



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

**REGULAR MEETING
WEDNESDAY, FEBRUARY 22, 2017**

NEW BUSINESS

Monterey Peninsula Community College District Governing Board Agenda

February 22, 2017

New Business Agenda Item No. A

Academic Affairs
College Area

Proposal:

To employ the following probationary employees as tenured employees for all subsequent academic years:

- Dr. Abeje Ambaw
- Ms. Jacqueline Evans
- Ms. Susanne Muszala
- Mr. Luke Spence
- Mr. Andrew Washburn

Background:

Dr. Abeje Ambaw, Ms. Jacqueline Evans, Ms. Susanne Muszala, Mr. Luke Spence, Mr. Andrew Washburn are in their fourth year at Monterey Peninsula College.

Under the provisions of the Education Code, Section 87609, the college has the following options regarding a contract employee working under a four-year contract: (1) Employ the probationary employee as a tenured employee for all subsequent academic years, or (2) Not employ the probationary employee as a tenured employee.

The evaluation committees that conducted their evaluations have recommended that tenure be granted starting with the 2017-2018 academic year.

Budgetary Implications:

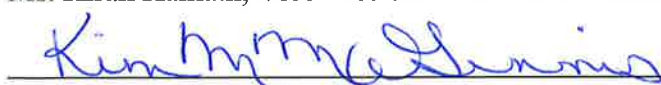
None.

☒ **RESOLUTION: BE IT RESOLVED**, that Monterey Peninsula College employ the following probationary employees as tenured employees for all subsequent academic years starting with the 2017-2018 academic year:

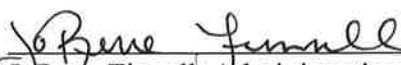
- Dr. Abeje Ambaw, Anatomy/Physiology Instructor
- Ms. Jacqueline Evans, Counselor-Access Resource Center
- Ms. Susanne Muszala, Counselor
- Mr. Luke Spence, Mathematics Instructor
- Mr. Andrew Washburn, Mathematics Instructor

Recommended By:

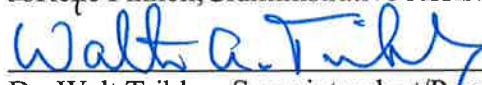

Ms. Kiran Kamath, Vice-President for Academic Affairs


Ms. Kim McGinnis, Vice-President for Student Services

Prepared By:


Rene Finnell, Administrative Assistant IV, VP, Academic Affairs

Agenda Approval:


Dr. Walt Tribley, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. B

Academic Affairs & Student Services
College Area

Proposal:

To extend second-year contracts to the following contract (probationary) employees:

- Mr. Bruce Barrie
- Mr. Marcus Carroll
- Mr. John Taylor Finell
- Ms. Connie Hebert
- Ms. Leila Jewell
- Ms. Carol Karian
- Mr. David Kersnar
- Ms. Andrea Mann
- Ms. Tiffany Price
- Mr. David Seagal
- Ms. Davina Walker

Background:

Mr. Bruce Barrie, Mr. Marcus Carroll, Mr. John Taylor Finell, Ms. Connie Hebert, Ms. Leila Jewell, Ms. Carol Karian, Mr. David Kersnar, Ms. Andrea Mann, Ms. Tiffany Price, Mr. David Seagal, Ms. Davina Walker are in their first contract year at Monterey Peninsula College.

Under the provisions of Education Code, Section 87608, the college has the following options regarding a contract (probationary) employee working under a first-year contract: (1) Not enter a contract for the following academic year, or (2) Enter into a contract for the following academic year, or (3) Employ the contract employee as a regular employee for all subsequent academic years.

The evaluation committees that conducted their evaluations have recommended contracts for the 2017-2018 academic year.

Budgetary Implications:

None.

☒ **RESOLUTION: BE IT RESOLVED**, that Monterey Peninsula College enter into a contract with the following contract (probationary) employees for the 2017-2018 academic year:

- Mr. Bruce Barrie, Business Instructor
- Mr. Marcus Carroll, Physical Education
- Mr. John Taylor Finell, History Instructor
- Ms. Connie Hebert, Math Instructor
- Ms. Leila Jewell, Physics Instructor
- Ms. Carol Karian, Early Childhood Instructor
- Mr. David Kersnar, Creative Arts Instructor
- Ms. Andrea Mann, Counselor
- Ms. Tiffany Price, Anatomy Instructor
- Mr. David Seagal, Computer Science Instructor
- Ms. Davina Walker, Counselor

Recommended By:

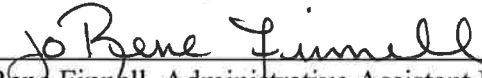


Ms. Kiran Kamath, Vice-President for Academic Affairs



Ms. Kim McGinnis, Vice-President for Student Services

Prepared By:



JoRene Finnell, Administrative Assistant IV, VP, Academic Affairs

Agenda Approval:



Dr. Walt Tribley, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. C

Academic Affairs

College Area

Proposal:

To extend two-year contracts to the following contract (probationary) employees:

- Ms. Carrie Ballard
- Mr. Francisco de Borja Dorsch
- Ms. Kacey Giammanco
- Ms. Gabriela Stanica

Background:

Ms. Carrie Ballard, Mr. Francisco de Dorsch, Ms. Kacey Giammanco, Ms. Gabriela Stanica are in their second contract year at Monterey Peninsula College.

Under the provisions of the Education Code, Section 87608.5, the college has the following options regarding a contract (probationary) employee working under a second contract: (1) Not enter into a contract for the following academic year, (2) Enter into a contract for the following two academic years, or (3) Employ the contract employee as a regular employee for all subsequent academic years.

The evaluation committees that conducted their evaluations have recommended contracts for the 2017-2018 and 2018-2019 academic years.

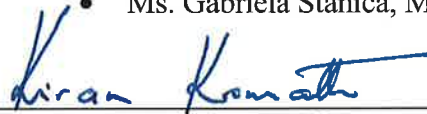
Budgetary Implications:

None.

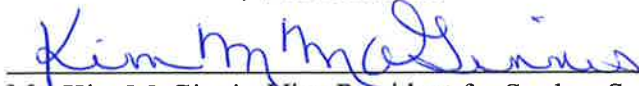
☒ **RESOLUTION: BE IT RESOLVED**, that Monterey Peninsula College enter into a contract with the following contract (probationary) employees for the 2017-2018 and 2018-2019 academic years:

- Ms. Carrie Ballard, Counselor
- Mr. Francisco de Borja Dorsch, Spanish Instructor
- Ms. Kacey Giammanco, Counselor
- Ms. Gabriela Stanica, Math Instructor

Recommended By:

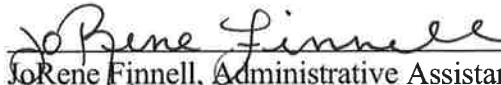


Ms. Kiran Kamath, Vice-President for Academic Affairs



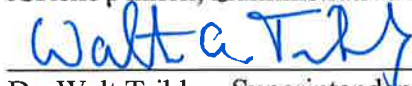
Ms. Kim McGinnis, Vice-President for Student Services

Prepared By:



Jo Rene Finnell, Administrative Assistant IV, VP, Academic Affairs

Agenda Approval:



Dr. Walt Tribley, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. D

Superintendent/President
College Area

Proposal:

That the Governing Board receives MPC's plan to respond to the Accrediting Commission of Community and Junior Colleges' (ACCJC's) findings regarding Monterey Peninsula College's application for reaffirmation of accreditation.

Background:

On Monday, February 6, 2017 Monterey Peninsula College received an Action Letter (Attachment A) and External Evaluation Report (Attachment B) from the ACCJC.

Dr. Tribley will give a presentation at the February 22 Governing Board meeting to explain the ACCJC's findings, as well as MPC's initial approach (Attachment C) to respond to the recommendations.

Budgetary Implications:

None.

☒ **INFORMATION:** MPC's plan to respond to the Accreditation Report from the Accrediting Commission of Community and Junior Colleges.

Recommended By: Dr. Walter Tribley, Superintendent/President

Prepared By:

Shawn Anderson

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

Agenda Approval:

Walter A. Tribley

Dr. Walter Tribley, Superintendent/President



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

Western Association of Schools and Colleges

Richard Winn, Interim President
Raúl Rodríguez, Chair

February 3, 2017

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

Dear President Tribley:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 11-13, 2017, reviewed the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Monterey Peninsula College, and the External Evaluation Team Report (Team Report) prepared by the evaluation team that visited the College October 10-13, 2016. College leadership, including the president of the governing board and the College president, certified the college's report, which was submitted in application for reaffirmation of accreditation. The purpose of the Commission's review was to determine whether the College continues to meet Eligibility Requirements, Accreditation Standards, and Commission policies (hereafter called Standards).

After considering the material noted above, the Commission acted to delay reaffirmation, **impose Probation**, and require a **Follow-Up Report** on the issues identified in the team's findings of noncompliance at the College. The Follow-Up Report will be due on **March 15, 2018**, and will be followed by a visit by Commission representatives.¹ Probation indicates that the Commission has determined that the institution has deviated significantly from the Standards.

The Commission finds Monterey Peninsula College out of compliance with the following Eligibility Requirements and Standards: I.B.2, II.A.11, and ER 11 (Recommendation 1); I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6, ER 9, and ER 11 (Recommendation 2); I.B.2, I.B.6, I.C.1, I.C.3, II.A.3, II.A.11, and ER 11 (Recommendation 3); I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.1, II.A.3, III.D.2, IV.A.6, IV.B.3, ER 11, and ER19 (Recommendation 4); I.C.8 (Recommendation 5); II.B.1 and II.B.3 (Recommendation 8); II.C.1 and II.C.2 (Recommendation 9); III.A.9, III.A.10, and ER 8 (Recommendation 13); III.A.5 and III.A.6 (Recommendation 14); III.A.11, III.A.12, and III.A.13 (Recommendation 15); III.C.1 and III.C.3 (Recommendation 16); III.C.1 and III.C.2 (Recommendation 17); III.C.5, IV.C.6, and IV.C.7 (Recommendation 18); III.D.1, III.D.11, and ER 18 (Recommendation 19); III.D.12 (Recommendation 20); IV.A.6 (Recommendation 21); and IV.A.7 (Recommendation 22).

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*, found on the ACCJC website at: www.accjc.org/college-reports-accjc.

Dr. Walter Tribley
Monterey Peninsula College
February 3, 2017

Need to Resolve Deficiencies

Standards represent practices that lead to academic quality and institutional effectiveness and sustainability. Deficiencies in institutional policies, practices, procedures, and outcomes which lead to non-compliance with any Standard will impact institutional quality and, ultimately, the educational environment and experience of students. The evaluation team has provided recommendations that give guidance for how the institution may come into compliance with Standards.

While the College must address all compliance recommendations, the Commission wishes to emphasize that the reason for the sanction is due to non-compliance in the following areas: student learning outcomes for instruction and student support services, planning and evaluation, technology infrastructure, and financial resources as noted in recommendations 1, 3, 4, 9, 16, and 19.

Recommendation 1: In order to meet the Standards, the team recommends the College completes the implementation of TracDat and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulations of students, and when the institution identifies performance gaps, implement strategies to mitigate those gaps and evaluate the efficacy of those strategies. (Standards I.B.2, II.A.11, and ER 11)

Recommendation 2: In order to meet the Standards, the team recommends the College develop a process and calendar to assess the College's progress and planning processes in a timely manner. (Standards I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6, ER 9, and ER 11)

Recommendation 3: In order to meet the Standards, the team recommends the College attain the sustainability level per the ACCJC rubric for Student Learning Outcomes (SLO) assessment by raising the percentage of courses for which SLOs have been evaluated and increasing the percentage of programs that have had PLOs assessed. To do so, the team recommends that the College complete the implementation of their planning and outcomes assessment software as identified by their QFE1 and begin to assess learning outcomes for all instructional programs and student and learning support services, as well as disaggregating and analyzing learning outcomes and achievement data for subpopulations of students. (Standards I.B.2, I.B.6, I.C.1, I.C.3, II.A.3, II.A.11, and ER 11)

Recommendation 4: In order to meet the Standards, the College needs to engage in continuous, broad-based, systematic evaluation, and planning. The institution needs to integrate program review, planning, and resource prioritization and allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

Dr. Walter Tribley
Monterey Peninsula College
February 3, 2017

Institutional planning needs to be linked to short-range and long-range needs based on assessment of student learning and student achievement data. (Standards I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.1, II.A.3, III.D.2, IV.A.6, IV.B.3, ER 11, and ER19)

Recommendation 5: In order to meet the Standard, the team recommends the College develop a process to ensure student complaints can be logged, resolved, reviewed, and analyzed for improvement. (Standard I.C.8)

Recommendation 8: In order to meet the Standards, the team recommends the College conduct regularly scheduled library surveys of all students and faculty, regardless of location, in order to gauge user satisfaction, knowledge of services, behavior, and experience, and to use the results as the basis for improvement. (Standards II.B.1 and II.B.3)

Recommendation 9: In order to meet the Standards, the team recommends the College improve its evaluation process of student support and learning services to include discussion of services offered at all centers and for distance education based on robust Service Area Outcomes and SLO assessments that lead to quality improvement of student support programs and services in support of the college's mission. (Standards II.C.1 and II.C.2)

Recommendation 13: In order to meet the Standards, the team recommends the College create a Human Resources staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose and are interwoven into a larger integrated planning process of the college. (Standards III.A.9, III.A.10, and ER 8)

Recommendation 14: In order to meet the Standards, the team recommends the College regularly and consistently conduct employee evaluations for all employee groups. The team further recommends that faculty, academic administrators, and others directly responsible for student learning have, as a component of their evaluation, consideration of how these employees use the results of learning outcomes assessment to improve teaching and learning. (Standards III.A.5 and III.A.6)

Recommendation 15: In order to meet the Standard, the team recommends the College establish a review schedule of policy and procedures relevant to Human Resources. (Standards III.A.11, III.A.12, and III.A.13)

Recommendation 16: In order to meet the Standards, the team recommends the College immediately address network vulnerabilities starting with implementing a firewall solution in order for the College to ensure its technology infrastructure is appropriate and adequate to support the institution's management and operational functions. (Standards III.C.1 and III.C.3)

Dr. Walter Tribley
Monterey Peninsula College
February 3, 2017

Recommendation 17: In order to meet the Standards, the team recommends the College complete and roll out the Information Technology Disaster Preparedness/Recovery Plan in order to recover data and system functionality for the College to operate in the event of a disaster. (Standards III.C.1 and III.C.2)

Recommendation 18: In order to meet the Standards, the team recommends the College complete the revisions and implementation of all board policies. The Board should fully implement the newly adopted board policies review cycle. The College should ensure that all existing, new, and revised Board policies and administrative regulations are easily accessible through the College's website and other methods it deems appropriate for the College community and the public. (Standards III.C.5, IV.C.6, and IV.C.7)

Recommendation 19: In order to meet the Standards, the team recommends the College discontinue deficit spending by adopting budgets that match ongoing revenue and expenditures in the unrestricted general fund without the need to make significant draws against the unrestricted fund balance, one-time resources, or transfers from other funds. (Standards III.D.1, III.D.11, and ER 18)

Recommendation 20: In order to meet the Standard, the team recommends the College develop a funding plan and set aside funds in each year's budget to fund the Other Post-Employment Benefits (OPEB) annual required contribution (ARC) each year. (Standard III.D.12)

Recommendation 21: In order to meet the Standard, the team recommends the College clarify Board, administrators, classified and faculty roles in the decision-making process and routinely evaluate and monitor these roles. These roles are not distinctly differentiated at the faculty level between Academic Senate and the faculty bargaining unit's role in participatory governance and labor relations. (Standard IV.A.6)

Recommendation 22: In order to meet the Standard, the team recommends that the College develop a calendar to regularly evaluate its policies, procedures, and processes to ensure their integrity and effectiveness. (Standard IV.A.7)

Improving Institutional Effectiveness

The Team Report noted Recommendations 6, 7, 10, 11, and 12 for improving institutional effectiveness (improvement recommendations). These recommendations do not identify current areas of deficiency in institutional practice, but highlight areas of practice for which College attention may be needed. Consistent with its policy to foster continuous improvement through the peer-review process, the Commission expects institutions to consider the advice for improvement offered. In the Midterm Report, the College will include any actions taken in response to the evaluation team's improvement recommendations.

Dr. Walter Tribley
Monterey Peninsula College
February 3, 2017

Two-Year Rule

Under U.S. Department of Education enforcement regulations, the Commission is required to take immediate action to terminate the accreditation of an institution which is out of compliance with any Standards, or, alternatively, may provide an institution with additional notice and a deadline for coming into compliance that is no later than two years from when the institution was first informed of the non-compliance. With this letter, Monterey Peninsula College is being provided with notice of the Standards for which it is out of compliance and is being provided time to meet the Standards.

Next Steps

The Team Report provides details of the team's findings with regard to the College's work to meet the Standards. The guidance and recommendations contained in the Report represent the best advice of the evaluation team at the time of the visit but may not describe all that is necessary for the College to come into compliance (or to improve).

The College has received a copy of the Team Report. The Commission requires that the College give the ISER, the Team Report, and this letter appropriate dissemination to those who were signatories of the ISER and to make these documents available to all campus constituencies and to the public by posting them on the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post accreditation information on a page no more than one click from the institution's home page.

Public Disclosure Notice and Institutional Response

Federal regulations require the Commission post a Public Disclosure Notice (PDN) for institutions placed on Probation. The PDN is used to inform the public of the reasons for this sanction. Attached you will find a sheet entitled About the Public Disclosure Notice, as well as the proposed PDN for Monterey Peninsula College.

The Commission will post the PDN on the College's entry in the *Directory of Accredited Institutions* at www.accjc.org. The institution is permitted to post a response to the PDN and your comments are invited. Please provide the College's response for posting, if any, by February 28, 2017.

On behalf of the Commission, I wish to express appreciation for the collaborative work that Monterey Peninsula College undertook to prepare for institutional self-evaluation, and to support the work of the external evaluation team. Thank you for sharing the values and the work of accreditation to ensure educational quality and to support student success. Accreditation and peer review are most effective when the College and the ACCJC work together to focus on student outcomes and continuous quality improvement in higher education.

Dr. Walter Tribley
Monterey Peninsula College
February 3, 2017

If you should have any questions concerning this letter or the Commission action, please don't hesitate to contact me or one of the ACCJC Vice Presidents. We would be glad to help you. We would also like to recommend the College seek assistance from the ACCJC or the Chancellor's Office in order to meet the Standards and remove the probation status.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Winn", with a long horizontal flourish extending to the right.

Richard Winn, Ed.D.
Interim President

RW/tl

Attachment

EXTERNAL EVALUATION REPORT

**Monterey Peninsula College
980 Fremont Street
Monterey, California 93950**

A confidential report prepared for the
Accrediting Commission for Junior and Community Colleges
Western Association of Schools and Colleges

This report represents the findings of the External Evaluation Team that visited Monterey Peninsula College October 10, 2016 through October 13, 2016.

Scotty Thomason
Chair

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Visiting Team Members

Mr. Scotty Thomason (Chair)
Superintendent/President
College of the Siskiyous

Dr. Todd Scott (Assistant)
Vice President of Instruction
College of the Siskiyous

Mr. Brian Jukes
English Professor
Yuba College

Dr. Barbara Dunsheath
History Faculty
East Los Angeles College

Dr. Bobbi Villalobos
Vice President, Academic Affairs
Los Angeles Harbor College

Dr. Hamid Eydgahi
Dean, Science, Technology, Engineering,
Mathematics
Victor Valley College

Dr. Maryanne Mills
Instruction and Outreach Librarian
West Valley College

Mr. Randy Beach
Professor English Education
Southwestern College

Mr. Lee Lindsey
Vice President Administrative Services
College of the Redwoods

Dr. Sandra Caldwell
President
Reedley College

Dr. Kay Nguyen
Administrative Director Research, Planning,
& Institutional Effectiveness
Golden West College

Summary of the External Evaluation Report

Institution: Monterey Peninsula College
Date of Visit: October 10, 2016 through October 13, 2016
Team Chair: Mr. Scotty Thomason
Superintendent/President College of the Siskiyous

An eleven-member accreditation team visited Monterey Peninsula College from October 10, 2016 through October 13, 2016 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accreditation Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair training workshop July 13, 2016 and conducted a pre-visit to the campus on September 9, 2016. During this visit the chair and the assistant to the team chair meet with campus and key personnel involved in the self-evaluation preparation process. The evaluation team received team training by staff from the ACCJC on August 30, 2016.

Prior to the visit the team members received the College's self-evaluation document and related evidence. To prepare for the visit the team completed written evaluation reports on their overall impression of Monterey Peninsula College's Institutional Self Evaluation Report (ISER) and their assessment of the Standards assigned to them. The team confirmed that the self-evaluation report was compiled through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful self-evaluation containing several self-identified action plans for institutional improvement.

The visiting team arrived in Monterey, California the afternoon of October 9, 2016 and had their first team meeting to discuss general impressions of Monterey Peninsula College Self-Evaluation Report and the evidence the College had provided to support the report. The team found the report to include relevant information regarding the accreditation standards and, although some of the evidence links were not working, the College was very responsive to requests.

During the visit, members of the team held informal meetings with 56 members of the College's administration/managers, faculty, staff, and students. Team members visited both the Marina and Seaside Centers and also attended a Board of Trustee meeting. The team also interviewed members of various committees including the Academic Senate, Budget Committee, College Council, Facilities Committee, Flex Committee, Learning Assessment Committee, Presidents Cabinet, Student Services Council, and the Technology Committee. Additionally, the team held two open forums on the main campus. Through informal meetings and open forums the team was able to confirm that there was broad participation in the preparation of the Self-Evaluation Report.

The College provided a team room at the hotel and at the main campus. Both team rooms were well equipped with laptops, projectors, WI-FI, and office supplies. The team reviewed numerous materials supporting the self-evaluation report in the team room and electronically, which included documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, distance education classes, College policies and procedures, enrollment information, committee minutes and materials, and the College governance structure. The team also viewed evidence and documentation through the College's intranet and electronic copies stored on a flash drive.

The team greatly appreciated the enthusiasm and support from College employees throughout the visit. The team also appreciated the assistance of key staff members who assisted the team with requests for individual meetings and other needs throughout the evaluation process. Campus staff members met every request. The team found members of the campus community to be open and passionate about the College and the role they play in students' lives.

The team found a number of innovative and effective practices and programs and issued a number of commendations to the College. The team issued some recommendations to meet the standards as well as some to help the College to increase effectiveness.

Major Findings and Recommendations of the 2016 External Evaluation Team

Team Commendations

Commendation 1: The College should be commended for its use of flex days to generate dialogue on student learning and achievement through instructors and programs reflections. (Standard IB, III.A.14)

Commendation 2: MPC has a robust catalog review process that serves as a catalyst for program updates for both the website and hardcopy publications. Throughout Standard IC, the catalog review process is mentioned as a driver for updating various sources of information such as calendars, student fees, financial aid and other information for students and the public. Due to the comprehensive nature of the catalog review process, the college implemented significant process and timeline improvements aligned with curricular deadlines both internally and externally. The document includes the Institutional Goals and current information regarding college directions such as status on AD-T degrees. A supplement is published so that revised information is always available for students and the public. With the newly revised process, the need for a supplement will be reduced and possibility eliminated over time. The catalog review process includes specific program and course level information including certificate and degree options and student learning outcomes. While MPC sees areas for improvement regarding clarity and presentation, the Catalog Review Process provides an excellent mechanism for making such revisions. Particularly given the colleges ability to significantly revise the process relatively quickly, this is a robust process that could be adapted for use in other institutional efforts. (Standard IC)

Commendation 3: The team commends the College on its efforts to grow its online offerings, including a 200 percent increase in the number of students enrolled in online sections over the past four years, its support for students and faculty through its innovative Online Team Support—a "concierge" approach to student and faculty support, and its website that provides an FAQ and tutorials to students and faculty enrolled in and teaching online courses. (Standard IIA)

Commendations 4: The team commends the office of student activities for providing meaningful engagement among and services for Monterey Peninsula College students through a variety of means. The culture of inclusion and active student participation maintained by the student activities office demonstrates a commitment to student success. (Standard IIC)

Commendation 5: The team commends MPC for its student services programs, which demonstrate a positive culture of continual self-improvement and a commitment to change as needed to improve student success. (Standard IIC)

Commendation 6: MPC's Institutional Committee on Distance Education should be commended for its extensive faculty training and support site on MPC online. MPC faculty who desire to teach online or enhance their online offerings, have the option to complete the

MPC Online Teaching Certificate as well as the MPC Online Course Design Certificate. In addition, the website contains a plethora of training materials including a Faculty Handbook for Online Instruction, strategies for online teaching and learning, and course design templates. This exemplary resource could be used as a best practices site for online faculty training throughout the state. (Standard IIIC)

Team Recommendations

Recommendations to Meet the Standard

Recommendation 1: In order to meet the standards, the team recommends that the College completes the implementation of TracDat and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. When the institution identifies performance gaps, implement strategies to mitigate those gaps and evaluate the efficacy of those strategies. (Standards I.B.2, II.A.11, ER 11)

Recommendation 2: In order to meet the standards, the team recommends the College develop a process and calendar to assess College's progress and planning processes in a timely manner. (Standards I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6, ER 9, ER 11)

Recommendation 3: In order to meet the standards, the team recommends that the College attain the sustainability level per the ACCJC rubric for SLO assessment by raising the percentage of courses for which SLOs have been evaluated and increasing the percentage of programs that have had PLOs assessed. To do so, the team recommends that the College complete the implementation of their planning and outcomes assessment software as identified by their QFE1 and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. (Standards I.B.2, I.B.6, I.C.1, I.C.3, II.A.3, II.A.11, ER 11)

Recommendation 4: In order to meet the standards, MPC needs to engage in continuous, broad-based, systematic evaluation, and planning. The institution needs to integrate program review, planning, and resource prioritization and allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning needs to be linked to short-ranged and long-ranged needs based on assessment of student learning and student achievement data. (Standards I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.1, II.A.3, III.D.2, IV.A.6, IV.B.3, ER 11, ER19)

Recommendation 5: In order to meet the standard, the team recommends that MPC develop a process to ensure student complaints can be logged, resolved, reviewed and analyzed for improvement. (Standard I.C.8)

Recommendation 8: In order to meet the standards, the team recommends that the College conduct regularly scheduled library surveys of all students and faculty, regardless of location, in order to gauge user satisfaction, knowledge of services, behavior and experience and to use the results as the basis for improvement. (Standards II.B.1, II.B.3)

Recommendation 9: In order to meet the standards, the team recommends that the College improve its evaluation process of student support and learning services to include discussion of services offered at all centers and for distance education based on robust Service Area Outcomes and Student Learning Outcomes assessments that lead to quality improvement of student support programs and services in support of the college's mission. (Standards II.C.1, II.C.2)

Recommendation 13: In order to meet the standards, the team recommends that the college create a Human Resources staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose and interwoven into a larger integrated planning process of the college. (Standards III.A.9, III.A.10, ER 8)

Recommendation 14: In order to meet the standards, the team recommends that employee evaluations be regularly and consistently conducted for all employee groups. The team further recommends that faculty, academic administrators, and others directly responsible for student learning have, as a component of their evaluation, consideration of how these employees use the results of learning outcomes assessment to improve teaching and learning. (Standards III.A.5, III.A.6)

Recommendation 15: In order to meet the standard, the team recommends that the College establish a review schedule of policy and procedures relevant to Human Resources. (Standards III.A.11, III.A.12, III.A.13)

Recommendation 16: In order to meet the standards, the team recommends that the college immediately address network vulnerabilities starting with implementing a firewall solution in order for the College to ensure its technology infrastructure are appropriate and adequate to support the institution's management and operational functions. (Standards III.C.1, III.C.3)

Recommendation 17: In order to meet the standards, the team recommends that the college complete and roll out the Information Technology Disaster Preparedness/Recovery Plan in order to recover data and system functionality for the college to operate in the event of a disaster. (Standards III.C.1, III.C.2)

Recommendation 18: In order to meet the standards, the team recommends that the College completes the revisions and implementation of all board policies. The Board should fully implement the newly adopted board policies review cycle. The College should ensure that all existing, new, and revised Governing Board policies and administrative regulations are easily accessible through the College's website and other methods it deems appropriate for the college community and the public. (Standards III.C.5, IV.C.6, IV.C.7)

Recommendation 19: In order to meet the standards, the team recommends that the College discontinue deficit spending by adopting budgets that match ongoing revenue and expenditures in the unrestricted general fund without the need to make significant draws against unrestricted fund balance, one-time resources or transfers from other funds. (Standards III.D.1, III.D.11, ER 18)

Recommendation 20: In order to meet the standard, the team recommends that the College develop a funding plan and set aside funds in each year's budget to fund the OPEB actual required contribution (ARC) each year (Standard III.D.12)

Recommendation 21: In order to meet the standard, the team recommends MPC clarify Board, administrators, classified and faculty roles in the decision-making process and routinely evaluate and monitor these roles. These roles are not distinctly differentiated at faculty level between Academic Senate and the faculty bargaining unit's role in participatory governance and labor relations. (Standard IV.A.6)

Recommendation 22: In order to meet the standard, the team recommends that MPC should develop a calendar to regularly evaluate its policies, procedures, and processes to assure their integrity and effectiveness (Standard IV.A.7)

Recommendations to Improve Quality

Recommendation 6: In order to improve, the team recommends that the College develop more intentional cycles of course assessment, strengthen the link between course and program assessment cycles, and reach greater levels of participation in student learning outcomes assessment from all faculty. (Standard II.A.3)

Recommendation 7: In order to improve, the team recommends that the College use enrollment data to inform scheduling decisions and implement an enrollment management system to facilitate data usage. (Standards II.A. 6; A.II.10)

Recommendation 10: In order to improve, the team recommends that all student services provided at the Marina Education Center be consistently scheduled and published. (Standard II.C.3)

Recommendation 11: In order to improve, the team recommends that the College obtain accurate data on students receiving comprehensive and abbreviated student education plans and review the data regularly to make appropriate action plans to increase Student Success. (Standard II.C.5)

Recommendation 12: In order to improve, the team recommends that the College update its administrative hiring procedures. (Standard III.A.3)

Introduction

Monterey Peninsula College (MPC) commenced its operation in September of 1947 on the campus of Monterey High School, holding classes from 4:00 p.m. to 10:00 p.m. daily. During this first year, 97 acres of land were purchased on Fremont Street; this parcel of land became the current main campus. In September 1948, classes opened in converted barracks buildings with 280 students and 20 faculty members.

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

After the campus opened in 1948, facilities continued to expand to meet the needs of the growing student population. The engineering building was constructed in 1958, the original library in 1960, and the art and music center and swimming pool in 1962. Enrollment continued to grow, as did the need for additional classrooms. In 1965, the original buildings of 1948 were replaced with new buildings for business, humanities, life science, physical education, physical science, and social science. The lecture forum, theater, and College Center were also part of this 1965 campus renewal.

In 1973, the College recognized an educational need in the communities residing in the north side of its service area, primarily in the communities of Marina and Seaside, near the former Ford Ord Army Base. From 1973 to 1993, the College operated a satellite campus at Fort Ord in cooperation with the U.S. Army, primarily for the benefit of Armed Forces personnel and their family members, as well as for residents in the adjacent communities of Seaside, Marina, and Sand City.

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

Monterey Peninsula College has enjoyed tremendous support from its residents. In November 2002, local voters approved Proposition 39 Measure I, a \$145 million bond for facilities infrastructure and equipment at Monterey Peninsula College. Funds from the bond continue to support the programmatic needs described in the College's Educational/Facilities Master Plan.

Eligibility Requirements

1. Authority

The team confirmed that Monterey Peninsula College is authorized to operate as a postsecondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed that the College is operational and provides educational services to 8,120 unduplicated student enrollments within degree applicable credit courses for the fall 2015. For 2015, the College enrolled 9,057 unduplicated student enrollments across all courses and programs.

The College meets the ER.

3. Degrees

The team confirmed that all courses offered lead to a certificate, degree and/or transfer. A majority of Monterey Peninsula College's students are enrolled in a program that leads to a certificate, degree, and/or transfer. At MPC, 73.45 percent of their active courses are program applicable. Monterey Peninsula College does not offer a baccalaureate program.

The College meets the ER.

4. Chief Executive Officer

The evaluation team confirmed that the College has a Superintendent/President who is the Chief Executive Office and was hired by the Board of Trustees. The Superintendent/President is a full-time employee of the College and he possesses the requisite authority to administer board policies. The Superintendent/President is not a member of the board and does not act as the board president. When there is a change in the Superintendent/President, the College has notified the Commission in a timely manner.

The College meets the ER.

5. Financial Accountability

The team confirmed that Monterey Peninsula College engages a qualified audit firm to conduct audits of all financial records. All audits are certified and all explanations or findings are documented appropriately. Audit reports are made publicly available.

The College meets the ER.

**Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies**

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the

	institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.

☒	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .
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[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☒	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☐	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☐	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off:

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☒	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The college makes a distinction between student complaints and student grievances. The college has a formal process for student grievances and has at least six years of grievances and resolutions. The college does not collect student complaints as these types of complaints are handled on a case-by-case basis. The college does not have a single student complaint resolution log for these types of complaints.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
☒	The institution provides required information concerning its accredited status as

	described above in the section on <u>Student Complaints</u> .
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[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
☒	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
☒	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

STANDARD I MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.A: Mission

General Observations

Monterey Peninsula College has a clearly defined mission statement that was adopted by the board on October 22, 2014. The mission statement is linked with the planning process and data supports achievement of the statement. A large percentage of faculty, staff and administrators are knowledgeable about the mission statement and believe it helps to drive priorities at the campus.

Findings and Evidence

Monterey Peninsula College's mission statement describes the College's broad education purposes, intended student population, and types of degrees and credentials offered. During the mission statement's last revision, MPC added language to the statement that specified "transfer, career training, basic skills, and lifelong learning opportunities" as its educational purposes. Revision of the mission statement was initiated by the office of institutional research and the College Council to better align with the 2014 Accreditation Standards. As part of the revision process, MPC's College Council analyzed data on changes in the lifelong learning population of the district. A lengthy college-wide discussion about lifelong learning transpired. The College meets ER6 related to this standard. (Standard I.A.1; ER 6)

MPC assesses institutional effectiveness in achieving the mission through institutional goals and objectives, program review and student achievement data. The mission statement and college goals are woven into the Program review template and the College provided Program Review from both academic and career technical departments were provided as examples of a robust dialogue regarding fulfillment of the mission statement. Review of the Student Success Scorecard at various campus meetings is another example of how the College evaluates its mission through data driven processes. (Standard I.A.2)

MPC's mission is aligned to programs and services and guides decision-making, planning and resource allocation as well as informs goals for student learning and achievement. This is evidenced by linkage in program review, curriculum development and discussion of resource allocation, student learning and student achievement. For example, the Business department noted in their program review that they support students' goals of "transfer, work and growth into leadership roles." The curriculum review process as delineated in the Curriculum Development Guide ensures that all academic programs and courses align with the college mission. The College Council crafted a criteria for resource allocation that indirectly refers to the mission statement that cuts "must not have significant negative impact on student access or success" according to their September 24, 2016 minutes. Similarly the Academic Senate more explicitly mentioned fulfillment of the mission as being a criteria for budget cuts during their February 6, 2014 meeting. These views were substantiated in the 2014 Faculty and Staff Accreditation Survey that indicates 75 percent respondents agreed that "the mission statement provides guidance for institutional planning and decision-making

at the College.” The college recognizes their need to increase their capacity at integrated planning as mentioned in the Quality Focus Essay and Action Plan 2. As the college increases its knowledge and capacity for institutional research, it will be better able to align its mission statement to the various programs and services across campus. (Standard I.A.3)

The current MPC Mission Statement was formally adopted at the Board of Trustees meeting on October 22, 2014 after thorough vetting from the Academic Senate and three Advisory groups of the College Council. In conjunction with the mission review, MPC adopted a Values Statement and modified the mission review process from three to six years as outlined in the Mission Review Process Summary. The College has drafts of a *Decision Making-Guide* and *Integrated Planning Handbook* which further elaborates the process for revising the Mission Statement and more clearly links the statement to other aspects of the campus. MPC needs to complete the process of adopting these documents initiated by the College Brain Trust.

