

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

**REGULAR MEETING  
WEDNESDAY, OCTOBER 25, 2017**

**NEW BUSINESS**

# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

New Business Agenda Item No. A

Superintendent/President  
College Area

**Proposal:**

That the Governing Board receives a progress report on Monterey Peninsula College's efforts to address the Accrediting Commission of Community and Junior Colleges' (ACCJC's) findings regarding the College's application for reaffirmation of accreditation.

**Background:**

On February 6, 2017, Monterey Peninsula College received an Action Letter and External Evaluation Report from the ACCJC, elucidating their findings regarding the College's application for reaffirmation of accreditation.

On October 25, 2017, Dr. Tribley will provide to the Board of Trustees his monthly progress report on Monterey Peninsula College's efforts to address the ACCJC's recommendations.

**Budgetary Implications:**

None.

**INFORMATION:** Accreditation Recommendations – Progress Report

**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

## Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Sept. 2017) (Blue font = Completed by Oct. 2017) (Red Font = RECOMMENDATION HAS BEEN MET)
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1	<p>In order to meet the Standards, the team recommends that the College completes the implementation of <b>TracDat</b> and begins to assess learning outcomes for all <b>instructional programs and student and learning support services</b> as well as <b>disaggregating and analyzing</b> 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, ER 11)</p>	<ul style="list-style-type: none"> <li>● PRIE</li> <li>● LAC</li> </ul>	<ul style="list-style-type: none"> <li>● TracDat was implemented for Course Reflections effective January 2017.</li> <li>● TracDat planning for Service Area Outcomes (SAO) assessment is in progress in spring 2017.</li> <li>● Mechanisms for completing program of study-level outcomes (PLO) assessment in TracDat (including SLO-PLO mapping) is in progress in spring 2017.</li> <li>● The PRIE committee has established initial tasks related to disaggregation of learning outcomes, identification of performance gaps, and evaluation of strategies to address gaps. Work groups for the tasks are being formed during the week of 4/17/17.</li> <li>● SAO template created for Administrative offices. Student Services has begun inputting</li> <li>● End of Summer 2017, President's office, Human Resources, IT and Office of Academic Affairs will have SAOs complete</li> <li>● Program of Study Assessments will be done during Fall Flex "Program Reflections" for an hour and half.</li> <li>● Program Review templates for Academic Affairs, Student Services, and Administrative services have been created in the TracDat/IPA interface using existing Program Review forms as a model. Adjustments to the templates to take advantage of TracDat/IPA's data display capabilities are in progress as of June 2017. This action also supports recommendation 4, below, as it will help create a link between student achievement/learning data and planning through the Program Review process.</li> <li>● The PRIE Committee has identified subpopulations of students relevant to the College mission that can be used to disaggregate student achievement and learning data. The subpopulations can be viewed through the broad lenses of students' self-identified educational goals, student demographics (including</li> </ul>
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			<p>categories related to the Student Equity Plan), and course attributes (e.g., instructional modality, campus location, time, etc.)</p> <ul style="list-style-type: none"> <li>• The PRIE Committee has developed a working definition of “performance gap” and a strategy for mitigating gaps when they are discovered. The PRIE Committee’s general instrument for evaluating the effectiveness of its processes can be used to evaluate the effectiveness of these strategies as needed.</li> <li>• The instructional tri-chair from the PRIE Committee has launched a project to test the feasibility of using Canvas and TracDat together in order to collect and disaggregate student learning data.</li> <li>• A tool for visualizing outcomes assessment progress has been set up and is being beta-tested by the TracDat team with a goal of campus-wide roll-out by mid-September.</li> <li>• The Office of PRIE released a Course Assessment Dashboard, which allows quick visualization of course outcomes assessment progress without logging into TracDat. The Dashboard allows tracking of progress by the institution as a whole, by division, or by discipline. It also allows users to quickly drill down to find the names of individual courses that still need to be assessed. The dashboard has been shared with Division Chairs, and is currently available from the PRIE Intranet site.</li> <li>• LAC members led all but two divisions through and centered around PLOs (i.e., student learning outcomes for degree and certificate programs) at Fall flex. As a result of the activity, LAC has identified over 40 degree &amp; certificate programs that appear ready for the initial cycle of PLO assessment.</li> </ul>
2	In order to meet the Standards, the team recommends the College develop a <b>process and calendar to assess College’s progress and planning processes</b> in a timely manner. (Standards I.B.2, I.B.7, II.A.1, II.A.3, IV.A.6, ER 9, ER 11)	<ul style="list-style-type: none"> <li>• PRIE</li> </ul>	<ul style="list-style-type: none"> <li>• The Planning Research and Institutional Effectiveness (PRIE) committee has been formed and is meeting.</li> <li>• The PRIE committee has established initial tasks related to developing a process &amp; calendar for assessing the college’s progress and processes. Work</li> </ul>

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			<p>groups for the tasks are being formed during the week of 4/17/17.</p> <ul style="list-style-type: none"> <li>● PRIE has developed a format for a planning and evaluation calendar that shows when major institutional plans and processes will be evaluated over the next 10 years. The calendar includes evaluation of progress towards goals, as well as scheduled evaluations of the effectiveness of processes.</li> <li>● A PRIE workgroup has developed a first draft of guidelines that can be used to evaluate progress towards goals and effectiveness of processes. The first draft is on the agenda for discussion at the June PRIE Committee meeting (6/19/17). The PRIE Committee will test the guidelines using the recently finished Technology Plan as a pilot for an evaluation of progress toward stated goals and effectiveness of an institutional process.</li> <li>● Interim Dean of PRIE has been hired and joins MPC on July 1, 2017.</li> </ul>
3	<p>In order to meet the Standards, the team recommends the College <b>attain the sustainability level per the ACCJC rubric for Student Learning Outcomes (SLO) assessment by raising the percentage of courses</b> for which SLOs have been evaluated and <b>increasing the percentage of programs that have had PLOs assessed</b>. 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)</p>	<p>Academic Senate  LAC  Curriculum Advisory Committee</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Timelines for cycles of assessment have been established by LAC and endorsed by Academic Senate, AAAG, and CAC.</li> <li>● All instructional divisions have established course assessment plans for at least one program of study.</li> <li>● TracDat is in use for Course Reflections effective January 2017.</li> <li>● LAC has conducted TracDat training during Spring 2017 Flex, as well as at Division meetings in Social Sciences, Creative Arts, Physical Science, Physical Education, and Humanities. Thirteen (13) out of Sixteen (16) faculty in the initial training reported a positive change in their attitude towards Reflections/assessment.</li> <li>● As of March 2017, all divisions have completed at least one course assessment in TracDat. Anatomy and Astronomy have assessed 100% of their courses. 20 disciplines have assessed 75% of their courses.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Assessments for 75 courses taught in Fall 2016 have been completed, and 9 formative assessments have been completed for courses being taught in the Spring 2017 semester.</li> <li>• Academic Senate is helping to facilitate assessments (March 16, 2017).</li> <li>• At the February 15, 2017 meeting of AAAG, it adopted the following guideline: <i>"If a course has not been offered in the last two years, and if it is not being scheduled and offered within the next academic year, it should be archived in CurricUNET and deleted in the Chancellor's Office."</i></li> <li>• Progress is being made in course SLO assessment:                         <ul style="list-style-type: none"> <li>• In March 2014, 181 out of 830 courses were reported as assessed (21.8%).</li> <li>• In October 2016, 664 out of 1417 courses were reported as assessed (46.9%).</li> <li>• In March 2017, 724 out of 1378 courses are reported as assessed (52.5%)</li> <li>• In April 2017, 707 out of 1223 courses are reported as assessed (57.8%)</li> <li>• In May 2017, 745 out of 1194 courses are reported as assessed (62.4%)</li> <li>• In June 2017, 760 out of 1159 courses are reported assessed. (65.62%). The goal is to have 100% of our courses assessed by December 2017, and to also make progress on the assessment at the program level (PLO assessment).</li> <li>• In July 2017, 772 out of 1157 courses are reported assessed (66.7%).</li> <li>• In Aug 2017, 814 out of 1156 courses are reported assessed (70.4%).</li> <li>• In Sept 2017, 868 out of 1156 course are reported assessed (75.1%).</li> <li>• <b>In Oct. 2017, 900 out of 1156 courses are reported assessed (77.9%).</b></li> </ul> </li> </ul> <p>The goal is to have 100% of our courses assessed by December 2017, and to also make progress on the assessment at the program level assessment.</p> <p><b>Courses that have not been assessed will not be scheduled effective fall 2018.</b></p>

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4	<p>In order to meet the Standards, MPC needs to <b>engage in continuous, broad-based, systematic evaluation, and planning. The institution needs to integrate program review, planning, and resource prioritization and allocation</b> 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-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, ER19)</p>	PRIE	<p><b>The schedule development process for fall 2018 has just begun.</b></p> <ul style="list-style-type: none"> <li>● The Planning Research and Institutional Effectiveness (PRIE) committee has been formed and is meeting.</li> <li>● PRIE has identified initial tasks related to the development of a broad-based system of integrated planning, resource prioritization, and resource allocation. Work groups are being formed during the week of 4/17/17.</li> <li>● Discussions of how to time activities related to program review and resource prioritization in order to integrate needs &amp; data emerging from the plans into resource allocation with budget development activities are underway as of the 4/17/17 PRIE committee meeting.</li> <li>● Nine (9) PRIE committee members attended an IEPI Integrated Planning workshop on 4/19/17.</li> <li>● PRIE has drafted a process for prioritizing resource requests that emerge from program review and analysis of student learning &amp; achievement data. The prioritization process is intended to link resource requests to the resource allocation and budget development processes. PRIE is actively soliciting feedback on the process from College committees and governance groups, with the goal of having the new process ready for fall.</li> <li>● The Executive Committee approved a PRT Team, a resource team to assist PRIE in Fall 2017 with IEPI.</li> <li>● The Interim Dean of PRIE has been hired effective July 1, 2017.</li> <li>● PRIE has gathered substantive feedback from campus committees on its proposed process for prioritizing resource requests. Final adjustments to the process will be discussed at the June PRIE Committee meeting (6/19/17), with the goal of recommending the process to the S/P for implementation in the fall 2017.</li> <li>● First draft of the prioritization and allocation process has been written.</li> <li>● Structure for Program Review has been developed.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Drafts of a timeline and narrative to accompany the Resource Prioritization and Allocation diagram have been developed and are in discussion at the PRIE Committee.</li> <li>• A workgroup from the PRIE Committee has met to discuss improvements to Program Review practices, with a goal of developing a program review process that allows greater interaction with program-level student achievement data. Improvements are in progress as of 8/9/2017, with a goal of having a first draft of the instructional program review template on the agenda at the 8/21/17 PRIE Committee meeting</li> <li>• <b>The PRIE Committee has drafted a template to use in the annual action plan process. The template links assessment of student learning and achievement data to unit planning (including program review), prioritization, and resource allocation. The template also links resource needs to institutional goals and educational master plan support documents to further effective integrated planning efforts. The first draft and direction of the template were approved at the 10/2/17 PRIE meeting, with a goal of launching for campus action plan processes in late October.</b></li> </ul>
5	In order to meet the Standard, the team recommends the College develop a process to ensure <b>student complaints</b> can be logged, resolved, reviewed, and analyzed for improvement. (Standard I.C.8)	Student Services Council	<ul style="list-style-type: none"> <li>• The MPC Administrative Procedures (AP) are being reviewed to replace existing language in the current catalog defining complaints vs grievances</li> <li>• A full student complaint log was developed prior to the on-site visit and was provided to the on-site team. Will continue to review process for improvement.</li> <li>• Student Services has a team lead by Dr. Kim McGinnis (Larry Walker, Nicole Dunne, Lyndon Schutzler). The team reviewed responses from other colleges, created a new template with a column for improvements, and is adding additional categories of student complaints to the log.</li> <li>• Reviewing all academic council petitions over the last five years. Pulling out petitions on residency and dismissal to look for trends and patterns. This task</li> </ul>



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			<p>to be completed by April 30, 2017.</p> <ul style="list-style-type: none"> <li>● Moving forward, will revise the college catalog to remove the complaint section in catalog. The current Grievance Procedure will be the process to log and address student complaints.</li> <li>● Added an additional column, Analysis and Improvement, to the existing log that tracks the result of evaluations of our complaint processes and indicates what revisions/modifications/improvements we are making to the process.</li> <li>● Student Discipline procedures, Student Rights and Grievances, and Complaints sections of the catalog have been revised</li> <li>● Student readmission information for the past six years (2010-2016) has been obtained from IT. The information shows the following: <ul style="list-style-type: none"> <li>○ 1918 student petitions for readmission</li> <li>○ 1899 “approved” petitions</li> <li>○ 13 “denied” petitions</li> <li>○ 1 no action</li> <li>○ 5 pending additional student information</li> </ul> </li> <li>● Academic Council petitions reviewed for past six years (2010-2016) and analyzed for improvement. A narrative is being formulated to address what changes have been instituted that resulted in a decrease in the number of residency related petition to the academic council.</li> <li>● Student Services will have a meeting analyze the data with the goal of completing this Recommendation by the end of June 2017.</li> <li>● The College Catalog has been updated to include this information.</li> </ul> <p><b>RECOMMENDATION HAS BEEN MET</b></p>
8	In order to meet the Standards, the team recommends the College conduct <b>regularly scheduled library surveys</b> of all students and faculty, regardless of location, in order to gauge user satisfaction,	Office of Institutional Research	<ul style="list-style-type: none"> <li>● Library faculty/staff have developed a survey instrument with assistance from the Director of Institutional Research, with a plan to administer the survey to students and faculty at the Monterey, Marina, Seaside, and online locations</li> </ul>

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	knowledge of services, behavior and experience, and to use the results as the basis for improvement. (Standards II.B.1, II.B.3)	Library Division	<p>prior to the end of the spring 2017 semester.</p> <ul style="list-style-type: none"> <li>● A link to the Library survey was emailed to all students on 4/18/17, and will be emailed to MPC faculty and staff between 4/19/17 and 4/21/17.</li> <li>● The survey closed on 5/7/17. The Office of Institutional Research has delivered the raw results to the Library Division, where the initial review of emerging themes has begun. Goal to complete this Recommendation by Fall Flex 2017.</li> <li>● Library personnel have completed an initial review of the survey data and have identified several general areas where improvements can be made. A written report of the results and initial recommendations for improvements is in progress as of 6/16/17.</li> <li>● The Spring 2017 Library Survey identified areas for improvement in Library programs and services, which are reflected in the Library's 2017-2018 goals. The Library will continue to conduct a similar survey on an annual basis to gather feedback on programs and services to guide planning for continuous improvement.</li> <li>● Library faculty, staff, and administrators met to conduct Program Reflections on 8/26/17. Results of the Spring 2017 Library Survey were used to guide the conversation about 2016-2017 accomplishments to set goals for 2017-2018.</li> <li>● As a result of discussions in spring 2017, the Library hours have been expanded by 2 hours each day. The Library will now close at 9 pm Monday-Thursday, and at 4 pm on Fridays.</li> </ul> <p style="text-align: center;"><b>RECOMMENDATION HAS BEEN MET</b></p>
9	In order to meet the Standards, the team recommends the College <b>improve its evaluation process of student support and learning services</b> to include discussion of services offered at <b>all centers and for distance education</b> based on robust Service Area Outcomes	Student Services Council	<ul style="list-style-type: none"> <li>● Full review of student services at the Centers and for distance education is in process.</li> <li>● A team lead by LaKisha Bradley (Larry Walker, Grace Anongchanya, Alethea DeSoto, Nicole Dunne) met to define the available services at outreach</li> </ul>

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	<p>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, II.C.2)</p>		<p>centers and online.</p> <ul style="list-style-type: none"> <li>● Counseling through online "Cranium Café" is being provided. Counselors are going through training to serve students through this means at all physical sites and online.</li> <li>● Research Office will develop a survey for all four campuses to cover students' awareness and usage of student services, their satisfaction with service levels, and their needs for additional services. Survey will be conducted during the early/middle of the fall 2017 term.</li> <li>● Service Area planning and assessment will be included in TracDat. Team will be working to update the Student Services Program Review Calendar and develop a cycle for program level outcome assessments.</li> <li>● Data in SARS Track was reviewed to identify traffic levels and requests for counseling support at the Marina Center. Discussions are in progress to identify increased counseling support at the Marina Center to accommodate these traffic hours, an expected increase in student traffic as a result of the implementation of the ACE (Dual Admissions with CSUMB) program, and increased general education course scheduling for Fall 2017. The college will double the number of counseling hours in Marina in Fall 2017 compared to Fall 2016.</li> <li>● All Student Services Meeting occurred on May 5th. Program Review was discussed. Areas covered included: program review calendar, assessment cycle, and program review template and components; transition from Program Reflections to TracDat; review and identification of current SAOs/SLOs; also the need to include evaluation of service delivery to four MPC campuses (Monterey, Marina, PSTC, Online).</li> <li>● Student Services has identified a division wide SAO: We will provide RICH services, regardless of location or means of delivery, and students will be informed, engaged, and connected with the campus community. Programs</li> </ul>

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			<p>will add additional SAOs as needed.</p> <ul style="list-style-type: none"> <li>● Student Services developed an updated Program Review Timeline and an SAO schedule/timeline for all Student Services Programs.</li> <li>● Student Services representatives are on the PRIE committee that is updating and reviewing the Program Review processes and template at MPC to ensure that it reflects the evaluation of services based on SAOs and consideration of support at all MPC campuses.</li> <li>● Survey for student services has been developed and will be administered in early/mid Fall.</li> <li>● A series of focus group meetings were conducted to collect data about student experiences in order to better support students.</li> <li>● Dean of Student Services has been hired effective July 2017 and will be located at the Marina Center.</li> <li>● Survey was launched on September 11. Emails were sent to students inviting them to provide feedback on student services at the Monterey, Marina, PSTC, and online campuses. There are also additional questions regarding food service and transportation for Marina campus respondents.</li> </ul>
13	In order to meet the Standards, the team recommends the College create a <b>Human Resources staffing plan</b> 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, ER 8)	HR Cabinet	<ul style="list-style-type: none"> <li>● Cabinet members presented a high level staffing plan to the college in August 2016.</li> <li>● Collaborative Brain Trust Consulting Firm has been identified to prepare the HR Staffing Plan. The contract will be presented to the Board of Trustees June 2017 meeting for approval.</li> <li>● CBT contract was approved and initial data gathering has begun.</li> <li>● August 2017, data submitted to CBT.</li> </ul>
14	In order to meet the Standards, the team recommends the College <b>regularly and consistently conduct employee evaluations</b> for all employee groups.	HR Cabinet	<ul style="list-style-type: none"> <li>● Full-time and part-time faculty, and classified staff evaluations are being regularly and consistently conducted.</li> <li>● Administrative and Executive evaluations are being tracked and will be completed more regularly and consistently in spring 2017 and on.</li> </ul>

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	<p>The team further recommends that faculty, academic administrators, and others directly responsible for student learning have, <b>as a component of their evaluation, consideration of how these employees use the results of learning outcomes assessment to improve teaching and learning.</b> (Standards III.A.5, III.A.6)</p>	<p>Negotiations</p>	<ul style="list-style-type: none"> <li>● HR is compiling data on outstanding evaluations.               <ul style="list-style-type: none"> <li>● Full-time faculty evaluations for 2016 have been completed.</li> <li>● Some adjunct faculty, classified, and MSC evaluations are still to be completed.                   <ul style="list-style-type: none"> <li>● We are striving for 100% completion by June 2017.</li> </ul> </li> </ul> </li> <li>● Second part of the recommendation is in negotiations at this time.</li> <li>● The District has proposed changes to contract language to MPCTA to include assessment in the self-evaluation.</li> <li>● The District and CSEA have negotiated and agreed on tentative language</li> <li>● The MSC evaluation process now includes the appropriate language.</li> <li>● Evaluations of Administrators, Division Chairs, Faculty and Staff are being completed and forwarded to HR to meet the June 30, 2017 goal.</li> <li>● Evaluations completed: Adjunct Evaluations Fall 2016 -73%; Classified 2016-92%; Managers and Administrators 2017-78%; Confidential 2017-80%</li> <li>● Tenured-Track completed – 100%, tenured evaluations will be completed at the end of August.</li> <li>● Spring 2017 Evaluations               <ul style="list-style-type: none"> <li>● 68% Adjunct evaluations completed. Due to HR the 6<sup>th</sup> week of the following semester (end of September 2017).</li> </ul> </li> <li>● 2016 – 2017 Evaluations               <ul style="list-style-type: none"> <li>● 100% Tenured-track faculty completed</li> <li>● 92% Classified completed</li> <li>● 85% Tenured Faculty completed</li> <li>● 78% Administrators and Managers completed</li> <li>● 80% Confidentials completed</li> </ul> </li> <li>● Adjunct Evaluations</li> </ul>

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			<ul style="list-style-type: none"> <li>● Fall 2017 - 95% Adjunct evaluations completed.</li> <li>● Spring 2017 - 77% Adjunct evaluations completed. Due to HR the 6<sup>th</sup> week of the following semester (end of September 2017).</li> <li>● Overall, 2016-17 Adjunct Evaluations 87% completed.</li> <li>● 2016 – 2017 Tenured and Staff Evaluations               <ul style="list-style-type: none"> <li>● 100% Tenured-track faculty completed</li> <li>● 92% Classified completed</li> <li>● 95% Tenured Faculty completed</li> <li>● 88% Administrators and Managers completed</li> <li>● 80% Confidentials completed</li> </ul> </li> <li>● <b>Notification of Evaluations for part-time and full-time faculty were disseminated on schedule for Fall 2017.</b></li> <li>● <b>The District and MPCSEA have a tentative agreement to move the evaluation cycle from due date in October to April of the academic year to align with the academic year.</b></li> </ul>
15	In order to meet the Standard, the team recommends the College establish a review <b>schedule of policy and procedures relevant to Human Resources.</b> (Standards III.A.11, III.A.12, III.A.13)	HR Cabinet	<ul style="list-style-type: none"> <li>● On August 14, 2017, President’s Cabinet reviewed:               <ul style="list-style-type: none"> <li>● 14 Board Policies in Chapter 7 Human Resources</li> <li>● 2 related Administrative Procedures to BP in Chapter 7 Human Resources</li> <li>● 5 Board Policies in Chapter 3 General Institution</li> <li>● 3 related Administrative Procedures to BP in Chapter 3 General Institution</li> </ul> </li> <li>● On Sept. 12, 2017, President’s Advisory Group reviewed; Sept. 13, 2017 EEOC Reviewed and will go to Sept. 27, 2017 Board Meeting:               <ul style="list-style-type: none"> <li>● 14 Board Policies in Chapter 7 Human Resources</li> <li>● 2 related Administrative Procedures to BP in Chapter 7 Human Resources</li> <li>● 4 Board Policies in Chapter 3 General Institution</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>● 3 related Administrative Procedures to BP in Chapter 3 General Institution</li> <li>● <b>At the October 25, 2017 Board meeting, the following will be recommended to the Board for adoption:</b> <ul style="list-style-type: none"> <li>● <b>14 Board Policies in Chapter 7 Human Resources</b></li> <li>● <b>4 Board Policies in Chapter 3 General Institution</b></li> </ul> </li> </ul>
16	In order to meet the Standards, the team recommends the college immediately address <b>network vulnerabilities</b> 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.	<ul style="list-style-type: none"> <li>● Information Services Dept. has completed key changes to improve the security of the District's technology.</li> <li>● Information Services Dept. has identified the need to upgrade key components of the District's networking infrastructure.</li> <li>● Additional hardware and software has been procured and is in the process of being installed.</li> <li>● Additional hardware and software have been procured and will be installed prior to the end of March 2017.</li> </ul> <p style="text-align: center;"><b>RECOMMENDATION HAS BEEN MET</b></p>
17	In order to meet the Standards, the team recommends the college complete and roll out the Information <b>Technology Disaster Preparedness/Recovery Plan</b> 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.	<ul style="list-style-type: none"> <li>● The Information Technology Disaster Preparedness/Recovery DRAFT Plan has been completed.</li> <li>● The Technology Committee began review of the plan February 10, 2017 and recommended approval to the President. The plan is being reviewed at the Governing Board on March 22, 2017.</li> </ul> <p style="text-align: center;"><b>RECOMMENDATION HAS BEEN MET</b></p>
18	In order to meet the Standards, the team recommends the College complete the <b>revisions and implementation of all board policies</b> . 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.	President Board of Trustees	<ul style="list-style-type: none"> <li>● 30 Administrative Board Policies were reviewed and approved by the Board of Trustees in 2016.</li> <li>● 28 Student Services policies were approved in PAG in January and are ready for Board Sub-committee review.</li> <li>● 9 Academic Affairs Board policies have been approved.                             <ul style="list-style-type: none"> <li>● 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</li> </ul> </li> </ul>

## Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Sept. 2017) (Blue font = Completed by Oct. 2017) (Red Font = RECOMMENDATION HAS BEEN MET)
	(Standards III.C.5, IV.C.6, IV.C.7)		<p>reviewed in AAAG and Academic Senate on April 19 and April 20.</p> <ul style="list-style-type: none"> <li>● 31 Board Policies were reviewed by the Board Subcommittee (March 13, 2017). 30 of these are included for a first reading on the March 22, 2017 Board Agenda.</li> <li>● At the April 26, 2017 Board of Trustees meeting               <ul style="list-style-type: none"> <li>● 30 Board Policies were adopted.</li> <li>● 11 Board Policies were brought to the Board for a First Reading</li> </ul> </li> <li>● At the May 31, 2017 Board of Trustees meeting               <ul style="list-style-type: none"> <li>● 11 Board Policies were adopted</li> <li>● 11 Board Policies are being brought to the Board for a First Reading</li> </ul> </li> <li>● At the June 21, 2017 Special Board of Trustees meeting               <ul style="list-style-type: none"> <li>● 11 Board Policies are being recommended to the Board for adoption</li> <li>● 20 Board Policies are being brought to the Board for a first reading</li> </ul> </li> <li>● At the June 29, 2017 Board of Trustees meeting               <ul style="list-style-type: none"> <li>● 30 Board Policies were adopted</li> <li>● 11 old Board Policies were rescinded</li> </ul> </li> <li>● At the July 26, 2017 Board of Trustees meeting               <ul style="list-style-type: none"> <li>● 3 Board Policies are being recommended to the Board for adoption</li> </ul> </li> <li>● At the Sept. 19, 2017 Board Policy Subcommittee meeting:               <ul style="list-style-type: none"> <li>● 18 Board Policies in Human Resources and General Institution were reviewed.                   <ul style="list-style-type: none"> <li>● 5 related Administrative Procedures were reviewed.</li> </ul> </li> </ul> </li> <li>● At the Sept. 27, 2017 Board of Trustees meeting:               <ul style="list-style-type: none"> <li>● 18 Board Policies are being brought to the Board for a first reading.</li> <li>● 5 related Administrative Procedures are being brought to the Board for</li> </ul> </li> </ul>



## Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Sept. 2017) (Blue font = Completed by Oct. 2017) (Red Font = RECOMMENDATION HAS BEEN MET)
			information. <ul style="list-style-type: none"> <li>● <b>At the October 25, 2017 Board meeting, the following will be recommended to the Board for adoption:</b> <ul style="list-style-type: none"> <li>● <b>14 Board Policies in Chapter 7 Human Resources</b></li> <li>● <b>4 Board Policies in Chapter 3 General Institution</b></li> </ul> </li> </ul>
19	In order to meet the Standards, the team recommends the College <b>discontinue deficit spending by adopting budgets that match ongoing revenue and expenditures in the unrestricted general fund</b> 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	<ul style="list-style-type: none"> <li>● Measures to improve efficiency have been implemented such as EMS and changes to scheduling practices.</li> <li>● Faculty prioritization process has been improved and hiring is taking place in productive and efficient disciplines.</li> <li>● Position control and review is being implemented.</li> <li>● Short term classes were added to the second half of spring 2017 to increase FTES, while focusing on high productivity.</li> <li>● Marketing has been ramped up for second half of spring and summer enrollments.</li> <li>● Measures to increase enrollment are in process. <ul style="list-style-type: none"> <li>● Admission by Co-Enrollment (ACE) with CSUMB was approved by the MPC Board in March.</li> <li>● Dual Enrollment with MPUSD will go to MPC Board for its second reading on April 26, 2017.</li> <li>● Dual Enrollment with PGUSD will go to MPC Board for its first reading on April 26, 2017.</li> <li>● Scheduling in Marina is being expanded. 50% more FTES is being planned for Marina in summer 2017 and 100% more FTES is being planned for fall 2017.</li> </ul> </li> <li>● Measures to increase enrollment are progressing: <ul style="list-style-type: none"> <li>● Enrollments with Admission by Co-Enrollment (ACE) with CSUMB: 64</li> </ul> </li> </ul>

## Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Sept. 2017) (Blue font = Completed by Oct. 2017) (Red Font = RECOMMENDATION HAS BEEN MET)
			<p>total; 24 Marine Science, 17 Business, 13 undeclared</p> <ul style="list-style-type: none"> <li>● Dual Enrollments with MPUSD: 120 Marina, 115 Monterey, 20 Seaside High Schools</li> <li>● Dual Enrollment with PGUSD will go to MPC Board for its second reading on May 31, 2017. Enrollments expect for Pacific Grove High School is 24.</li> <li>● Measures to increase enrollment June through beginning of August 2017 when schools return for the 2017-2018 Academic Year.</li> <li>● Enrollments with Admission by Co-Enrollment (ACE) with CSUMB: MPC working with 23 students with applications and assessments.</li> <li>● Dual Enrollments: AB288 College &amp; Career Access Pathways Partnership Agreements have been finalized with MPUSD and PGUSD</li> <li>● Dual Enrollment Coordinator has been hired in Student Services.</li> <li>● Summer borrowing strategy has been implemented.</li> <li>● Summer borrowing, late spring semester, marketing and increases to California Community Colleges have generated an approximate \$1.37 million increase to MPC's revenue.</li> <li>● Tentative budget for 2017-18 was balanced with no deficit spending or large transfers.</li> <li>● Budget approved by Board of Trustees on June 29, 2017.</li> </ul> <p><b>RECOMMENDATION HAS BEEN MET</b></p>
20	<p>In order to meet the Standard, the team recommends the College develop a funding plan and <b>set aside funds in each year's budget to fund the Other Post-Employment Benefits (OPEB) annual required contribution (ARC)</b> each year (Standard III.D.12)</p>	<p>President CBO Board</p>	<ul style="list-style-type: none"> <li>● The latest, required OPEB actuarial has been completed as of February 7, 2017. Funds have been identified to transfer to the OPEB trust.</li> <li>● The ARC will be included in budget development for 2017-18.</li> <li>● Transfer of the 2017-17 ARC (March 22, 2017 Board meeting)</li> </ul>

## Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Sept. 2017) (Blue font = Completed by Oct. 2017) (Red Font = RECOMMENDATION HAS BEEN MET)
			<b>RECOMMENDATION HAS BEEN MET</b>
21	<p>In order to meet the Standard, the team recommends the College <b>clarify Board, administrators, classified and faculty roles in the decision-making process</b> and routinely evaluate and monitor these roles.</p> <p>These roles are not distinctly <b>differentiated at faculty level between Academic Senate and the faculty bargaining unit's role</b> in participatory governance and labor relations. (Standard IV.A.6)</p>	Academic Senate Cabinet	<ul style="list-style-type: none"> <li>● New "Decision Making Process" (handbook) was adopted by the College in fall 2016 and is being implemented.</li> <li>● President's Advisory Group (PAG) was re-envisioned.</li> <li>● Planning, Research and Institutional Effectiveness (PRIE) committee has been formed and is meeting regularly.</li> <li>● Roles are now clarified at meetings - committees and groups - to educate the campus.</li> <li>● Senate retreat in Fall 2016 included discussions on roles and a focus on procedures/processes.</li> <li>● ASCCC visit in Fall 2016 – open session</li> </ul> <p>Regarding Roles:</p> <ul style="list-style-type: none"> <li>● Presentation of 10+1 at all campus Flex Days clarifies roles of Senate</li> <li>● Documentation clarifying the faculty roles between the Academic Senate and the faculty bargaining unit is still pending.</li> </ul>
22	<p>In order to meet the Standard, the team recommends that the College develop a <b>calendar to regularly evaluate its policies, procedures, and processes to assure their integrity and effectiveness</b> (Standard IV.A.7)</p>	PRIE	<ul style="list-style-type: none"> <li>● PRIE has identified initial tasks related to the development of a calendar/timeline for evaluation of policies, procedures, and processes. Work groups are being formed during the week of 4/17/17.</li> <li>● PRIE has developed a format for a planning and evaluation calendar that shows when major institutional plans and processes will be evaluated over the next 10 years. The calendar currently includes evaluation of scheduled evaluations of the effectiveness of processes.</li> <li>● A PRIE workgroup has developed a first draft of guidelines that can be used to evaluate the effectiveness of processes and procedures. The guidelines are intended to accompany the evaluation calendar, and the draft is on the agenda for discussion at the June PRIE Committee meeting (6/19/17). The PRIE Committee will test the guidelines using the recently finished Technology</li> </ul>

## Recommendations to Meet the Standard

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Sept. 2017) (Blue font = Completed by Oct. 2017) (Red Font = RECOMMENDATION HAS BEEN MET)
			Plan as a pilot for an evaluation of process effectiveness.

