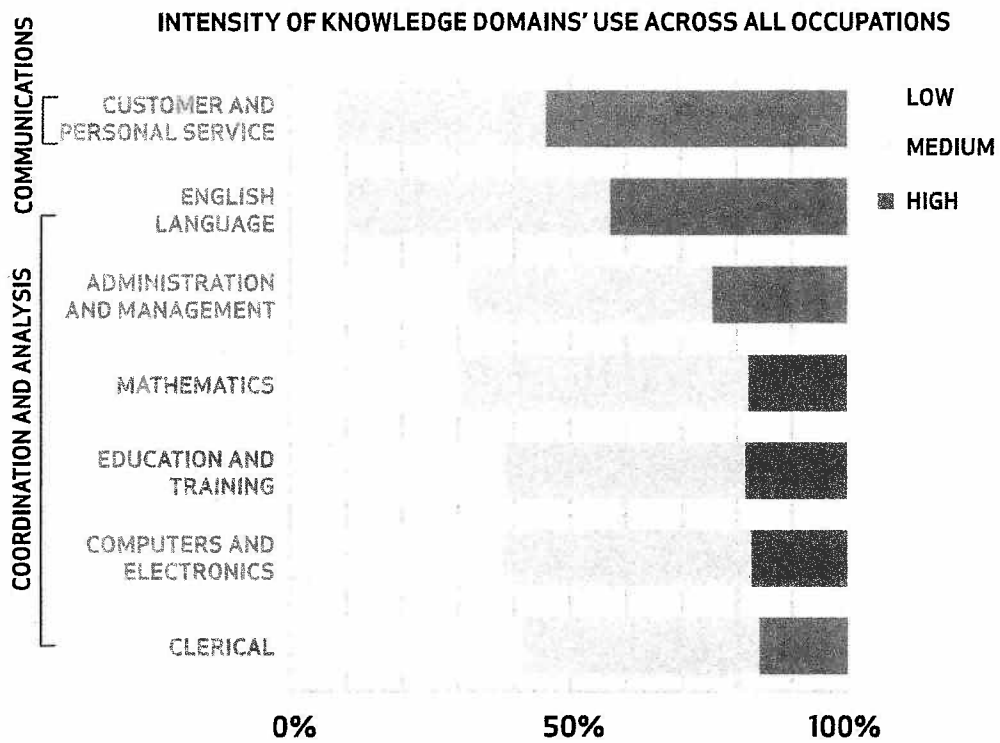
**T**he skills that are most valued in the economy include leadership, communications, and analysis.

Of all occupations, 96 percent require critical thinking and active listening to be either very important or extremely important to success.



**T**he knowledge domains that are most valued in the economy are communications and coordination and analysis.

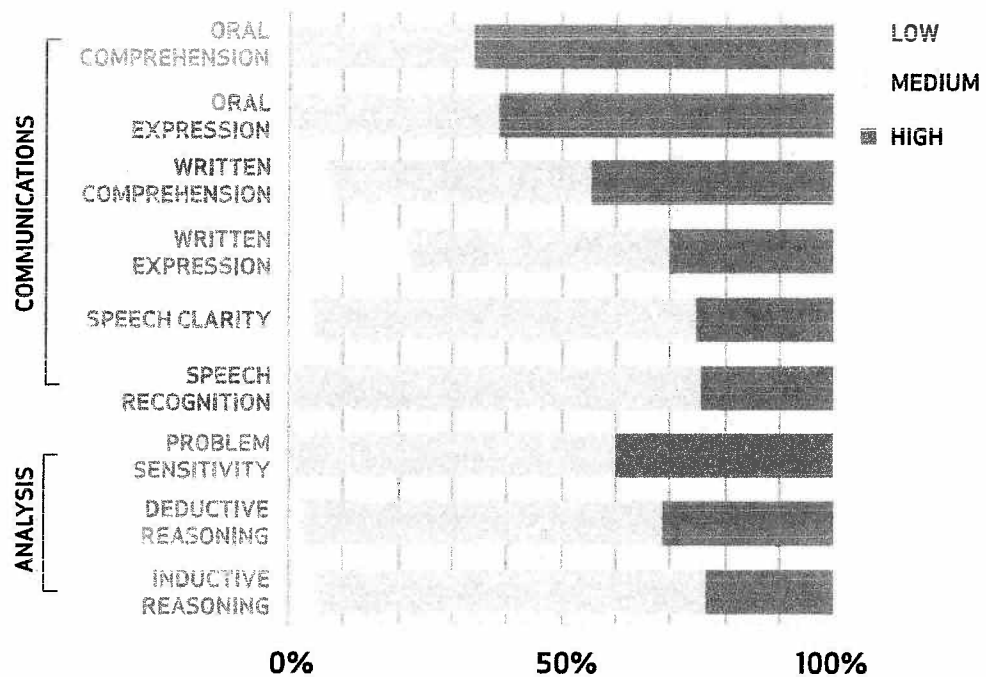
Of all occupations, 70 percent require mathematical knowledge to be either very important or extremely important to success.



**T**he abilities that are most valued in the economy are **communications and analysis.**

Over 60 percent of all occupations require oral comprehension and expression to be either very important or extremely important to success.

**INTENSITY OF ABILITIES' USE ACROSS ALL OCCUPATIONS**

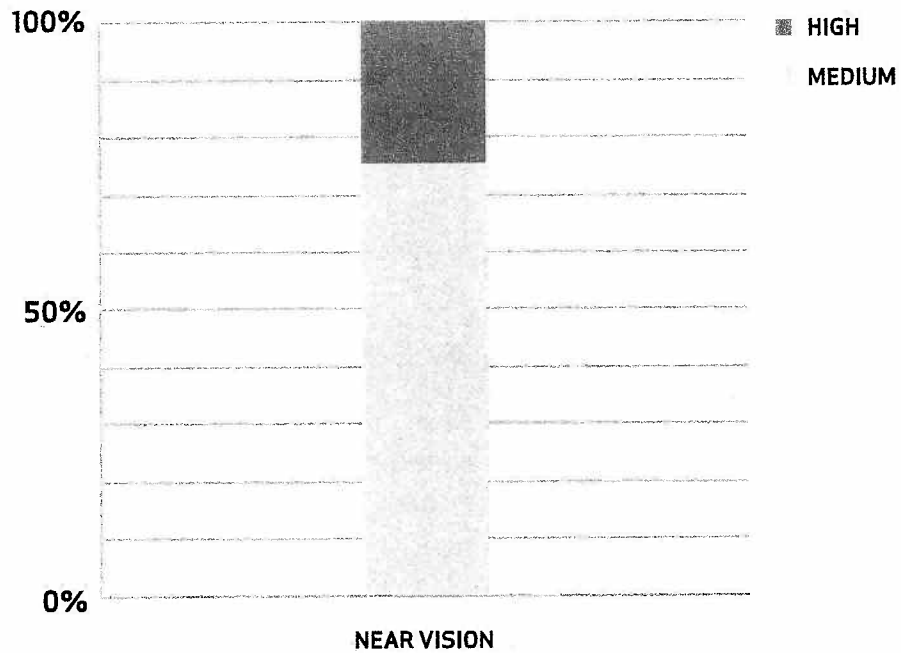




A part from visual ability, which has increased as a result of the proliferation of personal computers, the demand for physical skills in jobs have declined in relevance over time.

Almost all occupations consider near vision to be either very important or extremely important to their jobs.

INTENSITY OF USE OF NEAR VISION ACROSS ALL OCCUPATIONS



## APPENDIX 1

Education distribution of total jobs within occupation, 2020 (in thousands of jobs)

2020	Less than high school	High school diploma	Some college	Associate's degree	Bachelor's degree	Master's degree	Professional degree	PhD	Total	Postsec* Total	Postsec %
Sales & office support	3,050	11,330	10,420	5,790	9,960	1,400	150	40	42,130	27,760	66
Blue collar	7,990	12,390	5,420	2,670	2,000	240	30	10	30,750	10,370	34
Food & personal services	6,590	8,900	5,370	2,810	3,220	410	60	10	27,380	11,890	43
Managerial & professional services	640	2,790	3,440	2,580	10,220	3,700	1,140	240	24,740	21,320	86
Education	100	530	790	660	4,200	3,300	210	340	10,120	9,500	94
Healthcare professional & technical	60	450	880	2,450	2,640	810	980	220	8,490	7,990	94
STEM	70	420	830	930	3,620	1,410	80	240	7,600	7,120	94
Community services	160	590	950	790	3,670	1,590	110	60	7,920	7,170	91
Healthcare support	530	1,380	1,360	800	440	60	30	10	4,610	2,700	58
Social science	0	—	10	10	230	370	50	160	830	830	100
<b>Total</b>	<b>19,170</b>	<b>38,790</b>	<b>29,460</b>	<b>19,480</b>	<b>40,200</b>	<b>13,310</b>	<b>2,840</b>	<b>1,340</b>	<b>164,590</b>	<b>106,630</b>	<b>65</b>
<b>%</b>	<b>12</b>	<b>24</b>	<b>18</b>	<b>12</b>	<b>24</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>100</b>	<b>65</b>	

\*Postsecondary

## APPENDIX 2

Education distribution of total jobs within industry, 2020 (in thousands of jobs)

2020	Less than high school	High school diploma	Some college	Associate's degree	Bachelor's degree	Master's degree	Professional degree	PhD	Total	Postsec* Total	Postsec %
Financial activities	850	5,670	5,850	3,300	11,900	2,320	430	80	30,390	23,870	79
Wholesale & retail trade services	2,280	7,190	4,680	2,180	4,380	620	100	80	21,510	12,040	56
Government & public education	330	3,590	4,520	3,020	6,000	1,900	520	290	20,180	16,250	81
Healthcare & social assistance	880	3,100	2,860	3,050	5,410	3,230	780	510	19,810	15,830	80
Leisure & hospitality	3,020	4,610	3,120	1,540	2,600	390	20	20	15,320	7,690	50
Manufacturing	1,480	3,480	1,720	1,110	1,950	630	50	70	10,490	5,530	53
Professional & business services	1,220	2,140	1,870	1,170	3,720	1,210	650	150	12,130	8,770	72
Personal services	1,320	2,720	1,470	1,150	1,480	460	40	40	8,680	4,640	53
Construction	2,150	3,100	1,280	740	850	150	30	10	8,290	3,040	37
Transportation & utilities services	580	2,210	1,460	820	960	200	20	10	6,250	3,460	55
Natural resources	1,260	1,550	500	330	540	60	10	10	4,260	1,450	34
Private education services	190	690	640	680	1,200	720	170	110	4,400	3,520	80
Information services	50	560	580	350	1,080	250	20	10	2,890	2,290	79
<b>Total</b>	<b>15,610</b>	<b>40,610</b>	<b>30,550</b>	<b>19,430</b>	<b>42,060</b>	<b>12,130</b>	<b>2,840</b>	<b>1,380</b>	<b>164,600</b>	<b>108,380</b>	<b>66</b>
<b>%</b>	<b>9</b>	<b>25</b>	<b>19</b>	<b>12</b>	<b>26</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>100</b>		

\*Postsecondary

*Recovery: Job Growth and Education Requirements Through 2020* is  
composed of a full report, a state report and an executive summary.

All can be accessed at  
[cew.georgetown.edu/recovery2020](http://cew.georgetown.edu/recovery2020)

GEORGETOWN UNIVERSITY



Georgetown Public  
Policy Institute

Center on Education and the Workforce

3300 Whitehaven Street, NW, Suite 5000  
Washington, DC 20007  
Mail: Campus Box 571444,  
Washington, DC 20057  
[cew.georgetown.edu](http://cew.georgetown.edu)

union bug





**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

*Western Association  
of Schools and Colleges*

10 COMMERCIAL BOULEVARD  
SUITE 204  
NOVATO, CA 94949  
TELEPHONE: (415) 506-0234  
FAX: (415) 506-0238  
E-MAIL: [accjc@accjc.org](mailto:accjc@accjc.org)  
[www.accjc.org](http://www.accjc.org)

Chairperson  
SHERRILL L. AMADOR  
Public Member

Vice Chairperson  
STEVEN KINSELLA  
Administration

President  
BARBARA A. BENO

Vice President  
SUSAN B. CLIFFORD

Vice President  
KRISTA JOHNS

Vice President  
GARMAN JACK POND

Associate Vice President  
JOHN NIXON

Associate Vice President  
NORVAL WELLSFRY

July 3, 2013

MEMO TO: Chief Executive Officers, Accreditation Liaison Officers,  
Interested Others

FROM: Barbara A. Beno, Ph.D.

SUBJECT: Report on June 5-7, 2013 Commission Meeting

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, met on June 5-7, 2013, at the San Francisco Marriott Airport Hotel in Burlingame, California. Actions were taken on 45 institutions, including comprehensive evaluations, midterm reports, follow-up reports, special reports, a show cause report, and a closure report. The list of institutional actions is appended to this memorandum.

# ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Western Association of Schools and Colleges

## COMMISSION ACTIONS ON INSTITUTIONS

At its **June 5-7, 2013 meeting**, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

### REAFFIRMED ACCREDITATION ON THE BASIS OF A COMPREHENSIVE EVALUATION

- Carrington College California
- Los Angeles County College of Nursing and Allied Health
- Copper Mountain College
- Los Angeles Pierce College
- Gavilan College
- San Joaquin Valley College

### ISSUED WARNING ON THE BASIS OF A COMPREHENSIVE EVALUATION

- Coastline Community College
- Los Angeles Mission College
- Golden West College
- Los Angeles Valley College
- Imperial Valley College
- Orange Coast College

### IMPOSED PROBATION ON THE BASIS OF A COMPREHENSIVE EVALUATION

- Hartnell College

### ACTED TO TERMINATE ACCREDITATION

- City College of San Francisco
- The Commission action on the accredited status of City College of San Francisco will become final upon completion or waiver of review and appeal. In the interim, the institution's status of Show Cause shall remain as it was prior to the Commission's action to terminate accreditation.

### ISSUED WARNING ON THE BASIS OF A FOLLOW-UP REPORT

- College of the Marshall Islands

### CONTINUED ON WARNING ON THE BASIS OF A FOLLOW-UP REPORT WITH VISIT

- Barstow Community College
- Hawai'i Tokai International College

### REMOVED FROM WARNING AND REAFFIRMED ACCREDITATION ON THE BASIS OF A FOLLOW-UP REPORT WITH VISIT

- College of Alameda
- Merritt College
- Merced College
- West Los Angeles College

### REMOVED FROM WARNING ON THE BASIS OF A FOLLOW-UP REPORT WITH VISIT

- Berkeley City College
- Laney College

### REMOVED FROM PROBATION AND ISSUED WARNING ON THE BASIS OF A FOLLOW-UP REPORT WITH VISIT

- Los Angeles Southwest College

**REMOVED FROM PROBATION AND REAFFIRMED ACCREDITATION ON THE BASIS OF A FOLLOW-UP REPORT WITH VISIT**

- College of Micronesia-FSM
- Los Angeles Harbor College

**THE COMMISSION RECEIVED THE FOLLOWING REPORTS**

**MIDTERM REPORT**

- Allan Hancock College
- Chaffey College
- College of the Siskiyous
- Glendale Community College
- MiraCosta College
- Monterey Peninsula College
- Palau Community College
- Santa Monica College

**FOLLOW-UP REPORT**

- Feather River College
- Fullerton College
- Mt. San Jacinto College

**FOLLOW-UP REPORT WITH VISIT**

- College of the Desert

**SPECIAL REPORT WITH VISIT – FINANCIAL REVIEW**

- Los Angeles Community College District
- Palo Verde College

**SPECIAL REPORT – FINANCIAL REVIEW**

- American Samoa Community College
- Chabot-Las Positas Community College District
- College of the Marshall Islands
- Los Angeles Valley College
- Peralta Community College District

**SPECIAL REPORT**

- Southwestern College
- College of the Desert
- Santa Barbara City College

**APPROVED REQUEST TO WITHDRAW FROM ACCJC ACCREDITATION**

- Heald College



**ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES**  
Western Association of Schools and Colleges

**SUBSTANTIVE CHANGE COMMITTEE ACTIONS**  
**JANUARY 2013 THROUGH JUNE 2013**

**March 18, 2013 Meeting Actions**

**Cañada College:** to offer 10 degrees and eight certificates at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**Carrington College California:** to close the Emeryville Campus and consolidate the programs with those offered at the San Leandro Campus. The Committee acted to approve the proposal.