The mission statement is posted electronically on the main website, in the catalog, and class schedules as well as on governance documents such as the draft *Integrated Planning Handbook* and *Resource Guide to Decision-Making*.

The college mission statement is posted in the following physical locations:
MPC Library (main entry/foyer), student Services building (Admissions Office),
Administration building (lobby) and Marina Education Center (main building/administration)
(Standard I.A.4; ER 6)

Conclusion

The College meets the Standard and related Eligibility Requirements.

Standard I.B: Institutional Effectiveness

General Observations

The College should be commended for its robust process of generating dialogue on student learning and achievement. The College has a mechanism through flex days to allow for annual faculty and program reflections. A review of program review documents shows consistent use of program evaluation and that instructional programs follow the same template to evaluate program effectiveness.

The College utilizes student achievement data such as course success rates, degrees and certificates attainment, transfer numbers, licensure passing rates, etc., as means of evaluating institutional effectiveness. Where appropriate, the College also disaggregates data by gender, ethnicity, and age groups to address student equity concerns. The College utilizes the Student Equity Plan to plan and address identified equity gaps. Currently, the College is unable to disaggregate student learning outcome assessments by subpopulations of students and is in the process of implementing TracDat in order to effectively collect outcome data, including subpopulations of students.

The College assesses student learning through faculty and program reflections. Course SLOs assessments provide quantitative data, whereas program SLOs do not. The College recognizes the need to better integrate and communicate assessment data for program planning and resource allocation. The College is in the process of implementing TracDat to ensure better integration of student learning assessment with program review and resource allocation. Reviews from program reflection samples provided by the College and reviews of program SLOs that exist in the College's catalog indicate that those program SLOs are not being assessed.

The College also provides ample evidence of assessing its policies and practices to assure effectiveness in supporting academic quality and accomplishment of the mission. The college should be commended for its assessment culture. The flex days provide time and opportunities for instructors to reflect on student learning and develop plans for improvement. Similarly, the flex days allow for departments to engage in program reflections, which provide opportunities to dialogue on student learning and achievement. Evidence of using data and assessment to improve student learning include the Auto Tech Department developing a document to remedy programmatic inefficiencies identified in program reflections and the Institutional Committee on Distance Education utilizing course success rates to mitigate disproportionate impact for online students.

Findings and Evidence

The College currently does not have a mechanism to disaggregate student learning outcomes data. Additionally, because program reviews, instructors' reflections, and program reflections are completed in word documents, the College cannot effectively extract and integrate assessment results for planning and resource allocation. While the college regularly reviews its core processes, it does not have a formalized process to review these areas systematically. The College is working with an external firm called Collaborative Brain Trust to review its planning and decision-making processes in order to address inefficiencies

and redundancies. While the college has defined student learning outcomes for all instructional programs, samples from program reflections indicate that the College is not consistently assessing those outcomes that exist in the College catalog. (Standard I.B.1)

Individual instructors use the faculty reflections on the student learning process template to report on student attainment of SLOs and also provide plans to improve student learning in their courses. Faculty participate in this process once per semester and insights gleaned from instructor's reflections are utilized in program reflections. The College has utilized this process since 2010-11. Evidence provided includes compilations of Program Reflections dating since 2010-11 through 2014-15 academic years. Based on program reflections, specific plans or objectives to improve student learning are recorded in the program review Updates/Action Plan which then inform the resource allocation process. The program review process and the program reflection process provide opportunities for dialogues on student learning and achievement to take place at the departmental level. Because program reflections is one of the flex day activities, the College has seen an increase in faculty and staff participation rate since offering these sessions in 2011. Survey result indicated that participation in program reflections started at 70 percent in 2011 and has risen to 90 percent. (Standard I.B.4; ER 9)

MPC utilizes different strategies to define program-level outcomes for its CTE and transfer programs. CTE program SLOs are unique to the respective programs and are developed based on feedback from the advisory group. As for transfer programs, MPC defines its General Education Outcomes (GEOs) to serve as the program-level outcomes. Examples provided on program reflections do not show consistent reference to General Education Outcomes in program reflections. Additionally, while the college defines learning outcomes for its instructional programs (CTE and non CTE), those outcomes are not being assessed, even though the College confers degrees and certificates. The College indicated that it will re-evaluate its current practice of using GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs and design improved learning outcomes where necessary and appropriate in order to describe skills and knowledge students will obtain through program completion. Additionally, because assessments are reported out as summarized data in Instructors' Reflections and Program Reflections, the College does not have an effective way of disaggregating learning outcome results. In its QFE, the College discusses its implementation of TracDat, which would hopefully allow the college to collect data and disaggregate student learning based on different subpopulations of students. (Standard I.B.2; ER 11)

Program reflections are integral to the College's planning and resource allocation process. The resource allocation process emphasizes consideration of the reflections and program review documents, as well as institutional objectives, and achievement data. An example of the College using program reflections to inform its resource allocation is through the transition of MPC's Child Development Center from a childcare unit to learning laboratory. The discussion of the transition took place in Program Reflections and continued through Program Review, and finally to the Board of Trustees. The second piece to Program Reflections is the assessment of previous action plans, which helps close the planning and assessment loop. (Standard I.B.6)

Dialogue about student achievement at the college-wide level is done at governance committee meetings and Board of Trustees meetings. The Director of Institutional Research presents student achievement data, including metrics in the Student Success Scorecard, the institution-set standards, Institutional Effectiveness Partnership Initiative indicators, Basic Skills report, and Student Equity Plans. (Standard I.B.8)

The College has been establishing standards for student achievement since 2013. The college follows similar methodologies as other California community colleges by taking five-year average of each metric and set its standard as five-year average minus the standard deviation for those six years. Evidence from office of institutional research presentations show the College is engaged in wide review of institutional set standards. Discussions of institutional set standards take place at College Council meetings, Academic Senate meetings, and Board of Trustees meetings. (Standards I.B.3; I.B.8; ER 11)

The Federal Scorecard was provided to the team that shows the following: total enrollment, percent of full and part time students, number of Title IV recipients, retention rates for full and part time students, percent of students with federal student loans and Pell grants, three-year default rates, median student debt, graduate debt, and debt for non-completers. This data shows that student completion rates for “150% completion is % . Which is (above or below) the benchmark set by the Council of Regional Accrediting Commissions (C-RAC) of 15% for two year schools). However, the team recognizes that this reported value of % only applies to the full time students (% of MPCs student population) and is not reflective of the overall student performance. In order to fully analyze its student achievement, MPC utilizes the completion rate data provided by the California Community College’s Chancellor Office’s Scorecard, which breaks out the completion rate based on prepared and un-prepared students. The CCCCO’s Scorecard also look at completion rate after 6 years, recognizing that many students do not attend college full-time and many need additional support to complete the basic skills sequence. Overall, MPC’s current use of the CCCCO’s Scorecard is a more accurate representation of the college’s performance. (Standard I.B.3; ER 11)

The College reviews and updates policies and procedures based on discussions and recommendations from four advisory groups including the Academic Senate, Academic Affairs Advisory Group, Student Services Advisory Group, and Administrative Services Advisory Group. Instances of updates to policies and procedures include opportunity for programs to participate in Program Reflections during flex days, human resources mapping that resulted in improving employee onboarding process, and automated applications where students can apply to MPC and receive confirmation of acceptance within 15 minutes. Recommendation from the Student Services Advisory Group resulted in policy changes where students are allowed to select the grades that will be dropped from their GPA rather than forcing them to drop an entire semester of work. The College’s ISER recognizes that while the College regularly reviews its processes, it has not formalized a cycle to review its processes. The College is working with CBT to review its planning and decision-making processes, among their recommendation for improvement is suggestion that the College establish a regular and coordinated schedule for evaluating its processes. (Standard I.B.7)

The Federal Scorecard data on loan default is useful in assessing college performance, but it is not useful when used alone. While addressing Standard IIID.15, the college indicated that the 2012 fiscal year three-year cohort default rate for MPC students is 21.4 percent, which is down from 23.3 percent in previous year. This information is somewhat different than the data provided by Scorecard which indicates that 50 percent of MPC students pay down their debt. That rate is 18 percent less than the national average. This information should be used within the context also of job placement rate, licensure passing rate, and also CTE graduation rate so that there's a comprehensive assessment of the college's performance and educational quality. MPC did not reference IPEDS College Scorecard in its ISER.

Conclusion

The College does not meet the Standards or Eligibility Requirements 9 and 11, except for I.B.1, I.B.3, I.B.5, I.B.8, I.B.9, I.B.10.

Recommendations to Meet the Standards

Recommendation 1: In order to meet the standards, the team recommends that the College completes the implementation of TracDat and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. When the institution identifies performance gaps, implement strategies to mitigate those gaps and evaluate the efficacy of those strategies. (Standards I.B.2, II.A.11, ER 11)

Recommendation 2: In order to meet the standards, the team recommends the College develop a process and calendar to assess College's progress and planning processes in a timely manner. (Standards I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6, ER 9, ER 11)

Recommendation 3: In order to meet the standards, the team recommends that the College attain the sustainability level per the ACCJC rubric for SLO assessment by raising the percentage of courses for which SLOs have been evaluated and increasing the percentage of programs that have had PLOs assessed. To do so, the team recommends that the College complete the implementation of their planning and outcomes assessment software as identified by their QFE1 and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. (Standards I.B.2, I.B.6, I.C.1, I.C.3, II.A.3, II.A.11, ER 11)

Recommendation 4: In order to meet the standards, MPC needs to engage in continuous, broad-based, systematic evaluation, and planning. The institution needs to integrate program review, planning, and resource prioritization and allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning needs to be linked to short-ranged and long-ranged needs based on assessment of student learning and student achievement data. (Standards I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.1, II.A.3, III.D.2, IV.A.6, IV.B.3, ER 11, ER19)

Standard IC: Institutional Integrity

General Observations

Monterey Peninsula College is a publicly funded, open-access institution with a mission focused on student learning and achievement. The institution has processes in place to ensure the college catalog is current and accurate. The process has currently been revised to better integrate timelines for curricular changes. The process and document serve as a catalyst to review the college website and publications. The college has policies and procedures in place regarding student and faculty expectations including ethics, academic freedom, and conduct. The college widely makes its information available and communicates through different venues both internally and externally. Educational programs are communicated, reviewed, and assessed. Distance Education is folded into the different aspects of courses and programs.

Findings and Evidence

The mission is reviewed through the newly developed strategic planning process and is widely disseminated and pervasive in publications. Clearly expressed in the mission statement are student learning and achievement as paramount to all other objectives. MPC is a publicly funded, open-access institution. (Standards I.A.4, I.C.1, I.C.5, I.C.14)

The college catalog is reviewed annually by the Catalog Review Committee, which conducts its work electronically. Once completed, the catalog serves as the master document for the website and other publications to be reviewed and revised. While there is a dedicated webmaster who works directly with department and unit level personnel to update website via the Content Management System, this is not a permanent position serving in a professional services capacity. (Standards I.C.1, I.C.2, I.C.5, I.C.6, ER 20)

While the college indicates the course-level SLOs and program PLOs are managed through CurricUNET and are evident on all syllabi and degree and certificate programs, it is unclear if the college assesses its ILOs or how the college communicates and shares assessment information regarding its ILOs. The college identifies that it lists its ILOs in the college catalog. (Standards I.C.1, I.C.3, ER 20)

The College has an office of institutional research that provides a variety of current and historical information regarding student performance and achievement through different sources of data. Additionally, while program-level information is reviewed and used by the discipline area, it does not appear to be disaggregated nor does it appear well understood by students and the public. MPC has identified this as an area of improvement. (Standard I.C.1) The college's information on distance education appears to be limited to class schedules. Distance education classes are identified clearly in both the published class schedule each semester and the MPC website. However, it is unclear if information regarding student achievement in distance education programs and courses is reviewed beyond the level of aggregated retention and success, compared to those of traditional modality, or analyzed for effectiveness. (Standard I.C.1)

Procedures for grievances and appeals and complaints are available in the catalog and in several locations on the website. The discipline and complaint process are designed to be clear, progressive, and fair. Complaints and grievances are distinguished within the catalog and may occur at the class, service area, or district level. It is unclear if there is a six year log for the student complaint resolution log. While there is a six year and longer, formal student grievance resolution log, it is unclear if student complaints are gathered, analyze, and reviewed for patterns and issues related to student issues. (Standard I.C.1, ER 20)

The primary source for the catalog is online. Limited hardcopies are available for reference purposes in the Library and admissions and records. The Catalog Review Committee meets annually to review the catalog. The college has a detailed process to review the catalog. Once the catalog is published, the college has a comprehensive process to ensure it is accurate, precise, and current. Catalog addendums are published as changes occur to ensure timeliness and accurate information to students and the public. The college has revised its process in the recent process revision to reduce the need for addendums with strong linkages to the curriculum process and deadlines. The catalog includes information on the mission, learning outcomes, educational programs including those offered via distance education and student support services. Past catalogs for the previous 10 years are available on the MPC Catalog website. (Standard I.C.2, ER 20)

The college collects a variety of assessment data from multiple levels of the institution including program, department, discipline, and unit area. The college also has reflections processes for both the faculty and program, which are compiled and reviewed at the appropriate level. Program reflections are further compiled by the SLO Coordinator and posted to the Academic Senate website, which is available both internally and externally. Additional information gathered includes Student Success Scorecard, Institutional-Set Standards, Institutional Effectiveness Partnership Initiative indicators (IEPI), and Gainful Employment. It is unclear if any data is gathered or compiled related to the ILOs. (Standard I.C.3)

The college shares its assessment and student achievement data through multiple venues and modalities. Multiple reports are created and shared for different groups and audiences including departments, programs, committees, Board of Trustees, and the public. The President/Superintendent through the MPC Foundation hosts an annual Address to the Community where the state of the college is shared including student success and achievement information. The event is videoed and broadcast on local public TV. (Standard I.C.3)

The college ensures that all information for programs including its degrees and certificates is clear and accurate through its annual Catalog Review Process. SLOs are included in program and course-level descriptions and the college requires course-level SLOs are to be included in all syllabi regardless of modality. The college has a process in the office of academic affairs, which reviews each syllabus for every instructor and every class section including distance education every semester to ensure each matches the Course Outline of Record. (Standard I.C.4, ER 20)

The college has an involved process for revising the catalog, which serves to create revisions in the website and printed material; however, the Catalog Review Process does not appear to establish the regular review of policies and procedures related to mission and programs. College Council serves as the participatory governance body for the college once policies and procedures come forward as evidenced in I.A.4, I.C.3, and IV.B.1, but it is unclear if there is a regular schedule to conduct these reviews. Board policy review appears to have some recent activity as identified in IV.C; however, this appears to be minimal in past years with no clear process or schedule to ensure board policies are reviewed. The review of the mission appears to have undergone a recent change to coincide with the new six year strategic planning process. There are conflicting documents and statements indicating that regular reviews of the mission, occurs in three year and six year cycles. It appears revisions occurred in 2009 and 2014 with the next cycle occurring in a six year timeframe. (Standards I.A.4, I.C.4, I.C.5, IV.C.3)

The college has a multi-channel approach to ensure current and prospective students have accurate information regarding total cost of attendance including tuition, fees, and other expenses as well as information related to Gainful Employment. The college catalog review process acts as a trigger to evaluate and update all information. Information is available on-line in multiple locations on the college's website including: catalog, class schedule, admissions and records, student financial services, portal, bookstore, and cost of attendance. (Standard I.C. 6)

The college has board policies on academic freedom and students' rights and responsibilities. Academic freedom addresses both faculty and students and is available on the board policies and faculty handbook websites. Students' rights and responsibilities, which protect students' freedom of expression and inquiry, is available in the college catalog and in various locations on the college website. Faculty and students appear to have access to the information and are knowledgeable on the content. (Standard I.C.7, ER13)

The college has board policy on academic freedom and also has a faculty handbook that emphasizes critical thinking and original thought rather than an instructor opinion. The college implements AAUP's statement on professional ethics. The curriculum review process and the Curriculum Advisory Committee review the different components of each proposed course to address any concerns prior to course approval. (Standard I.C.7)

The college has established board policies and institutional procedures to promote and clarify expectations for honesty, responsibility, and academic integrity including cheating, plagiarism, conduct, confidentiality of records, and participation in student government. The information is shared and available in the college catalog. (Standard I.C.8)

The college sets expectations for standards of conduct and institutional code of ethics for student and faculty and staff through board policy, college catalog, faculty handbook, and programs such as Massage Therapy and Nursing. (Standard I.C.10)

The college is currently fully accredited and indicates that it responds to all accreditation requests and requirements. MPC has an Accreditation webpage, which is one click from the

homepage, which provides accurate and current information regarding the college's accreditation status and activity. Also included are links to ACCJC, accreditation documents such as follow-up reports, substantive change proposals, status reports, and mid-term reports as well as official communication from ACCJC. The college's accreditation website is dedicated to consistently and accurately reflecting matters with ACCJC. Additionally, program-level accreditation such as Nursing (ACEN) and Peace Officer Standards and Training (POST) are available publically on the accreditation webpage, program webpage and is listed in the college catalog. (Standards I.C.12, I.C.13, ER 21)

Conclusion

The College meets the Standard and related Eligibility Requirements except for Standard I.C.1, I.C.3, I.C.8.

Recommendations to Meet the Standards

See **Recommendation 3** and **Recommendation 4**.

Recommendation 5: In order to meet the standard, the team recommends that MPC develop a process to ensure student complaints can be logged, resolved, reviewed and analyzed for improvement. (Standard I.C.8)

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A: Institutional Programs

General Observations

This section provides a comprehensive accounting of the College's practices as it works to meet accreditation standards. The College provides an array of instructional programs for students seeking transfer, general education, basic skills, career and technical education, and noncredit coursework. These programs are consistent with the College mission, appropriate to higher education, and culminate in student achievement of degrees, certificates, employment and/or transfer.

Data analysis shows that the number of degrees and certificates has generally been increasing over the past five-year period, both in terms of the number of degrees awarded and the number of students receiving degrees (ER 2). The College offers 24 associate degrees for transfer. The College provides evidence that a substantial portion of its educational offerings lead to degrees and that a significant proportion of its students are enrolled in them. (ER 3)

The degrees and programs are reviewed via appropriate College and State processes, follow practices common to American higher education, and are awarded on generally accepted practices for degree-granting institutions (ER 10). Information regarding the degrees and certificates are clearly stated in the College catalog, and an Articulation Officer ensures accuracy of the information regarding articulation to meet the transfer needs of students. Per Board Policy, the College requires that its degree programs include a general education component. The Curriculum Advisory Committee determines whether courses meet standards for inclusion in the College's general education pattern, and the courses are submitted to the CSU and UC systems for approval for inclusion in CSU-Breadth and IGETC general education patterns (ER 12). The general education patterns are clearly outlined in the College catalog.

The College has in place a process for defining standards for student achievement and assessing its performance against those standards, and, since its March 2013 Midterm Report, it has demonstrated improvements in course student learning outcomes. However, the College recognizes that its performance in SLO assessment is not consistent with expectations that SLO assessment be at the sustainability level per the ACCJC rubric. (ER 11, II.A.3) In addition, MPC utilizes different strategies to define program-level outcomes for its CTE and transfer programs. CTE program SLOs are unique to the programs and are developed based on feedback from the respective advisory group. For transfer programs, the College defines its General Education Outcomes (GEOs) as program-level outcomes. Examples provided on Program Reflections do not show consistent reference to General Education Outcomes in program reflections. Additionally, while the College defines learning outcomes for its instructional programs (CTE and non-CTE), CTE program level outcomes are assessed while outcomes for Associate for Arts and Associates for Science degrees are not. The College indicated that it will re-evaluate its current practice of using

GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs and design improved learning outcomes where necessary and appropriate in order to describe skills and knowledge students will obtain through program completion.

Findings and Evidence

The College's program review process requires assessment of programs in relation to the College mission through the comprehensive program review process. The College ensures the quality and rigor of its courses and instructional programs by following a curriculum approval process outlined in the College Curriculum Handbook and facilitated by the Curriculum Advisory Committee, a faculty committee that uses the California Community College Chancellor's Office Program and Course Approval Handbook and the CCC Academic Senate Curriculum Reference Guide for guidance. Distance education courses must follow an additional process facilitated by the CAC Distance Education Subcommittee, in which the faculty considers need, appropriateness, and feasibility for the course. Student learning outcomes are included on the Course Outlines of Record that appear in the College's CurricUNET system; however they are not included on CORs that the College submits to the California Community College Chancellor's Office. The College meets ER 9.

Student learning outcomes are identified for courses in each instructional program, and the process for this assessment is conducted via Instructor Reflections in which faculty write a summary of their assessment results using qualitative and quantitative data and discuss how they plan to use the assessment results to improve student learning. At the time of the next assessment of the course, the instructor reviews the plan to determine if it was successful. The results are shared department wide during the program assessment process. Dialogue regarding program outcomes focus around program reflections that the faculty and staff from each program complete, by evaluating the effectiveness of program improvements that have resulted from previous reflection. Then the students' level of attainment is discussed in one or more program level outcomes. Program Reflection activities start during Flex Days in the fall semester, with follow-up during Flex in the spring semester. The College recognizes that while this process results in meaningful dialogue, it does not always generate useful quantitative data related to learning outcomes at the program level. Starting fall 2015, the College implemented TracDat to support its assessment processes, and it established a new Learning Assessment Committee that is charged with improving the College's learning assessment practices.

Student achievement, as evidenced in number of degrees and certificates awarded and the number of transfers, has increased at the College over the past five years. A 10 percent gap exists in the success rate for students in traditional classes 74 percent vs. online 64 percent. (Standard II.A.1., ER 2, ER 3)

The College follows a curriculum review and evaluation process in which data regarding student achievement and attainment of learning outcomes is evaluated through comprehensive program review (completed every six years), annual program review updates, and action plans, all of which are founded in the faculty and program reflections. From this process, the faculty review and approve curriculum changes, implement approved changes,

and assess the impact of the changes, completing the cycle of assessment and improvement. Evidence of this process working is demonstrated in the faculty efforts to align program areas with Transfer Model Curricula (TMCs). Faculty evaluated current course outlines of record in comparison to TMC requirements and made appropriate curricula adjustments. By fall 2015, the faculty had updated 130 courses. (Standard II.A.2)

The College recognizes that while the student learning outcomes assessment process works overall, it needs to develop more intentional cycles of course-assessment; strengthen linkages between course and program assessment cycles; and create a greater level of participation, including adjunct faculty. The College acknowledges that the state of student learning outcomes at the College is not consistent with expectations of the ACCJC. Only 40 percent of the active courses at the College have been assessed. In fall 2015, the College convened a working group to address the issue, which included the creation of a new Learning Assessment Committee and a review of active courses that are not regularly taught. The College has created an actionable improvement plan to improve course and program outcomes assessment (Standard II.A.3)

Consistent with its mission, the College offers pre-collegiate courses to support students seeking preparedness for college level courses. Pre-collegiate courses are offered in reading, writing, mathematics, English as a Second Language, and learning skills. The College catalog clearly identifies course levels via its course numbering system and provides an explanation of the numbering, descriptions, a flow chart for Math, English, and ESL sequences, and course requisites for students. However, these identifications are not included in the class schedule. Each degree and program is also listed in the Catalog and includes program learning outcomes. To meet basic students' needs, the ESL program recently created new levels of combined credit and non-credit ESL courses with imbedded tutors; the Math department created accelerated sequences and will soon implement a non-STEM major pre-statistics/statistics pathway; and the English department revised its curriculum to integrate reading and writing into one course at all basic skills levels and thus create a single sequence leading to freshman level English, and it plans to focus on acceleration pathways in the future. All these efforts are supported by the Basic Skills Committee and with Basic Skills Initiative funding, along with Equity and SSSP. (Standard II.A.4)

The College's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and syntheses of learning. The College adequately lists and meets the minimum of 60 semester credits or equivalent at the associate degree requirement level. The evidence examined, such as the 2016-2017 College Catalog, demonstrates that programs require minimum credits. The STEM program provides students articulated pathways for transfer to UC Santa Cruz and UC Monterey Bay, including a summer research "access" program to UCSC for MPC students who have successfully passed Chemistry 1A. (Standard II.A.5, Federal Regulation)

The College follows scheduling processes that ensure students can complete certificate and degree programs in a period of time that is consistent with established expectations of higher

education. In the program review process, faculty must include a course offerings rotation and comment on how the scheduling allows students to complete in a timely manner. Departmental websites provide estimated time to completion information for certificates. The College is also working toward developing an annual schedule of classes. To ensure students can complete the math sequence in a timely manner, the College altered the math schedule to include day, evening, and online sections. To improve its ability to gather enrollment management data, the College began an implementation of an Enrollment Management System, which is included as an Action Plan in the Quality Focus Essay. To improve scheduling and enrollment management decisions, in spring 2016 the College worked with an external firm (Collaborative Brain Trust) to review and improve enrollment management practices, including implementing a block schedule plan, creating a two-year program plan, and reviewing class cancellation policies and processes. (Standard II.A.6, ER 9)

The College provides evidence that it effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students in support of equity in success for all students. Faculty determines the methods of instruction for all courses, and course outlines of record document the methods to be used.

The College has expanded online course offerings and services that support such instruction, including an online help desk staffed by the Online Support Team that offers online and face-to-face drop in support for students and faculty. Per the "Effective Strategies for Quality Online Teaching and Learning" document, regular and effective contact in online section is instructor initiated and includes student-to-student interactions. In fall 2015, the College created an online student orientation to address topics such as accessing online courses, technology readiness, and student skills for on line courses. Faculty professional development includes an Online Teaching Certification program and Flex presentations on how to retain online students. Online offerings have increased from 73 sections in fall 2012 to 167 sections in fall 2016.

The College Student Equity Plan includes activities designed to increase success rates for at-risk subpopulations of students, which include Personal Development courses; the Access Resource Center that offers academic counseling, specialized instruction, and classroom accommodations; the English and Study Skills Center and the Math Learning Center. The College hired a digital services Librarian and math learning center coordinator to meet the needs of students. (Standard II.A.7)

The College does not use departmental and/or program examinations. (Standard II.A.8)

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms in higher education. The Curriculum Advisory Committee reviews and approves course outlines of record, which use both learning outcomes and course objectives to describe the skills and knowledge that students will be able to demonstrate when they successfully exit a course. The College views SLOs as broader in scope while course objectives have a more specific and narrow focus. As instructors assess

students on course objectives, it is understood that there is an implicit connection to attainment of SLOs for the course. The College has established SLOs for courses and programs; however, the assessment of SLOs for all courses is at only 40 percent. In addition, MPC utilizes different strategies to define program-level outcomes for its CTE and transfer programs. CTE program SLOs are unique to the programs and are developed based on feedback from the advisory group. For transfer programs, the College defines its General Education Outcomes (GEOs) to serve as the program-level outcomes. Examples provided on program reflections do not show consistent reference to General Education Outcomes in program reflections. Additionally, while the College defines learning outcomes for its instructional programs (CTE and non CTE), CTE program level outcomes are assessed while outcomes for Associate for Arts and Associates for Science degrees are not. The College indicated that it will re-evaluate its current practice of using GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs and design improved learning outcomes where necessary and appropriate in order to describe skills and knowledge students will obtain through program completion. (Standard II.A.9)

The College provides transfer policies and related information to students in a variety of ways, including the college catalog, the Career and Transfer Resources Center, and through individual student-counselor meetings. However, the schedule of classes does not provide this information as required. The College utilizes ASSIST.org for articulation information and to determine how a specific course would apply to general education requirements and the majors. The articulation officer (AO) has been in the position for two years and has moved forward nearly 280 articulation agreements as of spring 2016 after a ten year period of mediocre articulation progress. The AO has created an ASSIST log so counselors can submit "missing" course articulation that the AO can act on immediately. A focus in the past two years has been on STEM, Liberal Arts, and Foreign Language articulations. The AO reviews existing curriculum at least three times a year to report curriculum changes to the ASSIST coordination site. The College has articulation agreements with all institutions identified as primary transfer institutions, and as of fall 2016, offers 24 AA-T or AA-S degrees. (Standard II.A.10, ER 10).

While the College provides evidence that learning outcomes address communication competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, it recognizes that program outcomes could be improved to better describe the skills and knowledge students will obtain through program completion. This need was seen as faculty determined that program level outcomes in place for AD-Ts and CTE degrees and certificates described the competencies and knowledge students gain with much greater specificity than the general education program outcomes it uses for institutional-level learning outcomes. (Standard II. A.11, Federal Regulation)

The College requires of all degree programs a component of general education based on carefully considered philosophy for associate degrees, per Board Policy 3001: General Education. The general education components are clearly outlined in the College Catalog. Students who satisfy competency requirements, general education requirements, major/are of emphasis requirements, a minimum of 60 degree-applicable units with a 2.0 or better grade point average, and a local completion requirement of 12 units are awarded appropriate AA,

AS, AA-T, or AS-T degrees. The general education program is a faculty-driven process and is divided into six broad areas, each with a direct relationship to the arts, humanities, sciences, mathematics, social sciences, lifelong learning, self-development, and/or culture understanding. The Curriculum Advisory Committee considers faculty request for courses to be included in the general education curriculum based on recommendations from its GE Requirements subcommittee. (Standard II.A.12; ER 12)

All of the College's degrees include general education requirements as well as a set of core course requirement that focus on the discipline or field of study. The majority of courses have SLOs determined by faculty with expertise in their specific fields, and these are included on course syllabi. The Curriculum Advisory Committee assesses courses in terms of their place within their disciplines and considers the stated course objectives in terms of their appropriateness to the degree level. The CI-D articulation process also helps the College assure that course SLOs reflect key theories and practices within the field of study. (Standard II.A.13, ER 11)

The College's Institutional Self Evaluation Report provides evidence that graduates who complete career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The College uses faculty and advisory committees help to identify the skills required for employment and that these are included in the SLO for each course within the programs. The SER cites two exemplary programs at the College: Nursing, which has a 93 percent NCLEX pass rate, and Automotive Technology, which awards an Automotive Service Excellence Certification. (Standard II.A.14)

Board Policy 3005: Academic Program Discontinuance and Administrative Procedure 3005: Procedure for Academic Program Discontinuance outlines the policies and procedures for initiating and conducting a viability review of educational programs. Based on one or more early warning signs, a program can be recommended to enter a process of focused examination and analysis that leads to one of three outcomes: no further action, College assistance for the program, or discontinuance. The process reviews 13 different criteria, including enrollment trends, completion rates, FTES/FTEF trends, alternative program options, and Costs/FTES trends. Also considered are labor market and employment data and licensure issues. When a program is discontinued, the College staff contact students currently enrolled in the program, and counselors work with students to assist them in making alternative arrangements for program completion. (Standard II.A.15)

The College provided evidence of identified student learning outcomes at the course, program (via general education outcomes), and institution level. Every instructional program is required to participate in a comprehensive program review every six years and to use both quantitative and qualitative data in its review. During this review, faculty completes a curriculum review to evaluate the quality and currency of courses and programs. The Curriculum Advisory Committee facilitates the process. Faculty and staff also utilize instructor and program reflections during the program review process. CTE programs participate in the six-year comprehensive program review process but also follow a two-year evaluation process as required by California Education Code. (Standard II.A.16, Federal Regulation)

Conclusion

The College meets the Standard and related Eligibility Requirements except for Standard II.A.1, II.A.3, II.6, II.A.10, II.A.11, II.A.16 and ER 11.

Recommendations to Meet the Standards

See **Recommendation 3** and **Recommendation 4**.

Recommendations to Improve Quality

Recommendation 6: In order to improve, the team recommends that the College develop more intentional cycles of course assessment, strengthen the link between course and program assessment cycles, and reach greater levels of participation in student learning outcomes assessment from all faculty. (Standard II.A.3)

Recommendation 7: In order to improve, the team recommends that the College use enrollment data to inform scheduling decisions and implement an enrollment management system to facilitate data usage. (Standards II.A. 6; A.II.10)

Standard II.B: Library and Learning Support Services

General Observations

The MPC library and the eight learning support services on campus are sufficient to support the institutions instructional programs on campus. The library collection consists of both print and online sources as well as 83 research guides accessible to online and on-campus students on a number of subjects. The college must move to a new integrated library system (ILS) by Spring 2017. The ILS is the systems backbone of an academic library and is tied to circulation, inventory and resource sharing. The library has recently joined with two other local community colleges to form a regional consortium in order to share an ILS. The library has recently increased its open hours by 3.25 hours weekly based on library hours survey conducted in 2015.

The English and Study Skills Center (ESSC) offer reading, writing and study skills to students across all disciplines. The college's Reading Center offers one-on-one and small group tutoring to students who need assistance with developing their reading skills. There are six other learning centers on campus that meet the needs of a variety of students: The High Tech Center for Students with Disabilities, Math Learning Center, Nursing Learning Resource Center, TRIO Learning Center, Business Skills Center and the Graphic Arts Lab. The college has two off-campus sites. The Marina Education Center (MEC) focuses on basic skills courses and the Library, ESSC, Math Learning Center, Business Skills Center offer some support services at this location. The other site is the Public Safety Training Center which includes the Fire and Police Academy.

Findings and Evidence

The College supports student learning and achievement by providing library services to students and personnel responsible for student learning and support and meets the Eligibility Requirement 17. The Library and Technology Center occupies two floors of the library building and has 155 computer stations available for student use. These computers have access to the library's online collection of resources, the library catalog and are all equipped with accessibility programs such as Kurzweil and Zoom Text. (Standard II.B.1)

The library's physical and online book and periodical collections are available via the library's web site and can be accessed 24/7 from off-campus to all registered students as well as faculty and staff. In addition, the library has successfully initiated a unique service which enables instructors to bring online journal articles, e-books, and other digital resources from the library's discovery system directly into the online learning environment. Called Curriculum Builder by Ebsco, this technology speaks to the collaborative relationship between librarians and instructors in their mutual support for student success. (Standards II.B.1, II.B.2)

Student workstations in the open lab areas of the library are outdated and many are unable to handle the Windows 10 Operating System. There is a critical need for a technology refresh of these computers as this equipment supports student learning in all programs. (Standards II.B.1, II.B.2)

Each of the four full-time librarians serve as a subject liaison to several instructional departments in order to build and maintain the collection. In that way, librarians and instructors collaborate to ensure the library's collection supports the curriculum. Librarians select and de-select material to maintain the currency and depth of the collection information. The library has a permanent seat on the Curriculum Advisory Committee in order to confirm that the library has the appropriate material to support the objectives and outcomes of courses coming under review by the Committee. (Standards II.B.2)

Library research instruction occurs in a number of ways. One-on-one assistance between librarians and students takes place at the reference desk during regular library hours. Librarians are also available by appointment for specialized research help and by the reference desk telephone during regular library hours. The library also offers discipline-specific instruction sessions for entire classes requested by subject faculty. The presentations are tailored to the class assignments and course learning outcomes. The library facilitated 130 of these sessions in 2014-2015. In their 2015-2016 Program Review, the library reported that students in English 111 and English 1A classes that attended library instruction sessions had higher completion rates than those who had not received library instruction. Finally, the library also offers two credit courses. Library 50-Introduction to Library and Research Skills fills the local graduation requirement for information competency and Library 80-Internet Literacy. In evaluating the effect and relationship between library instruction and overall course completion rates, first time students who took Library 50 had an overall course completion rate of 74.3% compared to 66% for those who did not take Library 50. Up until spring 2015, library credit courses were online. The librarians discussed the option of making Library 50 a hybrid class in their most recent Program Review and Program Reflection in order to accommodate the needs of students who may be more likely to succeed with a face-to-face component. The first hybrid class will be offered in spring 2017. (Standards II.B.1, II.B.3)

The Library evaluates its services using several methods. The comprehensive Program Review of 2015-2016, and their five Service Area Outcomes (SAOs) are instruments used to assess the effectiveness of its support service beyond the course curriculum. The five SAOs are: 1) Users will be able to access information in a variety of formats. 2) Users will be able access computers and software to support their educational goals. 3) Through reference and instruction, users will develop information literacy skills. 4) Users will be able to study individually or collaboratively in a welcoming environment with supportive staff. 5) Users will be able to study and explore ideas in an environment that is healthy, safe, and well-maintained. In the 2015 Program Reflection, the library decided to concentrate on SAOs 1, 3 and 5. Progress and improvements were made in each of these three SAOs per the 2015 Program Reflection. At the current time, the library does not conduct comprehensive student or faculty satisfaction surveys on their physical resources, collections, or library services. In fall 2015, a survey on library hours was conducted with the result being the expansion of library hours. (Standard II.B.3)

The MPC library maintains collaborative relationships with other institutions and contracts with standard library service providers to maintain and enhance library services and support instructional programs. The Library belongs to the Monterey Bay Area Cooperative Library

System (MOBAC) which provides members with the ability to lend and borrow materials amongst 18 member libraries. During the 2014-2015 academic year, the library borrowed 305 books from other MOBAC libraries and fulfilled requests for 166 titles from their own collection to other libraries. The tracking of these library loans gives valuable information to the Library on resource demand and for evaluation of the College collection. The library also belongs to the Community College Library Consortium (CCLC) which allows the library to take advantage of consortia pricing for online resources at a reduced rate. (Standard IIB.4)

The library is currently using an integrated library system (ILS) based at the California State University Monterey Bay (CSUMB) campus which has hosted the system for MPC and other local community colleges since 1997. The ILS supports the library's online catalog and integrates the circulation, acquisitions, serials management and cataloging and materials inventory. In fall 2015, CSUMB communicated that it will cease hosting the ILS by December 2017. Soon thereafter, the MPC Library began talks with two other local community colleges with the intention of forming a regional consortium that would collaborate on sharing an ILS. As of August 2016, the three libraries have stated their intention to migrate to a new ILS together and have begun to discuss the structure, policies and potential ILS functionalities that would best suit the needs of all three colleges. The library anticipates several benefits of this shared ILS. Overlap in student populations at the three colleges will have the effect of expanding access to library services at all locations. In addition, the libraries see opportunities for coordinated collection development, allowing the individual libraries to develop more in-depth collections to support specialized programs with limited materials funds. (Standard II.B.4)

The English and Studies Skills Center (ESSC) have a vibrant presence on campus. Operating on the first floor of the library, the ESSC works closely with the English department and the majority of their lab activities are for student enrolled in developmental reading and writing courses. During the fall of 2014, surveys were conducted to determine the needs of English as a Second Language (ENSL) students. The surveys revealed that additional support in the way of resources available to ESSC tutors and students were needed. As a result, textbooks were purchased for ENSL students to borrow and an online resource was created pointing to resources on the ESL site. In 2015, 77 percent of ENSL students reported using the ESSC regularly. Also in 2015, research was conducted that showed students taking English 400 had much higher success rates in English 111 and English 1A than those students who did not take English 400. (Standards II.B.1, II.B.2, II.B.3)

The Reading Center is open to all enrolled MPC students and offers foundational reading skills tutoring. The Center also provides assessment for students registered in the lower levels of the College's reading course sequence. Like the ESSC, they report to the Humanities Division.