## Recommendations to Improve Quality

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Sept. 2017) (Blue font = Completed by Oct. 2017) (Red Font = RECOMMENDATION HAS BEEN MET)
6	In order to improve, the team recommends that the College develop more <b>intentional cycles of course assessment, strengthen the link between course and program assessment cycles, and reach greater levels of participation</b> in student learning outcomes assessment from all faculty. (Standard II.A.3)	LAC	<ul style="list-style-type: none"> <li>● The LAC is working on the program-level assessment module in TracDat in spring 2017.</li> <li>● Cycles of course assessment have been developed by the LAC, and approved by the Academic Senate, AAAG, and CAC.</li> <li>● The LAC provided TracDat training on course-level assessment to a large group of faculty in Spring Flex 2017.</li> <li>● Divisions invited the LAC in spring 2017 to conduct course-level assessment TracDat training.</li> <li>● The LAC has made presentations at AAAG and at the Academic Senate to improve understanding and increase participation.</li> <li>● The LAC is working with Divisions on how to assess courses that have multiple sections.</li> <li>● LAC is working with Divisions to map SLOs from the course-level to the program-level.</li> <li>● The LAC provided workshops and support during Flex in August 2017 for faculty to complete course level SLO assessment.</li> <li>● LAC members led all but two divisions through and centered around PLOs (i.e., student learning outcomes for degree and certificate programs) at Fall flex. As a result of the activity, LAC has identified over 40 degree &amp; certificate programs that appear ready for the initial cycle of PLO assessment.</li> </ul>
7	In order to improve, the team recommends that the College <b>use enrollment data to inform scheduling decisions and implement an enrollment management system to facilitate data usage.</b> (Standards II.A.6; II.A.10)	VPAA	<ul style="list-style-type: none"> <li>● EMS training was provided to Division Chairs and DOMS in December 2016.</li> <li>● EMS has been implemented and has been in use since January 2017.</li> <li>● EMS has been used to plan and finalize summer and fall 2017 schedules.</li> <li>● Data is EMS is being used by Division Chairs, Deans and the Office of Academic Affairs to make scheduling decisions for Summer 2017, Fall 2017 and Spring 2018 based on productivity, growth areas (Dual Admission, Dual Enrollment) and budget.</li> </ul> <p style="color: red; margin-top: 10px;"><b>RECOMMENDATION HAS BEEN MET.</b></p>
10	In order to improve, the team recommends that <b>all student services provided at the Marina Education Center be consistently scheduled</b>	VPSS	<ul style="list-style-type: none"> <li>● All Student Services at the Marina Education Center have been reviewed. A consistent schedule of services has been published on the MPC website.</li> </ul>

## Recommendations to Improve Quality

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Sept. 2017) (Blue font = Completed by Oct. 2017) (Red Font = RECOMMENDATION HAS BEEN MET)
	and published. (Standard II.C.3)		<ul style="list-style-type: none"> <li>● A "Student Services in Marina" web page has been added to the Marina website. The schedule for counseling, financial aid and assessment services is listed.</li> <li>● A staff member or a counselor offers to visit every class scheduled in Marina to promote services available for students.</li> <li>● A calendar of student services availability is regularly posted on the bulletin boards in each classroom and office on the Marina Center.</li> <li>● MPC Student Services Banners has been posted.</li> <li>● Dean of Student Services for Marina hired effective July 2017.</li> <li>● A Categorical Services Coordinator (bilingual) has been hired effective May 2017.</li> </ul> <p style="text-align: center;"><b>RECOMMENDATION HAS BEEN MET.</b></p>
11	In order to improve, the team recommends that the College obtain <b>accurate data on students receiving comprehensive and abbreviated student education plans and review the data</b> regularly to make appropriate action plans to increase Student Success. (Standard II.C.5)	VPSS  Office of Institutional Research	<p style="text-align: center;"><b>RECOMMENDATION HAS BEEN MET.</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Documentation of improvements will be provided.</li> <li>● Current reporting format identifies the number of students who have been directed to receive an education plan, whether or not they have a plan on file. This report will be further reviewed to identify students who do not have a comprehensive education plan in order to connect them with a counselor.</li> <li>● Working with IT to develop a standing report.</li> <li>● IT created a report identifying students without a comprehensive educational plan so that counselors can further assist them.</li> </ul> <p style="text-align: center;"><b>RECOMMENDATION HAS BEEN MET.</b></p>
12	In order to improve, the team recommends that the College <b>update its administrative hiring procedures.</b> (Standard III.A.3)	HR	<p style="text-align: center;"><b>RECOMMENDATION HAS BEEN MET.</b></p> <ul style="list-style-type: none"> <li>● Professional Personnel Leasing, Incorporated has been contracted with in June 2017 to research and revise the administrative hiring procedures.</li> <li>● Initial work has begun on the update to the Administrative hiring procedures.</li> </ul>

## Recommendations to Improve Quality

#	Recommendation Text	Lead Responsibility	Progress (Black font = Goal or Direction) (Green font = Completed by Sept. 2017) (Blue font = Completed by Oct. 2017) (Red Font = RECOMMENDATION HAS BEEN MET)
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Monterey Peninsula Community College District

Governing Board Agenda

October 25, 2017

President's Office
College Area

New Business Agenda Item No. B

Proposal:

That the Governing Board receives a presentation on the history of the Fort Ord Reuse Authority, the progress made to date towards the reuse of the lands on which the former Fort Ord military base was located, and options for the future.

Background:

In 1991, the closure of the Ford Ord military base in Northern Monterey County was announced. The Fort Ord Reuse Authority (FORA) was established in 1994 to facilitate the reuse of the lands on which the former Fort Ord military base was located, which consists of 45 square miles and covers over 28,000 acres. It was determined that three areas of focus were going to drive the use of this property: education, environment, and economic development.

MPC currently offers education at two sites on former Fort Ord land: the Education Center at Marina and the Public Safety Training Center in Seaside. MPC has plans to develop additional sites for public safety training on an area of the former Fort Ord known as Parker Flats and at the site formerly used to train for military operations in urban terrain (MOUT site).

Michael A. Houlemard, Jr., FORA's Executive Officer, will provide to the Board of Trustees a presentation that covers the establishment of FORA, the progress made to date towards the reuse of the base, and options for the future.

Budgetary Implications:

None.

Information: Fort Ord Reuse Authority Presentation

Recommended By: [Signature]
Dr. Walter Tribley, Superintendent/President

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

Agenda Approval: [Signature]
Dr. Walter Tribley, Superintendent/President



Monterey Peninsula Community College District

Governing Board Agenda

October 25, 2017

New Business Agenda Item No. C

Fiscal Services
College Area

Proposal:

That the Governing Board review and discuss the 2017-2018 Monthly Financial Report for the period ending, September 30, 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 2017-2018 Monthly Financial Report for the period ending September 30, 2017, be accepted.

Recommended By:

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

Prepared By:

Signature of Rosemary Barrios, Controller

Agenda Approval:

Signature of Dr. Walter Tribley, Superintendent/President

**Monterey Peninsula College**  
**Fiscal Year 2017-2018**  
**Financial and Budgetary Report**  
**September 30, 2017**

Enclosed please find attached the Summary of All Funds Report for the month-ending September 30, 2017 for your review and approval.

Operating Fund net revenue through September 30, 2017 is \$7,446,341 which is 14.3% of the operating budget for this fiscal year. Expenditures year-to-date total \$9,716,882 and Encumbrances of \$5,095,213 which together is 28.3% of the operating budget for this fiscal year, for a net difference of -\$7,365,754.

**Unrestricted General Fund**

**Revenue**

- September State Apportionment payment received of \$2,076,963.
- First Quarter Prop 30 Funds Education Protection Account (EPA) Apportionment received of \$1,250,201.
- Property taxes received of \$47,080.
- Other local revenues received include: enrollment fees, non-resident fees, transcripts, and other local and state revenues totaling: \$422,173.

**Expenditures**

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

**Self Insurance Fund**

- Self Insurance Fund (SIF) expenses are at 20.8% of budgeted expenditures.
- Revenues from the Unrestricted General Fund, Restricted General Fund, Child Development Fund, and Parking Fund to the Self Insurance Fund will be deposited into the SIF in October and reflected on the October Summary of All Funds Report.

**Building Fund**

- The Building Fund budget has been adjusted for additional work at the Marina Education Center, Social Science building and Infrastructure work.

**Fiduciary Funds**

- Fiduciary Funds are tracking close to budget.

**Cash Balance:**

The total cash balance for all funds is \$26,757,617 including bond cash of \$9,177,108 and \$17,580,509 for all other funds. Operating funds cash is \$13,580,339. Cash balance in the General Fund is at \$12,269,996 for the month-ending September 30, 2017.

# Monterey Peninsula Community College

Monthly Financial Report

September 30, 2017

## Summary of All Funds

<u>Funds</u>	Beginning Fund Balance	Revised Budgets 2017 - 2018		Ending Fund Balance	Year to Date Actual 2017 - 2018			% Actual to Budget		Cash Balance
	<u>07/01/17</u>	<u>Revenue</u>	<u>Expense</u>	<u>6/30/2018</u>	<u>Revenue</u>	<u>Expense</u>	<u>Encumbrances</u>	<u>Rev</u>	<u>Expense/ Enc.</u>	<u>9/30/2017</u>
General - Unrestricted	\$4,543,767	\$40,306,913	\$40,306,913	\$4,543,767	6,316,097	7,768,307	4,316,637	15.7%	30.0%	\$12,269,996
General - Restricted	0	10,456,521	10,456,521	0	945,923	1,690,483	656,068	9.0%	22.4%	0
Child Dev - Unrestricted	0	204,600	204,600	0	9,706	26,426	0	4.7%	12.9%	65,680
Child Dev - Restricted	0	429,737	429,737	0	0	80,698	52,383	0.0%	31.0%	0
Student Center	590,109	241,500	240,225	591,384	32,293	20,507	49,415	13.4%	29.1%	634,598
Parking	560,013	555,000	735,132	379,881	142,322	130,461	20,710	25.6%	20.6%	610,065
<b>Subtotal Operating F</b>	<b>\$5,693,889</b>	<b>\$52,194,271</b>	<b>\$52,373,128</b>	<b>\$5,515,032</b>	<b>\$7,446,341</b>	<b>\$9,716,882</b>	<b>\$5,095,213</b>	<b>14.3%</b>	<b>28.3%</b>	<b>\$13,580,339</b>
Self Insurance	2,547,905	7,786,867	7,385,138	2,949,634	81,877	1,496,507	39,695	1.1%	20.8%	711,658
Worker Comp	148,111	22,100	92,000	78,211	0	26,977	0	0.0%	29.3%	91,827
Other Post Employment	530,860	112,014	112,014	530,860	0	0	0	0.0%	0.0%	532,556
Capital Project	590,327	53,702	471,814	172,215	0	151,225	14,127	0.0%	35.0%	737,421
Building	9,537,578	120,000	702,987	8,954,591	188	365,661	337,326	0.2%	100.0%	9,177,108
Revenue Bond	22,534	20,900	20,900	22,534	0	20,600	300	0.0%	100.0%	2,151
Debt Service	200,604	1,000	0	201,604	0	0	0	0.0%	0.0%	201,235
Associated Student	211,320	80,000	80,000	211,320	28,822	9,869	0	36.0%	12.3%	267,513
Financial Aid	19,146	6,200,000	6,200,000	19,146	1,291,510	1,291,510	0	20.8%	20.8%	302,959
Scholarship & Loans	68,307	3,500,000	3,500,000	68,307	751,100	642,519	0	21.5%	18.4%	339,672
Trust Funds	348,636	2,135,000	2,135,000	348,636	394,261	403,457	0	18.5%	18.9%	788,367
Orr Estate	30,333	25,000	20,000	35,333	2,120	8,741	0	8.5%	43.7%	24,812
<b>Total all Funds</b>	<b>\$19,949,550</b>	<b>\$72,250,854</b>	<b>\$73,092,981</b>	<b>\$19,107,423</b>	<b>\$9,996,219</b>	<b>\$14,133,948</b>	<b>\$5,486,661</b>	<b>13.8%</b>	<b>19.3%</b>	<b>\$26,757,617</b>

# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

Board Meeting Date

Fiscal Services

College Area

New Business Agenda Item No. D

### Proposal:

That the Governing Board authorize the creation of a new bank account, Monterey Peninsula College Cal Grant Union Bank, for processing Cal Grant payments to MPC Students.

### Background:

A new bank account with Union Bank has been established for Cal Grant payments to MPC Students as part of their financial aid award. The district needs to have the Cal Grant funds deposited into an interest bearing checking account so interest can be returned to the state once a year. The Cal Grant funds need to be in a standalone account and not comingled with other funds.

The Board authorizes the Vice President for Administrative Services and Controller as the signatories on this account.

### Budgetary Implications:

None.

**Resolution:** **BE IT RESOLVED**, That the Governing Board authorize the creation of a new bank account, Monterey Peninsula College Cal Grant with Union Bank, for Cal Grant Payments made to MPC Students.

**BE IT FURTHER RESOLVED**, That Steven L. Crow, Vice President for Administrative Services; Rosemary Barrios, Controller; be authorized as signatories for the Monterey Peninsula College Cal Grant bank account, maintained by Monterey Peninsula College at Union Bank.

**Recommended By:**

  
\_\_\_\_\_  
Steven L. Crow, Ed. D., – Vice President for Administrative Services

**Prepared By:**

  
\_\_\_\_\_  
Rosemary Barrios – Controller

**Agenda Approval:**

  
\_\_\_\_\_  
Dr. Walter Tribley - Superintendent / President

# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

New Business Agenda Item No. E

Administrative Services

College Area

### Proposal:

That the Governing Board approve a three-year contract for professional auditing services for the fiscal years ending 2018, 2019, and 2020 with Vavrinek, Trine, Day & Company, LLP, Certified Public Accountants.

### Background:

Education Code Section 84040 requires that community colleges appoint an independent auditor to conduct an annual audit. Vavrinek, Trine, Day & Company (VTD) is currently providing auditing services for the District for both the District's financial statements and for the G.O. Bond financial statements. VTD was originally selected as the independent auditor based on their extensive experience in performing audits of community college districts and the staff has been pleased with their performance. The District paid \$55,800, \$57,600 and \$59,400 for auditing services of the District's financial statements for each of the fiscal years ending 2015, 2016, and 2017, respectively. VTD is proposing an annual fee of \$61,200, \$63,000 and \$64,800 for the years ended June 30, 2018, June 30, 2019 and June 30, 2020. Auditing services pertaining to the G.O. Bond financial statements is under a separate contract with VTD.

### Budgetary Implications:

Expenses for the auditing services are budgeted for.

**RESOLUTION: BE IT RESOLVED,** That the Governing Board approve a three-year contract for professional auditing services for the fiscal years ending 2018, 2019, and 2020 with Vavrinek, Trine, Day & Company, LLP, Certified Public Accountants.

Recommended By:

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

Prepared By:

  
Suzanne Ammons, Administrative Assistant

Agenda Approval:

  
Dr. Walter Tribley, Superintendent/President



August 4, 2017

Board of Trustees  
Monterey Peninsula Community College District  
980 Fremont Street  
Monterey, CA 93940-4799

We are pleased to confirm our understanding of the services we are to provide the Monterey Peninsula Community College District (the District) for the fiscal years ended June 30, 2018, 2019, and 2020. We will audit the financial statements of the business-type activities and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements of the District as of and for the year beginning July 1, 2017 and ending on June 30, 2020. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis.
- 2) Schedule of Other Postemployment Benefits (OPEB) Funding Progress.
- 3) Schedule of the District's Proportionate Share of the Net Pension Liability.
- 4) Schedule of District Contributions.

We have also been engaged to report on supplementary information other than RSI, including schedules required under the State Chancellor's Office *Contracted District Audit Guide* that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole.

- 1) Schedule of Expenditures of Federal Awards.
- 2) Schedule of Expenditures of State Awards.
- 3) Schedule of Workload Measures for State General Apportionment.
- 4) Reconciliation of *Education Code* Section 84362 (50 Percent Law) Calculation.
- 5) Proposition 30 Education Protection Act (EPA) Expenditure Report.
- 6) Reconciliation of Annual Financial and Budget Report with Audited Financial Statements.

### **Audit Objectives**

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with Federal statutes, regulations, and the terms and conditions of Federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).
- Compliance with laws and regulations in accordance with the California State Chancellor's Office *Contracted District Audit Guide*.
- Annual District audit of all funds, books and accounts completed in accordance with Education Code 84040.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.



Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Trustees of the District. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements or the Single Audit compliance opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If, during our audit, we become aware that the District is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

### **Management Responsibilities**

Management is responsible for the financial statements, schedule of expenditures of Federal awards, and all accompanying information, as well as all representations contained therein. Management is also responsible for identifying all Federal awards received and understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of Federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance. As part of the audit, we will assist with the preparation of your financial statements, schedule of expenditures of Federal awards, and related notes. These nonaudit services do not constitute an audit under *Government Auditing Standards*, and such services will not be conducted in accordance with *Government Auditing Standards*. You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of Federal awards, related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with the preparation of the financial statements, schedule of expenditures of Federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of Federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Management is responsible for (a) establishing and maintaining effective internal controls, including internal controls over compliance, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (b) following laws and regulations; (c) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (d) ensuring that management is reliable and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence.

Your responsibilities also include identifying significant vendor relationships in which the vendor has responsibility for program compliance and for the accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

You are responsible for the preparation of the schedule of expenditures of Federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of Federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of Federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of Federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of Federal awards no later than the date the schedule of expenditures of Federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for the presentation of the schedule of expenditures of Federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of Federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of Federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

#### **Audit Procedures - General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of Federal awards; Federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

#### **Audit Procedures - Internal Control**

Our audit will include obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major Federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

### **Audit Procedures - Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the District has complied with applicable Federal statutes, regulations, and the terms and conditions of Federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

### **Engagement Administration, Fees, and Other**

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. We will coordinate with you the electronic submission and certification. We will provide copies of our report for you to include with the reporting package you will submit to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditor's reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits.

The audit documentation for this engagement is the property of VAVRINEK, TRINE, DAY & CO., LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Chancellor's Office, the Federal Oversight Agencies, or its designee, a Federal agency providing direct or indirect funding, or the U.S. Government Accountability Office, for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of VAVRINEK, TRINE, DAY & CO., LLP personnel. We will provide to the District, the year-end journal entry adjustments needed for the GASB 34/35 format and other applicable GASB standards. We will also provide the District with the supporting documentation and detailed spreadsheets used in these calculations. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the District. If we are aware that a Federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Our firm has one non-CPA partner. While this individual is not anticipated to be assigned to your audit engagement, we will properly inform you of any services provided by this individual. Our non-CPA partner works in our Rancho Cucamonga Office and provides ancillary consulting services to our governmental clients.

We expect to begin our audit at a mutually agreeable time and to issue our reports no later than December 31, 2018. William Rauch, Jr. is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Board of Trustees  
Monterey Peninsula Community College District  
2018-2020 Engagement Letter  
August 4, 2017  
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To ensure that VAVRINEK, TRINE, DAY & CO., LLP's independence is not impaired under the AICPA Code of Professional Conduct, you agree to inform the engagement partner before entering into any substantive employment discussions with any of our personnel.

Based upon audit requirements known at this time, our audit fee is \$61,200 for the year ended June 30, 2018; \$63,000 for the year ended June 30, 2019; and \$64,800 for the year ended June 30, 2020. Our fee for these services will be at our standard hourly rates, which vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our fee is inclusive of all sundry costs associated with the audit including travel, processing, and other costs. Our invoices for this fee will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate based on the proposed hourly rates as listed in Attachment A before we incur the additional costs.

If a dispute arises among the parties hereto, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Commercial Mediation Rules before reporting to litigation. The costs of any mediation proceedings shall be shared equally by all parties. The District and Auditors both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the rules of the American Arbitration Association. Such arbitration will be binding and final. In agreeing to arbitration, we both acknowledge that, in the event of dispute over fees, each of us is giving up the right to have the dispute decided in a court of law before a judge or jury and instead we are accepting the use of arbitration for resolution.

*Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any letter of comment, and subsequent peer review reports and letters of comment received during the period of the contract. Our 2014 peer review has been issued and is included with this letter.

We appreciate the opportunity to be of service to the Monterey Peninsula Community College District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



William Rauch, Jr.  
of VAVRINEK, TRINE, DAY & Co., LLP

WR/rd  
Enclosures  
170710

Board of Trustees  
Monterey Peninsula Community College District  
2018-2020 Engagement Letter  
August 4, 2017  
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**RESPONSE:**

This letter correctly sets forth the understanding of the Monterey Peninsula Community College District.

Management Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

# YANARI WATSON MCGAUGHEY P.C.

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DALE M. YANARI (1947-2004) ♦ RANDY S. WATSON ♦ G. LANCE MCGAUGHEY ♦ DON W. GRUENLIER  
FINANCIAL CONSULTANTS/CERTIFIED PUBLIC ACCOUNTANTS

## System Review Report

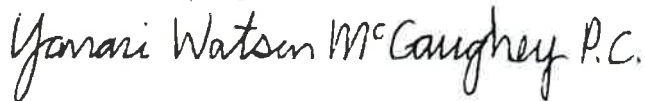
May 22, 2015

To the Partners of  
Vavrinek, Trine, Day & Co., LLP  
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Vavrinek, Trine, Day & Co., LLP (the firm) applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended December 31, 2014. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary).

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards*; audits of employee benefit plans and audits performed under FDICIA.

In our opinion, the system of quality control for the accounting and auditing practice of Vavrinek, Trine, Day & Co., LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended December 31, 2014, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Vavrinek, Trine, Day & Co., LLP has received a peer review rating of *pass*.



Yanari Watson McGaughey P.C.

9250 EAST COSTILLA AVENUE, SUITE 450  
GREENWOOD VILLAGE, COLORADO 80112-3647  
(303) 792-3020  
FAX (303) 792-5153

web site: [www.ywmcpa.com](http://www.ywmcpa.com)



# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

New Business Agenda Item No. F

Student Services  
Office

### Proposal:

That the Governing Board approve the amended contract with the California State Preschool Program (CSPP-7313), Project Number 27-6610-00-7, between the California Department of Education and Monterey Peninsula College District.

### Background:

This agreement with the State of California dated July 01, 2017 designated as number CSPP-7313 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 \$528,121.00 and inserting \$596,915.00 in place thereof. The 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 \$38.69 and inserting the Blended Rate of \$43.73 in place thereof.

The Services Requirements are the following:

- Minimum Child Days of Enrollment (CDE) Requirement 13, 650.0 (No change)
- Minimum Days of Operation (MDO) Requirement 165 (No change)

### Budgetary Implications:

Monterey Peninsula Community College District's maximum reimbursement amount is \$596,915.00.

### Resolution:

**BE IT RESOLVED**, that the Governing Board approves the Child Development Services Agreement (CSPP-7313) between the California Department of Education and Monterey Peninsula College.

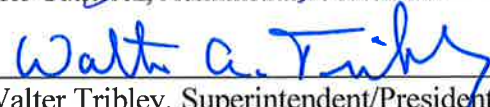
Recommended By:

  
\_\_\_\_\_  
Laurence Walker, Interim 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. 17 - 18**

**Amendment 01**

DATE: July 01, 2017

**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

CONTRACT NUMBER: CSPP-7313

Budget Act/Rate Increase

PROGRAM TYPE: CALIFORNIA STATE  
PRESCHOOL PROGRAM

PROJECT NUMBER: 27-6610-00-7

**CONTRACTOR'S NAME:** MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT

This agreement with the State of California dated July 01, 2017 designated as number CSPP-7313 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 \$528,121.00 and inserting \$596,915.00 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 \$38.69 and inserting \$43.73 in place thereof.

**SERVICE REQUIREMENTS**

The minimum Child Days of Enrollment (CDE) Requirement shall be 13,650.0. (No change)

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.

<b>STATE OF CALIFORNIA</b>				<b>CONTRACTOR</b>			
BY (AUTHORIZED SIGNATURE)				BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING <b>VALARIE BLISS,</b>				PRINTED NAME AND TITLE OF PERSON SIGNING <b>Dr. Steve Crow, Vice President of Administrative Svcs</b>			
TITLE <b>CONTRACT MANAGER</b>				ADDRESS <b>980 Fremont St, Monterey, CA 93940</b>			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ <b>68,794</b>	PROGRAM/CATEGORY (CODE AND TITLE) <b>Child Development Programs</b>			FUND TITLE <b>General</b>			Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT <b>528,121</b>	(OPTIONAL USE) 0656 <b>23038-6610</b>						
TOTAL AMOUNT ENCUMBERED TO DATE \$ <b>596,915</b>	ITEM 30.10.010. <b>6100-196-0001</b>	CHAPTER <b>B/A</b>	STATUTE <b>2017</b>	FISCAL YEAR <b>2017-2018</b>			
OBJECT OF EXPENDITURE (CODE AND TITLE) <b>702 SACS: Res-6105 Rev-8590</b>							
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

October 25, 2017

New Business Agenda Item No. G

Student Services  
College Area

### Proposal:

That the Governing Board reviews the 2017-2019 Monterey Peninsula College Integrated Basic Skills Initiative (BSI)/Student Equity (SE)/Student Success and Support Plan (SSSP). The integrated BSI/Student Equity/SSSP Program model promotes integrated planning and program coordination at the district level and college levels between these three programs.

### Background:

In Fall 2016, the Chancellor's Office notified the colleges that they were working on developing an integrated plan for the Basic Skills Initiative, the Student Equity program, and the Student Success and Support Program. In February 2017, the Chancellor's Office released the Integrated Budget Plan and the Integrated BSI/SE/SSSP Plan template.


The Integrated Plan reports on the goals and activities outlined in the 2015-2016 BSI, Student Equity, and 3SP plans. During Summer 2017 a team drafted responses to the questions in the plan. This draft was reviewed and edited by the BSI Committee and the Student Success Committee. The Integrated Plan, aligns with the college's Education Master Plan and IEPI goals, connects directly to the CCCCO's Vision for Success, and outlines upcoming goals and activities that can be supported through BSI, Student Equity, and 3SP to increase student success rates.

### Budgetary Implications:

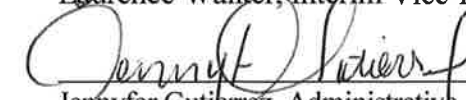
None.

**INFORMATION:** 2017-2019 Monterey Peninsula College Integrated Plan – Basic Skills Initiative, Student Equity, and Student Success and Support Program.

Recommended By:

  
\_\_\_\_\_  
Laurence Walker, Interim 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



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: **December 15, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

#### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 15, 2017. A separate plan must be submitted for each college in the district.

#### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. **Assess your college’s previous program efforts:**
  - a. **In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

Goal	Progress
<p><b>Student Equity Access Goal:</b> Enhance outreach and develop policies and procedures to support and facilitate access for low income, white, and individuals with disabilities.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula service area. Identified targets were to decrease the gap for low-income students by 1%, for white students by 1%, and for individuals with disabilities by 2% by 2019.</p>	<p>For the Access indicator, colleges are asked to compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served. One of the challenges with this metric is that the labels that are used to identify different student populations are different from the labels used to identify population groups in the community. For example, in the case of race/ethnicity, the CCCC MIS unit includes "Filipino" and "Unknown" groups. The source for community population data--the U.S. Census Bureau--includes neither "Filipino" nor "Unknown" but does include "Some other race." Thus, comparing student population data to community data is an "apples to oranges" comparison.</p> <p>The percentage point gap for the white student population has increased between our 2014/2015 cohort and our Fall 2016 cohort. Data sources for an analysis of our service area community demographics based off of gender, foster youth status, disability status, and veterans status were unavailable at the time that our analysis was conducted.</p> <p>Our efforts to increase access to the college included the following activities:</p> <ul style="list-style-type: none"> <li>• Several departments at the college have assigned staff to conduct outreach activities</li> <li>• The addition of a Categorical Services Coordinator at the Monterey campus focused on outreach and orientation has allowed for collaborative outreach efforts and calendaring across campus.</li> <li>• Monterey Peninsula College has added a</li> </ul>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>Categorical Services Coordinator position at the Marina Education Center (MEC) with a focus on outreach and recruitment for the MEC. The MEC serves as a more convenient location for residents in the northern portion of the Monterey Peninsula, home to the majority of the area's low-income households</p> <ul style="list-style-type: none"><li>• Promotion of the college at community events, including the Monterey County Fair, local city parades, Boys &amp; Girls club, high school college fairs, Rancho Cielo, CalWORKS Employment Services (CWES) Celebration of Services, SELPA Community Resource Fair</li><li>• Identification of best practices for outreach and recruitment</li><li>• Increased outreach efforts to low income students at service area high schools and community agencies</li><li>• Development of outreach and marketing materials</li><li>• Collaboration with foundations and community organizations that support foster youth</li><li>• Development of a pre-college outreach program for foster youth</li><li>• Development of a Student Ambassador program</li><li>• Development of an open house/Welcome day event, Join the Pack!</li><li>• Development of a virtual/self-guided campus tour</li><li>• Tours and presentations for community groups - including high schools, migrant youth, ROP, adult school students, GEAR UP,</li><li>• Financial Aid and Cash for College workshops</li><li>• Registration events to assist students with registering for courses</li><li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success</li></ul>
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<ul style="list-style-type: none"> <li>○ Webinar: What the Best Recruiters Do: The Art of Selling Your College</li> <li>○ Dual Enrollment Workshops</li> </ul>
<p><b>Student Equity Completion Goal #1:</b> Increase the course completion rates for foster youth, American Indian/Alaskan Native, Black/African American, Native Hawaiian/Pacific Islander, low income, and Hispanic/Latino students.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. Identified targets were to decrease the gap in completion rates for Black/African American students by 2%, for Hispanic/Latino students by 1%, for Native Hawaiian/Pacific Islander students by 2%, for low-income students by 1%, and for foster youth by 2% by 2019.</p>	<p>As of Fall 2016, we met our targeted goals for the Native Hawaiian/Pacific Islander student population which saw the percentage point gap decrease by 6.6 percentage points, for our low income students which saw the percentage point gap drop by 4.04 percentage points, for the American Indian/Alaska Native student population which saw a percentage point gap decrease of 10.74 percentage points, and for foster youth which saw the percentage point gap drop by 2.52 percentage points. The gaps for the first three population groups above are now at a threshold that does not indicate a possible disproportionate impact. At the same time, there was a 1.69% increase in the percentage point gaps for our Black/African American student and a 1.64% increase in the percentage point gap for our Hispanic/Latino student populations.</p> <p>Our efforts to increase general course completion have included the following activities:</p> <ul style="list-style-type: none"> <li>● Increased counseling support in programs that serve these population groups to assist students with developing their education plans and to provide a source of support and referral when students are struggling</li> <li>● Expanded and increased the support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li> <li>● Increased and broadened tutorial support available for students, including support in existing tutorial centers such as the Math Learning Center and the TRIO Learning Center and creation of a new STEM Cel tutorial support</li> <li>● Academic support kits to students so that they can have the materials (paper, pencil, pen, backpack, etc.) to begin the semester better prepared</li> <li>● Expansion of on campus Student Success Workshops focus on topics that support</li> </ul>





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	<p>stronger student skills (ex. Time management, note taking, test anxiety, goal setting) to include online workshop availability for students unable to attend in person workshops</p> <ul style="list-style-type: none"> <li>• Development of a first year experience program with a summer bridge component</li> <li>• Kognito training for faculty, staff, and students on recognizing signs of psychological distress and connect them to appropriate services</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Umoja Conference</li> <li>○ Great Teachers Seminar</li> <li>○ Expanding Equity Discussion Series</li> <li>○ On Course Training</li> <li>○ A2Mend Conference</li> </ul> </li> </ul>
<p><b>Student Equity Completion Goal #2:</b> Reduce the number of African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, more than one race, low income, and individuals with disabilities students who are an academic/progress (financial aid) probation and/or dismissal.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. Specific targets for decreases in probation and dismissal rates were not identified in our 2015-2016 Student Equity Plan. Instead, we identified the above mentioned targets for decreasing gaps in overall</p>	<p>As of Fall 2016, there were percentage point gap decreases in academic/progress probation and dismissal rates for our Native Hawaiian/Pacific Islander students which dropped by 2.58 percentage points, for students who identify as more than one race with a percentage point gap drop of 3.69 percentage points, and for our low income students which saw the percentage point gap drop by 4.76 percentage points. At the same time there was a 3.88% gap increase for African American students, a 0.07% gap increase for Hispanic/Latino students.</p> <p>Our efforts to increase general course completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• The college has increased counseling support to students and provided a series of “On Track” probation workshops to</li> <li>• Expansion of on campus Student Success Workshops focus on topics that support stronger student skills (ex. Time management, note taking, test anxiety, goal setting) to include online workshop availability for students unable to attend in person workshops</li> <li>• Expanded and increased the support for book vouchers, campus lending libraries, and books on reserve Library so that students have</li> </ul>



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<p>course completion rates as a decrease in probation rates should also impact course completion rates.</p>	<p>greater access to textbooks in a timely fashion</p> <ul style="list-style-type: none"> <li>• Kognito training for faculty, staff, and students on recognizing signs of psychological distress and connect them to appropriate services</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Umoja Conference</li> <li>○ Great Teachers Seminar</li> <li>○ A2Mend Conference</li> <li>○ On Course Training</li> </ul> </li> </ul>
<p><b>Student Equity Basic Skills Completion Goal #1:</b> Increase the completion rate for low income students taking English as a Second Language courses.</p> <p>The 2015-2016 Student Equity Plan targeted this population group as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. The targeted goal was to eliminate the gap for this population group by 2019.</p>	<p>As of Fall 2016, there was a percentage point decrease of 0.2 percentage points for English as a Second Language students that are also low income.</p> <p>Our efforts to increase basic skills English as a Second Language course completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Hiring additional staff to provide follow up support to students, keeping them connected and engaged with staff on campus.</li> <li>• Implement targeted support in collaboration with the English as a Second Language Department that provides increased and focused support for our English language learners.</li> <li>• Increased and targeted counseling support</li> <li>• Classroom visits and presentations</li> <li>• Bus passes</li> <li>• Child care grants</li> <li>• Increased support for books on reserve in the Library so that students have greater access to textbooks in a timely fashion, including sets of books that are available for semester length checkout</li> <li>• Laptop lending library so that students who do not have access to computers at home can check a machine out for the duration of the term and work on their coursework from home</li> <li>• Summer bridge program for English language learners</li> </ul>



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	<ul style="list-style-type: none"> <li>• Increased outreach at service area high schools with English as a Second Language programs</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ On Course National Seminar</li> <li>○ California Acceleration Project Workshop</li> <li>○ Reading Apprenticeship</li> </ul> </li> </ul>
<p><b>Student Equity Basic Skills Completion Goal #2:</b>          Increase the completion rate for individuals with disabilities, African American, and Hispanic/Latino students taking basic skills English courses.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. The targeted goal was to eliminate the gap for this population group by 2019.</p>	<p>As of Fall 2016, there is a percentage point decrease of 8.1 percentage points for individuals with disabilities that places them below the threshold that indicated a possible disproportionate impact and the gap for African American students has been eliminated. At the same time, there was an increase of 4.5% in the gap for Hispanic/Latino students.</p> <p>Our efforts to increase basic skills English course completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Presentations in the classrooms to inform students about available services and resources</li> <li>• Increased counseling support throughout the year, with a particular emphasis to providing and enhancing counseling support during the Early Spring and Summer terms</li> <li>• Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li> <li>• Academic support kits to students so that they can have the materials (paper, pencil, pen, backpack, etc.) to begin the semester better prepared</li> <li>• Implementation of an English acceleration pilot course that allows students to move up one level in the English sequence with additional support offered through a corequisite support course</li> <li>• Development of a Writer’s Workshop series for high school seniors to review tips for high</li> </ul>



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	<p>stakes writing tests, to provide individual feedback on “on demand” writing, and to increase placement results on the writing portion of the English Assessment</p> <ul style="list-style-type: none"> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ California Acceleration Project Workshops</li> <li>○ Reading Apprenticeships</li> <li>○ Innovative Educators Online Workshops</li> <li>○ On Course National Session</li> </ul> </li> </ul>
<p><b>Student Equity Basic Skills Completion Goal #3:</b> Increase the completion rates for white students taking basic skills math courses.</p> <p>The 2015-2016 Student Equity Plan targeted this population group as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus wide average. The targeted goal was to eliminate the gap for this population group by 2019.</p>	<p>As of Fall 2016, the gap for white students has been eliminated.</p> <p>Our efforts to increase basic skills math course completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li> <li>• Increased and broadened tutorial support available for students, including support in existing tutorial centers such as the Math Learning Center and the TRIO Learning Center and creation of a new STEM Cel tutorial support</li> <li>• Expansion of the SCORE+ Summer Bridge program: an intensive math and counseling support program that allows acceleration through the math sequence</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Great Teachers Seminar</li> <li>○ Innovative Educators Online Training</li> <li>○ Webinar: Early Alert and Student Retention</li> </ul> </li> </ul>
<p><b>Student Equity Degree/Certificate Completion Goal #1:</b></p>	<p>As of Fall 2016, there a percentage point decrease of 1.16 percentage points Hispanic/Latino students that places them below the threshold that indicates a possible disproportionate impact. At the time that the</p>



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<p>Increase the degree and certificate completion rates for Hispanic/Latino students and students who identify as some other race.</p> <p>The 2015-2016 Student Equity Plan targeted this population group as they showed significant percentage point gaps when compared to the Monterey Peninsula College campus average. Identified targets were to decrease the gap in completion rates for Hispanic/Latino students by 2% by 2019.</p>	<p>Fall 2016 data was analyzed, data regarding students that identify as some other race was unavailable.</p> <p>Our efforts to increase degree and certificate completion rates have included the following activities:</p> <ul style="list-style-type: none"><li>• Increased counseling support throughout the year, with a particular emphasis to providing and enhancing counseling support during the Early Spring and Summer terms</li><li>• Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li><li>• Expansion of the SCORE+ summer bridge program, which provides counseling support and acceleration for progression through the math sequence.</li><li>• English, English as a Second Language, and Math Departments attended California Acceleration Project conferences, hosted Dr. Katie Hern at MPC for an interdisciplinary workshop on acceleration, and have implemented acceleration courses (a pilot corequisite course for English students and a Pre-Stats course pathway for math students) to allow students to reduce the number of courses required to obtain college ready level in coursework</li><li>• English as a Second Language and Math Departments piloted supplemental instruction in courses at the Marina campus and then expanded to include courses offered at the Monterey campus</li><li>• Development of a monthly Campus Connections series that provides an opportunity for students to meet, connect, and develop relationships with MPC staff, students, alumni, and community members</li><li>• Implementation of a “How to Choose a Major” workshop</li><li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success</li></ul>
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	<ul style="list-style-type: none"> <li>○ PCC Pathways Symposium</li> <li>○ Webinar: Growth Mindset Matters: Incorporating Grit, Resilience &amp; Self-Efficacy in your FYE Program</li> <li>○ On Course Training</li> </ul>
<p><b>Student Equity Degree/Certificate Completion Goal #2:</b> Continue to provide support and activities to populations whose data were suppressed due to low numbers and who were identified in the 2014-2015 Student Equity Plan: Foster Youth, Veterans, and Individuals with Disabilities.</p> <p>The data for these population groups were suppressed since the population groups were so small that the data was not reliable indicators. While specific target numbers were not identified, we continued efforts so as to ensure degree/certificate completion for these population groups.</p>	<p>As of Fall 2016, there do not appear to be any possible disproportionate impacts in degree and certificate completion rates for individuals with disabilities, low-income students, or veteran students. The population size for foster youth continued to be too small to provide significant data and that data were suppressed.</p> <p>Our efforts to increase degree and certificate completion rates have included the following activities:</p> <ul style="list-style-type: none"> <li>● Increased counseling support throughout the year, with a particular emphasis to providing and enhancing counseling support during the Early Spring and Summer terms</li> <li>● Expanded and increased support for book vouchers, campus lending libraries, and books on reserve Library so that students have greater access to textbooks in a timely fashion</li> <li>● Academic support kits to students so that they can have the materials (paper, pencil, pen, backpack, etc.) to begin the semester better prepared</li> <li>● The Veterans Resource Center implemented a Boots to Books program that offers a series of workshops to veterans to help them transition from service member to student</li> <li>● Provide counseling support available in the Veterans Resource Center</li> <li>● Kognito Training for faculty and staff on supporting veterans by building military cultural competency</li> <li>● Kognito Training for veteran students on supporting other veterans transition to college life</li> <li>● Implemented an orientation for veterans students that provides an overview of the VA certification process and requirements and</li> </ul>



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	<p>identifies campus and community resources for veterans.</p> <ul style="list-style-type: none"> <li>• Increased counseling support in the EOPS office for former foster youth</li> <li>• Our Foster Youth liaison partnered with the Monterey County Foster Youth Services Advisory Council to connect with and provide increased support resources for our former foster youth students.</li> <li>• Scholarship awards for foster youth</li> <li>• Developed a better process for identifying foster youth and streamlined the verification process with the Department of Social Services to better provide support</li> <li>• Implementation of a “How to Choose a Major” workshop</li> <li>• Recruitment to Completion Committee and <u>Redesigning America’s Community Colleges</u> (Bailey, Jaggars, &amp; Jenkins)</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Webinar: How to Design a Community College First-Year Course that Fosters Persistence and Success</li> <li>○ Webinar: Retention Modeling, Using Data to Customize Interventions</li> <li>○ IEPI Pathways Training Workshop</li> <li>○ Career Pathway Workshops</li> </ul> </li> </ul>
<p><b>Student Equity Transfer Goal #1:</b>          Increase the transfer rate for individuals with disabilities, African American, some other race, and low income students by 2% each.</p> <p>The 2015-2016 Student Equity Plan targeted these population groups as they showed significant percentage point gaps when compared to the Monterey Peninsula Community.</p>	<p>As of Fall 2016, an elimination of the gap for African American students and a percentage point decrease of 2.07 percentage points for low income students which places them below the threshold that indicates a possible disproportionate impact. At the same time, there was a 2.19% increase in the percentage point gap for students with disabilities. At the time the data was analyzed, there was not data available for the population of students who identify as some other race.</p> <p>Our efforts to increase transfer rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Increased promotion of the services available</li> </ul>



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	<p>in the Career/Transfer Resource Center</p> <ul style="list-style-type: none"> <li>• Expansion of a workshop series focused on transfer to include general transfer information and enhancements in the transfer application workshop</li> <li>• Visits and tours of nearby baccalaureate institutions and also</li> <li>• Tours of HBCU college campuses</li> <li>• Trips to college fairs</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ ETS Conference</li> <li>○ UC/CSU Conference</li> <li>○ Recruitment to Completion Committee and <u>Redesigning America's Community Colleges</u> (Bailey, Jaggars, and Jenkins)</li> </ul> </li> </ul>
<p><b>Student Equity Transfer Goal #2:</b> Continue to provide activities to increase the transfer rate for students for whom the data were suppressed or non-existent.</p> <p>The data in the 2015-2016 Student Equity Plan was suppressed for the American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Unknown gender population groups since the population groups were so small that the data were not reliable indicators. While specific target numbers were not identified, we continued efforts so as to ensure transfer for these population groups.</p>	<p>As of Fall 2016, the population sizes for these groups continued to be too small to provide significant data and the data were suppressed.</p> <p>Our efforts to increase transfer rates have included the following activities:</p> <ul style="list-style-type: none"> <li>• Promotion of the services and resources available in the Career/Transfer Resource Center</li> <li>• Increased numbers and variety of representatives from baccalaureate institutions that come to the colleges to speak with students.</li> <li>• Introduction of a workshop series focused on transfer.</li> <li>• Tours to baccalaureate institutions for students to visit the campuses and learn more about the options available</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ ETS Conference</li> <li>○ UC/CSU Conference</li> <li>○ Umoja Conference</li> </ul> </li> </ul>





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<p><b>Student Success and Support Program Goal #1:</b> Develop probation workshop for students on academic or progress probation level 1</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• Establishing a set on “On Track” workshops for students (available in a monthly workshop and online) for students on Probation Level 1 that details how they got on probation and then discusses tips and actions they can take to move off of probation</li> <li>• Development of and referral to online Student Success Workshop series</li> <li>• Several special programs have developed a series of Student Success Workshops to help student develop and refine the skills and tools necessary to succeed</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ On Course Training</li> <li>○ Innovative Educators online and on demand webinars</li> </ul> </li> </ul>
<p><b>Student Success and Support Program Goal #2:</b> Establish a noncredit SSSP support team</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• Hiring of a counselor and English as a Second Language follow up support staff specific to English as a Second Language (ENSL) students that partners with the ENSL Department to provide additional support and resources to English language learners</li> <li>• Development of a noncredit orientation and schedule building workshop</li> <li>• Follow Up support hours available in the ENSL Office located near the ENSL lab</li> </ul>
<p><b>Student Success and Support Program Goal #3:</b> Enhance online/virtual counseling support</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• Introduction of Cranium Café, an online counseling system that allows for a more interactive counseling support for students who are not able to visit a counselor on any of the college campuses</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Cranium Café Training</li> </ul> </li> </ul>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p><b>Basic Skills Initiative Goal #1:</b> Expand tutoring services to Distance Education students</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• During the summer of 2015 BSI provided on-line tutoring services via audio/video 1:1 sessions to basic skills math students (Math 263 and below). This program provided support for students who did not previously have access.</li> <li>• Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Reading Apprenticeship</li> <li>○ TutorLingo online training</li> </ul> </li> <li>• The English and Study Skills Center has implemented on-line tutoring for the English course that is one level below college level.</li> </ul>
<p><b>Basic Skills Initiative Goal #2:</b> Extend Supplemental Instruction/Embedded Tutoring</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>• The Supplemental Instruction (SI)/Embedded Tutor Pilot Project began in December 2015 as an academic assistance program designed to increase student performance and retention for Basic Skills students at the Marina Campus.</li> <li>• SI provided regularly scheduled, out-of-class, peer facilitated study sessions.             <ul style="list-style-type: none"> <li>○ The tutors attended all scheduled classes, taking notes and modeling effective student behavior.</li> <li>○ Tutors conducted weekly study sessions at pre-arranged times to reinforce class content and provide appropriate study strategies.</li> <li>○ Student attendance was voluntary and not linked to course grade.</li> <li>○ There were three SI tutors who supported three math classes during Spring 2016.</li> </ul> </li> <li>• The Embedded Tutor program provided tutors in classrooms to assist the instructor during break out groups or to provide one-to-one practice to assist students who may have needed extra attention while learning the subject matter.</li> </ul>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<ul style="list-style-type: none"> <li>○ These tutors did not meet with the students at any other time outside of the classroom and only provided tutoring during the specific class period.</li> <li>○ There were two embedded tutors who supported two ENSL classes during Spring 2016.</li> <li>● Expanded the SI/Embedded tutor program to include offering SI/Embedded tutoring at the Monterey campus</li> <li>● Participation and attendance at a variety of professional development trainings that provide support for increasing student success             <ul style="list-style-type: none"> <li>○ Reading Apprenticeship</li> <li>○ Innovative Educators on demand and online webinars</li> </ul> </li> </ul>
<p><b>Basic Skills Initiative Goal #3:</b> Provide acceleration in Math for incoming MPC students.</p>	<p>Our efforts to meet this goal included the following activities:</p> <ul style="list-style-type: none"> <li>● The SCORE+ program began as a counseling/math intensive two-week summer bridge program during Summer 2015 for new/incoming MPC students who assessed into the Math 351 level.             <ul style="list-style-type: none"> <li>○ During the two-week program, the students were provided intensive counseling instruction and an intensive review of math material from the Math 351 (Pre-Algebra) course.</li> <li>○ The students were provided a challenge exam to possibly advance to the next level in the math sequence (Math 261 - Beginning Algebra).</li> <li>○ Of the original 22 participants in the two-week program, 14 students were able to advance from Math 351 and into the Math 261 level.</li> </ul> </li> </ul> <p>The SCORE+ program was expanded in Summer 2016 to allow acceleration for two course levels, continuing with intensive training for students who placed into Math 351 and adding a section for students who placed into Math 261.</p>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<ul style="list-style-type: none"> <li>Participation and attendance at a variety of professional development trainings that provide support for increasing student success (Should we list specific trainings?)</li> </ul>
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**b. What do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)**

We attribute our overall success to the ability to increase staffing and available support for students. Program funds allowed increases in counseling staff size and hours of availability, providing greater support and tracking of students. Additional tutors and tutorial support, including increased staffing in the Math Learning Center during the summer and increased tutorial support for STEM courses, aided student learning. Funds also provided the opportunity for personnel to implement new programs, including a first year experience program and several summer bridge programs, and for the development of subject matter tip and resource worksheets for student use.

**c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)**

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Example:</i>			
<i>Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>  <i>Redesign the dev. ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i>  <i>Redesign the dev. ed. Sequence</i>
Increase completion and advancement through intensive counseling instruction and	<ul style="list-style-type: none"> <li>Provided assessment and counseling for students who assessed into Math 351 and Math 261.</li> </ul>	<ul style="list-style-type: none"> <li>Provided assessment and counseling for students who assessed into Math 351 and Math 261.</li> </ul>	<ul style="list-style-type: none"> <li>Bridge program provided assessment and counseling for students who assessed into Math 351.</li> </ul>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

intensive math review.	<ul style="list-style-type: none"> <li>• Provided extended orientations for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive counseling instruction and intense review of Math to prepare students for challenge exam.</li> <li>• Provided summer bridge program for intensive math review.</li> </ul>	<ul style="list-style-type: none"> <li>• Through intensive counseling instruction and intense review of Math, students were provided the opportunity to take the challenge exam to advance to the next level in the Math sequence.</li> </ul>
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**2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.**

The college’s SCORE+ Summer Bridge program - a partnership between the EOPS Program, the Math Department, BSI, Student Success and Support Program, and Student Equity - is one activity that has resulted in significant gains in student completion and is closing achievement gaps. SCORE+ is a two week program that assists incoming and current MPC students who assess into Pre-Algebra or Beginning Algebra transition and find success in their academic careers. Students participate in Math preparation activities combined with intrusive counseling support workshops that familiarize and acclimate them to the MPC learning environment and provides knowledge about the resources available for their educational and personal growth and success. This program allows students to move more quickly through the math sequence through intense instruction and successful completion of a Math Challenge Exam. The SCORE+ program has run for three years with the following results:

Year 1 (2015)		
Total Participants	22	
Students who completed the program	21*	* One student missed the final two days of the program due to work obligations
Students who moved one level up in Math placement	14	* Student that missed the last two days, was able to move up one level in course placement
Students who remained in the same level math course	8	



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Year 2 (2016)		
Total Participants	28	15 – Math 261 Cohort 13 – Math 351 Cohort
Students who completed the program	24	1 withdrawal – Math 261 Cohort 3 dropped for excessive absences – Math 351 Cohort
Students who moved one level up in Math placement	10	5 – Math 261 Cohort 5 – Math 351 Cohort
Students who remained in the same level math course	14	9 – Math 261 Cohort 5 – Math 351 Cohort
Year 3 (2017)		
Total Participants	37	16 – Math 261 Cohort 21 – Math 351 Cohort
Students who completed the program	32	1 withdrawal from the program, 2 did not participate in the final day and challenge exam – Math 261 Cohort  1 did not complete due to conflicting commitment, 1 did not participate in the final day and challenge exam – Math 351 Cohort
Students who moved one level up in Math placement	17	7 – Math 261 Cohort 10 – Math 351 Cohort
Students who remained in the same level math course	20	9 – Math 261 Cohort 11 – Math 351 Cohort

### FUTURE PLANS

*Questions 3-8 address the 2017-19 planning cycle.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
  - Closing achievement gaps for disproportionately impacted groups.
  - Improving success rates in degree attainment, certificate attainment, and



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

transfer.

- Improved identification of and support for students at-risk for academic or progress probation.
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/ workshops</i>	<i>Provide extended orientation and assessment prep courses /workshops  Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. Ed. sequence</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
Increase access to the college for high school students	<ul style="list-style-type: none"> <li>• Enhance collaboration with high schools</li> <li>• Develop a comprehensive plan to coordinate outreach activities</li> <li>• Develop outreach materials and marketing efforts</li> <li>• Outreach, presentations, and information sessions in the District's service area</li> <li>• Develop outreach activities and materials targeted toward Dreamer students, individuals with disabilities, former foster youth, and low-income students</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance collaboration with high schools</li> <li>• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan (listed in section 1a of this plan, pages 3-14)</li> <li>• Develop a comprehensive plan to coordinate outreach activities</li> <li>• Develop outreach materials and marketing efforts</li> <li>• Develop outreach activities and materials targeted toward Dreamer students, individuals with disabilities, former foster youth, and low-income students</li> <li>• Outreach, presentations and</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance collaboration with high schools</li> <li>• Develop strategies to increase ESL offerings linked to workforce programs and certificates</li> <li>• Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment</li> <li>• Establish baseline data and information to measure progress toward interventions</li> <li>• Improve data collection tools and provide</li> </ul>	<input checked="" type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<ul style="list-style-type: none"> <li>• Assessment on the high school campuses</li> <li>• Schedule Building Workshops for high school students on Join the Pack! Day</li> <li>• Registration Events on the campuses and at local high schools during evening hours</li> <li>• Partner with service area high schools to develop dual enrollment programs</li> <li>• Partner with CSUMB to implement a dual admissions program (Admission through Co-Enrollment)</li> <li>• Establish a Welcome Center</li> <li>• Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment</li> <li>• Develop and enhance Dual Enrollment programs (CCAP) with all high schools in our service area</li> <li>• Expand the Admissions</li> </ul>	<p>information sessions/summits in the District's service area</p> <ul style="list-style-type: none"> <li>• Join the Pack! Day – open house</li> <li>• Student Ambassador Program</li> <li>• Collaborate and develop relationships with foundations and community organizations that support foster youth</li> <li>• Establish a Welcome Center to provide a welcome and easily accessible/one-stop support and assistance resource for prospective and new students</li> <li>• Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment</li> <li>• Data collection (work with Rosaleen to find a better way to explain what BSI is looking to have – better data sources and information, Maybe bring Paul Long into the conversation)</li> </ul>	<p>greater support for understanding data</p>
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>through Co-Enrollment Program with CSUMB</p> <ul style="list-style-type: none"> <li>• Implement a Curriculum Symposium in partnership with local high schools</li> <li>• Develop an ENSL Essay writing workshop similar to the one for English that provides tips and guidance for writing in a high stakes environment</li> </ul>			
<p>Increase the overall campus course completion rate to 72% by Fall 2019.</p>	<ul style="list-style-type: none"> <li>• Provide extended orientation</li> <li>• Increased Early Spring and Summer term counseling support</li> <li>• Enhance schedule building workshops</li> <li>• Enhance probation support for students on second level academic and/or progress probation</li> <li>• Implement student success workshop series, including Innovative Educators StudentLingo on demand workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan</li> <li>• Develop a first year experience program with a summer bridge component</li> <li>• Increase, broaden, and promote tutorial support</li> <li>• Further expand student support workshop series</li> <li>• Further expand book lending libraries in EOPS and TRIO SSS and books on reserve in the Library and at the MEC for basic skills level courses</li> </ul>	<ul style="list-style-type: none"> <li>• Expand supplemental instruction to include basic skills courses in math and English (in addition to ESL)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<ul style="list-style-type: none"> <li>• Develop expanded orientation programs</li> <li>• Follow Up support for English as a Second Language students</li> <li>• Revise and promote Early Alert process to faculty and staff</li> <li>• Provide professional development training to assist faculty and staff with providing and environment that encourages enrollment and persistence</li> <li>• Data collection (see notes in red in goal) and expansion to include qualitative data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Create lending library in the Veterans Resource Center</li> <li>• Expand SCORE+ Math Summer Bridge Program</li> <li>• Supplemental Instruction</li> <li>• Provide Academic Success Kits</li> <li>• Incorporate the 8 Key Activities for Veterans Success</li> <li>• Develop a summer bridge program for students in the Access Resource Center</li> <li>• Follow up support staff and resources to help students with completion</li> <li>• Increase available tutorial support</li> <li>• Implement a summer bridge program for Veteran Students</li> </ul>		
<p>Increase the campus wide rate of students who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job to 22%* by Fall 2019, with a focus on closing the gaps for disproportionately impacted population groups.</p>	<ul style="list-style-type: none"> <li>• Identify and implement a degree audit system</li> <li>• Increase Early Spring and Summer counseling support</li> <li>• Provide increased professional development and training opportunities that allow staff to better support students</li> <li>• Promote and enhance</li> </ul>	<ul style="list-style-type: none"> <li>• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan</li> <li>• Implement a Boots to Books program for veterans</li> <li>• Increase Early Spring and Summer counseling support</li> <li>• Develop a workshop series</li> </ul>	<ul style="list-style-type: none"> <li>• Expand basic skills sequences in math and English at the Marina campus to increase enrollment and completion in campus programs.</li> <li>• Develop summer bridge programs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>*This target of 22% does not apply to the rate of students receiving specific skill sets that prepare them for in-demand job training. We currently have a data source for this information however, we are working to evaluate options in the Student Success Scorecard that will allow us to identify a data source and set a specific target.</p>	<p>schedule building workshops and ed planning</p>	<p>focused on the pathways to degree/certificate completion (“How to Get Out/Move Forward.”)</p> <ul style="list-style-type: none"> <li>• Crisis Intervention training for faculty, staff, and students</li> <li>• Develop Peer Mentoring programs</li> <li>• Provide Academic Success Kits</li> <li>• Increase available tutorial support</li> <li>• Provide professional development training to assist faculty and staff with providing a culturally responsive learning environment</li> </ul>		
<p>Increase the campus wide rate of students who transfer to baccalaureate institutions to 47% by Fall 2019.</p>	<ul style="list-style-type: none"> <li>• Enhance and promote online counseling availability</li> <li>• Develop and promote application workshop series</li> <li>• Hire counselors with expertise in transfer</li> <li>• Develop intensive, intrusive follow up support</li> <li>• Identify students who are close to completion and reach out to encourage them to continue</li> </ul>	<ul style="list-style-type: none"> <li>• Continue efforts to decrease achievement gaps for equity populations identified in the 2015-2016 Student Equity Plan</li> <li>• Promote the Career/Transfer Resource Center</li> <li>• Increase the variety of college representatives and their visits to the CTRC</li> <li>• Increase CTRC workshop offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a peer mentor program (check in with BSI to make sure it's okay to have this here)</li> </ul>	<p><input type="checkbox"/> Access</p> <p><input type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<ul style="list-style-type: none"> <li>• Implement a degree audit system</li> <li>• Enhance follow up support to reach out to students without education plans and connect them to counseling</li> <li>• Increase marketing and promotion of available counseling and transfer resources</li> <li>• Bring counseling services to student spaces (Ex. Counseling hours in the student center)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Transfer announcements in the Student Portal</li> <li>• Explore and develop a transfer oriented summer bridge program</li> <li>• Provide Academic Success Kits</li> <li>• Develop pathways for the transition of veterans to transfer institutions</li> <li>• Provide professional development training to assist faculty and staff assisting students to transfer</li> <li>• Partner with veterans resource and support centers available at the baccalaureate institutions</li> <li>• Increase visits to baccalaureate institutions</li> <li>• Continued tours of Historically Black College and Universities campuses</li> </ul>		
<p>Reduce students' excessive units (150% of the program of study) accumulation and advance their progress toward completion of their program of study</p>	<ul style="list-style-type: none"> <li>• Implement a degree audit system</li> <li>• Counseling</li> <li>• Probation workshops</li> <li>• Promote "How to Pick a Major" workshops</li> <li>• Intrusive counseling for students who have high</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Guided Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Provide course acceleration programs</li> <li>• AB705</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	number of units completed and market/promote “Here’s how close you are to a degree” and encourage them to meet with a counselor <ul style="list-style-type: none"> <li>• Follow up support for cohorts close to completion in the Student Success Scorecard</li> </ul>			
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**4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

The Student Success Committee shall lead efforts toward integration of matriculation, instruction, and student support. The Student Success Committee is an institutional committee charged with leadership for the planning, implementation, and evaluation of a comprehensive student success plan. Membership on the Student Success Committee includes representation from student, faculty, staff, and administration groups, including members from the Basic Skills Committee. Wide representation allows for dissemination, dialogue, and reporting in and out across campus so that there can be input and collaboration across campus with regard to our BSI, SE, and SSSP efforts.