**College of San Mateo:** to offer 17 degrees and eight certificates at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**Cuyamaca College:** to offer 39 degrees and 32 certificates at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**Folsom Lake College:** to offer 27 degrees and 16 certificate programs at 50% or more via distance education. The Committee acted to approve the proposal.

**Los Angeles Pierce College:** to offer two degrees and two certificates at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**Los Medanos College:** to offer two degrees and seven certificates at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**Monterey Peninsula College:** to offer 57 degrees and 22 certificates at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**MTI College:** to offer a new program for Application Development Diploma. The Committee acted to approve the proposal.

**Sacramento City College:** to offer 60 degrees and 19 certificates at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal pending additional information.

**Skyline College:** to offer 26 degrees, 15 transfer degrees and 10 certificates at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**Taft College (2):** to offer a new program in Direct Support Education and to offer a new program in Management. The Committee acted to approve both of the proposals.

**Victor Valley College:** for a new Regional Public Safety Training Center in Apple Valley. The Committee acted to deny the proposal and asked that it be resubmitted.

**Additional Information Received for Previously Reviewed and Approved Proposals:** Hartnell College, Imperial Valley College.





**May 9, 2013 Meeting Actions**

**Carrington College California:** to close the Antioch Campus and consolidate the programs with those offered at the Pleasant Hill Campus. The Committee acted to approve the proposal.

**Cerro Coso Community College (2):** for a change in mission and for new career and technical education programs. The Committee acted to approve the proposals pending evidence of approval from of California State Chancellor's Office.

**Cosumnes River College:** for a new program in Diagnostic Sonography. The Committee acted to approve the proposal.

**Folsom Lake College:** for new programs Medical Lab Technician/Phlebotomist. The Committee acted to approve the proposal.

**Las Positas College:** to offer four degrees and two certificate programs at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**Los Angeles City College:** to offer 29 degrees and 12 certificates at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**Merced College:** for a new Paramedic program. The Committee acted to approve the proposal.

**Reedley College:** for the Early Childhood Education program to be offered at 50% or more via distance education or electronic delivery. The Committee acted to approve the proposal.

**Santa Rosa Junior College:** for the Culinary Arts Program move to the new Burdo Culinary Arts Center. The Committee acted to approve the proposal.

**Victor Valley College:** for a new Regional Public Safety Training Center in Apple Valley. The Committee acted to deny the proposal.

**Windward Community College:** for a new Sustainable Agriculture program. The Committee acted to approve the proposal.

**Additional Information Received for Previously Reviewed and Approved Proposals:** Sacramento City College.



Rec'd 7/8/13



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

*Western Association  
of Schools and Colleges*

10 COMMERCIAL BOULEVARD  
SUITE 204  
NOVATO, CA 94949  
TELEPHONE: (415) 506-0234  
FAX: (415) 506-0238  
E-MAIL: [accjc@accjc.org](mailto:accjc@accjc.org)  
[www.accjc.org](http://www.accjc.org)

Chairperson  
SHERRILL L. AMADOR  
Public Member

Vice Chairperson  
STEVEN KINSELLA  
Administration

President  
BARBARA A. BENO

Vice President  
SUSAN B. CLIFFORD

Vice President  
KRISTA JOHNS

Vice President  
GARMAN JACK POND

Associate Vice President  
JOHN NIXON

Associate Vice President  
NORVAL WELLSFRY

July 3, 2013

Dr. Walter Tribley  
Superintendent/President  
Monterey Peninsula College  
980 Fremont Street  
Monterey, CA 93940

Dear President Tribley:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 5-7, 2013, reviewed the Midterm Report submitted by Monterey Peninsula College. The purpose of this review was to assure that the recommendations made by the evaluation team had been addressed by the institution and that the College had also provided an update on the self-identified planning agendas which were included in the Institutional Self Evaluation Report.

The Commission noted that Monterey Peninsula College (MPC) responded to all four College recommendations from the 2010 comprehensive evaluation visit and demonstrated progress on self-identified plans for improvement in its Midterm Report. MPC reported that through Program Reflections held on flex days each semester, the College reports on how well each unit (instructional and non-instructional) is achieving its stated learning outcomes. These discussions lead to college-wide planning and resource decisions. The College cited several changes made through this process. MPC reported it had achieved complete adherence to the requirement that course level learning outcomes are identified and included on all course syllabi. In spring 2012, the faculty contract was changed to include participation in Program Reflections and program review as part of faculty (self) evaluation. The College has redesigned its online evaluation survey and implemented its use in all distance education courses.

Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year review cycle. At the time of the next regularly scheduled visit, the evaluation team will examine evidence in order to confirm that the College's described changes and steps taken to achieve full compliance with Standards have been sustained.

The Midterm Report will become part of the accreditation history of the College and should be used in preparing for the next comprehensive evaluation.

Dr. Walter Tribley  
Monterey Peninsula College  
July 3, 2013

The Commission requires that you give the Report and this letter appropriate dissemination to your College staff and to those who were signatories of your College Report. This group should include the campus leadership and the Board of Trustees.

The Commission also requires that the Midterm Report and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.*

The next comprehensive evaluation of Monterey Peninsula College will occur in **spring 2016**.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring integrity, effectiveness, and educational quality.

Sincerely,



Barbara A. Beno, Ph.D.  
President

BAB/tl

cc: Dr. Celine Pinet, Accreditation Liaison Officer  
President, Board of Trustees, Monterey Peninsula Community College District

## Meghan Cromien

---

**From:** Vicki Nakamura  
**Sent:** Monday, June 17, 2013 9:19 AM  
**To:** ALL USERS  
**Subject:** Citizens' Bond Oversight Committee Meets Today

The Citizens' Bond Oversight Committee meets today, at 2:00 PM, for a tour of Monterey campus projects, followed by the regular meeting at 3:00 PM, in the Sam Karas Room. The agenda is provided below, for a quick look.

For the complete agenda packet in pdf format, click on the link below to the CBOC webpage:  
<http://www.mpc.edu/mpcbond/CitizensBondOversight/Pages/CBOCAgendas.aspx>

---

### MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT Citizens' Bond Oversight Committee

Monday, June 17, 2013  
2:00 PM – Committee Tour of College Facilities Projects  
3:00 PM – Regular Meeting  
Sam Karas Room, Library and Technology Center  
Monterey Peninsula College  
980 Fremont Street  
Monterey, California

#### *Meeting Agenda*

1. **Call to Order**
2. **Public Comment**  
Members of the audience wishing to address the Citizens' Bond Oversight Committee may do so during the public comment period. Under provisions of the Brown Act, the committee is prohibited from discussing or taking action on oral requests that are not part of the agenda. Comments are limited to three minutes per person or as determined by the committee.
3. **Approval of March 4, 2013 Minutes** ACTION  
Follow-up items will be reviewed with the meeting minutes.
4. **Accept Bills and Warrants Report** ACTION  
The list of payments from bond funds expended through March 31, 2013 will be reviewed for acceptance by the committee.
5. **Construction Management Report** INFORMATION  
Mr. Demko will provide information regarding construction management services and fees for bond projects.
6. **Bond Expenditure Status Report and Cost Control Report** INFORMATION



The March 31, 2013 bond expenditure status report will be reviewed with the committee. The May 2013 cost control report will also be presented.

7. **Update on Bond Refunding** INFORMATION  
Mr. Ma will provide a status report on the refunding of the District's bonds.
8. **Monterey County Treasurer's Investment Report** INFORMATION  
Series B and C bonds were issued by the district in 2008 and invested with the Monterey County Treasurer's office. The Treasurer's Report of Investments for the quarter ending March 31, 2013 provides the status of these investments.
9. **Update on Facilities Projects, Timelines, and Schedules** INFORMATION  
A status report will be provided on all projects. The timelines and schedules for current facility projects will be reviewed.
10. **Membership Update** INFORMATION
11. **Meeting Schedule** INFORMATION  
Future meetings are scheduled for:  
Monday, August 5, 2013  
Monday, November 4, 2013 (Annual Organizational Meeting)
12. **Suggestions for Future Agenda Topics and Announcements**
13. **Adjournment**

## Meghan Cromien

---

**From:** Suzanne Ammons  
**Sent:** Monday, June 17, 2013 4:56 PM  
**To:** ALL USERS  
**Subject:** Registration assistance

If anyone needs assistance (has students who need assistance) in registering for classes this evening (given the difficulties with WebReg today), please know that the Academic Affairs office is open until 7:30 p.m. AAO can also be contacted at 646-4816.

Per Laura Franklin/Suzanne Ammons

## Meghan Cromien

---

**From:** Suzanne Ammons  
**Sent:** Tuesday, June 18, 2013 9:57 AM  
**To:** ALL USERS  
**Subject:** June 28th - Last day for Pool use

In meeting with the Kitchell Management Team, the date to begin demolition of the pool has been set for July 5<sup>th</sup>. Therefore it was decided that **the last day to use the pool is set for Friday, June 28<sup>th</sup>**. We wanted to give an approximate 2 week notice to all including classes and clubs.

This project is anticipated to be completed in March 2014. Monthly updates on the construction schedule are brought forward at the MPC Board meetings.

Thank you and have a great summer everyone.

*Suzanne Ammons (for Steve Ma, VP Admin. Svc.)  
Admin. Asst.  
Monterey Peninsula College  
980 Fremont  
Monterey, CA 93940*

831-645-1359

## Meghan Cromien

---

**From:** Carsbia Anderson  
**Sent:** Thursday, June 20, 2013 5:14 PM  
**To:** ALL USERS  
**Subject:** FW: Email for all users

The attached message is sent to you on behalf of Nicole Dunne, Director of Admissions & Records.

-----Original Message-----

From: Nicole Dunne

Dear MPC Campus Community,

We want to encourage all students that if you haven't added a class yet for summer to use your add code soon. Most classes are able to be added with an add code up through June 23 or June 25. Summer classes are all considered short term and therefore have section specific deadlines. Please ask Admissions & Records or your instructor for deadlines (available in faculty portal) specific to each course section.

There are many course repetition changes that take effect either this summer or this fall that may have delayed your enrollment. If you need assistance using an add code, are having difficulties with WebReg, or have any other enrollment question please visit Admissions & Records in person or call (831) 646-4002/4007 so we may help facilitate your enrollment.

Sincerely,  
Nicole

Director, Admissions & Records

Sent from my iPad



## Meghan Cromien

---

**From:** Sigrid Klein  
**Sent:** Tuesday, June 25, 2013 11:21 AM  
**To:** ALL USERS  
**Subject:** FW: NOW ACCEPTING APPLICATIONS FOR THE BARKER MILITARY SCHOLARSHIP  
**Attachments:** BARKER MILITARY SCHOLARSHIP - due August 1, 2013.pdf

Message from Student Financial Services.

---

Attention MPC Community:

The MPC Financial Aid Office is once again accepting applications for the Barker Military Scholarship! Please see the attached application, if interested. Applications are due August 1, 2013.

Sincerely,

*Danielle Hodgkins*

Student Financial Services Coordinator

Student Financial Services

Monterey Peninsula College

(831) 646-4030

# BARKER MILITARY SCHOLARSHIP

## REQUIREMENTS:

- MUST BE EITHER A VETERAN WITH AN HONORABLE DISCHARGE AND AT LEAST ONE YEAR OF ACTIVE SERVICE (UNLESS MEDICALLY DISCHARGED), OR A DEPENDENT OF EITHER THIS VETERAN OR OF A MEMBER ON ACTIVE DUTY.
- MUST BE ENROLLED OR ACCEPTED FOR ENROLLMENT AS A FULL-TIME STUDENT AT MPC.
- MUST BE A RESIDENT OF SALINAS OR THE MONTEREY PENINSULA. (EXCEPTIONS ALLOWED FOR DEPENDENTS OF ACTIVE DUTY)
- MUST MAINTAIN A CUMULATIVE GPA OF NOT LESS THAN 2.5.
- SCHOLARSHIP WINNERS ARE SELECTED BASED UPON NEED, MERIT, AND THEN GPA.

## TERMS:

- FOUR STUDENTS ARE SELECTED FOR THIS AWARD AND WILL EACH RECEIVE \$1,000 PER SEMESTER UNTIL THEY LEAVE MPC, OR UP TO 4 SEMESTERS, WHICHEVER COMES FIRST, AS LONG AS THEY CONTINUE TO MEET ENROLLMENT AND GPA REQUIREMENTS.

## INSTRUCTIONS:

- FILL OUT THE ATTACHED APPLICATION AND RETURN TO THE MPC FINANCIAL AID OFFICE BY AUGUST 1, 2013.
- PROVIDE THE REQUIRED DD214 AND SPECIFIED ESSAY.
- PROVIDE 2 LETTERS OF RECOMMENDATION.



## BARKER MILITARY SCHOLARSHIP APPLICATION

### Biographical Information

Last Name:	<input type="text"/>	Street:	<input type="text"/>	SID:	<input type="text"/>
First Name:	<input type="text"/>	City:	<input type="text"/>	DOB:	<input type="text"/>
MI:	<input type="text"/>	State:	<input type="text"/>		
Maiden Name:	<input type="text"/>	Zip:	<input type="text"/>		

### Contact Information

Home Phone:	<input type="text"/>	Cell Phone:	<input type="text"/>
Work Phone:	<input type="text"/>	Email:	<input type="text"/>

### Citizenship Information

- U.S. Citizen
- Eligible Non-Citizen
- International Student (Here on Student Visa)
- Other:

### County Information

*I am a resident of the County of:*

- Monterey County
- San Benito County
- Santa Cruz County
- Other:

### State Information

*I am a resident of the State of:*

- California
- Other:

### Military Information

This scholarship is based on Military affiliation. Please check off all that apply to you:

Are you currently serving in the Armed Forces?  Yes  No

Are you...

<input type="checkbox"/>	A Military Veteran
<input type="checkbox"/>	A Military Veteran of Iraq or Afghanistan
<input type="checkbox"/>	A Military Veteran of Vietnam
<input type="checkbox"/>	A dependent of a Military Veteran
<input type="checkbox"/>	A dependent of an Active Duty Military Personnel
<input type="checkbox"/>	Child of a Veteran
<input type="checkbox"/>	Grandchild of a Veteran
<input type="checkbox"/>	Husband of a Veteran
<input type="checkbox"/>	Wife of a Veteran
<input type="checkbox"/>	Child of Active Duty Military Personnel
<input type="checkbox"/>	Grandchild of Active Duty Military Personnel
<input type="checkbox"/>	Husband of Active Duty Military Personnel
<input type="checkbox"/>	Wife of Active Duty Military Personnel

**Educational Information**

High School attended:  Graduation Date:

High School location: City  State

College Major:

Career Objective:

Cumulative GPA from MPC:

Cumulative GPA from Other College:

Number of units completed at MPC:

I am attending MPC for a/an:

- AA/AS
- Certificate
- Personal Goal
- Transfer

Projected MPC Graduation date:

College Attending for

Fall 2013

Spring 2014

List of prior Colleges/Universities and dates attended:

Please check your enrollment status for the appropriate semester.