The Reading Center has been regularly tracking assessment data for their reading strategies lab students. The next step will be to correlate success in the Reading Center to success and retention across campus. Student surveys also led to positive changes of the "How-To" videos on MPC Online. (Standards II.B.1, II.B.3)

The Math Learning Center (MLC) offers tutoring and coaching of all math levels through calculus and advanced physics. In 2012, the Math Learning Center ran a statistical comparison of student success rates between students who used the MLC on a regular basis with those who used it rarely and those students who never used it. Students who used the MLC regularly (more than eight hours a semester) did remarkably better with Math 261 and Math 263 students showing the largest success rates versus their peers who did not use the MLC. (Standards II B.1, II B.3)

Other student support services on campus include the High Tech Center for Students with Disabilities, the Nursing Learning Resource Center, the TRIO Learning Center, the Business Skills Center and the Graphics Arts Lab. (Standard II.B.1)

Beginning this semester all college classes (both face-to-face and online) have access to the California Open Education Initiative's (OEI) NetTutor online tutorial service. The College offered Flex day workshops on how instructors could take advantage of this free service. (Standard II.B.1)

The College has two off-campus sites located on the old Fort Ord Army Base. The Marina Education Center is the location for basic skills and general education offerings, maintaining the original emphasis of the Center as an access point to higher education. The Seaside location is designated as the location of the Public Safety Training Center where fire, police and EMT students conduct their classes. The two locations generate 529.5 FTES in a full academic year.

The Marina Education Center (MEC) has eight classrooms including a computer classroom which also doubles as a lab for the ESSC. There are 44 laptops/workstations for student use. The workstations were recently refreshed with one-time IELM funds. The Instructional Technologist that services the Center is shared with the Humanities and Social Sciences Divisions and visits the MEC on a case-by-case basis. There is a full-time Unit Office Manager that oversees the day-to-day operations of the facility and a recently hired Categorical Services Coordinator who assists students with the entire matriculation process. The MEC is open 8 a.m.-9:15 p.m. Monday – Thursday and 8 a.m.-4:30 p.m. on Fridays, yet learning support services at the MEC are minimal. The English Study Skills Center (ESSC) at Marina provides support four hours a week. In reviewing class times for fall, 2016, ENGL 111 was the only class out of four English classes being offered at Marina where the class hours overlapped with ESSC hours. English as a Second Language (ENSL) classes at Marina with 12 sections had no overlap with ESSC hours. Drop-in Math Tutoring had six hours of tutorial assistance overlapping three out of six math classes. The Reading Center does not have the financial capacity to place a faculty member at the MEC despite a clear desire evidenced in their Program Reflections. The Dean of Instruction shared that when there are thirty students on the Monterey campus requesting Reading help, and only three requesting help at Marina, the Reading Center has to make the tough choice of where to focus their limited resources. (Standard II.B.1)

The Library offers basic support services at the MEC. Student can borrow textbooks for onsite use, search online databases for e-books and journal articles and call or email a reference librarian at the Monterey campus for reference assistance. There is no librarian that visits the campus regularly; however, when an instructor requests a library research orientation for a class, a librarian from the Monterey campus travels the 15 minute drive to MEC to conduct the orientation. (Standards II.B.1, II.B.2)

According to the Institutional Self Evaluation Report, the area surrounding the Marina Education Center has the highest need for educational services. As a result, the college has included as a goal in their Institutional Action Plan to provide essential support services for the Marina Educational Center. The Dean of Student Services confirmed that the goal was initiated by the Collaborative Brain Trust Institutional Review. The Review mentioned the lack of a comprehensive enrollment management plan at the MEC both in terms of day and evening classes. Students have difficulty finishing transfer programs at the Marina campus. Although courses exist, they are not planned in a comprehensive package, and thus do not offer students the ability to fulfill their goals. A work group subcommittee is working to grow MEC into a full-time center and they are currently considering what types of benchmark programs and/or courses to offer at the MEC to get the greatest number of enrolled students. With the Marina High School close by, they are considering classes in English as a Second Language, computer science and business. As progress continues on an MEC enrollment plan, the college will have to take into consideration adequate support services per their Institutional Action Plan goal. (Standards II.B.1, II.B.2)

At the Seaside Public Safety Training Center (SPSTC), the director is on site fulltime, and the fulltime office manager assists students in accessing student services. Students at the SPSTC are limited to a few specialized programs with prescribed pathways. Library staff in conjunction with SPSTC staff, have determined that library support services are not required at this time due to the prescribed nature of the programs.

Conclusions

The College meets the standard, except for II.B.1 and II.B.3.

Recommendation to Meet the Standards

Recommendation 8: In order to meet the standard, the team recommends that the College conduct regularly scheduled library surveys of all students and faculty, regardless of location, in order to gauge user satisfaction, knowledge of services, behavior and experience and use the results as the basis for improvement. (Standards IIB.1, II.B.3)

Standard II.C: Student Support Services

General Observations

The Student Service Programs provide quality services regardless of location or means of delivery and provide an adequate means of evaluation. The student services staff demonstrate a positive culture of continual self-improvement and a commitment to change as needed to improve student success.

Findings and Evidence

The College evaluates the quality of its student support services and demonstrates these services, regardless of location or means of delivery, including distance education. The College evaluates its services using primarily a six-year Program Review cycle and annual program reflections every fall, which lead to annual action plans every spring. The College also uses SLO and SAO assessment to evaluate the quality of its student services. Additionally, some programs, such as TRIO, conduct and share mandated student support evaluations with external agencies.

Neither the Marina Education Center nor the Seaside Public Safety Training Center receives a separate evaluation of student services. Nor does the college have a separate formal process for evaluating the quality of Student Support Services through distance education other than through its program review and Program Reflection processes. An example of evaluation and improvement of online Student Services that emerged from a counseling department program reflection is the assessment of its “Ask a Counselor” option on the College website, resulting in a reduction in irrelevant questions. The College’s DE Committee, on which a counselor and the Director of Financial Aid serve, establishes annual goals that address student service needs, among others, of online students. One of its achieved goals was to invite a guest speaker (Director of Online Student Support for OEI) in Spring 2016 to instruct all faculty about the student services which are available online and how to make them readily available to MPC students.

To complement the evaluation of Student Services through Program Review, Program Reflection and SLOs/SAOs, the College has incorporated Noel-Levitz surveys, conducted in 2009 and 2014. These surveys, along with other student needs assessment surveys, have augmented the College’s efforts to evaluate its student services in the context of changing needs and challenges for its student population. (Standard II.C.1, ER 15)

Student services program reviews include a comprehensive evaluation of SLOs and SAOs. Identifying gaps, making improvements and evaluating the results of those action plans are done through the program review and program reflection processes. For example, the Access Resource Center used its 2012 Program Review data to assess student progress in toward two specific program SAOs: 1) using technology and 2) using knowledge of their disability to assist in academic planning. As a result, the ARC developed a mentor program and established a designated space for mentors to work with students. Each program review requires a response to the following questions:

- How does your program support student learning?
- Please describe how the “Program Reflections on Student Learning” led to improve connections with your plans to improve student learning?

The *MPC SLO Assessment Report of 2013-14* identifies the assessed SLOs and SAOs for all College programs and the plans each program made for improvements. (Standard II.C.2) The College offers comprehensive services to students regardless of service location or delivery method. Student Services are available to students in person at the Monterey Campus, Marina Education Center, and the Seaside Public Safety Training Center (SPSTC). The Marina Education Center hosts student activities occasionally, such as a Mayoral Debate which was hosted on October 8, 2016. A Marina Education Center student representative serves on the Student Activities Council, and additional student activities will be planned for the center. A fulltime categorical services coordinator has been trained to provide comprehensive services (admissions, registration, assessment, orientation, counseling, Financial Aid, and Health) at the Marina Education Center. The individual is assigned 24 hours per week at the Marina Education Center and 16 hours per week providing outreach in the Marina and Seaside communities. While counseling and tutoring services are regularly scheduled at the Marina Education Center, other services are not consistent month to month; therefore, students must access the Marina Center calendar of events online to determine when those services will be provided on site.

At the Seaside Public Safety Training Center (SPSTC), the director is on site fulltime, and the fulltime office manager assists students in accessing student services. The student services and SPSTC staff determined that since Seaside Center students are limited to only a few specialized programs with prescribed pathways (police academy, fire academy, and EMT cohorts) and are enrolled in short-term classes (1 day to 1 week long), on-site student services need not extend beyond those provided by the fulltime office manager and visiting categorical services coordinator.

The SPSTC office manager has been cross-trained by admissions and records and financial aid so she can provide general student service functions. Her access to Student Information Systems (SIS) data and her training mean that there are very few processes that she cannot perform for students on site. For more specialized service requests, such as Veterans Affairs, the office manager serves as a liaison between the student and the Monterey Campus, acquiring the services for the student usually over the phone without the student having to travel to the Monterey Campus. The categorical services coordinator, who is assigned 24 hours per week at the Marina Education Center, also serves students at the SPSTC each week. He provides classroom presentations to each cohort group that includes orientation and an overview of student services and how to obtain them. The student health services department provides physicals to each cohort group on site, sending a physician to the SPSTC to provide that service. Displays of Student Service information are clearly posted on the SPSTC campus, and students have online access to all student services via the open computer lab.

Distance education students can access admissions and records, registration, orientation (through *Comevo*), counseling, advising sheets (for all majors), education plans, placement scores, financial aid, EOPS appointments, TRIO appointments, tutoring services (through *NetTutor*) and library services all online. Students can access online tools, including “WebReg” and “Ask a Counselor,” and faculty can utilize *Verisite*, a plagiarism checking program, and *Proctario*, an online quiz proctoring program that verifies student identity and locks down the browser. A counselor is assigned to respond to questions posted to “Ask a

Counselor” every morning for an hour and every afternoon for an hour. More counselors are assigned to respond to questions posted online during peak times. Potential and current students can access “Ask a Counselor” through the College website, and current students can access the service on the web portal and Canvas or Moodle. The College, participating in the state’s Online Education Initiative, plans to implement *Cranium Café* by fall 2017, which will allow students to video conference live with a counselor from a distance. The MPC Online Student Services Table lists where all student services may be currently found online. (Standard II.C.3, ER 15)

Co-curricular programs and athletic programs are suited to the College’s mission and conducted with sound educational policy and standards of integrity. The College has responsibility for the control of these programs, including their finances. The student activities office oversees the Associated Students of Monterey Peninsula College (ASMPC), its sub-councils, and at least 20 active student clubs. The office of student activities has a full-time coordinator who reports directly to the vice president of student services. The direct reporting structure encourages student leaders to feel comfortable coming directly to the vice president’s office to share concerns and proposals, which are then taken to President’s Cabinet meetings. ASMPC maintains established academic requirements and clear expectations for students participating in elected leadership roles, as stated in its bylaws. The student activities coordinator and club advisors conduct verification of enrollment and GPA each semester. ASMPC’s structure includes three sub-councils: The Inter-Club Council, the Student Representative Council, and the Activities Council.

The student activities coordinator coordinates the activities of the ASMPC and its sub-councils. The Inter-Club Council (ICC) brings together all student organizations for advocacy and networking to enhance student learning and contribute to student life. The Student Representative Council ensures that college committees and councils have student representatives. The Activities Council, composed entirely of students, coordinates student activities at the College. To publicize and promote club activities, ASMPC hosts an event called “Lobo Days” each semester during which student clubs, counselors, financial aid, and other student services promote programs and services during the third week of classes. The inclusion of student services in Lobo Days during the third week of classes assists struggling students and buttresses student retention and persistence. Other regular activities include a Thanksgiving Luncheon for the campus community, a faculty and staff appreciation luncheon in the spring, and an annual Earth Day. The student activities coordinator also coordinates the activities of the Student Welfare Council, which maintains a food pantry for students in need and facilitates other welfare services.

The College offers 12 intercollegiate athletic teams for men and women in 12 sports. MPC is a member of the California Community College Athletic Association (CCCCAA) and competes in the Coast Conference and the Northern California Football Conference. In order to participate in athletics, students must maintain academic standards based on conference requirements. The College’s athletic program adheres to the CCCCCA constitution, which specifies eligibility requirements. To ensure that student athletes have adequate support to meet and maintain these requirements, the Athletics Program collaborates with other departments and programs on campus, such as TRIO/Student Support Services, to provide

quality support services. All student athletes attend an orientation where they receive a code of conduct and discuss expectations for behavior. The athletics program collaborates with the office of admissions and records to conduct the student eligibility process for new and incoming student athletes. (Standard II.C.4)

The College provides counseling and academic advising programs to support student success and prepares faculty and other personnel for their functions. The College orients students to ensure they understand the requirements of their programs of study. Three categorical service coordinators coordinate outreach efforts to area high schools, nonprofit organizations, and outreach in response to invitations from outside the district. In providing orientations for potential incoming students, these positions, through the use of a student services outreach calendar, ensure coordination among all programs in community and high school outreach and orientation. In addition to these orientation efforts, an annual “High School Breakfast” ensures continual cooperation and communication between the high school counselors and the College counselors and other student services. “Tent Days” established by the counseling department ensure that students need not stand in long lines during peak registration times to see a counselor and allow student services staff to assist students whose needs can be met without seeing a counselor. Counselors also developed “Drop-in Days,” permitting counselors to see as many students as possible without students needing an appointment. “Lobo Days,” sponsored by student activities, include counselors and financial aid among other student services, during the third week of each semester to assist struggling students and buttress student retention and persistence. College events, such as the “High School Assessment Day,” lead incoming students through assessment and to an Education Plan. Counselors collaborate with the career resource and transfer center to host “Transfer Day,” an on-campus open house event in which students can interact with representatives from four-year colleges and universities.

The counseling department conducted 7,400 counseling sessions in 2014-15 and uses SARS to schedule student appointments. The counseling department established online assistance through “Ask a Counselor” so that potential and current students can receive counseling assistance from a distance. Additionally, the counseling department plans to implement *Cranium Café* by fall 2017, which will allow students to video conference live with a counselor from a distance. Lastly, the College purchased *Comevo*, a software that provides online orientation.

The counseling department maintains regular communication with academic programs by assigning individual counseling faculty to liaise with one or more academic division. Furthermore, specialized programs, such as Nursing and Athletics, have designated counselors that provide program-specific counseling and advising for students. The early childhood education program supports a fulltime counselor to support ECE students. The counseling department also implemented Schedule Building and Educational Planning workshops to assist students with understanding their assessment results, how to read a class schedule, and how to develop a semester educational plan. The counseling course PERS 10 concludes with a requirement to obtain a two-semester education plan. Unfortunately, the College reports that the data on students receiving comprehensive and abbreviated student education plans is inaccurate. Obtaining accurate data will assist the College in making appropriate action plans to increase student success. (Standard II.C.5)

The College specifies the qualifications appropriate for its programs and defines and advises students on clear pathways to complete degree, certificate, and transfer goals. Qualifications for admission to the College are clearly defined in the college catalog. Individual programs, such as Nursing, may have specific requirements for students wishing to enroll, and these requirements are also clearly defined in the college catalog. Degree, certificate, and transfer requirements are clearly defined and accessible for students in person, via the catalog, and online. The College provides Major Advising Sheets online, updated by the college articulation officer annually, clearly delineating for students the major requirements and General Education requirements of each major. (Standard II.C.6, ER 16)

The College evaluates admissions and placement instruments and practices. The office of admissions and records evaluates its practices for effectiveness through program review, program reflections, and ad hoc processes such as departmental business process analysis. The offices of admissions and records and student success and equity participate in the College's program review, program reflections and action planning processes for regular evaluation of their services. As a result of one such program reflection and action plan, on January 2014 the office of admissions and records automated the application acceptance process, reducing the time for processing from three days to five minutes. Assessment instruments are reviewed for disproportionate impact and validity, either by third-party test vendors or by the office of institutional research and discipline faculty. No assessment instruments were reviewed by the office of institutional research and discipline faculty in the last two years. Third-party vendors provide impact and validity studies on a regular cycle, and these are disseminated to the discipline faculty. Moving forward, the College is planning to review all assessment instruments on a three-year cycle. (Standard II.C.7)

The College maintains student records permanently, securely and confidentially with a secure backup of all files. The college publishes and follows established policies for the release of student records. The admissions and records office maintains enrollment records of all MPC students; microfilm copies prior to 1995 are stored in fireproof locked cabinets; however, since spring 2015 all microfilm copies have been converted to digital format to make those records more easily accessible. Records after 1995 are stored electronically in the Student Information System (SIS). Access to student enrollment records is limited to authorized personnel. Students, faculty and staff can access personal records (including grades) securely by logging into the Student Information System or student portal. Counseling notes are kept in SARS, ensuring that access to these confidential records is based upon system permissions. Counseling files located at the Marina Education Center are stored in a locked cabinet, housed in a locked office in an alarmed building. The Seaside Public Safety Training Center stores applications, training records, and student files in locked cabinets within double locked offices. All student discipline records are maintained in locked cabinets in the office of the vice president of student services. The College backs up all administrative data stored on its services, including student records, in accordance with Board Policy. (Standard II.C.8)

Conclusion

The College meets the Standard and related Eligibility Requirements except for Standards II.C.1 and II.C.2.

Recommendation to Meet the Standards

Recommendation 9: In order to meet the standard, the team recommends that the College improve its evaluation process of student support and learning services to include discussion of services offered at all centers and for distance education based on robust Service Area Outcomes and Student Learning Outcomes assessments that lead to quality improvement of student support programs and services in support of the college's mission. (Standards II.C.1, II.C.2)

Recommendations to Improve Quality

Recommendation 10: In order to improve, the team recommends that all student services provided at the Marina Education Center be consistently scheduled and published. (Standard II.C.3)

Recommendation 11: In order to improve, the team recommends that the College obtain accurate data on students receiving comprehensive and abbreviated student education plans and review the data regularly to make appropriate action plans to increase student success. (Standard II.C.5)

STANDARD III RESOURCES

Standard III.A: Human Resources

General Observations

Human Resources are generally sufficient to meet the needs of the College and its off-site locations, and faculty, classified professionals and administrators are qualified and hired using appropriately crafted job descriptions and hiring procedures that include a focus on the mission. The College utilizes a prioritization process for determining the order of faculty hiring based on data and need factors. Human resources staffing is challenged as most employees in this area are new hires and are learning processes that are primarily manual processes, and which is impacting the unit's effectiveness at managing the evaluation process and policy and procedure upkeep.

The College takes steps to ensure that the needs of diverse personnel are met and assesses whether hiring procedures and results support a diverse and equitable College environment. The College has several policies that include a written code of professional ethics though these policies have not been updated in many years. The College offers a robust program of Flex activities under the coordination of the Academic Senate Flex Advisory Committee, and provides some professional development opportunities for the benefit of all employees. The College maintains personnel records in a confidential, secure location and personnel have access to their personnel records in a timely manner.

Findings and Evidence

Human resources are generally sufficient to meet the needs of the College and its off-site locations. Faculty, classified professionals and administrators are qualified and hired using appropriately crafted job descriptions and hiring procedures that include a focus on the mission. Evidence of samples of job descriptions for all employee groups was provided. (Standard III.A.1).

The faculty job descriptions include responsibilities for developing curriculum and engaging in assessing student learning outcomes. (Standard III.A.2)

The College provided hiring procedures for all employee groups including full-time faculty, part-time faculty, classified professionals and instructional and student services administrators. Those procedures include processes for recruitment, vetting of minimum qualifications and equivalencies, and interview and selection processes. (Standard III.A. 3)

In accordance with Title 5, §53400, Monterey Peninsula College ensures that required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. MPC requires that applicants with foreign degrees submit their transcripts directly to the American Associate of Collegiate Registrars and Admissions Officers (AACRAO) for evaluation. This requirement is specified in job announcements and required prior to the official hiring. (Standard III.A.4)

The office of human resources coordinates the evaluation processes for administrators, managers, faculty, classified, and confidential staff. Administrators, managers, supervisors, and confidential employees are evaluated annually based on the Management Team Employee Performance Evaluation Process. Full-time and part-time faculty, are evaluated per negotiated agreement with the Monterey Peninsula College Teachers Association. Classified employees are evaluated based on agreement with the Monterey Peninsula California School Employees Association. All probationary employees are evaluated by the end of the fifth month of the six-month probationary period. All permanent classified employees are evaluated annually. Written criteria for evaluation are established in these agreements. While agreements and processes are in place, tracking of evaluations of classified personnel is a challenge. Manual processes and a high turnover rate for employees in the human resources office and managers responsible for evaluations have hindered timely and effective evaluation of classified professionals. Because of this, it's unclear that actions following evaluations are formal, timely and documented. (Standard III.A.5)

Full-time and part-time faculty have as a component of their evaluation, an opportunity to describe their engagement in the assessment of student learning outcomes at the program level in their self-evaluations. The form prompts faculty to "Describe your participation in program review and/or program reflections." During program reflections, campus personnel gather in groups to dialogue about student learning at the program level and across disciplines. The purpose is to connect the results of SLO analysis to specific improvement plans and the resource allocation process. Typical results of the dialogue are documented resource needs. This language provides an opportunity for this discussion though there is not a clear requirement that a faculty member respond to this prompt with a description of engagement in outcomes assessment.

The standard calls for other personnel directly responsible for student learning to also have as a component of their evaluations engagement in outcomes assessment to improve teaching and learning. The College noted in its self-evaluation report that the majority of non-faculty personnel are indirectly responsible for student learning and therefore the forms for evaluation of non-faculty positions do not include a reference to outcomes assessment. In instances where it is determined a non-faculty member is directly responsible for student learning, consideration of how effectively these duties are performed is addressed in the "Quantity of Work" and "Performance Goals" components of the classified evaluation. (Standard III.A.6)

The number of faculty is sufficient to support educational programs. Academic credentials for faculty and administrators are published in the college catalog. The College's Academic Affairs Advisory Group (AAAG) utilizes a prioritization process for determining the order of faculty hiring. Division chairs submit completed position requests to their appropriate dean, and the AAAG vets those proposals using a rubric. Proposals are prioritized and forwarded to the president for approval and implementation. (Standard III.A.7, ER 14).

The College employs part-time faculty and has a separate hiring procedure for part-time faculty recruitment and hiring. Part-time faculty, are provided an orientation at the beginning of each semester to provide crucial information, basic employment documents, and other

information. The College attempts to integrate adjunct faculty through division activities, participatory governance structures, and college-wide events. Adjunct faculty serve on committees, including the Academic Senate (per the Senate's bylaws). Adjunct faculty are encouraged to share their opinions and feedback through surveys on both campus-wide and division-specific issues surveys, including program reviews. (Standard III.A.8)

The College has a sufficient number of staff in most areas to support the effective educational, technological, physical, and administrative operations of the College. Grounds and maintenance areas lack sufficient staffing to manage all three sites; however administrative services has developed a schedule to make maximum use of existing staff. (Standard III.A.9)

The College has had difficulty maintaining high-level administrative staff, and many administrative staff members are newly in their positions. Within the past year the positions of vice president of administrative services and vice president for student services have been filled. Also, the College has not filled a vacant facilities director position. (Standard III.A.10)

In order to address this issue and other staffing challenges, the College intends to create a human resources staffing plan, expected by spring 2017. Lack of staffing in human resources has increased the backlog of projects, such as policy and procedures revision, making it difficult to update the administrative hiring procedures, which have not been updated since 1991. The College has indicated an actionable improvement plan to create a human resource staffing plan, at which time administrator hiring procedures will be updated. The College does not meet Eligibility Requirement 8 related to this standard. (Standards III.A.9, III.A.10, ER 8)

The College establishes, publishes, and adheres to written personnel policies and procedures that are fair and equitably administered. Current board policies related to personnel are available online through the Board of Trustees website. In the 2014 Faculty and Staff Accreditation Survey, 76.9 percent of staff who responded strongly agreed or agreed that they know where they can find personnel policies and procedures that are relevant to their job, and 78.2 percent of respondents agreed or strongly agreed that they had been treated fairly. Many of the College policies have not been updated for a significant number of years, and it's unclear that a schedule for the review of policies and procedures has been established. The College has hired a consultant to update existing policies. (Standard III.A.11)

Through its policies and procedures, the institution maintains programs to support its diverse personnel. The College has established Board Policy 5100: Equal Employment Opportunity and Commitment to Diversity to ensure that applicants and employees will not be subjected to discrimination in any program or activity. The College has adopted an Equal Employment Opportunity (EEO) Plan to ensure equitable hiring. The College's Equal Employment Opportunity Advisory Committee (EEOAC) includes representatives from the campus and an eclectic and diverse array of community partners, and acts as an advisory body to the College in the implementation of the EEO Plan. The associate dean of human resources presents an annual EEO report to the Board of Trustees and other groups, which includes information about the diversity of current applicant pools and active employee demographics. (Standard III.A.12).

The College has established several board policies in support of professional ethics, which include consequences for violation. These policies include Board Policy 5001: Institutional Code of Ethics; Board Policy 5310: Faculty Professional Commitment; Board Policy 5530: Management, Supervisory and Confidential Rights and Responsibilities. In addition to these policies the Board has established policies on teaching and faculty duties and responsibilities, personal conduct, and sexual harassment. While these policies are in place, several have not been updated in several years. (III.A.13)

The College provides professional development opportunities for all employees. The Academic Senate's Flex Advisory Committee (FAC) coordinates Flex days during which all staff may attend professional development workshops. The FAC conducts a survey at the conclusion of Flex days to determine if there are additional needs that should be addressed at future Flex days. The FAC meets regularly, is actively engaged in program self-evaluation, and plans to implement innovations to their process for determining needs and coordinating offerings.

Specifically for faculty, MPC offers the MPC Online Teaching Certification program based on the California Community College @ONE online training curriculum. The curriculum has been adapted to incorporate MPC's Effective Strategies for Online Teaching and Learning as well as specific aspects of MPC's online teaching and learning environment. The program is voluntary for faculty. Also for faculty is the weekly "Faculty Coffee and Conversation" series designed to support faculty teaching online.

In addition to the offerings by the FAC, The MPC Foundation provides small faculty and staff advancement grants (FSAA) to support professional development opportunities outside the College. FASA awards support off-site professional development activities, professional development coursework and other endeavors. Though the grants are competitive, evidence was provided that the grants are utilized by faculty and managers and less so by classified professionals. In addition to these offerings, the human resources office coordinates on-demand professional development offerings through several services, such as Keenan Safe Colleges Online Training. the college does not conduct a Needs Assessment survey of all staff to inform planning in professional development, although there are many offerings available to staff. (Standard III.A.14)

The College makes provision for the security and confidentiality of personnel records. Physical access to personnel records is controlled in filing cabinets that can lock and restricted for purposes of security and confidentiality to authorized employees. These include Workman's Compensation documents and other personnel files. The human resources office has made improvements in recent years to the processes for handling confidential files by purchasing new equipment and establishing new protocols. Employees have access to their own personnel records and are able to review them on request within 48 hours of making a request. (Standard III.A.15)

Conclusion

The College meets the Standard and related Eligibility Requirements except for Standards III.A.5, III.A.6, III.A.9, III.A.10, and ER 8.

Recommendations to meet the Standard

Recommendation 13: In order to meet the standards, the team recommends that the college create a Human Resources staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose and interwoven into a larger integrated planning process of the college. (Standards III.A.9, III.A.10, ER 8)

Recommendation 14: In order to meet the standards, the team recommends that employee evaluations are regularly and consistently conducted for all employee groups. The team further recommends that faculty, academic administrators, and others directly responsible for student learning have, as a component of their evaluation, consideration of how these employees use the results of learning outcomes assessment to improve teaching and learning. (Standards III.A.5, III.A.6)

Recommendation 15: In order to meet the standards, the team recommends that the College establish a schedule for the review of policies and procedures relevant to Human Resources. (Standards III.A.11, III.A.12, III.A.13).

Recommendations to Improve Quality

Recommendation 12: In order to increase effectiveness, the team recommends that the College update its administrative hiring procedures (Standard III.A.3).

Standard III.B: Physical Resources

General Observations

Monterey Peninsula College serves residents on the Monterey Peninsula—which includes the communities of Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Sand City, and Seaside, as well as the portion of the central coast extending south just beyond the community of Big Sur. The college operates three locations: The Monterey Campus located at 980 Fremont Street, the Education Center at Marina, and the Public Safety Training Center in Seaside.

Facilities are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Supporting documentation shows major changes to capital plans are developed through a collaborative committee structure with final recommendations for capital budget adjustments approved by the Board of Trustees. Security and protection systems are well developed and again reflect a collaborative committee structure and effective communication processes at all College locations. Various safety trainings such as earthquake preparedness and active shooter training have been held. Evidence provided from two consecutive SWACC Property and Liability Inspection Reports documented steady progress on improving safety and reducing hazards. Staff addresses any safety-related requests and accessibility-related requests first. Evidence provided from surveys showed general satisfaction with facilities and safety. The security department works cooperatively with the Monterey Police Department at the Monterey campus, the Marina Police Department at the MPC Education Center at Marina, and the Seaside Police Department at the Public Safety Training Center. Annual safety inspections occur along with regular, onsite inspections by MPC grounds and maintenance personnel.

The College engages in long and short-term planning to acquire, build, maintain, upgrade or replace facilities and physical resources in support of educational planning. In consultation with the vice president for administrative services, the facilities committee participates in the creation of a Facilities Master Plan, based on the Educational Master Plan, but is not currently involved in the prioritization of physical resource and facilities needs identified in annual planning. Long range planning includes consideration for the total cost of ownership for physical resources and capital needs.

Findings and Evidence

The ACCJC Midterm Report from March 2013 did not cite any recommendations relative to Standard III.B.

The Facilities Department provides physically safe campus spaces. It consists of 28 employees under the direction of the facilities operations supervisor, currently vacant, who in turn reports to the vice president for administrative services. The College maintains a five-year Capital Construction Plan, Space Inventory, and a five-year Scheduled Maintenance Plan, as well as maintaining appropriate facility information and data in the Chancellor's Office FUSION system. The College completed a comprehensive assessment of its compliance with ADA and accessibility requirements and a comprehensive review of its maintenance and grounds services. The College uses an electronic, trouble ticket system

called, “Maintenance Direct” to manage facilities-related work order requests including maintenance requests, repairs, office moves, and set-up for campus events under the supervision of the facilities operations supervisor and the vice president of administrative services. Staff prioritizes incoming requests with safety-related requests and ADA accessibility-related requests receiving first priority.

The campus security department is charged with protecting the College and persons in cooperation with local police departments. The department consists of five employees, plus four substitutes, under the direction of the director of emergency responsibility and security, currently under recruitment, who in turn reports to the vice president for administrative services. Campus security provides 6 a.m. to midnight service during the work week for the main campus, the Safety Training Center in Seaside, CA..., and the educational center in Marina, CA. A new position, funded from parking resources, will be dedicated to the Seaside and Marina locations. Public safety services are further supported through the College’s agreements with local police forces serving the communities around the College’s three locations. The department of education has not been audited by the College’s Cleary Act reporting since the mid-term report, so no findings were reviewed. Copies of Cleary Act reports dating back to 2007 are publicly available on the College’s website.

The campus security department trains for emergency preparedness and holds emergency operations center desktop drills regularly to test the campus emergency communications/preparedness plan. For example, a multiagency active shooter drill was recently completed. The campus security department activated its emergency operations center during a 2014 incident. After the incident, College representatives met with other responding agencies to debrief and adjust plans for future incidents. The College maintains a notification system for employees and students including messaging via phone, public address system, and social media outlets. Results of a faculty and staff survey showed very high marks for safety during the day with lower results at night. The College responded by upgrading parking lot lighting to brighter and more efficient LEDs, is in the process of upgrading additional exterior lighting, and recently added two new security officers, paid for with parking funds. Student surveys cited concerns with parking lot lighting. Results have improved, and the College plans to continue improve parking lot safety.

The College provided as evidence a comprehensive program review for campus security, which included a description of the department, its mission, relevant data such as annual call volume, identified challenges and plans for continuous improvement, a section for reflection on the department’s relationship to student learning, resource requests, and feedback comments on the program review from an employee from outside the department (Standard III.B.1).

For public safety matters, the College’s Health and Safety Committee provides recommendations to the vice president for administrative services relative to safety, security, emergency preparedness, and monitoring unsafe work conditions. Results of student satisfaction surveys show positive results relative to how well the campus is maintained and faculty and staff surveys show respondents agreed relative to the adequacy of space (III.B.1).

The College acquires, builds, maintains, upgrades or replaces facilities and physical resources in support of educational planning. The Health and Safety Committee and the Facilities Committee are the primary constituent committees providing recommendations to the College Council on long-range facilities plans for safe and sufficient physical resources at all college locations. In turn, the College Council provides recommendations to the superintendent/president. The College uses a unit level program review framework as part of its integrated planning process to identify and prioritize new physical resource investments and needed renovations and upgrades to existing facilities.

For long range facilities planning, the Facilities Committee makes recommendations on facility change requests, minor capital projects, and the development of the College's Facilities Master Plan. The committee also recommends adjustments to the allocation of budgets for the College's local bond funds. The Facilities and Budget Committees have reviewed a recent proposal to allocate bond funds for high priority safety projects, including network security equipment, new door locks, and reflective window coverings. The Committee's recommendation and the approved board allocation provide capital project budget through local bond funds (Measure I), while maintaining a healthy unallocated budget for contingencies and potential future projects. However, the Facilities Committee currently does not review annual action plans and program review in order to prioritize physical resource and equipment needs outside of the bond program.