In developing and implementing the activities detailed in the Integrated BSI/SE/SSSP Plan, the Student Success Committee will collaborate with the Office of Planning, Research, and Institutional Effectiveness (PRIE) to ensure the use of evidenced based research practices that review and address institutional barriers to equity, success and retention rates, and activities that align with and support equity goals, including the coordination of existing programs. Support from the Office of PRIE will also help to ensure that the activities detailed in the Integrated BSI/SE/SSSP Plan integrate into college-wide planning and project implementations.

In this effort, the college has developed a Resource Prioritization and Allocation process incorporates categorical and campus-wide committees in the process. This will further broaden the awareness and incorporation of these resources so as to apply an equity lens throughout all campus wide processes, actions, and activities.

The future goals identified in this plan integrate the efforts of these three programs and



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

extend further through their connection to the college's mission, Education Master Plan, and IEPI goals. Additionally, our efforts tie directly to the California Community College system wide goals outlined in the Chancellor's Office's Vision for Success.

**5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)**

Monterey Peninsula College offers enhanced noncredit certificate programs in English as a Second Language (ENSL). BSI, SE, and SSSP collaborate with the ENSL department to provide support and resources to aid students in reaching their English learning goals and to transition to credit programs. This team provides an orientation and schedule building workshop to new students that introduces them to the college and their support team, familiarizes them with the process of attending, assists them with registering for courses, and provides them with an abbreviated education plan. We provide in-class information sessions in all classes to outline paths of success from AA and transfer paths to CTE certificate programs both on campus (ex. Early Childhood Education and Medical Assisting) offered at the local Adult Schools in coordination with AB104 funded Workforce Development programs (ex. Pre-Apprenticeship Electrician Assistant and Certified Nurse Assistant).

The ENSL counselor and follow up support staff arrange individual counseling sessions, where Individual Educational Plans are developed to map out required courses for students' educational and professional goals. Follow up support staff meets with students to determine and provide additional needs and resources. During the semester, ENSL instructors inform students about campus activities such as Lobo Day, where students learn about campus clubs, and the MPC Job Fair, where they have a chance to interact with prospective employers.

The Noncredit Certificates of Completion offered by the ENSL department can be shown to prospective employers as proof of the attainment of specific English language skills, furthering students' employability.

**6. Describe your professional development plans to achieve your student success goals. (100 words max)**

The College will provide professional development opportunities for faculty and staff to help achieve student success goals, including training on:

- Developing inclusive, supportive, and empowering environments
- Effective and innovative approaches to teaching and learning
- Developing accelerated pathways through the English, English as a Second Language, and math sequences
- Culturally responsive teaching and services
- Online counseling and service delivery
- Career coaching and diagnostic assessments
- Mental health first aid and support



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- Supporting veterans, low income, foster youth, and students with disabilities
- At-risk populations
- Campus safety
- Organizational development
- Student Success
- Technology

In most cases, participants will share this training with the campus community.

- 7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

We will evaluate our program toward meeting our student success goals for both credit and noncredit students by the middle point of each term. Both formative and summative, our evaluation will be ongoing, which will allow us to make adjustments along the way to better meet the needs and provide support to students. This has also been incorporated into the college's Planning and Evaluation calendar to institutionalize this processes and to connect equity to all efforts at the institution.

- 8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)**

N/A as Monterey Peninsula College is part of a single college district.

- 9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

**Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018**

Monterey Peninsula CCD  
Monterey Peninsula College

**Planned Expenditures**

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match
1000	Academic Salaries	\$ 40,000	\$ 231,048	\$ 437,069	\$ 778,376	\$ 50,410	\$ 13,554
2000	Classified and Other Nonacademic Salaries	\$ 30,000	\$ 52,193	\$ 358,724	\$ 409,653	\$ 7,311	\$ 72,900
3000	Employee Benefits	\$ 12,250	\$ 119,429	\$ 505,992	\$ 482,839	\$ 90,989	\$ 17,213
4000	Supplies & Materials	\$ 2,000	\$ 13,500	\$ -	\$ -	\$ -	\$ -
5000	Other Operating Expenses and Services	\$ 5,750	\$ 42,051	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay		\$ 10,000	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo		\$ 18,261	\$ -	\$ -	\$ -	\$ -
	<b>Program Totals</b>	<b>\$ 90,000</b>	<b>\$ 486,482</b>	<b>\$ 1,301,725</b>	<b>\$ 1,670,868</b>	<b>\$ 88,710</b>	<b>\$ 103,667</b>
					<b>Match</b>		<b>Match</b>
					<b>BSI, SE, &amp; SSSP Budget Total</b>		<b>\$ 1,966,917</b>

2016-2017 Allocation 608,102 1,517,791 108,081  
2017-2018 Advanced Allocation 486,482 1,214,233 86,465

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

- 10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

Monterey Peninsula College's Executive Summary for the 2017-2019 Integrated Basic Skills Initiative, Student Equity, and Student Success and Support Program can be access on our website. (Will add the link once it's available.)

- 11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

We would appreciate support from the Chancellor's Office that covers topics such as best practices information, data visualization tools, and consistent approaches to data literacy. Additionally, we would like increased opportunities to bring similar programs together to share efforts and ideas, such as a mega conference or a summit.

- 12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:**



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Point of Contact:

Name LaKisha Bradley  
 Title Director of Student Success and Equity  
 Email Address lbradley@mpc.edu  
 Phone (831) 646-4261

Alternate Point of Contact:

Name Laurence Walker  
 Title Dean of Student Services  
 Email Address lwalker@mpc.edu  
 Phone (831) 646-4290

### Part III – Approval and Signature Page

College: Monterey Peninsula College      District: Monterey Peninsula Community College

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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Monterey Peninsula Community College District

Governing Board Agenda

October 25, 2018

Board Meeting Date

New Business Agenda Item No. H

Human Resources

College Area

Proposal:

That the Governing Board ratifies the employment agreement with Laurence E. Walker to serve as the Interim Vice President of Student Services from October 5, 2017 through October 4, 2018.

Background:

Following the recent resignation of Dr. Kim McGinnis, former Vice President of Student Services, Monterey Peninsula Community College District conducted an internal recruitment and interview process for the position of Interim Vice President of Student Services. It is recommended that Laurence E. Walker be employed as the Interim Vice President of Student Services under the terms and conditions of the attached contract.

Mr. Walker has a current employment agreement with the District as the Dean of Student Services from July 1, 2017 through June 30, 2019. While serving as the Interim Vice President of Student Services, only the terms of this Interim Vice President of Student Services agreement shall govern. Upon the termination of the Interim Vice President agreement, Mr. Walker shall return to his position of Dean of Student Services for the remainder of the term of that contract.

Mr. Walker will be placed at step 5 on the Vice President row of the Administrative Salary Schedule. Health and welfare benefits are the same as received by other Monterey Peninsula College administrators.

Budgetary Implications:

Included in budget.

Resolution: Be it resolved, that the Governing Board ratifies the employment agreement with Laurence E. Walker to serve as the Interim Vice President of Student Services from October 5, 2017 through October 4, 2018.

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

### EMPLOYMENT AGREEMENT

THIS AGREEMENT is made between Laurence E. Walker (“Interim Vice President for Student Services”) and the Board of Trustees of the Monterey Peninsula Community College District.

The Board hereby employs the Interim Vice President for Student Services in a acting management position, pursuant to Section 72411 subdivisions (a) and (d) of the Education Code. The Interim Vice President for Student Services accepts such employment, in accordance with the following terms and conditions:

1. **Term of Employment.** This Agreement shall be effective as of October 5, 2017 and shall end no later than October 4, 2018. The intent of the Parties is for the Interim Vice President for Student Services to serve in an interim capacity until an individual is employed and begins to serve in the permanent position of Vice President for Student Services. This Agreement may be extended beyond or may be terminated prior to October 4, 2018, as mutually agreed to by both Parties. This Agreement may also be terminated in accordance with Paragraph 11.

Under the direction of the Superintendent/President, the Interim Vice President for Student Services shall be responsible for performing the day-to-day functions of the position as may be assigned by the Superintendent/President.

2. **Return to Former Position.** The Interim Vice President for Student Services has been serving as Dean of Student Services pursuant to a contract with a term from July 1, 2017 through June 30, 2019. While serving as the Interim Vice President for Student Services, only the terms of this Interim Vice President for Student Services agreement shall govern. Upon the termination of this agreement for any reason, the Interim Vice President for Student Services shall return to his position of Dean of Student Services for the remainder of the term of that contract and pursuant to the terms and conditions of that contract.
3. **Salary.** Interim Vice President’s salary shall be based on the 2017-2018 administrative salary schedule Step 5, Vice President row which is currently at a monthly rate of \$12,436. If this agreement is terminated prior to October 4, 2018, and the Interim Vice President has not completed the month in which the termination occurs, the monthly salary shall be pro-rated and disbursed at the next regular pay period. If the salary schedule for this position is modified, Mr.

Walker's salary will be adjusted accordingly. Compensation shall be paid in accordance with applicable laws, rules and regulations.

4. **Negotiations Stipend.** Interim Vice President will also receive a stipend equal to 5% of Vice President's salary for serving on District negotiating team(s) in accordance with the Administrative Salary Schedule. If this agreement is terminated prior to October 4, 2018, and the Interim Vice President has not completed the month in which the termination occurs, the monthly salary shall be pro-rated and disbursed at the next regular pay period. This allowance shall be treated as salary for tax purposes but shall not be treated as creditable compensation for CalSTRS purposes.
5. **Additional Responsibility Stipend.** Interim Vice President will also receive a stipend equal to 10% of Vice President's salary for performing additional duties associated with overseeing areas of responsibility for the position of Dean of Student Services. If this agreement is terminated prior to October 4, 2018, and the Interim Vice President has not completed the month in which the termination occurs, the monthly salary shall be pro-rated and disbursed at the next regular pay period. This allowance shall be treated as salary for tax purposes but shall not be treated as creditable compensation for CalSTRS purposes.
6. **Health Benefits.** Vice President shall receive the same health and welfare benefits provided to all other administrative personnel.
7. **Car Allowance.** District will provide a \$200.00 per month car allowance to Interim Vice President. The allowance shall be payable in monthly payments, less applicable taxes and deductions. This allowance shall be treated as salary for tax purposes but shall not be treated as creditable compensation for CalSTRS purposes.
8. **Personal Expense Allowance and Reimbursement.** The District will provide a \$200.00 per month "personal expense allowance" to the Interim Vice President. As with the salary installments, this amount will be payable on the normal payroll date of each calendar month. This "personal expense allowance" is intended to cover necessary expenses incurred in the course and scope of employment related to expenses incurred with travel in the district, including food and other travel expenses. This allowance shall be treated as salary for tax purposes but shall not be treated as creditable compensation for CalSTRS purposes.

The District shall reimburse Interim Vice President for actual and necessary expenses incurred within the course and scope of Vice President's employment, so long as such expenses are consistent with this Agreement and District practices, and so long as the cost of the expense is not already provided for under the terms of this Agreement. For reimbursement, Interim Vice President shall submit and complete expense claims in writing prior to reimbursement in accordance with the District's policies, rules and regulations.

9. **Cell Phone Allowance.** In lieu of any reimbursement for the work-related use of a personal cell phone, the District shall pay Interim Vice President an allowance for the use of her personal cell phone for District business at the rate of \$100.00 dollars per month. This allowance shall be treated as salary for tax purposes but shall not be treated as creditable compensation for CalSTRS purposes.
10. **Vacation.** Interim Vice President shall accrue vacation at the rate of 1.833 days per month for the term of this agreement and may be taken at any time agreeable to both parties. Vacation may not be earned after forty-four (44) unused days have accumulated. Board Policy 5575 shall apply to vacation. In the event of termination of employment, Vice President shall be entitled to compensation for earned and unused vacation, but in no case, to exceed 44 days.
11. **Sick leave** Interim Vice President shall accrue sick leave at the rate of 1.0 days per month. Unused sick leave shall not be paid upon separation from the District.
12. **Termination.** This contract may be terminated by the Interim Vice President for Student Services or the Board with thirty (30) days written notice.
13. This contract may not be assigned without the consent of the Board.
14. This assignment is temporary and provides no eligibility to permanent status with the Monterey Peninsula Community College District.
15. To the extent applicable, this Agreement is subject to the provisions of Government Code Sections 53243-53243.4 which require reimbursement under the circumstances stated therein.
16. This Agreement shall be governed by and construed in accordance with the laws of the State of California. In the event of litigation, venue shall be in the Superior Court for the County of Monterey, State of California.
17. This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this agreement. This Agreement is intended by the parties to be the sole instrument governing the relationship between the parties unless a provision of law, now or hereinafter enacted, is specifically applicable to this Agreement or to the Board/Interim Vice President for Student Services relationship.
18. This Agreement may be modified or superseded only by a written instrument executed by both of the parties.

IN WITNESS WHEREOF, the parties have entered into this agreement as of the date this agreement is signed by both parties.

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Ms. Marilyn Gustafson, Governing Board  
Monterey Peninsula Community College District

By: Walter A. Tribley Date: 10/11/17  
Dr. Walter Tribley, Superintendent/President  
Monterey Peninsula Community College District

By: Laurence E. Walker Date: 10/11/17  
Mr. Laurence E. Walker, Interim Vice President for Academic Affairs  
cc: Personnel File



# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

New Business Agenda Item No. I

Human Resources

College Area

### Proposal:

That the Governing Board approves the change in classification and revised job descriptions which are a result of the reclassification process.

### Background:

In accordance with Article V Reclassification of the MPCEA Collective Bargaining Agreement, representatives of the District and MPCEA met to examine the remaining classifications scheduled for review. This will complete the nine year cycle of review of all classified job descriptions since the classification study was completed and implemented in 2008.

Four classified job descriptions, Theatre Management Specialist, Instructional Specialist-Theatre Master Carpenter, Athletic Trainer, and Program Coordinator-International Student Program were revised to reflect current duties and responsibilities. There were no changes to the placements for these positions on the Classified Salary Schedule.

The classification of Unit Office Manager, EOPS (UOM/EOPS) at Range 18 has been reclassified to Categorical Services Coordinator II at Range 22. The classification of UOM/EOPS will be vacated and unfunded. Changes in classification are retroactively effective to July 1, 2017.

### Budgetary Implications:

The cost for 2017-2018 for the reclassification for the Categorical Services Coordinator II is \$3,388. This cost includes payroll benefits and is funded by categorical funds.

**BE IT RESOLVED**, that the Governing Board approves the change in classification and revised job descriptions which are a result of the reclassification process.

Recommended By:

Susan Kitagawa  
Susan Kitagawa, Associate Dean of Human Resources

Prepared By:

Susan Kitagawa  
Susan Kitagawa, Associate Dean of Human Resources

Agenda Approval:

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

## MONTEREY PENINSULA COLLEGE

### THEATRE MANAGEMENT SPECIALIST

#### **JOB SUMMARY**

Under general direction of the Theater Technical Director, perform a variety of complex tasks associated with the operation of the MPC Theatre Box Office and House/Performance activities; assist in developing and conducting the marketing, recruiting, promotional and public relations campaigns of the Drama Department; exercise discretion and independent judgment while interacting with the community at large; receive limited direction from the Theater Technical Director within a broad framework of professional policies and procedures.

#### **EXAMPLES OF FUNCTIONS**

##### **Essential Functions**

Assist in coordinating the operations and management of box office activities and procedures; oversee maintenance of box office equipment.

Perform box office accounting and cashiering activities; maintain records of transactions and accounts while regularly reviewing records with the Theater Technical Director.

Contribute to the development of theater marketing and public relations materials.

Assist in the dissemination and distribution of promotional materials.

Assist in the training and direct the work of students and volunteers in theater related activities.

Coordinate the synchronization of House and Stage activities as scheduled; recognize and report facility problems in order to maintain the Theater in a clean, safe condition.

Maintain professional contacts within the field of Theatre Arts Management; activities to maintain a state-of-the-art knowledge of Theatre Arts marketing and business practices.

Confer with faculty, staff, students, and other parties in providing the Theater Technical Director with information regarding Drama Department activities.

Promote community support for the College and the Drama Department through personal contacts; assist in seeking outside funding for unique Department needs.

##### **Other Functions**

Performs other related duties as assigned.

#### **EMPLOYMENT STANDARDS**

##### **Education and Experience**

Any combination of training and experience which would indicate possession of the knowledge, skills, and abilities listed above. For example, completion of two or more years of college level course work in Theatre Arts, budgeting and management, and two years of recent Performing Arts marketing, production, and box office experience.

**Knowledge**

Knowledge of: principles and techniques of theater management; box office accounting procedures and house/production activities; development and distribution of promotional and marketing materials; record keeping, office methods and practices; public relations techniques; computer graphics software and document preparation/presentation software.

**Abilities**

Ability to: apply current methods used in box office and house management activities; prioritize tasks and do several tasks simultaneously; effectively interact with a wide variety of personalities and situations requiring diplomacy, tact, friendliness, calm, and firmness; effectively communicate in both written and oral form using appropriate and correct English; provide accurate accounting reports in the time required; apply marketing and publicity experiences to the college and community; establish and maintain effective work relationships with those contacted in the performance of the required duties; demonstrate an understanding of, sensitivity to and appreciation for the academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

**PHYSICAL EFFORT/WORK ENVIRONMENT**

Moderate physical effort which may include frequent sitting, standing, walking, and handling up to 50 pounds. Stoop, bend, kneel, crouch, reach, and twist; lift, carry, push and pull. Indoor and outdoor work environment.

**Job Description/Title:** Theatre Management Specialist

**Board Approved:** October 25, 2017

**SALARY SCHEDULE:**

Classified, Range 14

## MONTEREY PENINSULA COLLEGE

### INSTRUCTIONAL SPECIALIST-THEATRE MASTER CARPENTER

#### **JOB SUMMARY**

Under general direction of the Theater Technical Director, assist students in the acquisition and reinforcement of specific skills in the area of theater scenery. Receive limited supervision within a broad framework of standard District policies and procedures. Perform varied instructional support services in a Theatre environment to meet the needs of small groups or individual students.

#### **EXAMPLES OF FUNCTIONS**

##### **Essential Functions**

Build and maintain sets for theater productions as assigned.

Plan, organize, and assume responsibility for small groups of students on specific technical theater subjects, in cooperation with and by assignment from the Theater Technical Director.

Assist Theater Technical Director in executing plans for sets for productions as assigned.

Provide supplemental instructional support to students in the area of theater scenery.

Maintain required records of student progress in technical theater classes, and review with instructors as needed.

Provide and maintain safe working conditions for students, staff and others. In cooperation with faculty, promote safe theater conditions and practices. Follow all standard safety procedures during work. Recognize, report, and resolve potential safety problems as appropriate.

Confer, as needed, with Theater Technical Director and Drama Department personnel concerning technical programs and materials to meet student needs.

Participate in meetings related to the needs of students in the technical aspects of the Drama programs.

Collect evaluative and observational data regarding technical students' progress; provide feedback to Theater Technical Director or instructors.

Assist in performing clerical tasks relating to the technical theater aspects of the Drama program, such as writing letters, taking attendance, and correct and grade tests.

Serve as a resource person to faculty and staff; recommend appropriate materials for subject area; share knowledge particular to technical theater.

Select, requisition and maintain an inventory of instructional and theatrical supplies and materials and arrange for and operate special theatrical equipment as needed; set up work areas and prepare and maintain materials.

Assist technical theater faculty in the administration of tests; confer with faculty and Theater Technical Director as requested.

Develop creative methods and techniques in support of instruction within the guidelines of the program and direction of the Theater Technical Director.

Assist with maintenance of specialized skill center operations, tasks and activities.

Track specific budgets; maintain routine records of the business of the program.

### **Other Duties**

Serve on college committees as required.

Perform other related duties as assigned.

Attend staff development and in-service training programs as appropriate.

## **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, an A.A. in the Creative Arts, Theater, or related area, and one year of recent experience-including theater set construction techniques which provide knowledge and skills in the area of technical theater.

### **Knowledge**

Knowledge of: Creative Arts and Theater skills to be reinforced in the area of technical theater; current theater scenery techniques; basic functions and procedures associated with an educational theater environment including learning, motivation and perceptions; theatrical materials and objectives used at specific levels; application of curriculum as it applies to individual differences; basic needs and requirements of students in the area of technical theater; methodology for individualized instruction; basic clerical skills; word processing, spreadsheet programs, web based learning programs and internet search skills as needed to fulfill requirements of the job.

Knowledge of: shop practices; standard safety procedures during work; fabrication; construction; power and hand tools; computer aided drafting software tools; theatrical equipment repair; shop maintenance and organization; safety and clean up practices and procedures; various theatrical supplies and materials including proper methods and practices of handling. Some knowledge and experience in welding including Oxy/Acetylene welding; MIG welding (metal inert gas), TIG welding (tungsten inert gas) and plasma cutting; proper theater and shop safety precautions including: appropriate fall protection, respiratory protection, eye protection, auditory protection, and proper electrical grounding precautions.

### **Abilities**

Ability to: work under general direction with limited supervision; quickly learn and efficiently use new theater scenery techniques; provide safe working conditions for students, staff and others, and, in cooperation with faculty, promote safe theater conditions and practices; follow all standard safety procedures during work; recognize and help, resolve any potential safety problems; effectively interact with a wide variety of personalities and situations requiring diplomacy, tact, friendliness, poise and firmness; demonstrate an understanding, patient and receptive attitude toward student learning; demonstrate required skills in theater set construction techniques; perform simple clerical tasks; efficiently use various types of theater and classroom equipment; use web-based learning programs and internet skills as needed; use appropriate and correct English spelling, grammar and punctuation; communicate satisfactorily in both oral and written form; perform arithmetical calculations with speed and accuracy; accurately and efficiently use word processing and spreadsheet programs to fulfill the requirements of the job; establish and maintain effective work relationships with those contacted in the performance of required duties; demonstrate an understanding of, sensitivity to and appreciation for, the academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

## **PHYSICAL EFFORT/WORK ENVIRONMENT**

Heavy physical effort; prolonged standing or walking; periodic handling of heavy objects up to 100 pounds. Indoor and occasional outdoor work environment.

**Licenses and Certificates**

A valid Class C California driver's license and evidence of appropriate automobile insurance based on DMV regulations; Must be insurable by the college's insurance carrier while employed in this classification. Possess or obtain within the first three months of employment a valid First Aid and Forklift certification.

**Job Description/Title:** Instructional Specialist Theatre Master Carpenter

**Board Approved:** October 25, 2017

**SALARY SCHEDULE:**

Classified, Range 20

# MONTEREY PENINSULA COLLEGE

## ATHLETIC TRAINER

### **JOB SUMMARY**

Under general direction of the immediate supervisor, provide first aid, emergency care, and rehabilitation therapy of injured Physical Education students and athletes. Receive limited supervision within a broad framework of standard State, Regional, and District policies and procedures to provide athletic training services. Assist in injury prevention; recommend students and athletes to medical professionals for treatment; and maintain safe training room environment for sports and physical education programs.

### **EXAMPLES OF FUNCTIONS**

#### **Essential Functions**

Provide emergency, first aid care and ongoing treatment for injured Physical Education and student athletes during on-campus and off-campus athletic events. Maintain contact be available when several athletic events occur simultaneously.

Accompany teams and transport equipment to off - campus athletic events.

Identify injury status of MPC and visiting student athletes and determine the appropriate course of action using approved protocol identified by the National Athletic Trainers Association (NATA) and the California Community College Athletic Association (CCCAA).

Attend conferences and training to maintain required certification(s).

Evaluate the readiness of the injured individual by assessing functional status. Advises coaching staff of the severity of athletes and their ability to resume practice and re-enter competition.

Arrange for or transport injured athletes to physician or hospital as necessary. Follow up with injured students.

Implement physician's orders in the administration of conditioning and rehabilitation treatment by use of hydrotherapy, electrotherapy, cryotherapy, and related treatments.

Schedule and assist with annual physical exams for athletes.

Recommend and implement injury prevention measures, including but not limited to, stretching, taping and strapping athletes before practice and games.

Inspect facilities, equipment, showers, treatment rooms, playing fields, and dressing rooms to eliminate hazards and ensure sanitary and safe conditions.

Maintain confidential student records of athletic injuries and treatments in accordance with Federal, State, and District procedures and laws. Prepare injury reports and complete claim forms regarding insurance for athletes.

Maintain an inventory of necessary supplies and equipment for the care and treatment of athletic injuries. Coordinate assignment and activities of student workers and volunteers in the athletic and physical education programs.

#### **Other Duties**

Serve on college committees as assigned.

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. Completion of a Bachelor's Degree in Physical Education or a closely related field and certification by the National Athletic Trainers Association (NATA).

### **Knowledge**

Knowledge of: policies, procedures, and objectives of an athletic program including health and safety regulations of a community college. Principles, methods, equipment, and basic theory of physical rehabilitation. Symptoms of various injuries and appropriate first aid treatment. Conditioning and rehabilitation programs relevant to athletic injuries and illnesses. Principles of supervision and training. Athletic sports medicine practices used in the prevention and treatment of sports injuries, including conditioning techniques and practices. Human anatomy, physiology, kinesiology, and exercise physiology. Common athletic injuries and athletics psychology. OSHA guidelines regarding blood borne pathogens. First aid, CPR and other emergency medical practices and procedures, including taping, wrapping, bandaging and therapeutic techniques. Athletic equipment supplies, materials, quality of materials, design, manufacture and distribution. Rules and regulations of a variety of sports and athletic activities. Office procedures, methods, and equipment including computers. Principles and procedures of record keeping. Oral and written communication skills. Understanding of, sensitivity to and appreciation for the diverse academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

### **ABILITIES**

Ability to: Implement procedures for the prevention, care, treatment, and rehabilitation of athletic injuries. Administer all forms of accepted physical therapy and first aid; use athletic conditioning devices. Identify and correct hazardous conditions of equipment and facilities to read and follow memos and first aid manuals. Use standard athletic training tools, machines, and equipment. Prepare and maintain accurate and timely records related to insurance, injuries, treatment, athletic equipment, supplies, and inventory. Supervise, train, and provide work direction to student workers. Travel to athletic events as required and work outside normal business hours. Communicate effectively and appropriately in both oral and written form. Carry out oral and written instructions. Proficiently use computer processing software. Establish and maintain effective work relationships with those contacted in course of work. Demonstrate an understanding of, sensitivity to and appreciation for the diverse academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

### **PHYSICAL EFFORT/WORK ENVIRONMENT**

Stoop, bend, kneel, crouch, reach, and twist; lift, carry, push, carry, and pull moderate to heavy amounts of weight, up to 50 pounds. Operate athletics training equipment requiring repetitive hand movement and fine coordination; and to verbally communicate to exchange information. Work is performed in both indoor and outdoor environment; travel from site to site; frequently work around athletic playing fields; exposure to all types of weather and temperature conditions, noise, blood borne pathogens and bodily fluids. Position may be required to work evenings, nights, and weekends. Hearing and vision in normal range with or without correction.

### **LICENSES AND CERTIFICATES**

Possess a valid Class C California driver's license for transporting equipment, staff, and occasionally student athletes. Evidence of appropriate automobile insurance based on DMV regulations. Must be insurable by the college's insurance carrier while employed in this classification. Certification by the National Athletic Trainer Association (NATA). Maintain certification currency. Possess and maintain current First Aid and adult CPR with AED training certificates.



**Job Description/Title:** Athletic Trainer  
**Board Approved:** October 25, 2017

**SALARY SCHEDULE:**  
Classified, Range 28

**MONTEREY PENINSULA COLLEGE**  
**PROGRAM COORDINATOR**  
**INTERNATIONAL STUDENT PROGRAMS**

**JOB SUMMARY**

Under the direction of the responsible administrator, coordinate and perform a variety of complex and responsible administrative activities in support of the International Student Programs. Receive limited supervision within a broad framework of standard Federal, State, District and program laws, regulations, policies, and procedures. Exercise good judgment in the application and follow through of program objectives; establish and maintain good public relations with staff, students, and the community at large.

**EXAMPLES OF FUNCTIONS**

**Essential Functions**

Prepare and disseminate information regarding the International Student Programs' policies and procedures. Facilitate communication and coordinate activities between the responsible administrator, faculty, staff, and public. Establish and maintain collaborative relationships and positive public relations.

Under general direction, update and maintain the program webpage, including but not limited to, admissions, immigration, health insurance, program fees, housing, community resources, and government agencies. Develop and update program materials, forms, and student handbook.

Coordinate front desk activities and provide excellent customer service. Greet and assist visitors and answer phones. Serve as primary contact and liaison for international students, assist with problem resolution, and refer to appropriate resources.

Verify and review admissions documents for completeness, including English language proficiency, foreign credentials, transcripts, and financial eligibility. Set up and maintain files for admission of international students. Forward completed documents to counselor to review for admissions. Prepare and disseminate correspondence to students and their agents regarding status of admissions.

Perform data entry, update, and maintain student database related to student demographic information and tracking.

Assist students with academic information and registration inquiries; check section availability for different classes; print unofficial transcripts, per student request; respond to inquiries related to basic immigration, obtaining academic assistance and other topics. Notify Admissions & Records and students of their evaluations.

Perform duties maintaining confidentiality of student records pursuant to District and FERPA regulations. Use good judgement, tact, and diplomacy to adopt an effective course of action when interacting with complex and sensitive issues. Exhibit sensitivity to multi-cultural issues facing international students.

Compose, prepare and distribute a variety of paper and electronic documents including email, letters, bulk mailing, on-line forms, reports, spreadsheets, resolutions, and manuals. Monitor and order office and equipment supplies. Facilitate repairs as needed.

Maintain, track, and provide budget information for department. Prepare and process purchase requisitions.

Coordinate and monitor special projects, assignments and activities.

Assist with planning and coordinating insurance program for international students, enter student enrollment and process health insurance forms into insurance database; monitor the insurance reports and respond to students' health insurance inquiries; serve as liaison between students and health providers.

Organize, implement, and participate in the orientation program for new international students' which may include but is not limited to: room reservation, booking speakers, providing meals, bulk mail with information regarding placement tests, orientation & counseling dates.

Coordinate preparation of workshops, training seminars, and other meetings as needed; schedule events and appointments notifying all stakeholders.

Coordinate assignments of student workers.

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, and three years of increasingly responsible office experience providing advanced knowledge and skills in current office procedures and techniques.