Semester	Full Time = 12+ units	3/4 Time = 9+ units	Half Time = 6+ units	< Half Time = 5 units or less	Not Attending
Fall 2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring 2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Financial Information**

Please complete all of the following information.

Applicants who live with their parents or receive support from them, need to include the parent's financial information. (Untaxed Income refers to: TANF(AFDC), Social Security Benefits, Unemployment, Child support received, etc.)

Do you live with a parent?  Yes  No

Number of family members living in the household:

Number of family members in household attending college at least half-time:

Student's:

Income from work for 2012

Untaxed Income for 2012

Spouse's

Income from work for 2012

Untaxed Income for 2012

Parent's

Income from work for 2012

Untaxed Income for 2012



Are you currently receiving financial aid and/or scholarships?  Yes  No

Please provide additional financial information you wish the committee to take into consideration:

**Discharge Information:**

If you have been discharged, was it an honorable discharge?    \_\_\_yes            \_\_\_no

**Please provide a copy of your or your parent's DD214.**

**Extracurricular Activities**

School extracurricular activities (team sports/clubs/etc.):

Community activities (memberships/affiliations/volunteerism):

Accomplishments (community/campus/personal):

.....

Hobbies and Interests: .

Please include an other information about yourself that you would like us to know:

**Additional Items Required:**

**\*Provide on a separate sheet of paper, an essay about why you need and deserve this award.**

**\*Obtain 2 letters of recommendation.**

## Signature

To comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), a school must obtain signed authorization before it can release information about a nominee for use in their scholarship program.

My signature on this form, constitutes that I have completed this application as accurately as possible. I am aware, that any intentional misrepresentation on my part may lead to my disqualification from the MPC Scholarship Program. My signature also authorizes the MPC Student Financial Services Office to release school records, and other requested information to the Scholarship Committee Members and Donors. I also know that my submission may result in publicity, if I receive a scholarship.

---

Signature

---

Date

## Meghan Cromien

---

**From:** Carlis Crowe-Johns  
**Sent:** Friday, June 28, 2013 8:28 AM  
**To:** ALL USERS  
**Subject:** Employment Opportunity- Laboratory Specialist II

**This is a notice of an employment opportunity within Monterey Peninsula College:**

**Department:** Chemistry

**Title:** Laboratory Specialist

**Starting at :** \$17.85/hour (Range17) + proportionate vacation and sick time

**Hours per Week:** 19

**Months per Year:** 9

**Shift Assignment:** Monday-Friday\*\*

\*\*Management reserves the right to change schedules / locations as needed, including weekends

Additional information will be available in the Human Resources Department and the MPC Employment webpage soon. Please note that MPC has moved to a 100% online application process.

If you or someone you know is interested in this position, please visit the [website](#), and create a user account. You can complete a basic application form in the system and when this position is open or other positions you might be interested in the future, your basic information is already on file! You'd simply need to hit the "apply" button when the position becomes available. We are excited and hopeful that this technology upgrade will make applying for our positions faster and easier as well as speeding up the administrative processing of application materials.

Please share this notice with any employee who does not have email. We appreciate your assistance in spreading the news about this opportunity with others who might be interested in applying.

Kali F. Viker, M.S.  
HR Analyst  
Monterey Peninsula College  
831-646-3038- Phone  
831-646-3012- Fax  
[Employment Opportunities at MPC](#)

**\*\*\*\*\*HUMAN RESOURCES OFFICE HOURS\*\*\*\*\***

Due to a staffing shortage, HR has reduced our hours of customer service to **9am-4pm, Monday through Friday**. Please plan accordingly. Additionally, response time to your emails and phone calls will be longer than usual. We appreciate your understanding.

**Meghan Cromien**

---

**From:** Sigrid Klein  
**Sent:** Monday, July 08, 2013 9:06 AM  
**To:** ALL USERS  
**Subject:** FW: NATIVE DAUGHTERS OF THE GOLDEN WEST GRANT

Sent to you on behalf of Student Financial Services.

---

Dear MPC Community:

There is currently a new scholarship available at  
<http://www.mpc.edu/financialaid/Pages/OutsideScholarships.aspx>.

It is called the Native Daughters of the Golden West Grant.

It is for students that are on current active military duty or are honorably discharged.

There is no deadline; the application period will remain open until funds are depleted.

Thank you,  
Student Financial Services

## Meghan Cromien

---

**From:** Leslie Procive  
**Sent:** Wednesday, July 10, 2013 11:12 AM  
**To:** ALL USERS  
**Subject:** 2013-14 MPC College Catalog now available on MPC website

Sent on behalf of Dr. Celine Pinet

Dear MPC community,

A pdf of the new 2013-14 MPC Catalog has now been uploaded to the following address: <http://www.mpc.edu/classes/Pages/default.aspx>

For those who want to print a copy from the web, a blank page is inserted at the beginning of certain sections to preserve the section divider appearing on the right hand side, when printed back to back. As in recent practice, printed version will not be widely distributed.

For the first time, in the index section at the end of the document the page number references are linked to the actual page: Clicking on the page number will take you to that specific page. ***Kudos to the team!***

*Celine*

Celine Pinet, Ph.D.  
Vice President for Academic Affairs  
Monterey Peninsula College  
980 Fremont Street  
Monterey, CA. 93940  
(831) 646-4034



## Meghan Cromien

---

**From:** Vicki Nakamura  
**Sent:** Monday, July 15, 2013 10:41 AM  
**To:** ALL USERS  
**Subject:** Classified Managers and Supervisors Dinner and Theater Fundraiser  
**Attachments:** Flyer - 2013 DINNER DRAWING - Extended.pdf

One week left to buy tickets to win a **5-Course Dinner** for six people, hosted by the MPC Classified Managers and Supervisors Group, AND reserved seating at the **MPC Theater's production of *Les Misérables!***

We have extended the deadline for our drawing to July 22, 2013. See the attached flyer for details. Proceeds will benefit a scholarship fund established by the Managers and Supervisors Group for MPC students.

Tickets for the drawing are \$2.00 ... or take advantage of the economic recovery special and get 3 tickets for \$5, 7 tickets for \$10, or 15 tickets for \$20! Tickets can be purchased from: Nicole Dunne, Michael Midkiff, Vicki Nakamura, Lynn Noell, Cathy Nyznyk, Pete Olsen, Rosaleen Ryan, Art St. Laurent, Francisco Tostado.

Special thanks to Sky Rappoport and the MPC Theater Company for their generous support of our fundraiser.

Thank you for your support.

The MPC Classified Managers and Supervisors Group  
Prize Drawing for  
**DINNER & THEATER FOR SIX!**

WIN a  
**5-COURSE DINNER for SIX**  
Prepared and Served by MPC Classified Managers and Supervisors

PLUS  
Reserved seating for a performance of  
*Les Misérables*

Courtesy of the MPC Theater Company

FRIDAY, August 16, 2013  
5:45 PM – Dinner  
7:30 PM – *Les Misérables*, MPC Theater



photos from our last fundraiser dinner (Joe Bissell was the winner)


Tickets are only \$2.00 each  
or \$5 for 3 tickets, \$10 for 7 tickets, \$20 for 15 tickets

Purchase from: Nicole Dunne, Michael Midkiff, Vicki Nakamura, Lynn Noell, Cathy Nyznyk, Pete Olsen,  
Rosaleen Ryan, Art St. Laurent, Francisco Tostaço

Drawing will be held and winner notified on **July 22, 2013**

All proceeds go to a scholarship fund established by the MS Group to benefit MPC students

6/16/13

  
**MONTEREY PENINSULA**  
COLLEGE

**PART TIME FACULTY POSITIONS**

Electronic Resources Librarian  
English Writing  
Reading Center  
Spanish  
Dance  
Counselor  
Human Services  
Track and Field Coach  
Computer Science  
Business

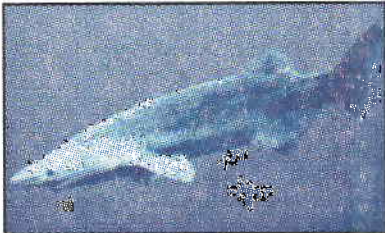
See full JOB Description  
and REQUIRED online District  
Application at

\* **Readers Theatre.** 2:30 p.m.  
Wednesday, June 19, at the  
Carmel Foundation, Eight  
Avenue and Lincoln Street,  
Carmel, Monterey Peninsula  
College's Readers Theatre will  
present three short original  
plays. Free. 620-8705,  
aalbano@carmel  
foundation.org.

## GENTRAIN SOCIETY LECTURE

### The Secret Lives of Prickly Sharks

Cyndi Dawson is an experienced marine scientist with over 12 years working in marine management, sustainable fisheries and marine conservation. A population of this large little known shark species lives in the upper reaches of the Monterey Canyon where Cyndi spent a year tracking their movements using acoustic technology. She will talk to us about her research on this mysterious predator and what she found out about how this interesting animal moves throughout its habitat.



**Prickly Shark**

**June 19, 2013 • MPC LF 103 - 1:30 to 2:30 pm**  
Open to the public; no charge or registration is required (parking \$2.00)  
[www.gentrain.org](http://www.gentrain.org)

## Monterey Peninsula actress Camila de la Llata dies at age 23

By DENNIS TAYLOR Herald Staff Writer Monterey County Herald

Posted:

MontereyHerald.com

THE HERALD

JUNE 19, 2013

Her story is one any great playwright would appreciate. Her life was a comedy and a tragedy, an adventure and a romance. She lived to the fullest, died too young.

Camila de la Llata, a 2008 graduate of Santa Catalina School and a well-known community theater actress, died June 9 in a Seattle-area hospital from acute myeloid leukemia, an aggressive blood and bone marrow cancer. She was 23.

Her plight became a rallying point for friends, community members and strangers earlier this year when her parents, Robin Aime and Gabriel de la Llata, sent out an international appeal to find a suitable bone marrow donor. Because Ms. de la Llata's body contained a rare chromosomal marker — a characteristic of her mixed Mexican-Caucasian race — her chances of locating a match were a longshot.

"My blood is German, Dutch, Native American and probably other things, too," her mother said. "Her father is from Mexico City, and his parents were from Spain and Acapulco."

Despite widespread publicity, including vast social networking, and the efforts of the Be The Match Registry, no suitable donor was found. Chemotherapy failed to keep the cancer in remission, and a last-ditch-effort alternative treatment — an umbilical cord blood transplant — also was ineffective.

On Tuesday, nine days after the death of her only child, Aime spoke mostly of the positive things that came out of the ordeal, beginning with the fact that Ms. de la Llata inspired more than 1,400 people to register to be tested by Be The Match as potential marrow donors.

"We would urge people everywhere to donate their babies' umbilical cords — or keep them — because those stem cells can be re-injected to alter a patient's own cells as a treatment for these diseases," Aime said.

Ms. de la Llata's parents allowed her body to be autopsied for medical research.

Her family and friends can tap into the spirit she left behind, her mother said.

"She lived such a full and happy life that we don't feel like we have to regret that she didn't live a long one," Aime said. "That's a real comfort to her father and me."

But she will be missed. Ms. de la Llata's circle of friends was expansive and diverse, beginning with those she knew from Santa Catalina School, where both of her parents worked and she grew up.

She became part of the local theater community at a young age and produced and performed programs at the Monterey Bay Aquarium, where her father now works. She became a student-actress at Monterey Peninsula College, then CSU Fullerton, where she was about to enter her senior year when the leukemia struck.

"Camila lived a life of action — full of color, full of joys, full of triumphs. Full of music and dance in everything she touched," her father said. "For her, the most important things in life were the tangibles: personal relationships with her friends and the life within her reach. Everything else was an abstraction."

She maintained a buoyant attitude throughout a difficult battle of more than 10 months. Much of the time, her mind was on others.

"She always seemed to care, first and foremost, about anybody else in the room, even as she was going through her own ordeal," said Stephen Moorer, executive director of the Pacific Repertory Theatre in Carmel. "I also was ill for part of last year, and whenever Camila saw me, the first thing she always wondered was what she could do for me. That's just the kind of person she was."

Ms. de la Llata played significant roles — most often, a lead role — in almost every theater production at Santa Catalina School, local choreographer Susan Cable said. She became a regular player in community productions, including "Once Upon A Mattress" at the Forest Theater, "High School Musical" at Catalina, "Rent" at MPC and "Twist and Shout" at the Golden Bough Playhouse.

"She was the quintessential triple threat: She could sing, dance and act," Moorer said.

She also could teach. As a senior at Santa Catalina, Ms. de la Llata choreographed Monterey High School's production of "Grease," keeping her age a secret until opening night.

"None of the kids in that play realized she was a high school senior, just like a lot of them, until opening night," her mother said. "That was her very first shot at being a choreographer and it was pretty special for her.

"She was a terrific kid. Gabriel and I were so lucky to have such a wonderful daughter as our only child. We loved her with our whole hearts." A "Celebration of Camila" has been scheduled at 6 p.m. Aug. 12 at the Morgan Stock Stage at Monterey Peninsula College.

Dennis Taylor can be reached at 646-4344 or [dtaylor@montereyherald.com](mailto:dtaylor@montereyherald.com).

**MPC Theatre Company is seeking**

**volunteers.** Needed: ushers, ticket-takers and concessionaires. In addition to performance-night volunteers, the company is seeking people to distribute fliers and promotional materials throughout the Peninsula. All volunteers receive complimentary tickets to MPC Theatre Company productions. 646-4213 or [mpcboxoffice@mpc.edu](mailto:mpcboxoffice@mpc.edu).

**JUNE 22-23**  
Aria presents "Paint Me a Song,"  
8 p.m. Saturday, 2 p.m. Sunday,  
June 22-23, at Monterey  
Peninsula College Music Hall,  
980 Fremont St., Monterey. \$25  
general, \$15 seniors/military,  
\$10 children under 18.  
[AriaMonterey.org](http://AriaMonterey.org),  
855-464-4440.



## Seaside's Nick Moore advances to elite 8 at California State Amateur golf championship

By JERRY STEWART Herald Correspondent Monterey County Herald

Posted:

MontereyHerald.com

THE HERALD JUNE 21, 2013

Seaside resident Nick Moore moved another step closer to the ultimate prize.

Moore, a former baseball star at Monterey High and Monterey Peninsula College, advanced to the quarterfinals of this week's 102nd California State Amateur championship at Monterey Peninsula Country Club on Thursday, defeating Whittier's Mark Aguiano 4 and 3 in the second round.

The No.21 seed, Moore never trailed in his win over the No.5 seeded Anguiano.

"It feels very good, although I'm not going to get excited because there's still a lot of golf to be played," said Moore, who'll face No.29 seed Bryson Dechambeau in this morning's quarterfinals on the Dunes Course. "Whatever I've done the last four days really means nothing. It's a new ball game tomorrow."

The 31-year-old Moore, who switched from baseball to golf eight years ago, got going early in his match against Dechambeau by draining a curling 25-foot birdie putt on No.3. His putt had so much break that it eventually came rolling backwards towards him.

"It came in the back door," Moore said. "That really kind of jump-started my day."

Still holding on to a 1-up lead, after making the turn Moore made it 2-up on the par-3 10th when he stuck his 8-iron tee shot to within eight feet of the pin. Two holes later on No.12, his cushion surged to 3-up when Anguiano, who was named to this year's All-Big West First Team (CSU Fullerton), made bogey.

Looking to put his opponent away, on the par-5 13th Moore carded another birdie when, after laying up with his second shot, he hit his 90-yard approach shot to within six feet of the cup. After halving No.14, on the 15th Anguiano had a chance to extend the match but missed his 7-foot birdie putt. Moore, who again had good friend and fellow Monterey grad Gianni Avila as his caddie, sank his 6-foot par putt to seal the victory.