Physical resources have benefitted from a \$145 million general obligation bond passed in 2002. Evidence provided shows that nearly \$20 million in facility renovations are planned for the near future with \$65 million in capital upgrade projects currently in process and \$65 million in completed projects. Some of the College's oldest buildings are benefitting from upgrade projects. The Board of Trustees approves major changes to the bond project spending plan, including budget overages and changes to project scope enacted to control budgets. These changes are approved by the Board after receiving recommendations from the Facilities Committee, Budget Committee, and the College Council.

As the College continues to implement its 2005 Facilities Master Plan, projects identified in the plan have been adjusted over time through a collaborative process determined by the Facilities Committee to determine appropriate prioritization of projects. In consultation with the vice president for administrative services, the Facilities Committee has participated in the creation of a new Facilities Master Plan, based on the Educational Master Plan and other planning documents. The updated Facilities Master Plan is currently a draft which will be reviewed by appropriate committees for feedback. This plan will be the basis of a potential bond measure in 2018 and should be finalized in spring 2017. (Standard III.B.2)

To ensure the feasibility and effectiveness of physical resources to support institutional programs and services, the College's facilities are visually inspected annually by Keenan and Associates to identify maintenance needs and safety concerns as evidenced by the Statewide Association of Community Colleges (SWACC) reports from 2013-2014 and 2015-2016. The 2016 SWACC Property and Liability Inspection noted that the following program areas were graded as "Effective": Security, Emergency Preparedness, Fire Prevention, Chemical Safety, Forklift/Utility Cart, AHERA (Asbestos awareness), Pest Management, Self-Inspections, and

Injury and Illness Prevention Plan. Playground Safety was noted as “In Progress” with recommendations to reduce trip hazards and splintered surfaces. Results of the annual inspections are addressed quickly. In addition, facilities department employees and security staff are trained to identify needs and to report those needs so they can be addressed. In addition to annual inspections, all employees can participate in the program review process which allows for the identification of needs based on data from individual units. The College uses an annual program review updates/action plan process where staff can note physical resource and facilities needs that can be addressed in short and long-term planning. In addition, the College examines scheduling data through the Facility Utilization, Space Inventory Options Net (FUSION) tool to monitor space utilization and support effective facilities planning. These data are used to evaluate and monitor the use of classroom space and determine areas where space could be used more effectively. Data from Facilities Condition Assessment reports and five-year maintenance plans inform college-wide physical resources planning. (Standard III.B.3)

The College's planning processes and long-range capital plans reflect the total cost of ownership of new facilities and equipment. Major capital projects are being funded with bond funds. These projects are focused on rehabilitating or replacing existing facilities, and not expanding facilities. Efficiencies and operating savings are expected from upgrading HVAC systems, etc. The Facilities Master Plan provides definitions and processes for determining total cost of ownership and sets standards. In addition, the College has drafted a Board Policy 3260 Sustainability to guide its efforts towards reducing total cost of ownership in areas such as water use and utilities use, and exchanging natural grass for artificial turf on the baseball fields. (Standard III.B.4)

Conclusion

The College meets the Standard.

Standard III.C: Technology Resources

General Observations

The College has worked diligently to enhance and update key technology resources across campus with the 2013-2016 Technology Plan as its guide. The plan is a very detailed and honest review of the college's technology vulnerabilities verified by external experts. The College conducted numerous surveys of its staff and students to determine the prioritization of needed upgrades and they successfully implemented several key fixes. MPC acknowledges there is much more to do and they are working to develop a long range budget plan to address these needs.

Technology needs for instructional programs and support services of the College are identified through Program Reviews and in the annual Action Plans for each department. Read in tandem, the College's Technology Plan and Education Master Plan describe the technology goals and objectives of the College. These plans exemplify the collaborative nature of the shared governance process utilized by the IT Department, the Technology Committee and the Instructional Committee on Distance Education (ICDE).

It should be noted that the College has made great strides in improving its distance education faculty training program. Proactive assistance on the MPC Online site offers faculty technical and pedagogical training in online learning in a multitude of formats.

During the writing of its Institutional Self-Evaluation Report, the College described the major limitations of its Student Information System (SIS). The College plans to implement an Enterprise Resource Planning System (ERP) to replace SIS. This will allow better planning of classes to meet student needs. The implementation of the ERP is one of the three action projects described in the Quality Focus Essay.

Findings and Evidence

Technology resources are used to provide adequate support for the institution's academic programs and support services. MPC's Technology Services and Support experienced a restructuring of administrative personnel in 2012. At that time, due to the growth of the distance education program, the College decided to hire an associate dean of instructional technology who would be responsible for instructional technology and distance education. In addition, a director of information systems was hired to be responsible for institutional computing. Technical services and professional support encompass technical and desktop support, systems and programming, and network and communication infrastructure. These areas report to the Director of Information Systems according the IT organizational chart. Instructional Technology supports faculty and students on the use of technologies related to online instruction. In addition, one-on-one consulting, curriculum design assistance and workshops are offered in the MPC Instructional Technology Center. (Standard II.C.1)

The information technology department is responsible for technology resources at facilities both on and off campus. At the Education Center at Marina, there is one computer lab and one laptop lab for use by faculty and students. The Public Safety Training Center has eight classrooms, seven of which are outfitted with presentation technology. Instructional Support Technicians provide direct support to for these classrooms and labs, including the Education Center at Marina. (Standards III.C.1, III.C.3)

In the 2014 Faculty and Staff Accreditation Survey, MPC's IT personnel scored high satisfaction ratings for being helpful and knowledgeable. Classroom equipment, software and network connections used to support student learning were deemed adequate and 78 percent of respondents indicated that the technology at MPC enhances teaching and achievement of student learning. (Standard III.C.1)

The Information Technology department supports the acquisition, installation and maintenance of hardware and software at all MPC facilities. Replacing out-of-date hardware and software is identified through the Program Review Annual Action plans, the Technology Refresh Plan and the IT Inventory Report. In a 2014 Noel Levitz Student Satisfaction Survey, students rated "the adequacy and accessibility of computer labs on campus" a 5.54 out of 7. This rating is lower than it was in 2009 (5.75 out of 7) and lower than the national average (5.73 out of 7). The College has responded to upgrading some hardware by using one-time funds including Physical Plant and Instructional Support funds and MPC Foundation funds; however, this is not sustainable in the long-term. The College's 2016 Draft Technology Refresh Plan addresses the issue of replacing outdated computers on campus. According to the plan, the total technology refresh would require a one-time expenditure of approximately \$1.8M to make the oldest campus technology efficient again and then require approximately \$450,000 per year for an average five-year refresh cycle, which is the industry standard. The College is currently assessing computing needs on campus to determine if there are public computers in support centers that are not being utilized. This will allow the college to consolidate inventory with the goal of decreasing the number of public workstations. At this time, the College is planning to fund the refresh costs through a combination of bond, general and categorical funds. (Standard III.C.2)

The College acknowledges that it needs a long-term funding plan in order to support technical infrastructure and to give adequate support to its programs and services. At the current time, technology prioritization and purchasing processes have been initiated. Funding the ERP is another challenge for the College. A multi-year approach is being considered using bond funds, debt and the general fund as resources. (Standards III.C.1, III.C.2, III.C.3, III.C.4)

A Student Technology Needs Survey conducted in April 2014, identified two major issues affecting student success: wireless connectivity on campus and the need for a more robust college website. The College responded by upgrading the MPC Website in August 2014 and partially improving the network infrastructure using one-time funds. The College acknowledges that wireless access points need to be added to some of the older buildings on campus. (Standard III.C.2)

Using the 2013-2016 Technology Plan as a guide, the College has evaluated the effectiveness of technology in meeting its range of needs. This has been done through student and employee surveys and audits and assessments from outside expert services. Several positive changes have taken place as noted above. In addition, MPC implemented a common authentication system in Spring 2016 to be able to login with a single username and password to access WebReg, email and MPC Online. The College is also taking advantage of free vulnerability scanning and server monitoring services offered by the California

Community Colleges Information Security Center. Still to be implemented from the Plan are two items of immediate concern: updating firewall security and developing a disaster preparedness/recovery plan. The 2016-2019 Technology Plan is in draft form and being reviewed by the Technology Committee. (Standards III.C.1, III.C.2, III.C.3, III.C.4)

The College provides appropriate instruction and support for faculty, staff and administrators through MPC Online. Formal online training is available to faculty through the MPC Online Teaching Certification Program and the Online Course Design Certificate. Other types of training include on-campus workshops, online tutorials and one-on-one instruction. With the migration to Canvas, the College's new Learning Management System, the Instructional Technology Center is beginning the process to re-engineer all the help tools created under the old platform (Moodle) to Canvas. Other support for faculty and staff include the development of self-serve user guides on how to use general campus systems such as CurricUNET, and the Student Information System (SIS) among others. The 2014 Faculty and Staff Accreditation Survey show that 54 percent agreed that MPC Online faculty training and professional development are sufficient to support their work. Sixty-four percent agreed that MPC provides quality training in the use of its technology to employees and students.

Instruction and support for students is available face to face at the various labs on campus as well as the library. E-mail assistance is available from student support departments such as Financial Aid and Counseling. For students taking classes online, there is the MPC Online Student Orientation and Support page. (Standard III.C.4)

The College successfully moved to the fully hosted Google Apps for Education in spring 2016. Students and staff are on the platform using the mpc.edu domain and benefit from secure access to Google's cloud based products and resources. (Standard III.C.2)

The College publishes guidelines for the acceptable use of technology in teaching and learning processes in the Technology Plan, Faculty Handbook and in its support resources for online teaching and learning. The Faculty Handbook contains a section on the appropriate use of college resources and copyright policy. The document *Effective Strategies for Online Teaching and Learning* discusses the importance of complying with copyright regulations when sharing instructional materials with students.

The majority of the Board Policies on the appropriate use of technology are outdated. Board Policy 2155 (College Resources), 2163 (Electronic Mail Policy), 2164 (Electronic Mail Code of Practice) and 2225 (Use of Copyright Materials) were last updated over 15 years ago. (Standard III.C.5).

Conclusion

The College meets the Standard except for Standards III.C.1, III.C.2, III.C.3, III.C.5.

Recommendations to Meet the Standard

Recommendation 16: In order to meet the standards, the team recommends that the college immediately address network vulnerabilities starting with implementing a firewall solution in order for the College to ensure its technology infrastructure are appropriate and adequate to support the institution's management and operational functions. (Standards III.C.1, III.C.3)

Recommendation 17: In order to meet the standards (compliance), the team recommends that the college complete and roll out the Information Technology Disaster Preparedness / Recovery Plan in order to recover data and system functionality for the college to operate in the event of a disaster. (Standards III.C.1, III.C.2)

Recommendation 18: In order to meet the standards, the team recommends that the College completes the revisions and implementation of all board policies. The Board should fully implement the newly adopted board policies review cycle. The College should ensure that all existing, new, and revised Governing Board policies and administrative regulations are easily accessible through the College's website and other methods it deems appropriate for the college community and the public. (Standards III.C.5, IV.C.6, IV.C.7)

Standard III.D: Financial Resources

General Observations

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

The College has slowed its expenditure growth and to date has maintained sufficient reserves to provide a funding cushion. Cash resources outside of the general fund have been called upon to maintain fiscal stability.

The College has identified and communicated with its constituencies relative to the presence of a long-term structural budget deficit and has engaged in strategic planning to address this issue. At the request of the College, the Collaborative Brain Trust (CBT) recommended actions to help ensure that resources remain sufficient to ensure continued fiscal solvency over the long-term. The College intends to implement the CBT recommendations or alternative strategies to close the structural budget deficit and improve the resource allocation process.

The College publishes an annual budget calendar and follows processes and timelines for resource allocation and budget development. A Tentative and a Final Budget are approved by the Board of Trustees each year and adjustments to the Final Budget are approved by the Board of Trustees. The Board reviews budget-to-actual reports. Bond funded capital outlay projects are reviewed with the Facilities Planning Committee and the Budget Planning Committee prior to budget approval by the Board of Trustees. The Budget Committee reports items to the College Council. College Council agendas, minutes and related planning documents are publicly posted to the College's website. In addition to established committee recommendations, the College conducts budget open forums to inform and solicit feedback from College constituencies.

The College is following an annual budget planning process developed with input from the Budget Committee and College Council and is updated periodically. The College developed a long-term financial plan and has made minor updates to the plan. Budgets and financial reports are publicly available for review.

The College's audit reports do not include significant findings relative to internal controls and financial reporting. The College has reviewed the effectiveness of past fiscal planning with assistance from the Collaborative Brain Trust.

Financial reports and discussions occur with committees during the year. The College has received only Unmodified "clean" audit opinions and only one audit finding in recent years, and that finding has been corrected. In addition to established committee recommendations, the College conducts budget open forums to inform and solicit feedback from College constituencies.

Board policy requires the College to maintain a general fund budgeted reserve of 10 percent although the final budget report notes the fund balance is slightly below 10 percent. In previous years, the College has participated in Tax and Revenue Anticipation Notes (TRAN) to provide for adequate cash flow.

Financial transactions are managed by the office of fiscal services under the oversight of the vice president for administrative services, and all financial transactions are included within the scope of the annual financial audit.

The annual budget includes resource allocations to cover short-term obligations. Administration notes that a structural budget deficit has been accumulating since 2008 and has grown to \$2 million. The annual financial audits disclosed no material weaknesses relative to financial obligations. The College prepared a long-term financial plan and recently collaborated with the Collaborative Brain Trust to create strategies to address identified issues. Implementation of a portion of the recommendations will require changes to the faculty collective bargaining agreement. The last collective bargaining agreement expired in 2011, and negotiations have been ongoing for several years without a resolution.

The College recently transferred OPEB funds to an irrevocable trust which has provided about 36 percent of the funds necessary to cover this liability. The College has begun to make good progress relative to this obligation. The College has completed an actuarial study which provides an estimate for this obligation. The administration has committed to funding the actual required contribution (ARC) each year to continue funding its OPEB obligation. Through collective bargaining agreement the College continues to make these benefits available to new employees, so the College's OPEB liability will continue to grow annually. Implementing a plan to continue to provide annual set-asides toward funding the OPEB liability will help the College to increase its funded percentage for this liability.

The College pays \$22,100 in annual debt service on a \$62,700 balance in lease revenue bonds for the Student Union through the collection of a student fee. The Final budget includes an allocation to service this debt obligation. The annual financial audit discloses \$141.7 million in general obligation bonds where debt repayment resources will come from local property tax assessments. The audit itemizes total long term obligations of \$173 million.

Annual audits are completed each year, and no material findings were noted relative to debt instruments. The Citizen's Bond Oversight Committee provides another layer of review for general obligation bond expenditures.

The Department of Education requires schools with a default rate equal to or greater than 30 percent to submit a Default Prevention Plan. The College's default rates were below that threshold during the most recent three years reported to the Department of Education.

The 2014-15 annual financial audit identified a finding relative to the timeliness of providing financial aid refunds. The finding only related to a relatively short delay in providing refunds and did not find any problems relative to funds involved. The College concurred with the

finding and took corrective action to enhance procedures in their efforts to provide assurance that financial aid refunds will be provided to students in a timely manner. The College also recently upgraded its financial aid management system to better manage the \$10 to \$12 million dollars per year in financial aid awarded per academic year. The new system is expected to facilitate better management and technical compliance over financial aid funds.

Contractual agreements are standardized through legal counsel approved templates and contain appropriate provisions to assure the integrity and quality of the College's programs, services, and operations. Board policy delegates authority and responsibility for the administration of contracts to the Superintendent/President and provides appropriate direction relative to contracts. The Vice President for Administrative Services reviews each completed contract before recommending approval to the Superintendent/President who in turn recommends contracts to the Board for approval or ratification. Contract templates include an Independent Contractor Agreement and an Instructional Agreement. Board Policy references requirements relative to public bidding rules. The Superintendent/President coordinates grant applications with the Foundation Director.

Findings and Evidence

The multiyear budget projection provides evidence of reduced expenditure budgets from \$41.7 million in 2015-16 to \$40.7 million in 2016-17. The multiyear forecast projects revenues at \$38.5 million in 2016-17, so that expenditures reductions were less than revenue losses.

The College's multi-year budget projection, assuming no actions are taken to balance revenue and expenditures, is unbalanced due to the structural budget deficit identified by College Administration. Administration estimates a \$2 million annual structural budget deficit has been accumulating over several years dating back to perhaps 2008. The College has used one-time funds and tactical moves to balance the budget each year. However, Administration recognizes that permanent, ongoing expenditures (faculty and staff payroll, utility costs, insurance costs, routine repair and maintenance, etc.) must be tied to permanent, ongoing revenues (current service level State Apportionment funding) to assure the College's long term fiscal stability. Their current use of temporary position vacancy savings and other favorable, but one-time budget items, are not fiscally sustainable because these savings can evaporate from one year to the next. Administration further acknowledges that this structural budget deficit will continue to grow if it is not addressed and could eventually grow to exceed the capacity of the Administration to balance budgets with these unsustainable, one-time tactical maneuvers from year-to-year.

The College engaged the Collaborative Brain Trust consultants to provide advice and recommendations relative to eliminating the structural budget imbalance. The multiyear budget plan is being updated to integrate the new recommendations and budget planning tools are being updated as well.

The multiyear forecast begins each year with the prior year's current service level and then makes incremental adjustments for step and column pay increases, health and welfare benefits cost increases, pension cost increases, and miscellaneous increases. The optimistic

case forecast shows a scenario where the College can balance the budget while funding salary increases. The Administration has also published a less optimistic or worst case scenario as well which shows less favorable results.

By 2018-19 enrollments and Apportionment revenue are expected to grow. Challenges to the enrollment growth forecast include the recent history of flat or declining enrollments and recent changes to Federal financial aid rules. Administration noted that the structural budget deficit, which dates back to perhaps 2008 and has grown since then, could be in the \$2 million range.

Certain additional costs are not itemized in the multiyear budget plan. Administration noted that in addition to the \$2 million in budget savings noted on the forecast, another strategy to ensure fiscal stability is to use a portion of the funds from the current general obligation bond funds, future bond funds, and other funds for projects that will result in favorable savings in general fund operating expenditures.

This layered approach to balancing the budget over the long-term represents a conservative approach and recognizes that balancing the budget over the long-term requires multiple initiatives.

The College has not yet realized the increased revenue and expenditure reductions necessary to eliminate the structural budget deficit over the long-term and balance the budget. At the request of the College, the Collaborative Brain Trust (CBT) recommended actions to help ensure that resources remain sufficient to ensure continued fiscal solvency over the long-term. The CBT also made recommendations to improve the resource allocation process.

Negotiations on the faculty collective bargaining agreement have continued for years without agreement. The last collective bargaining agreement expired in 2011. The College has begun to execute plans to close the budget gap. The College is reducing its reliance on unrestricted general fund by using other funds to cover certain costs.

The 2017-18 savings target is \$1.5 million. If permanent savings are not achieved, then \$1.5 million in one-time resources will be needed in 2017-18. For 2018-19 the permanent savings target is another \$500 thousand. If permanent savings cannot be achieved, then one-time funds would again be needed. Therefore, to cover both years with one-time funds will require \$3.5 million (\$1.5 million in 2017-18 and \$2 million in 2018-19). At present, there is not sufficient fund balance in unrestricted general funds to cash flow \$3.5 million and maintain the fund balance above the 5 percent Chancellor's Office recommended prudent minimum fund balance.

The version of the multiyear budget forecast with \$1.5 million budget savings in 2017-18 and an additional \$500 thousand budget savings in 2018-19 is not a worst case scenario. It assumes FTES enrollments will be on stability funding during 2017-18, and an \$800 thousand favorable cost savings is included due to reducing enrollments through instructional contracts. However, the 2018-19 forecast, assumes Apportionment funding for 7,000 FTES

which is more than a 500 FTES increase over the 2015-16 and 2016-17 FTES budgets. Given multiple years of enrollment declines, the 2018-19 FTES forecast may be optimistic. The 2018-19 Apportionment revenue assumes that one of its centers grows to 1,000 FTES center status which will increase the basic center funding. However, additional costs related to operating a 1,000 FTES center are not included in the expenditure section.

The multiyear forecast does not include additional budget to fund annual OPEB costs and to continue to make transfers to the OPEB irrevocable trust. The College maintains certain reserves outside of unrestricted general funds. However, the College has been drawing these funds down for several years. Drawing down certain balances, such as funds set-aside for OPEB obligations will reduce the District's ability to meet other Accreditation Standards, such as Standards III.D.11 and III.D.12. It is unclear if the College has solidified such plans for 2017-18 and 2018-19. Some of the budget balancing options identified require, changes to collective bargaining agreements. All grant applications are reviewed by the President prior to applying. (Standard III.D.1)

The College maintains adequate workers compensation, property, and liability coverage. The College's self-funded medical plan has raised certain cash flow challenges that have been managed internally. The College is prepared to seek short-term borrowing if necessary for cash flow needs. (Standard III.D.2)

The College participates in JPAs for workers compensation, property, and liability coverage, so those programs are not self-funded by the College. Medical insurance coverage is self-funded. Administration notes that timing differences exist between cash inflows and cash outflows for the medical insurance program. This has resulted in internally managed short-term cash flow borrowings by the insurance fund. To better manage its cash flows, the College plans to restructure operations to reduce reliance on interfund borrowings. To manage medical program fiscal risks, the College obtains stop-loss coverage to provide reimbursement for extraordinary claims. At present the College covers the full cost of medical benefits for eligible employees. (Standard III.D.2)

Constituent input is solicited at both the Budget Committee and College Council for the tentative and final budgets. Also, tentative and final budgets as well as all budget adjustments through the fiscal year are ratified by the Board of Trustees during open session. This provides an opportunity for constituent input. The College Council's publicly available webpage publishes resource planning documents, the Collaborative Brain Trust final report, and related documents and information. Bond project budgets are reviewed by the Facilities and Budget Committees and initial budgets and budget adjustments are approved by the Board of Trustees. (Standard III.D.3)

The Budget Committee reviews the final budget. Then, College Council reviews and recommends the Final Budget to the superintendent/president who in turn presents it to the Board of Trustees for approval. Copies of annual budgets, annual financial reports, general obligation bond audit reports, and the actuarial study are available to the public on the fiscal services webpage. Administration reviews and assures that budget assumptions are appropriate. Then, the budget assumptions are reviewed by the Budget Committee and College Council. Chancellor's Office reports are available as well. (Standard III.D.4)

Three years of audited financial statements were reviewed and no material findings relative to internal controls or financial reporting were noted. Tentative and final budgets are prepared each year. Budget adjustments occurring after the final budget approval date are ratified by the Board of Trustees monthly, for example, the May 25, 2016 notes several budget adjustments approved by the Board of Trustees. (Standard III.D.5)

College Council receives feedback from the Budget Committee relative to the annual resource allocation process. College Council maintains a detailed budget preparation calendar and updates the calendar as needed. The College is currently implementing a major conversion to a new enterprise resource planning (ERP) system, including budget and financial recordkeeping. (Standard III.D.5)

Tentative and final budgets are prepared each year and discussed at the Budget Committee and College Council prior to the Superintendent/President presenting these action items to the Board of Trustees for approval. Budget adjustments occurring after the final budget approval date are ratified by the Board of Trustees monthly, for example, the May 25, 2016 notes several budget adjustments approved by the Board of Trustees. (Standard III.D.6)

Annual financial audits are placed on the Board of Trustees agenda for approval and acceptance in open session. The College Council reviews the Final Budget. For example the 2016-17 Final Budget was reviewed during the August 23, 2016 meeting and the prior year's budget was reviewed at the August 25, 2015 meeting. In both years, the College Council voted to recommend the Final Budget for approval to the superintendent/president. Other examples include the College Council's review of a finance report on May 10, 2016, and a fiscal report from the Collaborative Brain Trust on April 26, 2016. (Standard III.D.6)

Based upon review of the 2012-13, 2013-14, and 2014-15 annual financial reports, only the most recent audit cited an audit finding. The finding related to the timeliness of providing financial aid refunds, but the auditors did not question the financial integrity of those transactions. The College responded that it has updated office procedures and is implementing a new software system to manage financial aid and allow for timely refunds. (Standard III.D.7)

Annual financial audits are placed on the Board of Trustees agenda for approval and acceptance in open session. The College Council reviews the final budget. For example the 2016-17 final budget was reviewed during the August 23, 2016 meeting and the prior year's budget was reviewed at the August 25, 2015 meeting. In both years, the College Council voted to recommend the Final Budget for approval to the superintendent/president. Other examples include the College Council's review of a finance report on May 10, 2016, and a fiscal report from the Collaborative Brain Trust on April 26, 2016. (Standard III.D.7)

For fiscal years 2012-13, 2013-14, and 2014-15, the auditors issued an "Unmodified" report and found no material weaknesses or significant deficiencies relative to financial reporting internal controls. The 2014-15 general obligation bonds audit and performance audit produced no material findings. To assist with updating its Board Policies and Administrative Procedures, the College subscribes to a legal service that provides templates. Also, the

College has worked directly with the legal service to customize updates to policies and procedures. Discussion with administration supported the auditor's findings of appropriate internal controls. (Standard III.D.8)

According to the 2015-16 final budget the College is maintaining a fiscal reserve of \$3.8 million in the unrestricted general fund. The final budget includes this comment, "Unrestricted General Fund expenses are shown to equal revenues, resulting in an ending fund balance of \$3,802,947, a little below the Board established fund balance reserve of 10 percent although higher than the Chancellor's Office minimum prudent reserve of 5 percent." The College does not need to participate in a TRAN to meet its current year cash flow requirements. The 2014-15 Annual 311 report showed over \$9.4 million in general fund cash balances, up from \$3.9 million in the prior year. (Standard III.D.9)

Outside of the unrestricted general fund, the actuary recommended maintaining \$1.2 million in cash in the self-insurance fund for 95 percent confidence of meeting cash flow needs. The College is holding about \$2 million in cash in this fund. To assure that cash flow needs through 2017-18 and 2018-19 do not reduce available balances below the Chancellor's Office 5 percent minimum requirement, the College will need to implement its budget reduction plans. (Standard III.D.9)

The office of fiscal services maintains financial oversight under the direction of the vice president for administrative services. All financial transactions, including Foundation transactions, are within the scope of the annual financial audit. Financial audits have been completed annually. The most recent audit cited one finding related to the timeliness of providing financial aid refunds, but the auditors did not question the financial integrity of those transactions. The College is implementing a new software system to manage financial aid and allow for timely refunds. The College is also engaged in planning for implementation of an ERP system to replace their aging computer systems. The new system will further enhance financial tracking and reporting. For compliance with Federal requirements, the College maintains the majority of these funds in restricted or fiduciary funds, as appropriate, and these records are within the annual audit scope. (Standard III.D.10)

Unpaid student accounts resulting in bad debts were \$295 thousand in 2012-13, \$82 thousand in 2013-14, and \$186 thousand in 2014-15. These amounts are then eventually partially collected by the College. The College's procedures for writing off bad debts have been reviewed as part of the annual financial audits. The College blocks a student's ability to register for classes, if their account has a past due balance. Also, the Catalog notes that tuition and fees must be paid at the time of registering for classes. The fiscal services department sends out collection letters to students with unpaid accounts. The College's bad debt write-offs shows a neutral trend. In addition to fiscal services collection efforts, the College participates in the Chancellor's Office Tax Offset Program (COTOP) which allows the State to divert a student's State income tax refund to pay down their outstanding debt to the College. Also, the College refers unpaid parking fines to an outside collection agency. Previously, the College has used a collection agency for student debts, and that option remains available. (Standard III.D.10)

The College prepared a long term financial plan and makes minor adjustments to their plans annually. The Collaborative Brain Trust consultants helped identify long-term issues and helped the College with plans to address those issues. For example, one of the items the College is in the process of implementing relates to multi-year budget planning, “The College will implement new tools for multi-year budget planning and monitoring...to improve its budget development and resource allocation processes to reflect enrollment projections, state apportionment, and increasing mandated costs.” However, should the College need to draw on one-time resources to close the \$1.5 million budget gap in 2017-18 and an additional \$500 thousand in 2018-19 for a \$3.5 million total one-time burn rate (\$1.5 million in 2017-18 plus \$2 million in 2018-19), the College will be challenged to maintain the unrestricted general fund balance above the Chancellor’s Office 5 percent minimum fund balance. Since administration has been negotiating with its faculty bargaining unit for over three years without resolution, it is unclear if the contract can be implemented in time to realize the savings target. (Standard II.D.11)

The College has prepared a recent actuarial study of its OPEB liability and is placing funds into an irrevocable trust to partially fund the liability. Only one long term debt instrument draws debt service from College funds. This is a \$62,700 lease revenue bond related to the Student Center that will be fully paid off by 2018-19. Other long term obligations are covered through resource allocations in the annual budget. ERP conversion costs are planned to be funded from bond funds, borrowings, and general fund. However, the multiyear plan does not include costs for debt service and one-time conversion costs. The multiyear plan does include a \$500,000 budget for ongoing ERP costs. (Standard III.D.12)

The lease revenue bond is paid from a student fee and not general funds and is nearly fully paid down. The College plans to fund its ERP conversion through a combination of bond funds, debt, and general funds. The annual debt service on any borrowings needs to be added to the multiyear forecast once the loan package is sized. (Standard III.D.13)

Grant requests are managed through the Foundation. The foundation director meets with the superintendent/president prior to submitting a grant application. Grant applications are reviewed by the area administrator, the research office, a vice president and the superintendent/president prior to submittal. Board policy requires the Board to approve all matching funds and other College commitments relative to grants.

Three recent annual audits disclosed no audit findings relative to management of debt, auxiliaries, grants, and Foundation activities.

Financial audits are performed each year which includes a review of debt instruments. The auditors produce a supplemental document relative to general obligation bonds each year. There were no general obligation bond audit findings for the four years of reports included in evidence. The Citizen’s Bond Oversight Committee provides an additional review function for general obligation bonds. (Standard III.D.14)

The Department of Education's website published the following default rate information for the College: **(III.D.15)**

Monterey Peninsula College			
Fiscal Year (FY)	FY 2013	FY 2012	FY 2011
Default Rate	20.6%	21.4%	23.3%

Evidence provided by the College included copies of Independent Contractor Agreement and Instructional Agreement templates along with relevant Board policies, including public bidding rules. The College notes that contract templates include quality standards and termination provisions, and the College notes that it has terminated contracts for quality control from time to time. The templates include indemnity clauses to help legally protect the College's assets.

The Foundation assists the College with grant activities. The Foundation submits grant applications on behalf of the College and in the name of the Foundation. The foundation director meets with the Superintendent/President to review each application before it is submitted.

The vice president for administrative services reviews completed contracts and is responsible for recommending contracts to the Superintendent/President who in turn presents contracts to the Board for approval or ratification. Contracts are reviewed for consistency with the mission and goals and for compliance with Board policies and state and federal guidelines. By using standard contract templates, compliance is streamlined. (Standard III.D.16)

Conclusion

The College meets the Standard and related Eligibility Requirements except for Standards III.D.1, III.D.2, III.D.11, III.D.12, and ER 8.

Recommendations to Meet the Standard

See **Recommendation 4.**

Recommendation 19: In order to meet the standards, the team recommends that the College discontinue deficit spending by adopting budgets that match ongoing revenue and expenditures in the unrestricted general fund without the need to make significant draws against unrestricted fund balance, one-time resources or transfers from other funds. (Standards III.D.1, III.D.11, ER 18)

Recommendation 20: To meet the Standard, the team recommends that the College develop a funding plan and set-aside funds each year in the multiyear budget to fund the OPEB actual required contribution (ARC) each year. (Standard III.D.12)

STANDARD IV LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

General Observations

Board Policies 1030, 2010, 3010, and 5320 have clearly defined the roles and responsibilities of individuals in making recommendations about their areas of expertise and concerns. Board Policy 2010 names the Academic Senate as representative of faculty in making recommendations regarding academic and professional matters such as curriculum, degree and certificate requirements, grading policies, etc. While MPC's current processes allow for adequate input from faculty, staff, administrators, and students based on their areas of expertise, the college recognizes that it neither has an effective mechanism to document the decision-making process nor has a mechanism to communicate decisions across the campus community. Furthermore, MPC does not have a process to regularly evaluate its board policies and procedures, which has been put on hold due to turnovers.

Finally, MPC was in the middle of revising its 2009 Shared Governance document, however prior to the completion of this task, MPC employed CBT to conduct a review of college's operations, decision-making and governance structures. Based on recommendations from CBT, the college is developing a new handbook that anticipates resulting in improving the effectiveness of governance structures and decision-making processes.

Monterey Peninsula College has policies in place that define and explain the roles and responsibilities of administrators, faculty, staff, and students as relates to college decision-making (Board Policies 3010, 1007, 1050, 1415, 1045). College's senior administration, through the structure authorized by Board Policy 2010 Shared Governance has created an environment in which members of academic affairs, student services, administrative services, and students are encouraged to take initiatives for improving practices, programs, and services in which they are involved. Monterey Peninsula College attempted to revise its 2009 Shared Governance Handbook to document and communicate participatory governance practices. However, the College decided to contracted an external firm, Collaborative Brain Trust (CBT) for a review of the College's governance structures during its Institutional Self Evaluation Report. From that external review, CBT recommended the College to restructure its participatory governance process. The College expects that it will complete handbooks to document decision-making processes, governance structures, and integrated planning processes. While discussion outcomes are posted on committee minutes and communicated through all-users email, the College recognizes that it does not have an effective process of making decisions and communicating resulting decisions across the institution. The College anticipates that by implementing CBT's recommendations, it will meet this standard.

Monterey Peninsula College counts on its participatory governance process to assure effective discussion, planning, and implementation of ideas and policies that have significant implications across the campus. The College Council is the main decision making body at the College. It leads the planning and resource allocation process at the College, and relies

on recommendations from Academic Senate, Curriculum Advisory Committee, Academic Affairs Advisory Group, Student Services Advisory Group, and Administrative Services Advisory Group. The College Council also relies on summaries from program reflections and other shared governance committees to make planning and budget decisions. Students' voice is represented by the Student Trustee who has an advisory vote on all decisions before the Governing Board.

College Council's bylaws provides evidence that the college ensures appropriate consideration of viewpoints by providing two readings of each action items, where the first reading provides for dialogue and the second reading allows for making decision regarding the action items.

In spring 2012, the President's Office conducted an evaluation of Board Policy review process and determined that the College needed a more efficient approach, and the superintendent/president recommended that MPC adopt policy to streamline the policy review process. However, the College was experiencing challenges from administrative turnover and the policy update process was put on hold.

In 2013, the college Superintendent/President asked College Council, a decision-making body, to facilitate discussions on balancing the College's budget. The College Council gathered feedback from various groups through campus survey and brainstorming sessions, and provided nine recommendations to the college superintendent/president. There is evidence of that the Superintendent/President accepted the recommendations. There is limited evidence of outcomes being communicated to the campus community. While MPC documents and communicates decisions and information through campus emails, College Council minutes, and departmental reports, it struggles to communicate decision-making and results across campus. However, MPC is working with CBT to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of results of the evaluations to the institution.

Evidence that the college governance structure relies on its employees' expertise and input for decision-making include information from a 2014 Faculty and Staff Survey, where 83.7 percent of respondents indicated that they know how to participate and provide input to the planning process; and 80.4 percent of respondents agreed with the statement "I know my area's program review and action plans are integrated into the College's planning and resource allocation process."

The college was in the middle of revising its 2009 Shared Governance document, however prior to the completion of this task, it employed CBT to conduct a review of college's operations, decision-making and governance structures. Based on recommendations from CBT, college is developing a new handbook that anticipates resulting in improving the effectiveness of governance structures and decision-making processes.