### **Knowledge**

Knowledge of: general functions of a complex organization; current office methods and practices including filing systems, business telephone skills, letter and report writing; a variety of computer software programs including word processing, database, and spreadsheet applications; mathematical computations; financial record keeping procedures; office management techniques and procedures; and public and human relations skills using tact, patience, and courtesy. Federal, State, District and program laws, regulations, policies, and procedures related to the program, including FERPA and immigration regulations. Understanding of, sensitivity to and appreciation for the diverse academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

### **Abilities**

Ability to: understand and independently carry out oral and written instructions; accurately and efficiently use a variety of word processing, spreadsheet and database programs to create and produce letters, reports, spreadsheets and other documents; learn and successfully use new software programs; apply office policies, procedures, rules and regulations; use good judgment in recognizing the scope of authority as delegated; analyze situations and make decisions on procedural matters without immediate supervision; maintain confidentiality of student records; communicate effectively in both oral and written form; use appropriate and correct English spelling, grammar, and punctuation; perform arithmetical calculations with speed and accuracy; operate efficiently a variety of office equipment; establish and maintain effective work relationships with those contacted in the performance of required duties; demonstrate an understanding of, sensitivity to and appreciation for, the academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

### **Physical Effort/Work Environment:**

Light to moderate physical effort; sitting for extended periods of time; occasional standing or walking; periodic handling and lifting up to 20 pounds. Stoop, bend, kneel, crouch, reach, and twist; lift, carry, push and pull. Indoor work environment with frequent interruptions.

**Job Description/Title:** Programmer Coordinator International Student Programs  
**Board Approved:** October 25, 2017

**SALARY SCHEDULE:**  
Classified, Range 22

**Job Description:** Categorical Services Coordinator II  
**Approved, Bargaining Unit President:** 6/17/15  
**Approved, MPC Associate Dean, Human Resources:** 6/17/15  
**Board Approved:** 10/28/15

## **MONTEREY PENINSULA COLLEGE**

### **CATEGORICAL SERVICES COORDINATOR II**

#### **JOB SUMMARY**

Under general direction, plan, coordinate and participate in a variety of complex and responsible administrative activities related to the assigned day-to-day operations of a special program. Receive limited supervision from the supervisor within a broad framework of standard policies and procedures. Coordinate and lead day-to-day program office activities; coordinate and lead day-to-day program activities, as well as perform research, assist with reports and monitor budgets; maintain confidentiality regarding all matters and records. Provide information and assistance for students not requiring the services of a counselor.

Interpret and exercise good judgment in the application and follow through of departmental decisions and college policies; provide information on college policies, procedures, standards and requirements; establish and maintain good public relations with staff, students, and the community at large.

#### **EXAMPLES OF FUNCTIONS**

##### **Essential Functions**

Process administrative details not requiring the immediate attention of the supervisor; perform a variety of paraprofessional and administrative duties in support of the assigned program.

Meet with action committees to facilitate grant and program development needs.

Lead the planning, development, implementation, coordination and evaluation of the day-to-day operations of the assigned program services and procedures.

Serve as a source of information regarding the policies and procedures of assigned program; provide information where judgment, knowledge and interpretation are necessary; refer inquires to appropriate sources.

Coordinate student recruitment and assist with registration of participants within assigned program; check on progress of enrolled students; collect and monitor compliance and outcome data on assigned program's participants.

Create assigned program binders as needed; maintain student files and enter student data into the database; assist students to enroll.

Maintain ongoing working relationships with Federal, State, county and/or regional administrators and managers as needed with assigned program.

Monitor a variety of data for completion and conformance with established program compliance procedures.

Develop and prepare a variety of documents, forms and procedures for the assigned program's office, which may also include, but is not limited to: statistical reports, brochures, pamphlets and flyer, newsletter, agendas, manuals, event programs, invitation flyers, yearbooks, program brochures, and posters.

Serve as liaison with college administration, academic personnel and students as well as community agencies, organization, professionals, vendors and other colleges to maintain up-to-date resource data.

Coordinate preparation of workshops and meetings, including travel arrangements for staff members and students in assigned programs.

Attend and lead sponsored workshops, seminars and other events as assigned.

Participate in budget development and justification; monitor budget expenditures; monitor and maintain spreadsheet and database for budgets and assigned programs; inventory and requisition necessary supplies using District procedures.

Develop a wide variety of community contacts for resources for referrals; give general consultation and assist individual students in utilizing the many and varied services available.

Assist students in resolving paper work or system problems; expedite resolution of problems requiring utilization of on- and off-campus resources.

Maintain control files on matters in progress and expedite their completion; coordinate, lead, and monitor special projects, assignments and activities; check reports, records, and other materials for accuracy, completeness and conformity with established standards of Federal, State, county, regional, and/or institutional guidelines and regulations.

Lead the preparation of special program projects which may include, but is not limited to, annual grant applications, budgets, periodic and annual reports, and program evaluations.

Consult with other program related organizations, advisory committees, and social service agencies on matters of program quality and enhancement.

Research and compile information and prepare periodic reports and evaluations in assigned program.

**Other Duties:**

Attend meetings and serve on college, local and state committees and organizations, as required.

Assist in the hiring process, train and direct the work of part-time temporary and student employees, as required.

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, two years of course work in public or business administration or a related field, and three years of administrative support experience.

**Knowledge**

Knowledge of: public and human relations techniques; research methods; report writing; presentation skills; current office procedures and practices including filing systems; a variety of word processing, spreadsheet and/or database programs as needed to fulfill the requirements of the job.

**Abilities**

Ability to: learn and apply Federal, State, regional and District regulations, policies, and procedures; understand and independently carry out oral and written instructions; prioritize tasks and manage several tasks

simultaneously; accurately and efficiently use a variety of word processing, spreadsheet and/or database programs to create/produce letters, reports, spreadsheets and other documents as needed to fulfill the requirements of the job; learn and successfully use new software programs as required to fulfill the duties of the job; use appropriate and correct English spelling, grammar, and punctuation; perform arithmetical calculations with speed and accuracy; learn and successfully apply current office policies and procedures; analyze situations and make decisions on procedural matters without immediate supervision; communicate effectively in both oral and written form; efficiently use a variety of office equipment as needed to fulfill the needs of the job; establish and maintain effective work relationships with those contacted in the performance of required duties; demonstrate an understanding of, sensitivity to and appreciation for, the academic, ethnic, socio-economic, disability and gender diversity of students and staff attending or working on a community college campus.

**PHYSICAL EFFORT/WORK ENVIRONMENT**

Light to moderate physical effort; occasional standing or walking; periodic handling of parcels, supplies or equipment up to 15 pounds. Indoor work environment.

# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

**New Business Agenda Item No. J**

Superintendent/President  
College Area

### **Proposal:**

That the Governing Board adopt Board Policies: 3430 – Prohibition of Harassment; 3510 – Workplace Violence; 3518 – Child Abuse Reporting; 3540 – Sexual and Other Assaults on Campus; 7130 – Compensation; 7240 – Confidential Employees; 7310 – Nepotism; 7330 – Communicable Disease; 7335 – Health Examinations; 7342 – Holidays; 7345 – Catastrophic Leave Program; 7350 – Resignations; 7370 – Political Activity; 7400 – Travel; 7440 – Whistleblower Protection; 7500 – Volunteers; 7510 – Domestic Partners; 7600 – Campus Security Officers

### **Background:**

In May 2012, the District approved a new approach for revision of board policies where the policy language provided through the Community College League of California (CCLC) policies and procedure subscription service would be adopted without change, including the numbering, except in limited circumstances. The goal of the new approach is to adopt CCLC's policy manual in its entirety, as a replacement for the District's existing policies. This approach will ensure the District has the essential policies in place and the deleting of out-of-date or noncompliant policies will be accomplished more efficiently. The acceptance of the CCLC policy language without revision is advised to safeguard the District and avoid the need for review of language modifications by local legal counsel, saving District legal costs.

An extensive update of board policies is currently underway to reflect CCLC policy language and numbering. Policies have been presented to the Board in a group for review and approval to facilitate the policy update. Completion of this update will address one of the recommendations from the District's accreditation evaluation report.

The attached policies for the general institution and human resources areas were presented to the Board for a first reading at the September Board meeting. No modifications were made in the interim, other than to remove the informational notes that were included for the first reading. The policies are recommended for adoption.

Board Policy 3430	Prohibition of Harassment (replaces existing MPC policy 5105) <i>Administrative procedures 3430 and 3435 also attached for information.</i>
Board Policy 3510	Workplace Violence (no existing MPC policy)
Board Policy 3518	Child Abuse Reporting (no existing MPC policy)
Board Policy 3540	Sexual and Other Assaults on Campus (no existing MPC policy) <i>Administrative procedure 3540 also attached for information.</i>
Board Policy 7130	Compensation (replaces existing MPC policies 5590 and 5720)
Board Policy 7240	Confidential Employees (no existing MPC policy)



Board Policy 7310	Nepotism (no existing MPC policy)
Board Policy 7330	Communicable Disease (replaces existing MPC policies 2255 and 5120)
Board Policy 7335	Health Examinations (no existing MPC policy) <i>Administrative procedure 7336 also attached for information.</i>
Board Policy 7342	Holidays (replaces existing MPC policy 5565)
Board Policy 7345	Catastrophic Leave Program (no existing MPC policy)
Board Policy 7350	Resignations (replaces existing MPC policy 5420)
Board Policy 7370	Political Activity (replaces existing MPC policy 5040) <i>Administrative procedure 7370 also attached for information.</i>
Board Policy 7400	Travel (replaces existing MPC policy 2145)
Board Policy 7440	Whistleblower Protection (no existing MPC policy)
Board Policy 7500	Volunteers (replaces existing MPC policy 5800)
Board Policy 7510	Domestic Partners (no existing MPC policy)
Board Policy 7600	Campus Security Officers (no existing MPC policy)

**Budgetary Implications:**

None.

**RESOLUTION: BE IT RESOLVED**, that Board Policies: 3430 – Prohibition of Harassment; 3510 – Workplace Violence; 3518 – Child Abuse Reporting; 3540 – Sexual and Other Assaults on Campus; 7130 – Compensation; 7240 – Confidential Employees; 7310 – Nepotism; 7330 – Communicable Disease; 7335 – Health Examinations; 7342 – Holidays; 7345 – Catastrophic Leave Program; 7350 – Resignations; 7370 – Political Activity; 7400 – Travel; 7440 – Whistleblower Protection; 7500 – Volunteers; 7510 – Domestic Partners; 7600 – Campus Security Officers, be adopted.

**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

**BP 3430      Prohibition of Harassment**

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees, students, unpaid interns, and volunteers feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, unpaid intern, or volunteer who believes that he/she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

## GOVERNING BOARD POLICIES

The Superintendent/President shall establish procedures that define harassment on campus. The Superintendent/President shall further establish procedures for employees, students, unpaid interns, volunteers, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, students, unpaid interns, and volunteers particularly when they are new to the institution. They shall be available for students, employees, unpaid interns, and volunteers in all administrative offices and shall be posted on the district's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Unpaid interns who violate this policy and related procedures may be subject to disciplinary measure up to and including termination from the internship or other unpaid work experience program.

**References:** Education Code Sections 212.5, 44100, 66252, and 66281.5;  
Government Code Sections 12940 and 12950.1;  
Title 2 Sections 10500 et seq.;  
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

### **Formerly Governing Board Policy 5105 – Sexual Harassment**

**Adopted:** May 11, 1983

**Revised and Adopted:** May 10, 1989 and September 28, 1993

**Renumbered, Revised, and Adopted:**

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

B. Equal Employment Opportunity and Non Discrimination

~~5105~~ Sexual Harassment

~~1.~~ General Purpose

~~It is the policy of the Monterey Peninsula Community College District to maintain an institutional environment free of sexual suggestions or advances, expressed or implied requests for sexual favors, and/or other conduct constituting sexual harassment, as defined and otherwise prohibited by state and Federal law.~~

~~Engaging in sexual harassment shall be a violation of this policy for those authorized either to recommend or take personnel or academic actions affecting employees or students, those otherwise authorized to transact business or perform other acts or services on behalf of the Monterey Peninsula Community College District.~~

~~Sexual harassment is inappropriate and is prohibited within the college institution. No person in the institution, whether an elected member of the Board of Trustees, an appointed officer of the District, a member of the administration, a member of the faculty, employee, student, or any other person who is a supervisor, teacher, mentor, tutor, or who otherwise exercises authority within the institution, whether in a paid position or as a volunteer, shall engage in any conduct which constitutes a sexual threat or suggestion in violation of this policy.~~

~~The complete Procedure for the Prevention of Sexual Harassment is maintained as Appendix 5105 and as part of the District Affirmative Action Plan, Appendix 5100, and contains definitions, examples, timelines, and procedures for filing a claim and for investigating complaints.~~

~~2.~~ Definition of Sexual Harassment

~~Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:~~

~~(a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.~~

~~(b) Submission to, or rejection of, the conduct by the individual is used on the basis of employment or academic decisions affecting the individual.~~

~~MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES~~

~~5000 SERIES PERSONNEL~~

A. ~~All Employees~~

5105 ~~Sexual Harassment (continued)~~

~~(c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.~~

~~(d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution. (Added by Stats. 184, c.1371, SS 1)~~

3. ~~Disciplinary Action~~

~~Monterey Peninsula Community College District forbids any form of sexual harassment, including the acts of non-employees. Prompt disciplinary action, up to and including expulsion or termination, will be taken against any student or employee determined to be engaging in sexual harassment. Employees committing harassment as defined in this policy are deemed to be acting outside the scope of their employment.~~

4. ~~Complaint Procedure~~

~~Recognizing that the failure to act may threaten the status of a victim, sexual harassment is a matter requiring prompt attention by the College. Since the College recognizes the delicate nature of such situations, each step in the complaint procedure (as described in the Procedure for the Prevention of Sexual Harassment) must be conducted with discretion in order to maintain confidentiality. It is the intent of this procedure to result in prompt recourse and to ensure fairness and equity to both the individual alleging sexual harassment and to the person accused of such behavior.~~

5. ~~Responsible Officer~~

~~The Affirmative Action Officer is designated as the officer to receive and process complaints.~~

6. ~~Reporting~~

~~The President will present an annual status report to the Governing Board.~~

7. ~~Campus Awareness~~

~~The Monterey Peninsula Community College District will distribute annually information about the Sexual Harassment Policy and Procedure for~~

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

A: All Employees

5105 Sexual Harassment (continued)

~~the Prevention of Sexual Harassment. Training sessions related to sexual harassment will be conducted to make employees aware of the policy and to aid in the prevention of sexual harassment.~~

References: ~~Civil Rights Restoration Act of 1987  
California Code of Regulations, Title 5  
California Education Code Section 212.5  
Title IX of the Education Amendments of 1972  
Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991  
California Fair Employment and Housing Commission, California Code of Regulations, Title 2, SS 7291.1 & 7287.6  
Equal Employment Opportunity Commission, Policy Guidelines on Issues of Sexual Harassment  
Sex Equity in Education Act  
Monterey Peninsula College's Affirmative Action Plan, Appendix 5100~~

~~Originally adopted as Governing Board Policy: May 11, 1983~~

~~Revised: May 10, 1989~~

~~Revised and Re-Adopted: September 28, 1993~~

ADMINISTRATIVE PROCEDURES

**AP 3430      Prohibition of Harassment**

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

This procedure and the related policy protects students, employees, unpaid interns, and volunteers in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

**Definitions**

**General Harassment:** Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, military and veteran status, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Harassment shall be found where, in aggregate, the incidents are sufficiently pervasive, persistent, or severe that a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with his or her ability to participate in or to realize the intended benefits of an institutional activity, employment, or resource.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

**Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.



## ADMINISTRATIVE PROCEDURES

**Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

**Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics, or electronic media transmissions.

**Environmental:** A hostile academic or work environment may exist where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**Sexual Harassment:** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from, or in, the work or educational setting when:

- submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, progress, internship, or volunteer activity;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;



## ADMINISTRATIVE PROCEDURES

- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment (as more fully described below); or
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

**"Quid pro quo"** sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

**"Hostile environment"** sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

### **Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty, or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

## ADMINISTRATIVE PROCEDURES

### **Academic Freedom**

No provision of this Administrative Procedure shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. Freedom of speech and academic freedom are, however, not limitless and this procedure will not protect speech or expressive conduct that violates federal or California anti-discrimination laws.

**References:** Education Code Sections 212.5, 44100, and 66281.5;  
Government Code Section 12940;  
Title 2 Sections 10500 et seq.;  
Title IX, Education Amendments of 1972; Title 5 Sections 59320 et seq.;  
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

### **Formerly Administrative Procedure 5105 - Procedures for Complaints of Unlawful Discrimination, Including Sexual Harassment**

**President's Cabinet Approved:** August 14, 2017

**Adopted:** April 29, 2003

**Revised:** May 2008

**Renumbered, Revised, and Adopted:**



ADMINISTRATIVE PROCEDURES

**AP 3435 Discrimination and Harassment Complaints and Investigations**

**Complaints**

The law prohibits coworkers, supervisors, managers, and third parties with whom an employee comes into contact from engaging in harassment, discrimination, or retaliation. Any person who has suffered harassment, discrimination, or retaliation may file a formal or informal complaint of harassment, discrimination, or retaliation.

A formal complaint is a written and signed statement filed with the District or the California Community Colleges Chancellor's Office that alleges harassment, discrimination, or retaliation in violation of the District's Board Policies, Administrative Procedures or in violation of state or federal law. An informal complaint is any of the following: (1) An unwritten allegation of harassment, discrimination, or retaliation; (2) a written allegation of harassment, discrimination, or retaliation that falls outside the timelines for a formal complaint; or (3) a written complaint alleging harassment, discrimination, or retaliation filed by an individual who expressly indicates that he/she does not want to file a formal complaint.

**Informal Complaints**

Any person may submit an informal complaint to the Chief Human Resources Officer or any other District or college administrator. Administrators receiving an informal complaint shall immediately notify the Chief Human Resources Officer in writing of all pertinent information and facts alleged in the informal complaint.

Upon receipt of an informal complaint, the Chief Human Resources Officer will notify the person bringing the informal complaint of his/her right to file a formal complaint, if the incident falls within the timeline for a formal complaint, and explain the procedure for doing so. The complainant may later decide to file a formal complaint, if within the timelines to do so. If the individual chooses not to file a formal complaint, or if the alleged conduct falls outside the timeline to file a formal complaint, the Chief Human Resources Officer shall consider the allegations contained in the informal complaint and determine the appropriate course of action. This may include efforts to informally resolve the matter, or a fact-finding investigation.

Investigation of an informal complaint will be appropriate if the Chief Human Resources Officer determines that the allegation(s), if proven true, would constitute a violation of the District policy prohibiting harassment, discrimination, or retaliation. The Chief Human Resources Officer will explain to any individual bringing an informal complaint that the Chief Human Resources Officer may decide to initiate an investigation, even if the individual does not wish the Chief Human Resources Officer to do so. The Chief Human Resources Officer shall not disregard any allegations

**ADMINISTRATIVE PROCEDURES**

of harassment, discrimination, or retaliation solely on the basis that the alleged conduct falls outside the deadline to file a formal complaint.

**Formal Complaints**

Formal Complaints must be filed with the Chancellor of the California Community Colleges or the Chief Human Resources Officer unless the party submitting the Formal Complaint alleges discrimination, harassment, or retaliation against the responsible district officer, in which case it should be submitted directly to the Superintendent/President or the Chancellor of the California Community Colleges.

Formal Complaints should be submitted on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form will be available at the Office of Human Resources and on the District's website.

If any party submits a written allegation of harassment, discrimination, or retaliation not on the form described above, the District will seek to have the individual complete and submit the form. However, if the individual chooses not to do so, the District will attach the written allegation(s) to the form and treat it as a Formal Complaint. In no instance will the District reject a written allegation of harassment, discrimination, or retaliation on the basis that it was not submitted on the proper form.

A Formal Complaint must meet each of the following criteria:

- It must allege facts with enough specificity to show that the allegations, if true, would constitute a violation of District policies or procedures prohibiting discrimination, harassment, or retaliation;
- The complainant must sign and date the Formal Complaint;
- The complainant must file any Formal Complaint not involving employment within one year of the date of the alleged discriminatory, harassing, or retaliatory conduct or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation(s) of discrimination, harassment, or retaliation.
- The complainant must file any Formal Complaint alleging discrimination, harassment, or retaliation in employment within 180 days of the date of the alleged discriminatory, harassing, or retaliatory conduct, except that this period shall be extended by no more than 90 days following the expiration of the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.

If the Formal Complaint does not meet the requirements set forth above, the Chief Human Resources Officer will promptly return it to the complainant and specify the defect. If the sole

## ADMINISTRATIVE PROCEDURES

defect is that the Formal Complaint was filed outside the applicable prescribed timeline, the Chief Human Resources Officer will handle the matter as an informal complaint.

**Oversight of Complaint Procedure:** The Chief Human Resources Officer is the "responsible District officer" charged with receiving complaints of discrimination or harassment, and coordinating their investigation.

The actual investigation of complaints may be assigned by the Chief Human Resources Officer or Superintendent/President to other staff or to outside persons or organizations under contract with the District. This shall occur whenever the Chief Human Resources Officer is named in the complaint or implicated by the allegations in the complaint.

**Who May File a Complaint:** Any student, employee, or third party who believes he/she has been discriminated against or harassed by a student, employee, or third party in violation of this procedure and the related policy.

**Where to File a Complaint:** A student, employee, or third party who believes he/she has been discriminated against or harassed in violation of these policy and procedures may make a complaint orally or in writing.

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, he/she must file the complaint on a form prescribed by the California Community Colleges Chancellor's Office. These approved forms are available from the Chief Human Resources Officer and at the California Community Colleges Chancellor's Office's website.

The completed form must be filed with any of the following:

- the Chief Human Resources Officer;
- the California Community Colleges Chancellor's Office.

### **Employment-Related Complaints**

Complainants filing employment-related complaints shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

Complaints filed with the EEOC or the DFEH should be forwarded to the California Community Colleges Chancellor's Office.

Any District employee who receives a harassment or discrimination complaint shall notify the Chief Human Resources Officer immediately.

**Filing a Timely Complaint:** Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they

## ADMINISTRATIVE PROCEDURES

are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of harassment and discrimination; the existence of a hostile, offensive or intimidating work environment, and acts of retaliation.

The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity.

**Communicating that the Conduct is Unwelcome:** The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste or inappropriate.

**Intake and Processing of the Complaint:** Upon receiving notification of a harassment or discrimination complaint, the Chief Human Resources Officer shall:

- Undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing informal counseling, training, etc.
  
- Advise the complainant that he/she need not participate in an informal resolution of the complaint, as described above, and has the right to end the informal resolution process at any time. Mediation is not appropriate for resolving incidents involving sexual violence.
  
- Advise a student complainant that he/she may file a complaint with the Office of Civil Rights of the U.S. Department of Education and employee complainants may file a complaint with the Department of Fair Employment and Housing. All complainants should be advised that they have a right to file a complaint with local law enforcement, if the act complained of is also a criminal act. The District must investigate even if the complainant files a complaint with local law enforcement. In addition, the District should ensure that complainants are aware of any available resources, such as counseling, health, and mental health services. The Chief Human Resources Officer shall also notify the California Community Colleges Chancellor's Office of the complaint.
  
- Take interim steps to protect a complainant from coming into contact with an accused individual, especially if the complainant is a victim of sexual violence. The Chief Human Resources Officer should notify the complainant of his/her options to avoid contact with the accused individual and allow students to change academic situations

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as appropriate. For instance, the District may prohibit the accused individual from having any contact with the complainant pending the results of the investigation. When taking steps to separate the complainant and accused individual, the District shall minimize the burden on the complainant. For example, it is not appropriate to remove complainants from classes or housing while allowing accused individuals to remain.

### **Investigation**

The Chief Human Resources Officer shall:

- Authorize the investigation of the complaint, and supervise or conduct a thorough, prompt and impartial investigation of the complaint, as set forth below. Where complainants opt for informal resolution, the designated officer will determine whether further investigation is necessary to ensure resolution of the matter and utilize the investigation process outlined below as appropriate. In the case of a formal complaint, the investigation will include interviews with the complainant, the accused, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.
- Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, or other unlawful discriminatory conduct, giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

**Investigation of the Complaint:** The District shall promptly investigate every complaint of harassment or discrimination. No claim of workplace or academic harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, on a District bus, or at a class or training program sponsored by the District at another location.

As set forth above, where the complainant opts for an informal resolution, the Chief Human Resources Officer may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential to the extent possible, but cannot guarantee absolute confidentiality because release of some information on a "need-to-know-basis" is essential to a thorough investigation. When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant's age; whether there have been other harassment complaints about the same individual; and the accused individual's rights to receive information about the allegations if the information is maintained by the District as an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal

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Regulations Part 99.15. The District will inform the complainant if it cannot maintain confidentiality.

**Investigation Steps:** The District will fairly and objectively investigate harassment and discrimination complaints. Employees designated to serve as investigators under this policy shall have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the District's grievance procedures operate. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.

Investigators will use the following steps: interviewing the complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District's no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see that all recommended action is carried out in a timely fashion. When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that discrimination or harassment has occurred.

**Timeline for Completion:** The District will undertake its investigation as promptly and swiftly as possible. To that end, the investigator shall complete the above steps, and prepare a written report within 90 days of the District receiving the complaint.

**Cooperation Encouraged:** All employees are expected to cooperate with a District investigation into allegations of harassment or discrimination. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed. No employee will be retaliated against as a result of lodging a complaint or participating in any workplace investigation.

### **Written Report**

The results of the investigation of a complaint shall be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the Formal Complaint;
- A summary of the testimony provided by each witness interviewed by the investigator;
- An analysis of relevant evidence collected during the course of the investigation;



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- A specific finding as to whether there is probable cause to believe that discrimination, harassment, or retaliation occurred with respect to each allegation in the complaint; and
- Any other information deemed appropriate by the District.

### **Confidentiality of the Process**

Investigations are best conducted within a confidential climate. Therefore, the District does not reveal information about ongoing investigations except as necessary to fulfill its legal obligations. The District will keep the investigation confidential to the extent possible, but it cannot guarantee absolute confidentiality because release of some information on a “need-to-know-basis” is essential to a thorough investigation and to protect the rights of Accused students and employees during the investigation process and any ensuing discipline.

### **Administrative Determination**

- In any case not involving employment discrimination, within 90 days of receiving a complaint, the District shall complete its investigation and forward a copy of the investigative report to the Chancellor of the California Community Colleges, a copy or summary of the report to the complainant, and written notice setting forth all of the following to both the complainant and the Chancellor of the California Community Colleges:
  - The determination of the Chief Human Resources Officer or designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
  - A description of actions taken, if any, to prevent similar problems from occurring in the future;
  - The proposed resolution of the complaint; and
  - The complainant's right to appeal to the District's Governing Board and the Chancellor of the California Community Colleges.
  
- In any case involving employment discrimination, within 90 days of receiving a complaint, the district shall complete its investigation and forward a copy or summary of the report to the complainant, and written notice setting forth all the following to the complainant:
  - The determination of the Chief Human Resources Officer of designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
  - A description of actions taken, if any, to prevent similar problems from occurring in the future;
  - The proposed resolution of the complaint; and
  - The complainant's right to appeal to the district governing board and to file a complaint with Department of Fair Employment and Housing or the U.S Equal Employment Opportunity Commission.

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### **Discipline and Corrective Action**

If harassment, discrimination or retaliation occurred in violation of the policy or procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense. Remedies for the complainant might include, but are not limited to:

- providing an escort to ensure that the complainant can move safely between classes and activities;
- ensuring that the complainant and alleged perpetrator do not attend the same classes or work in the same work area;
- preventing offending third parties from entering campus;
- providing counseling services or a referral to counseling services;
- providing medical services or a referral to medical services;
- providing academic support services, such as tutoring;
- arranging for a student-complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record; and
- reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the complainant being disciplined.

If the District imposes discipline, the nature of the discipline will not be communicated to the complainant. However, the District may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the complainant; for example, the District may inform the complainant that the harasser must stay away from the complainant.

Disciplinary actions against faculty, staff, and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the complainant from further harassment, or discrimination, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint or assisting in the investigation.

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The District will ensure that complainants and witnesses know how to report any subsequent problems, and should follow-up with complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

If the District cannot take disciplinary action against the accused individual because the complainant refuses to participate in the investigation, it should pursue other steps to limit the effects of the alleged harassment and prevent its recurrence.

### **Appeals**

If the District imposes discipline against a student or employee as a result of the findings in its investigation, the student or employee may appeal the decision using the procedure for appealing a disciplinary decision.

If the complainant is not satisfied with the results of the administrative determination, he/she may, within fifteen days, submit a written appeal to the Governing Board. The Governing Board shall review the original complaint, the investigative report, the administrative decision, and the appeal. The Governing Board shall issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Governing Board shall be forwarded to the complainant and to the Chancellor of the California Community Colleges. The complainant shall also be notified of his/her right to appeal this decision.

If the Governing Board does not act within 45 days the administrative determination shall be deemed approved and shall become the final decision of the District in the matter.

In any case not involving workplace discrimination, harassment, or retaliation, the complainant shall have the right to file a written appeal with the Chancellor of the California Community Colleges within 30 days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Title 5 Section 59350.

In any case involving employment discrimination, including workplace harassment, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the Department of Fair Employment and Housing.

### **Extension of Time**

Within 150 days of receiving a formal complaint, the District shall forward to the Chancellor of the California Community Colleges the original complaint, the investigative report, a copy of the written notice to the complainant setting forth the results of the investigation, a copy of the final administrative decision rendered by the Governing Board or indicating the date upon which the

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decision became final, and a copy of the notification to the complainant of his/her appeal rights. If, due to circumstances beyond its control, the District is unable to comply with the 150-day deadline for submission of materials, it may file a written request for an extension of time no later than ten days prior to the expiration of the deadline.

### **File Retention**

The District will retain on file for a period of at least three years after closing the case copies of:

- the original complaint;
- the investigatory report;
- the summary of the report if one is prepared;
- the notice provided to the complainant, of the District's administrative determination and his/her right to appeal;
- any appeal; and
- the District's final decision.

The District will make such documents available to the Chancellor of the California Community Colleges upon request.

**Where the complaint allegation consists of Sexual Misconduct, as defined by Title IX, the following applies:**

### **Sexual Misconduct:**

Sexual misconduct includes sexual harassment and sexual violence.

- Sexual harassment may include unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or education setting.
- Sexual violence refers to physical sexual acts perpetrated against a person's will or when a person is incapable of giving consent due to the victim's use of drugs or alcohol or due to an intellectual or other disability. Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion.
- Affirmative consent means an affirmative, conscious, and voluntary agreement to engage in sexual activity.

Sexual misconduct creates a hostile environment if the conduct is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the District's program. A single or isolated incident may create a hostile environment if the incident is sufficiently severe.

### **Complaint Procedure:**

Where the complaint involves a minor, the District will comply with California mandated reporting requirements.

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All responsible employees are required to report all actual or suspected sexual misconduct to the Title IX Coordinator immediately. A responsible employee is any employee who has the authority to take action to redress sexual misconduct, who has been given the duty of reporting incidents of sexual misconduct to the Title IX Coordinator or the Chief Human Resources Officer, or whom a student or employee could reasonably believe has this authority or duty. The District is on notice if a responsible employee knew, or in the exercise of reasonable care should have known, about the sexual misconduct.