"Having Gianni on the bag has been a tremendous help because he's such a great friend," Moore said. "He believes in me as much as I believe in myself."

A day after posting a 3-under 69 in his 19th hole win over 2012 NCGA Player of the Year Ben Geyer, Moore went 1-under through 15 holes.

"My putter's working and that's key in a match play event like this," said Moore, whose gallery again included his grandfather Vincent Randazzo, who introduced him to the game. "If someone's putting well they're going to be hard to beat no matter who it is."

While Moore moved on, so too did 19-year-old No.32 seed Jonathan Garrick. A day after ousting No.1 seed Xander Schauffele, Garrick, a sophomore at UCLA, knocked out two-time NCGA Amateur champ

John Catlin, 3 and 2.

During stroke play qualifying, Garrick, who hails from Atherton, birdied his 36th hole and followed that up with another birdie in a playoff to earn the Cinderella No.32 seed. In Monday's first round of stroke play, he shot a 78 on the Shore Course.

"It's been a crazy week," said Garrick, who'll take on No.24 seed Matt Hansen of Los Osos, a 3 and 1 winner, in the quarterfinals. "I knew I'd have to make the most of what happened. A lot of things have gone my way."

Especially Garrick's second shot on the par-5 9th. He'd hole out for a rare double-eagle.

"We got up to the green and we couldn't find my ball. Then John (Catlin) looked in the cup and there it was. He was really cool about it. He even gave me a high-five," Garrick said. "He said if he had to lose a hole, he'd want to lose it like that."

Like Moore, Garrick also pointed to his putter as the primary reason for his match play success. Following his Monday 78 on the Shore Course, Garrick got some tips on the practice green from his dad.

"It really helped me. That's been the big difference," Garrick said.

Also moving on was Santa Cruz' Cory McElyea, who eliminated Fremont's Mac McClung, 2-up. The No.10 seed, McElyea, who played in last week's U.S. Open, will meet No.18 seed David Gazzolo, who had to go 21 holes to beat No.2 Corey Pereira of Cameron Park.

The final quarterfinals match will pit San Jose State sophomore and No.3 seed Cody Blick versus No.27 seed Pace Johnson. Out of the eight quarterfinalists, Johnson is the only member of the Southern California Golf Association.

Today's quarterfinals will tee off at 7:30 a.m.

## Your Town: Private ceremony marks start of San Clemente Dam removal project

*The Monterey County Herald Monterey County Herald*

Posted:

MontereyHerald.com

THE HERALD

JUNE 21, 2013

### CARMEL VALLEY

Event marks start of

dam removal

A number of dignitaries on Friday are expected to mark the official beginning of what is being called the "largest dam removal project in the history of the state, by far."

Invited guests for the San Clemente Dam removal project's groundbreaking include Gov. Jerry Brown, Rep. Sam Farr, D-Carmel, state Sen. Bill Monning, D-Monterey, state Natural Resources Agency secretary John Laird, Monterey County Supervisor Dave Potter and former Assemblyman Fred Keeley.

The \$83 million project will remove the 92-year-old, 106-foot dam, which is 15 miles above Carmel and has been out of use for years after being ruled seismically unsafe in the 1990s.

The project will also reroute the Carmel River and remove the old Carmel River dam, and is expected to improve the river's natural habitat for endangered steelhead and other protected species.

It is being paid for through public and private sources, including California American Water customers, state and federal grants, and private donations.

The ceremony, sponsored by Cal Am and The Nature Conservancy, is a private event and will be held at Quail Lodge in Carmel Valley.


### GREENFIELD

Child safety seat check held Saturday

A child safety seat check will be held 10 a.m. to noon Saturday at Greenfield High School, 225 El Camino Real.

California Highway Patrol technicians will advise parents on how to properly install car seats.

### SALINAS

 MPC instructor to talk about Tiburcio Vasquez

Monterey Peninsula College Chicano Studies instructor David Serena will discuss Chicano heroes during a free lecture from 10 a.m. to 12:30 p.m. Saturday at Cesar Chavez Library, 615 Williams Road.

Because of public interest and ongoing debate, Serena plans to focus his lecture substantially on Tiburcio Vasquez, a 19th-century outlaw whose name adorns a new school in Salinas.

## County Clipboard: Strong summer for King City grad Marc Flores

The Monterey County Herald Monterey County Herald

Posted:

MontereyHerald.com

THE HERALD JUNE 24, 2013

First baseman Marc Flores is tearing up pitching this summer in the Northwoods Collegiate Baseball League, hitting .361 for Wilmar, Minnesota through the team's first 18 games.

The 6-foot-5, 230-pounder, who prepped at King City High and spent two years at Hartnell College before playing this past spring at Hawaii, leads the league with five homers and 16 runs batted in.

The right-handed slugger has 26 hits —11 for extra bases. Flores has scored 16 runs and currently has a seven-game hitting streak.

### Salinas baseball rolling

The Salinas Valley Rebels 7-8 year-old all-star baseball team has won two straight tournaments, going 5-0 in both tournaments.

Members of the team include Noa Banua, Aiden Banuelos, Cristo Barroso, Andrew Campos, Diego Ceja, Sebastian Del Real, Dezmond Esquivel, Xavier Mendez, Octavio Soto, Jacob Sanchez and Tomas Vasquez.

### Soccer champions

The Deportivo Salinas under-13 boys soccer team is headed to the National Cup XII finals after capturing the National Cup West Regionals in Davis.

Deportivo's road to the title included four wins by a combined score of 17-2. Benny Gonzales produced six goals and an assist, recording a hat trick in the championship game.

Valente Mancera scored four goals while Ricardo Tena Reyes produced a pair. Alexis Valencia, Ivaro Martinez, Luis Ramirez, Peter Collazo and Andres Martinez all scored one.

Deportivo has won seven championships in the past eight years playing in the NorCal Premier Soccer League. The club is looking for donations to help cover the cost to the nationals. Email [chivas08@att.net](mailto:chivas08@att.net).

### Early commitments

Monterey Peninsula College outfielder Peter Lecce and Hartnell outfielder Cal Leidig have both committed to play baseball at New Mexico State for the 2015 season.

Both were members of Trosky Baseball Club. Over the past year, two players from the Trosky Baseball Club were taken in the first round of the Major League Baseball draft, while 81 others have committed to four year schools.

### Herm Edwards golf tournament

The Herm Edwards Charity Golf Tournament will be held Friday at Pasadera Country Club. The event is a four-person scramble, with check-in at 11 a.m. for a shotgun start. Silent and live auctions will be held during dinner after the tournament. Proceeds go to the Boys and Girls Club of Monterey County. The cost is \$250 a person. For more information, call 649-0969 or go to [hermedwardsgolf.com](http://hermedwardsgolf.com).

#### Monterey sports registration

The City of Monterey is now accepting registration for its senior adult baseball league for ages 30 and over, its youth outdoor basketball camp (ages 8-14) and its Challenger British soccer camp (4-13). Call 646-3969.

#### Marina offering sports camps

The Marina Recreation Department will hold a co-ed dodgeball camp, beginning Monday and running through July 18 for ages 6-11. Skateboard camps for ages 6-14 will run July 22-July 26. A soccer camp will run July 8-12 for grades K-5, and a basketball camp for grades K-5 will start July 15-18, and for grades 6-8 July 22-26. Call 884-1254 or go to [www.ci.marina.ca.us](http://www.ci.marina.ca.us).

#### Monterey Peninsula College basketball camp

A boys basketball camp for ages 8-15 will be held July 29-Aug. 2 at Monterey Peninsula College. Fee is \$210. Call 601-7448 or go to [cspiering@mpc.edu](mailto:cspiering@mpc.edu).

#### Diving lessons

Monterey Peninsula Diving will offer springboard diving lessons for beginning, intermediate and advanced divers ages 8-18 July 1-24 on Mondays and Wednesdays from 1-2:30 p.m. at Carmel High. Fee is \$120. Go to [heidihauss@sbcglobal.net](mailto:heidihauss@sbcglobal.net).

#### Legacy water polo

Legacy water polo is offering two four-week splashball classes for ages 5-10 from 10-11 a.m. and 5-6 p.m. Monday through Thursday July 8-August 1.

In addition, a youth polo/beginning high school class goes from 10 a.m. to noon, as well as a high school water polo class from 5:30-7:30 p.m. at Carmel.

A beginning water polo class for youths ages 7-13 is underway and runs July 8-August 1 Monday-Thursday from 5-6 p.m.

#### Summer basketball camp

The city of Salinas and Hartnell College will conduct a basketball camp from 1 to 4 p.m. July 15-19 for grades 4-8. Fee is \$15. Register at the Salinas Recreation Center, 320 Lincoln Ave.

#### Officials needed

Officials are needed for high school football, volleyball and water polo. Training is provided. Call 375-3301



[http://www.montereyherald.com/sports/cj\\_23523741/county-clipboard?IADID=Search-www.montereyherald.com-www.montereyherald.com#](http://www.montereyherald.com/sports/cj_23523741/county-clipboard?IADID=Search-www.montereyherald.com-www.montereyherald.com#)  
or see [mark@psirefs.com](mailto:mark@psirefs.com).

### Coaches needed

Alvarez is looking for a water polo coach. Call athletic director Clovis Clinton at 796-7829.

North Salinas is searching for a varsity softball coach. Contact Jean Ashen at [jeankinn.ashen@salinasuhdsd.org](mailto:jeankinn.ashen@salinasuhdsd.org) or 796-7580.

John Devine can be reached at 646-4405 and [jdevine@montereyherald.com](mailto:jdevine@montereyherald.com).

Follow him on Twitter [@johnjdevine](https://twitter.com/johnjdevine).

## Jets wide receiver Joseph Collins returns to football camp years after dreaming of NFL

By JOHN DEVINE Herald Staff Writer Monterey County Herald

Posted:

MontereyHerald.com

THE HERALD      JUNE 25, 2013

His dream began 18 years ago as a then wide-eyed 6-year-old — on the same site where Monday he was instructing kids half his size.

Joseph Collins was starstruck by NFL players reaching out and teaching him how to play football at the free camp on the Monterey Peninsula. It gave him a reason to believe.

"This is where it started for me," said Collins, a former Seaside High and Monterey Peninsula College football standout, who is now a receiver for the New York Jets.

While the name of the camp has changed, the same methods that introduced Collins to the game are being taught this week at the Ron Johnson-Anthony Toney Football Camp at MPC.

The 6-foot-3 Collins found himself posing for pictures on Monday with adults, signing autographs during a break for kids that have the same dream he possessed at that age.

"You got to give back," Collins said. "I want to be out here, giving feedback. I'm trying to be an inspiration to these kids. It's a big deal for these kids. That makes it a big deal for me."

Collins appeared in his element working with youths throughout the day, providing encouragement with a larger-than-life smile that brightened a cloudy Monday.

"I like interacting with kids," said Collins, who spent the preseason with the Jets this past season before being released on the final cutdown day. "It's built in me. It's always something I've enjoyed."

Re-signed in January by the Jets, Collins has had an entire offseason to learn the playbook and learn a new offensive system, becoming a player who's forcing the coaching staff to take note.

"Coach (Rex) Ryan calls me Julio in the meetings," said Collins, in reference to Falcons Pro Bowl receiver Julio Jones. "You want them to notice you. Nothing's promised."

Having arrived after the Jets' first preseason game last year, Collins appeared in three preseason games, catching a pair of passes from Tim Tebow, who has since moved on to the New England Patriots.

"The first day I got there last year, I had to learn 100 plays," Collins said. "I have a much better understanding of the playbook this year. I'm more comfortable. I feel things have slowed down."

Collins' tenure with the Jets last season lasted four weeks. This time he has spent the past four months with the Jets, participating in all the organized team activities and mini camps.

"Last year was an opportunity," Collins said. "This year is a better opportunity. I understand the mentality

and the speed of the game. I've gotten a chance to make some plays."

One of 14 receivers slated to be with the Jets when camp opens on July 21, Collins realizes there's an opening, as only Santonio Holmes is a lock to be on the opening day roster — if he's cleared to play after injuring his foot last year.

"Our receivers coach has reiterated to all of us that no one has a job," Collins said. "I think I've got their attention. Now I have to show them I deserve to be here."

Collins, who scored 13 touchdowns on just 37 receptions at Seaside, felt like he had a productive camp with the Jets.

"I made a lot more plays than mistakes," said Collins, an all-conference receiver at MPC.

The road to the NFL has had its share of bumps for the 24-year-old, who has flown under the radar throughout his career.

"I've always been surrounded by a lot of talent," Collins said. "It's made me work harder. It's made me who I am."

Despite catching 61 passes for 1,068 yards and earning third team Football Championship Subdivision All-American honors at Weber State in 2010, the NFL locked out its players following the draft.

Collins wasn't drafted and could not be signed as an undrafted free agent until the labor dispute was solved. So he sat and waited for a call that never came.

"I never stopped training," Collins said. "I believed a call would come at some point."

And it did.

But it came a year later and a month into training camp. While the timing wasn't good, Collins made enough of an impression to be re-signed this past winter.

"Joseph is a humble kid that hasn't forgotten where he's come from," said camp coordinator and former Eagles receiver Ron Johnson, who has known Collins since he was 6.

There hasn't been a day since Collins got to New York that he hasn't looked at his playbook, which continues to grow with plays in the offseason.

"You can't go one day without looking at it," Collins said. "If you do, you'll fall behind. We're putting in more plays each day. I try and stay a day ahead."

With his hair having grown some 6 inches outside his helmet, Collins nearly followed the lead of former Seaside teammate and Tampa Bay Buccaneers linebacker Mason Foster and cut it before having a change of heart.

"It's part of the uniform," said Collins, who has run a 4.44-second 40-yard dash. "Antonio Cromartie grabbed it the other day. But I couldn't do it. I'm just going to have to tie it together instead of letting float around."

## **BACK WHERE BUCK BELONGS: Former Pacific Grove coach Roggeman helps out at Johnson-Toney Football Camp**

*The Monterey County Herald Monterey County Herald*

Posted:

MontereyHerald.com

THE HERALD      JUNE 27, 2013

The gleam in his eyes could have lit up the Vegas strip.

The passion in Buck Roggeman's voice transformed a stadium with 400-plus kids of all ages into one.

"He brought me back to my days of playing under him," former Pacific Grove and Monterey Peninsula College quarterback Daniel Connors said. "He is in his element. This is where he is supposed to be."

Roggeman was back in his realm for four days this week at the Johnson-Toney Football Camp at MPC, shouting out encouragement, breaking down barriers and doing what he still loves — teaching the game.

"He made me want to run through a wall for him," Greenfield linebacker Roger Pacheco said. "You can not help but want to push yourself for that man."

Roggeman, a one-time linebacker at Stanford University, put together the greatest run in Pacific Grove football history during his seven seasons, leading the team to six league titles and the program's first and only CCS title in 2001 before stepping down five years ago.

"Do I miss it? Sure I do," said Roggeman, who resigned in 2008 to become an administrator. "I miss being around it. The way you relate to kids in coaching is just different."

Roggeman, the principal at Pacific Grove Middle School, has always had that intangible as a coach that relates well to athletes in general — past and present.

Apparently he hasn't lost his touch.

Former Chiefs defensive back M.L. Carter, who is helping at the camp, told coordinator Ron Johnson that he would have played for Roggeman 20 years ago any day of the week.

"Buck goes from a positive standpoint," said Johnson, a former Eagles receiver. "His wheelhouse is the coaching on the field. You can see he still has that passion for the sport and kids. He possesses such a positive attitude."

And it's rubbed off on some of the younger coaches that are working the camp.

"He had me wanting to do drills," said former Monterey High and MPC linebacker Tim Dunn, who will play his senior season at Lincoln University in Missouri. "I think he had all of us fired up."