Findings and Evidence

MPC, through its Shared Governance and leadership, empowers its members to demonstrate innovation leading to institutional excellence. Authorized by Board Policy 2010, MPC leaders have created an environment in which members of Academic Affairs, Student Services, and Administrative Services, as well as students are encouraged to consider and implement changes in support of the mission and Institutional Goals. (Standard IV.A.1)

MPC encourages its administrators, faculty and staff in participating in decision-making process through its board policies, curriculum handbook, and governance committees, which include College Council and the Academic Senate. MPC inspires its students to also participate in decision-making process where students have direct and reasonable interest. (Standard IV.A.2)

Board Policy 2010 defines a clear and strong role for college administrators in the governance processes, where they exercise a substantial voice in policies, planning and resource allocation that relate to their areas of responsibility. The three vice presidents of academic affairs, student services, and administrative services also serve on one or more leadership groups depending on their expertise. Finally, through membership in such committees of College Council, Academic Senate, and Curriculum Advisory Committee; faculty have the opportunity to participate in the governance processes at MPC. (Standard IV.A.3)

Faculty and academic administrators, through Board Policy 3010, recommend curriculum, courses, and programs. Faculty and academic administrators also design and implement programs, assess student learning, evaluate effectiveness of students' learning. Furthermore, Board Policy 5320, outlines duties and responsibilities of teaching faculty in reference to syllabus, grading system, submission of necessary reports related to learning among others. (Standard IV.A.4)

MPC through its system of board and institutional governance ensures the appropriate consideration of relevant perspective; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricula changes, and other items for key consideration. (Standard IV.A.5)

While the college documents and communicates decisions and information through campus emails, College Council minutes, and departmental reports, it struggles with communicating decision-making and results across campus. The process for decision-making and the resulting decisions are not documented or widely communicated across the institution. (Standard IV.A.6)

MPC's Leadership roles and the Institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution does not widely communicate the results of these evaluations and uses them as the basis for improvement. (Standard IV.A.7)

Conclusion

The College meets the Standard except for Standard IV.A.6, IV.A.7.

Recommendation to Meet the Standard

Recommendation 21: In order to meet the standard, the team recommends MPC clarify Board, administrators, classified and faculty roles in the decision-making process and routinely evaluate and monitor these roles. These roles are not distinctly differentiated at faculty level between Academic Senate and the faculty bargaining unit's role in participatory governance and labor relations. (Standard IV.A.6)

Recommendation 22: In order to meet the standard, the team recommends that MPC should develop a calendar to regularly evaluate its policies, procedures, and processes to assure their integrity and effectiveness (Standard IV.A.7)

Standard IV.B: Chief Executive Officer

General Observations

By policy, the Monterey Peninsula College District Board delegates full responsibility and authority to the superintendent/president to ensure the institution offers quality programs and services to its students. The superintendent/president has ensured an administrative structure to allow for effective leadership, management and operations. The president engages in a series of structured meetings with senior leadership, direct reports, management and participatory governance groups in order to allow for broad participation in institutional planning and resource allocation. The president engages the community and communicates effectiveness to the community through the President's Address to the Community. It appears that the process of accreditation while emphasized during the ISER process is not communicated throughout the institution as a continuous improvement effort. Further, while planning occurs, the efforts do not appear to be consistent, systematic or integrated. The college might benefit from implementing the recommendations provided by the College Brain Trust regarding a committee to facilitate planning and institutional effectiveness.

The college has structures in place to allow for broad participation and information sharing. The superintendent/president leads the college through its established processes and is the final decision-maker at the college level for hiring, delegation of operation, budget and expenditures, and educational programs based on appropriate participatory or administrative input.

Findings and Evidence

The MPC superintendent/president ensures regular and participatory standing meetings with senior leadership, College Council, director of institutional research, accreditation liaison officer, SLO coordinator, and other key personnel as needed. The College Council serves as the participatory governance body for the college and serves to facilitate MPC planning and resource allocation processes. The superintendent/president participates on the council as an ex officio member and uses the council to both inform the college of administrative and college-wide efforts and to inform administration of efforts within the college from the different areas. The superintendent/president uses the College Council as a platform to have college-wide discussions on planning, goals, and progress on goals for the college. Each fall, the superintendent/president shares his planning assumptions for the upcoming year, which

guides and informs the budget development and resource allocation planning throughout the year. The assumptions reflect broad college-wide goals and information to direct planning activities for the upcoming year.

The superintendent/president monitors institutional effectiveness indicators including institutional-set standards, student achievement, SLOs, progress on institutional goals, and accreditation-related reports. The director of institutional research works closely with the superintendent/president to ensure the indicators are shared with College Council, senior leadership, the Board, and the college. (Standard IV.B.1)

The institution is organized into three primary areas: academic affairs, student services, and administrative services. The vice presidents, who report directly to the superintendent/president, have been delegated primary responsibility for the operations of each of their respective areas. Additional areas of human resources, institutional research, and foundation also report directly to the superintendent/president to allow the superintendent/president direct oversight and evaluation authority. The MPC organizational chart and administrative organization are clarified in board policy to communicate roles, responsibility and delegation of authority both internally and externally. The superintendent/president meets weekly with the vice presidents in the President/Vice President (PVP) meeting where conversations on institutional issues and new, developing, or on-going issues occur. The superintendent/president also meets regularly with all direct reports and monthly with all managers to ensure all college administration have an opportunity to discuss institutional issues.

The college implements an institutional action plan for each unit that holds primary responsibility for any strategic goal. An annual update inclusive of measurable progress, recommended actions, and necessary resources are shared with College Council as a part of the annual planning and budget development process.

Through the combined efforts of PVP, standing direct report and manager, and College Council meetings as well as the Institutional action plan annual update, the institution's organizational structure is evaluated by the PVP group to ensure adequate staffing and structure exists for the institution's size, purpose, and complexity. (Standard IV.B.2)

The superintendent/president guides the planning processes that incorporate multiple venues for input to guide institutional improvements. While the college is in development of integrated planning, all existing planning activities are tied directly to the institutional goals that operationalize the college mission. Two primary and inter-relational planning cycles exist: long-term six-year strategic planning and annual planning and resource allocation. The superintendent/president ensures the process is implemented and evaluated through the structure of the College Council.

The college has identified student learning as paramount to its mission. As such, the college lead by the superintendent/president is currently developing processes to ensure educational planning and resource allocations are linked through program planning or identified areas of improvement. Throughout the processes at the unit, program, or institutional level, the

superintendent/president ensures that the college identifies key performance indicators and that each planning effort and evaluation of effectiveness be tied to high quality research. The director of institutional research has developed a research agenda and calendar of reports. Information is shared with College Council, program/unit areas, Academic Senate and Board. In a recent effort to better organize, use, and communicate the multi-level information and to help illustrate efforts on student learning and achievement, the superintendent/president recommended the college move to TracDat as an integrated information, planning, and tracking platform. (Standard IV.B.3)

By board policy, the superintendent/president has the responsibility to ensure that the institution complies with all regulations and requirements. The college has a designated ALO who meets regularly with the superintendent/president to discuss accreditation-related topics. The superintendent/president has provided leadership and has empowered members of the college to play a role in the accreditation process. Specifically, the superintendent/president has included accreditation-related information in his campus address, during weekly PVP meetings and in written and oral board updates. He has also hosted campus events such as forums and a kick-off for the ISER writing teams, and he has attended ACCJC trainings and served on an ACCJC accreditation site visit. However, it does appear that the college approach to accreditation is compliance focused and episodic around the ISER rather than for the purposes of continuous improvement and high quality. Currently, the college uses the ALO as the sole conduit for accreditation within the institution. The ISER development occurred through a steering committee model solely for the purposes of writing the report. It appears that the ALO is then responsible for coordinating all other reports. Further, it appears that the process of accreditation is separate from the work around institutional effectiveness. As recommended by College Brain Trust, the college is exploring how to ensure integrated planning and institutional effectiveness become a consistent and systematic component of college operations through a new committee tentatively identified as the Planning and Institutional Effectiveness committee. (Standard IV.B.4)

The MPC board policy clearly identifies the superintendent/president as the position responsible to carryout adopted policies and duties including expectations for budget development and effective budgetary controls for expenditures and processes. The superintendent/president delegates day-to-day oversight and management to the vice president of administrative services. Although not integrated, the college's planning process and annual budget and resource allocation planning process are transparent and incorporates the superintendent/president additional budget planning assumptions when warranted such as cost-cuts, FTES projections, and position vacancies and considerations. The Board reviews fiscal information and financial reports including monthly budgets, transfers, bills, and warrants. (Standard IV.B.5)

The MPC superintendent/president acts as a visible ambassador to the communities served. He regularly provides written and oral reports to the Board and regularly works with the Board and MPC Foundation to raise awareness of the college. The Superintendent/President regularly attends community events and hosts the annual "President's Address to the Community" in which he highlights institutional success in the last year, awards the

President's Award to a community member, and outlines the upcoming year's challenges and directions. (Standard IV.B.6)

Conclusion

The college meets the Standard and related Eligibility Requirements.

Standard IV.C: Governing Board

General Observations

The Governing Board consists of five members and one student member. Through extensive involvement in activities at the local, regional, and state level, the Governing Board stays informed about concerns and issues relevant to governing Monterey Peninsula College. This involvement enhances Governing Board members' understanding of education policy and practice.

Through establishing policies aligned with the College's mission statement, the Governing Board has ultimate authority for educational quality, legal matters, and financial integrity. The Governing Board assures the quality, integrity and effectiveness of student learning programs and services by publishing its policies, protocols, and code of ethics; participating in professional development; assessing its own performance, staying informed and involved with accreditation, and selecting and evaluating the superintendent/president.

The superintendent/president reports directly to the Governing Board and has delegated authority to implement and administer board policies. The superintendent/president is held accountable for the operations of the College through regular performance evaluations.

Findings and Evidence

BP 1007: Board Duties and Responsibilities, established that the Governing Board has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Additionally, BP 2010; Shared Governance outlines the Boards commitment to participatory governance. Evidence of the Governing Board's authority and responsibility is found in meeting calendars, meeting agendas, supporting documents, reports, and meeting minutes. (Standard IV.C.1, ER 7)

BP 1000: Governing Board Code of Ethics and Conduct require Board members to "abide by and uphold the final majority decision of the Board" and to "understand and remember that individual Board members have no legal authority to represent the College outside of Board meetings." BP 1000 outlines a method of censuring board members for misconduct if needed, however the team found no evidence that an individual Governing Board member did not support a decision of the Governing Board. A review of Board meeting minutes reveals a united board that frequently votes unanimously on key issues. (Standard IV.C.2)

BP 1007: Board Duties and Responsibilities, authorized the Governing Board to select, appoint, and evaluate the superintendent/president of the College. The process for the evaluation of the superintendent/president is prescribed in the superintendent/presidents employment contract. The process calls for constituent group feedback that is reviewed and discussed by the Board. (Standard IV.C.3)

BP 1007: Board Duties and Responsibilities sets forth the responsibility of the Governing Board to advocate for and defend the institution, protecting it from undue influence or political pressure. The Board has demonstrated that it is an independent, policy-making body

that reflects the public interest in the institution's educational quality. The role of the Governing Board as an independent policy-making body is consistently demonstrated through review, development, and approval of new and revised district policies. It advocates for and defends the institution and protects it from undue influence or political pressure. BP 1000: Code of ethics and Conduct calls on each Board member to "resist every pressure and temptation to use their position as a Board member to benefit either themselves or any individual or agency apart from the welfare of the college district." (Standard IV.C.4, ER7).

BP 2410: Board Policies and Administrative Procedures establish the process for review, development, and approval of BP's and AR's. A number of the BP's and AR's have not been developed and many are in need of review and revision. The governing board establishes policies consistent with the college mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. (Standard IV.C.5)

Several policies specify the Governing Board's size, duties, responsibilities, structure, and operating procedures. These policies are published on the College's web site under Chapter 2 – Board of Trustees. (Standard IV.C.6)

Governing Board policies and administrative procedures are developed, reviewed, and/or modified through the process outlined in BP/AP 2410: Board Policy and Administrative Procedures. The college is in the process of renumbering its board policies and a number of its BP's have not been reviewed or updated in a significant amount of time. Its administrative procedures are not readily available on its website. The College subscribed to the board policies and procedures service offered by the California Community College League (CCLC) to have access to sample policies with legally recommended language since 2005. The Policy and Communications Committee (PACC) was created and assigned the role of disseminating proposed updates and new policies to constituent groups for review and comment. The team found no inconsistency between Governing Board actions and its policies. (Standard IV.C.7)

The Board is made aware of and reviews the key indicators of student learning and achievement annually through presentations on the California Community Colleges' Scorecard as well as other presentations on established student success measures. The board is being kept apprised of ongoing progress through regular presentations from Institutional Research. (Standard IV.C.8)

BP 1008: Governing Board Orientation and Development establishes policy for ongoing professional development of Governing Board Members including orientation for new members.

BP 1005: Composition and authority of the Governing Board establishes a policy for insuring continuity of board membership and staggered terms of office. (Standard IV.C.9)

BP 1009: Board Self Evaluation clearly defines the Board's self-evaluation process for assessing the board's effectiveness. The process provides for an evaluation every year. The Boards self-evaluation results in the development of goals, objective and identification of professional development needs. The results of the Governing Boards self-evaluation are made public. The Board is involved in ongoing training through the Community College League of California. (Standard IV.C.10)

BP 1000 Code of Ethics provides a code of ethics for the Governing Board and includes a clearly defined process for handling violations of the code. BP 1300: Conflict of Interest, establishes a conflict of interest policy. The team found no evidence of any violations of the code of ethics or the conflict of interest policy. (Standard IV.C.11, ER 7)

B P 1050: Executive Officer of the Governing Board delegates full responsibility and authority to implement policies and is accountable for the operations of the College. The superintendent/president is held accountable by the Governing Board through regular performance evaluations and the establishment of goals related to the operation of the College to the superintendent/president as the chief executive officer of the institution. (Standard IV.C.12)

The Board has demonstrated engagement with accreditation through receiving regular reports about accreditation progress, participating in the institutional self-evaluation for Standard IV and participating in training workshops related to accreditation. As one of its goals adopted in January 2016, the Board works to support the college in preparing for accreditation by focusing on six areas of concern. The Governing Board reviews and approves the Institutional Self Evaluation Report, and substantive change proposals. The Board's self-evaluation included items related to its roles and functions in the accreditation process. (Standard IV.C.13)

Conclusion

The College meets the Standard and related Eligibility Requirements except for Standard IV.C.6, IV.C.7.

Recommendation to Meet the Standard

See Recommendation 22.

Monterey Peninsula College Quality Focus Essay Feedback

Monterey Peninsula College's Quality Focus Essay (QFE) is a concise document that provides adequate reasoning as to the approaches the College is taking to address its self-identified actionable improvement plans. Through the QFE, the College provides a framework of how the three Action Projects will strengthen connections to student success and have a positive effect on institutional effectiveness, particularly as it relates to ease of collecting, reporting, and accessing data. For example, implementation of the TracDat system the College intends to improve student learning and achievement by compiling the program review and SLO/SAO assessment data to improve the assessment of SLOs and SAOs to enhance student learning and provide resources through program review to identified areas. Student achievement of degrees and certificates will be enhanced through the use of an Enterprise Resource Planning system to communicate waitlist information to students and will also include a degree audit program to more effectively track student progress toward successful program completion. The College's implementation chart provides a timeline of when each measurable outcome would be accomplished as well as individuals and committees who are responsible for completing the projects. Additionally, the implementation charts for the three Action Projects also provide expected outcomes based on completion of each specific tasks/activities.

The College's selection of 1) Enrollment Management System (EMS) 2) TracDat implementation and 3) Enterprise Resource Planning as their APs provide insights into the challenges that the College is experiencing with getting relevant and accurate data for decision making. The APs relate to accreditation standards and emerged from the College's self-reflection of its processes. While these APs will help with providing the College's with relevant and accurate data to make decisions that will hopefully improve student success and access, the APs don't address all areas of accreditation compliance concerns based on review of College's ISER. For an example, while TracDat will certainly help with data collection of student learning outcomes, the College does not address in its AP2, how it plans to use TracDat to disaggregate student learning, which is an area where the College is not meeting standard. Another area of serious concern is the College's decision-making process, which was indicated as not meeting standard, yet the College did not address it in its QFE.

Certain projects and outcomes seem to have more realistic timelines (i.e. TracDat implementation) while others have either ambiguous or overly ambitious (i.e. implementation of ERP when the College has yet to identify a funding source and also vendor). While the three Action Projects will help certain operations and processes of the College such as ease of collecting and analyzing data, improving data collection and integrity, developing course schedule that meets student needs and demands, these products do not address how the College will have to modify its assessment processes, its decision-making processes, and the staffing capacity that it will need to realistically leverage the technology being implemented to increase student learning and achievement. Additionally, given that the College's highlights its structural budget deficit in its ISER, the QFE does not make mention of the anticipated resources that it will cost to implement these three products, other than in its Action Project 3 where it briefly mentioned the College still need to identify the funding source to implement an ERP.

For each of the APs, timelines and assigned responsible parties for the projects were identified. For the AP1 (EMS implementation), main responsible parties include office of academic affairs, MPC EMS workgroup, MPC IT, and vendor implementation team. Timeline for implementation of EMS spans from Spring 2016 to Fall 2018, with evaluation of implementation effectiveness during 2017-2018 academic year. The timeline seems ambitious; given the College only has summer 2016 to pilot the program and one term for training (Fall 2016) before beginning to evaluate the project. The College should also consider identifying actual individual (e.g. vice president of academic affairs) as responsible parties instead of assigning groups of individuals as responsible parties since it is not clear who would be the lead and who would ultimately be accountable for successful implementation of project.

For the AP2 (TracDat implementation), main responsible parties include TracDat team, Learning Assessment Committee, TracDat team, and office of institutional research. The College vice-presidents and institutional research office are responsible for launch of program review tools. Finally, College Council and TracDat team are responsible for evaluation of implementation. The timeline for implementation of TracDat spans from spring 2016 to fall 2017, which evaluation taking place during 2017-2018 academic year. While implementation of TracDat focuses on developing user guides and providing training, the timeline does not consider the use of collecting feedback during implementation and roll out that would impact actual timeline for completion of project. As stated earlier, the College should also consider identifying actual individual as responsible parties instead of assigning groups of individuals as responsible parties since it is not clear who would be the lead and who would ultimately be accountable for successful implementation of project.

For the AP3 (ERP implementation), main responsible parties include vice president of administrative services, director of financial aid, superintendent/president, vice president of academic affairs, academic deans. While this AP identifies individuals responsible for certain aspects of ERP implementation, the timeline is ambiguous and somewhat ambiguous, given again that the College has yet to identify the funding source and the vendor for the project.

The QFEs provide observable outcomes as a result of completing certain tasks and activities. The QFE can be strengthened by integrating actual key performance indicators to demonstrate the actual impact that implementation these action plans will have on student learning and achievement.

Accreditation Forum

MPC received the *Action Letter* from Accrediting Commission for Community and Junior Colleges (ACCJC) on February 6, 2017 following our Accreditation Site Visit last October.

Our college has worked diligently and thoughtfully on our Institutional Self Evaluation Report (ISER). We celebrate and honor this work, the leadership and diligence of the Accreditation Steering Committee and the progress we are making together as a college.

We appreciate the Commission's thorough evaluation of the many facets of our college and its report.

The visiting team's report validates our own self-study – the areas in which we excel and the areas we are working on to improve our college.

What does this mean for our students?

- MPC continues to remain fully accredited
- Our Degrees and Certificates continue to be transferable and of high quality
- We do, and will, continue to offer outstanding teaching and student services
- We will continue to be a caring and supportive institution of higher learning for our students
- We are a great college

What does this mean for the college?

- The ACCJC Report validates the direction the college has been going and our Institutional Self Evaluation Report (ISER).
- We know where we are strong and where we need to continue the work we have already begun
- We remain fully accredited while under sanction
- We need to work quickly as one team to meet all the Standards
- We are required to submit a Follow-Up Report by March 15, 2018 with a subsequent Site Visit
- We have a strong team in place and will build an even greater college

MPC received:

6 Commendations (see attachment)

Two of the Commendations after this Site Visit were for Distance Education after Distance Education had received a "Recommendation" in the Team Report after the 2010 Accreditation Visit.

Recommendations are in two categories (see attachment)

- **17 "Recommendations to Meet the Standard"**
- **5 "Recommendations to Improve Quality"**

NEXT STEPS:

- “Cabinet Plus” will serve as the Accreditation Response Steering Committee. The following members will be invited to join ~~bi-weekly~~ monthly meetings with Cabinet members:
 - ASMPC President
 - Academic Senate President
 - Co-Chairs of Presidents Advisory Group (PAG)
 - Co-Chairs of the Learning Assessment Committee (LAC)
 - Chair of Curriculum Advisory Committee (CAC)
 - Co-Chairs of Planning, Research and Institutional Effectiveness Committee (PRIE)
 - MPCTA President
 - MPCEA President
 - Instructional and Student Service Deans
 - Director of Institutional Research
- Work will be completed by various groups at MPC. They will be invited to Cabinet Plus meetings to report regularly on progress.
- Planning, Research and Institutional Effectiveness (PRIE) is a new committee. Members are:
 - Dean of Planning, Research and Institutional Effectiveness (PRIE)
 - VPAA, VPSS, VPSA or their designee
 - Accreditation Liaison Officer
 - Director of Institutional Research
 - Academic Senate President or designee
 - MPCSEA President or designee
 - ASMPC Representative
 - Three faculty appointed by the Academic Senate, at least one from Student Services
 - Director of Student Success and Equity
 - Student Learning Outcome Coordinator or designee from the Learning Assessment Committee
 - Director of Information Systems and Technology
- Board of Trustees will include *Accreditation Response Update* as a standing information item on their agenda every month.

TIMELINE:

- December 2017 – Draft Follow-Up Report with Evidence to ACCJC
- January 2017 – Final Follow-Up Report to ACCJC
- February 2018 – Board Approval of the Final Follow-up Report
- March 2018 - Submit Final Follow-up Report to ACCJC
- March-April 2018 (TBA) – ACCJC Follow-up Site Visit
- June 2018 – ACCJC Action Letter based on Follow-up Report and Site Visit

COMMENDATIONS

#	Commendations Received
1	The College should be commended for its use of flex days to generate dialogue on student learning and achievement through instructors and programs reflections. (Standard IB, III.A.14).
2	MPC has a robust catalog review process that serves as a catalyst for program updates for both the website and hardcopy publications. Throughout Standard IC, the catalog review process is mentioned as a driver for updating various sources of information such as calendars, student fees, financial aid and other information for students and the public. Due to the comprehensive nature of the catalog review process, the college implemented significant process and timeline improvements aligned with curricular deadlines both internally and externally. The document includes the Institutional Goals and current information regarding college directions such as status on AD-T degrees. A supplement is published so that revised information is always available for students and the public. With the newly revised process, the need for a supplement will be reduced and possibility eliminated over time. The catalog review process includes specific program and course level information including certificate and degree options and student learning outcomes. While MPC sees areas for improvement regarding clarity and presentation, the Catalog Review Process provides an excellent mechanism for making such revisions. Particularly given the colleges ability to significantly revise the process relatively quickly, this is a robust process that could be adapted for use in other institutional efforts. (Standard IC)
3	The team commends the College on its efforts to grow its online offerings, including a 200 percent increase in the number of students enrolled in online sections over the past four years, its support for students and faculty through its innovative Online Team Support—a "concierge" approach to student and faculty support, and its website that provides an FAQ and tutorials to students and faculty enrolled in and teaching online courses. (Standard IIA)
4	The team commends the office of student activities for providing meaningful engagement among and services for Monterey Peninsula College students through a variety of means. The culture of inclusion and active student participation maintained by the student activities office demonstrates a commitment to student success. (Standard IIC)
5	The team commends MPC for its student services programs, which demonstrate a positive culture of continual self-improvement and a commitment to change as needed to improve student success. (Standard IIC)
6	MPC's Institutional Committee on Distance Education should be commended for its extensive faculty training and support site on MPC online. MPC faculty who desire to teach online or enhance their online offerings, have the option to complete the MPC Online Teaching Certificate as well as the MPC Online Course Design Certificate. In addition, the website contains a plethora of training materials including a Faculty Handbook for Online Instruction, strategies for online teaching and learning, and course design templates. This exemplary resource could be used as a best practices site for online faculty training throughout the state. (Standard IIIC)

Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility All Hands on Deck	Progress (Green font = Completed or Nearly Completed)
1	In order to meet the standards, the team recommends that the College completes the implementation of TracDat and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. When the institution identifies performance gaps, implement strategies to mitigate those gaps and evaluate the efficacy of those strategies. (Standards I.B.2, II.A.11, ER 11)	• PRIE • LAC	• TracDat is in use for Course Reflections since January 2017. • TracDat planning for Service Area Outcomes (SAO) assessment in progress in spring 2017.
2	In order to meet the standards, the team recommends the College develop a process and calendar to assess College's progress and planning processes in a timely manner. (Standards I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6, ER 9, ER 11)	• PRIE	• The Planning Research and Institutional Effectiveness (PRIE) committee has been formed. • Dean of Planning, Research and Institutional Effectiveness - spring 2017.
3	In order to meet the standards, the team recommends that the College attain the sustainability level per the ACCJC rubric for SLO assessment by raising the percentage of courses for which SLOs have been evaluated and increasing the percentage of programs that have had PLOs assessed. To do so, the team recommends that the College complete the implementation of their planning and outcomes assessment software as identified by their QFE1 and begin to assess learning outcomes for all instructional programs and student and learning support services as well as disaggregating and analyzing learning outcomes and achievement data for subpopulation of students. (Standards I.B.2, I.B.6, I.C.1, I.C.3, II.A.3, II.A.11, ER 11)	Academic Senate • LAC • CAC	• Progress is being made in SLO assessment. In March 2014, 181 out of 830 courses were reported as assessed (21.8%). In October 2016, 664 out of 1417 courses were reported as assessed (46.9%). • According to the LAC plan approved by Academic Senate, AAAG and CAC, all courses will be assessed by July 1, 2017 or be archived in CurricUNET. Only assessed courses will be included in the 2018-19 College Catalog. • Timelines for cycles of assessment were established by LAC and endorsed by Academic Senate AAAG, and CAC • All instructional divisions have established course assessment plans for at least one program of study • TracDat is in use for Course Reflections effective January 2017.
4	In order to meet the standards, MPC needs to engage in continuous, broad-based, systematic evaluation, and planning. The institution needs to integrate program review, planning, and resource prioritization and allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning needs to be linked to short-ranged and long-ranged needs based on assessment of student learning and student achievement data. (Standards I.B.2, I.B.4, I.B.7, I.B.9, I.C.3, II.A.1, II.A.3, III.D.2, IV.A.6, IV.B.3, ER 11, ER19)	• PRIE	• The Planning Research and Institutional Effectiveness (PRIE) committee has been formed. • Dean of Planning, Research and Institutional Effectiveness - spring 2017.

#	Recommendation Text	Lead Responsibility All Hands on Deck	Progress (Green font = Completed or Nearly Completed)
5	In order to meet the standard, the team recommends that MPC develop a process to ensure student complaints can be logged, resolved, reviewed and analyzed for improvement. (Standard I.C.8)	Student Services Council	A full student complaint log was developed prior to the site visit. Will continue to review process for improvement.
8	In order to meet the standards, the team recommends that the College conduct regularly scheduled library surveys of all students and faculty, regardless of location, in order to gauge user satisfaction, knowledge of services, behavior and experience and to use the results as the basis for improvement. (Standards II.B.1, II.B.3)	- Office of Institutional Research - Library Division	
9	In order to meet the standards, the team recommends that the College improve its evaluation process of student support and learning services to include discussion of services offered at all centers and for distance education based on robust Service Area Outcomes and Student Learning Outcomes assessments that lead to quality improvement of student support programs and services in support of the college's mission. (Standards II.C.1, II.C.2)	Student Services Council	- Full review of student services at the Centers and for distance education is in process. - Dean of Student Services/Marina position and hiring approved by the Board. Hiring process has begun. Dean will be in place in fall 2017 to provide full time leadership.
13	In order to meet the standards, the team recommends that the college create a Human Resources staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose and interwoven into a larger integrated planning process of the college. (Standards III.A.9, III.A.10, ER 8)	- HR - Cabinet	Cabinet members presented a high level draft of staffing to the college in August 2016 that would start to address some of the gaps.
14	In order to meet the standards, the team recommends that employee evaluations be regularly and consistently conducted for all employee groups. The team further recommends that faculty, academic administrators, and others directly responsible for student learning have, as a component of their evaluation, consideration of how these employees use the results of learning outcomes assessment to improve teaching and learning. (Standards III.A.5, III.A.6)	- HR - Cabinet - Negotiations	- Full-time and part-time faculty, and classified staff evaluations are being regularly and consistently conducted. - Administrative and Executive evaluations are being tracked and will be completed more regularly and consistently in spring 2017 and on. - Second part of the recommendation is in negotiations at this time.

#	Recommendation Text	Lead Responsibility All Hands on Deck	Progress (Green font = Completed or Nearly Completed)
15	In order to meet the standard, the team recommends that the College establish a review schedule of policy and procedures relevant to Human Resources. (Standards III.A.11, III.A.12, III.A.13)	• HR • Cabinet	
16	In order to meet the standards, the team recommends that the college immediately address network vulnerabilities starting with implementing a firewall solution in order for the College to ensure its technology infrastructure are appropriate and adequate to support the institution's management and operational functions. (Standards III.C.1, III.C.3)	• Information Services Dept	• Information Services Dept. has completed key changes to improve the security of the District's technology. • Information Services Dept. has identified the need to upgrade key components of the District's networking infrastructure. • Additional hardware and software has been procured and is in the process of being installed.
17	In order to meet the standards, the team recommends that the college complete and roll out the Information Technology Disaster Preparedness/Recovery Plan in order to recover data and system functionality for the college to operate in the event of a disaster. (Standards III.C.1, III.C.2)	• Information Services Dept	• The Information Technology Disaster Preparedness/Recovery DRAFT Plan has been completed. • The Technology Committee begins review of the plan February 10, 2017.
18	In order to meet the standards, the team recommends that the College completes the revisions and implementation of all board policies. The Board should fully implement the newly adopted board policies review cycle. The College should ensure that all existing, new, and revised Governing Board policies and administrative regulations are easily accessible through the College's website and other methods it deems appropriate for the college community and the public. (Standards III.C.5, IV.C.6, IV.C.7)	• President • Board of Trustees	• 30 Administrative Board Policies were reviewed and approved by the Board of Trustees in 2016. • 28 Student Services policies were approved in PAG in January and are ready for Board Sub-committee review. • 9 Academic Affairs Board policies have been approved. 3 are being forwarded to the Board Sub-Committee for review; and 6 have been forwarded to the Academic Senate for review. Last 3 are being reviewed in Academic Affairs.

#	Recommendation Text	Lead Responsibility All Hands on Deck	Progress (Green font = Completed or Nearly Completed)
19	In order to meet the standards, the team recommends that the College discontinue deficit spending by adopting budgets that match ongoing revenue and expenditures in the unrestricted general fund without the need to make significant draws against unrestricted fund balance, one-time resources or transfers from other funds. (Standards III.D.1, III.D.11, ER 18)	• President • CBO • Board	• Measures to improve efficiency have been implemented such as implementation of EMS and changes to scheduling practices such as the new schedule blocks. • Measures to increase enrollment are in process such as Dual Enrollment with high schools and Dual Admission with CSUMB. • Development of the Fort Ord Center (Marina and PSTC) - grow enrollments, expand services, establish anchor programs, spread of schedule day/evening/weekend • Faculty prioritization process has been improved and hiring is taking place in productive and efficient disciplines. • Position control and review is being implemented. • Cost reduction actions • Develop pathways and program approach • Promote and market programs and the college • Improve retention • Develop a plan and support for international student recruitment and enrollment • Synchronized calendar with CSUMB
20	In order to meet the standard, the team recommends that the College develop a funding plan and set aside funds in each year's budget to fund the OPEB actual required contribution (ARC) each year (Standard III.D.12)	• President • CBO • Board	• The latest, required OBEB actuarial has been completed as of February 7, 2017. Funds have been identified to transfer to the OPEB trust. • The ARC will be included in budget development for 2017-18.
21	In order to meet the standard, the team recommends MPC clarify Board, administrators, classified and faculty roles in the decision-making process and routinely evaluate and monitor these roles. These roles are not distinctly differentiated at faculty level between Academic Senate and the faculty bargaining unit's role in participatory governance and labor relations. (Standard IV.A.6)	• Academic Senate • Cabinet	• New "Decision Making Process" (handbook) was adopted by the college in fall 2016 and in being implemented. • President's Advisory Group (PAG) was re-envisioned. • Planning, Research and Institutional Effectiveness (PRIE) committee has been formed.
22	In order to meet the standard, the team recommends that MPC should develop a calendar to regularly evaluate its policies, procedures, and processes to assure their integrity and effectiveness (Standard IV.A.7)	• PRIE	

Recommendations to Improve Quality

#	Recommendation Text	Lead Responsibility	Progress (Green font = Completed or Nearly Completed)
6	In order to improve, the team recommends that the College develop more intentional cycles of course assessment, strengthen the link between course and program assessment cycles, and reach greater levels of participation in student learning outcomes assessment from all faculty. (Standard II.A.3)	LAC	- Cycles of course assessment have been developed by the LAC, and approved by the Academic Senate, AAAG, and CAC. - The LAC provided TracDat training on course-level assessment to a large group of faculty in Spring Flex 2017. - Divisions are inviting the LAC to conduct course-level assessment TracDat training. - The LAC is working on the program-level assessment module in TracDat in spring 2017.
7	In order to improve, the team recommends that the College use enrollment data to inform scheduling decisions and implement an enrollment management system to facilitate data usage. (Standards II.A.6; II.A.10)	VPAA	- EMS training was provided to Division Chairs and DOMS in December 2016. - EMS has been implemented and has been in use since January 2017. - It is being used to plan and finalize summer and fall 2017 schedules now.
10	In order to improve, the team recommends that all student services provided at the Marina Education Center be consistently scheduled and published. (Standard II.C.3)	VPSS	- All Student Services at the MEC are being reviewed. A consistent schedule will be published. - Hiring is in process to fill staff vacancies in the MEC.
11	In order to improve, the team recommends that the College obtain accurate data on students receiving comprehensive and abbreviated student education plans and review the data regularly to make appropriate action plans to increase Student Success. (Standard II.C.5)	- VPSS - Office of Institutional Research	- MPC currently has accurate data on comprehensive and abbreviated student educational plans. They will continue to be collected and reviewed to inform actions taken to increase student success. - Documentation of improvements will be provided.
12	In order to improve, the team recommends that the College update its administrative hiring procedures. (Standard III.A.3)	HR	

Selected Bright Spots from the Evaluating Team Report

The team found members of the campus community to be open and passionate about the College and the role they play in students' lives. (p. 5)

A large percentage of faculty, staff and administrators are knowledgeable about the mission statement and believe it helps to drive priorities at the campus. (p. 17)

The College should be commended for its robust process of generating dialogue on student learning and achievement. A review of program review documents shows consistent use of program evaluation and that instructional programs follow the same template to evaluate program effectiveness. (p. 19)

The College's Institutional Self Evaluation Report provides evidence that graduates who complete career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. ... The SER cites two exemplary programs at the College: Nursing, which has a 93 percent NCLEX pass rate, and Automotive Technology, which awards an Automotive Service Excellence Certification. (p. 32)

The library has successfully initiated a unique service which enables instructors to bring online journal articles, e-books, and other digital resources from the library's discovery system directly into the online learning environment. [T]his technology speaks to the collaborative relationship between librarians and instructors in their mutual support for student success. (p. 34)

The English and Studies Skills Center (ESSC) have a vibrant presence on campus. During the fall of 2014, surveys were conducted to determine the needs of English as a Second Language (ENSL) students. The surveys revealed that additional support in the way of resources available to ESSC tutors and students were needed. As a result, textbooks were purchased for ENSL students to borrow and an online resource was created pointing to resources on the ESL site. In 2015, 77 percent of ENSL students reported using the ESSC regularly. Also in 2015, research was conducted that showed students taking English 400 had much higher success rates in English 111 and English 1A than those students who did not take English 400. (p. 36)

The Student Service Programs provide quality services regardless of location or means of delivery and provide an adequate means of evaluation. The student services staff demonstrate a positive culture of continual self-improvement and a commitment to change as needed to improve student success. (p. 39)

The College has worked diligently to enhance and update key technology resources across campus with the 2013-2016 Technology Plan as its guide. The plan is a very detailed and honest review of the college's technology vulnerabilities verified by external experts. The College conducted numerous surveys of its staff and students to determine the prioritization of needed upgrades and they successfully implemented several key fixes. MPC acknowledges there is

much more to do and they are working to develop a long range budget plan to address these needs. (p. 54)

Read in tandem, the College's Technology Plan and Education Master Plan describe the technology goals and objectives of the College. These plans exemplify the collaborative nature of the shared governance process utilized by the IT Department, the Technology Committee and the Instructional Committee on Distance Education (ICDE). (p. 54)

The College has made great strides in improving its distance education faculty training program. Proactive assistance on the MPC Online site offers faculty technical and pedagogical training in online learning in a multitude of formats. (p. 54)

The College recently transferred OPEB funds to an irrevocable trust which has provided about 36 percent of the funds necessary to cover this liability. The College has begun to make good progress relative to this obligation. (p. 58)

Evidence that the college governance structure relies on its employees' expertise and input for decision-making include information from a 2014 Faculty and Staff Survey, where 83.7 percent of respondents indicated that they know how to participate and provide input to the planning process; and 80.4 percent of respondents agreed with the statement "I know my area's program review and action plans are integrated into the College's planning and resource allocation process." (p. 68)

MPC inspires its students to also participate in decision-making process where students have direct and reasonable interest. (p. 69)

Actionable Improvement Plans

Identified in MPC's 2016 Self Evaluation Report

- AIP 1.** The College will implement recommendations from the Learning Assessment Committee to improve its course- and program-level SLO assessment practices, including recommendations for assessment cycles and processes for disaggregation of learning outcome data by subpopulations of students.