Any person may make a complaint by contacting the Title IX Coordinator directly. The District's Title IX Coordinator is Susan Kitagawa, Associate Dean of Human Resources, located in the Administrative Building and can be contacted at [skitagawa@mpc.edu](mailto:skitagawa@mpc.edu) or at (831)646-4014. The Title IX Coordinator will receive all relevant details about the alleged sexual misconduct reported to the District responsible employee in order to determine what occurred and how to resolve the situation. This includes the names of alleged victim and alleged perpetrator (if known), and the date, time, and location of the alleged sexual misconduct.

### **Privileged or Confidential Reporting:**

A District employee should, whenever possible, before a student or employee reveals information that he or she may wish to keep confidential, ensure that the person making the report understands the employee's obligations to report to the Title IX Coordinator, the victims option to request confidentiality, which the District will take into consideration, and the victims ability to share the information confidentially with designated District employees.

Professional, licensed, mental health counselors who provide mental-health counseling to members of the District community, or interns, graduate students, and others supervised by professional licensed counselors, are not required to report any information to the Title IX Coordinator.

Non-professional counselors who work or volunteer in Student Health Services, including front desk personnel and student employees in the course of their duties, may maintain confidentiality. They are not required to report actual or suspected sexual misconduct to the Title IX Coordinator in a way that identifies the student without the victim's consent. These individuals are limited to those affiliated with Student Health Services located on the first floor of the Student Services Building.

### **Authority over Parties:**

The District has authority over students, employees, and third parties for alleged violations of this policy that occur on District property. The District has authority over District employees and students for alleged violations of this policy that occur at District activities or events. The District may exercise authority over events that occur off-campus to determine if the conduct occurred in the context of an education program or activity or had continuing effects on campus or in an off-campus education program or activity.

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### **Standard of Proof:**

The District will use a “preponderance of the evidence” standard of proof in determining whether there has been a violation of this policy. This standard of proof is also known as “more likely than not” standard.

### **Upon Receiving the Complaint – Health and Safety:**

The Title IX Coordinator, together with members of the Behavioral Assessment Resource Team (BART) or appropriate members of the Administration, will make an immediate assessment concerning the health and safety of the victim and campus community as a whole. The District will provide the victim with immediate, interim measures necessary to protect his or her health and safety. These immediate, interim measures may include providing an escort to ensure that the victim can move safely between classes, ensuring that the victim and perpetrator do not attend the same classes or work in the same area, preventing offending third parties from entering campus, providing counseling services or a referral to counseling services, providing academic support services, such as tutoring, arranging for a victim to retake a course or withdraw from a course without penalty, including ensuring that any changes do not adversely affect the victim’s academic record, and reviewing any disciplinary actions taken against the victim to see if there is a causal connection between the harassment, discrimination, or retaliation and the misconduct that may have resulted in the victim being disciplined.

Where the District determines that there is a substantial threat to the campus community, it will issue a timely warning. The District will issue the warning according to the District’s administrative procedures. The District will not to disclose the victim’s name or other identifying information when issuing the warning.

### **Communicating that the Conduct is Unwelcome:**

The employee or student may, but is not required, to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste, or inappropriate. This is not required.

### **Intake and Processing of the Complaint:**

The Title IX Coordinator will not use mediation or any similar process to informally resolve a sexual misconduct complaint.

### **Confidentiality:**

Where the victim requests confidentiality or that the District not conduct an investigation, the District will take all reasonable steps to investigate while honoring the request. Where the victim insists that the District not disclose his or her name or other identifiable information to the alleged perpetrator, the District will inform the victim that its ability to respond will be limited. The District will evaluate this request in the context of its responsibility to provide a safe and nondiscriminatory environment for all employees and students. When weighing a request for

## ADMINISTRATIVE PROCEDURES

confidentiality against the seriousness of the alleged harassment, the Title IX Coordinator will take the factors listed above into consideration.

### **Fact-Finding Investigation:**

Where the victim has filed a criminal complaint with local law enforcement, the District will consider what information the District is able to share, pursuant to state and federal law, to ensure that victims are not unnecessarily required to give multiple statements about a traumatic event. The District will continue to conduct its own thorough, reliable, prompt, and impartial investigation. The District will normally complete its sexual misconduct investigation within 60 business days of receiving the complaint, unless extended by the Title IX Coordinator for good cause. The Title IX Coordinator will notify the victim and accused in writing of the reason for the extension and the projected new timeline.

The victim and accused will have equal opportunity to present relevant witnesses and other evidence to the District investigator. The District will provide the same opportunities to the victim and accused, for example, the opportunity to have an advocate or union representative present, it must do so for the other party.

The results of the fact-finding investigation will be set out in a formal investigative report which will include the requirements listed above and a credibility determination of the victim, accused, and witnesses.

### **Reporting to California Community Colleges Chancellor's Office:**

The District considers all sexual misconduct complaints to be formal complaints. The Title IX Coordinator must notify the California Community Colleges Chancellor's Office of any sexual misconduct complaints. Upon completing the investigation, the District shall forward to the California Community Colleges Chancellor's Office a copy of the investigative report and administrative determination and to the complainant a copy or summary of the investigative report and administrative determination.

### **Dissemination of Policy and Procedures**

District policy and procedures related to harassment will include information that specifically addresses sexual violence. District policy and procedures will be provided to all students, faculty members, members of the administrative staff and members of the support staff, and will be posted on campus and on the District's website.

When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are summarized in the District's course catalogs and orientation materials for new students.



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### **Training**

By January 1, 2006, the District shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees who are employed as of July 1, 2005. All new supervisory employees must be provided with the training and education within six months of their assumption of a supervisory position. After January 1, 2006, the District shall provide sexual harassment training and education to each supervisory employee once every two years.

The training and education required by this procedure shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. Supervisor's harassment training must also address potential exposure and liability for employers and individuals, supervisor's obligation to report sexual harassment, discrimination, and retaliation when they become aware of it, appropriate remedial measures to correct harassing behavior, and a review of "abusive conduct."

The District will maintain appropriate records of the training provided, including the names of the supervisory employees trained, the date of training, sign in sheets, copies of all certificates of attendance or completion issued, the type of training provided, a copy of all written or recorded training materials, and the name of the training provider. If the training is provided by webinar, the District will maintain a copy of the webinar, all written materials used by the training and all written questions submitted during the webinar, and document all written response or guidance the trainer provided during the webinar. The District will retain these records for at least two years.

Also see BP/AP 3410 titled Nondiscrimination and BP/AP 3430 titled Prohibition of Harassment

**References:** Education Code Sections 212.5, 66281.5, and 67386;  
Government Code Section 12950.1;  
Title 5 Sections 59320, 59324, 59326, 59328, and 59300 et seq.;  
Title 2 Sections 11023 and 11024;  
34 Code of Federal Regulations Section 106.8(b)

**Formerly Administrative Procedure 5105 - Procedures for Complaints of Unlawful Discrimination, Including Sexual Harassment**

**President's Cabinet Approved:** August 14, 2017

**Adopted:** Adopted April 29, 2003





MONTEREY PENINSULA  
COLLEGE

## ADMINISTRATIVE PROCEDURES

**Reviewed:** May 2008

**Renumbered, Revised, and Adopted:**



~~**Procedures**~~  
~~**For**~~  
~~**Complaints of**~~  
~~**Unlawful Discrimination,**~~  
~~**Including**~~  
~~**Sexual Harassment**~~

~~**Filed Under**~~  
~~**Title 5, Sections 59300, et. seq.**~~

~~**May 2008**~~

~~**Based on State Chancellor's Model Plan**~~

~~Monterey Peninsula Community College District  
Procedures  
For  
Complaints of  
Unlawful Discrimination,  
Including  
Sexual Harassment  
filed under  
Title 5, Sections 59300, et. seq.~~

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## **I. Introduction & Scope**

~~These are the written policies and procedures for filing and processing complaints of unlawful discrimination, including sexual harassment, at Monterey Peninsula Community College District (MPC). These policies and procedures incorporate the legal principles contained in unlawful discrimination provisions of the California Code of Regulations, Title 5, Sections 59300 et seq. as well as other state and federal substantive and procedural requirements.~~

~~A copy of these written policies on unlawful discrimination, including sexual harassment, shall be displayed in a prominent location in the main administrative building and other areas where notices regarding MPC's rules, regulations, procedures, and standards of conduct are posted.~~

~~The Monterey Peninsula Community College District Governing Board on May 27, 2008, adopted these *Procedures for Complaints of Unlawful Discrimination, Including Sexual Harassment, 2008*, in accordance with the procedures of the Board.~~

~~Authority: Cal. Code Regs., Title 5, § 59326; Ed. Code, § 66281.5; 20 U.S.C. § 1681 et. seq. Reference: Cal. Code Regs., Title 5, § 59300 et seq.; 34 C.F.R. § 106.8(b).~~

## **II. Notice, Training and Education for Students and Employees**

~~The Monterey Peninsula Community College District's responsible officer shall make arrangements for or provide training to employees and students on the District's unlawful discrimination policies and procedures. Faculty members, members of the administrative staff, and all members of the support staff will be provided with a copy of the District's written policy on unlawful discrimination, including sexual harassment, at the beginning of the first semester of the college year after the policy is adopted.~~

~~District employees hired after adoption of these procedures will receive training and a copy of the policies and procedures regarding unlawful discrimination, including sexual harassment, during the first year of their employment. Because of their special responsibilities under the law, supervisors will undergo mandatory training within six months of assuming a supervisory position and bi-annually thereafter.~~

~~A training program or informational services will be made available to all students at least once annually. The student training or informational services will include an explanation of the policy in existence, how it works, and how to file a complaint. In addition, a copy of the District's written policy on unlawful discrimination, as it pertains to students, will be provided as part of any orientation program conducted for new students at the beginning of each semester or summer session, as applicable.~~

~~Authority: Ed. Code, § 66281.5; Cal. Code Regs., Title 5, §§ 59324 and 59326; Reference: Cal. Code Regs., Title 5, § 59300 et seq.; 34 C.F.R. § 106.8(b).~~

### **III. ~~Policy on Unlawful Discrimination, Including Sexual Harassment~~**

~~Per Board Policy 5100, it is the policy of the Monterey Peninsula Community College District to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to discrimination, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics. This policy applies to any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.~~

~~Per Board Policy 5105, it is the policy of the Monterey Peninsula Community College District to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, sexual favoritism, and other verbal or physical conduct or communications constituting sexual harassment.~~

~~The policy of Monterey Peninsula Community College District is to comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973 in the development, procurement, maintenance, or use of electronic or information technology and to respond to and resolve unlawful discrimination complaints regarding accessibility. Such complaints will be treated as complaints of discrimination on the basis of disability.~~

~~Employees, students, or other persons acting on behalf of the District who engage in unlawful discrimination as defined in this policy or by state or federal law may be subject to discipline up to and including discharge, expulsion, or termination of contract. Applicable due process procedures will be followed regarding disciplinary procedures.~~

~~In so providing, the Monterey Peninsula Community College District hereby implements the provisions of California Government Code Sections 11135 through 11139.5, the Sex Equity in Education Act (Ed. Code, § 66250 et seq.), Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794d), the Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.) and the Age Discrimination Act (42 U.S.C. § 6101).~~

~~Authority: Cal. Code Regs., Title 5, § 59300; Gov. Code, §§ 11135-11139.5; Ed. Code, § 66250 et seq.; 42 U.S.C. § 2000d; 20 U.S.C. § 1681; 29 U.S.C. § 794; 42 U.S.C. § 12100 et seq.; 42 U.S.C. § 6101; 29 U.S.C. § 794d; 36 C.F.R. § 1194.~~

### **IV. ~~Retaliation~~**

~~It is unlawful for anyone to retaliate against someone who files a complaint of unlawful discrimination, including sexual harassment; who refers a matter for investigation or complaint; who participates in an investigation of a complaint; who represents or serves as an advocate for an alleged victim or alleged offender; or who otherwise furthers the principles of this unlawful discrimination policy.~~

~~Authority: 20 U.S.C. § 1681 et seq.; 34 C.F.R. § 106; Cal. Code Regs., Title 5, § 59300 et seq.; *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX*, Office of Civil Rights, January 19, 2001.~~

### **V. ~~Academic Freedom~~**

~~The Monterey Peninsula Community College District Board of Trustees reaffirms its commitment to academic freedom, but recognizes that academic freedom does not allow any form of unlawful discrimination, including sexual harassment. The lecture, content, and discourse that are an intrinsic part of the course content shall in no event constitute sexual harassment or other form of unlawful discrimination. It is recognized that an essential function of education is a probing of opinions and an exploration of ideas that may cause some students discomfort. It is further recognized that academic freedom ensures the faculty's right to teach and the student's right to learn. Finally, nothing in these policies and procedures shall be interpreted to prohibit bona fide academic requirements for a specific community college program, course or activity.~~

~~When investigating complaints of unlawful discrimination, including sexual harassment, containing issues of academic freedom, Monterey Peninsula Community College District will consult with a faculty member appointed by the Academic Senate with respect to contemporary practices and standards for course content and delivery.~~

~~Reference: *Cohen v. San Bernardino Valley College* (1995) 883 F. Supp. 1407, 1412-1414 affd. in part and revd. in part on other grounds, (1996) 92 F.3d 968; Cal. Code Regs., Title 5, § 59302.~~

## **VI. Definitions**

~~Definitions applicable to nondiscrimination policies are as follows:~~

- ~~A. "Appeal" means a request by a complainant made in writing to a community college District governing board pursuant to Title 5, Section 59338 and/or to the Chancellor's Office pursuant to Section 59339 to review the administrative determination of a community college District regarding a complaint of discrimination.~~
- ~~B. "Association with a person or group with these actual or perceived characteristics" includes advocacy for or identification with people who have one or more characteristics of a protected category listed under "Unlawful Discrimination Policy" and Title 5, Section 59300, participation in a group associated with persons having such characteristics, or use of a facility associated with use by such persons.~~
- ~~C. "Complaint" means a written and signed statement meeting the requirements of Title 5, Section 59328, which alleges unlawful discrimination in violation of this subchapter.~~
- ~~D. "Days" means calendar days.~~
- ~~E. "Discrimination on the basis of sex" means sexual harassment or discrimination on the basis of gender.~~
- ~~F. "Gender" includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.~~
- ~~G. "Mental disability" includes, but is not limited to, all of the following:~~
  - ~~1. Having any mental or psychological disorder or condition - such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities - that limits a major life activity. For purposes of this Section:~~
    - ~~a. "Limits" shall be determined without regard to mitigating measures, such as medications, assistive devices, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.~~
    - ~~b. A mental or psychological disorder or condition limits a major life activity if it makes the achievement of the major life activity difficult.~~
    - ~~c. "Major life activities" shall be broadly construed and shall include physical, mental, and social activities and working.~~
  - ~~2. Any other mental or psychological disorder or condition not described in paragraph 1 that requires specialized supportive services.~~
  - ~~3. Having a record or history of a mental or psychological disorder or condition described in paragraph 1 or 2, which is known to the District.~~
  - ~~4. Being regarded or treated by the District as having, or having had, any mental condition that makes achievement of a major life activity difficult.~~
  - ~~5. Being regarded or treated by the District as having, or having had, a mental or psychological disorder or condition that has no present disabling effect, but that may become a mental disability as described in paragraph 1 or 2.~~

~~"Mental disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.~~
- ~~H. "Physical disability" includes, but is not limited to, all of the following:~~
  - ~~1. Having any physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss that does both of the following:~~
    - ~~a. Affects one or more of the following body systems: neurological, immunological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine.~~
    - ~~b. Limits a major life activity. For purposes of this Section:~~
      - ~~(1) "Limits" shall be determined without regard to mitigating measures, such as medications, assistive devices, prosthetics, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.~~

- (2) A physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss limits a major life activity if it makes the achievement of the major life activity difficult.
- (3) "Major life activities" shall be broadly construed and shall include physical, mental, and social activities and working.
2. Any other health impairment not described in paragraph 1 that requires specialized supportive services.
  3. Having a record or history of a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment described in paragraph 1 or 2, which is known to the District.
  4. Being regarded or treated by the District as having, or having had, any physical condition that makes achievement of a major life activity difficult.
  5. Being regarded or treated by the District as having, or having had, a disease, disorder, condition, cosmetic disfigurement, or anatomical loss or health impairment that has no present disabling effect, but that may become a physical disability as described in paragraph 1 or 2.
- "Physical disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.
- I. "District" means the Monterey Peninsula Community College District or any District program or activity that is funded directly by the state or receives financial assistance from the state. This includes any organization associated with the District that receives state funding or financial assistance through the District.
  - J. "Responsible District Officer" means the District officer identified by the District to the State Chancellor's Office as the person responsible for receiving complaints filed pursuant to Title 5, Section 59328, and coordinating their investigation.
  - K. "Sexual harassment" is unlawful discrimination in the form of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting, and includes but is not limited to:
    1. Making unsolicited written, verbal, physical, and/or visual contacts with sexual overtones. (Examples of sexual harassment in written form include, but are not limited to: suggestive or obscene letters, notes, and invitations. Examples of verbal sexual harassment include, but are not limited to: leering, gestures, display of sexually aggressive objects or pictures, cartoons, or posters.)
    2. Continuing to express sexual interest after being informed that the interest is unwelcome.
    3. Making reprisals, threats of reprisal, or implied threats of reprisal following a rebuff of harassing behavior. The following are examples of this type of sexual harassment within the work place: implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.
    4. Engaging in explicit or implicit coercive sexual behavior within the work environment which is used to control, influence, or affect the employee's career, salary, and/or work environment.
    5. Engaging in explicit or implicit coercive sexual behavior within the educational environment that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
    6. Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.
    7. Awarding educational or employment benefits, such as grades or duties or shifts, recommendations, reclassifications, etc., to any student or employee with whom the decision-maker has a sexual relationship and denying such benefits to other students or employees.
  - L. "Sexual orientation" means heterosexuality, homosexuality, or bisexuality.
  - M. "Unlawful discrimination" means discrimination based on a category protected under Title 5, Section 59300, including sexual harassment and retaliation.

Authority: Gov. Code, §12926; Cal. Code Regs., Title 5, §§ 59300, 59311; *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX*, Office of Civil Rights, January 19, 2001.

## VII. Responsible District Officer

The Monterey Peninsula Community College District has identified Susan Kitagawa, Associate Dean of Human Resources, to the State Chancellor's Office and to the public as the single District officer responsible for receiving complaints of unlawful discrimination filed pursuant to Section 59328 and for coordinating their investigation. The actual

~~investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint.<sup>1</sup>~~

~~Authority: Cal. Code Regs., Title 5, § 59324; 34 C.F.R. § 106.8.~~

### **~~VIII. Filing A Complaint~~**

~~An individual who believes he/she has been discriminated against unlawfully or sexually harassed in any program or activity that is funded directly by, or that receives any financial assistance from, the Chancellor or Board of Governors of the California Community Colleges may file a complaint with the District's responsible officer. (See Sections IX and X below.) At the earliest possible time, but within five days of the filing of a complaint, the individual or individuals that allegedly engaged in discriminatory conduct shall be advised of the charges against them.<sup>2</sup>~~

~~Authority: Cal. Code Regs., Title 5, § 59311.~~

### **~~IX. Informal/Formal Complaint Procedure~~**

~~When a person brings charges of unlawful discrimination to the attention of the District's responsible officer or designee, that officer will:~~

- ~~(1) Undertake efforts to resolve the charges informally;~~
- ~~(2) Advise the complainant that he or she need not participate in informal resolution;~~
- ~~(3) Notify the complainant bringing the charges of his or her right to file a formal complaint and explain the procedure for filing a formal complaint;~~
- ~~(4) Assure the complainant that he or she will not be required to confront or work out problems with the person accused of unlawful discrimination;~~
- ~~(5) Advise the complainant that he or she may file a nonemployment-based complaint with the Office of Civil Rights of the U.S. Department of Education (OCR) where such a complaint is within that agency's jurisdiction;~~
- ~~(6) If the complaint is employment-related, the complainant should also be advised that he or she may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the Department of Fair Employment and Housing (DFEH) where such a complaint is within that agency's jurisdiction.~~

~~The purpose of the informal resolution process is to allow an individual who believes she/he has been discriminated against unlawfully or sexually harassed to resolve the issue through a mediation process rather than the formal complaint process. Typically, the informal process will be invoked when there is a simple misunderstanding or the complainant does not wish to file a formal complaint. Resolution of an informal complaint may require nothing more than a clarification of the misunderstanding or an apology from the respondent and an assurance that the offending behavior will cease. The District officer shall advise the complainant of his or her rights and responsibilities under both the formal and informal processes by providing a copy of the *Procedures for Complaints of Unlawful Discrimination, Including Sexual Harassment*. The informal resolution process will not be made a predicate to the process and investigation of a formal complaint. If a complaint is filed, an investigation must be completed within the time required unless a complainant, as a result of a successful informal resolution, voluntarily rescinds it.~~

~~Efforts at informal resolution need not include any investigation unless the responsible District officer determines that an investigation is warranted by the seriousness of the charges. Efforts at informal resolution may continue after the filing of a formal written complaint, but after a complaint is filed an investigation is required to be conducted pursuant to Title 5~~

<sup>1</sup> ~~The federal Office for Civil Rights (OCR) advises educational institutions to give one official responsibility for oversight and coordination of all sexual harassment complaints to ensure consistent practices and standards in handling complaints as well as coordination of record keeping. This will help ensure that the educational institution can and will resolve recurring problems and identify students or employees who have multiple complaints filed against them. The State Chancellor's Office advises that having the responsible District officer, named pursuant to Title 5, Section 59324, coordinate both sexual harassment and other complaints of unlawful discrimination satisfies OCR's instruction on this subject.~~

<sup>2</sup> ~~This is important in order to allow the accused an opportunity to prepare for the investigation. This initial contact may also provide the responsible District officer with information that would facilitate an informal resolution.~~



~~Section 59334 and will be completed unless the matter is informally resolved and the complainant dismisses the complaint. Even if the complainant does dismiss the complaint, the responsible District officer may require the investigation to continue if he or she determines that the allegations are serious enough to warrant an investigation. Any efforts at informal resolution after the filing of a written complaint will not exceed the 90-day period for rendering the administrative determination pursuant to Title 5, Section 59336.~~

~~In employment-related cases, if the complainant files with the Department of Fair Employment and Housing, a copy of that filing will be sent to the State Chancellor's Office requesting a determination of whether a further investigation under Title 5 is required. Unless the State Chancellor's Office determines that a separate investigation is required, the District will discontinue its investigation under Title 5 and the matter will be resolved through the Department of Fair Employment and Housing.~~

~~The District will allow for representation where required by law and may allow for representation for the accused and complainant in other circumstances on a case-by-case basis.~~

~~Authority: Cal. Code Regs., Title 5, §§ 59327, 59328, 59334, 59336, and 59339; *NLRB v. Weingarten, Inc.* (1975) 420 U.S. 251.~~

### ~~**X. Filing of Formal Written Complaint**~~

~~If a complainant decides to file a formal written unlawful discrimination complaint against the District, he or she will file the complaint on a form prescribed by the State Chancellor. These approved forms are available from the District and also at the State Chancellor's website, as follows:~~

~~<http://www.cccco.edu/divisions/legal/discrimination/discrimination.htm>~~

~~A copy of the approved form is attached in the Appendix. The completed form must be filed with the District representative or mailed directly to the State Chancellor's Office of the California Community Colleges.~~

~~Once a complaint is filed, the individual(s) accused of engaging in prohibited discriminatory conduct shall be advised of that filing and the general nature of the complaint. This shall occur as soon as possible and in a manner that is appropriate under the circumstances. The District will also advise the accused that an assessment of the accuracy of the allegations has not yet been made, that the complaint will be investigated, that the accused will be provided an opportunity to present his/her side of the matter, and that any conduct that could be viewed as retaliatory against the complainant or any witnesses must be avoided.~~

~~Authority: Cal. Code Regs., Title 5, §§ 59311 and 59328.~~

### ~~**XI. Threshold Requirements Prior to Investigation of a Formal Written Complaint**~~

~~When a formal written complaint is filed, it will be reviewed to determine if the complaint meets the following requirements:~~

- ~~(1) The complaint must allege unlawful discrimination prohibited under Title 5, Section 59300.~~
- ~~(2) The complaint must be filed on a form prescribed by the State Chancellor's Office.~~
- ~~(3) The complaint must be filed by one who alleges that he or she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his or her official capacity as an employee of Monterey Peninsula Community College District.~~
- ~~(4) In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.~~
- ~~(5) In any complaint involving employment the complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period will be extended by no more than 90 days following the expiration of that 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of 180 days.~~

~~If a complaint is found to be defective, it will be immediately returned to the complainant with a complete explanation of why an investigation could not be initiated under Title 5, California Code of Regulations, Section 59300 et seq. The notice will inform the complainant that the complaint does not meet the requirements of Title 5, Section 59328, and shall specify in what requirement the complaint is defective. A copy of the notice to the claimant will also be sent to the State Chancellor's Office.~~

~~Authority: Cal. Code Regs., Title 5, §§ 59328, 59332.~~

## ~~**XII. Notice to State Chancellor or District**~~

~~Immediately upon receiving a complaint filed in accordance with the Title 5 regulations, the District will forward a copy of the complaint to the State Chancellor's Office. Similarly, when the State Chancellor's Office receives a complaint filed in accordance with the regulations, a copy will be forwarded to the District.~~

~~Authority: Cal. Code Regs., Title 5, § 59330.~~

## ~~**XIII. Confidentiality of the Process and the Right to Privacy**~~

~~Investigative processes can best be conducted within a confidential climate. Therefore, the District will not reveal information about such matters except as necessary to fulfill its legal obligations.~~

~~Potential complainants are sometimes reluctant to pursue a complaint if their names will be revealed. The inability to reveal the name of a complainant or facts that are likely to reveal the identity of the complainant can severely limit the ability of the District to respond. Complainants must also recognize that persons who are accused of wrongdoing have a right to present their side of the matter, and this right may be jeopardized if the District is prohibited from revealing the name of the complainant or facts that are likely to disclose the identity of the complainant.~~

~~If a complainant insists that his or her name not be revealed, the responsible officer should take all reasonable steps to investigate and respond to the complaint consistent with the complainant's request as long as doing so does not jeopardize the rights of other students or employees.~~

~~It is also important that complainants and witnesses understand the possibility that they may be charged with allegations of defamation if they circulate the charges outside of the District's process. In general, persons who are participating in a District investigative or disciplinary process that is related to a charge of discrimination are protected from tort claims such as defamation. However, persons who make allegations outside of these processes or who discuss their claims with persons outside of the process may expose themselves to tort charges. Complainants, witnesses, and those accused of discrimination will each be asked to sign a confidentiality acknowledgement statement, stating that he/she has been advised of the confidentiality requirements. A copy of the statement is attached in the Appendix.~~

~~Where an investigation reveals the need for disciplinary action, the complainant may wish to have information about what disciplinary actions the District took. However, the privacy rights of the persons involved often prevent the District from providing such information. In student disciplinary actions for sexual assault/physical abuse charges, Education Code Section 76234 provides that the victim shall be informed of the disciplinary action, but that the victim must keep the information confidential. Disciplinary actions taken against employees are generally considered confidential.<sup>3</sup>~~

~~Authority: Cal. Const. Art. I, § 1; Civil Code § 47; Ed. Code §§ 76234 and 87740; *Silberg v. Anderson* (1990) 50 Cal.3d.205; *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX, Office of*~~

<sup>3</sup> ~~In cases of severe discipline, such as suspension or termination, the complainant would in all likelihood be required to testify at a hearing on the subject, and would therefore be aware of the proposed discipline. In the less severe cases, however, it is incumbent on the District to advise the complainant of the seriousness of the privacy issue. The complainant should be able to trust the District to take appropriate action and understand that the District is not at liberty to discuss personnel matters. If a disclosure is made to the accuser, the District should require that the accuser keep the information confidential; otherwise, the District exposes itself to possible litigation.~~

#### **XIV. Administrative Determination**

~~In any case not involving employment discrimination, within ninety (90) days of receiving an unlawful discrimination, including sexual harassment, complaint filed under Title 5, Sections 59300 et seq., the District will complete its investigation and forward a copy of the investigative report to the State Chancellor, a copy or summary of the report to the complainant, and written notice setting forth all the following to both the complainant and the State Chancellor:~~

- ~~(1) the determination of the chief executive officer or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;~~
- ~~(2) a description of actions taken, if any, to prevent similar problems from occurring in the future;<sup>3</sup>~~
- ~~(3) the proposed resolution of the complaint; and~~
- ~~(4) the complainant's right to appeal to the District governing board and the State Chancellor.~~

~~In any case involving employment discrimination, within ninety (90) days of receiving an unlawful discrimination or sexual harassment complaint filed under Title 5, Sections 59300 et seq., the responsible District officer will complete the investigation and forward a copy of the investigative report to the State Chancellor, a copy or summary of the report to the complainant, and written notice setting forth all the following to the complainant:~~

- ~~(1) the determination of the chief executive officer or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;~~
- ~~(2) a description of actions taken, if any, to prevent similar problems from occurring in the future;<sup>4</sup>~~
- ~~(3) the proposed resolution of the complaint; and~~
- ~~(4) the complainant's right to appeal to the District governing board and to file a complaint with the Department of Fair Employment and Housing.~~

~~The District will keep these documents on file for a period of at least three years after closing the case, and make them available to the State Chancellor upon request.~~

~~Monterey Peninsula College recognizes the importance of and is therefore committed to completing investigations and resolving complaints as quickly as possible, consistent with the requirements for a thorough investigation.~~

~~Authority: Cal. Code Regs., Title 5, § 59336.~~

#### **XV. Complainant's Appeal Rights**

~~Complainants have appeal rights that they may exercise if they are not satisfied with the results of the District's administrative determination. At the time the administrative determination and summary are mailed to the complainant, the District will notify the complainant of his or her appeal rights as follows:~~

- ~~a) First level of appeal: The complainant has the right to file an appeal to the District's governing board within 15 days from the date of the administrative determination. The District's governing board will review the original complaint, the investigative report, the administrative determination, and the appeal.~~
- ~~b) The District's governing board will issue a final District decision in the matter within 45 days after receiving the appeal. Or, the District's governing board may elect to take no action within 45 days, in which case the original decision in the administrative determination will be deemed to be affirmed and shall become the final District~~

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<sup>4</sup> If it is determined that discrimination did occur, possible remedies to prevent similar problems from occurring in the future include all the standard District disciplinary actions for students and employees, ranging from undocumented reprimand to termination or expulsion. If formal disciplinary action is inappropriate, other possible remedies include, training in the pertinent area(s) of unlawful discrimination, apology, and restricting or forbidding contact between the perpetrator and victim.