That's Roggeman.

During his first season as an assistant coach at Gonzales, Roggeman walked up and down the sidelines

telling his players, "Don't give up on me Spartans."

Gonzales, which was down 28-0 in the first quarter in that game to Seaside, rallied to tie the game before falling 35-28.

"Enthusiasm is contagious," Roggeman said. "So is misery. Which one am I going to choose?"

If Roggeman is giving you that look, it's not a death stare. Instead, it's more like "come on, you're better than that. Now show me."

"I can teach a kid to block and tackle," Roggeman said. "But that's not going to change his life. The value in life is etiquette. I'm trying to make them responsible, a good teammate, a good person and persevere."

Roggeman's pretty good at his craft as well.

As a head coach, Roggeman won 66 games, including 12 straight during the Breakers' CCS title run in his first year in 2001. He also took them to two other CCS finals appearances.

Pacific Grove was 41-2 in the Mission Trail Athletic League during Roggeman's seven years, rattling off 30 straight league wins before he stepped down.

"Right now I have to focus on being a better administrator," Roggeman said. "But you never say never. There may be a day when I get back into it. But it won't be anytime soon."

For now, four days of coaching football will have to fill Roggeman's appetite.

"Hey coach, I've got an opening if you want to come back," Stevenson coach Bruce Dini said.

Roggeman can teach the game. But his strength is getting players to unite. This week, he's had high school players from Greenfield, Marina, Monterey, Seaside and Stevenson lining up together, demonstrating chemistry in 24 hours.

"I wondered who that was," said Pacheco, who led Greenfield in tackles last year.

Roggeman teaches the game. He preaches respect. Players are treated as equals.

"It's that whole transformational coaches ... ," Johnson said.

Except Roggeman was coaching like that before. To a degree, he was ahead of the curve. He doesn't break kids down, he builds them up.

"You want to give them something they can take into life after football," Roggeman said. "Respect is important in life in raising a family and how you do your job."

It's evident, though, that Roggeman still has an eye for football, a love for the sport and being around kids.

"I'll tell you what," Roggeman said. "If you put these 50 high school kids on one team, it would be a pretty good club. We've got a coaching staff here that would do some good things. This has been a blast."



**Notice to Bidders  
Monterey Peninsula College  
Pool and Tennis Court Project**

Monterey Peninsula Community College District is asking for bids for the Pool and Tennis Court Project.

This is a 6 month, estimated \$2 million dollar project projected to be in construction from 8/5/13 to 1/23/14. The Pool and Tennis Court project consists of renovating the pool and tennis courts. This consists of a new pool pump house structure, all new pool equipment, and new site work inside and out of the pool area. The tennis court portion will be an add alternate consisting of complete removal of the existing courts and repaving six new court in the same location.

A mandatory bid conference and bid walk is scheduled for 7/9/13. The bid conference will start at the MPC Facilities building at 1:30pm. Bidders that are not signed in by 1:30pm at the meeting will not be able to bid on the project. All pre bid RFIs and substitution request must be to Kitchell by no later than 5pm, 7/12/13. The final addendum will be issued 7/18/13.

This is a Measure I Bond funded project requiring prevailing wage pay rates.

Project documents are available on 7/1/13 at American Reprographics Company at 2 Harris Court Suite A5, Monterey, CA 93940 Tel: 831-646-1170. There will be a refundable deposit of \$150.00 for the plans.

Bids will be due at the Monterey Peninsula College Facilities building by 2pm, Tuesday July 23, 2013.

All questions about the project should be directed to Dustin Conner at 831-646-4299 or via email at [dconner@mpc.edu](mailto:dconner@mpc.edu).  
Published 6/27/13 and 7/2/13



A Profession at Risk: Teaching Humans in the New Millennium

Jun 28, 2013 |

David Clemens

Mark Edmundson likes asking difficult questions. The title of his latest collection of essays asks one that I hear more and more from despairing professors: Why Teach?

Professor Edmundson's book has a purpose beyond meditating on teaching, a purpose announced by the book's subtitle, "In Defense of a Real Education." What is real education, and why does it need defending? Each essay provides a different take on higher education's surrender to corporatization and finds that something pervades our schools and colleges which is not "real" education at all. This faux education comes in many forms: MOOCs, assessment, SLOs, job readiness, technology, ideology, acceleration, and Big Data. Professor Edmundson's defense of real education begins with the one variable missing from the current higher education formula: human students.

There is no reason to teach other than students, whose greatest need is to become more fully human through a sustained interrogation of themselves by "the best which has been thought and said." But getting students to pursue this interrogation is compromised by the means and ends of our colleges and by the nature of today's digital natives. In a section titled "Fellow Students," Professor Edmundson speaks to and about today's collegians who, he says, "disturb me a little, these kind and melancholy students, who themselves seem rather frightened of their own lives." His favorite is a student named Joon Lee, who is actually curious and displays an unabashed "capacity for enthusiasm" in a generation of students whose permanent temperature is cool and whose affect is impassive "knowingness." Edmundson recalls his own career as a disassociated high school student. At one point, he says, "I checked out. I went low to the ground, despondent, suspicious, asleep in the outer self, barely conscious within."

Edmundson believes that students' real education, Keats's "Soul-making" or character building, involves being awakened, and being asked uncomfortable questions. How else can they begin to test the limits of their self-conception and begin to grow? Edmundson likes to rouse students by asking them, "How do you imagine God?" He gets some shocked responses because his question is unexpected, discomfiting, and dangerous, because it opens up abandoned rooms and hallways in the academy's manse.

Intending to unsettle them further, Edmundson asks incoming students, "Who are you?":

You may not be the person that your parents take you to be. And—this thought is both more exciting and more dangerous—you may not be the person that you take yourself to be, either.

You may not have read yourself aright, and college is the place where you can find out whether you have or not. The reason to read Blake and Dickinson and Freud and Dickens is not to become more cultivated or more articulate or to be someone who, at a cocktail party, is never embarrassed (or can embarrass others). The best reason to read them is to see if they know you better than you know yourself.

Real education results in self-knowledge and self-awareness in the context of the past and the wider world. Edmundson describes his own high school, which,

. . . whatever its appearances, was not a school. It was a place where you learned to do—or were punished for failing in—a variety of exercises. The content of these exercises didn't matter at all. What mattered was form—repetition and form. You filled in blanks, conjugated, declined, diagrammed, defined, outlined, summarized, recapitulated, positioned, graphed. It did not matter what: English, geometry, biology, history, all were the same. The process treated your mind as though it was a body part capable of learning a number of protocols, simple choreographies, then repeating, repeating.

This place sounds like the model for today's faux higher education: standardized, measurable, machine-scored, instructed by software or video, and culminating in bubble tests. Faux education is interested in developing skilled workers, but skill development divorced from values results in graduates who know how to work, but not how to live or why.

Another obstacle to real education is the aprioristic nature of "readings." In the chapter "Against Readings," Edmundson objects to the practice of giving students a Marxist "reading" of William Blake or a feminist "reading" of "The Love Song of J. Alfred Prufrock." Better, he says, for the teacher to provide a "Blakean reading of Blake, or an Eliotic reading of Eliot . . ." Literature is best understood as art which can restore and renew us, where "readings" are often reductive and repetitive.

In the penultimate essay, "Teaching the Truths," Edmundson finally offers what he calls his "thesis statement":

[T]he function of a liberal arts education, as I see it, is to rejuvenate, reaffirm, replenish, revise, overwhelm, replace, reorder, or maybe just slightly retouch the web of words that [Richard] Rorty calls the final vocabulary [which] is potentially also a new way to live.

Each of us has a "final vocabulary," the words we use to describe ourselves to others, the words that represent what we believe to be true. Experiencing what others have thought to be true, in literary form, can expand or contract our own final vocabulary (meaning, of course, that our final vocabulary only seems final). He says, "[T]he process I am describing is simply one in which the self recognizes its own unarticulated order as it is shadowed forth in the thoughts of another." The medium for encountering another's thoughts is language because "When human beings attempt to come to terms with who they are and who they wish to be, the most effective medium is verbal." Real education of human students, then, comes through speech and writing.

Why Teach? concludes with “Under the Sign of Satan: Blake in the Corporate University,” a lyric essay in which Edmundson combines William Blake’s biographical details, his poems “London” and “Milton,” Miltonic and Blakean Satans, Hulk Hogan and monster trucks, college administrators, Blake’s mythical Palamabron, and a young engineering major seeking the blueprints to follow for writing fiction. His mélange of fact, anecdote, vision, literary allusion, and allegory reveals how universities have become a habitat for the gnomes of pragmatism and finance just as the humanities have grown mute, no longer able to justify their ways to man.

In the end, Professor Edmundson sees the university as becoming ever more powerfully corporate and dehumanized, smothering teachers and students. He knows that he can defend real education but he may not be able to save it as long as professors “can’t say why Shakespeare is better than the next episode of Jersey Shore.”

Thus, the book that began with a question concludes with a challenge to the professoriate: “If you don’t cultivate (and discipline) Satan, he’ll grow ever more powerful and ever more pragmatic.” Satan loves practical, efficient, economical training. His is the corporate university, a business that privileges monster truck rallies on campus over string quartets because it helps the bottom line. Satan says that the unexamined life is well worth living.

Teachers must resist the corporate temptations, discipline Satan, and embrace real education—the formative education of personal growth, values, and tastes leading to a fulfilling life.

**Monterey Peninsula Gospel Community**

**Choir is looking for singers.** Rehearsals  
noon-3 p.m. the second and fourth  
Saturday of each month in the Music  
Building near Parking Lot B at Monterey  
Peninsula College, 980 Fremont St.,  
Monterey. mpgospelcc@aol.com

## GENTRAIN SOCIETY LECTURE

### Film as the Medium for Empathy

Lee Ritscher, lecturer  
in the Human  
Communications  
department at CSUMB,  
will be discussing the  
ways in which film  
offers a glimpse into  
other cultures. While  
this may seem a simple



topic, the benefits to avid film viewing, whether documentary  
or fiction, may provide a context for understanding universal  
human desires, dramas, and disappointments. Based on a course  
she teaches at CSUMB, her lecture will focus on short film clips  
as examples of differences between cultures and the universality  
of human experiences.

**July 3, 2013 • MPC LF 103 - 1:30 to 2:30 pm**

Open to the public; no charge or registration is required (parking \$2.00)

[www.gentrain.org](http://www.gentrain.org)

## Most classes aimed at students who are behind and need to catch up

By CLAUDIA MELÉNDEZ SALINAS Herald Staff Writer Monterey County Herald  
Posted:

MontereyHerald.com

THE HERALD

JULY 1, 2013

Lunch has ended, and a line of satisfied first-graders snakes its way to the computer lab at Martin Luther King Elementary in Seaside. They'll soon be practicing their arithmetic skills with Soccer Math, an online game they're eager to practice.

In the game, the students are presented with math problems and several answers to choose from. For every correct choice, the students get to kick the ball and attempt to score a goal.

George Iglesias, 6, has all his fingers at play: first he uses them as a counting aid, then to type.

"Yes," he cries out softly every time he kicks the ball pass the goalkeeper.

Although he doesn't know it, George is a lucky boy. He's one of only a few hundred in the Monterey Peninsula Unified School District who gets to participate in summer classes, perhaps avoiding a much discussed dilemma now facing public education in the United States.

Experts call it "summer learning loss" the educational black hole that sucks educational gains out of children in these lazy days of too much TV and video games. The summer months can set the students back in their learning process two or more months, and in many instances, the effects will last for a lifetime.

Summer learning loss "contributes to a stubborn and long-lasting achievement gap" said Catherine Augustine, senior policy researcher with the RAND corporation in a conference call with the Education Writers Association. "Students are farther behind (when they return) than when they left off in the spring. ... low-income students come to school behind in reading comprehension and other aspects of literacy. This loss is cumulative over time, when we look at achievement gap we see summer slide adds substantially to that gap."

Summer school used to be more the norm than the exception in California schools before finances went south and pushed districts to cut spending.

"This is a major concern," said Nancy Kotowski, superintendent of Monterey County schools. "There's a summer learning loss and summer learning gain for those who have opportunities. It's a gap that occurs — loss for some, gain for some — when they come back to school, the gap broadens."

These days, the classes that remain are aimed primarily at struggling students, children who are already behind and need to catch up.

But Gary Huggings, chief executive officer with the National Summer Learning Association, called these approaches to summer school as "Band-Aids" that don't address the needs of students who are already behind.

"We need a new vision for summer school," he said during the phone conference. "The remedial model is insufficient."

Summer Matters, a statewide campaign focused on developing access to summer programs, was launched in 2008 just as the economic downturn hit California and summer school was one of the first things to go. What the campaign offers is ideas for partnerships and programs that can be developed for struggling districts.

But what districts really need is money.

"It's difficult to find funding and (quality programs) are not cheap," Augustine said. "It's difficult to plan when school's in session, it's hard to attract motivated teachers, find curriculum."

With the dearth of school-sponsored summer programs, the Boys & Girls Clubs in Seaside and Salinas have seen an upswell in the number of children coming through their doors.

"Within weeks of opening up summer program enrollment, a waiting list was already filling up," said Mary Ruberry, vice president of development and marketing with the clubs.

Seaside resident Flor Lara has noticed her children, ages 11, 6 and 4, forget what they've learned in the school year during the summer, so she tries to make them read at least half an hour a day during those months.

"I tell them it's for their own good," Lara said in Spanish. But she's also noticed her neighbors don't make their children read and allow them to watch TV and play video games all day.

"They say they're on vacation, that vacation time is to rest," she said.

As a stay-at-home mom, Lara also has time to take her children swimming and to the park. But for two parents working outside the home, the options may be more limited.

The Recreation Department of Monterey runs a few summer programs, many of which run at capacity. In particular, the "playground" program at Casanova and Hilltop parks, which run from 10 a.m. to 5 p.m. Monday through Friday for seven weeks, has long waiting lists.

The camps are not necessarily about learning math, said Recreation Supervisor Shannon Leon. But children may still learn about science through nature walks and being outdoors, she said.

But these types of enrichment activities are not available in every city.

\* Some school districts are finding creative ways to offer summer programs and other enrichment activities. At MPUSD, officials partnered with Monterey Peninsula College and Community of Caring Monterey Peninsula to bring Seaside fourth-graders to MPC. The event Friday brought about 80 students to the MPC campus so they could learn what's like to be in college and begin planning for their future.

College tours, outdoor sports, and vacations are the types of activities that also decline during the summer for low-income children.



This year, the summer programs at MPUSD are being partially financed with the remaining federal School Improvement Grant, which ended this year. At King, 340 students are enrolled and attendance hovers at around 325, principal Taffra Purnsley said.

"We're trying to have activities that engage them so they'll want to come back," she said.

At the computer class, Octavio Muñoz wants to talk to George about the computer game, but he's so engaged he practically ignores his classmate.

He is asked if he's learning a lot, and without moving his eyes from the keyboard, he simply says 'Yes.'"

Claudia Meléndez Salinas can be reached at 753-6755 or [cmelendez@montereyherald.com](mailto:cmelendez@montereyherald.com).

## Business briefs: Il Fornaio to host mixer

*The Monterey County Herald Monterey County Herald*

Posted:

MontereyHerald.com

THE HERALD

JULY 6, 2013

CARMEL

### Il Fornaio to host mixer

Il Fornaio will host the Carmel Chamber of Commerce on Wednesday. There will be food and wine on the outdoor deck of Il Fornaio, located on Ocean and Monte Verde in Carmel.

The event is from 5-7 p.m. Cost is \$10 for Chamber of Commerce members and \$20 for others

More information is available at 624-2522.