Primary Focus: Improving course and program-level learning outcome assessment practices (Outcomes assessment; data)

Related Standards: I.B.2, I.B.5, I.B.6
I.C.3, I.C.4
II.A.2, II.A.3, II.A.16

- AIP 2.** The College will implement tools and revise processes to improve its Planning and Resource Allocation Process and more effectively connect data elements in SLO/SAO assessments, annual action plans, program review, and resource allocation with institutional goals.

Primary Focus: Improving processes and tools that support integrated planning (Technology; outcomes assessment; data)

Related Standards: I.B.4, I.B.7, I.B.8, I.B.9

- AIP 3.** The College will complete implementation of its an Enrollment Management System (EMS) and use analysis of data from EMS strategic enrollment planning based on two-year course plans for degrees and course plans for certificates.

Primary Focus: Linking enrollment management planning to course plans for degrees and certificates (Technology; data)

Related Standards: II.A.5

- AIP 4.** The College will re-evaluate its current practice of using GEOs as sole program-level learning outcomes for Associate of Arts and Associate of Science degree programs, and design improved learning outcomes where necessary and appropriate, in order to describe skills and knowledge students will obtain through program completion with greater specificity.

Primary Focus: Improving program-level learning outcome assessment practices (Outcomes assessment)

Related Standards: II.A.11

Actionable Improvement Plans

Identified in MPC's 2016 Self Evaluation Report

- AIP 5.** The College will develop a staffing plan to ensure that staffing levels and assignments for faculty, staff, and administrators are sufficient and appropriately distributed to support the institution's mission and purpose.

Primary Focus: Ensuring sufficient and appropriate staffing
(Staffing)

Related Standards: III.A.7, III.A.9, III.A.10

- AIP 6.** The College will implement new tools for multi-year budget planning and monitoring as recommended in a review conducted by the Collaborative Brain Trust (CBT) in order to improve its budget development and resource allocation processes to reflect enrollment projections, state apportionment, and increasing mandated costs.

Primary Focus: Improving multi-year budget projections
(Budget; data; communication)

Related Standards: III.D.1

- AIP 7.** The College will revise its long range financial plan and policies to prioritize actions that ensure fiscal stability and reduce dependence on instructional service agreements for apportionment revenue.

Primary Focus: Improving long-range financial planning
(Budget)

Related Standards: III.D.1, III.D.16

- AIP 8.** The College will use recommendations from the Collaborative Brain Trust (CBT) review to improve the effectiveness of its governance structures and decision-making processes, including adoption of handbooks for decision-making procedures, evaluation of processes, and communication of the results of the evaluations to the institution.

Primary Focus: Improving effectiveness of governance and decision-making to support integrated planning
(Communication)

Related Standards: IV.A.5, IV.A.6, IV.A.7

Quality Focus Action Projects

Identified in MPC's 2016 Self Evaluation Report

Project 1. Implementation of an Enrollment Management System (EMS)

Supports Access

Improves understanding of students' scheduling needs & preferences

Supports Student Success

Ability to support "year-ahead" scheduling, in order to help students plan for program completion

Supports Institutional Effectiveness

Improves efficiency and flexibility of internal scheduling processes

Project 2. Implementation of TracDat

Supports Access

Improves communication of student needs emerging from program review & learning outcome assessment

Supports Student Success

Integrates program review, assessment results, and achievement data into planning processes and provides clear links to Institutional Goals

Supports Institutional Effectiveness

Streamlines data collection, assessment, and reporting practices

Project 3. Acquisition & Implementation of an Enterprise Resource Planning (ERP) system

Supports Access

Provides ability to implement waitlists and communicate waitlist information to students

Supports Student Success

Improves capacity for tracking students' progress toward program completion

Supports Institutional Effectiveness

Improves data integrity, availability, and reporting capabilities for institutional data

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. **E**

Fiscal Services
College Area

Proposal:

That the Governing Board review and discuss the 2016-2017 Monthly Financial Report for the period ending, January 31, 2017.

Background:

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

Budgetary Implications:

None.

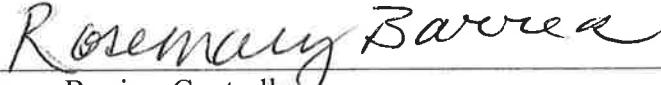
☒ **RESOLUTION: BE IT RESOLVED**, that the 2016-2017 Monthly Financial Report for the period ending January 31, 2017, be accepted.

Recommended By:



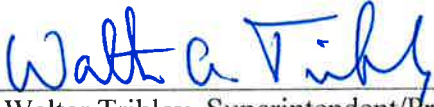
Steven L. Crow, Ed.D., Vice President of Administrative Services

Prepared By:



Rosemary Barrios, Controller

Agenda Approval:



Dr. Walter Tribley, Superintendent/President

Monterey Peninsula College
Fiscal Year 2016-2017
Financial and Budgetary Report
January 31, 2017

Enclosed please find attached the Summary of All Funds Report for the month-ending January 31, 2017 for your review and approval.

Operating Fund net revenue through January 31, 2017 is \$33,002,416 which is 62.3% of the operating budget for this fiscal year. Expenditures year-to-date total \$27,080,115 and Encumbrances of \$6,938,255 which together is 64.2% of the operating budget for this fiscal year, for a net difference of -\$1,015,954.

Unrestricted General Fund

Revenue

- December State Apportionment payment received of \$1,297,547.
- January State Apportionment payment received of \$1,329,951.
- First Quarter Lottery funds received of \$300,500.
- Redevelopment funds received of \$38,045.
- Property taxes received of \$671,086.
- Other local revenues received include: enrollment fees, non-resident fees, transcripts, and other local and state revenues totaling: \$800,748.

Expenditures

Overall the District operating funds expenditures continue to track as projected for the beginning of the fiscal year.

Restricted Child Development Fund

- Expenditures continue to exceed revenue in the Restricted Child Development Fund due to state reimbursements have not yet been received.
- State revenues are received on a reimbursement basis for the state grants.

Self Insurance Fund

- Self Insurance Fund (SIF) expenses are at 43% of budgeted expenditures. We will continue to track this fund closely.

Capital Project Fund

- Deferred Revenue of \$921,864 has been reversed from the liability account to the current fiscal year revenue account. A budget adjustment will be completed in February to adjust the capital outlay revenue and expense budget.

Revenue Bond Fund

- A transfer between funds of \$21,500 has been completed this month between the Student Center Fund and the Bond Interest and Redemption Fund. This has increased the revenue in this fund.

Building Fund

- Expenditures posted this month are related to work that is being completed on the Data Center Security Upgrade Project.

Fiduciary Funds

- Most Fiduciary Funds are tracking close to budget.

Cash Balance:

The total cash balance for all funds is \$31,838,531 including bond cash of \$9,620,051 and \$22,218,480 for all other funds. Operating funds cash is \$15,756,243. Cash balance in the General Fund is at \$14,319,223 for the month-ending January 31, 2017.

News from the State Chancellor's Office:

The 2017-18 Governor's Budget was released on January 10, 2017.

The budget summary indicates state revenues, which surged during several years of recovery, are now beginning to lag expectations. Despite this constraint, the budget provides roughly \$400 million in new Proposition 98 General Fund spending for California Community College's (CCC). The state general fund is estimated to increase by approximately \$3.7 billion, or approximately 3% in 2017-18. Proposition 98 is estimated to increase by approximately \$2.1 billion, or approximately 3% in 2017-18.

Below is a summary of the augmentations for the CCC budget. There will be a note if the augmentation is one-time in nature.

Educational Services

- \$150 million for implementation of guided pathways. While the yet to be release trailer bill will outline much of the programmatic requirements, the intent of the funds will be to support community colleges in leveraging the work the CCC system has done over the past few years as they develop cohesive, integrated pathways to help more students achieve their educational objectives. (one-time funds)
- \$20 million for an Innovation Awards program. As opposed to an outside committee administering the program, the Chancellor will have broad authority to select the focus of the grants and the awardees. (one-time funds)
- \$5.4 million for a 1.48% COLA for the Apprenticeship, EOPS, DSPS, CalWORKs and the Child Care Tax Bailout programs.
- \$3.1 million for enrollment growth in the Full-Time Student Success Grant program.

Apportionments

- \$94.1 million for a 1.48% COLA to apportionments.
- \$79.3 million for a 1.34% growth in access. These funds will be allocated through the recently revised growth formula.
- \$23.6 million for a base increase to cover increasing operating costs, especially due to rising employer pension cost.

Technology

- \$10 million for the Online Education Initiative to purchase a learning management system that will be provided free to colleges.
- \$6 million for the procurement of an integrated library system that allows every student to access a cloud-based, up-to-date library catalog. (one-time funds)

Facilities and Equipment

- \$43.7 million for the Physical Plant and Instructional Equipment program. (one-time funds)
- \$52.3 million for energy efficiency projects through the Proposition 39 program. (one-time funds)

Traditionally the CCCs have received 10.93% of the Proposition 98 Guarantee. In 2014-15 the share is 10.92%, in 2015-16 the share is 10.94%, and in 2017-18 the share is 10.87%, which is approximately \$45 million less than what traditionally would be expected.

While the Board of Governors approved 29 projects for funding for 2017-18, the Governor's Budget includes five Proposition 51 bond funded projects. The Governor proposed to focus on projects that addressed critical health and safety needs as well as improving existing instructional infrastructure.

- Pasadena's Armen Sarafain Building Seismic Replacement
- San Francisco's Alemany Center Seismic Upgrade
- San Francisco's Ocean Campus Utility Replacement
- Fullerton's Business and Humanities Buildings Modernization
- Compton's Instructional Building 2 Replacement

In addition to the funding for the CC system, the Governor's Budget also proposes two additional executive team members to the Chancellor's Office.

The Governor's Budget also proposes phasing-out the Middle Class Scholarship program for new students. Beginning in 2017-18, awards will be renewed only for students who received awards in 2016-17.

This is a solid start to the 2017-18 budget process, and we appreciate the consideration and efforts the Governor and his team put forth in developing this budget. Here are a few concepts and ideas we should keep in mind as we move forward.

The years of seeing significant increases in Proposition 98 are likely behind us. Given that the economy is nearing its peak, the sales and use tax portion of Proposition 30 is ending, and the backlog of Proposition 98 maintenance factor

created during the recession has been paid off, we should expect modest growth in Proposition 98 until the next recession.

Between 2013-14 and 2020-21, pension costs for the system will increase by over \$400 million as the state reduces the gap between the assets and liabilities in PERS and STRS. In addition to the estimated increases in employer contributions, the PERS governing board also recently took action to reduce their investment volatility by lowering their annual assumed rate of return from 7.5% to 7% over a three-year period. It is at least a possibility, if not likely, PERS employer rates will increase in future years based on the lowering of the return rate.

The CCC system has already received \$368.7 million to increase the apportionments base. While this funding is unrestricted, there is a clear expectation from policy makers that these funds have been provided to ensure colleges are covered for new expenses related to pension costs increases. Given the outlook on Proposition 98, the known employer contribution increases for PERS and STRS, and the possibility of additional increases to employer rates in the future, it is imperative colleges anticipate and plan for these costs going forward.

While funding for the Student Success and Support, Student Equity, Adult Education, and Strong Workforce programs did not receive an augmentation, they continue to receive the same level of funding as 2016-17. The success of these programs, and the likelihood of the CC system continuing to receive funding in future years, will be determined by our ability to maximize the return on the state's investment in these areas. Given this, it is critical colleges use these resources to support integrated and effective student success strategies. In addition, achieving the desired results will take sustained efforts, including appropriate levels of ongoing investments at the college level, while preserving a reasonable level of operating flexibility for when the next recession occurs.

The next steps in the budget process will be input from system stakeholders, a review by the Legislative Analyst's Office, and an initial round of legislative hearings prior to the release of the May Revision.

Monterey Peninsula Community College

Monthly Financial Report

January 31, 2017

Summary of All Funds

<u>Funds</u>	<u>Beginning Fund Balance</u>	<u>Revised Budgets 2016 - 2017</u>		<u>Ending Fund Balance</u>	<u>Year to Date Actual 2016 - 2017</u>			<u>% Actual to Budget</u>		<u>Cash Balance</u>
	<u>07/01/16</u>	<u>Revenue</u>	<u>Expense</u>	<u>6/30/2017</u>	<u>Revenue</u>	<u>Expense</u>	<u>Encumbrances</u>	<u>Rev</u>	<u>Expense/ Enc.</u>	<u>1/31/2017</u>
General - Unrestricted	\$4,207,901	\$40,237,689	\$40,237,689	\$4,207,901	24,467,649	20,880,119	5,937,290	60.8%	66.6%	\$14,319,223
General - Restricted	0	11,498,752	11,498,752	0	7,807,723	5,612,652	815,831	67.9%	55.9%	0
Child Dev - Unrestricted	79,143	155,631	155,631	79,143	160,992	74,668	7,822	103.4%	53.0%	109,321
Child Dev - Restricted	0	439,166	439,166	0	155,318	214,888	52,735	35.4%	60.9%	0
Student Center	565,728	258,000	259,094	564,634	99,014	67,695	0	38.4%	26.1%	597,037
Parking	649,435	418,790	418,790	649,435	311,720	230,093	124,577	74.4%	84.7%	730,662
Subtotal Operating Funds	\$5,502,207	\$53,008,028	\$53,009,122	\$5,501,113	\$33,002,416	\$27,080,115	\$6,938,255	62.3%	64.2%	\$15,756,243
Self Insurance	3,581,841	7,181,305	8,985,831	1,777,315	3,782,620	3,846,385	21,985	52.7%	43.0%	3,685,990
Worker Comp	131,701	25,000	97,500	59,201	9,964	31,923	0	39.9%	32.7%	117,576
Other Post Employment Benefits	557,878	100,770	0	658,648	13,133	0	0	13.0%	0.0%	571,011
Capital Project	67,820	784,712	884,253	-31,721	931,796	453,155	239,302	118.7%	78.3%	546,460
Building	9,925,943	65,000	0	9,990,943	38,942	344,834	48,850	59.9%	0.0%	9,620,051
Revenue Bond	22,562	21,500	21,500	22,562	21,585	20,900	0	100.4%	97.2%	22,246
Associated Student	199,733	80,000	80,000	199,733	42,813	32,994	0	53.5%	41.2%	234,843
Financial Aid	19,146	5,722,000	5,722,000	19,146	3,971,028	3,971,028	0	69.4%	69.4%	423,097
Scholarship & Loans	89,154	2,600,000	2,600,000	89,154	2,079,416	1,969,242	0	80.0%	75.7%	433,124
Trust Funds	439,580	1,830,000	1,830,000	439,580	1,073,737	1,230,303	0	58.7%	67.2%	405,291
Orr Estate	26,740	20,000	20,000	26,740	9,264	13,983	0	46.3%	69.9%	22,599
Total all Funds	\$20,564,305	\$71,438,315	\$73,250,206	\$18,752,414	\$44,976,714	\$38,994,862	\$7,248,392	63.0%	53.2%	\$31,838,531

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. F

Fiscal Services
College Area

Proposal:

That the Governing Board reviews the attached County of Monterey Investment Report for the quarter ending December 31, 2016.

Background:

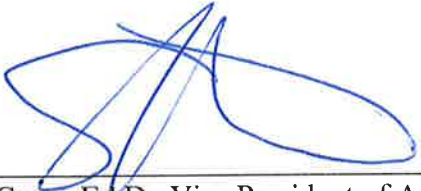
The majority of the funds are on deposit with the Monterey County Treasury pursuant to Ed Code. The County Treasurer provides a quarterly report to participating agencies detailing asset allocation and investment performance. The portfolio's net earned income yield for the period ending December 31, 2016, was 1.07%. Approximately 86.9% of the investment portfolio is comprised of U.S. Treasuries, Federal Agency securities and other liquid funds. The remaining 13.1% is invested in corporate debt and is rated in the higher levels of investment grade.

Budgetary Implications:

None.

☒ **INFORMATION:** County of Monterey Investment Report for the quarter ending December 31, 2016.

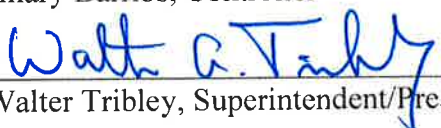
Recommended By:


Steven L. Crow, Ed.D., Vice President of Administrative Services

Prepared By:


Rosemary Barrios, Controller

Agenda Approval:


Dr. Walter Tribley, Superintendent/President



Monterey County Board of Supervisors

168 West Alisal Street,
1st Floor
Salinas, CA 93901
831.755.5066

Board Order

Upon motion of Supervisor Phillips, seconded by Supervisor Salinas and carried by those members present, the Board of Supervisors hereby:

Received and accepted the Treasurer's Report of Investments for the Quarter Ending December 31, 2016.

PASSED AND ADOPTED on this 24th day of January 2017, by the following vote, to wit:

AYES: Supervisors Alejo, Phillips, Salinas, Parker and Adams

NOES: None

ABSENT: None

I, Gail T. Borkowski, Clerk of the Board of Supervisors of the County of Monterey, State of California, hereby certify that the foregoing is a true copy of an original order of said Board of Supervisors duly made and entered in the minutes thereof of Minute Book 79 for the meeting on January 24, 2017.

Dated: January 25, 2017
File ID: 17-0055

Gail T. Borkowski, Clerk of the Board of Supervisors
County of Monterey, State of California

By Denise Hancock
Deputy



Monterey County

168 West Alisal Street,
1st Floor
Salinas, CA 93901
831.755.5066

Board Report

Legistar File Number: 17-0055

January 24, 2017

Introduced: 1/12/2017

Version: 1

Current Status: Agenda Ready

Matter Type: General Agenda Item

Receive and Accept the Treasurer's Report of Investments for the Quarter Ending December 31, 2016.

RECOMMENDATION:

It is recommended that the Board of Supervisors:

Receive and Accept the Treasurer's Report of Investments for the Quarter Ending December 31, 2016.

SUMMARY:

Government Code Section 53646 (b) (1) states the Treasurer may submit a quarterly report of investments. The attached exhibits provide a narrative portfolio review of economic and market conditions that support the investment activity during the October - December period, the investment portfolio position by investment type, a listing of historical Monterey County Treasury Pool yields versus benchmarks, and the investment portfolio by maturity range.

DISCUSSION:

During the October - December quarter, U.S. Treasury yields surged over the previous quarter as well as Treasury yields as of a year ago. The labor market has continued to strengthen and economic activity has been expanding at a moderate pace since mid-year. Job gains have been solid in recent months and the unemployment rate has declined. Inflation has increased somewhat since earlier this year but is still below the Federal Reserve's longer run objective of 2 percent. In view of the realized and expected labor market conditions and inflation, on December 14, 2016 the Federal Reserve's Federal Open Market Committee decided to raise the target range for the federal funds rate to 0.50% - 0.75%. This action continues to support further strengthening in labor market conditions and a return to a 2 percent inflation rate.

On December 31, 2016, the Monterey County investment portfolio contained an amortized book value of \$1,381,798,947 spread among 89 separate securities and funds. The par value of those funds was \$1,382,296,942, with a market value of \$1,384,251,719 or 100.18% of amortized book value. The portfolio's net earned income yield for the period was 1.07%. The portfolio produced an estimated quarterly income of \$ 3,249,517.27 which will be distributed proportionally to all agencies participating in the investment pool. The investment portfolio had a weighted average maturity of 451 days. The County Treasury outperformed most of the portfolio benchmarks due to a consistent investment strategy that uses short term debt to provide liquidity while also taking advantage of higher rates in the one to three year investment range.

The investment portfolio was in compliance with all applicable provisions of state law and the

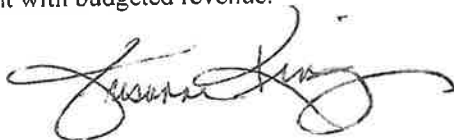
adopted Investment Policy, and contained sufficient liquidity to meet all projected outflows over the next six months. Market value pricings were obtained through resources such as Bloomberg LLP, Union Bank of California and live-bid pricing of corporate securities.

OTHER AGENCY INVOLVEMENT:

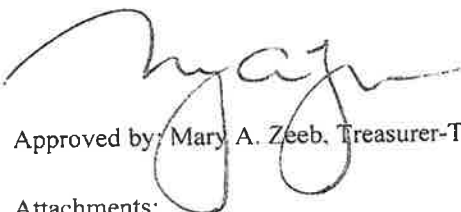
A copy of this report will be distributed to all agencies participating in the County investment pool and the Treasury Oversight Committee. In addition, the report will be published on the County Treasurer's web site. A monthly report of investment transactions is provided to the Board of Supervisors as required by Government Code 53607.

FINANCING:

The investment portfolio contains sufficient liquidity to meet all projected expenditures over the next six months. We estimate that the investment earnings in the General Fund will be consistent with budgeted revenue.



Prepared by: Susanne King, Treasury Manager, x5490



Approved by: Mary A. Zeeb, Treasurer-Tax Collector, x5015

Attachments:

- Exhibit A - Investment Portfolio Review 12.31.16
- Exhibit B - Portfolio Management Report 12.31.16
- Exhibit C - Monterey County Historical Yields vs. Benchmarks
- Exhibit D - Aging Report 01.01.17

cc:

County Administrative Office
County Counsel
Auditor-Controller - Internal Audit Section
All depositors
Treasury Oversight Committee

Exhibit A

Investment Portfolio Review

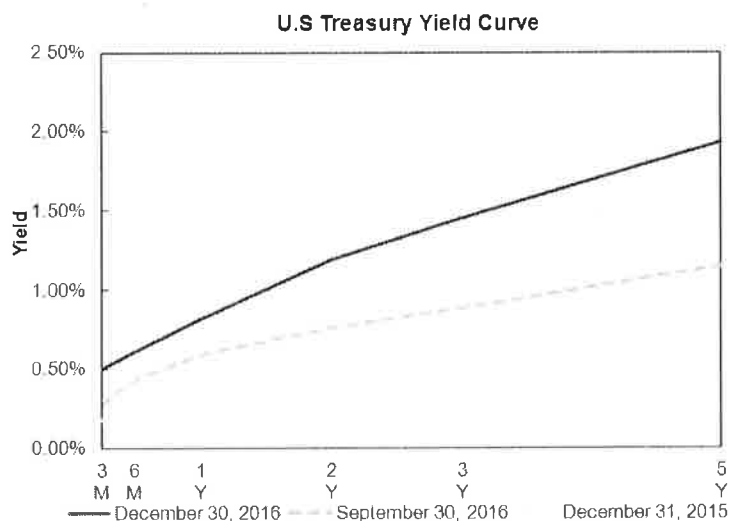
Quarter Ending December 31, 2016

OVERVIEW October 1, 2016 – December 31, 2016

During the October - September quarter yields on U.S. Treasuries surged over the previous quarter, as well as the yields as of a year ago. Information received since the Federal Reserve's Federal Open Market Committee (FOMC) met in November indicates that the labor market has continued to strengthen and that economic activity has been expanding at a moderate pace since mid-year. Job gains have been solid in recent months and the unemployment rate has declined. Inflation has increased somewhat since earlier this year but is still below the FOMC's 2 percent longer-run objective, partly reflecting earlier declines in energy prices and in prices on non-energy imports. In view of realized and expected labor market conditions and inflation, on December 14, 2016 the Committee decided to raise the target range for the federal funds rate to 0.50% - 0.75%. This action continues to support further strengthening in labor market conditions and a return to a 2 percent inflation rate.

U.S. TREASURY YIELD CURVE

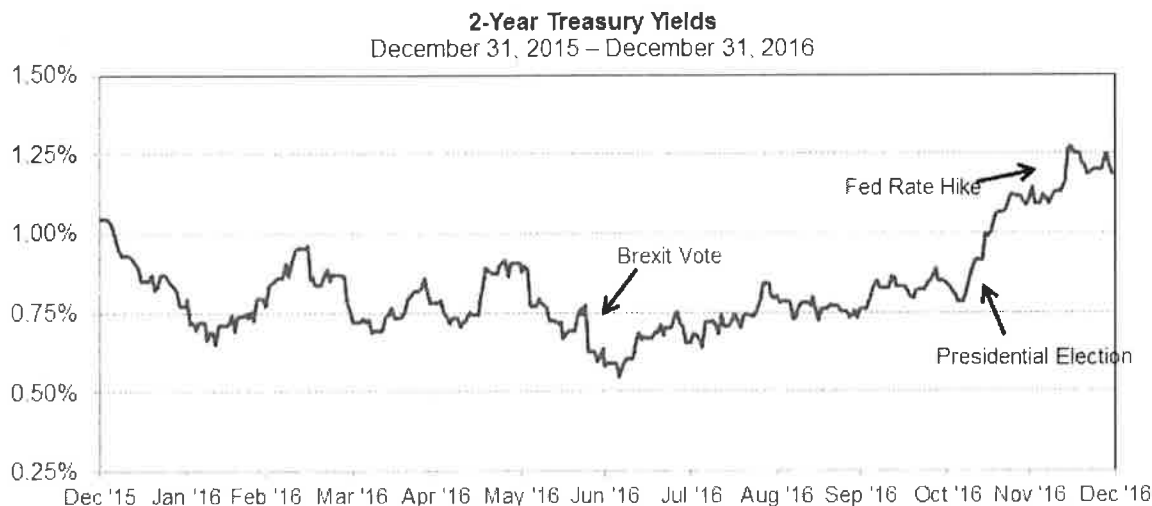
- Treasury rates have surged following the U.S. elections, with the longer end rising substantially over higher inflation expectations from the President-elect's proposed fiscal policies.
- As a result, the yield curve has risen significantly, even when compared to a year ago.



Source: Bloomberg

Yield Curve History

	12/31/15	09/30/16	12/31/16
1-Mo.	0.13	0.19	0.42
3-Mo.	0.17	0.28	0.50
6-Mo.	0.48	0.43	0.61
1-Yr.	0.60	0.59	0.81
2-Yr.	1.05	0.76	1.19
3-Yr.	1.31	0.88	1.45
5-Yr.	1.76	1.15	1.93
7-Yr.	2.09	1.42	2.25
10-Yr.	2.27	1.60	2.45
30-Yr.	3.02	2.32	3.07



The County Treasury continues to outperform most of its portfolio benchmarks this quarter. Our investment strategy positions short term debt to provide liquidity and continues to take advantage of available higher yields on US Treasuries, commercial paper, notes and negotiable CDs as well as maintaining federal agencies with attractive rates. The following indicators reflect key aspects of the County's investment portfolio in light of the above noted conditions:

1. **Market Access** – During the quarter, the majority of County investment purchases were in the area of U.S. Treasuries. Additional investment purchases involved Federal Agencies, Commercial Paper and a CD. The Treasurer continues to keep a higher level of liquid assets reflecting the need to maintain levels of available cash to ensure the ability to meet all cash flow needs.
2. **Diversification** - The Monterey County Treasurer's portfolio consists of 89 separate fixed income investments, all of which are authorized by the State of California Government Code 53601.

The portfolio asset spread is detailed in the table below:

Portfolio Asset Composition					
Corporate Notes	Negotiable CDs	Overnight Liquid Assets	US Treasuries	Federal Agencies	Commercial Paper
13.1%	8.4%	18.9%	23.3%	28.9%	7.4%

• Total may not equal 100% due to rounding

3. **Credit Risk** – Approximately 86.9% of the investment portfolio is comprised of U.S. Treasuries, Federal Agency securities, Negotiable CDs and other liquid funds. All assets have an investment grade rating. U.S. Treasuries are not specifically rated, but are

considered the safest of all investments. All corporate debt (13.1%) is rated in the higher levels of investment grade and all federal agency securities have AA ratings, or are guaranteed by the U.S. Treasury. The credit quality of the County's portfolio continues to be high.

The portfolio credit composition is detailed in the table below:

Portfolio Credit Composition										
AAA	AAAm	AA+	AA	AA-	A+	A	A-1+ (Short-Term)	A-1 (Short-Term)	Aaf/S1+ (CalTrust)	Not Rated (LAIF/MMF)
1%	7%	53%	2%	8%	1%	4%	2%	10%	8%	4%

4. Liquidity Risk – Liquidity risk, as measured by the ability of the County's Treasury to meet withdrawal demands on invested assets, was managed during the October to December quarter. The portfolio's average weighted maturity was 451 days, and the County maintained \$261M (19%) in overnight investments to provide immediate liquidity. In addition, the County maintained \$279M (20%) in securities with maturities under a year to provide enhanced liquidity.

PORTFOLIO CHARACTERISTICS

	<u>September 30, 2016</u>	<u>December 31, 2016</u>
Total Assets	\$1,118,029,849.61	\$1,381,798,946.89
Market Value	\$1,120,520,653.12	\$1,384,251,718.73
Days to Maturity	491	451
Yield	1.54%	1.07%
Estimated Earnings	\$4,530,360.12	\$3,249,517.27

FUTURE STRATEGY

The Treasurer has 59% of the portfolio invested in the 1-3 year maturity range to take advantage of the higher yields offered in that part of the yield curve. We will continue to run the portfolio to manage safety and liquidity while maximizing the rate of return.

Exhibit B

Monterey County Portfolio Management Portfolio Details - Investments December 31, 2016

Page 1

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Money Market Accts - GC 53601(k)(2)												
SYS11672	11672	BlackRock			0.00	0.00	0.00	0.337			0.337	
SYS11830	11830	Federated		07/01/2016	0.00	0.00	0.00	0.101	Aaa	AAA	0.101	
SYS11578	11578	Fidelity Investments			23,200,000.00	23,200,000.00	23,200,000.00	0.363	Aaa	AAA	0.363	
Subtotal and Average			45,835,869.57		23,200,000.00	23,200,000.00	23,200,000.00				0.363	
State Pool - GC 16429.1												
SYS11361	11361	LAIF			55,600,000.00	55,600,000.00	55,600,000.00	0.603			0.603	
Subtotal and Average			29,567,391.30		55,600,000.00	55,600,000.00	55,600,000.00				0.603	
CALTRUST/CAMP - GC 53601(p)												
SYS11801	11801	CalTrust			110,000,000.00	110,000,000.00	110,000,000.00	0.875	Aaa	AAA	0.875	
SYS10379	10379	Calif. Asset Mgmt			71,600,000.00	71,600,000.00	71,600,000.00	0.702		AAA	0.702	
SYS11961	11961	Calif. Asset Mgmt			0.00	0.00	0.00	0.658		AAA	0.658	
Subtotal and Average			215,727,660.12		181,600,000.00	181,600,000.00	181,600,000.00				0.807	
SWEEP ACCOUNT-MORG STNLY												
SYS12041	12041	Morgan Stanley			351,942.00	351,942.00	351,942.00	0.360			0.360	
Subtotal and Average			650,968.82		351,942.00	351,942.00	351,942.00				0.360	
Medium Term Notes - GC 53601(k)												
0258M0DP1	12088	American Express Credit		06/27/2016	10,000,000.00	10,204,100.00	10,150,052.48	2.250	A2	A-	1.660	08/15/2019
037833BQ2	12066	Apple Inc Corp Notes		02/23/2016	6,000,000.00	6,067,980.00	5,999,271.16	1.700	Aa1	AA+	1.706	02/22/2019
084664BS9	12031	Berkshire Hathaway Finance		04/24/2015	10,000,000.00	10,034,100.00	10,032,297.44	1.600	Aa2	AA	0.724	05/15/2017
084670BX5	12098	Berkshire Hathaway Finance		08/15/2016	2,415,000.00	2,413,695.90	2,414,764.94	1.150	Aa2	AA	1.156	08/15/2018
166764AE0	12049	Chevron Corp. Global		11/25/2015	8,175,000.00	8,247,021.75	8,198,545.23	1.718	Aa1	AA	1.519	06/24/2018
17275RBG6	12104	Cisco Systems Inc Corp		09/20/2016	9,000,000.00	9,007,830.00	8,990,944.25	1.400	A1		1.438	09/20/2019
172967KS9	12085	Citibank		06/09/2016	3,840,000.00	3,869,222.40	3,838,377.37	2.050	Baa1	A-	2.068	06/07/2019
25468PDH6	12064	The Walt Disney Copr		01/08/2016	2,710,000.00	2,741,300.50	2,707,555.53	1.650	A2	A	1.696	01/08/2019
369604BC6	12010	General Electric		01/23/2015	10,000,000.00	10,482,000.00	10,374,175.22	5.250	Aa	AA	1.150	12/06/2017
38141GVT8	12074	Goldman Sachs		04/25/2016	1,415,000.00	1,424,423.90	1,411,962.31	2.000	A3	BBB+	2.096	04/25/2019
38141GVT8	12075	Goldman Sachs		04/26/2016	7,210,000.00	7,258,018.60	7,206,433.36	2.000	A3	BBB+	2.022	04/25/2019
02665WBA8	12068	American Honda Finance		02/23/2016	3,780,000.00	3,812,167.80	3,779,459.80	1.700	A1	A+	1.707	02/22/2019
02665WBE0	12091	American Honda Finance		07/12/2016	2,500,000.00	2,485,350.00	2,497,891.20	1.200	A1	A+	1.234	07/12/2019
459200JE2	12067	IBM Corp Notes		02/19/2016	20,000,000.00	20,288,000.00	19,993,990.41	1.800			1.812	05/17/2019

Portfolio INVT
AP
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Run Date: 01/05/2017 - 11:51

Report Ver. 7.3.6.1

Exhibit B

Monterey County Portfolio Management Portfolio Details - Investments December 31, 2016