~~decision in the matter. A copy of the final decision rendered by the District's governing board will be forwarded to the complainant and to the State Chancellor's Office.~~

- e) ~~Second level of appeal: The complainant has the right to file an appeal with the California Community College Chancellor's Office in any case not involving employment related discrimination within 30 days from the date that the governing board issues the final District decision or permits the administrative determination to become final by taking no action within 45 days.<sup>5</sup> The appeal must be accompanied by a copy of the decision of the governing board or evidence showing the date on which the complainant filed an appeal with the governing board, and a statement under penalty of perjury that no response was received from the governing board within 45 days from that date.~~

~~Complainants must submit all appeals in writing.~~

~~Authority: Cal. Code Regs., Title 5, §§ 59338 and 59339.~~

#### **~~XVI. Forward Documents to Chancellor~~**

~~In any case not involving employment discrimination, within 150 days of receiving a complaint, the District will forward the following to the Chancellor:~~

- a) ~~A copy of the final District decision rendered by the governing board or a statement indicating the date on which the administrative determination became final as a result of taking no action on the appeal within 45 days.~~
- b) ~~A copy of the notice of appeal rights the District sent the complainant.~~
- c) ~~Any other information the Chancellor may require.~~

~~The District will keep these documents on file for a period of at least three years after closing the case, and in any case involving employment discrimination, make them available to the State Chancellor upon request.~~

~~Authority: Cal. Code Regs., Title 5, §§ 59338 and 59340.~~

#### **~~XVII. Extensions~~**

~~If for reasons beyond its control, the District is unable to comply with the 90-day or 150-day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office, the responsible District officer will file a written request that the State Chancellor grant an extension of the deadline. The request will be submitted no later than 10 days prior to the expiration of the deadlines established by Title 5 in Sections 59336 and/or 59340 and will set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.~~

~~A copy of the request for an extension will be sent to the complainant who may file written objections with the State Chancellor within five (5) days of receipt.~~

~~The State Chancellor may grant the request unless delay would be prejudicial to the complainant. If the Chancellor grants an extension of the 90-day deadline, the 150-day deadline is automatically extended by an equal amount.~~

~~Authority: Cal. Code Regs., Title 5, § 59342.~~

#### **~~XVII. Records Retention~~**

~~Unlawful discrimination records that are part of an employee's employment records may be classified as class-1 permanent records and retained indefinitely or microfilmed in accordance with Title 5, California Code of Regulations, Section 59022. Unlawful discrimination records of a student that are deemed worthy of preservation but not classified as class-1 permanent may be classified as class-2 optional records or as class-3 disposable records, to be retained for a period of three years.~~

~~Authority: Cal. Code Regs., Title 5, § 59020.~~

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<sup>5</sup> ~~The Department of Fair Employment and Housing (DFEH) has final jurisdiction over employment-related cases. Therefore, the State Chancellor's Office has agreed to accept DFEH decisions and does not accept appeals in employment discrimination cases.~~

## **XIX. Appendix**

Forms available from Human Resources:

- ~~Chancellor's Office Complaint Form~~
- ~~Confidentiality Acknowledgement Statement~~



~~CONFIDENTIALITY ACKNOWLEDGEMENT STATEMENT  
DISCRIMINATION INVESTIGATIONS~~

~~Investigations and discipline related to complaints of discrimination, including sexual harassment, are confidential. Complainants, witnesses and others contacted in the course of an investigation are subject to this requirement of confidentiality.~~

~~Complainants and witnesses participating in an investigation of discrimination may be charged with allegations of defamation if they circulate the charges outside of the Monterey Peninsula Community College District's process. In general, persons who are participating in a District investigative or disciplinary process that is related to a charge of discrimination are protected from tort claims such as defamation. However, persons who make allegations outside of these processes or who discuss claims with persons outside of the process may expose themselves to tort charges.~~

~~I have been advised of the confidentiality requirements for the complaint of discrimination currently under investigation.~~

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Form provided by:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date



## Unlawful Discrimination Complaint Form

Name: \_\_\_\_\_

*Last*

*First*

Address: \_\_\_\_\_

*Street or P.O. Box*

*City*

*State*

*Zip*

Phone: Day ( ) \_\_\_\_\_ Evening ( ) \_\_\_\_\_

I Am A:  Student  Employee  Other: \_\_\_\_\_

I Wish To Complain Against: \_\_\_\_\_

District: \_\_\_\_\_ College: \_\_\_\_\_

### ~~Date of Most Recent Incident of Alleged Discrimination:~~

~~(Nonemployment complaints must be filed within one year of the date of the alleged unlawful discrimination. Employment complaints must be filed within six months of the date of the alleged unlawful discrimination.)~~

### ~~I Allege Discrimination Based on the Following Category Protected under Title 5 (you must select at least one):~~

- ~~Age  Ethnic Group Identification  Physical Disability~~  
 ~~Religion  Ancestry  Mental Disability~~  
 ~~Race  Sex/Gender (includes Harassment)~~  
 ~~Color  National Origin  Retaliation\*\*~~  
 ~~Sexual Orientation  Perceived to be in protected category or associated with those in protected category~~

~~Clearly state your complaint. Describe each incident of alleged discrimination separately. For each incident provide the following information: 1) date(s) the discriminatory action occurred; 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of your religion, age, race, sex or whatever basis you indicated above. \*\*If applicable, explain why you believe you were retaliated against for filing a complaint or asserting your right to be free from discrimination on any of the above grounds. (Attach additional pages as necessary.)~~

~~What would you like the District to do as a result of your complaint -- what remedy are you seeking?~~

~~I certify that this information is correct to the best of my knowledge.~~

~~*Signature of Complainant*~~

~~*Date*~~

~~Send **Original** to the District, or: Chancellor's Office, California Community Colleges~~

~~1102 Q Street~~

~~Sacramento, California 95811-6549~~

~~*(Revised 02/08)*~~

~~Attention: Legal Affairs Division~~





**BP 3510 Workplace Violence**

The District is committed to providing a safe work environment that is free of violence and the threat of violence.

**Responding to Threats of Violence**

The top priority in this process is effectively handling critical workplace incidents, especially those dealing with actual or potential violence.

Violence or the threat of violence against or by any employee of the District or any other person is unacceptable.

Should a non-employee on District property demonstrate or threaten violent behavior, he/she may be subject to criminal prosecution.

Should an employee, during working hours, demonstrate or threaten violent behavior he/she may be subject to disciplinary action.

The following actions are considered violent acts:

- Striking, punching, slapping, or assaulting another person.
- Fighting or challenging another person to fight.
- Grabbing, pinching, or touching another person in an unwanted way whether sexually or otherwise.
- Engaging in dangerous, threatening, or unwanted horseplay.
- Possession, use, or threat of use, of a firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, on District property, including parking lots, other exterior premises, District vehicles, or while engaged in activities for the District in other locations, unless such possession or use is a requirement of the job.
- Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm.
- Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2½ inches upon the grounds, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by a District employee to have the knife, or is a duly appointed peace officer who is engaged in the performance of his/her duties.

Any employee who is the victim of any violent threatening or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether the perpetrator is a District

## GOVERNING BOARD POLICIES

employee or a non-employee, shall immediately report the incident to his/her supervisor or other appropriate person.

Campus Security – (831)646-4099

Director of Security and Emergency Operations – (831)646-4005

Vice President, Administrative Services – (831)646-4040

Emergency Law Enforcement- 911

No one, acting in good faith, who initiates a complaint or reports an incident under this policy will be subject to retaliation or harassment.

Any employee reported to be a perpetrator will be provided both due process and representation before disciplinary action is taken.

In the event the District fears for the safety of the perpetrator or the safety of others at the scene of the violent act, local law enforcement will be called.

**References:** Cal/OSHA; Labor Code Sections 6300 et seq.;  
Title 8 Section 3203;  
Code of Civil Procedure Section 527.8;  
Penal Code Sections 273.6, 626.9, and 626.10

**Adopted:**



MONTEREY PENINSULA  
COLLEGE

GOVERNING BOARD POLICIES

**Chapter 3    General Institution**

**3518**

**BP 3518    Child Abuse Reporting**

The Superintendent/President shall establish procedures related to the responsibility of employees, within the scope of employment or in their professional capacity, to report suspected abuse and neglect of children.

**References:** Penal Code Sections 261, 264.1, 273a, 273d, 285, 286, 288, 288a, 289, 647a, and 11164-11174.3;  
Welfare and Institutions Code Sections 300, 318, and 601;  
Family Code Sections 7802, 7807, 7808, 7820-7829, 7890, and 7892

**Adopted:**

**BP 3540    Sexual and Other Assaults on Campus**

Any sexual assault or physical abuse, including, but not limited to rape as defined by California law, whether committed by an employee, student or member of the public, that occurs on District property, is a violation of District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Superintendent/President shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385, 67385.7, and 67386 and 34 Code of Federal Regulations Section 668.46.

Also see Board Policies 3430 Prohibition of Harassment and 3510 Workplace Violence

**References:**    Education Code Sections 67382, 67385, 67385.7, and 67386;  
                         20 U.S. Code Section 1092(f);  
                         34 Code of Federal Regulations Section 668.46(b)(11)

**Adopted:**

**AP 3540    Sexual and Other Assaults on Campus**

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also AP 5500 titled Standards of Student Conduct.)

**"Sexual assault"** includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

**"Dating violence"** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

**"Domestic violence"** includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse of the victim;
- a person with whom the victim shares a child in common;
- a person who is cohabitating with or has cohabitated with the victim as a spouse;
- a person similarly situated to a spouse of the victim under California law; or
- any other person against an adult or youth victim who is protected from that person's acts under California law.

**"Stalking"** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others, or to suffer substantial emotional distress.

It is the responsibility of each person involved in sexual activity to ensure that he/she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

ADMINISTRATIVE PROCEDURES

**“Affirmative consent”** means affirmative, conscious, and voluntary agreement to engage in sexual activity.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, see also AP 3500, 3510, and 3515.)

All students, faculty members or staff members who allege they are the victims of domestic violence, dating violence, sexual assault or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Title IX Coordinator which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Title IX Coordinator is authorized to release such information.

The Title IX Coordinator shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with the following:

- A copy of the District's policy and procedure regarding domestic violence, dating violence, sexual assault, or stalking;
- A list of personnel on campus who should be notified and procedures for such notification, if the alleged victim consents;
  - Campus Security
  - Student Health Services
- Information about the importance of preserving evidence and the identification and location of witnesses;
- A description of available services, and the persons on campus available to provide those services if requested. Services and those responsible for provided or arranging them include:
  - Referral for counseling on and off campus by Student Health Services;
  - A list of other available campus resources or appropriate off-campus resources by Student Health Services;
  - Escort services by Campus Security
- The **victim's** option to:
  - notify proper law enforcement authorities, including on-campus and local police;
  - be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
  - decline to notify such authorities;
- The rights of victims and the institution's responsibilities regarding orders of protection, no contact orders, or similar lawful orders issued by a court;
- Information about how the District will protect the confidentiality of victims; and
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such

## ADMINISTRATIVE PROCEDURES

accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.

- A description of each of the following procedures:
  - criminal prosecution;
  - civil prosecution (i.e., lawsuit);
  - District disciplinary procedures, both student and employee;
  - modification of class schedules;
  - tutoring, if necessary.

The Title IX Coordinator should be available to provide assistance to Campus Security regarding how to respond appropriately to reports of sexual violence.

The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435, regardless of whether a complaint is filed with local law enforcement.

All alleged victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be kept informed, through the Title IX Coordinator of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

A complainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic honesty.

In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:

- The **accused's** belief in affirmative consent arose from the intoxication or recklessness of the accused.
- The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

## ADMINISTRATIVE PROCEDURES

In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

- The complainant was asleep or unconscious.
- The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- The complainant was unable to communicate due to a mental or physical condition.

The District shall maintain the identity of any alleged victim, witness, or third-party reporter of domestic violence, dating violence, sexual assault, or stalking on District property, as defined above, in confidence unless the alleged victim, witness, or third-party reporter specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking on District property shall be referred to the District's Office of the Superintendent/President which shall work with the Title IX Coordinator to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sexual assault, domestic violence, dating violence, and stalking and procedures that should be followed after an incident of domestic violence, dating violence, sexual assault, or stalking has been reported, including a statement of the standard of evidence that will be used during any District proceeding arising from such a report. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking;
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests, and the right to decline to notify these authorities;
- Information about how the District will protect the confidentiality of victims;
- Information for students about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance, or other services for victims;
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such



## ADMINISTRATIVE PROCEDURES

- accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement;
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sexual assault, or stalking including a clear statement that:
    - Such proceedings shall provide a prompt, fair, and impartial resolution;
    - Such proceedings shall be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability;
    - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
    - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged domestic violence, dating violence, sexual assault, or stalking, the procedures for the accused and victim to appeal the results of the disciplinary proceeding, of any changes to the results that occur prior to the time that such results become final, and when such results become final. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused.
  - A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

### **Education and Prevention Information**

The Title IX Coordinator shall:

- Provide, as part of each campus established orientation program, education and prevention information about domestic violence, dating violence, sexual assault, and stalking. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations, and shall include the District's sexual assault policy and prevention strategies including empowerment programming for victim prevention, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.
- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault and stalking.

### **References:**

Education Code Sections 67385, 67385.7, and 67386;  
20 U.S. Code Section 1092(f);  
34 Code of Federal Regulations Section 668.46(b)(11)



MONTEREY PENINSULA  
COLLEGE

## ADMINISTRATIVE PROCEDURES

**President's Cabinet Approved:** August 14, 2017

**Adopted:** [Approval Date]

GOVERNING BOARD POLICIES

**BP 7130    Compensation**

Salary schedules, compensation, and benefits, including health and welfare benefits, for all classes of employees and each administrator employed pursuant to a contract under Education Code Section 72411 shall be established by the Board of Trustees:

**Prohibition of Incentive Compensation**

The District shall not provide any commission, bonus, or other incentive payment based, directly or indirectly, on the success in securing enrollments or financial aid, to any person or entity engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance. Employees covered by this ban shall be referred to as “covered employees” for purposes of this policy.

**Management, Supervisory, and Confidential Personnel**

The Governing Board shall enter into contracts with management personnel as required or permitted by law, or shall place management, supervisory, and confidential personnel on Board adopted salary schedules which are posted on the Human Resources website.

**Other Employees and Contractors**

Compensation shall be authorized for short-term, non-certificated personnel, professional experts and consultants when approved by the Governing Board upon recommendation by the Superintendent/President.

See also the applicable collective bargaining agreements for specific compensation-related details.

**References:** Education Code Sections 70902(b)(4), 72411, 87801, and 88160;  
Government Code Section 53200;  
34 Code of Federal Regulations 668 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended)

**Formerly Governing Board Policies 5590 – Salary and 5720 – Compensation**

**Adopted:** March 10, 1982 for Policy 5590 and May 10, 1989 for Policy 5720

**Revised:** May 10, 1989 for Policy 5590

**Renumbered, Revised, and Adopted:**

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

F. Management, Supervisory and Confidential Personnel

~~5590—Salary~~

~~The Governing Board shall enter into contracts with management personnel as required or permitted by law or shall place MSC personnel on Board adopted salary schedules which are included as Appendix 5590 of the Governing Board Policies Handbook.~~

~~Originally Adopted as Governing Board Policy: March 10, 1982.~~

~~Numbered and Re-adopted: May 10, 1989.~~

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

H. Other Employees and Contractors

5720 Compensation

~~Compensation shall be authorized for short term non-certificated personnel, professional experts and consultants when approved by the Governing Board upon recommendation by the Superintendent/President.~~

~~Adopted: May 10, 1989~~

**BP 7240 Confidential Employees**

Confidential employees are those who are required to develop or represent 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. The fact that an employee has access to confidential or sensitive information shall not in and of itself make the employee a confidential employee.

A determination whether a position is a confidential one shall be made by the Board of Trustees in accordance with applicable law and with the regulations of the California Public Employment Relations Board.

Confidential employees are not eligible for inclusion in a bargaining unit represented by an exclusive representative and the terms and conditions of their employment are not controlled by any collective bargaining agreement.

The terms and conditions of employment for confidential employees shall be provided for by procedures developed by the Superintendent/President. Such terms and conditions of employment shall include, but not be limited to, procedures for evaluation and rules regarding leaves, transfers, and reassignments.

**References:** Government Code Section 3540.1(c)

**Adopted:**

GOVERNING BOARD POLICIES

**BP 7310     Nepotism**

The District does not prohibit the employment of relatives or domestic partners as defined by Family Code Sections 297 et seq. in the same department or division, with the exception that they shall not be assigned to a regular position within the same department, division or site that has an immediate family member who is in a position to recommend or influence personnel decisions.

Personnel decisions include appointment, retention, evaluation, tenure, work assignment, promotion, discipline, demotion, or salary of the relative or domestic partner as defined by Family Code Sections 297 et seq.

Immediate family means spouse, parents, grandparents, siblings, children, grandchildren and in-laws or any other relative living in the employee's home.

The District will make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, or morale, or creating other potential conflicts of interest.

Notwithstanding the above, the District retains the right where such placement has the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest, to refuse to place spouses in the same department, division or facility. The District retains the right to reassign or transfer any person to eliminate the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest.

**References:** Government Code Sections 1090 et seq. and 12940 et seq.

**Adopted:**

GOVERNING BOARD POLICIES

**Chapter 7 Human Resources**

**7330**

**BP 7330 Communicable Disease**

All newly hired academic employees shall have on file a medical certificate indicating freedom from communicable diseases, including tuberculosis, unfitting the applicant to instruct or associate with students. No academic employee shall commence service until such medical certificate has been provided to the District.

All newly hired academic or classified employees must show that within the past 60 days they have submitted to a tuberculosis risk assessment and, if risk factors are present, been examined to determine that they are free from active tuberculosis. If risk factors were present at the tuberculosis risk assessment, and an examination occurs, after the examination the employee shall provide the District with a certificate from the employee's examining physician showing that the employee was examined and found to be free from active tuberculosis.

All employees shall be required to undergo a tuberculosis risk assessment within four years of employment and every four years thereafter, to determine if they are free from tuberculosis.

**References:** Education Code Sections 87408, 87408.6, and 88021

**Formerly Governing Board Policies 2255-Bloodborne Pathogens Control Policy and 5120-HIV/ARC/AIDS**

**Adopted:** February 21, 1995 for Policy 2255 and May 10, 1989 for Policy 5120

**Revised:** May 10, 1989 for Policy 5590

**Renumbered, Revised, and Adopted:**



ADMINISTRATIVE PROCEDURES

**AP 7336     Certification of Freedom from Tuberculosis**

Except as provided herein, no person shall be initially employed by the District in an academic or classified position unless the person has within the last 60 days submitted to a tuberculosis risk assessment developed by the State Department of Public Health and the California Tuberculosis Controllers Association and, if risk factors are present, an examination to determine that he/she is free of active tuberculosis, by a physician and surgeon licensed under the California Business and Professions Code. This examination shall consist of an X-ray of the lungs, or an approved intra-dermal tuberculin test, that, if positive, shall be followed by an X-ray of the lungs. This examination is a condition of initial employment and the expense shall be borne by the applicant.

The X-ray film may be taken by a competent and qualified X-ray technician if the X-ray film is subsequently interpreted by a physician and surgeon licensed under the Business and Professions Code.

The Chief Human Resources Officer may exempt, for a period not to exceed 60 days following termination of the pregnancy, a pregnant employee from the requirement that a positive intra-dermal tuberculin test be followed by an X-ray of the lungs.

Thereafter, employees who are skin test negative, or were not tested because of a lack of risk factors, are required to undergo the foregoing tuberculosis risk assessment and, if risk factors exist, examination at least once each four years upon recommendation of the local health officer for so long as the employee remains skin test negative. Once an employee has a documented positive skin test that has been followed by an X-ray, the foregoing tuberculosis risk assessments and examinations shall no longer be required and referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow up care.

If risk factors were present at the tuberculosis risk assessment and an examination occurs, after the examination, an employee shall cause to be on file with the District a certificate from the examining physician and surgeon showing the employee was examined and found free from active tuberculosis.

This procedure shall not apply to any employee of the District who files an affidavit stating that he/she adheres to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his/her knowledge and belief he/she is free from active tuberculosis. If at any time there should be probable cause to believe that the

## ADMINISTRATIVE PROCEDURES

applicant is afflicted with active tuberculosis, he/she may be excluded from service until the Chief Human Resources Officer is satisfied that he/she is not so afflicted.

A person who transfers his/her employment from another school or community college District shall be deemed to meet the requirements of this procedure if the person can produce a certificate that shows that he/she within the past four years had a tuberculosis risk assessment that showed no risk factors were present or was examined and was found to be free of communicable tuberculosis, or if it is verified by the college previously employing him/her that it has a certificate on file that contains that showing.

A person who transfers his/her employment from a private or parochial elementary school, secondary school, or nursery school to the District shall be deemed to meet the requirements of this procedure if the person can produce a certificate as provided for in Health and Safety Code Section 121525 that shows that he/she within the last four years had a tuberculosis risk assessment that showed no risk factors were present or was examined and was found to be free of communicable tuberculosis, or if it is verified by the school previously employing him/her that it has the certificate on file.

Also see BP 7300 titled Communicable Disease.

**References:** Education Code Section 87408.6

**President's Cabinet Approved:** August 14, 2017

**Adopted:**

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

B. Equal Employment Opportunity and Non Discrimination

5120 HIV/ARC/AIDS

~~The District is committed to providing a safe as well as fair, sensitive and non-discriminatory environment which is in compliance with federal, state, and local regulations. According to medical evidence, individuals with Human Immune Deficiency Virus (HIV) infection, AIDS-related complex (ARC), or with Acquired Immune Deficiency Syndrome (AIDS), or who are perceived as having ARC/AIDS, do not present a health risk to others in the classroom nor in the work place. Whenever possible, the District will provide faculty and staff with current information on HIV/ARC/AIDS from available medical sources.~~

~~The District will treat all employees equally, regardless of whether they have HIV/ARC/AIDS, are perceived to have HIV/ARC/AIDS, belong to a group thought to be particularly susceptible to HIV/ARC/AIDS, are related to or reside with persons having HIV/ARC/AIDS, or have tested positive for the HIV antibody. An individual with HIV/ARC/AIDS will not be denied employment in the District as long as he/she is able to perform in accordance with the respective standards of each position. Furthermore, the District will not require an individual to undergo antibody testing, nor other HIV/ARC/AIDS medical screening, as a condition of employment. The District will not deny a person who has HIV/ARC/AIDS any benefits for which he/she is eligible, and, in accordance with State law, such information shall be confidential.~~

Reference: ~~Federal Rehabilitation Act~~

Adopted: ~~May 10, 1989.~~

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

2000 SERIES ADMINISTRATION & BUSINESS SERVICES

C. General Campus Policies

~~2255~~ Bloodborne Pathogens Control Policy

~~Monterey Peninsula College is committed to maintaining, insofar as it is reasonably within the feasibility of the college to do so, administrative and engineering controls to eliminate unprotected employee exposure to pathogenic organisms that may be found in the blood or other body fluids of infected individuals. Primary concern is given to, but is not necessarily limited to human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Work-related activities of certain designated MPC employees having normal exposure to bloodborne pathogens will be regulated pursuant to 29 CFR 1910 and Title 8 CCR section 5193.~~

~~The MPC Bloodborne Pathogens Exposure Control Plan outlines the procedures to be used to prevent or minimize employee contact with blood or other potentially infectious materials.~~

Reference: ~~Title 29 Code of Federal Regulations 1910;~~  
~~Title 8 California Code of Regulations Section 5193~~

~~Adopted: February 21, 1995.~~

**BP 7335    Health Examinations**

The Superintendent/President shall establish administrative procedures related to medical examinations of candidates for appropriate positions prior to assuming the duties of the position. Such pre-employment medical examinations may only be required after a conditional job offer has been made, and shall be required of any candidate for a position for which a pre-employment medical examination has been deemed appropriate. No candidate shall be required to participate in such an examination solely on the basis of the **candidate's** age or disability.

The procedures may require any employee to undergo a physical or mental examination where such a fitness for duty exam is job related and consistent with business necessity. Such medical examinations shall be at the **District's** expense and shall be conducted by a physician chosen by the District.

Also see AP 7335 titled Health Examinations and AP 7336 titled Certification of Freedom from Tuberculosis

**References:**    Government Code Section 12940;  
                      42 U.S. Code Section 12112(d);  
                      29 Code of Federal Regulations, Part 1630

**Adopted:**

**BP 7342 Holidays**

Management, supervisory, and confidential personnel are entitled to the same paid holidays that are extended to the classified personnel. Certificated management personnel paid on a ten month basis with extra pay for extra days worked are not scheduled for work on designated holidays and are not paid for these holidays.

Also see BP 4010 Academic Calendar and the applicable collective bargaining agreements for specific holiday related details.

**References:** Education Code Section 79020

**Formerly Governing Board Policies 5565 - Holidays**

**Adopted:** May 10, 1982

**Revised and Adopted:** May 10, 1989

**Renumbered, Revised, and Adopted:**

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

F. Management, Supervisory and Confidential Personnel

~~5565~~ Holidays

~~Management, supervisory, and confidential personnel are entitled to the same paid holidays that are extended to the classified personnel. Certificated management personnel paid on a ten month basis with extra pay for extra days worked are not scheduled for work on designated holidays and are not paid for these holidays.~~

Originally Adopted as Governing Board Policy: March 10, 1982.

Numbered and Re-adopted: May 10, 1989.

**BP 7345      Catastrophic Leave Program**

The Board of Trustees authorizes implementation of a catastrophic leave program to permit employees of the District to donate eligible leave credits to an employee when that employee or a member of his/her family suffers from a catastrophic illness or injury.

The Superintendent/President shall establish administrative procedures to administer the program that complies with the requirements established by the Education Code. The administrative procedures shall assure that the program is administered in a nondiscriminatory way.

Also see applicable collective bargaining agreements for catastrophic leave related details.

**References:** Education Code Section 87045

**Adopted:**





## GOVERNING BOARD POLICIES

**Chapter 7     Human Resources**

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**7350**

**BP 7350     Resignations**

The Superintendent/President is delegated the authority to accept written resignations of employees of the District. The resignation shall be deemed accepted by the Governing Board when accepted in writing by the Superintendent/President whose acceptance shall be final and conclusive. The resignation may not be withdrawn without the consent of the Board. The Board shall fix the date when the resignation takes effect, ordinarily on the date tendered by the employee but in no event later than the close of the current academic year.

**References:** Education Code Sections 87730 and 88201

**Formerly Governing Board Policy 5420 Resignation (Classified Personnel) and 5030 Resignations (All Employees)**

**Adopted:** May 10, 1989

**Renumbered, Revised, and Adopted:**

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

E. Classified Personnel

~~5420~~ Resignation

~~Any employee planning to leave the employ of the District shall submit to the Governing Board through the Director of Personnel, a written resignation giving at least two weeks notice. Employees who have completed six months of regular or restricted status will be compensated for earned but unused vacation leave accrued up to the effective date of resignation.~~

~~Adopted: May 10, 1989.~~

GOVERNING BOARD POLICIES

**BP 7370     Political Activity**

Employees shall not use District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Board of Trustees. This policy prohibits political activity during an **employee's** working hours, but shall not be construed to prohibit an employee from urging the support or defeat of a ballot measure or candidate during nonworking time.

**Political**

The Governing Board recognizes the right of any employee to take or refrain from taking a stand on a political issue and to support or oppose any issue or candidate. Such activities, however, must be conducted on the employee's own time and he/she must not use materials, equipment, telephones, or clerical time furnished by the District. Employees will exercise reasonable care to show that they are acting in their capacity as private citizens.

**Organizational**

Employees have the right to form, join, and participate in lawful activities of employee organizations. They also have the right to refuse to form, join, or participate in employee organization activities. However, employees represented by MPCEA/CSEA must pay dues, a service fee, or make a contribution in the same amount to a District-designated scholarship or foundation.

Also see BP 7140 titled Collective Bargaining and BP 2716 titled Political Activity

**References:** Education Code Sections 7054 and 7056;  
Government Code Section 8314  
Government Code 3540 et. seq.  
First Amendment, U.S. Constitution.  
Education Code 7050 et. seq.  
Article I, Section 2, California Constitution.  
MPCCD/MPCEA Agreement

**Formerly Governing Board Policy 5040 Civil Rights of Employees**

**Adopted:** May 10, 1989

**Renumbered, Revised, and Adopted:**

ADMINISTRATIVE PROCEDURES

**Chapter 7     Human Resources**

**7370**

**AP 7370     Political Activity**

No restriction shall be placed on the political activities of any employee of the District except as provided in board policy and these procedures.

No District funds, services, supplies, or equipment may be used to urge the support or defeat of any ballot measure or candidate, including but not limited to any candidate for election to the Board of Trustees.

District resources may be used to provide information to the public about the possible effects of a bond issue or other ballot measure if both the following conditions are met:

The informational activities are otherwise authorized by the Constitution or laws of the State of California; and

The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure.

Any administrator or Board member may appear before a citizens' group that requests the appearance to discuss the reasons why the Board called an election to submit to the voters a proposition for the issuance of bonds, and to respond to inquiries from the citizens' group.

An officer or employee of the District may solicit or receive political funds or contributions to promote the support or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service, or other working conditions of officers or employees of the District. Such activities are prohibited during working hours, and entry into buildings and grounds of the District during working hours is prohibited. Such activities are permitted during nonworking time. "Nonworking time" means time outside an employee's working hours, whether before or after the work day or during the employee's lunch period or other breaks during the day.

**References:** Education Code Sections 7050 et seq

**President's Cabinet Approved:** August 14, 2017

**Adopted:**

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

A. All Employees

~~5040~~ Civil Rights of Employees

~~1.~~ Political

~~The Governing Board recognizes the right of any employee to take or refrain from taking a stand on a political issue and to support or oppose any issue or candidate. Such activities, however, must be conducted on the employee's own time and he/she must not use materials, equipment, telephones, or clerical time furnished by the District. Employees will exercise reasonable care to show that they are acting in their capacity as private citizens.~~

~~2.~~ Organizational

~~Employees have the right to form, join, and participate in lawful activities of employee organizations. They also have the right to refuse to form, join, or participate in employee organization activities. However, employees represented by MPCEA/CSEA must pay dues, a service fee, or make a contribution in the same amount to a District designated scholarship or foundation.~~

~~Reference: Government Code 3540 et. seq.  
First Amendment, U.S. Constitution.  
Education Code 7050 et. seq.  
Article I, Section 2, California Constitution.  
MPCCD/MPCEA Agreement.  
Governing Board Policy 3120.~~

~~Formerly Governing Board Policy 5.7.~~

~~Revised, Renumbered and Adopted: May 10, 1989.~~



GOVERNING BOARD POLICIES

**Chapter 7 Human Resources**

**7400**

**BP 7400 Travel**

The Governing Board recognizes the need for representation at conferences and other activities, which relate to the mission of the District.

Board members and the Superintendent/President are authorized to attend conferences, meetings, workshops, and other functions, which relate to the mission and objectives of the District. The District shall reimburse them for expenses incurred therefrom. [\(See BP/AP 2735 titled Governing Board Member Travel\)](#)

The Superintendent/President is encouraged to attend local community functions or activities as the representative of the College, and to meet or confer with local business representatives in order that Monterey Peninsula College will better serve our community.

The Superintendent/President or designee may approve the attendance by other employees at conferences, meetings, workshops, and other necessary functions relating to the mission and objectives of the District. Reimbursement to employees for expenses incurred thereby shall be in accordance with the District's Administrative Procedures. [\(See AP 7400 titled Travel\)](#)

Out-of-state travel requires advance written approval of the Superintendent/President. Except in emergencies, out-of-country travel requires advance approval by the Governing Board. In the event of emergency approval by the Superintendent/President, the Board will receive notification and reason for emergency approval at the next regular meeting of the Governing Board.