MONTEREY COUNTY

### Guests on local radio, TV shows

"Shagbag": Rob Klevan, CSUMB Summer Arts; Will Bullas, Will Bullas Art Studio; Paola Burthoin, author, 9 a.m. Saturday, KION 1460 AM, 101.1 FM and 1460 KION.com.

"Winslow Art": Filmmaker Jules Hart, 1 p.m. Thursday, Comcast Channel 19, [www.kymbtv.com](http://www.kymbtv.com) and [www.jwwinslow.com](http://www.jwwinslow.com).

PEBBLE BEACH

### \* MPC arts instructor to address Rotary

Gary Bolen, chairman of the Theatre Arts Department at Monterey Peninsula College, will speak to the Pacific Grove Rotary Club at noon Tuesday at The Inn at Spanish Bay.

Lunch is \$20; reservations may be made with Jane Roland at 649-0657.

MONTEREY

### Chamber sets event for new members

The Monterey Peninsula Chamber of Commerce will hold an orientation for new and prospective members at 5 p.m. Tuesday at Hotel Abrego, 755 Abrego St. A no-host reception is at 6:30 p.m.

---

TALKS &  
LECTURES

---

\* > JULY 8

**"Déjà vu in the Far East: Japan vs. China"** 4 p.m., Monday, July 8, in the Social Sciences building, Room 102 at Monterey Peninsula College, 980 Fremont St., Monterey. Parking \$2. [www.wacmb.org](http://www.wacmb.org).

## MPC ALUM A BACKUP QB IN ARENA LEAGUE

**F**inding a spot in the Arena League is keeping Brian Reader's dream alive.

The former Palma High and MPC quarterback is a backup for the Iowa Barnstormers; he has thrown for 359 yards and seven touchdowns in a limited role.

Reader, who led Palma to a league title in 2006 and MPC to a 10-0 season in 2008, has also rushed for two touchdowns for Iowa.

The 6-foot-4 Reader tossed two touchdown passes and rushed for one on June 22 in a setback to the Philadelphia Soul.

The Barnstormers is where former Rams and Cardinals quarterback Kurt Warner started his professional career.

## King City, MPC alum Jake Davis hopes to make a difference for Cal football team

By JOHN DEVINE Herald Staff Writer Monterey County Herald

Posted:

MontereyHerald.com

THE HERALD      JULY 9, 2013

The reward for breaking Cal's squat record for tight ends in the weight room last spring was a move to the outside as a wide receiver for Jake Davis.

In part, because the tight end position has no place in Cal's new up-tempo offense.

Yet, while he's listed as a receiver on the depth chart, Davis also spent time as a fullback during the Bears' spring game.

"It was an opportunity to get on the field," Davis said. "I ran with it."

Where he lines up on Aug. 31 for Cal's home opener against Northwestern is irrelevant to Davis as long as he finds the field after a redshirt season.

"I feel like I have a chance to get on the field and make a contribution and make everyone at home proud," the King City High and Monterey Peninsula College product said.

While his 6-foot-3, 225-pound frame looks more like an imposing target in the slot position, Davis has little fear in sticking his nose into a blitzing linebacker coming at him at full speed.

"I might be on the lighter side," Davis said. "But I can block people. I spent the offseason being an animal in the weight room, building strength and stamina for this offense."

The 20-year-old also spent a season on the sidelines, redshirting last year at Cal after coming on board as a walk-on recruit following an all-conference season at MPC.

"To be honest, I didn't enjoy standing there for home games with just a jersey on," Davis said. "But I also saw it as a good thing. I got to learn and watch. I got a year under my belt to mature and grow."

Davis passed up a handful of offers following his second season at MPC after Cal called and offered him a chance to be a part of the program with the potential for a scholarship in the future.

"Cal actually worked me out after my first year at MPC," Davis said. "After my second year, the coach that worked me out called and said we want you here — that there could be an opportunity to earn a scholarship."

The opportunity still exists with a new coaching staff that appears to have taken a liking to the junior's work ethics and low maintenance approach.

"This is a kid that runs a 4.5 40-yard dash and has high jumped 6-feet-6," MPC coach Mike Rasmussen said. "This no-huddle, up-tempo offense that Cal is running needs athletes on the field. Jake is an athlete."

There is no diva in Davis, a quiet and soft-spoken King City native that prefers a cowboy hat to a baseball cap while strolling around Telegraph Avenue in Berkeley.

"I don't get out too much," said Davis, who is majoring in American studies. "I could not pass up an opportunity to get an education at Cal to play Pac-12 football, the highest level possible."

A 110-meter high hurdles champion in track at King City, Davis is explosive off the ball with deceptive speed in the open field, running precise routes and showcasing soft hands in traffic.

As a senior for the Mustangs in 2009, he caught 28 passes for 448 yards. During his sophomore season at MPC, he caught 22 passes for 424 yards and eight touchdowns.

When he lines up as a receiver for Cal this fall, it will be in the slot when the Bears go with four and five receiver formations. Having Davis line up as an H-back gives Cal another punishing blocker, or a receiver out of the backfield.

"We don't run a tight end in this offense," Davis said. "I obviously want to get on the field as a receiver. But I think I have a shot of seeing some time at fullback. I will play where ever they want if it gets me on the field."

Some of that versatility was displayed at MPC in 2011 when he also rushed four times for 25 yards, returned three kickoffs for 52 yards and three punts for 50 yards.

"I think they like him in a two-back offense where they can put Jake into different formations in a hurry and line him up as a receiver out of the backfield," Rasmussen said. "He's a big play guy. And he's smart."

Davis is also on the depth charts for Cal special teams, but he doesn't expect to be returning kicks.

"I could be on the end on the wedge on kickoff returns, or running down on the outside," Davis said.

While Davis was recruited by the old regime, it feels like a fresh start with new Cal coach Sonny Dykes, playing in one of the most historic and recently renovated stadiums in the nation.

"It has been a very positive experience," Davis said. "It's an exciting offense to be in. It's not complicated. The coaching staff likes to put its players in the best position possible."

Davis displayed that athleticism during Cal's spring game, making plays at two different positions, pushing for more playing time as the season inches closer.

"It felt great," Davis said. "I love this offense. It's a balanced attack. It is such a high-speed offense that it takes a lot of conditioning."

While being forced to stand and watch in his No. 82 jersey frustrated Davis at times last fall, he took mental notes, preparing himself to execute in any situation he was called upon.

"It made me hungry sitting on the sidelines," Davis said. "But at the same time I feel I'm more confident. I feel I am ready to play. I've worked hard. No shortcuts. I know what this level is about."



John Devine can be reached at 646-4405 and [jdevine@montereyherald.com](mailto:jdevine@montereyherald.com). Follow him on Twitter [@johnjdevine](https://twitter.com/johnjdevine).

---

### Jake Davis by the numbers

#### 2009 at King City

- 28 catches for 448 yards, 4 touchdowns

#### 2011 at MPC

- 22 catches for 424 yards, 8 touchdowns

---

## **OUT OF HIBERNATION: Pacific Grove and MPC alum Bill Tyndall is poised to start on Cal's O-line**

By JOHN DEVINE Herald Staff Writer Monterey County Herald

Posted:

MontereyHerald.com

THE HERALD JULY 11, 2013

There is no sign of a limp in his step, no swelling in his left ankle. The only reminder that remains is a scar from the incision following surgery.

If this had happened to Bill Tyndall during the fall instead of the spring, his collegiate football career at Cal would be over.

Instead, snapping his ankle during the Bears' spring game back in March has given the offensive tackle time to heal, putting him on pace to be back on the field for his senior year before the team's season opener.

"That's the plan," Tyndall said. "It's been a long recovery. At times, it's been frustrating. But it is just a little bump in the road. I'm confident I will be back in time."

While the 285-pound senior has not been given full clearance to start running yet, he has been running in a controlled environment in a pool on the Cal campus.

Each week the former Pacific Grove High and Monterey Peninsula College lineman feels more strength and stability in the ankle.

"I'm probably five weeks away from being allowed to do full-contact drills," Tyndall said. "I have been doing a lot of cardio in the pool and on exercise machines."

Tyndall, who started five games last year at right tackle, broke his ankle in the final week of spring practice during Cal's spring game.

"Oh, I knew right away," Tyndall said. "It was pretty obvious. It was just a freak thing. There was no way to prevent it. I got hit from behind the wrong way."

Because of the timing of the injury, the 22-year-old Tyndall hasn't fallen behind. He's been in the weight room with his teammates, before retreating daily to the swimming pool to continue his rehabilitation.

"I was able to establish myself before the injury," Tyndall said. "I realize a lot of guys have an opportunity to step up. We have a lot of talent, but I have a good feeling about myself."

At 6-feet-4, Tyndall is lean by lineman standards. While he's put on 25 pounds of muscle since arriving at Cal after one all-state season at MPC, the mental aspect is where he's turned a corner.

"In today's world, it's about fat loss and muscle gain," MPC football coach Mike Rasmussen said. "Bill is an athlete with a great frame. What he needed to do was become more physical."

Tyndall got his baptism by fire last fall when he made his first start for Cal against unbeaten Ohio State, holding his own against one of the nation's best defenses.

It left enough of an impression to earn four more starts over the course of the season. He came into this spring as the school's starting right tackle.

"The coaches know how long of a recovery this is," Tyndall said. "But they're confident that I will be back, as am I. I expect to be ready when camp starts."

Beginning his final collegiate season with a new coaching staff and new offensive system wasn't ideal, until Tyndall got a look at the system head coach Sonny Dykes brought in.

"This is more my type of offense," Tyndall said. "It's built for speed. We have an extensive playbook. We have a lot of different movement involving the tackles."

When Tyndall arrived at Cal after one year at MPC, he was a pulling guard. That explosiveness remains despite the extra 25 pounds of muscle.

"He's probably the highest recruited guy I've ever had here," Rasmussen said. "A lot of schools were looking at him after his first year. But Cal made him an offer. He flew under the radar in high school."

While Tyndall had great respect for head coach Jeff Tedford, the change in coaches has changed the atmosphere after a pair of disappointing seasons in Strawberry Canyon.

"Coach Tedford was great," Tyndall said. "But this was a nice change up. This offense has got people excited. With a new coach, it allowed people to step up."

Cal's up-tempo, no-huddle attack is meant to wear down teams and produce points — much like Oregon has done in the Pac-12 during the past few years.

Depending on the opponent, or Dykes' frame of mind, Tyndall believes Cal could throw the ball 80 percent of the time or split it down the middle.

"The offense is built to produce points," said Tyndall, who considers himself a better run blocker. "And it's an easy way to do it. Why didn't we do it in the past? Coaches do what they know. This guy knows this offense."

As for a future after Cal, playing in the NFL has crossed his mind.

"It's a thought of mine," Tyndall said.

"I think guys that fit those measurements fit the NFL criteria," Rasmussen said. "Bill is going to be on someone's radar."

The question is will Tyndall look to play beyond college.

"I'll see how this year goes and determine what I think about it," Tyndall said. "Right now I just want to get back on the field and be part of the change in culture."

**► JULY 25-AUG. 18****MPC Theatre Company presents**

**"Les Misérables."** Previews at 7:30 p.m. Thursday, July 25, opens at 7:30 p.m. Friday, July 26, with a gala grand opening at 7:30 p.m. Saturday, July 27, at the Morgan Stock Stage at Monterey Peninsula College, 980 Fremont St., Monterey. MPC reopens its renovated Morgan Stock Stage with the Broadway version of the world's most popular musical, complete with 15-piece orchestra as well as spectacular sets and lights and a cast of more than three dozen actors. Day of: general \$25, senior (55-and-older) \$20, military \$15, young adult (16-21) \$15, children (15 and under) \$10; 24-hour advance purchase \$20 or buy online ([www.mpctheatre.com](http://www.mpctheatre.com)) for \$18; all seats \$12.50 for preview, \$20 for opening and \$100 for gala opening (\$125 after 7/15). Tickets and info at MPC Box Office at [MPCBoxOffice@mpc.edu](mailto:MPCBoxOffice@mpc.edu), 646-4213, [www.mpctheatre.com](http://www.mpctheatre.com).

**► JULY 17****"Health Reform and the Affordable**

**Care Act."** 1:30-2:30 p.m.

Wednesday, July 17, at Monterey

Peninsula College in Lecture

Forum 103, 980 Fremont St.,

Monterey. Bob Petty will include

a review of what has been

started and evaluate the results.

He will cover what is scheduled

for 2013 and early 2014 along

with the results that are

predicted. Free. 646-4224,

[www.gentrain.org](http://www.gentrain.org).



ORIENTATION SCHEDULE FOR PROSPECTIVE  
MPC TRUSTEES – 2013 ELECTION

Two seats on the Monterey Peninsula Community College District's Governing Board will be up for election in November 2013 representing Area 1 (Seaside, Sand City) and Area 2 (Marina, CSUMB area of the former Fort Ord). The Prospective Board Candidate orientation will provide an overview of the duties and responsibilities of the MPC Board of Trustees and will be directed by Dr. Walter Tribley, Superintendent/President.

**Date: Thursday, July 11**

**Time: 7:00-9:00pm**

**Location: MPC's Administration Building,  
Large Conference Room  
980 Fremont Street, Monterey**

For more information and to RSVP with intent to participate, please call the President's Office at (831) 646-4060.

*MPC Your Community College • [www.mpc.edu](http://www.mpc.edu)*

MPC Meeting of the Board of Trustees: July 24, 2013  
Superintendent/President's Report: Dr. Walt Tribley

1. Met with **Interim VP for Student Services, Mr. Marty Johnson** to set overall goals and provide an overview of the state of affairs at MPC. Marty has hit the ground running and is actively engaging personnel in student services to identify our processes and propose efficiency measures, among other duties.
2. **Nursing Steering Committee** met and approved multi-criterion selection process. This process was initiated in response to state recommendations and a desire locally to improve the chances of success in our program.
3. Directed the implementation of a campus-wide survey, conducted by Dr. Ryan and assisted by Dr. Hochstaedter, regarding Parking Lot A. The college did not hold the special meeting of the MPC Board of Trustees in June in mutual agreement with the 'Automobile Foundation.' This meeting will be conducted at a later date.
4. **Panetta Institute:** participated on a two-person panel discussion with student-body presidents from across the CSU system at the Panetta Institute. Leadership principles, personal strategies and experiences in leadership, and entering a new executive position were the main topics.
5. **Provided a welcome** for the following activities on the MPC Campus:
  - a. **Community of Caring Monterey:** Welcomed 4<sup>th</sup> graders from King Elementary to our campus. This program was spearheaded by Cathi Speller and Larry Walker. MPC Trio students, upward bound summer participants, Sandra Washington, Chris Calima, and Carsbia Anderson were a huge part of the success of this program.
  - b. **Johnson – Tonney Football Camp:** Welcomed young students to campus and encouraged them to learn football and teamwork and GO TO COLLEGE! Joined by Carsbia Anderson who also gave a welcome to the campers.
  - c. **Imagine College Symposium:** This symposium was for Seaside High School graduates that will be attending college in the Fall of 2013. Many of whom will attend MPC. The goal is to help those students form support teams to help them persist and succeed in college. This also helps reduce the number of students that indicate they are college-bound at the end of high school but do not attend in the fall. The event also included Marty Johnson and Larry Walker. Larry's daughter, and Ph.D. Candidate, Ms. Lawrenca Walker played a leadership role in the activity.
6. **MPC Foundation:**
  - a. Worked with Beccie Michael to hold two President's Luncheons. Foundation hosts included Mr. Bret Silvestri and Ms. Ellen Haley/Mr. Lynn Davis
  - b. Continue to work with Ms. Michael to strengthen the relationship and strategic partnership between MPC and MPCF.
  - c. Attended Executive Committee of the MPCF.
  - d. Attended the MPCF Alumni Association meeting with Beccie Michael. This meeting mostly focused on the annual BBQ that will be held in the fall.
  - e. Met with Beccie Michael, Rich & Renee Kezerian regarding the 2014 Lobos Hall of Fame celebration to begin our planning.