Page 2

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Medium Term Notes - GC 53601(k)												
24422ETE9	12063	John Deere Capital Corp		01/08/2016	8,300,000.00	8,436,784.00	8,299,664.77	1.950	A2	A	1.952	01/08/2019
46625HQU7	12081	JP Morgan Chase		05/26/2016	10,000,000.00	10,056,300.00	10,013,008.37	1.850	A3	A	1.789	03/22/2019
594918BN3	12095	MICROSOFT CORP		08/08/2016	6,500,000.00	6,479,265.00	6,494,191.47	1.100	Aaa	AAA	1.135	08/08/2019
713448DE5	12070	Pepsico Inc Corp Note		02/24/2016	3,850,000.00	3,875,564.00	3,849,201.46	1.500	A1	A	1.510	02/22/2019
717081DU4	12083	PFIZER INC		06/03/2016	10,000,000.00	10,059,300.00	9,990,795.56	1.450	A1	AA	1.489	06/03/2019
89233P5S1	11839	Toyota Motor Corporation		02/29/2012	5,000,000.00	5,010,750.00	5,000,688.05	2.050	Aa	AA	1.580	01/12/2017
89236TCA1	12009	Toyota Motor Corporation		01/16/2015	10,000,000.00	10,037,500.00	10,017,101.86	1.450	Aa	AA	1.280	01/12/2018
89233P6S0	12018	Toyota Motor Corporation		03/30/2015	10,000,000.00	10,008,900.00	10,010,717.79	1.250	Aaa	AA	1.107	10/05/2017
94974BFG0	12021	Wells Fargo & Company		04/07/2015	10,000,000.00	10,012,700.00	10,034,309.31	1.500	Aaa	AA	1.164	01/16/2018
94974BFU9	12089	Wells Fargo & Company		06/27/2016	10,000,000.00	10,138,500.00	10,144,503.94	2.125	A2	A	1.483	04/22/2019
Subtotal and Average			182,796,423.37		180,695,000.00	182,450,773.85	181,449,903.28				1.493	
Negotiable CDs - GC 53601(i)												
13606AM70	12093	Canadian Imperial Bank NY		07/29/2016	20,000,000.00	20,014,000.00	20,000,000.00	1.100	P-1	A-1	1.100	02/23/2017
40428AR58	12047	HSBC Securites		11/18/2015	14,000,000.00	14,000,000.00	14,000,000.00	1.540	Aa2	AA-	1.540	11/17/2017
65558LWA6	12109	Nordea Bank Finland NY		12/05/2016	17,500,000.00	17,500,000.00	17,500,000.00	1.760	Aa3	AA-	1.760	11/30/2018
78009NZZ2	12072	Royal Bank of Canada		03/15/2016	18,000,000.00	18,000,000.00	18,000,000.00	1.700	Aa3	AA-	1.700	03/09/2018
83050FBG5	12046	Skandinaviska Enskilada Banken		11/17/2015	14,000,000.00	14,000,000.00	14,000,000.00	1.480	Aa3	A+	1.501	11/16/2017
86958DH54	12048	Svenska Handelsbanken NY		11/24/2015	14,000,000.00	14,007,000.00	14,000,000.00	1.375			1.204	08/24/2017
89113E5E2	12073	Toronto Dominion Bank		03/16/2016	18,000,000.00	18,000,000.00	18,000,000.00	1.720	Aa1	AA-	1.744	03/14/2018
Subtotal and Average			103,135,869.57		115,500,000.00	115,521,000.00	115,500,000.00				1.508	
Commercial Paper Disc.- GC 53601(h)												
06366GQH5	12086	Bank of Montreal Chicago		06/24/2016	20,000,000.00	19,891,800.00	19,957,407.49	1.022	P-1	A-1	1.044	03/17/2017
06538BSG9	12106	Bank of Tokyo-MITS		11/16/2016	10,000,000.00	9,953,125.00	9,953,125.00	1.250	P-1	A-1	1.258	05/16/2017
06538BSG9	12108	Bank of Tokyo-MITS		11/28/2016	2,000,000.00	1,990,850.00	1,990,850.00	1.220	P-1	A-1	1.227	05/16/2017
09659BTG5	12107	BNP Paribas NY		11/18/2016	20,000,000.00	19,886,566.67	19,886,566.67	1.230	P-1	A-1	1.248	06/16/2017
22533TQ66	12102	Credit Agricole CIB NY		09/07/2016	20,000,000.00	19,899,000.00	19,956,622.22	1.220	P-1	A-1	1.227	03/06/2017
21687AU9A	12105	Cooperatieve Rabobank USA		11/01/2016	10,000,000.00	9,941,944.45	9,941,944.45	1.100	P-1	A-1	1.119	07/10/2017
4497WONQ7	12092	ING		07/29/2016	20,000,000.00	19,986,327.77	19,986,327.77	1.070	P-1	A-1	1.076	01/24/2017
Subtotal and Average			116,152,467.01		102,000,000.00	101,549,613.89	101,672,843.60				1.158	
Fed Agcy Coupon Sec - GC 53601(f)												
3133EEFE5	12008	Federal Farm Credit Bank		01/12/2015	10,000,000.00	10,043,400.00	10,014,195.45	1.125	Aaa	AA	0.975	12/18/2017
3133EEMA5	12011	Federal Farm Credit Bank		01/30/2015	10,000,000.00	10,136,700.00	10,005,730.28	1.500	Aaa	AA	1.480	12/30/2019

Portfolio INVT
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PM (PRF_PM2) 7.3.0

Exhibit B

Monterey County Portfolio Management Portfolio Details - Investments December 31, 2016

Page 3

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
Fed Agcy Coupon Sec - GC 53601(f)												
3133EELZ1	12012	Federal Farm Credit Bank		02/02/2015	10,000,000.00	10,021,400.00	10,013,475.46	1.000	Aaa	AA	0.890	03/29/2018
3133EETE0	12020	Federal Farm Credit Bank		04/01/2015	10,000,000.00	10,049,900.00	10,022,707.73	1.125	Aaa	AA	0.932	03/12/2018
313378A43	11925	Federal Home Loan Bank		05/02/2013	10,000,000.00	10,081,500.00	10,071,880.48	1.375	Aaa	AA	0.758	03/09/2018
313383A68	11928	Federal Home Loan Bank		06/13/2013	10,000,000.00	10,000,300.00	10,000,000.00	1.080	Aaa	AA	1.080	06/13/2018
313378QK0	11966	Federal Home Loan Bank		04/04/2014	10,000,000.00	10,220,800.00	10,011,844.26	1.875	Aaa	AA	1.818	03/08/2019
3130A4Q70	12032	Federal Home Loan Bank		04/23/2015	10,000,000.00	10,022,000.00	10,016,381.39	1.000	Aaa	AA+	0.811	11/17/2017
3130A8BD4	12082	Federal Home Loan Bank		05/27/2016	32,000,000.00	32,122,880.00	31,944,826.38	0.875	Aaa	AA+	0.992	06/29/2018
3130A8DB6	12084	Federal Home Loan Bank		06/03/2016	16,935,000.00	17,005,280.25	16,929,234.70	1.125	Aaa	AA+	1.139	06/21/2019
3130A8DB6	12090	Federal Home Loan Bank		07/12/2016	26,000,000.00	26,107,900.00	26,208,019.64	1.125	Aaa	AA+	0.797	06/21/2019
3130A8PK3	12097	Federal Home Loan Bank		08/15/2016	18,000,000.00	17,929,800.00	17,935,054.38	0.625	Aaa	AA+	0.853	08/07/2018
3130A8BD4	12099	Federal Home Loan Bank		08/15/2016	15,250,000.00	15,308,560.00	15,252,685.27	0.875	Aaa	AA+	0.863	06/29/2018
3130A9AE1	12101	Federal Home Loan Bank		08/29/2016	17,500,000.00	17,492,300.00	17,489,637.82	0.875	Aaa	AA+	0.909	10/01/2018
3137EADL0	11987	Federal Home Loan Mtg Corp		08/25/2014	10,000,000.00	10,031,200.00	9,992,623.99	1.000	Aaa	AA	1.101	09/29/2017
3137EADZ9	12100	Federal Home Loan Mtg Corp		08/29/2016	17,500,000.00	17,577,700.00	17,566,612.47	1.125	Aaa	AA+	0.956	04/15/2019
3137EAED7	12103	Federal Home Loan Mtg Corp		09/16/2016	10,150,000.00	10,145,331.00	10,146,249.81	0.875	Aaa	AA+	0.896	10/12/2018
3137EAEB1	12114	Federal Home Loan Mtg Corp		12/19/2016	20,000,000.00	19,658,267.10	19,658,267.10	0.875	Aaa	AA+	1.561	07/19/2019
3135G0XA6	11924	Federal National Mtg Assn		05/21/2013	10,000,000.00	10,000,900.00	10,000,000.00	1.030	Aaa	AA	1.030	05/21/2018
3135G0XK4	11927	Federal National Mtg Assn		05/30/2013	10,000,000.00	9,995,600.00	10,000,000.00	1.050	Aaa	AA	1.050	05/25/2018
3135G0WJ8	11929	Federal National Mtg Assn		05/28/2013	10,000,000.00	10,008,900.00	9,977,049.64	0.875	Aaa	AA	1.045	05/21/2018
3136FTS67	12013	Federal National Mtg Assn		02/03/2015	10,000,000.00	10,171,500.00	10,113,961.75	1.700	Aaa	AA	1.157	02/27/2019
3135G0YM9	12033	Federal National Mtg Assn		04/23/2015	10,000,000.00	10,204,000.00	10,136,812.82	1.875	Aaa	AA+	1.060	09/18/2018
3135G0RT2	12039	Federal National Mtg Assn		10/22/2015	10,000,000.00	10,014,900.00	10,014,848.20	0.875	Aaa	AA+	0.720	12/20/2017
3135G0TG8	12040	Federal National Mtg Assn		10/22/2015	10,000,000.00	10,013,400.00	10,013,601.82	0.875	Aaa	AA+	0.750	02/08/2018
3135G0J53	12069	Federal National Mtg Assn		02/23/2016	21,150,000.00	21,180,033.00	21,114,281.30	1.000	Aaa	AA+	1.080	02/26/2019
3135G0N33	12094	Federal National Mtg Assn		08/08/2016	18,675,000.00	18,602,354.25	18,637,280.85	0.875	Aaa	AA+	0.954	08/02/2019
3135G0J53	12096	Federal National Mtg Assn		08/09/2016	7,900,000.00	7,911,218.00	7,916,224.29	1.000	Aaa	AA+	0.903	02/26/2019
3135G0P49	12112	Federal National Mtg Assn		12/19/2016	20,000,000.00	19,717,936.84	19,717,936.84	1.000	Aaa	AA+	1.544	08/28/2019
Subtotal and Average			381,706,864.39		401,060,000.00	401,775,960.44	400,921,424.12				1.043	
US Treasury Note-GC 53601(b)												
912828A34	12042B	U.S. Treasury		11/10/2015	5,290,000.00	5,338,773.80	5,290,000.00	1.250	Aaa	AA	1.250	11/30/2018
912828VE7	12045	U.S. Treasury		11/16/2015	17,000,000.00	17,067,150.00	16,984,505.21	1.000	Aaa	AA+	1.066	05/31/2018
912828A34	12052	U.S. Treasury		11/25/2015	10,000,000.00	10,092,200.00	10,001,485.87	1.250	Aaa	AA	1.242	11/30/2018
912828WD8	12056	U.S. Treasury		12/22/2015	40,000,000.00	40,362,400.00	40,009,997.61	1.250	Aaa	AA+	1.236	10/31/2018
912828VE7	12062	U.S. Treasury		12/22/2015	20,000,000.00	20,079,000.00	19,953,940.45	1.000	Aaa	AA+	1.166	05/31/2018

Portfolio INVT
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Exhibit B

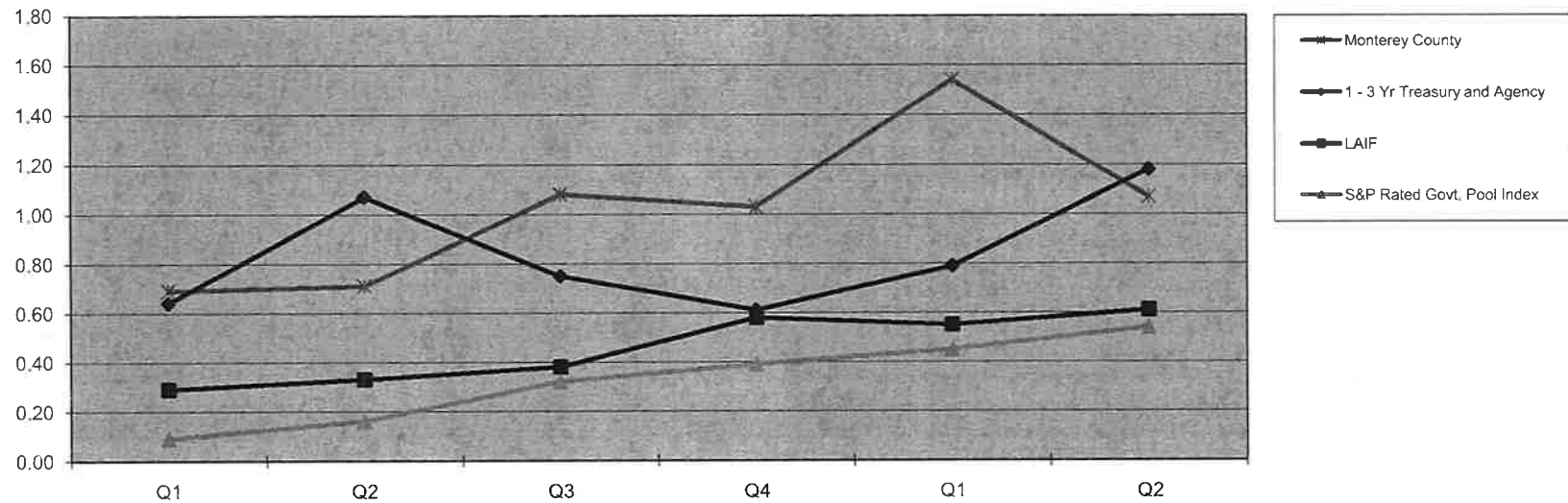
Monterey County Portfolio Management Portfolio Details - Investments December 31, 2016

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	S&P	YTM	Maturity Date
US Treasury Note-GC 53601(b)												
912828TG5	12110	U.S. Treasury		12/19/2016	20,000,000.00	19,974,979.07	19,974,979.07	0.500	Aaa		0.716	07/31/2017
912828TM2	12111	U.S. Treasury		12/19/2016	20,000,000.00	19,981,464.46	19,981,464.46	0.625	Aaa		0.766	08/31/2017
912828S68	12113	U.S. Treasury		12/19/2016	20,000,000.00	19,859,422.75	19,859,422.75	0.750	Aaa		1.200	07/31/2018
912828RE2	12115	U.S. Treasury		12/19/2016	20,000,000.00	20,093,314.01	20,093,314.01	1.500	Aaa		1.215	08/31/2018
912828H52	12116	U.S. Treasury		12/21/2016	25,000,000.00	24,740,815.50	24,740,815.50	1.250	Aaa		1.596	01/31/2020
912828T42	12117	U.S. Treasury		12/21/2016	25,000,000.00	24,800,323.11	24,800,323.11	0.750	Aaa		1.214	09/30/2018
912828UJ7	12118	U.S. Treasury		12/21/2016	25,000,000.00	24,973,397.09	24,973,397.09	0.875	Aaa	AA	0.974	01/31/2018
912828SD3	12119	U.S. Treasury		12/21/2016	25,000,000.00	24,974,971.63	24,974,971.63	1.250	Aaa		1.299	01/31/2019
912828UR9	12120	U.S. Treasury		12/23/2016	50,000,000.00	49,864,217.13	49,864,217.13	0.750	Aaa		0.986	02/28/2018
Subtotal and Average			132,320,644.90		322,290,000.00	322,202,428.55	321,502,833.89				1.130	
Total and Average			1,207,894,159.04		1,382,296,942.00	1,384,251,718.73	1,381,798,946.89				1.109	

Exhibit C

Monterey County Historical Yields vs. Benchmarks



Quarterly Yield	FY 15/16				FY 16/17			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Monterey County	0.69	0.71	1.08	1.03	1.54	1.07		
1 - 3 Yr Treasury and Agency	0.64	1.07	0.75	0.61	0.79	1.18		
LAIF	0.29	0.33	0.38	0.58	0.55	0.61		
S&P Rated Govt. Pool Index	0.09	0.16	0.32	0.39	0.45	0.54		

The S&P Index yields are obtained from Bloomberg

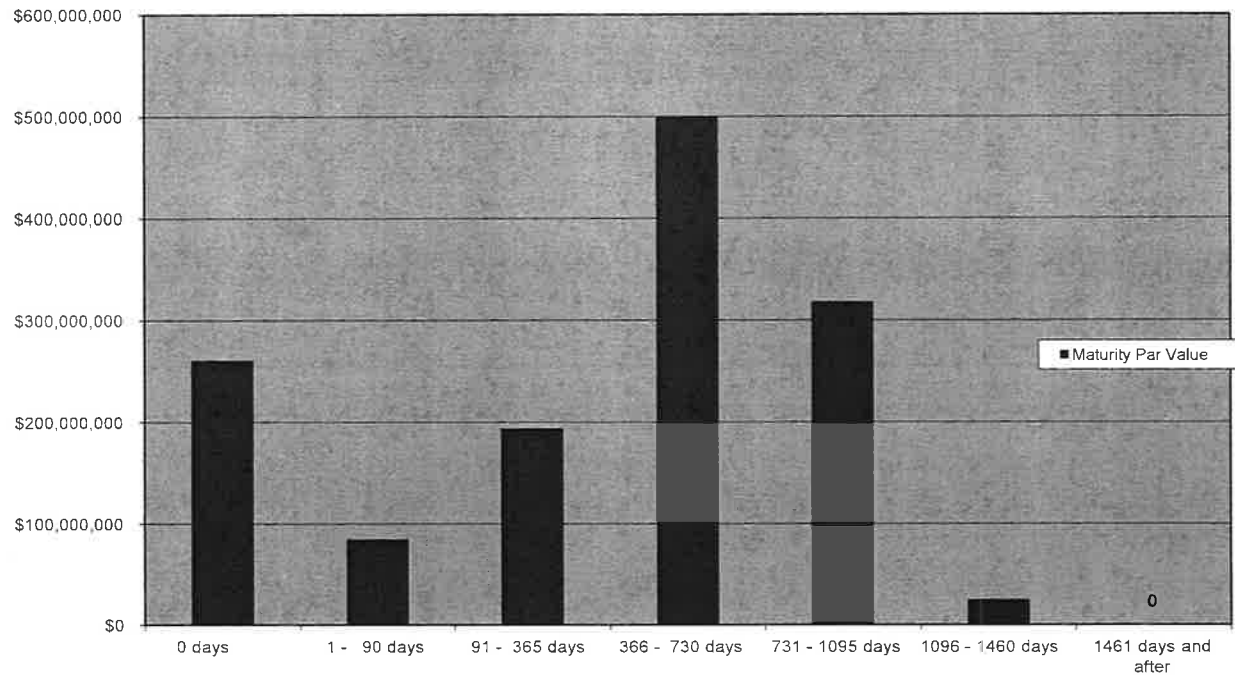
The 1-3 Yr Treasury and Agency yields are obtained from the B of A Merrill Lynch Global Bond Indices/Bloomberg



Exhibit D
Monterey County
Aging Report
By Maturity Date
As of January 1, 2017

				Maturity Par Value	Percent of Portfolio	Current Book Value	Current Market Value
Aging Interval:	0 days	(01/01/2017 - 01/01/2017)	8 Maturities	260,751,942.00	18.86%	260,751,942.00	260,751,942.00
Aging Interval:	1 - 90 days	(01/02/2017 - 04/01/2017)	5 Maturities	85,000,000.00	6.15%	84,901,045.53	84,801,877.77
Aging Interval:	91 - 365 days	(04/02/2017 - 01/01/2018)	16 Maturities	194,000,000.00	14.04%	194,184,169.13	194,372,429.65
Aging Interval:	366 - 730 days	(01/02/2018 - 01/01/2019)	31 Maturities	499,280,000.00	36.12%	498,999,306.18	500,115,886.54
Aging Interval:	731 - 1095 days	(01/02/2019 - 01/01/2020)	28 Maturities	318,265,000.00	23.02%	318,221,668.55	319,468,767.27
Aging Interval:	1096 - 1460 days	(01/02/2020 - 12/31/2020)	1 Maturities	25,000,000.00	1.81%	24,740,815.50	24,740,815.50
Aging Interval:	1461 days and after	(01/01/2021 -)	0 Maturities	0.00	0.00%	0.00	0.00
Total for 89 Investments				1,382,296,942.00	100.00	1,381,798,946.89	1,384,251,718.73

Investments within the Aging Period



Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. G

Academic Affairs
College Area

Proposal:

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

Background:

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

Budgetary Implications:

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

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

New Programs:

American Sign Language (Certificate of Training – Credit Only)

American Sign Language Linguistics (Certificate of Training – Credit Only)

Japanese Language (Certificate of Training – Credit Only)

Recommended By:



Kiran Kamath, Vice President of Academic Affairs

Prepared By:



Kim Kingswold, Academic Technician

Agenda Approval:



Dr. Walter Tribley, Superintendent/President

NEW PROGRAMS

American Sign Language (Certificate of Training – Credit Only)

Justification:

To recognize students who have taken a 3-semester sequence of courses in ASL, and to encourage students to pursue ASL classes. A Certificate of Training in ASL will assist students who are seeking careers in a wide variety of fields (e.g., medicine, education, retail, etc.) that value multilingualism and/or cater specifically to Deaf consumers.

Description:

American Sign Language (ASL) is one of the most popular second languages in this country. Students who study ASL learn about the complex grammar of this visual language, and about the history and culture of Deaf Americans. Students who receive a Certificate of Training in ASL have demonstrated that they are familiar with and can communicate in ASL and written ASL gloss at the intermediate-high level, including but not limited to being able to converse with native signers about the present, past, and future; express emotions, opinions in appropriate situations; and understand the main ideas and key concepts of Deaf culture. This Certificate recognizes progress that students have made toward mastering ASL and assists students who are seeking careers in a wide variety of fields (e.g., medicine, retail, education, etc.) that value multilingualism and/or cater specifically to Deaf customers.

American Sign Language Linguistics (Certificate of Training – Credit Only)

Justification:

To recognize students who have taken a 2-semester sequence of courses in ASL, plus a course in the linguistic structure and culture of ASL, and a course in linguistics. This certificate will also encourage students to pursue ASL and linguistics classes. A COT in ASL Linguistics will assist students who are seeking careers in a wide variety of fields (e.g., medicine, education, retail, programming, etc.) that value multilingualism and analytical skills in cognitive science.

Description:

American Sign Language (ASL) is one of the most popular second languages in this country. Students who study ASL learn about the complex grammar of this visual language, and about the history and culture of Deaf Americans. The study of ASL linguistics is a dynamic, robust, and growing field because it offers the opportunity to test theories about language separately from speech. Students who receive a Certificate of Training in ASL Linguistics have demonstrated that they are familiar with ASL at an intermediate level, that they understand the basic principles of linguistics theory and methodology, and that they are familiar with basic recent research on the phonology, morphology, syntax, acquisition, sociolinguistics, and history of American Sign Language. This Certificate recognizes progress that students have made toward mastering and understanding the linguistic structure of ASL and will assist students who are seeking careers in a wide variety of fields (e.g., medicine, retail, education, etc.) that value multilingualism and/or cater specifically to Deaf customers.

American Sign Language Linguistics (Certificate of Training – Credit Only)

Justification:

To recognize students who have taken a 3-semester sequence of courses in Japanese, and to encourage students to pursue Japanese classes. A COT in Japanese will assist students who are seeking careers in a wide variety of fields (e.g., medicine, education, retail, etc.) that value multilingualism and/or cater specifically to Japanese and Japanese-American consumers.

Description:

Students who study Japanese learn about the grammar of this popular language, and about the history and culture of the Japanese people. Students who receive a Certificate of Training in Japanese have demonstrated that they are familiar with and can communicate in Japanese and written Japanese at the intermediate-high level, including but not limited to being able to converse with native Japanese speakers about the present, past, and future; express emotions and opinions in appropriate situations; and understand the main ideas and key concepts of Japanese culture. This Certificate recognizes progress that students have made toward mastering Japanese and assist students who are seeking careers in a wide variety of fields (e.g., medicine, retail, education, etc.) that value multilingualism and/or cater specifically to Japanese and Japanese-American customers.

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. H

Superintendent/President
College Area

Proposal:

That the Governing Board approves submission of an application for Monterey Peninsula College to participate in the California Guided Pathways Project.

Background:

Many colleges throughout the nation are implementing “Guided Pathways” as an approach to improving student success. Essentially, this model involves simplifying student choices by mapping clear degree and certificate pathways, helping students choose and enter a pathway, and keeping them on track through advising and other support mechanisms.

Through planning efforts and the Recruitment to Completion activities that began taking place at MPC in September 2015, both the Academic Affairs and Student Services divisions identified guided pathways as a model that would benefit MPC students. The College is currently developing an agreement with a consulting firm, the Career Ladders Project, to provide technical expertise in assisting MPC to develop guided pathways.

The California Guided Pathways Project is being managed by the Foundation for California Community Colleges and involves numerous other partner agencies. All California Community Colleges are invited to apply to participate in this project; applications are due February 28, 2017. Fifteen to twenty colleges will be selected to participate based on their applications and readiness assessments. Selected campuses will be able to participate in six training institutes between Fall 2017 and Fall 2019, which will assist the colleges with implementing campus-wide guided pathways within a three to five year period.

Budgetary Implications:

The cost to participate is \$15,000 for three years, for a total of \$45,000. The MPC Foundation recently submitted a grant proposal that included the \$45,000 fee in its request (which is still pending at this time).

☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board approves submission of an application for Monterey Peninsula College to participate in the California Guided Pathways Project.

Recommended By:

Walter A. Tribley
Dr. Walter Tribley, Superintendent/President

Prepared By:

Beccie Michael
Beccie Michael, Interim Vice President of Advancement

Agenda Approval:

Walter A. Tribley
Dr. Walter Tribley, Superintendent/President

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. I

Student Services
Office

Proposal:

That the Governing Board approve the amended contract with the California State Preschool Program (CSPP-6292), Project Number 27-6610-00-6, between the California Department of Education and Monterey Peninsula College District.

Background:

This agreement with the State of California dated July 01, 2016 designated as number CSPP-6292 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable under the provisions of this Agreement shall be amended by deleting reference to \$502,319.00 and inserting \$528,121.00 in place thereof. Then Maximum Rate per child day of enrollment payable under the provisions of this Agreement shall be amended by deleting reference to the Previous Rate of \$36.85 and inserting the Blended Rate of \$38.69 in place thereof.

The Blended Rate is an average of the previous rate and the previous rate increased by ten percent. This increase represents the ten percent increase to the Standard Reimbursement Rate, which is effective January 1, 2017, pursuant to the Budget Act of 2016.

The Services Requirements are the following:

- Minimum Child Days of Enrollment (CDE) Requirement 13, 631.0
- Minimum Days of Operation (MDO) Requirement 165

Budgetary Implications:

Monterey Peninsula Community College District's maximum reimbursement amount is \$528,121.00.

☒ Resolution:

BE IT RESOLVED, that the Governing Board approves the Child Development Services Agreement (CSPP-6292) between the California Department of Education and Monterey Peninsula College.

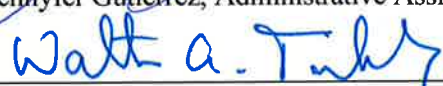
Recommended By:


Kim McGinnis, Vice President of Student Services

Prepared By:


Jennyfer Gutierrez, Administrative Assistant to the Vice President of Student Services

Agenda Approval:


Dr. Walter Tribley, Superintendent/President

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 16 - 17**Amendment 01****DATE:** July 01, 2016**CONTRACT NUMBER:** CSPP-6292**PROGRAM TYPE:** CALIFORNIA STATE
PRESCHOOL PROGRAM**PROJECT NUMBER:** 27-6610-00-6**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

Budget Act/Rate Increase

CONTRACTOR'S NAME: MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT

This agreement with the State of California dated July 01, 2016 designated as number CSPP-6292 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$502,319.00 and inserting \$528,121.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of this agreement shall be amended by deleting reference to the Previous Rate of \$36.85 and inserting the Blended Rate of \$38.69 in place thereof.

The Blended Rate is an average of the Previous Rate and the Previous Rate increased by ten percent. This increase represents the ten percent increase to the Standard Reimbursement Rate, which is effective January 1, 2017, pursuant to the Budget Act of 2016.

SERVICE REQUIREMENTS

The Minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 13,631.0 and inserting 13,650.0 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 165. (No change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Suresh Chandra, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Kim McGinnis, VP of Student Services			
TITLE Contracts, Purchasing and Conference Services		ADDRESS 980 Fremont Street, Monterey, CA 93940			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 25,802	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT 502,319	(OPTIONAL USE) 0656 23038-6610				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 528,121	ITEM 30.10.010. 6100-196-0001	CHAPTER 23	STATUTE 2016	FISCAL YEAR 2016-2017	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER		DATE			

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. J

Human Resources

College Area

Proposal:

That the Governing Board ratifies the employment agreement between the Monterey Peninsula Community College District and Paul Long, serving as Interim Dean of Instruction, Academic Affairs, for the period of November 1, 2016 through June 30, 2017, or as mutually agreed.

Background:

The District will be conducting a search for the Dean of Instruction. The final candidate is expected to begin July 2017 following the recruitment process, screening of applications, first and second interviews, and open forums.

The Governing Board approved the temporary employment of Mr. Paul Long at the October 26, 2016 board meeting. The employment agreement clarifies additional terms and conditions of employment.

Budgetary Implications:

Included in budget.

☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board ratifies the employment agreement between the Monterey Peninsula Community College District and Paul Long, serving as an Interim Dean of Instruction, for the period of November 1, 2016 through June 30, 2017.

Recommended By:

Walt A. Tribley
Dr. Walter Tribley, Superintendent/President

Prepared By:

Susan Kitagawa
Susan Kitagawa, Associate Dean of Human Resources

Agenda Approval:

Walt A. Tribley
Dr. Walter Tribley, Superintendent/President

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT

AGREEMENT

This agreement is made and entered into by and between the Monterey Peninsula Community College District, acting by and through the Governing Board of Said Monterey Peninsula Community College District, hereinafter referred to as the District, and Paul Long, hereinafter referred to as the Interim Dean of Instruction, for Academic Affairs.

WITNESSETH

Length of Contract and Compensation: That the District agrees to elect and employ and hereby does elect and employ Paul Long as Interim Dean of Instruction, for Academic Affairs, of the Monterey Peninsula Community College District. The term of employment is to commence on the 1st day of November, 2016 and end on the 30th day of June 2017, at a monthly rate of \$11,008 or an annual rate of \$132,096 prorated to the length of the 8 month contract, which represents Dean Row, Step 5, on the Administrative Salary Schedule. This amount will be payable on the normal payroll date of each calendar month, less applicable taxes and deductions.

Unless otherwise specified, all health and welfare benefits granted the Administration will also be granted to the Interim Dean.

The District agrees to pay, in accordance with District policy, the actual and necessary travel and conference expenses incurred by the Interim Dean when performing services for the District outside of said District.

Vacation: That the Interim Dean shall earn vacation at the rate of 1.833 days per month, which may be taken at any time agreeable to both parties. In the event of termination of employment, the Interim Dean shall be entitled to compensation for earned and unused vacation.

Sick Leave: That in addition to any accrued sick leave forwarded from another California school or community college district under Education Code section 87782, the Interim Dean shall be credited with sick leave at the rate of one day per month per the length of this employment contract.

Responsibilities: That it is hereby further mutually understood and agreed by and between the parties hereto, as follows:

- 1) That Paul Long accepts said employment for the term and at the compensation stated above and agrees to perform the duties of Interim Dean of Instruction, for Academic Affairs at the Monterey Peninsula Community College District, whether such duties are imposed by law or required by the District.

- 2) That Paul Long shall devote his full time to the performance of the duties of Interim Dean of Instruction, for Academic Affairs of the Monterey Peninsula Community College District.

Termination: That the District and the Interim Dean of Instruction, for Academic Affairs agree to the following provisions:

- 1) Mutual Consent. This agreement may be terminated at any time by mutual consent of the District and the Interim Dean of Instruction, for Academic Affairs.
- 2) Resignation. The Interim Dean of Instruction, for Academic Affairs may resign at any time by giving sixty (60) days written notice to the Superintendent/President. This Agreement shall terminate on the date the resignation is effective.
- 3) Termination for Cause. The Superintendent/President, upon approval of the Board, may terminate the employment of the Interim Dean of Instruction, Academic Affairs for cause as enumerated in Board Policy 5325 and Education Code sections 87732 and 87735.

General: Unless otherwise specified, Governing Board policies for Management, Supervisory, and Confidential Employees (Series 5500) shall also apply to the Interim Dean of Instruction, Academic Affairs.

The terms of the agreement are subject to change by mutual written agreement of the parties hereto.

In witness thereof, the Monterey Peninsula Community College District of Monterey County, State of California, has caused its name to be signed by its Governing Board Chair, and its Superintendent/President, both of whom are duly authorized, and Paul Long has signed his name signifying acceptance of the terms of this agreement.

By: _____
Ms. Marilyn Gustafson, Chair Governing Board
Monterey Peninsula Community College District

Date: _____

By: Walter A. Tribley
Dr. Walter Tribley, Superintendent/President
Monterey Peninsula Community College District

Date: 2/9/17

By: Paul Long
Paul Long, Interim Dean of Instruction, Academic Affairs
cc: Personnel File

Date: 2/9/17

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. K

Human Resources
College Area

Proposal:

That the Governing Board approves the Memorandum of Understanding (MOU) of December 7, 2016, entitled, "Pool Operator/Groundskeeper" in which the California Employees School Association Chapter #245 MPCEA/CSEA and the Monterey Peninsula Community College District (the Parties) agreed to establish the classification of Pool Operator/Groundskeeper and

Background:

The Parties met to negotiate the proposed classification of Pool Operator/Groundskeeper. The Parties agreed to:

- a. The establishment of the classification of Pool Operator/ Groundskeeper at Range 10 of the Classified Salary Schedule.
- b. The new classification of Pool Operator / Groundskeeper will replace the position of Custodian / Pool Operator, Range 8 of the Classified Salary Schedule.

The change in classification will reassign approximately of 50% of a full-time equivalent classified employee from Custodial Services to Grounds. The MOU was ratified by the members of MPCEA, Chapter #245 on February 3, 2017 with a vote of 20 in favor and 11 opposed.

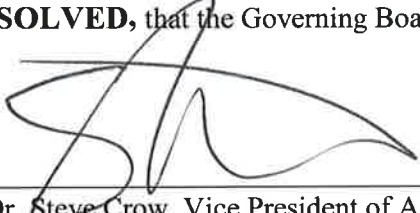
Budgetary Implications:

The cost of the increase in salary from Range 8 to Range 10 is \$2,407 annually, which includes employer contributions for payroll benefits. The position is funded from the unrestricted general funds.

☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board approves the Memorandum of Understanding (MOU) of December 7, 2016, entitled, "Pool Operator/Groundskeeper" in which the California Employees School Association Chapter #245 MPCEA/CSEA and the Monterey Peninsula Community College District agreed to establish the classification of Pool Operator/Groundskeeper and

BE IT FURTHER RESOLVED, that the Governing Board approves the recruitment to fill the position.

Recommended By: _____


Dr. Steve Crow, Vice President of Administrative Services

Prepared By: _____


Susan Kitagawa, Associate Dean of Human Resources

Agenda Approval: _____


Dr. Walter Tribley, Superintendent/President

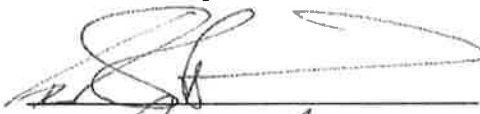
**Monterey Peninsula Community College District
And
California School Employees Association Chapter # 245
Memorandum of Understanding
December 7, 2016
Pool Operator / Groundskeeper**

Monterey Peninsula Community College District and the California School Employees Association Chapter # 245 have negotiated and agreed to the job description (attachment) and salary placement for the classification of Pool Operator/Groundskeeper.

The classification of Pool Operator/Groundskeeper at Range 10 on the classified salary schedule will replace the classification of Custodian/Pool Operator at Range 8.

This Agreement is effective upon ratification by CSEA and the District's Governing Board. The parties agree to the terms of this Memorandum of Understanding on the 7th day of December 2016.

For CSEA Chapter #245



Paul Brock

Michelle Brock

Linda Fickler 12/7/16

For Monterey Peninsula
Community College District



Susan Kitagawa

Laurie Walker

MONTEREY PENINSULA COLLEGE

POOL OPERATOR / GROUNDSKEEPER

JOB SUMMARY

Under direct supervision of the Facilities Operations Supervisor, perform routine cleaning, skilled maintenance and repair work on swimming pool and related equipment. Maintain a safe and sanitary environment for pool area. Perform daily gardening and grounds maintenance duties. Provide assistance to warehouse.

EXAMPLES OF FUNCTIONS

Pool Maintenance

Set-up and prepare for a variety of pool operations and activities, special programs and events; remove covers from pool for scheduled usage, and cover it whenever pool is not scheduled to be in use for a specified amount of time; ensure compliance with current health codes and regulations..

Maintain a safe and sanitary environment of pool and surrounding area; brush and vacuum pool debris, bacterial growth and marks; clean and repair pool filtration system strainer and other mechanical equipment related to the operation of the swimming pool.