Reimbursement for employees not covered by an employee contract for the use of their automobile in connection with related District business shall be the prevailing Internal Revenue Service rate. This rate shall be adjusted accordingly upon announcements made by the Internal Revenue Service that such rate has changed.

[Also see BP/AP 2735 titled Governing Board Member Travel, BP/AP 4300 titled Field Trips and Excursions, and BP/AP 6530 titled District Vehicles](#)

**Reference:** Education Code Section 87032  
**Formerly Governing Board Policy 2145 Staff Travel/Mileage Reimbursement**

**Adopted: June 1988**  
**Revised and Adopted: May 21, 1991**  
**Renumbered, Revised, and Adopted:**

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

2000 SERIES ADMINISTRATION & BUSINESS SERVICES

B. Business Services

~~2145 Staff Travel/Mileage Reimbursement~~

~~The Governing Board recognizes the need for representation at conferences and other activities, which relate to the mission of the District.~~

~~Board members and the Superintendent/President are authorized to attend conferences, meetings, workshops, and other functions, which relate to the mission and objectives of the District. The District shall reimburse them for expenses incurred therefrom.~~

~~The Superintendent/President is encouraged to attend local community functions or activities as the representative of the College, and to meet or confer with local business representatives in order that Monterey Peninsula College will better serve our community.~~

~~The Superintendent/President or designee may approve the attendance by other employees at conferences, meetings, workshops, and other necessary functions relating to the mission and objectives of the District. Reimbursement to employees for expenses incurred thereby shall be in accordance with the District's Administrative Procedures.~~

~~Out-of-state travel requires advance written approval of the Superintendent/President. Except in emergencies, out-of-country travel requires advance approval by the Governing Board. In the event of emergency approval by the Superintendent/President, the Board will receive notification and reason for emergency approval at the next regular meeting of the Governing Board.~~

~~Reimbursement for employees not covered by an employee contract for the use of their automobile in connection with related District business shall be the prevailing Internal Revenue Service rate. This rate shall be adjusted accordingly upon announcements made by the Internal Revenue Service that such rate has changed.~~

Reference: ~~Education Code 72423, 87032.~~  
~~Formerly Governing Board Policy 3.16.~~

~~Adopted: June 1, 1988.~~

~~Revised: May 21, 1991.~~

**BP 7440     Whistleblower Protection**

The Superintendent/President shall establish procedures regarding the reporting and investigation of suspected unlawful activities by district employees, and the protection from retaliation of those who make such reports in good faith and/or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, “unlawful activity” refers to any **activity—intentional or negligent—that** violates state or federal law, local ordinances, or District policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices and protections are provided to those employees who, in good faith, report these activities and/or assist the District in its investigation.

Furthermore, District employees shall not:

- retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order;
- retaliate against an employee or applicant for employment because the employee or applicant is a family member of a person who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order; or
- directly or indirectly use or attempt to use the official authority or influence of his/her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the District. The District will not tolerate retaliation, and will take whatever action may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

**References:** Education Code Sections 87160-87164;  
Labor Code Section 1102.5;  
Government Code Section 53296;  
Private Attorney General Act of 2004 (Labor Code Section 2698);  
Affordable Care Act (29 U.S. Code Section 218C)

**Adopted:**





## GOVERNING BOARD POLICIES

### **Chapter 7 Human Resources**

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**7500**

#### **BP 7500 Volunteers**

The Governing Board encourages the use of volunteers to perform supplemental services beyond those offered by District employees. Any District volunteer must be approved by the Superintendent/President or designee and must complete a form available through the Office of Human Resources, which is required for institutional liability and Worker's Compensation purposes.

**References:** Education Code Sections 72401, 87010, and 87011;  
Government Code Section 3119.5

**Formerly Governing Board Policy 5800 Volunteer Service**

**Adopted:** May 10, 1989

**Renumbered, Revised, and Adopted:**

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

I. Volunteers

5800 Volunteer Service

~~The Governing Board encourages the use of volunteers to perform supplemental services beyond those offered by District employees. Any District volunteer must be approved by the Superintendent/President or designee and must complete a form available in the Personnel Services Office, which is required for institutional liability and Worker's Compensation purposes.~~

Adopted: May 10, 1989



**BP 7510      Domestic Partners**

Domestic partners registered with the California Secretary of State shall have, insofar as permitted by California law, all of the same rights, protections, and benefits, as well as the same obligations, responsibilities, and duties of married persons (spouses) under state law. Former domestic partners shall have all of the rights and obligations of former spouses. Surviving domestic partners shall have the same rights, protections, and benefits as are granted to a surviving spouse of a decedent.

Therefore, all references to “spouses” in the District’s policies or procedures shall be read to include registered domestic partners as permitted by California law.

**References:** Family Code Sections 297, 298, 298.5, 297.5, 299, 299.2, and 299.3

**Adopted:**

**BP 7600     Campus Security Officers**

The District shall employ campus security officers, who shall provide services as security guards, or patrol persons on or about the campus(es) owned or operated by the District. Their duties include, but are not limited to protecting persons or property, preventing the theft of District property, and reporting any unlawful activity to the District and local law enforcement.

The Superintendent/President shall establish procedures necessary for administration of campus security. In addition, the Superintendent/President shall enter into an agreement with local law enforcement, which includes that campus security officers shall cooperate with local law enforcement in performing their duties.

Every campus security officer who works more than 20 hours per week shall complete a course of training developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs as required by Education Code Section 72330.5 (b). If an officer is required to carry a firearm, he/she shall also satisfy the training requirements of Penal Code Section 832.

Every campus security officer shall meet other requirements set out in Education Code Section 72330.5.

**References:**    Education Code Section 72330.5

**Adopted:**

# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

President's Office

College Area

### New Business Agenda Item No. K

#### Proposal:

That the Governing Board reviews the results of the 2017 Board self-evaluation.

#### Background:

As a part of Monterey Peninsula College's ongoing commitment to continuous improvement, the Governing Board adopted Board Policy 2745 – Board Self-Evaluation (Attachment A), which calls for an annual self-evaluation and development of Board goals. The self-evaluation is to be conducted from August – October, with the Board goals to be approved at the end of the evaluation process.

In July 2017, Trustees Coppernoll and Steck agreed to serve as an ad hoc subcommittee of the Board to develop the evaluation process, timeline, and instruments, which were approved at the August 2017 Board meeting. The subcommittee approved two surveys—the “Governing Board Self-Evaluation,” which was provided only to the Governing Board, and the “Governing Board Evaluation,” which was provided to the Governing Board, staff members who interact with the Board, and members of the communities served by Monterey Peninsula College. The Board goals for 2017 (Attachment B) were used as the basis for the Board's self-evaluation. Both surveys were distributed with the assistance of Dr. Rosaleen Ryan, Director of Institutional Research.

The subcommittee met on October 3, 2017 to review the results of the surveys. They will provide a report at the meeting, to include an assessment of the survey results.

#### Budgetary Implications:

None.

**INFORMATION:** 2017 Governing Board Self-Evaluation

Recommended By:

Walter A. Tribley

Dr. Walter Tribley, Superintendent/President

Prepared By:

Shawn Anderson

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

Agenda Approval:

Walter A. Tribley

Dr. Walter Tribley, Superintendent/President



GOVERNING BOARD POLICIES

**Chapter 2 Board of Trustees**

**2745**

**BP 2745 Board Self-Evaluation**

The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. In order to evaluate progress towards achieving the District's goals, the Board will annually schedule a time and place at which all members will participate in a formal self-evaluation.

The Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal Board operations and performance and will evaluate success in achieving last year's goals. Working with the Superintendent/President, the Board members shall develop goals for the upcoming year against which the Board shall be evaluated. A self-evaluation instrument will be based on these goals. Each Board member will complete a self-evaluation instrument independently.

In addition, the Board will seek anonymous staff, faculty, student and community input through a representative sampling of each group. The sampling will be by position (example, President of the Academic Senate). The ensuing evaluation will be based on the resulting composite picture of the Board's strengths and weaknesses. The Board will discuss the tabulated results as a group and report its outcome at a public meeting.

The evaluation process shall include the establishment of strategies for improving Board performance. A summary of the evaluation will be presented and discussed at a Board session scheduled for that purpose. The results will be used to improve board performance, academic quality, and institutional effectiveness. Goals will be set for the following year's performance and evaluation.

See Administrative Procedure 2745 – Board Self-Evaluation

See also Board Policy 2200 – Board Duties and Responsibilities

**References:** ACCJC Accreditation Standard IV.C.10

**Formerly Governing Board Policy 1009 – Board Self Evaluation**

**Adopted:** August 15, 2000

**Revised and Adopted:** May 25, 2010; November 23, 2010

**Revised, Renumbered, and Adopted:** September 28, 2016

**MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD GOALS FOR 2017  
Adopted November 16, 2016**

1. Encourage an open and respectful culture at MPC in partnership with the Superintendent/President.
2. Actively participate in and support actions taken by the college to attain fiscal stability.
3. Ensure the college policies and procedures are updated, comprehensive and implemented.
4. Respond to ACCJC Accreditation recommendations and support the completion of MPC's Actionable Improvement Plans and Quality Focus Action Projects (as listed in the Institutional Self Evaluation Report, August 2016).
5. Respond to and implement appropriate recommendations of the Collaborative Brain Trust Report in order to ensure efficient and effective functioning of MPC.
6. Regularly schedule presentations with follow-up discussion opportunities on College programs and issues at Trustee meetings or study sessions.
7. Engage in legislative advocacy activities to support the college and community college systems.
8. Be open and accessible to community constituents.

# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

President's Office

College Area

### New Business Agenda Item No. L

#### Proposal:

That the Governing Board discusses the proposed Board goals for 2018.

#### Background:

As a part of Monterey Peninsula College's ongoing commitment to continuous improvement, the Governing Board adopted Board Policy 2745 – Board Self-Evaluation (Attachment A), which calls for an annual self-evaluation and development of Board goals. The self-evaluation is to be conducted from August – October, with the Board goals to be adopted in November of each year, at the end of the evaluation process.

An ad hoc subcommittee comprised of Trustees Margaret-Anne Coppernoll and Loren Steck met with Dr. Walt Tribley, MPC Superintendent/President, on October 3, 2017 to develop draft Board goals for 2018 (Attachment B).

The proposed goals are being presented at the October meeting for a first reading and to receive the Board's input. The goals will then be updated with any changes and presented for adoption at the November meeting.

#### Budgetary Implications:

None.

**INFORMATION:** Proposed Governing Board Goals for 2018

Recommended By:

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

Prepared By:

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

Agenda Approval:

Walt a Tribley  
Dr. Walter Tribley, Superintendent/President



## GOVERNING BOARD POLICIES

### Chapter 2 Board of Trustees

2745

#### BP 2745 Board Self-Evaluation

The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. In order to evaluate progress towards achieving the District's goals, the Board will annually schedule a time and place at which all members will participate in a formal self-evaluation.

The Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal Board operations and performance and will evaluate success in achieving last year's goals. Working with the Superintendent/President, the Board members shall develop goals for the upcoming year against which the Board shall be evaluated. A self-evaluation instrument will be based on these goals. Each Board member will complete a self-evaluation instrument independently.

In addition, the Board will seek anonymous staff, faculty, student and community input through a representative sampling of each group. The sampling will be by position (example, President of the Academic Senate). The ensuing evaluation will be based on the resulting composite picture of the Board's strengths and weaknesses. The Board will discuss the tabulated results as a group and report its outcome at a public meeting.

The evaluation process shall include the establishment of strategies for improving Board performance. A summary of the evaluation will be presented and discussed at a Board session scheduled for that purpose. The results will be used to improve board performance, academic quality, and institutional effectiveness. Goals will be set for the following year's performance and evaluation.

See Administrative Procedure 2745 – Board Self-Evaluation

See also Board Policy 2200 – Board Duties and Responsibilities

**References:** ACCJC Accreditation Standard IV.C.10

#### **Formerly Governing Board Policy 1009 – Board Self Evaluation**

**Adopted:** August 15, 2000

**Revised and Adopted:** May 25, 2010; November 23, 2010

**Revised, Renumbered, and Adopted:** September 28, 2016

**MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD GOALS FOR 2018  
PROPOSED**

1. Encourage an open and respectful culture at MPC in partnership with the Superintendent/President.
2. Actively participate in and support actions taken by the college to maintain fiscal stability and increase efficiency.
3. Ensure the college policies are updated, comprehensive and implemented.
4. Respond to ACCJC Accreditation recommendations and support the completion of MPC's Actionable Improvement Plans and Quality Focus Action Projects.
5. Regularly schedule presentations with follow-up discussion opportunities on College programs and issues at Trustee meetings or study sessions.
6. Engage in legislative advocacy activities to support the college and community college systems.
7. Be open and accessible to community constituents.

# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

**New Business Agenda Item No. M**

Superintendent/President  
College Area

**Proposal:**

That the Governing Board reviews the selection of workshops to be offered during the 2017 Monterey County Educational Leadership Summit and indicates the number of trustees who anticipate attending each workshop.

**Background:**

On November 16, 2017, the Monterey County Office of Education is hosting the third bi-annual Monterey County Educational Leadership Summit for local school district trustees and superintendents at the Inn at Spanish Bay in Pebble Beach. The purpose of the Educational Leadership Summit, which is free-of-charge to attendees, is to provide school district trustees and superintendents with training sessions on issues facing local schools, as well as opportunities to connect with other trustees and superintendents.

The Educational Leadership Summit Planning Committee has planned informative workshops for Summit attendees. These workshops are listed on the "At-A-Glance Schedule" (Attachment A) and are described on "Sessions and Descriptions" (Attachment B). To plan room accommodations, Dr. Nancy Kotowski, Monterey County Superintendent of Schools, has requested that each school district provides the Monterey County Office of Education, by October 26, 2017, with the number of trustees who anticipate attending each workshop. Trustees will retain the option, however, to attend any workshop of their choice on the day of the event.

**Budgetary Implications:**

None.

**RESOLUTION: BE IT RESOLVED**, that the Governing Board indicates the number of trustees attending each workshop of the 2017 Monterey County Educational Leadership Summit.

**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



MONTEREY COUNTY  
EDUCATIONAL LEADERSHIP  
SUMMIT

Thursday, November 16, 2017 \* The Inn at Spanish Bay

## AT-A-GLANCE SCHEDULE

**Registration, Breakfast and Networking: 7:30 a.m. to 8:15 a.m.**

**Welcome and Keynote Address: 8:15 a.m. to 9:15 a.m.**

**Welcome Addresses:** *Judy Pennycook, President, Monterey County Board of Education, Rita Patel, MCSBA President and Dr. Nancy Kotowski, County Superintendent of Schools*

**Keynote Address: Keys to Effective Leadership and Governance: Lessons Learned**

*Presenter: Jack O'Connell, Former State Superintendent*

**Summit Breakout Sessions 1: 9:25 to 10:40 a.m.**

**Board Relations and Developing Cohesive and Effective Governance Teams**

*Presenter: Lozano Smith Attorneys at Law*

**Understanding the Legal Requirements of School Boards and Board Members**

*Presenter:*

*Nielsen Merksamer Parrinello Gross and Leoni*

**Behind the Numbers**

*Presenter: Susan Henry and Mike Ambrose, California Schools Board Association (CSBA)*

**Technology Integration and Innovative School Programs**

*Presenter: Monterey County Office of Education, Educational Services Division*

**Summit Breakout Sessions 2: 10:50 a.m. to 12:05 p.m.**

**Mock Board Meeting and the Brown Act in Action**

*Presenters: Lozano Smith Attorneys at Law and Nielsen MerksamerParrinello Gross and Leoni*

**The Bully, The Bullied, and the Not-So-Innocent Bystander**

*Presenter: Barbara Coloroso, Author, Speaker, and Consultant on Bullying*

**California Fiscal and Political Outlook for K-12 Education**

*Presenters: Jack O'Connell and Gerry Shelton, Capitol Advisors*

**California's New Integrated Accountability and Continuous Improvement System**

*Presenter:*

*Monterey County Office of Education, Educational Services Division*

**LUNCH and Keynote Speaker: 12:15 p.m. to 1:25 p.m.**

**Keynote Address: The Importance of Multicultural Literacy**

*Presenter: Dr. Francisco Jimenez, Professor at Santa Clara University and Author of The Circuit*

**Summit Breakout Sessions 3: 1:35 p.m. to 2:50 p.m.**

**Raising Results for English Learners**

*Presenter: Monterey County Office of Education, Educational Services Division*

**Preparing K-12 Students for the Rigor of College: What Districts Need To Do**

*Presenter: Scott Hill, The College Board, Western Regional Office*

**Human Trafficking Happens Here: Identifying and Responding to Human Trafficking**

*Presenter: Deborah Pembroke, Rape Crisis Center*

**A Focus on Undocumented Students: Ensuring a Safe and Affirming Learning Environment for All Students,**

*Presenter: Mary T. Hernandez, Founding Partner, Garcia Hernandez Sawhney, LLP*

**Sponsor Tables Open: 3:00 p.m. to 3:30 p.m.**

**MONTEREY COUNTY EDUCATIONAL LEADERSHIP SUMMIT 2017**

**SESSIONS AND DESCRIPTIONS**

November 16, 2017 \* Inn at Spanish Bay, Pebble Beach

7:30 a.m. to 3 p.m.

Please review the selection of workshops offered during Breakout Sessions 1, Breakout Sessions 2, and Breakout Session 3.

Indicate below the number attending each session.

<b>BREAKOUT SESSIONS 1: 9:25 TO 10:40 A.M.</b>		
<p>Number attending this session:</p> <p>_____</p>	<p><b>Board Relations and Developing Cohesive and Effective Governance Teams</b> <i>Presenter: Lozano Smith Attorneys at Law</i></p>	<p>Lozano Smith Attorneys at Law will address the critical understandings boards and superintendents must have in order to build an effective governance team. The session aims to equip board members with leadership skills, qualities, strategies, and techniques to becoming a high-functioning board.</p>
<p>Number attending this session:</p> <p>_____</p>	<p><b>Understanding the Legal Requirements of School Boards and Board Members</b> <i>Presenter: Nielsen Merksamer Parrinello Gross and Leoni, LLP</i></p>	<p>Understand the unique position school board members serve as trustees of the school district who are entrusted by the public for fulfilling the district's mission for all students. This session will include a review of the Brown Act, rights of the public, conflicts of interest, gifts, use of public funds, and completing Form 700.</p>
<p>Number attending this session:</p> <p>_____</p>	<p><b>Behind the Numbers</b> <i>Presenter: California School Boards Association (CSBA)</i></p>	<p>California ranks near the bottom in nearly every measure of school funding. Learn how much it would cost to fully implement programs across all schools that would prepare every student for college and career success. School board members have a powerful voice in setting priorities for resources to be set equitably and effectively and implementing strategies that are more likely to produce positive student outcomes.</p>
<p>Number attending this session:</p> <p>_____</p>	<p><b>Technology Integration and Innovative School Programs</b> <i>Facilitated by: Monterey County Office of Education Educational Services Division</i></p>	<p>In this session, a panel of Monterey County Educational Technology leaders will engage participants in understanding effective digital learning practices for supporting a culture of innovation within PK-12 schools and classrooms. Uncover practical solutions for addressing digital citizenship, student privacy issues, and personalized professional learning for all educators. Participants will learn about the comprehensive resources that are essential for teaching and learning in today's world.</p>

**MONTEREY COUNTY EDUCATIONAL LEADERSHIP SUMMIT 2017  
SESSIONS AND DESCRIPTIONS**

**BREAKOUT SESSIONS 2: 10:50 A.M. TO 12:05 P.M.**

<p><b>Number attending this session:</b></p> <p>_____</p>	<p><b>Mock Board Meeting and the Brown Act In Action</b>  <i>Presenters: Lozano Smith Attorneys at Law and Nielsen Merksamer Parrinello Gross and Leoni, LLP</i></p>	<p>Mock board meeting that demonstrates how to handle the difficult situations that occur while conducting board meetings in public. Presenters will address common issues that boards face, and the mock board will demonstrate best practices to deal with them and include scenarios with options for handling situations.</p>
<p><b>Number attending this session:</b></p> <p>_____</p>	<p><b>The Bully, The Bullied, and the Not-So-Innocent Bystander</b>  <i>Presenter: Barbara Coloroso, Author, Speaker, and Consultant on Bullying</i></p>	<p>Breaking the cycle of violence in homes, schools and communities involve more than merely identifying and stopping the bully. It requires that we examine the why and the how a child becomes a bully or the target of a bully (and sometimes both) as well as the role the bystanders play in perpetuating the cycle.</p>
<p><b>Number attending this session:</b></p> <p>_____</p>	<p><b>California Fiscal &amp; Political Outlook for K-12 Education Legislative Overview for 2017-2018</b>  <i>Presenters: Capitol Advisors</i></p>	<p>A look at politics inside the Capitol that are shaping school funding and the future of LCFF. The quickly changing landscape of politics and public education continue to impact the work that boards do. Learn the latest political analysis and learn about the future of education funding and emerging education policy issues from Capitol Advisors.</p>
<p><b>Number attending this session:</b></p> <p>_____</p>	<p><b>California's New Integrated Accountability and Continuous Improvement System</b>  <i>Presenters: Monterey County Office of Education Educational Services Division</i></p>	<p>Learn about California's new accountability system, how it serves multiple functions, provides guidance to identifying weaknesses to help educators implement improvement strategies, and how it is related to the LCAP and LCFF. Strategies will be given on how to engage stakeholders and ensure that LCAP plans are focused on addressing the needs that are identified through a review of the districts' data.</p>

**MONTEREY COUNTY EDUCATIONAL LEADERSHIP SUMMIT 2017**  
**SESSIONS AND DESCRIPTIONS**

**BREAKOUT SESSIONS 3: 1:35 TO 2:50 P.M.**

<p><b>Number attending this session:</b></p> <p>_____</p>	<p><b>Raising Results for English Learners</b>  <i>Presenter: Monterey County Office of Education, Educational Services Division</i></p>	<p>Learn the four principles that provide the foundation of Californian's new <i>English Learners Roadmap</i>. Understand the importance of English Learners experiencing a coherent, articulated, and aligned set of practices and pathways across all grade levels in order to foster the skills, language(s), literacy, and knowledge they need for college and career readiness. Understand California's new system for evaluating the progress of English Learners (ELPAC: English Language Proficiency Assessments for California) and examine program options for supporting English Learners' progress toward English proficiency.</p>
<p><b>Number attending this session:</b></p> <p>_____</p>	<p><b>Preparing K-12 Students for the Rigor of College: What Districts Need To Do</b>  <i>Presenter: Scott Hill, The College Board, Western Regional Office</i></p>	<p>This session will address the preparation of students for the rigor of college and key components of career readiness. The session includes an analysis of Monterey County's schools regarding achievement and opportunity gaps; subgroups of students' PSAT and SAT participation and performance, AP participation and performance, and college and career pathways completion options. There will be a focus on productive action that can move the needle for students, including linking College Board and Khan Academy accounts and other new resources.</p>
<p><b>Number attending this session:</b></p> <p>_____</p>	<p><b>Human Trafficking Happens Here: Identifying and Responding to Human Trafficking in Monterey Bay</b>  <i>Presenter: Deborah Pembrook, Rape Crisis Center and Coalition to End Human Trafficking in Santa Cruz and Monterey Counties</i></p>	<p>Human trafficking is often thought of as something that happens in other countries or in large cities. However, human trafficking is a serious issue here in our community. In this informative session, you will learn about current laws and recent legislation, different forms of human trafficking and their warning signs, and what you can do to help end human trafficking in the lives of students and their families.</p>
<p><b>Number attending this session:</b></p> <p>_____</p>	<p><b>A Focus on Undocumented Students: Ensuring a Safe and Affirming Learning Environment for All Students</b>  <i>Presenter: Mary T. Hernandez of Garcia Hernandez Sawhney, LLP</i></p>	<p>This session will provide school board members with up-to-date information on legal issues impacting undocumented students on our campuses, including Executive Orders, DACA and other emerging laws. Presenter will also cover the rights and obligations of educational institutions and best practices for ensuring a safe and affirming learning environment for these students.</p>

# Monterey Peninsula Community College District

## Governing Board Agenda

October 25, 2017

New Business Agenda Item No. N

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 2017-2018 Calendar of Events

## OCTOBER 2017

- Wednesday, October 18** Pizza with the President, hosted by ASMPC, 12:00pm, Student Center (lower level)
- Tuesday, October 24** Haunted Harvest Fest, hosted by ASMPC, 10:00am-2:00pm, Student Center (outdoors)
- Wednesday, October 25** Regular Board Meeting, Public Safety Training Center, Seaside  
Closed Session: 11:00am, SPS-106  
Regular Meeting: 1:30pm, SPS-119
- Thursday, October 26** Monterey Bay Business Expo, 4:00-7:00pm, Embassy Suites by Hilton Monterey Bay, Laguna Grande Ballroom, Seaside
- Saturday, October 28** 4<sup>th</sup> Annual Rubber Chicken Drop, 12:00pm VIP Party, 1:00 p.m. Football game, MPC Stadium

## NOVEMBER 2017

- Friday, November 10** Holiday – Veterans’ Day Observance
- Thursday, November 16** MCOE Education Leadership Summit for Governance Teams, 7:30am-3:00pm, Inn at Spanish Bay, Pebble Beach
- Thursday, Nov. 16 through Saturday, Nov. 18** CCLC Annual Convention, San Jose Fairmont
- Saturday, November 18** MPC Foundation Fundraising Gala – “An Evening of Opportunity,” 5:00pm, Folktale Winery & Vineyards, Carmel
- Thursday, Nov. 23 through Saturday, Nov. 25** Holiday - Thanksgiving
- 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

- Thursday, December 14** MPC Foundation New Board Member Orientation, 12:00-4:30 p.m., Monterey Peninsula College, Large Administration Conference Room
- Thursday, December 14** MPC Foundation Board & Volunteer Holiday Party, 4:30pm, La Mirada
- Friday, December 15** Fall 2017 Semester Ends
- Tuesday, December 19** Fire Academy Graduation, MPC Theater, 10:00am
- 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
- Monday, Dec. 11 through Friday, Dec. 15** Finals
- Friday, December 15** Fall Semester Ends
- Friday, Dec. 22 through Monday, Jan. 1** Winter Break

# MPC Governing Board 2017-2018 Calendar of Events

## JANUARY 2018

Tuesday, January 2 Early Spring Session Begins  
Monday, January 15 Holiday – Dr. Martin Luther King, Jr. Day  
Wed.-Thurs., January 17-18 Campus Flex Days  
Friday, January 19 Early Spring Session Ends  
Monday, January 22 Spring Semester Begins  
*\*Wednesday, January 24 Regular Board Meeting, MPC Library & Technology Center*  
*Closed Session: 11:00am, Stutzman Room*  
*Regular Meeting: 1:30pm, Sam Karas Room*  
Fri.-Sun., January 26-28 CCLC Effective Trusteeship & Board Chair Workshop (Board Chair Workshop: January 27), Sheraton Grand, Sacramento  
Sunday, January 28 - CCLC Annual Legislative Conference, Sheraton Grand, Sacramento  
Monday, January 29

## FEBRUARY 2018

Friday, February 16 Holiday – Lincoln Day Observance  
Monday, February 19 Holiday – Washington's Day  
*\*Wednesday, February 28 Regular Board Meeting, MPC Library & Technology Center*  
*Closed Session: 11:00am, Stutzman Room*  
*Regular Meeting: 1:30pm, Sam Karas Room*

## MARCH 2018

Sun.-Sat., March 18-24 Spring Recess  
Thursday, March 22 Monterey County School Boards Association's Annual Organizational Meeting and Dinner, 5:30pm, Location to be announced  
*\*Wednesday, March 28 Regular Board Meeting, MPC Library & Technology Center*  
*Closed Session: 11:00am, Stutzman Room*  
*Regular Meeting: 1:30pm, Sam Karas Room*

## APRIL 2018

*\*Wednesday, April 25 Regular Board Meeting, MPC Library & Technology Center*  
*Closed Session: 11:00am, Stutzman Room*  
*Regular Meeting: 1:30pm, Sam Karas Room*  
Friday, April 27 President's Address to the Community, Monterey Marriott, 11:00am-1:30pm

## MAY 2018

Date, Time & Location TBD Employee Recognition Ceremony  
MPC Scholarship Awards Ceremony  
Veterans Recognition Ceremony  
CDC Preschool Graduation

# MPC Governing Board 2017-2018 Calendar of Events

## MAY 2018, continued

<b>Date, Time &amp; Location TBD</b>	<b>Early Childhood Education Graduation Celebration</b> <b>Automotive Technology Graduation Banquet, Tarpy's Roadhouse, 5:00-8:00pm</b> <b>Asian Student Assn Ceremony, 6:00pm</b> <b>Fire Academy Graduation Ceremony</b> <b>Latino Ceremony, 6:00pm, LF 103</b> <b>Kente Ceremony, 7:00pm</b>
<b>Thurs.-Sunday, May 3-6</b>	<b>CCLC Annual Trustees Conference, Hyatt Regency Valencia</b>
<b>Monday, May 21 through Friday, May 25</b>	<b>Finals</b>
<b>*Wednesday, May 23</b>	<b><i>Regular Board Meeting, MPC Library &amp; Technology Center</i></b> <b><i>Closed Session: 11:00am, Stutzman Room</i></b> <b><i>Regular Meeting: 1:30pm, Sam Karas Room</i></b>
<b>Friday, May 25</b>	<b>Spring Semester Ends</b>
<b>Saturday, May 26</b>	<b>Faculty Retirement Breakfast, 8:30am (location to be confirmed)</b> <b>Commencement: 12:00pm, MPC Stadium</b> <b>(Line-up at 11:30am in Amphitheater)</b> <b>Nurse Pinning Ceremony, 3:00pm, Amphitheater</b>
<b>Monday, May 28</b>	<b>Holiday – Memorial Day</b>

## JUNE 2018

<b>Monday, June 4</b>	<b>Summer Session Begins</b>
<b>*Wednesday, June 27</b>	<b><i>Regular Board Meeting, MPC Library &amp; Technology Center</i></b> <b><i>Closed Session: 11:00am, Stutzman Room</i></b> <b><i>Regular Meeting: 1:30pm, Sam Karas Room</i></b>

## JULY 2018

<b>Wednesday, July 4</b>	<b>Holiday – Independence Day</b>
<b>Friday, July 13</b>	<b>End of Six-Week Session</b>
<b>*Wednesday, July 25</b>	<b><i>Regular Board Meeting, Education Center at Marina</i></b> <b><i>Closed Session: 11:00am, Room to be determined</i></b> <b><i>Regular Meeting: 1:30pm, Room to be determined</i></b>
<b>Friday, July 27</b>	<b>End of Eight-Week Session</b>

*\* Dates of 2018 Governing Board meetings to be confirmed at December 20 Annual Board Organization Meeting.*

*Events/details added from previous Calendar are highlighted in bold; updated October 15, 2017.*