7. Attended the MPC Fire Academy Orientation session.
8. Reviewed proposed **MPC Board policy changes in academic affairs** that will go to the MPC Board of Trustees in the Fall of 2013 with Dr. Pinet. These policies have been reviewed by appropriate advisory groups, the MPC Academic Senate, and the MPC College Council. Dr. Pinet and various shared governance committees have reviewed several policies as is required by MPC Board Policy and the ACCJC. This work is ongoing for other areas of the college as well. We will need to “renew” our efforts in other areas of the college to complete a timely review of policies for the MPC Board of Trustees’ review and approval.
9. Met with CSUMB President Ochoa, Hartnell superintendent/President Lewallen, and Monterey County Superintendent of Schools Katowski to discuss our general vision for implementing the **STRIVE network** in Monterey County. Dr. Ochoa is playing the lead role in this activity that is aimed to support students from cradle to adulthood.
10. Met with Dr. Katowski and Ms. Newman of the **Monterey County Office of Education** regarding a potential partnership that would create an internship program. Ms. Kathleen Clark of MPC will coordinate the effort. This program is scale-able and will provide MPC with learning opportunities related to teaching (tutoring), organizational IT, office operations, etc. and will provide the K12 system with some fantastic student-interns to help with the implementation of ‘common core’ among other needs.
11. Offered an orientation for potential trustees on July 11, 2013. Will offer another orientation at a later date.
12. Met with the CIO (Pinet), Director of A&R (Dunne), and Dean of Instruction (Gilmartin) to discuss issues related to the operation of the South Bay Regional Consortium. This meeting brought forward issues pertaining to curriculum, access, and admissions that MPC would like to see resolved.
13. The Student Learning Outcomes Committee held a team-building activity at Elkhorn Slough. Per expectations, participants were held accountable for learning outcomes related to identification of various species of birds.
14. Attended FORA Board meeting.
15. **Legislative Advocacy:** Provided a letter indicating MPC’s opposition to SB 173 (Liu) Education funding: adult health and safety education, as amended May 28, 2013
16. Much of the operational discussion among the executive management team is geared toward strategies to reduce our cost of operation which increasing our FTES generation. It is noted that part of the reason for the large difference in the 2013-14 budget compared with the 2012-13 budget is the increased commitment early in the budget process to the South Bay Regional Consortium as well as an additional \$100,000 for trustee elections.

SLO Committee Platform/Direction  
April 24, 2013

The Issue/Context:

With decreases in funding and the emergence of accountability, MOOCs, and the completion agenda, MPC finds itself in an “environment that is effectively encouraging a diminishment of quality while asking for a product of demonstrable value”.\*

The recommended Platform/Direction:

**The institution must act as a team to demonstrate the value of an MPC education by using SLOs to demonstrate what MPC students learn, the degree to which they’ve learned it, and how the institution has endeavored to improve.**

Steps MPC will be taking to survive in this context:

1. Use SLOs to build and improve upon MPC’s successful Reflections process by integrating them into all aspects of MPC’s governance structure
  - a. They need to be in our institutional goals, e.g., “The institution will demonstrate what MPC students learn and the degree to which they’ve learned it.”
  - b. They need to be in our component goals, e.g., “Academic Affairs will provide appropriate tools to easily record assessment results and the essence of the dialog that provides the context for the results.”
  - c. They need to be prominently displayed on all documents describing what we do, including job announcements, job descriptions, handbooks, plans, reports, mentoring efforts, and whatever else I’ve forgotten to mention here.
  - d. They need to be in the hearts and minds of all MPC personnel; we need to encourage the attitude that in addition to being great educators and service providers, “student learning is what we do and we can demonstrate its quality and value.”
2. Integrate the expertise and experience of MPC adjuncts—who currently teach many of MPC courses—into the reflections process in order to enrich the dialog about assessment of student learning, and provide critical context for the results.
  - a. MPC currently invites adjuncts to participate.
  - b. We need to do more.
3. Communicate more specifically and precisely about assessment results.
  - a. Without forgetting its commitment to the uniqueness of the individual student, MPC must endeavor to communicate the results of the whole
  - b. MPC must become more quantitative in the way it reports its assessment results.
  - c. Quantitative data without context is incredibly dangerous. Contextualized data can communicate the results of the whole and include its nuances and complexities.
4. Utilize Reflections/SLO results to provide context for the student achievement and “student success” data that is becoming increasingly pervasive in this climate of accountability and completion agendas.

Academic Senate motion (Robynn Smith, Elias Kary): The Academic Senate is in support of the SLO Committee and the direction stated in the platform document, and asks the SLO Committee to continue with this effort. Motion carried unanimously, 3/21/13.

\*From ASCCC President Michelle Pilati’s March 2013 update  
[http://www.asccc.org/newsletter\\_archive](http://www.asccc.org/newsletter_archive)

Fred Hochstaedter

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

Good Afternoon Board Members,

24 July 2013

Welcome back to the Marina Education Center.

Today I am sharing with you a copy of an e-mail I received from Scott Lay- President and Chief Executive Officer of the Community College League of California- I find his observations and information interesting, especially his comments about college presidents and full- time faculty.

It has been another busy month representing MPCEA and its members.

Our members have been involved in the moving process throughout campus. This month the Security Department is moving to the temporary village located just off of Parking Lot C.

I have been in conversations with the Faculty group and finding out what their talking about with the District as far as their negotiations. We are eager to see what kind of agreement they come up with as we like to mirror any agreement with the District to theirs.

I will be reminding our members that they can't supervise other classified.

All employees should expect a harassment free workplace. I have heard that some employees are being told they can't talk with other employees about their personal lives at work, really is that how we foster a work environment that is fulfilling by not allowing employees to feel free to share their lives with people they work with, the last time I checked I lived in the United States where people fight for such freedoms. I am waiting to defend an employee's rights when they get written up for such actives, I am sure I will have a winning case.

This month we are sending members to the CSEA conference in Las Vegas to represent MPCEA. Per our agreement with the District they will have release time to attend. This year Chicha Guzman of Grounds and Laura Mock of Academic Affairs will represent MPCEA.

As always,

"There is No Class without Classified"



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



July 9, 2013

Dear Loran,

This morning, I was honored to attend the Dr. John W. Rice diversity awards, sponsored by the Board of Governors and the Foundation for California Community Colleges. The ceremony honored the Los Angeles Community College District's Project MATCH and to Napa Valley College Dean of Career Technical Education Greg Miraglia for his work in hate crimes training and education focusing on the lesbian, gay, bisexual and transgender student community.

If you have heard me speak lately, you know my theme is basically "Exhale, the worst budget times are behind us, and now we have some real work to do."

And, on diversity, we have some real work to do.

Look how dramatically our student population has shifted in twenty years:

<b>Student Demographic Changes</b>				
<b>Fall Term</b>	<b>White</b>	<b>Asian/Filipino/PI</b>	<b>Black</b>	<b>Hispanic/Latino</b>
<b>2012</b>	30.4%	14.5%	7.0%	38.6%
<b>1992</b>	51.2%	14.9%	7.2%	19.9%

*Source: Data Mart, California Community Colleges Chancellor's Office*

Now, we know that the trend will continue. Just last week, state demographers reported that Latino population equalled the white population for the first time in modern history, and is now in the plurality.

Well, how are we doing on the staff front?

<b>Demographics of Students and Staff, Fall 2012</b>				
	<b>White</b>	<b>Asian/Filipino/PI</b>	<b>Black</b>	<b>Hispanic/Latino</b>
<b>Students</b>	30.4%	14.5%	7.0%	38.6%
<b>Educational Admins</b>	57.6%	9.3%	9.9%	15.8%
<b>Full-time Faculty</b>	64.7%	9.3%	5.8%	13.4%
<b>Part-time Faculty</b>	65.8%	9.4%	4.9%	11.6%
<b>Classified</b>	46.1%	12.7%	8.3%	25.3%

*Source: Data Mart, California Community Colleges Chancellor's Office*

We clearly have some work to do, but we also have enormous opportunities ahead.

As you may have read recently, a study found that 40% of community college presidents nationally are expected to retire in the next five years. Additionally, California's community colleges will be hiring hundreds of new full-time faculty over the next few years.

And, those full-time faculty hires are key, as they will be the leaders of our system in twenty years. We can't think of leadership development as a five-year challenge. We must think beyond our own retirement and think about the next generation. We can't just ask "We have a presidential vacancy, how can we ensure a diverse pool?" Our obligation is ongoing, working 20 years ahead of when we will need to fill that vacancy.

Who will be the transformative leaders that are serving this great multi-cultural state in 2030 or 2040? Our vision must move beyond 2020.

We need to reach in to the graduate schools and make an emotional connection with the best and brightest potential faculty that span the demographics of our students. While "affirmative action" may be limited, we absolutely can look at the personal background of equally qualified candidates and identify those who most closely reflect that of our students.

This morning, when former Orange County supervisor and former Peace Corps director Gaddi Vasquez talked about being the child of farmworkers, he made an emotional connection with those with a similar background that I simply could not make. I remember the connection former Supreme Court Justice Cruz Reynoso had with Latino students, including one who is

now a state Assemblymember, when I was in law school.  
Diversity at all college ranks that spans the spectrum of our students best enables our enrollees to reach their highest hopes and dreams, and we must meet the challenge as we build the foundation of this system for the next thirty years.  
As always, I welcome your thoughts on how we as a system can meet this challenge.  
Sincerely,



Scott Lay  
President and Chief Executive Officer  
Orange Coast College '94

---

**Community College League of California**  
**2017 O Street, Sacramento, California 95811**  
**916.444.8641 . [www.ccleague.org](http://www.ccleague.org)**



## **EXECUTIVE DIRECTOR'S REPORT TO MPC GOVERNING BOARD OF TRUSTEES**

### **July 24, 2013**

*Monterey Peninsula College Foundation supports MPC by being a strong advocate for the College in the community and by raising significant financial support for the College.*

#### **FUNDRAISING**

##### **1. Total Monthly Donations Received in June 2013: To be provided at the July 24<sup>th</sup> meeting**

##### **2. President's Circle Campaign**

The President's Circle campaign, which raises unrestricted funds, is organized into two taskforces: Individual Donors and Corporate/Foundation Donors. The goal is to raise \$250,000 by December 31, 2013 (\$175,000 from individual donors and \$75,000 from corporate and foundation donors). Last year the President's Circle raised a total of \$208,871.

As of July 12, 2013, we have raised \$140,000, or 56% of the campaign goal.

#### **EVENTS**

##### **1. President's Luncheon**

MPC Foundation Board Members Lynn Davis and Ellen Haley hosted a very successful President's Luncheon on July 12, 2013, which included four guests. The next President's Luncheon will be hosted by Rick Johnson and Patrick Stafford, on August 30, 2013.

#### **COLLEGE SUPPORT**

##### **1. Faculty and Staff Advancement (FASA) Awards**

The next round of FASA applications will be due in late September 2013. Details will be announced at Fall Flex Day and in an all-users email.

#### **FOUNDATION ADMINISTRATION**

1. The next Foundation Executive Committee meeting will be held Tuesday, August 20, 2013.
2. The next Foundation Board of Director's meeting will be held Wednesday, September 11, 2013.





**community  
human services**

hope. help. here.

2560 Garden Road, Monterey - P.O. Box 3076, Monterey, CA 93942-3076 - Phone 831-658-381

**Our Mission:** *Addiction, mental illness and homelessness destroy lives and weaken families, therefore Community Human Services (CHS) provides people of all ages with the tools and support to overcome these challenges and create lasting change in their lives.*

**Board of Directors  
MEETING HIGHLIGHTS  
June 20, 2013**

1. *Robin McCrae, Chief Executive Officer, reported on the numerous productive meetings that occurred over the past month. The meetings included the annual board retreat, Genesis House's graduation, Development Director Rob Rapp's graduation from the Leadership Monterey Peninsula program, a meeting with Supervisor Jane Parker to discuss financing options for Genesis House, and a meeting with the new city manager of Marina.*
2. *Valerie Catania, Chief Program Officer, reported on this month's upcoming CARF Survey for Genesis House. She also thanked all of the Program Officers for doing a great job under demanding circumstances.*
3. *Finance Committee Chair Annette Yee Steck reported on the improved Accounts Receivables. The Agency is breaking even for the ten-month period ending April 2013. No draws have been made from the line of credit. Negotiations continue to move forward on the Genesis House mortgage refinancing.*
4. *The board approved the Fiscal Year 2013/14 Budget as well as a borrowing resolution, an investment policy, exterior paint for Genesis House, and computer hardware and software purchases.*
5. *The City of Monterey is requesting feedback from the community regarding a potential homeless program called "Safe Parking." To offer your input, contact Kim Bui-Burton at 831-656-5601 or suggest@monterey.org.*
6. *Annette Yee Steck, CUSD, offered for donation a dining room table with chairs and a couch.*
7. *Curt Parker, MPUSD, reported that he will remain as board member for CHS even though he has retired from the MPUSD board.*
8. *Alan Haffa, City of Monterey, reported that he will circulate a written report based on his notes from last month's Homelessness Symposium held at MPC. Also, he announced that the City is looking for a group to manage the "Safe Parking" program.*
9. *The CHS Annual Luncheon will be held on Thursday, July 18, 2013 at the Hilton Garden Inn's Big Sur Room from 11:30am to 1pm. It is \$35.00 and payment will be taken at the door. Please RSVP to Karen Araujo at [karaujo@chservices.org](mailto:karaujo@chservices.org) or 831-658-3811 x203.*

**The next board meeting is scheduled for Thursday, July 18, 2013 from 11:00am to 11:30am in the Peninsula Room at the Hilton Garden Inn, 1000 Garden Road, Monterey, CA 93940. The annual luncheon immediately follows in the hotel's Big Sur Room.**

## Legislative Update

1. City College of San Francisco (CCSF) will lose ACCJC accreditation next year unless significant improvements are made. A trustee with special authority has been appointed at CCSF by the Chancellor to remedy the situation.
2. **SB 173 (Liu) Education funding: adult health and safety education, as amended May 28, 2013**

There is much opposition among the state's community colleges to SB 173 including organized opposition from the California Community College League. The bill would prematurely restructure funding for adult education and, if implemented, would interfere with ongoing efforts in the state to study how best to offer adult education in K-14 partnerships. MPC sent a written communication to key legislators that are considering this bill. *"This bill reduces the categories of adult education courses authorized to be offered by K-12 districts and the community colleges in order to receive state funding and establishes processes and new authorities to align student assessment policy, performance data and accountability systems, teacher qualifications, and fee policy for adult education courses offered by either the California Community Colleges (CCC) and K-12 local educational agencies. The bill also declares the Legislature's intent that adult education funding be allocated on the basis of enrollment and performance beginning in 2015-16."* (source [http://www.leginfo.ca.gov/pub/1314/bill/sen/sb\\_01510200/sb\\_173\\_cfa\\_20130416\\_092911\\_sen\\_comm.html](http://www.leginfo.ca.gov/pub/1314/bill/sen/sb_01510200/sb_173_cfa_20130416_092911_sen_comm.html))

## Draft Student Success Report Calendar

2013-14

<b>July</b>	Present to Governing Board the draft Student Success Report Calendar
<b>August</b>	Access to MPC by City of Residence, Ethnicity
<b>September</b>	TBD
<b>October</b>	Where High School Graduates Place in English and Math... and Why Placement Matters
<b>November</b>	Success in Basic Skills Math, English, and ESL
<b>December</b>	TBD
<b>January</b>	Success through a Student Equity lens
<b>February</b>	Retention and Success rates for MPC and Statewide for Face-to-Face vs. Distance Ed offerings
<b>March</b>	TBD
<b>April</b>	Retention and Success rates by course type (transferable, basic skills, etc.)
<b>May</b>	Student Success Scorecard
<b>June</b>	Success indicators for CTE programs (course completions, job placement, etc.)
<b>July (2014)</b>	Overview of student success for the 2013-14 year: Access → Placement → Progress → Completion → Workforce & Employment Outcomes

**MPC**  
**Active Bond/Facility Projects Update**  
**July 10, 2013**

**Humanities / Old Student Services / Business Humanities** – The project is receiving State matching funds. Phase 1 (Old Student Services Building) construction has been completed. Construction on Phase 2 (Humanities Building) is significantly ahead of schedule, and the new goal for completion is August 20, 2013. Drywall has been installed and interior painting has been completed. Ceilings are being installed and are almost complete. Flooring has begun. Landscaping work continues. Furniture is scheduled for delivery in early August. The last Phase of this project is the demolition of the Business Humanities building. Demolition will result in improved traffic circulation and additional parking spaces. Demolition will begin in fall 2013, to be completed by the spring of 2014.