Test swimming pool periodically throughout the day for chlorine and pH levels; maintain records of pool condition; maintain proper temperatures, pH, chlorine balances; add chemicals and adjust pool filtration, heating, and chlorinating systems for proper safe pool operations.

Maintain a variety of logs and records of maintenance, inventory of chemical applications, equipment and supplies; repair and replacement as required; order and stock pool chemicals and supplies as necessary to ensure uninterrupted operation of the swimming pool.

Super-chlorinate the pool and backwash filtration system as required by normal public pool standards.

Operate a variety of equipment such as vacuum pumps, water testing equipment.

Initiate service requests for all necessary maintenance and repair.

Groundskeeper and Facilities Functions as assigned:

Perform a variety of skilled and semi-skilled work in the maintenance of the college grounds.

Sweep walkways, pick up litter, rake leaves and eradicate weeds; trim and prune.

Service, maintain, and perform adjustments and routine repair work on hand and power grounds maintenance equipment.

Prepare, cultivate, fertilize, and water, lawns, shrubs, trees, hedges, flowers, and a variety of plants.

Perform varied duties in the planting and transplanting of ornamental plants, trees and shrubs; mow and edge lawns.

Prepare and apply appropriate and approved fertilizers, non-restricted insecticides, herbicides, and pesticides to maintain landscaped areas in a disease-free/insect-free state.

Operate hand and power tools and equipment including power mowers, electric hedgers, lawn edgers, power blowers, chainsaws, pressure washers and weed eaters.

Operate heavy equipment including forklift, dump truck, trencher, boomlift, street sweeper, top dresser and tractor with and without attachments.

Design and arrange planting areas; build planter boxes, sand boxes and fences; mix, pour and finish concrete; paint/weatherproof where necessary.

Assist in the installation and repair of athletic landscaping; prepare athletic fields for events.

Install sprinkler systems and repair sprinklers on lawns; install irrigation systems as needed.

Remove exterior trash and recycle containers; handle hazardous materials properly.

Assist in performing duties for warehouse and facilities areas as needed and as assigned.

Assist in setting up and removing furniture and standard and specialized equipment for campus functions and special activities.

Perform light carpentry work; patch sidewalks, roadways and parking lots; set up road signs.

Perform low voltage electrical repairs to irrigation systems; install conduit and electrical piping for irrigation.

Perform call back and overtime duties in an emergency.

Other Duties

Receive and inspect incoming stock, equipment, supplies and materials for conformity to purchase orders and packing slips. Maintain an accurate record for all materials and goods shipped and received. Pack materials for returning and/or shipping.

Sort and deliver mail, office supplies and equipment to requesting division, department or individual.

Attend and participate in staff meetings and specialized in-service training sessions including but not limited to requirements of OSHA and the EPA.

Respond to call backs.

Perform other related duties as assigned.

EMPLOYMENT STANDARDS

Education and Experience

Any combination of training and experience which would indicate possession of the required knowledge, skills, and abilities listed herein. For example, a high school diploma or equivalent, and a combination of training and skills which would demonstrate the skill and ability to safely operate a large public swimming pool and some experience related to maintenance.

Knowledge

Knowledge of: pool maintenance methods, tools and materials used in pool operation and maintenance, and minor repair of pool equipment; modern cleaning methods, materials, tools, and equipment; safe use and

operation of equipment and chemicals used in grounds maintenance and gardening; safe working methods and procedures, and safety information.

Abilities

Ability to: safely, efficiently, and effectively use pool cleaning materials; learn, interpret and apply new technologies and products as directed; read and write at a level sufficient to perform required duties safely and successfully; understand and follow written and oral instructions; perform basic arithmetical calculations with speed and accuracy; communicate effectively orally and in writing; establish and maintain effective work relationships with those contacted in the performance of required duties; demonstrate an understanding of, sensitivity to and appreciation for all individuals from diverse backgrounds.

PHYSICAL EFFORT / WORK ENVIRONMENT

Moderate to heavy physical effort, which may include frequent walking; bending, reaching, pulling, pushing; periodic handling of heavy parcels, machines, or equipment of up to 50 pounds; frequent full body exertion; working from a ladder. Indoor or outdoor work environment; exposure to environmental extremes.

License and Certifications: Possess a valid Class C California driver's license and evidence of appropriate automobile insurance based on DMV regulations; maintain current certificates including, but not limited to: forklift, dump truck and tractor safety and hazardous waste handling. Hold or obtain a valid Certified Pool Operator training certificate within six months of employment.

**CLASSIFIED SALARY SCHEDULE: RANGE 10
BOARD APPROVED:**

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

Board Meeting Date

Human Resources

College Area

New Business Agenda Item No. L

Proposal: That the Governing Board approves the job description and salary placement for Human Resources Technician; and that the Governing Board approves the recruitment to fill the position.

Background:

The classification of Human Resources Technician will replace the current position of Administrative Assistant II in the Office of Human Resources. The description requires additional coursework and work experience specifically in the human resources and/or business administration areas. The increase in the duties and scope of responsibility will provide the flexibility to support the functions of the Human Resources Office and team. These changes will support the operations of the office to ensure increased customer service and efficiencies.

Budgetary Implications:

The position will be funded by general funds. The increase in the annual estimated cost associated with this recommendation, including employer contributions for payroll benefits, is estimated to be \$3,500.

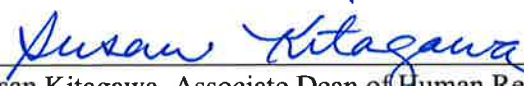
☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board approves the job description and salary placement for Human Resources Technician; and

BE IT FURTHER RESOLVED, that the Governing Board approves the recruitment to fill the position.

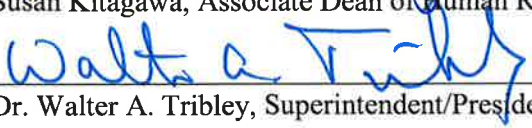
Recommended By: _____


Susan Kitagawa, Associate Dean of Human Resources

Prepared By: _____


Susan Kitagawa, Associate Dean of Human Resources

Agenda Approval: _____


Dr. Walter A. Tribley, Superintendent/President

Job Description: Human Resources Technician
Board Approved:

MONTEREY PENINSULA COLLEGE

HUMAN RESOURCES TECHNICIAN **Confidential**

JOB SUMMARY

Under the general direction of the Associate Dean of Human Resources, the Human Resources (HR) Technician performs a full range of specialized administrative duties in support of the Office of Human Resources. The HR Technician greets and assists visitors and employees exemplifying quality customer service while disseminating information pertaining to District policies, procedures, and operations. The HR Technician supports the functions of the office and works collaboratively with the members of the HR team to assist with the full range of recruitment and hiring, onboarding, benefits, data entry, and records maintenance.

This position is designated a confidential position and is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

EXAMPLES OF FUNCTIONS

Essential Functions

- Greet and assist job applicants, employees, and the public in person, via email, and on the telephone, maintaining a friendly and welcoming atmosphere for all office visitors and refer to departments as appropriate. Maintain clean and orderly lobby area, bulletin and job boards.
- Accurately disseminate information regarding policies, procedures, operations, and systems.
- Perform administrative support of functions including, but not limited to, data entry; preparing, updating, and distributing correspondence and documents; setting up equipment and scheduling meetings; and creating and updating files.
- Process administrative tasks not requiring the attention of the supervisor. Make travel arrangements and process reimbursements.
- Maintain confidentiality of sensitive information regarding collective bargaining and all personnel information. Maintain and secure personnel records, document, and files accordingly.
- Work collaboratively with human resources team to assist in all phases of recruitment, make and assemble documents and files, schedule and confirm interviews, and assist with examinations, exercises, and assessments, and escort candidates.
- Respond to applicants' inquiries regarding applications status and selection procedures. Retrieve information from applicant tracking system.

- Disseminate and receive new employee forms, review for accuracy and ensure completeness, and track status of onboarding for new employees. Make personnel files and enter new employees in database.
- Monitor and track criminal background checks received from the Department of Justice. Notify Associate Dean of criminal offenses.
- Maintain and monitor TB clearance and notify employees of renewal requirements.
- Receive and review personnel action forms (PAFs). Route for approval. Work collaboratively with District administrators, faculty, and staff to ensure PAFs are completed accurately and timely.
- Receive and review authorization for volunteers; route for approval.
- Research, collect data, and prepare a variety of reports, spreadsheets, and items for board approval, negotiations, and mandated reporting.
- Receive and review invoices and statements, reconcile inaccuracies, prepare purchase requisitions, and route for approval. Maintain accurate budget and account balances. Prepare budget transfers as necessary.
- Assist with employee recognition celebrations, coordinate and maintain records, order gifts, and assist with dissemination.
- Assist in responding to employment verifications and unemployment claims.
- Maintain, order and organize inventory of office supplies. Contact service vendors to repair office machines.
- Seek and participate in professional development activities.
- Assist with special projects, events, and job fairs as requested.
- Perform other related duties as assigned.

EMPLOYMENT STANDARDS

Education and Experience

Any combination of education, experience and training which would indicate possession of the required knowledge, skills and abilities listed herein. For example: completion of approximately two years of college level course work including some courses in human resources or business management and two years of increasingly responsible administrative experience providing advanced knowledge and skills in current office procedures and techniques.

KNOWLEDGE AND ABILITIES

Knowledge Of:

Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students and employees; modern office procedures; human resources office functions, practices, and procedures; computer applications for applicant tracking, word processing, spreadsheets, and electronic communications; general compensation practices and procedures; interpersonal communications, and methods and techniques of proof reading.

Ability to: Perform a variety of difficult and confidential secretarial and clerical duties in support of the human resources and employee/labor functions; learn and comprehend District organization, operations, policies, and objectives; learn and interpret District Board policy

and applicable laws to human resources/employee procedures; maintain confidential and sensitive information; exercise tact, diplomacy, good judgment, and confidentiality in dealing with sensitive and complex issues, situations and records; operate a computer to enter data, maintain records, and generate reports; work collaboratively as part of a team; establish and maintain effective working relationships with staff at all levels of the organization; complete assignments within specified deadlines accurately and efficiently; independently carry out oral and written instructions; and correct English usage, spelling, grammar and punctuation.

Physical Effort/Work Environment:

Environment: Busy front office environment; constant interruptions. Light to moderate physical effort; occasional standing or walking; sitting for long periods of time; reaching, pulling, bending, and stooping; periodic handling of lightweight parcels up to 15 pounds. Indoor work environment.

Confidential Salary Schedule: Human Resources Technician

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

Board Meeting Date

New Business Agenda Item No. M

Human Resources
College Area

Proposal: That the Governing Board approves the job description and salary placement for Associate Researcher and that the Governing Board approves the recruitment to fill the position.

Background:

Demands for data have increased due to mandates such as the Student Success Scorecard, Student Equity Plan, Student Success & Support Program (3SP), Gainful Employment, and Strong Workforce Program.

Current staffing in the area of research at Monterey Peninsula College is insufficient to meet these needs. The complexity and level of analysis and skills required to provide support to the Director of Institutional Research require a para professional level position. The individual must be able to work with a degree of independence with limited supervision requiring advanced research techniques.

The Monterey Peninsula College and the California Employees School Association Chapter #245 MPCEA/CSEA (the Parties) met to negotiate to impact of establishing the position as part of the unit. Following prolonged discussion, the Parties reached a consensus that the position should not be classified as part of the unit due to the requirements and level of skills, knowledge and abilities of the position.

The position is a classified manager and will be placed on the Row 50.

Budgetary Implications:

The position will be funded 85% from 3SP funds and 15% from the unrestricted general fund. The annual estimated cost of the position dependent upon initial placement is estimated to be between \$99,736 and \$115,943. The projected cost includes salary and employer contributions related to payroll benefits.

☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board approves the job description and salary placement for Associate Researcher and

BE IT FURTHER RESOLVED, that the Governing Board approves the recruitment to fill the position.

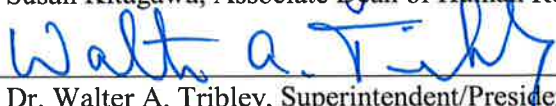
Recommended By: _____


Dr. Walter A. Tribley, Superintendent/President

Prepared By: _____


Susan Kitagawa, Associate Dean of Human Resources

Agenda Approval: _____


Dr. Walter A. Tribley, Superintendent/President

Job Description/Title: Associate Researcher
Board Approved:

MONTEREY PENINSULA COLLEGE

ASSOCIATE RESEARCHER

JOB SUMMARY

Under the direction of the Director of Institutional Research, the Associate Researcher supports the planning, development, and management of institutional research studies and projects related to student equity and student success in a community college. This position will help infuse an equity perspective into existing and new research projects and activities.

The Associate Researcher provides technical and analytic support on specific projects related to student equity and student success; conducts tasks as assigned to help produce studies; assists in analysis; assists in layout and formatting of reports consistent with project specifications and stakeholder needs.

This is a classified manager and is an exempt position and not subject to overtime.

Primary Responsibilities

1. Under the direction of and in collaboration with the Director of Institutional Research, develop institutional research studies, analyze research results, design and produce reports; assure accuracy and timely completion of projects.
2. Design spreadsheets, statistical tables and associated graphs using appropriate computer software.
3. Design and prepare a variety of written and statistical reports in a timely manner and in a variety of presentation formats and publications.
4. Collect data, conduct analysis and prepare reports on student access, equity, and completion outcomes.
5. Conduct assessment and pre-requisite related research.
6. Collect, compile and present economic, labor market, and demographic data for the college service area, as well as at regional, State and national levels.
7. Participate in design, data collection, analysis, and dissemination of the results of surveys and focus groups to support studies and projects related to student success and student equity.
8. Participate in design, data collection, analysis and dissemination of the results of surveys related to campus climate and satisfaction with academic and student support services.
9. Assist in the dissemination of research information, written reports, statistical tables and charts, and survey data to administrators, faculty, staff, State and Federal agencies, other colleges, and interested individuals.
10. Contribute to the development and maintenance of Institutional Research related webpages.
11. Maintain research databases on student demographics and enrollments as well as databases related to student success.

12. Maintain current knowledge of data resources, research, and statistical tools and techniques such as SPSS and SAS.
13. Respond to ad-hoc requests, working with requestors to clarify their needs and optimize the utility of research results.
14. Assist in the maintenance of data to support reports and publications, program reviews, student outcomes and achievement, accreditation, and other institutional research reports that address student equity and/or student success.
15. Assist with accountability and evaluation data related to grants.
16. Answer office phones, take messages, mail, assist the director as needed.
17. Participate regularly in professional development opportunities. Attend District and regional meetings and workshops.

EMPLOYMENT STANDARDS

MINIMUM QUALIFICATIONS

Bachelor's degree from an accredited college or university in education, social sciences, or statistics, or reasonably related coursework. Two years professional level social science and or educational research work experience.

Knowledge

Knowledge of: Concepts, processes, and terminology applicable to higher education research; salient issues and current methodologies in post-secondary educational research; information display and presentation techniques; advanced research techniques and statistical methods; survey design and techniques; methods of preparation of research reports; information systems used in higher education and methods of access for research purposes; technical writing and data presentation; computer systems, software, and hardware used in research; proper English usage, spelling, grammar, punctuation, editing, and proofreading techniques.

Abilities

Ability to: apply formula and macro usage in spreadsheets and databases, set up a database for projects with a view to the data's relationship to the project goals and desired outputs, adapt to changing technologies, utilize language skills to read, analyze, and interpret statistical reports, professional journals, technical reports, or governmental regulations, write reports, business correspondence, and procedures manuals, present information and respond to questions from groups of managers, program coordinators, and the general public, apply concepts such as fractions, percentages, ratios, and proportions to practical situations, utilize reasoning to define problems, establish facts, and draw valid conclusions, plan and organize work to meet schedules and changing deadlines, collaborate in team situations, work with and exhibit sensitivity to and understanding of the varied and diverse groups at the college, communicate clearly and concisely using correct English usage, both orally and in writing.

WORK ENVIRONMENT

Primarily an indoor working environment. Moderate physical effort. Sitting for long periods of time. May require stooping, bending, periodic lifting up to 10 pounds, and walking. Requires travel to offsite locations.

LICENSES AND OTHER REQUIREMENTS:

Possess or obtain a valid California driver's license and evidence of appropriate automobile insurance based on DMV regulations. Employee must be insurable by the employer's insurance carrier at all times while employed in this classification.

SALARY SCHEDULE:

Management/Supervisory, Range 50

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

Board Meeting Date

Human Resources

College Area

New Business Agenda Item No. N

Proposal: That the Governing Board approves the job description and salary placement for Dean of Planning, Research and Institutional Effectiveness and that the Governing Board approves the recruitment to fill the position.

Background:

Monterey Peninsula College's 2016 Institutional Self-Evaluation Report identified a number of opportunities for continued improvement related to Accreditation Standard IB, Assuring Academic Quality and Institutional Effectiveness. These opportunities include improving the Planning and Resource Allocation Process, improving SLO assessment practices, reviewing and evaluating the college's planning processes, and communicating the results of assessment and evaluation efforts. The position of Dean of Planning, Research, and Institutional Effectiveness was developed to address the areas of improvement identified in the self-evaluation report. The inclusion of planning, research, assessment, and program review in this position helps ensure that MPC engages in evidence-based planning and evaluation.

The position is an educational administrator and will be placed on the Dean Row of the Administrative Salary Schedule.

Budgetary Implications:

The position will be funded with 85% Student Equity and Student Success and Support Program (3SP) funds and 15% unrestricted general funds. The annual estimated cost of the position, dependent upon initial placement, is estimated to be between \$151,690 - \$169,636. The projected cost includes salary and employer contributions related to payroll benefits.

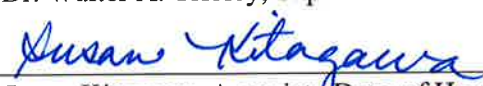
☒ **RESOLUTION: BE IT RESOLVED**, that the Governing Board approves the job description and salary placement for Dean of Research, Planning and Institutional Effectiveness and

BE IT FURTHER RESOLVED, that the Governing Board approves the recruitment to fill the position.

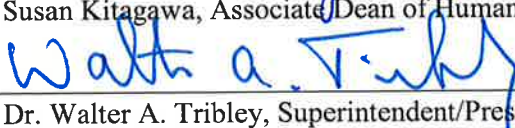
Recommended By: _____


Dr. Walter A. Tribley, Superintendent/President

Prepared By: _____


Susan Kitagawa, Associate Dean of Human Resources

Agenda Approval: _____


Dr. Walter A. Tribley, Superintendent/President

Job Description: DEAN OF PLANNING, RESEARCH AND INSTITUTIONAL EFFECTIVENESS
Board Approved:

MONTEREY PENINSULA COLLEGE

DEAN OF PLANNING, RESEARCH, AND INSTITUTIONAL EFFECTIVENESS

JOB SUMMARY

Under the direction of the Superintendent/President, the Dean of Planning, Research and Institutional Effectiveness is an educational administrator and oversees the District's coordination and integration of research, strategic planning, student learning and service area outcomes assessment, program review, and resource allocation to ensure institutional effectiveness.

The Dean provides vision and leadership for the implementation and assessment of continuous quality improvement efforts and accountability measures related to institutional accreditation. The Dean is responsible for integrated planning and implementing strategies that provide direction for educational planning, enrollment management, institutional effectiveness, and institutional outcomes.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential Functions

INTEGRATED PLANNING

- Oversee the District's planning, including the integration of the educational master plan, enrollment planning, technology plan, facilities plan, human resources staffing plan, and other major strategic initiatives at the college to further institutional outcomes and effectiveness.
- Lead the development, and implementation of the college's planning process and its performance indicators.
- Prepare scorecard reports identifying progress in achieving strategic initiatives, objectives and goals.
- Ensure that fundamental planning information in support of institutional decision making is provided to the appropriate committees, work groups and staff.
- Participate in the development of college enrollment and FTES targets based on financial and enrollment goals.

RESEARCH

- Provide direction and establish priorities for Institutional Research to ensure that data is available to use across the institution to make informed decisions.
- Work collaboratively with the Director of Institutional Research, to ensure data analyses and reports required for thoughtful participation and communication are provided to appropriate groups in a timely manner.
- Promote a culture of data literacy and fluency to further institutional effectiveness.

INSTITUTIONAL EFFECTIVENESS

- Identify and collect institutional benchmark data and provide reports as needed.
- Prepare, publish, and present an annual institutional effectiveness report.

PROGRAM REVIEW

- Coordinate the program review process for the District, including the maintenance of an institutional inventory of program review reports and a calendar of program review schedules and statuses.
- Supports program review efforts by providing data and training for administrators, faculty and staff.
- Maintain and post all program review information on the District website.

STUDENT LEARNING AND SERVICE AREA OUTCOMES ASSESSMENT

- Assist administrators, faculty and staff to develop research questions to analyze Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs) and the determination of their effectiveness in helping students and service areas achieve their desired outcomes.
- Provide leadership for the development of SLOs and SAOs within the areas of responsibility throughout the District.
- Work with appropriate administrators, faculty and staff to provide overall accountability for SLOs and SAOs development and assessment.
- Maintain SLOs and SAOs information on the District website.

OTHER DUTIES AND RESPONSIBILITIES

- Implement technological resources (e.g., software such as TracDat) to facilitate student learning outcomes assessment, program review, planning, resource needs and prioritization, as well as transparency.
- Chair and/or serve as a member of various District, state and regional committees and task forces as assigned.
- Develop and administer budgets for areas of responsibility.
- Supervise and evaluate assigned staff; participate in the screening and selection of staff as required; train staff on administrative procedures, services and programs as implemented.
- Perform other related duties as assigned.

EMPLOYMENT STANDARDS

Education and Experience

- Possession of a master's degree from an accredited college or university; and
- One (1) year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment; and
- Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

KNOWLEDGE AND ABILITIES

Knowledge Of:

Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students; advanced theories, principles, and practices associated with integrated planning and resource allocation, strategic and institutional planning, program review and assessment, enrollment management, evaluation, and research; instructional programs and student support services in higher education; accrediting agencies, such as the Accrediting Commission for Community and Junior Colleges, accreditation standards and the process of accreditation; theories of affecting cultural change; the goals of participatory governance; supervising and evaluating the work of others, employee motivation and training; applicable federal, state, local, and District laws, regulations, policies, and procedures; complex business level English usage, spelling, grammar and punctuation; applicable computer software programs; report and presentation writing.

Ability To:

Lead and work collaboratively with administration, faculty and staff to ensure integrated planning of resource allocation, strategic planning, institutional planning, program review, enrollment management, and evaluation; lead and coordinate student learning outcomes assessment, program review, research, and institutional effectiveness; analyze outcomes and prepare clear and concise reports; communicate complex information to a broad audience of stakeholders; mentor others in writing, assessing and analyzing the results of student learning outcomes; develop, train, supervise, evaluate, guide, and direct others; inspire and promote awareness of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students; meet change with innovation to promote and meet the college mission; prepare and monitor a budget for financial effectiveness; plan and organize work to meet established timelines and department schedules; operate a computer and appropriate software programs.

PHYSICAL EFFORT/WORK ENVIRONMENT

Environment: Busy office environment. Light to moderate physical effort; occasional standing or walking; periodic handling of lightweight parcels up to 15 pounds. Indoor work environment. Driving a vehicle to conduct work as necessary. Requires evening and weekend responsibility. Required travel to other District locations and occasionally to other locations in the county or state.

LICENSES AND CERTIFICATES

Possess or ability to obtain a valid California driver's license and must have an acceptable driving record and current vehicle insurance meeting State of California requirements. A certification for strategic planning, such as from the Society for Colleges and University Planning (SCUP) is desirable.

Administrative Salary Schedule: Dean Row
Board Approved:

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. O

Superintendent/President
Office

Proposal:

That the Governing Board considers endorsing three Monterey County educational programs as candidates for the 2017 Monterey County School Boards Association (MCSBA) "Excellence in Education" Award.

Background:

The MCSBA requested that school districts within Monterey County determine their top three endorsements for the 2017 MCSBA "Excellence in Education" Award from the list of "Nominees for Award Consideration" (Attachment A).

To be eligible to receive this award, an agency, institution, organization, or collaborative entity must meet the following criteria:

- Available and accessible to students countywide.
- Transformative and significant impact on students' quality of life.
- Highlights unmet countywide student need.
- Exceeds expectations.

The MCSBA Executive Council will review the top selections from each participating district and determine the final recipient for this award on February 23, 2017. The "Excellence in Education" Award will be presented at the MCSBA Annual Organizational Meeting and Dinner on Thursday, April 27, 2017 at Hartnell College in Salinas.

Budgetary Implications:

No direct budgetary impact is anticipated.

☒ **RESOLUTION:** BE IT RESOLVED, that the Governing Board endorses _____, _____, and _____ as candidates for the 2017 Monterey County School Boards Association "Excellence in Education" Award.

Recommended By:

Walter A. Tribley
Dr. Walter Tribley, Superintendent/President

Prepared By:

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

Agenda Approval:

Walter A. Tribley
Dr. Walter Tribley, Superintendent/President

**MONTEREY COUNTY SCHOOL BOARDS ASSOCIATION
2017 "EXCELLENCE IN EDUCATION" AWARD**

CRITERION:

- Available and accessible to students countywide
- Transformative and significant impact on students' quality of life
- Highlights unmet countywide student need
- Exceeds expectations

NOMINEES FOR AWARD CONSIDERATION:

First Tee of Monterey County - In November of 2004, The First Tee of Monterey County took over the management of the Twin Creeks Golf Course in Salinas and began conducting golf and life skills programs for youth ages 4-17. The First Tee of Monterey County members participate in weekly golf and Life Skills classes taught by recognized First Tee Coaches and PGA Apprentices; receive \$1 greens fees and large buckets of balls, free use of golf equipment and computers, friendly and competitive tournaments, scholarship opportunities, and national leadership and career exploration academies. Programs include a Healthy Habits program for healthy eating and exercising, a Computer Clubhouse for after school learning, College to Career resources, and opportunities to become a junior coach.

- Outreach efforts to minorities, low-income youth, students with disabilities, at-risk youth, and girls who were previously denied access to the game and its positive values.
- Provides life skills
- Exceeds expectations

Girls Health in Girls Hands (GHGH) - An initiative of the Community Foundation for Monterey County's Women's Fund, this organization gives girls in Monterey County a voice in shaping their future and an agenda for change. The Women's Fund created GHGH in 2009 as a girl-led action research project to identify health information, support and services needed by pre-teen and teen girls in Monterey County. The youth developed and presented their action plan recommendations to key decision-makers countywide. GHGH is now a multi-year, multi-agency collaborative which has served over 1,500 girls. Through GHGH, girls throughout Monterey County have access to more comprehensive and integrated health information, develop powerful leadership skills, and help influence positive changes at their schools and in their communities. More than 600 girls participating in partner agency leadership programs, 22 sites enhancing girl programming across the County and GHGH summits bring girls together for advocacy, capacity building and collaboration

- Girls range from pre-teen to teenage with participation throughout Monterey County.
- Empowers girls with support services, positive influences, and leadership building.
- Exceeds expectations by involving girls on an actively engaged level.

Harmony at Home – With a mission "To end the cycles of violence and abuse by empowering children and young adults with the knowledge, skills, and confidence to lead healthy and productive lives," Harmony at Home has served over 10,000 children and families since 2004. Programs includes Sticks & Stones, a school based counseling program, now in 42 schools, for children exposed to violence; Teen Programs offering year-round support and camps for boys and girls to make positive choices; Teen Success Inc which is group support for teen parents to help as first teachers to their children and move forward in their career planning; and Olweus Bullying Prevention Program is a school and communitywide bullying program currently in four elementary schools in SCESD.

- Schools throughout Monterey County participate in counseling program and camps that provide support
- Students learn to move forward and plan for their futures
- Exceeds expectations with support for teen parents and counseling programs for children exposed to violence

National Steinbeck Center: Steinbeck Young Authors Program and various education and performing arts programs that include: El Dia De Los Muertos and La Posada; as well as the Education Award presented at annual Valley of the World Awards

The Steinbeck Young Authors program motivates students to discover their power of expressing themselves with the written word. Over 4,500 students participate in discovering the works of John Steinbeck in their schools. Steinbeck Young Authors teachers select two students to attend a special Day of Writing at the National Steinbeck Center, where they write an essay combining their personal life experiences and their studies of a John Steinbeck novel. They are paired with a volunteer writing 'coach', a community member who reviews their work with them. After the session with their coaches, students have an opportunity to edit their essays and turn them in for a final review. A panel of experts judge the students' works over a two-week period. All "Day of Writing" participants are invited to celebrate their accomplishments and award recipients are acknowledged at an award ceremony held at the World Theatre on the campus of CSMUB. Additionally the National Steinbeck Center hosts various programs and events that highlight student's art displays and performing arts groups.

- Schools throughout Monterey County participate
- Students work with coaches, one to one, to improve their writing skills
- Community volunteer coaches work with students who might not otherwise have this guidance
- Exceeds expectations and students are recognized for their work

Pebble Beach Authors and Ideas Festival: Student Literary Days and Festival to Schools

For 10 years, all middle and high schools in Monterey County have been invited to attend the Student Ideas Festival (Thursday and Friday) of the annual Pebble Beach Authors and Ideas Festival in September. One thousand students from throughout Monterey County attend each day.

In addition, over the past four years the Festival to Schools program has brought outstanding presenters who have found their life passion into county schools for large group assemblies. The topics and presenters are renowned in their area of expertise. Also is currently co-sponsoring the sharing of the documentary, A Brave Heart: The Lizzie Velasquez Story to assist school districts with addressing the serious issue of bullying and cyber-bullying. Five assemblies sponsored with Michael Pritchard facilitating.

- All middle and high schools in Monterey County are invited to attend student days
- Presenters renowned in their expertise present to students
- Authors who have found their life passion travel to schools throughout the county who cannot participate in the student days
- Exceeds expectations of students, teachers, staff who look forward to the opportunity each year

SPCA's Take the Lead Program - Take the Lead, a unique program offered by the SPCA for Monterey County that matches at-risk teenagers with untrained shelter dogs. More than 700 students have completed Take the Lead since 2008, when the program was founded. Participants are sought through the Monterey Youth Probation Center, Salinas Community School, Monterey Children's Behavioral Health, Peacock Acres (foster services), and Juvenile Hall. Youth learn to care for, train, and build relationships with their dogs.

- At-Risk teenagers are eligible to participate
- Students learn compassion
- Exceeds expectations

Sunset Cultural Center – Classroom Connections – The Sunset Center produces an arts-in-education program called Classroom Connections which brings artists and performers to schools. This unique and comprehensive program engages youth in a series of workshops and performances designed to foster imagination, confidence, and a sense of possibility. Since 2008, they have worked with close to 8,000 students. Sunset teachers visit participating classrooms to prepare students for artist visit and present a lesson of activities, then nationally touring artists visit the classroom to work with students. Next, students see a performance at the Sunset Center and finally the Sunset Center teacher returns to the classroom to lead a post-performance discussion.

- Students range from kindergarten to high school and special needs to at-risk throughout Monterey County.
- Empowers children by breaking down the process of creating an artistic product step-by-step with artists.
- Exceeds expectations by involving students at an actively engaged level.

The Epicenter – Established in 2014, The Epicenter exists to empower at-risk and system involved youth ages 16-24 enabling them to flourish by connecting them to community resources that provide opportunities for equity and hope in order to improve youth outcomes in Monterey County. The Epicenter is committed to increase the number of foster youth entering into higher education. The Epicenter is centrally located in Salinas and provides three days per week of drop-in services for any youth in need. Workshops are offered and referrals are made to services countywide.

- Youth led and youth-run organization that serves and empowers all at-risk youth
- Provides robust and comprehensive programs to students in Monterey County designed to increase post-secondary enrollment
- Exceeds expectation by helping students realize their potential and guiding them to higher education

Monterey Peninsula Community College District

Governing Board Agenda

February 22, 2017

New Business Agenda Item No. P

Superintendent/President
College Area

Proposal:

To review the attached Calendar of Events.

Background:

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

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

Budgetary Implications:

None.

☒ **INFORMATION:** Calendar of Events.

Recommended By: Dr. Walter Tribley, Superintendent/President

Prepared By:

Shawn Anderson

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

Agenda Approval:

Walter Tribley

Dr. Walter Tribley, Superintendent/President

MPC Governing Board 2017 Calendar of Events

FEBRUARY 2017

Wednesday, February 22 Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

Thursday, February 23 **Humanities Division's Annual Book Grant Awards Ceremony, MPC Library & Technology Center, Sam Karas Room, 3:00-5:00pm**

Saturday, February 25 **Annual Community Play (UCSC African-American Theatre Arts Troupe), Detroit 67, MPC Music Hall (MU-101), 7:00pm (Doors open at 6:30pm)**

Tuesday, February 28 **ASMPC's Pancake Day (details tba)**

MARCH 2017

Saturday, March 4 **Lobo Hall of Fame Banquet, Marriott Hotel, Ferrantes Bay View Room, 6:00pm**

Friday, March 10 MPC Foundation Donor Appreciation Party, MPC Library, 4:00-6:00pm

Friday, March 17 **ASMPC's St. Patrick's Day Event, 10:00am-2:00pm (details tba)**

Sun.-Sat., March 19-25 Spring Recess

Wednesday, March 22 Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

APRIL 2017

Friday, April 14 **ASMPC's Spring Egg Hunt for the CDC (details tba)**

Saturday, April 15 **Asian Student Association's Annual Culture Show, MPC Music Hall, 7:30-9:30pm**

Thursday, April 20 **ASMPC's Earth Day Event, MPC Flagpole, 10:00am-2:00pm**

Wednesday, April 26 Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

Thursday, April 27 MCSBA Annual Organizational Meeting and Dinner, Hartnell College, 5:30pm

Friday, April 28 President's Address to the Community, Monterey Marriott, 11:00am-1:30pm

MAY 2017

Date, Time & Location TBD CDC Preschool Graduation
Early Childhood Education Graduation Celebration
Automotive Technology Graduation Banquet, Tarpy's Roadhouse, 5:00-8:00pm
Asian Student Assn Ceremony, 6:00pm
Fire Academy Graduation Ceremony
Latino Ceremony, 6:00pm, LF 103
Kente Ceremony, 7:00pm

Thurs.-Sunday, May 4-7 CCLC Annual Trustees Conference, Ritz-Carlton, Lake Tahoe

Tuesday, May 16 MPC Scholarship Awards Ceremony, MPC Theatre, 4:00-6:00pm

Monday, May 22 **Veterans' Memorial Day Event, Student Center, 11:00am-1:00pm**

Wednesday, May 24 **Veterans' Recognitions Ceremony, Student Center, 3:00-5:00pm**

MPC Governing Board 2017 Calendar of Events

MAY 2017, continued

Saturday, May 27 Faculty Retirement Breakfast, 8:30am (location to be confirmed)
Commencement: 12:00pm, MPC Stadium
(Line-up at 11:30am in Amphitheater)
Nurse Pinning Ceremony, 3:00pm, Amphitheater

Monday, May 29 Holiday – Memorial Day

Tuesday, May 30 Regular Board Meeting - Closed Session: 10:00am, Stutzman Room

Wednesday, May 31 Regular Board Meeting, 9:00 a.m., MPC Library & Technology Center

JUNE 2017

Wednesday, June 28 Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

JULY 2017

Tuesday, July 4 Holiday – Independence Day

Wednesday, July 26 Regular Board Meeting, Education Center at Marina
Closed Session: 11:00am, Room to be determined
Regular Meeting: 1:30pm, Room to be determined

AUGUST 2017

Friday, August 4 MPC Booster Club Golf Tournament (tentative)

Wednesday, August 23 Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Room to be determined
Regular Meeting: 1:30pm, Room to be determined

SEPTEMBER 2017

Wednesday, September 27 Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

OCTOBER 2017

Wednesday, October 25 Regular Board Meeting, Public Safety Training Center, Seaside
Closed Session: 11:00am, Room to be determined
Regular Meeting: 1:30pm, Room to be determined

NOVEMBER 2017

Wednesday, November 29 Regular Board Meeting, MPC Library & Technology Center
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room

DECEMBER 2017

Wednesday, December 20 Regular Board Organization Meeting and Swearing-in Ceremony, Monterey Peninsula College
Closed Session: 11:00am, Stutzman Room
Regular Meeting: 1:30pm, Sam Karas Room