**Life Science / Physical Science Buildings** – There are two phases in this project with the First Phase being the Life Science building which has been completed. At the Physical Science building, construction has been completed with the exception of the punch list which is almost complete. Math classes are being held in the building, and the remaining departments are moving in. The building will be fully functional for the commencement of classes for the Fall semester.

**Swing Space** – The General Classrooms Building and the Swing Space Village are being vacated by the Physical Science and Humanities departments. Once these departments are completely relocated, these buildings will be renovated to accommodate the needs of the Student Center and the Arts Complex. Modifications to Swing Space will be completed before the commencement of fall classes.

**Infrastructure** – Site work (lighting, parking lots, sidewalks) will be ongoing for the next few years.

**Pool/ Tennis Courts** – Bids will be received July 23, 2013. The pool has been closed, and the pool building has been emptied. Upon approval of the bids, construction will commence immediately with completion anticipated by March 2014.

**Student Center** – Bids were received and were over budget primarily as a result of extensive seismic and structural work that is needed to receive DSA approval. The overage will be covered by the savings that resulted from the Arts Complex bid that was under budget. Work will commence upon relocation of the departments that were housed in the Student Center. Completion is scheduled for late summer of 2014.

**Arts Complex** – The Arts Complex project is comprised of the major renovation of the Art Studio and Art Ceramics Buildings. Very competitive bids for this project were received May 14, 2013 resulting in the project costs to be well within budget, and savings will be sufficient to cover the overage on the Student Center. Construction will commence after the occupants are relocated. Completion is scheduled for the summer of 2014.

**Music Building** – MPC is applying for matching State funding for the renovation of some of the existing Music buildings.

**Facilities Committee** – The Committee meets on a regular basis to review project budgets and schedules. The last meeting was held May 31, 2013, and the committee was informed of the status of the projects and the forecasted budgets.

Description	Early Start	Early Finish	2010 2011 2012 2013 2014 2015 2016 2017 2018 2019																											
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Old Student Services/Humanities/Bus Humanities</b>																														
Old Student Services Construction	JUL052011 A	FEB242012 A																												
Humanities Construction	JAN292013 A	AUG142013																												
Demo Business Humanities	AUG282013	JAN242014																												
<b>Theater</b>																														
Theater Construction	OCT032011 A	APR102013 A																												
<b>Music</b>																														
Music Construction	OCT082014	JUL242015																												
<b>Life and Physical Science</b>																														
Life Science Construction	SEP072011 A	JUN012012 A																												
Physical Science Construction	OCT022012 A	JUL192013																												
<b>Pool and Tennis Courts</b>																														
Pool Construction	AUG052013	JAN292014																												
Tennis Courts Construction	AUG262013	JAN292014																												
<b>Student Center</b>																														
Student Center Construction	OCT232013	AUG012014																												
<b>Art Studio/Ceramics/dimensional/Inter Center</b>																														
Art Studio Constuction	SEP202013	JUL012014																												
Art Ceramics Construction	SEP202013	JUL012014																												
Art Dimensional Construction	JUN172014	AUG132014																												

Start date	JUN082010
Finish date	JUL242015
Data date	JUL052013
Run date	JUL082013
Page number	1A
© Primavera Systems, Inc.	

**Monterey Peninsula College  
MPC Master Project Schedule**

- Early bar
- Progress bar
- Critical bar
- Summary bar
- Start milestone point
- Finish milestone point

## Cost Control Report

7/10/2013

### Life Science / Physical Science

	Budget	Current Projection	Variance	Comments
Design Phase	\$ 1,080,000	\$ 1,080,000	\$ -	Design includes Architect, DSA fees, printing, etc.
Constructn bid	\$ 7,400,000	\$ 7,400,000	\$ -	Actual bid amount.
C.O. Contngcy.	\$ 980,000	\$ 980,000	\$ -	
Test & Inspect.	\$ 210,000	\$ 210,000	\$ -	
Cnstr Mgmt Fee	\$ 625,000	\$ 625,000	\$ -	
Equipment	\$ -	\$ -	\$ -	Furniture and Equipment will be from a separate fund.
Other	\$ 505,000	\$ 505,000	\$ -	Includes hazmat, demolition, IT and future allowance.
<b>Total</b>	<b>\$10,800,000</b>	<b>\$10,800,000</b>	<b>\$ -</b>	

Summary: The present budget is now \$10,800,000. The original budget was \$14,500,000, but the bids and construction costs were lower than originally budgeted. As a result, \$3,700,000 has been transferred to other project budgets. The present budget is \$10,800,000 (as approved by the Board in November 2012). The Physical Science building has been completed and math classes are being held in the building. The remaining departments are being relocated at this time.

### Theatre

	Budget	Current Projection	Variance	Comments
Design Phase	\$ 976,000	\$ 976,000	\$ -	Design includes Architect, DSA fees, printing, etc.
Constructn bid	\$ 7,790,000	\$ 7,790,000	\$ -	Actual bid amount.
C.O. Contngcy.	\$ 779,000	\$ 779,000	\$ -	
Test & Inspect.	\$ 220,000	\$ 220,000	\$ -	
Cnstr Mgmt Fee	\$ 385,000	\$ 385,000	\$ -	
Equipment	\$ -	\$ -	\$ -	Furniture and Equipment will be from a separate fund.
Other	\$ 350,000	\$ 350,000	\$ -	Includes hazmat, demolition and IT
<b>Total</b>	<b>\$10,500,000</b>	<b>\$10,500,000</b>	<b>\$ -</b>	

Summary: The present budget is \$10,500,000 (as approved by the Board in November 2012). The project has been completed. Final costs are being compiled and finalized.

### Old Student Services / Humanities / Business

	Budget	Current Projection	Variance	Comments
Design Phase	\$ 1,100,000	\$ 1,100,000	\$ -	Design includes Architect, DSA fees, printing, etc.
Constructn bid	\$ 4,110,000	\$ 4,110,000	\$ -	Actual bid amount.
C.O. Contngcy.	\$ 411,000	\$ 411,000	\$ -	
Test & Inspect.	\$ 231,000	\$ 231,000	\$ -	
Cnstr Mgmt Fee	\$ 330,000	\$ 330,000	\$ -	
Equipment	\$ 132,000	\$ 132,000	\$ -	Equipment partially State funded
Other	\$ 300,000	\$ 300,000	\$ -	Includes hazmat, demolition and IT
<b>Total</b>	<b>\$ 6,614,000</b>	<b>\$ 6,614,000</b>	<b>\$ -</b>	

Summary: It is important to recognize that this is a State "match" funded project (State will fund \$3,318,000 and MPC will fund \$3,296,000). The original budget of \$3,845,000 that MPC was to contribute has now been reduced to \$3,296,000 due to the bids coming in lower than the budget. This results in a potential savings to the MPC bond budget of \$549,000 which may be allocated in the future to a contingency fund. Phase 1 (Old Student Services Building) has been completed. Phase 2 (Humanities Building) construction is almost complete and is planned to be completed by August 20, 2013.



### Arts Complex

	Budget	Current Projection	Variance	Comments
Design Phase	\$ 565,000	\$ 450,000	\$ 115,000	Design includes Architect, DSA fees, printing, etc.
Constructn bid	\$ 3,400,000	\$ 2,400,660	\$ 999,340	Actual bid amount.
C.O. Contngcy.	\$ 310,000	\$ 240,000	\$ 70,000	
Test & Inspect.	\$ 140,000	\$ 130,000	\$ 10,000	
Cnstr Mgmt Fee	\$ 155,000	\$ 120,000	\$ 35,000	
Equipment	\$ -	\$ -	\$ -	Furniture and equipment will be from a separate fund
Other	\$ 1,154,000	\$ 1,383,340	\$ (229,340)	Includes contingency for future Art Dimensional construction
<b>Total</b>	<b>\$ 5,724,000</b>	<b>\$ 4,724,000</b>	<b>\$ 1,000,000</b>	

Summary: The construction bid was well within budget. Savings from this project will be used to offset the higher costs for the Student Center project. The "Other" budget is higher than typical projects because work needs to be done on the Art Dimensional building (this work will be done in the future).

### Student Center

	Budget	Current Projection	Variance	Comments
Design Phase	\$ 320,000	\$ 370,250	\$ (50,250)	Includes architect fees, DSA fees, bid drawings, etc.
Constructn bid	\$ 3,800,000	\$ 4,525,000	\$ (725,000)	Actual bid amount
C.O. Contngcy.	\$ 380,000	\$ 452,500	\$ (72,500)	10% of construction bid
Test & Inspect.	\$ 120,000	\$ 128,000	\$ (8,000)	
Cnstr Mgmt Fee	\$ 190,000	\$ 226,250	\$ (36,250)	
Equipment	\$ -	\$ -	\$ -	Furniture & Equipment will be from a separate fund.
Other	\$ 190,000	\$ 250,000	\$ (60,000)	Includes hazmat abatement, demolition, IT and other costs.
<b>Total</b>	<b>\$ 5,000,000</b>	<b>\$ 5,952,000</b>	<b>\$ (952,000)</b>	

Summary: The forecasted budget is now projected to be \$5,952,000. The original budget was \$5,000,000. The reason the construction bids came in higher than budgeted is primarily due to considerable additional structural requirements by DSA. The current projected budget overage will be compensated by the savings from the Arts Complex budget which was well under the budget.



**BOND EXPENDITURE REPORT 6/30/13**

Total Budget With Other Funds	Projects	A Total Bond Budget	B Total Bond Prior Year Expenses	C 2012-2013	A-B-C	(B+C)/A	
				Year to Date Bond Payments	Bond Budget Balance	% Bond Cost	% Construction Schedule
	<b>In Process</b>						
\$5,724,000	Arts Complex	\$5,724,000	\$284,948	\$129,897	\$5,309,155	7%	0%
\$5,000,000	College Center Renovation	\$5,000,000	\$701	\$418,423	\$4,580,876	8%	0%
\$4,000,000	Furniture & Equipment	\$5,685,000	\$3,325,103	\$973,486	\$1,386,411	76%	66%
\$7,690,000	Humanities, Bus-Hum, Student Services	\$3,296,000	\$1,040,825	\$980,887	\$1,274,288	61%	65%
\$6,466,000	Infrastructure - Phase III	\$6,466,000	\$6,047,336	\$383,695	\$34,969	99%	94%
\$10,800,000	Life Science/Physical Science	\$10,800,000	\$5,230,601	\$4,030,493	\$1,538,906	86%	90%
\$4,010,000	PE Phase II - Gym/Locker Room Renov.	\$4,010,000	\$1,614,430	\$2,195,606	\$199,964	95%	100%
\$2,000,000	Pool/Tennis Courts Renovation	\$2,000,000	\$176,560	\$47,942	\$1,775,498	11%	0%
\$4,600,000	Swing Space / Interim Housing	\$5,800,000	\$4,909,953	\$446,316	\$443,731	92%	93%
\$10,500,000	Theater	\$10,500,000	\$4,833,872	\$5,319,222	\$346,906	97%	99%
\$1,667,699	General Contingency	\$262,519	\$0	\$0	\$262,519	0%	0%
<b>\$62,457,699</b>	<b>Total in Process</b>	<b>\$59,543,519</b>	<b>\$27,464,329</b>	<b>\$14,925,967</b>	<b>\$17,153,223</b>		
	<b>Future</b>						
\$1,200,000	Music	\$1,200,000	\$23,770	\$22,500	\$1,153,730	4%	0%
\$12,000,000	PSTC Parker Flats	\$6,000,000	\$69,474	\$1,026	\$5,929,500	1%	0%
<b>\$13,200,000</b>	<b>Total Future</b>	<b>\$7,200,000</b>	<b>\$93,244</b>	<b>\$23,526</b>	<b>\$7,083,230</b>		
	<b>Completed</b>						
\$1,057,576	Early Start/Completed-HVAC Repairs	\$618,539	\$618,539	\$0	\$0	100%	100%
\$2,965,574	Early Start/Completed-New Plant Serv Bldg	\$487,574	\$487,574	\$0	\$0	100%	100%
\$599,414	Early Start/Completed-Telephone System	\$599,414	\$599,414	\$0	(\$0)	100%	100%
\$67,671	Family Consumer Science	\$67,671	\$67,671	\$0	\$0	100%	100%
\$1,517,774	Gym - floor/seismic/bleachers	\$877,847	\$877,847	\$0	\$0	100%	100%
\$2,481,607	Infrastructure - Phase II	\$2,481,607	\$2,481,607	\$0	\$0	100%	100%
\$20,886,001	Infrastructure - Phase I	\$20,886,001	\$20,886,001	\$0	\$0	100%	100%
\$2,117,203	Lecture Forum Renovation	\$2,117,203	\$2,117,203	\$0	\$0	100%	100%
\$7,427,191	New Admin / Old Library Renovation	\$4,712,191	\$4,712,191	\$0	(\$0)	100%	100%
\$5,413,198	New Child Development Center Bldg	\$1,029,198	\$1,029,198	\$0	\$0	100%	100%
\$21,420,211	Other Early start / completed	\$1,950,012	\$1,950,012	\$0	\$0	100%	100%
\$17,336,569	PE Field Track, Fitness Building	\$17,236,569	\$17,236,569	\$0	\$0	100%	100%
\$863,697	Social Science Renovation (inc. Seismic)	\$863,697	\$863,697	\$0	\$0	100%	100%
\$7,478,201	Public Safety Training Center Renov.	\$7,478,201	\$7,478,201	\$0	\$0	100%	100%
\$1,000,000	Auto Technology Building	\$958,602	\$958,602	\$0	(\$0)	100%	100%
\$2,300,000	Business Computer Science	\$2,215,418	\$2,215,418	\$0	\$0	100%	100%
\$8,300,000	New Ed Center Building at Marina	\$8,300,000	\$8,234,700	\$0	\$0	99%	100%
\$9,700,000	New Student Services Building	\$9,700,000	\$9,681,388	\$0	\$0	100%	100%
<b>\$112,931,887</b>	<b>Total Completed</b>	<b>\$82,579,744</b>	<b>\$82,495,833</b>	<b>\$0</b>	<b>(\$1)</b>		
<b>\$188,589,586</b>	<b>Total All Projects</b>	<b>\$149,323,263</b>	<b>\$110,053,406</b>	<b>\$14,949,493</b>	<b>\$24,236,452</b>		
	<b>General Institutional-Bond Management</b>		\$5,211,924	\$262,814			
			<b>\$115,265,330</b>	<b>\$15,212,307</b>			
	<b>Total Bond Funds Spent to Date</b>		<b>\$130,477,637</b>				